

SENATE MEETING PUBLIC SESSION AGENDA

December 14, 2016
3:30 – 5:30 PM

Senate Chambers (Room 1079 Charles J McCaffray Hall)

1.0 **S-2016012.01**

Approval of the Agenda †

Page 1 That the agenda for the December 14, 2016 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-201612.02**

Approval of Senate Minutes

Page 5 That the minutes of the November 23, 2016 Public Session of Senate be approved as presented.

3.0 **Business Arising from Previous Minutes of Senate**

Page 28	3.1 Students as Partners: Considerations for UNBC Report	Dr. Weeks
4.0	President's Report	Dr. Weeks
5.0	Report of the Provost	Dr. Ryan
6.0	Report of the Registrar	Ms. McKenzie
7.0	Question Period	Dr. Weeks
8.0	Removal of Motions from the Consent Agenda	Dr. Weeks
9.0	Committee Reports	
9.1	Senate Committee on Academic Affairs	Dr. Ryan

"For Approval" Items:

Regular **S-201612.03**

Change(s) to the Program Requirements - Development Economics (MA Program)

Page 42 That, on the recommendation of the Senate Committee on Academic Affairs, the change(s) to the program requirements for the Development Economics (MA Program), on page 51 (in the print calendar accessible on the UNBC web page) of the 2016/2017 graduate calendar be approved as proposed.
Effective date: September 2017

- Regular **S-201612.04**
Changes to Graduate Calendar - Title Dean, Graduate Programs
 Page 50 That, on the recommendation of the Senate Committee on Academic Affairs, the title Dean, Graduate Programs changes to Vice President, Research and Graduate Programs or Vice Provost Student Recruitment, on noted pages (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 Graduate Calendar Programs section, be approved as proposed.
 Effective date: December 14, 2016
- Consent **S-201612.05**
Renewal of Exchange Agreement - University of Northern British Columbia and the University of New England, Australia
 Page 55 That, on the recommendation of the Senate Committee on Academic Affairs, the motion to renew the Exchange Agreement between University of Northern British Columbia and the University of New England, Australia be approved as proposed.
 Effective Date: Upon approval of the Senate
- Consent **S-201612.06**
Renewal of Exchange Agreement - University of Northern British Columbia and Mid Sweden University, Sweden
 Page 59 That the motion to renew the Exchange Agreement between University of Northern British Columbia and Mid Sweden University, Sweden be approved as proposed.
 Effective Date: Upon approval of the Senate

“For Information” Item:

- Page 63 **SCAAF201612.07** (approved)
Approval of the 2016 Annual SCAAF Report
 That the 2016 Annual Report (September 1, 2015 to August 31, 2016) from the Senate Committee on Academic Affairs be approved by the Committee and forwarded to Senate for information.
 Effective Date: December 7, 2016

9.2 Senate Committee on Admissions and Degrees Dr. Owen

“For Approval” Items:

- Regular **S-201612.07**
Admission, Regulations and Committee Structures - Master of Applied Science in Engineering
 Page 239 That, on the recommendation of the Senate Committee on Admissions and Degrees, that the Admission, Regulations and Committee Structures to the Master of Applied Science in Engineering be approved as proposed.
 Effective date: September 2017
- Regular **S-201612.08**
Application Deadline Date for Admission - Master of Applied Science in Engineering
 Page 241 That, on the recommendation of the Senate Committee on Admissions and Degrees, the Application Deadline Date for admission to the Master of Applied Science in Engineering be approved as proposed.
 Effective date: September 2017
- Regular **S-201612.09**
Changes to the 2016/2017 Graduate Calendar Admissions and Regulations Section
 Page 249 That, on the recommendation of the Senate Committee on Admissions and Degrees, the title Dean, Graduate Programs be changed on noted pages (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 Graduate Calendar Admissions and Regulations section, be approved as proposed.
 Effective date: December 14, 2016
- Regular **S-201612.10**
Changes to the 2016/2017 Undergraduate Calendar Admissions Section
 Page 274 That, on the recommendation of the Senate Committee on Admissions and Degrees, the title Dean, Graduate Programs be changed on page 18 (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 Undergraduate Calendar Admissions section, be approved as proposed.
 Effective date: December 14, 2016

Regular **S-201612.11**
Changes to Graduate Admissions Regulation 1.2 GRE Requirements - Graduate Programs
Page 276 That, on the recommendation of the Senate Committee on Admissions and Degrees, the change(s) to the Graduate Admissions Regulation 1.2 GRE Requirements for Graduate Programs on page 22 (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 graduate calendar, be approved as proposed.
Effective date: January 2017

Regular **S-201612.12**
Approval of Admission Requirements - Special Education Certificate Program
Page 278 That, on the recommendation of the Senate Committee on Admissions and Degrees, the admission requirements for the Special Education Certificate Program be approved as proposed.
Effective Date: January 2017

9.3 **Senate Committee on First Nations and Aboriginal Peoples** (*no material*) **Dr. Ryan**

9.4 **Senate Committee on Scholarships and Bursaries** **Dr. Owen**

“For Information” Items:

SCSB20161123.03 (approved - external)
Revisions to the PG Driving for Life Award
Page 280 That the revised Terms and Conditions for the PG Driving For Life Award be approved.
Effective Date: 2017-2018 Academic Year

9.5 **Senate Committee on Nominations** **Dr. Casperson**

“For Approval” Items:

Regular **S-201612.13**
Recommendation of Senate Committee Members to Senate
That, on the recommendation of the Senate Committee on Nominations, 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

<u>SENATE COMMITTEE POSITION TO BE FILLED</u> (except as otherwise noted, all terms begin immediately)	<u>CANDIDATE</u>
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SCAAF SUBCOMMITTEE ON ACADEMIC SCHEDULING (SSAS)

Faculty Senator - Chair (March 31, 2019)	Dr. Daniel Erasmus
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“For Information” Items:

Student Senator Elected to Senate for a position that began November 16, 2016:

Student Senator – Undergraduate (until March 31, 2017)	Mr. Scott Brown
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Appointments to the SCAAF Subcommittee on Academic Scheduling beginning immediately:

CSAM Faculty Representative (appointed by Dean of CSAM)	Dr. Mark Shrimpton
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Regional Faculty Member (appointed by Dean of Regional Programs)	Dr. Titi Kunkel
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Appointment to the Senate Committee on Admissions and Degrees that began on November 25, 2016:

One of the “two persons appointed by the Registrar”	Ms. Jennifer Cole
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- 9.6 **Senate Committee on the University Budget** *(no material)* **Dr. Whitcombe**
- 10.0 **Information** *(no material)*
- 11.0 **S-201612.14**
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.
- 12.0 **Other Business**
- 12.1 Faculty Appointments on non-Senate University Committees
- 13.0 **S-201612.15**
Move to In Camera Session
That the meeting move In Camera.
- 14.0 **S-201612.19**
Adjournment
That the Senate meeting be adjourned.



October 20, 2016

Students as Partners: Considerations for UNBC

Dr. Heather A. Smith

Director, UNBC Centre for Teaching, Learning and Technology

October 20, 2016

Dear Dr. Weeks,

In the August meeting of the UNBC Senate it was indicated that I would write a report in response to concerns raised by student leaders regarding student participation in the UNBC Academic Planning process.

Please find below a report based on the model of students as partners. The model is described below. You will also find broad recommendations related to the model, recommendations related to addressing the immediate concerns identified by student leaders, and recommendations that focus on possible longer term initiatives.

The recommendations below are a starting point for robust and rich conversation with students and with each other. We have been provided with an important opportunity to discuss students as partners and in particular, students as partners in governance.

Respectfully submitted,

A handwritten signature in cursive script that reads "Heather Smith". The ink is dark and the signature is centered on the page.

Heather Smith

Introduction

In the introduction to a special section of *Teaching and Learning Inquiry*, Roselynn Verwoord reflects on the role of students as co-inquirers and co-creators in the scholarship of teaching and learning and reminds us that not only are “students integral to all dimensions of improving teaching and learning” (Werder, Pope-Ruark and Verwoord, 2016: 2) but that students are central to all that we are as a university. If we are to ‘walk the talk’ on the notion of student centred, an important starting point is to step away from traditional notions of students as deficits, remind ourselves that students are “complex, substantial human beings who arrive in class with diverse cultures, they have languages, interests, feelings, experiences and perceptions”(Shor, 1992: 32) and to move towards processes and practices that embrace the ethos of students-as-partners.

Student leaders at UNBC have provided us with the opportunity to think deeply and carefully about how we engage, include, support, and partner with students in the academic planning process, university governance and more broadly, university processes, practices and policies.

In August 2016, NBCGSS President Trina Johnson and NUGSS President Arctica Cunningham submitted a letter to President Daniel Weeks and the UNBC Senate. The focus of the letter was on the ways and means of including students in the academic planning process. Noting the multiple demands facing students, they raised concerns related to the time commitment to sit on the committees, the timeline for committee work, and lack of compensation for student work. A per diem for student work was suggested. They also raised the issue of the stress and pressure for students on the committees as students are faced with navigating the hierarchies embedded in the committees.

On September 12, 2016, and as a follow up, NUGSS President Arctica Cunningham presented a “NUGSS Position Paper” to the senior leadership. In that position paper Ms. Cunningham identified the difficulties faced in recruiting students to the committees and provided three possible solutions:

1. Offer a per diem or honourarium to each student. Staying in line with the wages UNBC offers Research Assistants, we feel it would be fair to base the payment on a rate of \$11 per hour, working out to approximately \$880 total payment to each student (\$11 per hour, 5 hours per week and 16 weeks of work).
2. Offer a tuition waiver for one three-credit course, to reduce the financial burden on students, who must reduce their availability for their part-time or full-time job commitments that they rely on to pay for their education, in order to sit on a committee.
3. Create a three-credit Leadership course, tuition-free, to recognize the professional development students will gain from their experience working with a committee as well as the time commitment of the committee work, which is approximately equivalent to the time required to complete an undergraduate course.

In response to the initial concerns articulated by the student leaders, UNBC President Dr. Daniel Weeks indicated at the August Senate meeting that research was being done by the Director of the CTLT to highlight opportunities to address the concerns raised by the student leaders.

To that end, I have begun a review of the literature related to students as partners, have had discussions about the students as partners approach and its relationship to governance with some of the leading scholars, and I have had initial conversations with some, but not all, of the student leaders.

This report represents my research findings and discussions to date. The report provides a set of recommendations for how to move forward to address both the immediate concerns of the students and the longer-term options for further incorporation of the students as partners ethos into the UNBC culture.

It is important to note that these recommendations are based on my own perspective as Director of the UNBC CTLT and do not represent university wide policy.

Introduction to the Students as Partners Approach

The students as partners and the student voice literature is vast (See for example: Bovill, Cook-Sather, and Felten, 2011; Healey, Flint, & Harrington, 2014; Marquis et al 2016; Seale 2010; Seale 2014).

Key themes in the literature include:

- “Embed processes of partnership with and between students throughout HE (higher education) practice and policy” including “institutional governance, quality assurance, research strategies, community engagement, extra-curricular activities” and of course teaching and learning (Healey et al 2016: 1-2).
- “Partnership is a way of doing things, rather than an outcome itself” (Healey et al 2016: 2) – it is an ethos (NUS 2013).
- Partnership is about building practices that provide for equitable roles (Werder, Pope-Raurk and Verwoord: 1) and provides for co-creation.
- “Partnership may not be possible, or indeed appropriate, in all learning and teaching contexts” (Healey et al 2016: 8).
- Partnership is not easy and it requires that all participants (students, faculty and administrators) commit to the partnership in ways that will disrupt traditional hierarchies and which emphasize the student voice (Kehler, Verwoord, Smith 2016; Bovill 2014).
- Partnership is values based.

The values that should inform a partnership model include (Healey et al 2014: 14-15):

- Authenticity – all parties have a meaningful rationale for investing in partnership, and are honest about what they can contribute and the parameters of partnership;
- Inclusivity – partnership embraces the different talents, perspectives and experiences that all parties bring, and there are no barriers (structural or cultural) that prevent potential partners getting involved;
- Reciprocity – all parties have an interest in, and stand to benefit from, working and/or learning in partnership;
- Empowerment – power is distributed appropriately and all parties are encouraged to constructively challenge ways of working and learning that may reinforce existing inequalities;
- Trust – all parties take time to get to know each other, engage in open and honest dialogue and are confident they will be treated with respect and fairness;
- Challenge – all parties are encouraged to constructively critique and challenge practices, structures and approaches that undermine partnership, and are enabled to take risks to develop new ways of working and learning;
- Community – all parties feel a sense of belonging and are valued fully for the unique contribution they make;
- Responsibility – all parties share collective responsibility for the aims of the partnership, and individual responsibility for the contribution they make¹.

In terms of teaching and learning, Healey et al (2014; 2016) identify four overlapping areas for potential partnership: learning, teaching and assessment; subject-based research and inquiry; scholarship of teaching and learning; curriculum design and pedagogic consultancy. Figure 1, below, illustrates the assumed relationships between the four areas.

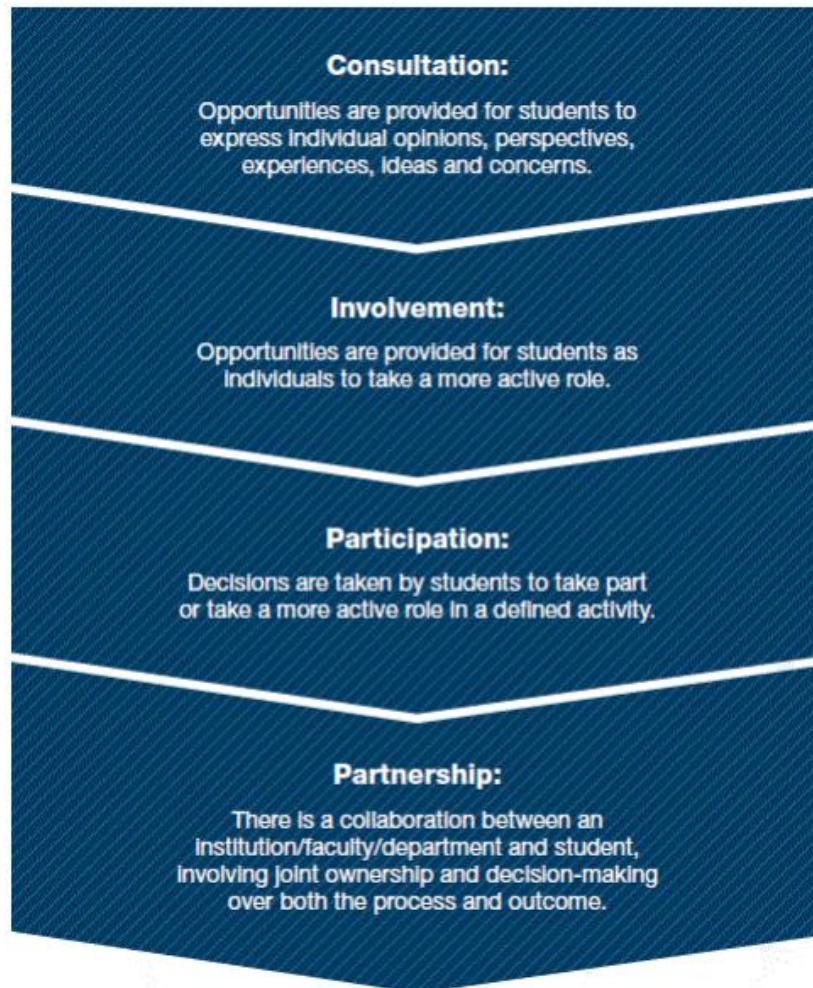
Figure 1: Students as partners model from Healey et al 2014.

¹ A more recent version of the values articulated by the Higher Education Academy and Healey et al 2016 includes courage, plurality, honesty, and doesn't include community and challenge. See Healey et al 2016 and Healey et al 2014 for the comparison.



Finally, “partnership as a process of student engagement is complementary to other forms of student engagement” (Healey et al 2014: 16). Partnership, however, should not be equated with consultation, involvement or participation. These are all different processes. This sentiment is captured in the image below (Figure 2).

Figure 2 (Healey et al 2014: 16)



With this background in mind, I now turn to the UNBC context. I will begin with a short discussion of relationship of the Healey et al model to UNBC and show that we are engaged, in some areas, in practices that are consistent with the ethos of students as partners. I will then turn to the issues raised by the students in the context of the academic planning process and governance more broadly.

Students as Partners in the UNBC Context

If we consider the four overlapping areas of teaching and learning identified above by Healey et al and consider them with the UNBC context in mind, I believe we can argue that there are practices and initiatives that are broadly consistent with the values that underpin the model. This is not a complete scan of practices, programs and initiatives at UNBC. Further work needs to be done in this area.

Learning, teaching and assessment: In the literature this part of the model would include practices such as peer learning and peer assessment (Healey et al 2016).

At UNBC, we have a host of examples of peer learning and peer assessment in teaching, learning and student engagement.

- The Peer Support Network housed at the First Nation Centre “is a community of caring student volunteers who provide support to other students on campus” (Gagnon In correspondence 2016). Peer mentors contribute to and facilitate significant portions of the First Year Connections Program.
- The supplemental instruction offered at the Academic Success Centre is also premised on peer based learning.
- Peer feedback and assessment is an integral part of the IASK Program.

Subject-based research and inquiry: The emphasis in this area tends to be on research undertaken outside the curriculum.

At UNBC, the exemplary example of students as partners research and inquiry outside the curriculum is the Undergraduate Research Experience.

Scholarship of teaching and learning: The focus in this area is on the inclusion of students as partners in the scholarship of teaching and learning or the creation of programs such as the Undergraduate Learning and Teaching Research Internship at the University of Western Australia (See University of Western Australia 2016).

At UNBC we do not have a clear sense of the degree to which faculty and staff are engaged in SOTL. As Director of the CTLT, I have written and presented with students and former students about teaching and learning (Smith 2012; Verwoord, Kehler, Smith 2016).

Curriculum design and pedagogic consultancy: The focus in this area is on student involvement in curriculum design and pedagogy consultants for faculty (See for example Cook Sather 2009; 2010).

At UNBC we have no institution wide initiatives that include students in curriculum design in an ongoing way and we do not have pedagogic consultancy. We do have instances of students and faculty co-designing curriculum for individual classes. The extent to which this takes place is unknown given the often isolated way in which we engage in our teaching.

Based on the assessment above, the following recommendations are made:

General Recommendation:

Recommendation 1: *If the students as partners approach is complimentary to the practices and programming at UNBC, and in some instances it clearly is, it would be worthwhile to broaden this environmental scan to determine where more of these practices are taking place.*

As noted in Healey et al (2016), the model can be used as a framework for engagement. The students as partners approach is consistent with the work on high impact educational practices and thus can be used to enhance student retention.

This recommendation can be undertaken by the Director of the CTLT.

Recommendations Related to Student Involvement in Academic Planning:

Recommendation 1: *Based on the values articulated above, in particular inclusivity and reciprocity, and consistent with the idea of 'partnership', it is recommended that we compensate the students participating in the academic planning process.*

Student leaders have been clear about their concerns and their concerns are consistent with research on student participation in university governance (Planas et al, 2013). They have articulated a variety of options in terms of compensation.

Furthermore, we have programs such as the URE which funds extracurricular research and we raise funds and provide a variety of supports for student athletes. Students involved in the academic planning process can be similarly compensated for their contributions to UNBC.

There are a number of options in terms of compensation. Arctica Cunningham has provided three options. Along those lines, and consistent with Arctica Cunningham's recommendations, I suggest we pursue **one** of the following options:

- A. For all students involved in the Academic Planning process, we use the guidelines of the Undergraduate Research Experience and modify them to fit in the context of governance. This means students get paid for up to 100 hours of work at 15\$/hr. There is a requirement of the students to share their reflections on the process and that those reflections can be included in UNBC publications and media. A faculty member or Director of the CTLT would support them in their work. This program builds on the principles of the students as partners approach. This would not be for credit.
- B. For the students involved in the Academic Planning process, we create a three-credit leadership course for which they receive a tuition waiver. There are many options in terms of how this course might be designed. I understand that Dr. Tracy Summerville maybe be undertaking the task to design such a course.
- C. Provide students involved in the Academic Planning process with a tuition waiver.

Recommendation 2: *Based on the values articulated above and acknowledging the student concerns about power differentials in Academic Planning Action Groups, I recommend that we have a facilitated session in advance of the first meetings of the Academic Planning Action Groups. This facilitated session will highlight the students as partners approach and discuss strategies for inclusive planning and meeting practices.*

Recommendations Related to Students as Partners in Governance:

The issues raised by student leaders can inspire us to reflect on governance practices and processes more generally. The willingness of the students to share their insights with us can foster learning for us all. With this in mind, I make the following recommendations:

Recommendation 1: *The options articulated above for student compensation can address immediate needs. However, two of the options above should be considered for further development: the student governance variation of the Undergraduate Research Experience and the Student Leadership course.*

As argued above, we have extra-curricular funding for research and we have various types of support for student athletes. I believe we can and should create a program like the URE available to students involved in university governance.

Going forward, I recommend that the Student Leadership course be linked in some way with the LEAD Program delivered by Student Life. I also recommend that it be for credit. In terms of assumptions regarding ‘leadership’ I recommend that we adopt an understanding of leadership that is broad and inclusive and that will appeal to a range of students from student government to student clubs such as WUSC. This approach recognizes diversity in our student population.

Recommendation 2: *Discussions have taken place on a bursary for student leaders. Some form of bursary or a program such as the one identified above that is modeled after the URE should be designed. We should find ways to more robustly support our student leaders (and again I understand student leaders broadly).*

Recommendation 3: *New and innovative practices to acknowledge the work of students involved in governance should be created.*

I believe there are many possible options to acknowledge the work of students involved in governance. For example, just as we have celebrations to recognize the students who have been involved in the URE, so too should we acknowledge and celebrate student leaders in governance. There may also be different ways to profile the work of student leaders on our website.

Recommendation 4: *Processes and practices in the UNBC Senate should be revised in light of the concerns expressed by student leaders.*

Student leaders have indicated that they feel disrespected and disregarded in Senate. This is not acceptable. If we value the student voice we need to ‘walk the talk’. Possible options to address these concerns include: add a student report to the UNBC Senate agenda. The report would follow those of the President and Vice Presidents. One student leader has proposed that there be a student vice chair. Finally, different means of including all Senators in thoughtful and reasonable discussions need to be considered. There was Senate meeting in the last year that was done in a round table format and that kind of process ensures higher levels of engagement and more respectful and safe spaces.

Recommendation 5: *Review the onboarding process to Senate.*

Is the onboarding process assessed? Is the onboarding session designed to be interactive? Do we have a sense of how the students feel about the onboarding process? If students feel that they are insufficiently prepared for the Senate experience, are there ways we can support them to feel more prepared?

Recommendation 6: *Design and implement a peer-mentoring program for students new to university governance.*

One option to support student leaders new to university governance would be to design and implement a peer-mentoring program. This program should be designed and implemented in ways that are consistent with the students as partners model.

Recommendation 7: *Where possible, we should create student advisory committees for our respective units, across the university.*

This option may be taxing for students and demanding on the time of administrators but increased opportunities for university administrators to engage with students will enhance our understanding of how we can serve, retain and learn from our student community. Agendas should be negotiated collaboratively and meetings could be run in non-traditional ways thus providing more space for the student voice.

Recommendation 8: *Engage in a student as partners research project related to governance.*

It is clear to me from my conversations with student leaders that they often feel that their voices are unheard. The voices of student leaders give us profound insights into the processes and practices at UNBC. We can be leaders in work on students as partners in governance as there is minimal literature in this area. I will work in partnership with interested students (and some have already indicated their interest to me) to design and implement a research project related to students as partners in governance at UNBC. This research can provide us with further ideas for the future of UNBC.

Recommendation 9: *Engage in ongoing conversations with student leaders.*

Partnership takes time. If we are to build more robust partnerships with student leaders we need to commit to some process of ongoing conversations with student leaders. Consistent with the student voice literature (Seale, 2010: 998) we focus on “asking questions about student experiences; seeing and understanding the student experience; reflecting on implications for practices; hearing or listening to previously inaudible or ignored voices”.

Concluding Comments

I want to conclude by again acknowledging the very fine work that is already taking place at UNBC – work that is informed by the ethos of students as partners. Across the university, faculty, staff and students work together every day to enhance the student experience. This is to be celebrated.

The concerns expressed by student leaders in their communication with Senate and with President Weeks provide us with a wonderful opportunity to learn from their experiences, to rethink some of our practices and policies and to engage in work that will enrich us all. Authentically listening to the students and working with them to build practices that provide safe, respectful and transformative learning, teaching and governance spaces can only be of benefit to UNBC. Working with students as our partners will help us all be better leaders and teachers.

Bovill, Catherine, Alison Cook-Sather, and Peter Felten (2011). “Changing participants in pedagogical planning: Students as co-creators of teaching approaches, course design and curricula” *International Journal for Academic Development*, 16(2), 133-145.

Bovill, Catherine (2014) “An investigation of co-created curricula within higher education in the UK, Ireland and the USA” *Innovations in Education and Teaching International*, Vol. 51, No. 1, 15–25, <http://dx.doi.org/10.1080/14703297.2013.770264>

Cook-Sather, Alison (2010). “Students as Learners and Teachers: Taking Responsibility, Transforming Education, and Redefining Accountability” in *Curriculum Inquiry* 40, 4 (September), 555-575 available at:

http://repository.brynmawr.edu/cgi/viewcontent.cgi?article=1010&context=edu_pubs

Cook-Sather Alison (2009) “I am not afraid to listen: Prospective Teachers Learning From Students” *Theory into Practice* 48: 176-183.

Healey, Mick, Abbi Flint and Kathy Harrington (2016). “Students as Partners: Reflections on a Conceptual Model”. *Teaching & Learning Inquiry*, 4(2), 1-13. doi:<http://dx.doi.org/10.20343/10.20343/teachlearninqu.4.2.3>

Healey, Mick, Abbi Flint, and Kathy Harrington (2014). *Engagement through partnership: Students as partners in learning and teaching in higher education*. York: HE Academy. Available at: https://www.heacademy.ac.uk/system/files/resources/engagement_through_partnership.pdf

Marquis, Elizabeth, Varun Puri, Stephanie Wan, Arshad Ahmad, Lori Goff, Kris Knorr, Ianitza Vassileva and Jason Woo (2016). “Navigating the threshold of student–staff partnerships: a case study from an Ontario teaching and learning institute”, *International Journal for Academic Development*, 21:1, 4-15, DOI: 10.1080/1360144X.2015.1113538

National Union of Students (2013). “A Manifesto for Partnership” Available at: <http://www.nus.org.uk/PageFiles/12238/A%20Manifesto%20for%20Partnership.pdf>

Planas, Anna, Pere Soler, Judit Fullana, Maria Pallisera and Montserrat Vila (2013), “Student participation in university governance: the opinions of professors and students” in *Studies in Higher Education*, Vol. 38, No. 4, 571– 583, <http://dx.doi.org/10.1080/03075079.2011.586996>

Seale, Jane (2010). “Doing Student Voice Work in Higher Education: An Exploration of the Value of Participatory Methods” *British Educational Research Journal* 36, 6,: 995-1015

Seale, Jane, Suanne Gibson, Joanna Haynes & Alice Potter (2015). "Power and resistance: Reflections on the rhetoric and reality of using participatory methods to promote student voice and engagement in higher education", *Journal of Further and Higher Education*, 39:4, 534-552, DOI: 10.1080/0309877X.2014.938264

Shor, Ira (1992). *Empowering Education*, (Chicago: University of Chicago Press).

Smith, Heather, Courtney Caldwell, Heather M. Carson, Charelle Gribbling, Kaleigh Milinazzo, Emily-Anne Therrien, Leslie Warner , (2012). "Doing it Differently: Creation of an Art Gallery" *International Studies Perspectives*, 13:3 (August), 307-320.

University of Western Australia (2016) "The undergraduate learning and teaching research internship scheme" Available at:
<http://www.student.uwa.edu.au/learning/resources/ultris>

Verwoord, Roselynn, Angela Kehler and Heather Smith (2016), "Power and Voice: A Critical Analysis of the Students as Partners Literature", presented at the Annual Meeting of the International Society for the Scholarship of Teaching and Learning, October.

Werder, Carmen, Rebecca Pope-Ruark, and Roselynn Verwoord (2016) "Students as Co-Inquirers (Special Section Guest Editors' Introduction)". *Teaching & Learning Inquiry*, v. 4, n. 2, p. 1-3, (September). Available at:
<<http://tljournal.com/tli/index.php/TLI/article/view/112/91>>.

Motion Number (assigned by
Steering Committee of Senate): S-201612.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the program requirements for the Development Economics (MA Program), on page 51 (in the print calendar accessible on the UNBC web page) of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** September 2017

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

To provide clearer information and instructions to the potential and existing students to pursue their graduate studies in the Department of Economics at UNBC.

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

None

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

Development Economics (MA Program)

*Applicable Supervisors:

Baotai Wang, Professor and Chair
Paul Bowles, Professor
Fiona MacPhail, Professor
Jalil Safaei Borojeny, Associate Professor
Ajit Dayanandan, Associate Professor
Karima Fredj, Associate Professor

Website: <http://www.unbc.ca/economics>

Economic development remains a critical issue for more than three-quarters of the world's population who reside in countries classified as "low income" or "middle income." The causes and consequences of economic development remain contested issues. This academic program considers the changing global, regional and national contexts for economic development; the

policy lessons that can be learned from comparative studies; and the tools required to enable development economists to contribute to the development process.

Economic development cannot be studied in isolation from other dimensions of development. An understanding of poverty, for example, requires not only economic analysis but also an understanding of the insights provided by other social and health sciences. The training of a development economist must therefore expose students to interdisciplinary approaches to development.

The Master of Arts degree in Development Economics is available on a full-time or part-time basis, involving coursework and, where chosen and approved, the completion of a graduate project or thesis. Upon admission into the Development Economics MA program, each student will be assigned a supervisor who will work closely with the students to monitor their program of study and progress. In consultation with the supervisor, students will choose courses designed to complement and inform their areas of interest.

Admission Requirements:

Applicants to the UNBC Development Economics MA program must follow the admission requirements outlined in [Section 1.0 of the UNBC Graduate Academic Calendar](#). Applicants normally should have a four-year undergraduate degree that is equivalent to a UNBC degree in Economics. In addition to these requirements, applicants must also provide a sample of written work (usually a senior-level undergraduate essay or research paper) as part of their application. Entrance to the MA will be competitive: only applicants with a record of excellence in undergraduate work, strong letters of academic recommendation, and strong letters of intent will be considered. In their letters of intent, applicants should demonstrate evidence of interest in the MA's areas of specialization (Development Economics).

Application deadlines are found in the calendar under "Semester Dates." The Development Economics MA Program accepts students for the September or January semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements:

The course of study is composed of a minimum of 25 credit hours for the coursework only and project options and a minimum of 28 credit hours for the thesis option. Students in the coursework-only option are required to complete eight courses successfully totaling 24 credit hours plus ECON 700. At the time of application or after successfully completing 12 credit hours, students may choose between one of two other options:

(i) to produce a detailed project proposal with bibliography and to defend, in a formal oral examination, a 9-credit-hour project of a maximum of 50 pages in length and to complete an additional 3 credit hours of course work,

or

(ii) to produce a detailed thesis proposal and to defend, in a formal oral examination, a 12-credit-hour thesis of a maximum of 75 pages.

Students choosing option (i) or (ii) must obtain the support of a supervisor and of the Program Chair.

In addition, any student who does not, at the time of entry to the program, have a course in econometrics at the undergraduate level will be required to take [ECON 312-3](#) (Econometrics) as part of their graduate degree program in order to meet graduation requirements. A minimum grade of B is required in such a course.

Required Courses:

[ECON 601-3](#)

Global Economy and Development

[ECON 604-3](#)

Poverty, Inequality and Development

[ECON 651-3](#)

Microeconomic Theory and Applications

[ECON 710-3](#)

Macroeconomic Policy for Development

[ECON 712-3](#)

Applied Econometrics

[ECON 700-0.5](#)

Graduate Colloquia*

*All students must complete Graduate Colloquia ECON 700-0.5 twice during their course of study.

Additional requirements are based upon the option followed:

Coursework Program:

9 credit hours of elective courses:

At least one of:

[ECON 610-3](#)

Health Economics

[ECON 611-3](#)

Cost-Benefit Analysis

[ECON 625-3](#)

Trade and the Environment

[ECON 635-3](#)

Financial Economics and Quantitative Methods

Students may take up to two of their elective courses from other graduate programs with the permission of the Chair of Economics.

Project Option:

One elective course normally chosen from Economics courses and
[ECON 798-9](#) Economics Project

Thesis Option:

[ECON 799-12](#) Master's Thesis

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

Development Economics (MA Program)

*Applicable Supervisors:

Baotai Wang, Professor ~~and Chair~~
Paul Bowles, Professor
Fiona MacPhail, Professor
Jalil Safaei Boroojeny, ~~Associate Professor~~
~~Ajit Dayanandan, Associate Professor~~
Karima Fredj, Associate Professor

Website: <http://www.unbc.ca/economics>

Economic development remains a critical issue for more than three-quarters of the world’s population who reside in countries classified as “low income” or “middle income.” The causes and consequences of economic development remain contested issues. This academic program considers the changing global, regional and national contexts for economic development; the policy lessons that can be learned from comparative studies; and the tools required to enable development economists to contribute to the development process.

Economic development cannot be studied in isolation from other dimensions of development. An understanding of poverty, for example, requires not only economic analysis but also an understanding of the insights provided by other social and health sciences. The training of a development economist must therefore expose students to interdisciplinary approaches to development.

~~The Master of Arts degree in Development Economics is available on a full-time or part-time basis, involving coursework and, where chosen and approved, the completion of a graduate~~

~~project or thesis. Upon admission into the Development Economics MA program, each student will be assigned a supervisor who will work closely with the students to monitor their program of study and progress. In consultation with the supervisor, students will choose courses designed to complement and inform their areas of interest.~~

The Master of Arts degree in Development Economics is available on a full-time or part-time basis. Students must complete all required work to meet the degree requirements in one of the following options: coursework only, project-based, and thesis option. Normally, students are initially admitted into the coursework only option.

Admission Requirements:

Applicants to the UNBC Development Economics MA program must follow the admission requirements outlined in [Section 1.0 of the UNBC Graduate Academic Calendar](#). Applicants normally should have a four-year undergraduate degree that is equivalent to a UNBC degree in Economics. In addition to these requirements, applicants must also provide a sample of written work (usually a senior-level undergraduate essay or research paper) as part of their application. Entrance to the MA will be competitive; and only applicants with a record of excellence in their undergraduate work, strong letters of academic recommendation, and strong letters of intent will be considered. In their letters of intent, applicants should demonstrate evidence of interest in the MA's areas of specialization (Development Economics).

Application deadlines are found in the calendar under "Semester Dates." The Development Economics MA Program accepts students for the September or January semester.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduateprograms.

Requirements:

~~The course of study is composed of a minimum of 25 credit hours for the coursework only and project options and a minimum of 28 credit hours for the thesis option. **Students in the coursework only option are required to complete eight courses successfully totaling 24 credit hours plus ECON 700. At the time of application or after successfully completing 12 credit hours, students may choose between one of two other options:**~~

~~(i) to produce a detailed project proposal with bibliography and to defend, in a formal oral examination, a 9 credit hour project of a maximum of 50 pages in length and to complete an additional 3 credit hours of course work,~~

~~or~~

~~(ii) to produce a detailed thesis proposal and to defend, in a formal oral examination, a 12 credit-hour thesis of a maximum of 75 pages.~~

Students choosing option (i) or (ii) must obtain the support of a supervisor and of the Program Chair.

Students in the coursework only option are required to complete coursework totaling 24 credit hours plus ECON 700. Depending on academic performance, students in this option may be eligible to apply to transfer to either the project or the thesis option after they have completed their first 12 credit hours of coursework (which must include at least 9 credit hours from required courses). Students wishing to transfer to the project or thesis option must obtain the support of a supervisor and of the Department Chair. Students approved to transfer to the project option must complete any remaining required courses and produce a detailed project proposal with bibliography, and successfully defend a formal oral examination, a 9-credit-hour project of a maximum of 50 pages in length. Students approved to transfer to the thesis option must complete any remaining required courses and produce a detailed thesis proposal and successfully defend in a formal oral examination, a 12-credit-hour thesis of a maximum of 75 pages.

In addition, any student who does not, at the time of entry to the program, have a course in econometrics at the undergraduate level will be required to take [ECON 312-3](#) (Econometrics) as part of their graduate degree program in order to meet graduation requirements. A minimum grade of B is required in such a course.

Required Courses:

ECON 601-3	Global Economy and Development
ECON 604-3	Poverty, Inequality and Development
ECON 651-3	Microeconomic Theory and Applications
ECON 710-3	Macroeconomic Policy for Development
ECON 712-3	Applied Econometrics
ECON 700-0.5	Graduate Colloquia*

*All students must complete Graduate Colloquia ECON 700-0.5 twice during their course of study.

Additional requirements are based upon the option followed:

Coursework Program only Option:

9 credit hours of elective courses:

At least one of:

ECON 610-3	Health Economics
ECON 611-3	Cost-Benefit Analysis
ECON 625-3	Trade and the Environment

Students may take up to two of their elective courses from other graduate programs with the permission of the Chair of Economics.

Project Option:

~~One elective course normally chosen from Economics courses and~~
[ECON 798-9](#) Economics Project

Thesis Option:

[ECON 799-12](#) Master's Thesis

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

Program / Academic / Administrative Unit: Economics

College: Arts, Social and Health Sciences

College Council Motion Number: CASHSCC.2016.11.17.03

College Council Approval Date: November 17, 2016

Senate Committee on First Nations and Aboriginal Peoples Motion Number: (if applicable, or state "not applicable")

Senate Committee on First Nations and Aboriginal Peoples Meeting Date: (if applicable, or state "not applicable")

7. Other Information

Attachment Pages: 0 pages (fill in number of pages, or indicate "0" if there are no attachments)

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

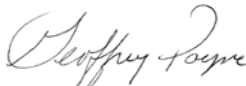
Brief Summary of Committee Debate:

Motion No.: SCAAF201612.03

Moved by: E. Jensen **Seconded by:** M. Dale

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

Approved by SCAAF: December 7, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201612.04

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the title Dean, Graduate Programs changes to Vice President, Research and Graduate Programs or Vice Provost Student Recruitment, on noted pages (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 Graduate Calendar Programs section, be approved as proposed.

1. **Effective date:** December 14, 2016
2. **Rationale for the proposed revisions:** to reflect the strategic realignment of Graduate Programs as part of Research to reflect link of Graduate Programs and Faculty researchers and streamline student processes
3. **Implications of the changes for other programs, etc., if applicable:** none
4. **Reproduction of current Calendar entry for the item to be revised:**

Business Administration (MSc) pg 49

Students without the necessary undergraduate preparation in their intended specialty area must make up this requirement through undergraduate course work before they are admitted to the MSc in Business Administration. Both sets of requirements (i.e., mathematics/ statistics and content specialization in business) may be completed as part of a Pre-Entry Program for Admission to Graduate Studies, as set out by the Business Graduate Studies Committee and as approved by the Dean of Graduate Programs.

Education (MEd Program) pg 55

..
Requirements
Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the Dean of Graduate Programs for up to six credits for previously completed graduate-level course work that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to elect alternative courses from the MEd program to satisfy the requirements for the degree.

Gender Studies (MA Program) pg 64

MA with Thesis

..
Fifteen credit hours (five courses) plus GNDR 700-9 (Gender Studies Thesis) are required. Students may take a maximum of four courses per semester. The thesis will include a written text (maximum of 100 pages) and will be defended in an oral examination. Students interested in alternative forms of presentation must obtain special permission from the Chair of the program and Dean of Graduate Programs.

.. MA without Thesis

..
Students taking either the MA with Thesis or MA without Thesis may take courses in other graduate programs with the approval of the Chair or the Coordinator of the Gender Studies Program and the Dean of Graduate Programs...

Interdisciplinary Studies (MA & MSc Programs) pg 72

...
Steps to Take in Arranging an Interdisciplinary Graduate Program

6. *Program willingness to participate in your academic program is required, necessitating signatures on the Interdisciplinary Graduate Program Proposal Coversheet as follows:*
 - o *Student signs form and gives it to the Supervisor who then obtains signatures from the Supervisor's Chair, IDIS Program Chair, and Dean of Graduate Programs.*

Mathematical, Computer, Physical, and Molecular Sciences (MSc Programs) pg 77

...
Transfer Students

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program. At the time of application, it is recommended that applicants clearly state in a letter the intent to transfer courses and identify the courses to be considered for possible transfer.

Natural Resources and Environmental Studies (MA Programs) pg 79

...
Transfer Students

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

Natural Resources and Environmental Studies (MNRES Programs) pg 81

...
Transfer Students

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

Natural Resources and Environmental Studies (MSc Programs) pg 84

...
Transfer Students

On the recommendation of the program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program.

Natural Resources and Environmental Studies (PhD Programs) pg 86

...
Third to Fifth Year: Thesis

...
Any student requiring more than three years (6 semesters) to complete a thesis must request an extension from his/her advisor and the Dean of Graduate Programs.

...
Supervisory Committee Structure

The PhD Committee will consist of the designated advisor and a minimum of three additional faculty members, at least one of whom will be chosen from outside the Natural Resources and Environmental Studies Graduate Program. The outside faculty member may be chosen from post-secondary institutions accredited in Canada and the United States. Under exceptional circumstances, and with approval from the Dean of Graduate Programs, additional members may be added at the request of the student or the advisor.

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

Business Administration (MSc) pg 49

Students without the necessary undergraduate preparation in their intended specialty area must make up this requirement through undergraduate course work before they are admitted to the MSc in Business Administration. Both sets of requirements (i.e., mathematics/ statistics and content specialization in business) may be completed as part of a Pre-Entry Program for Admission to Graduate Studies, as set out by the Business Graduate Studies Committee and as approved by the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate.

Education (MEd Program) pg 55

Requirements

Provided that such courses have not been associated with the receipt of either a degree or diploma from UNBC or another educational institution, students may apply to the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate for up to six credits ~~hours~~ for previously completed graduate-level course work that is equivalent to that completed in the MEd program. Where equivalent courses have been associated previously with the receipt of either a degree or diploma, students will be permitted to select alternative courses from the MEd program to satisfy the requirements for the degree.

Gender Studies (MA Program) pg 64

MA with Thesis

Fifteen credit hours (five courses) plus GNDR 700-9 (Gender Studies Thesis) are required. Students may take a maximum of four courses per semester. The thesis will include a written text (maximum of 100 pages) and will be defended in an oral examination. Students interested in alternative forms of presentation must obtain special permission from the Chair of the program and ~~Dean of Graduate Programs~~ Vice President Research and Graduate Programs or designate.

MA without Thesis

Students taking either the MA with Thesis or MA without Thesis may take courses in other graduate programs with the approval of the Chair or the Coordinator of the Gender Studies Program and the ~~Dean of Graduate Programs~~ Vice President Research and Graduate Programs or designate....

Interdisciplinary Studies (MA & MSc Programs) pg 72

Steps to Take in Arranging an Interdisciplinary Graduate Program

6. Program willingness to participate in your academic program is required, necessitating signatures on the Interdisciplinary Graduate Program Proposal Coversheet as follows:
 - o Student signs form and gives it to the Supervisor who then obtains signatures from the Supervisor's Chair, IDIS Program Chair, and ~~Dean of Graduate Programs~~ Vice President Research and Graduate Programs or designate.

Mathematical, Computer, Physical, and Molecular Sciences (MSc Programs) pg 77

Transfer Students

On the recommendation of the program concerned, the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate may accept courses taken at other institutions for credit toward a UNBC graduate program. At the time of application, it is recommended that applicants clearly state in a letter the intent to transfer courses and identify the courses to be considered for possible transfer.

Natural Resources and Environmental Studies (MA Programs) pg 79

...

Transfer Students

On the recommendation of the program concerned, the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate may accept courses taken at other institutions for credit toward a UNBC graduate program.

Natural Resources and Environmental Studies (MNRES Programs) pg 81

...

Transfer Students

On the recommendation of the program concerned, the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate may accept courses taken at other institutions for credit toward a UNBC graduate program.

Natural Resources and Environmental Studies (MSc Programs) pg 84

...

Transfer Students

On the recommendation of the program concerned, the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate may accept courses taken at other institutions for credit toward a UNBC graduate program.

Natural Resources and Environmental Studies (PhD Programs) pg 86

...

Third to Fifth Year: Thesis

...

Any student requiring more than three years (6 semesters) to complete a thesis must request an extension from his/her advisor and the ~~Dean of Graduate Programs~~Vice President Research and Graduate Programs or designate.

...

Supervisory Committee Structure

The PhD Committee will consist of the designated advisor and a minimum of three additional faculty members, at least one of whom will be chosen from outside the Natural Resources and Environmental Studies Graduate Program. The outside faculty member may be chosen from post-secondary institutions accredited in Canada and the United States. Under exceptional circumstances, and with approval from the ~~Dean of Graduate Programs~~Vice President Research and Graduate Programs or designate, additional members may be added at the request of the student or the advisor.

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

Program / Academic / Administrative Unit:

College:

College Council Motion Number:

College Council Approval Date:

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201612.04

Moved by: I. Hartley

Seconded by: T. Kunkel

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

Approved by SCAAF: December 7, 2016
Date


Chair's Signature

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

Motion Number (assigned by
Steering Committee of Senate): S-201612.05

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the motion to renew the Exchange Agreement between University of Northern British Columbia and the University of New England, Australia be approved as proposed.

Effective Date: Upon approval of the Senate

Rationale: The Exchange agreement between our two institutions has been in effect since 2001 and is an active exchange agreement and popular with outgoing UNBC students.

Motion proposed by: Sylvester Chen, Director of International Education

Academic Program: n/a

Implications for Other Programs / Faculties? Yes

College: n/a

College Council / Committee Motion Number: n/a

College Council / Committee Approval Date: n/a

Attachment Pages (if applicable): 3 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201612.05

Moved by: A. Blanding

Seconded by: S. Chen

Committee Decision: CARRIED

Approved by SCAAF: December 7, 2016
Date


Chair's Signature

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

An Agreement of Cooperation Between
the University of New England, Australia
and
the University of Northern British Columbia, Canada

I. Preamble

The University of New England and the University of Northern British Columbia (UNBC) enter into this agreement in order to promote collegial relations and academic cooperation between the two institutions. Each university will make every effort to foster cooperation in the following areas, based upon the principles of equality and reciprocity:

- a) the exchange of students both undergraduate and graduate;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) and other mutually agreeable undertakings.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

II. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance student education, each university agrees to welcome visiting faculty members and research fellows from the other institution. While neither institution is obliged to provide financial support for such visitors, each agrees to make every effort to furnish visiting faculty with access to university facilities (office space, reasonable secretarial support and library privileges) provided that such facilities are available. If such facilities are not available, the host institution must inform the partner institution prior to agreeing to receive any visiting faculty.

In the event that visiting faculty/scholars/researchers are invited to teach a regularly scheduled course, this will be subject to a separate agreement being entered into.

III. Student Exchange Program

A. Nomination and Selection of Student Participants

Each university may nominate up to two **(2) students** annually at the undergraduate or graduate level to spend an academic year at the other university or up to four (4) students annually at the undergraduate or graduate level to spend an academic semester/trimester at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. One (1) student studying for one academic year will be considered equivalent to two (2) students, each studying for one semester. While it is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at either university, the other university may send student(s) under the respective Study Abroad programmes. These are administered by:

- The Director of International Education at UNBC and
- The Director, UNE International at the University of New England

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institutions.

The host institution has sole discretion to reject any candidates not considered suitable. In such a case, the home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

B. Academic Program and Student Life

Each of the University of New England or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with and approved by his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. The approved program of study may not be varied without written permission of the student's home university. (This approval can be obtained from the student's academic advisor and a copy must be forwarded to the Registrar's Office or equivalent).

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution. All students who participate in the exchange will remain students of the home institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. Each university will appoint an administrator or coordinator for this program who will serve as a contact person for the students while they are at the host institution.

C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of

the exchange from the suggested date of arrival for incoming participants at the host university through the end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university.

IV. Duration and Administration of the Agreement

The terms and conditions of this agreement will remain in effect for five (5) years, subject to annual review and modification by agreement of both universities. Each university will appoint an administrator or coordinator for this exchange program. It will be the responsibility of these two individuals to develop an annual protocol to this agreement, spelling out what academic exchanges will take place between the institutions for the ensuing year. A contact person will also be designated to facilitate cooperative research by providing information on common research interests, funding sources and so on.

Either university may terminate the agreement by providing the other university with written notice at least six (6) months prior to the suggested date of termination. If either party terminates this agreement, each party agrees to carry out any obligations and responsibilities assumed prior to the termination date.

Dr. Daniel Weeks
President & Vice Chancellor

Prof. Annabelle Duncan
Vice-Chancellor and CEO

Date: _____

Date: _____

For The University of Northern BC

For University of New England

Motion Number (assigned by
Steering Committee of Senate): S-201612.06

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the motion to renew the Exchange Agreement between University of Northern British Columbia and Mid Sweden University, Sweden be approved as proposed.

Effective Date: Upon approval of the Senate

Rationale: The Exchange agreement between our two institutions has been in effect since 2005 and is an active exchange agreement. Mid Sweden University is the only option currently available for students within the Social Work Program.

Motion proposed by: Sylvester Chen, Director of International Education

Academic Program: n/a

Implications for Other Programs / Faculties? Yes

College: n/a

College Council / Committee Motion Number: n/a

College Council / Committee Approval Date: n/a

Attachment Pages (if applicable): 3 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201612.06

Moved by: E. Jensen

Seconded by: B. Owen

Committee Decision: CARRIED

Approved by SCAAF: December 7, 2016

Date



Chair's Signature

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

**An Agreement of Cooperation Between
Mid Sweden University, Sweden
and
the University of Northern British Columbia, Canada**

I. Preamble

Mid Sweden University and the University of Northern British Columbia (UNBC) enter into this agreement in order to promote collegial relations and academic cooperation between the two institutions. Each university will make every effort to foster cooperation in the following areas, based upon the principles of equality and reciprocity:

- a) the exchange of undergraduate and graduate students;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) and other mutually agreeable undertakings.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

Without in any way limiting the scope of the agreement, the two universities are especially interested in fostering cooperative examination of issues to the field of Social Work.

II. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance student education, each university agrees to welcome visiting faculty members and research fellows from the other institution. While neither institution is obliged to provide financial support for such visitors, each agrees to make every effort to furnish visiting faculty with access to university facilities (office space, reasonable administrative support and library privileges) provided that such facilities are available. If such facilities are not available, the host institution must inform the partner institution prior to agreeing to receive any visiting faculty.

In the event that visiting faculty/scholars/researchers are invited to teach a regularly scheduled course, this will be subject to a separate agreement being entered into.

III. Student Exchange Program

A. Nomination and Selection of Student Participants

Each university may nominate up to **three (3) students** annually at the undergraduate or graduate level to spend an academic year or part of an academic year at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. One (1) student studying for one academic year will be considered equivalent to two (2) students, each studying for one semester. While it

is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at either university, the other university may send student(s) under the respective Study Abroad programmes. These are administered by:

- The Director of International Education at UNBC and
- The International Office at Mid Sweden University

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institutions.

The host institution has sole discretion to reject any candidates not considered suitable. In such a case, the home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

B. Academic Program and Student Life

Each of the Mid Sweden University or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with and approved by his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. The approved program of study may not be varied without written permission of the student's home university. (This approval can be obtained from the student's academic advisor and a copy must be forwarded to the Registrar's Office or equivalent).

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. Each university will appoint an administrator or coordinator for this program who will serve as a contact person for the students while they are at the host institution.

C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of the exchange from the suggested date of arrival for incoming participants at the host university through the end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university.

IV. Duration and Administration of the Agreement

The terms and conditions of this agreement will remain in effect for **five (5) years**, subject to annual review and modification by agreement of both universities. Each university will appoint an administrator or coordinator for this exchange program. It will be the responsibility of these two individuals to develop an annual protocol to this agreement, spelling out what academic exchanges will take place between the institutions for the ensuing year. A contact person will also be designated to facilitate cooperative research by providing information on common research interests, funding sources and so on.

Either university may terminate the agreement by providing the other university with written notice at least six (6) months prior to the suggested date of termination. If either party terminates this agreement, each party agrees to carry out any obligations and responsibilities assumed prior to the termination date.

Dr. Daniel Weeks
President & Vice Chancellor

Date: _____

For the University of Northern British Columbia



Dr. Anders Söderholm
Rector

Date: 2016-10-10

For Mid Sweden University



Motion Number (assigned by SCS): SCAAF201612.07

SENATE COMMITTEE ON ACADEMIC AFFAIRS

PROPOSED MOTION

Motion: That the 2016 Annual Report (September 1, 2015 to August 31, 2016) from the Senate Committee on Academic Affairs be approved by the Committee and forwarded to Senate for information.

Effective Date: December 7, 2016

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 16, 2016

Attachments: 175 pages

TO BE COMPLETED AFTER SCAAF MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF201612.07

Moved by: T. Whitcombe **Seconded by:** M. Dale

Committee Decision: CARRIED **Attachments:** 175 pages

Approved by SCAAF: December 7, 2016
Date


Chair's Signature

For recommendation to _____, or information of Senate.

Senate Committee on Academic Affairs Annual Report 2016

September 1, 2015 to August 31, 2016

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 19 times from September 1, 2015 to August 31, 2016, which included four extraordinary meetings, four electronic meetings, and two meetings 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 the new undergraduate degree program in Civil Engineering and the modification of the undergraduate degree program in Environmental Engineering were approved; the Associate of Arts Degree and Associate of Science Degree were approved; 17 new courses were approved (13 undergraduate and 4 graduate), while 8 courses (6 undergraduate and 2 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:

- the deletion of the post-baccalaureate Aboriginal Child and Youth Mental Health Certificate and all related courses
- approval of Dual Credit Agreement between UNBC and Cedars Christian School
- approval of Dual Credit Agreement between UNBC and Westside Academy
- approval of the recommendations made within the document "Developing a New Academic Plan – Phase I"
- approval of the principles and the composition of the five Action Planning Groups, and processes for the selection of the members for the Action Planning Groups
- approval of the template for Pathway Agreements
- approval of Pathway Agreements with the Canadian College of English Language, EC English, Global Village English, King George International College, PGIC Studies INC., Study English in Canada, and VGC Language School
- approval of the renewal of the Exchange Agreement between University of Northern British Columbia and University of Bonn, Germany
- approval of the revised language for the Agreement of Cooperation 1+1 Master of Science Degree with Wenzhou University and UNBC

- approval of the Memorandum of Understanding between the University of Northern British Columbia and the University of Teacher Education Lucerne, Switzerland
- approval of the Agreement of Cooperation between UNBC and Zhengzhou University (ZZU), China
- approval of Agreement of Cooperation between UNBC and Nord University
- approval of renewal of the Exchange Agreement between University of Northern British Columbia and University of Bonn, Germany
- approval of the renewal of the Agreement of Cooperation between the University of Northern British Columbia and the University of Applied Sciences and Arts, Switzerland
- approval of three requests for a Research Grant in Lieu of Salary
- discussions regarding the “Minimum” Path for each degree stream and program at the University; first year academic goals; student response systems and associated costs to students at UNBC; changes to the BC kindergarten to grade twelve school system; the cancellation of Student Exchange Agreement between the University of Northern British Columbia and St. Francis Xavier University; and the cancellation of Student Exchange Agreement Between Jonkoping International Business School and the University of Northern British Columbia

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. Pacific Institute for Climate Solutions
9. Quesnel River Research Centre
10. Women North Network/Northern Fire

A special thank you is extended to the faculty members who chaired Master's Defences in 2015 and 2016 at the Prince George and Regional Campuses.

As of August 31, 2016, the committee's membership consisted of the following individuals:

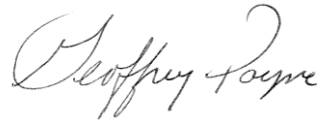
Daniel J. Weeks	President and Vice-Chancellor (ex officio)
Dan Ryan Interim	Provost (Chair)
Geoff Payne	Interim Vice President, Research (Vice Chair)
Allan Wilson	University Librarian
Kevin Smith	Dean, Graduate Programs
Blanca Schorcht	Dean, College of Arts, Social and Health Sciences
Erik Jensen	Acting Dean, College of Science and Management
Mark Dale	Dean, Regional Programs
Vacant	Faculty Senator
Paul Sanborn	Faculty Senator
Tracy Summerville	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
Karla Bloomfield	Graduate Student — CASHS
Amy Blanding	Graduate Student — CSAM
Leah March	Undergraduate Student — CASHS
Erik Searle	Undergraduate Student — CSAM
Alan Clay	Regional Senator
Vacant	Lay Senator
Aaron LeBlanc	Director, Ancillary Services and Continuing Studies
Sylvester Chen	Director, International Education
William Owen	Vice Provost Student Engagement
Shelley McKenzie	Interim 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. **Women North Network/Northern FIRE**
6. **Natural Resources & Environmental Studies Institute**
7. **Pacific Institute for Climate Solutions**

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

2016 Annual SCAAF-SAAS Report to Senate

Respectfully submitted by the Senate Committee on Academic Affairs (SCAAF), Art Acquisition Sub-Committee, October 19, 2016

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
Ad hoc Expert(s) <i>(optional)</i>	Dr. Farid Rahemtulla <i>(Archaeology)</i>	March 31, 2018
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) Acquisitions: No artwork acquisitions were acquired in 2016.

V) 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 are administered from the Provost's office and are available until March 2018.

VI) Art Project 2016-2018: SCAFF-SAAS is working on a call for proposals from artists for a future commission to augment the University Artwork holdings utilizing these funds. SAAS has identified the prospect of using these funds towards a First Nation, Indigenous or Métis artist-led experiential learning opportunity at UNBC, with the result of an artwork being indirectly commissioned for the University. SCAFF-SAAS has raised an additional \$2500 to date in aid of this project and is sourcing other potential avenues to augment the project budget. It is proposed that the artwork will be in place by Spring 2018.

VII) Acknowledgement: Thanks to Dr. Maryna Romanets for taking on the chair position for SCAFF-SAAS effective December 2015.

ACUC Committee Annual Report for May 1, 2015 to April 30, 2016

Membership of the committee (May 2015 – April 2016):

Sarah Gray, Faculty member and Chair
Kathy Parker, Faculty member
Russ Dawson, Faculty member, on sabbatical
Chris Johnson, Faculty member
Dee Jones (May – Oct 2015), ARLAT
Sianne Viatour (February – April 2016), RVT
Russ Callaghan, 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
Brent Speidel (Sept 2015 –April 2016) NWCC Representative, *teleconference in*
Regina Saimoto (May – Sept 2015), NWCC Representative, *teleconference in*

The 2015 PAU form was completed and submitted to the CCAC in March 2015 (attached here).

Between May 2015 and April 2016, the ACUC committee met 4 times to review teaching and research protocols (May 8, Sept 18, Nov 6, 2015, Jan 27 and Mar 30, 2016). The committee reviewed and approved a total of:

- 15 new protocols
- 19 renewed protocols
- 5 minor amendments
- 2 Standard Operating Procedures

As per the Terms of Reference, the committee toured all Animal Facilities, the Animal Care Facility in the Northern Health Sciences Centre on Nov 6, 2015. The Aquatics Facility located in Building 4 on May 8, 2015. On July 21-23, 2015 Lydia Troc and Regina Saimoto visited the NWCC campuses (Smithers, Terrace and Prince Rupert) in support of the Memorandum of Understanding that was signed between UNBC and NWCC.

The committee review and updated the ACUC Terms of Reference as requested by the Canadian Council on Animal Care's assessment. (Attached here).

ANIMAL USE DATA FORM

Institution Name: University of Northern BC (VU05)

Year: 2015

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
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
2013-8	C	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	Coastal cutthroat trout
					Rainbow Trout
					Dolly Varden
					Coastagne Sculpin
2013-12	C	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/marketing, Physical Restraint	1	Tree Swallows
2013-14	D	Studying chronic liver disease and improvement of treatments available. Animals will either be catheterized with a intragastric tube or fed a special diet to induce liver fibrosis, IP injections of various therapeutic substances, terminal surgery for blood collection and liver perfusion 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
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

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/marketing, IM injections, physical restraint, Trapping/netting, anaesthetics	1	Marten
2014-2	C	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
					Moose
2014-5	C	How food variences 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
2014-6	C	Collaberative 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	Mountain Chickadees
					Black capped chickadees

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
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
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 Coastal tail frogs
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
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

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 anesthesia.	1	Coho Salmon
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/ISQ injections, minor survival surgery, anaesthetics, analgesia, short term food deprivation (upto 4 hours), oral gavage, special diet (high fat), low dose radioactivity	2	House mouse
2014-16	B	Veterinary examination and diagnostics lecture. We only use live dogs to demonste a physical exam in clinical practice.	Teaching, acute. Non invasive monitoring techniques, such as taking a pulse, listening to heart and lung sounds. Demonstration by practicing licensed Veterinaian with personal pets.	5	Canine
2015-3	C	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, minoow trapping, tissue clips of adipose fin, wieghing, photographing	1	Rainbow Trout
					Mountain Whitefish Raibow Trout
2015-4	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	Field Study, wildlife conservation, observation, sedation	1	Caribou
					Reindeer
2015-5	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	Tree Swallows

2015-7	C	To quantify the broad scale genetic variability of coastal tailed frogs. To provide understanding of the genetic relationships among BC populations.	Field study, wildlife, acute, environmental protection. Trapping with small tail clip tissue samples for DNA analysis	1	Coastal tailed Frog
2015-8	C	To train students with job-ready hands on field skills used in wild life research, conservation and monitoring. Students learn to set traps and conduct surveys. Only the instructor will handle animals. Trapping data will also be used to document the species in this area as it has not been well documented.	Teaching/field course. Behavioural study. Environmental protection. 7 days of Trapping using havahart and longworth traps. Visual identification.	5	Northwestern Deer Mouse
2015-9	C	Trapping of juvenile salmonids using gee traps - Held in buckets for < 15 mins - Handled for weights and fork length for < 30 secs	Trapping/netting, physical restraint (short-term), handling, physical exam - identification	5	Rainbow Trout
				5	Coho Salmon
2015-11	C	Trapping of juvenile salmonids using gee traps - Held in buckets for < 15 mins - Handled for weights and fork length for < 30 secs	Trapping /netting, physical restraint (short term) handling, physical exam and identification	5	Rainbow Trout

listed on separate lines within the same protocol.

Number of Animals Used	Number of Animals Re-Used	Protocol Number of First Use	Re-used from Previous Year
64	0	n/a	0
16	0	n/a	0
1	0	n/a	0
16	0	n/a	0
236	0	n/a	n/a
80	0	n/a	n/a
85	65	(40) 2014-13	n/a
		(25) 2014-7	

13	0	n/a	n/a
0	0	n/a	n/a
0	0	n/a	n/a
567	0	n/a	n/a
145	0	n/a	n/a
20	0	n/a	n/a

406	0	n/a	n/a
388	0	n/a	n/a
0	0	n/a	n/a
74	0	n/a	n/a
60	0	n/a	n/a

816	0	n/a	n/a
0	0	n/a	n/a
2	0	n/a	Same 2 dogs used for teaching this lab in the past 5 years
6	n/a	n/a	n/a
33	n/a	n/a	n/a
19	0	n/a	19
1	0	n/a	1
272	0	n/a	n/a

110	0	n/a	n/a
12	0	n/a	n/a
36	0	NA	0
64	0	NA	0
0	0	n/a	n/a

RESEARCH ETHICS BOARD
Annual Report
July 1, 2015 to June 30, 2016

INTRODUCTION

The Research Ethics Board (REB) is appointed by the University of Northern British Columbia (UNBC) to review research projects involving human participants to ensure that all University research is conducted 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.

In granting its approval for a project, the REB engages the responsibility of the institution to support the researchers.

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 as Committee, Associate Members and Chair:

- Dr. Davina Banner-Lukaris, School of Nursing, committee member;
- Dr. Dawn Hemingway, Department of Social Work, associate member;
- Dr. Han Li, Department of Psychology, associate member;
- Dr. Sean Maurice, Northern Medical Program, associate member;
- Dr. Michael Murphy, Department of Political Science, REB Chair;

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 and chair:

- Dr. Henry Harder, School of Health Sciences, REB Chair;
- Dr. Michael Murphy, Department of Political Science, associate member;
- Dr. Judy Thompson, Department of First Nations Studies, committee member.

The 2016/2017 Research Ethics Board Committee membership is comprised of:

NAME	TITLE	COLLEGE	TERM EXPIRES
Henry Harder	Chair and UNBC Faculty Member	CASHS	April 30, 2019
Candida Graham	UNBC Faculty Member	CASHS	June 30, 2017
Greg Halseth	UNBC Faculty Member	CSAM	July 31, 2017
Paul Siakaluk	UNBC Faculty Member	CASHS	December 31, 2017
Judy Thompson	UNBC Faculty Member	CASHS	June 30, 2017
Lantana Usman	UNBC Faculty Member	CASHS	June 30, 2017
Shane DeMeyer	Community Member Representative		June 30, 2017
Daniela Fisher	Community Member Representative		June 30, 2017
David Halikowski	Community Member Representative		June 30, 2017

The 2016/2017 Research Ethics Board Associate membership is comprised of:

NAME	TITLE	COLLEGE	TERM EXPIRES
Russell Callaghan	UNBC Faculty Member	CASHS	June 30, 2017
Tina Fraser	UNBC Faculty Member	CASHS	June 30, 2017
Michael Murphy	UNBC Faculty Member	CASHS	August 31, 2017
Dave Sangha	UNBC Faculty Member	CASHS	June 30, 2017
Linda Van Pelt	UNBC Faculty Member	CASHS	June 30, 2017
Lela Zimmer	UNBC Faculty Member	CASHS	June 30, 2017

Research Ethics Officer

Mid-September 2015 the Office of Research hired a Research Ethics Officer to develop, implement and provide university-related ethics services in conjunction with the Office of Research Administrative Assistant. This was in response to the departure of the Research Project Officer who had been supporting the REB in conjunction with the Office of Research Administrative Assistant.

APPLICATION SUMMARY

During the past school year (July 1, 2015, to June 30, 2016), the following applications were submitted for review:

- 18 In-Principle Applications
- 106 New Applications
- 115 Renewal / Amendment Applications
- 39 Harmonized Reviews – of which the UNBC REB acted as Board of Record for 10.

Of the New Applications referred to above, approximately 36 were faculty research, 2 were postdoc research, 42 were graduate research, 14 were undergraduate research and 6 were class projects.

DELEGATED REVIEW

The Minimal Risk application process was implemented June 2015. REB Associate Members have been recruited to support these reviews in conjunction with the REB Chair. Applications meeting minimal risk criteria have been accepted on a rolling basis for delegated review by two REB Associate Members and the REB Chair. 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.

The majority of our new applications (83%) have been reviewed through the delegated process this year. The number of applications going forward to Full Board Review has greatly reduced through the delegated process, resulting in the cancellation of three of the six board meetings in the second semester.

Consideration of Associate and Committee Member review duties has been discussed in order to distribute the workload and experience of reviewers. The change in workflow has meant Associate Members have an increased frequency of single REB reviews requested of them, with a one week turn

around. The Committee Members have had a decrease in reviews, and have been asked to accept one to two delegated reviews a month. Minimal risk applications are being processed with a target of a two week turn around from date of submission to the issuing of requested revisions memo or application approval, as appropriate.

ONGOING INITIATIVES

BC Ethics Harmonization Initiative

UNBC continues to be an active participant with the BC Ethics Harmonization Initiative (BCEHI), which has been funded by the Michael Smith Foundation for Health Research (MSFHR) through to March 2016. The BCEHI has created efficient, coordinated, and high-quality processes that support and encourage multi-jurisdictional human health research. Minimal risk harmonization reviews have been conducted over this past year, with UNBC invited to participate in 39 reviews, of which we acted as Board of Record in 10. Above minimal risk harmonization reviews have been conducted (initiated June 1, 2015), however UNBC has not been involved in any such reviews to date. 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 strengthening 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 two Associate REB members, 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.



Highlights of ALRF Activities and Accomplishments,

October 1st 2015 to September 31st 2016

Aleza Field Education Centre

After 5 years of planning, and 2 construction seasons, the Aleza Lake Research Forest Society and UNBC officially opened the Aleza Field Education Centre on May 16th, 2016, officiated by UNBC President Dr. Dan Weeks, and attended by over 60 faculty, students, and guests.

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 is now available for use and rental.



Grand Opening of the Field Education Centre with Daniel Weeks and representatives from the ALRF and Project Donors

This day-use building enhances 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.

Renewal of Strategic Partnership with Dunkley Lumber Ltd.

In Fall 2015, the Aleza Lake Research Forest Society and Dunkley Lumber Ltd renewed their Log Purchase and Management Agreement for the period of 2016 to 2020. Dunkley is a local family-owned forest company with a well-known reputation for a high standard of forest stewardship, forest research collaborations, and innovation. This agreement continues the collaborative partnership between the ALRF Society and Dunkley Lumber began in 2011. The agreement enhances forest sector partnerships for both UNBC and the Research Forest, and provides important revenue stability and continuity for the Society and its educational and research activities.

Research Projects

There are currently 23 active research projects being managed or facilitated by the ALRF with the vast majority being field based at the 9,000 hectare Aleza Lake Research Forest (or ALRF). Over 145 research projects and trials on the research forest date back almost 90 years, with the oldest established in 1926.

Research highlights included:

A) The continuation and 2016 field monitoring 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.

B) A major new research initiative lead by Dr. Che Elkin and the ALRF's Colin Chisholm is examining the use of Remote Sensing techniques, specifically LiDAR (Light Detection and Ranging) technologies, for the assessment of forests and forest ecosystems. This project was initially enabled through a UNBC Seed Grant to Brian Menounos in 2015 which facilitated the LiDAR data collection. Additional funding partners on this project include the Sustainable Forestry Initiative (SFI), and Natural Resources Canada's Canadian Wood Fibre Centre. This last summer the ALRF contributed 60 man-days to field data collection from our pool of summer staff (five UNBC Students). In addition, the ALRF is providing ALRF Assistant Manager Colin Chisholm the time needed to support this project and the pursuit of his M.Sc. under the supervision of Dr. Che Elkin.

A complete list of active research projects is attached.

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 courses, 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; NREM 333 Natural Resource Field Applications). Additionally ALRF staff provided support roles for ORTM field modules including: ORTM 100 - Foundations of Outdoor Recreation and Tourism

and ORTM 205 – Outdoor Skills and Leadership. 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 2016, ALRF Manager Mike Jull RPF presented to the Fall Field Tour of the Northern Silviculture Committee at the UNBC John Prince Research Forest near Ft. St. James, on topics related to Douglas-fir leave tree management in the Central Interior. This tour included approximately 60 foresters and silviculturists within the forest sector from around British Columbia and the BC Central Interior. This tour provided excellent exposure of the Research Forests and UNBC research projects to a wide variety of industry, government, and consulting foresters, and was very well received by tour participants.

ALRF Sustainable Forest Management

The 9,000-hectare (22,250 acre) ALRF has an Allowable Annual 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.

Quick Forest Facts:

- 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.
- Since the ALRF's establishment in 2001, approximately 1 million seedlings have been 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 late 2016 to early 2017.

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 2016, activities included:

- Removal and chipping of approximately 100 danger trees for management of public safety around UNBC parking areas, walking trails, and the Greenway Trail (in cooperation with the Greenway Trail Society). A considerable proportion of these trees were lodgepole pine killed by bark beetles back in the 2004-06 period. Where accessible, trees and branches were chipped and wood chips were delivered to the UNBC Bioenergy Plant.
- Reduction of forest fuels along urban interface areas for mitigation of fire hazard and risks.

ALRF Staff

Manager: Michael Jull RPF, MSc., Adjunct Faculty Member



Mike graduated in the Forest Resource Management program from the Faculty of Forestry at UBC in 1983 and is a Registered Professional Forester. He also received his Master of Sciences degree in Silviculture from UBC in 1990, where his work investigated growth and management of Interior BC subalpine mountain forests. Mike has been involved in forest management throughout most of the BC Interior and the north for about 25 years. Mike is originally a native of Vancouver, and he has lived with his family in Prince George since 1990.

Assistant Forest Manager: Colin Chisholm RPF, MSc. Candidate



Colin began working with the Research Forest in the 2013. He received a Bachelor of Science in Natural Resources Management with a major in Forestry from UNBC in 2000 and is a Registered Professional Forester and has recently begun his graduate studies UNBC as a graduate student. Colin has been working in the forest industry for 20 years with a strong background in managing silviculture operations. Colin has special interests in geographic information systems, soils, and forest ecosystem modelling.

Forest Projects Supervisor: Samantha Gonzalez FIT



Sam graduated from UNBC in 2016 completing her Bachelor of Science in Natural Resources Management with a major in Forest Ecology and Management. She began working with the research forest as a junior 'Forest Roots' Intern, the following summer as a Senior Forestry Intern, and immediately following her classwork took on her current role. Sam has begun her articling period with the ABCFP as a Forester in Training.

Summer Interns

Each year the ALRF hires 2-5 interns to help support a wide range of the summer projects including forest management and research activities. In 2016, five interns were hired from the UNBC Undergraduate programs including: Forest Ecology and Management, Outdoor Recreation and Tourism, and Biology.



2016 Senior Interns Saskia Hart, Anna Tobiasz, and Haydn Yeomans

2016 Active Research Projects

23 Active Projects

Principle Investigator	Affiliation	Class	Study Title (short form)	Year Established	Status	Topic area
M. Rutherford / H. Massicote	UNBC	Faculty	Bioenergy ash as a soil amendment for forested sites	2015	On-Going	Bio Energy Ash Application Tree, soil, and ecological responses to amendment of wood ash to forest lands.
Rutherford and Massicote ALRF and FP Innovations	UNBC	Faculty	Mechanized broadcast application of BioEnergy Ash to freshly harvested area	2015	Planning	BioEnergy Ash Application Chemical and Biological Responses Environmental Engineering
N. Gilbert M. Rutherford and H. Massicote	UNBC	MSc.	Forest Seedling response to bioenergy ash	2014	On-Going	Bio Energy Ash Soils / Silviculture
Domes M. Rutherford and H. Massicote	UNBC	Undergrad Thesis	Changes in Spruce Foliar Nutrients in Response to Wood Ash Fertilization	2015	Complete 2016	BioEnergy Ash Application Forest Foliar Nutrient Response
T. de Zeeuw M. Rutherford and H. Massicote	UNBC	Undergrad Thesis	Evaluation of Soil Chemistry Changes Following the Application of BioEnergy Wood Ash application	2015	Complete 2016	BioEnergy Ash Application Forest Soils - Chemistry
Dery	UNBC	Faculty	Climate Monitoring	2014	On-Going	Climate
Rylee Isitt	UNBC	MSc.	Spruce beetle genetics study	2013	On-Going	Entomology
Jull	ALRF	ALRF	ICH Ecological Restoration	2014	Pending Approval	Forest Ecology
Barb Coupe and UNBC Archives	ALRF UNBC	ALRF	Sorting of Harry Coates material donation to UNBC Archives	2016	On-Going	Forest History
Menounos, Elkin, Wheate, ALRF	UNBC/ ALRF	Faculty	LiDAR Data Acquisition <i>Funded by the ALRF and UNBC Research Office (seed grant)</i>	2015	On-Going	Remote Sensing Various, PEM/TEM, Forest Inventory, Conservation. <i>Expectation for numerous projects</i>
C. Elkin and ALRF	UNBC ALRF	Faculty	Rapid assessment of forest ecosystem composition and structure at stand and landscapes scales using LiDAR	2016	On-Going	LiDAR Remote Sensing Forest Ecology
Chisholm and Elkin	UNBC ALRF	MSc.	Evaluation and Management of Landscape Level Biodiversity through Aerial Laser Scanning of Forest Ecosystems	2016	On-Going	LiDAR Remote Sensing Forest Ecology
Jull	ALRF	ALRF Long-Term	Spruce Shelterwood study: Year 16 remeasurement and analysis of tree response and regeneration.	1996	On-Going	Long-term silviculture trial
Jull	ALRF	ALRF Long-Term	Replicated planting trial of black spruce, tamarack, and white spruce	2012	On-Going	Long-term silviculture trial
Chisholm	ALRF	ALRF Long-Term	Replicated planting trial of western white pine	2013	On-Going	Long-term silviculture trial
Chisholm	ALRF	ALRF Long-Term	Replicated planting trial of western larch and hybrid white spruce	2013	On-Going	Long-term silviculture trial
M. Jull / B. Rogers	ALRF, MoFLNRO	ALRF Long-Term	Douglas-fir leave tree monitoring study	1994 (or 2007 for ALRF sites)	Pre-publication	Long-term silviculture trial
Elkin and ALRF	UNBC/ ALRF	Faculty	Shelterwood regeneration	2015	Planning	Silviculture

Principle Investigator	Affiliation	Class	Study Title (short form)	Year Established	Status	Topic area
Jull and Rogers	ALRF FLNRO	Long-Term	Growth and Yield of Second Growth ESSF and ICH stand harvested using various Silviculture Systems - 25 Year Remeasurement	1991	On-Going	Silviculture Growth and Yield
Elkin and ALRF	UNBC	Faculty	Seedling Growth Responses to partial cutting and/or brushing of competing vegetation	2015	On-Going	Silviculture Growth and Yield
Roy Rea	UNBC	Faculty	Moose foliage species preference trial	2013	Pre-publication	Wildlife biology
Roy Rea	UNBC	Faculty	Moose diet study	2013	Pre-publication	Wildlife biology
Roy Rea	UNBC	Faculty	Bear impacts on Moose Rearing	2014	Pre-publication	Wildlife biology

Financial Statements of

ALEZA LAKE RESEARCH FOREST SOCIETY

Year ended December 31, 2015
(Unaudited)



KPMG Enterprise™
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Prince George BC V2L 5R8
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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, 2015 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 (British Columbia), we report that, in our opinion, the accounting principles in the Canadian accounting standards for not-for-profit organizations are been applied on a consistent basis.

A handwritten signature in black ink that reads 'KPMG LLP'. The signature is written in a cursive, slightly slanted style. Below the signature is a horizontal line that starts under the 'K' and ends under the 'P'.

Chartered Professional Accountants

April 5, 2016

Prince George, Canada

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Financial Position

December 31, 2015, with comparative information for 2014
(Unaudited)

	2015	2014
Assets		
Current assets:		
Cash (note 3)	\$ 232,022	\$ 17,074
Accounts receivable	9,037	30,056
Investments	62,867	61,498
Prepaid expenses	4,048	3,691
	<u>307,974</u>	<u>112,319</u>
Tangible capital assets (note 4)	251,108	183,642
	<u>\$ 559,082</u>	<u>\$ 295,961</u>
Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities (note 5)	\$ 30,309	\$ 31,603
Deferred income	156,750	-
Current portion of long-term debt (note 6)	9,500	9,500
	<u>196,559</u>	<u>41,103</u>
Long-term debt (note 6)	57,000	66,500
Reforestation liability (note 7)	135,487	158,394
Deferred contributions related to tangible capital assets (note 8)	90,747	71,010
	<u>479,793</u>	<u>337,007</u>
Net assets:		
Invested in tangible capital assets (note 9)	160,361	112,632
Unrestricted	(81,072)	(153,678)
	<u>79,289</u>	<u>(41,046)</u>
Commitments (note 10)		
	<u>\$ 559,082</u>	<u>\$ 295,961</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, 2015, with comparative information for 2014

(Unaudited)

	2015	2014
Revenues, Schedule 1	\$ 487,507	\$ 474,591
Cost of sales:		
Resolution of current reforestation (recovery)	(22,907)	37,923
Stumpage	8,312	986
	<u>(14,595)</u>	<u>38,909</u>
Gross margin	502,102	435,682
General and administrative expenses:		
Advertising and promotion	2,102	1,833
Amortization	2,540	2,765
Automotive	29,647	27,799
Bank charges and interest	613	1,378
Contracts and agreements	41,111	30,197
Field supplies	3,453	4,763
Forest extension and research project	1,343	1,036
Insurance, licences and dues	11,489	9,023
Office	3,032	1,942
Operational planning and development	7,370	2,516
Professional fees	12,791	12,628
Road maintenance and construction	36,601	104,625
Silviculture	4,115	2,675
Telephone	2,957	1,372
Travel	783	2,148
Wages and benefits	221,820	219,165
	<u>381,767</u>	<u>425,865</u>
Excess of revenues over expenses	\$ 120,335	\$ 9,817

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Changes in Net Assets

Year ended December 31, 2015, with comparative information for 2014
(Unaudited)

	Unrestricted	Invested in Tangible Capital Assets	Total 2015	Total 2014
Balance, beginning of year	\$ (153,678)	\$ 112,632	\$ (41,046)	\$ (50,863)
Excess (deficiency) of revenues over expenses	122,875	(2,540)	120,335	9,817
Interfund transfers	(50,269)	50,269	-	-
Balance, end of year	\$ (81,072)	\$ 160,361	\$ 79,289	\$ (41,046)

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Statement of Cash Flows

Year ended December 31, 2015, with comparative information for 2014
(Unaudited)

	2015	2014
Cash provided by (used in):		
Operations:		
Excess of revenue over expenses	\$ 120,335	\$ 9,817
Item not involving cash:		
Amortization	2,540	2,765
	<u>122,875</u>	<u>12,582</u>
Change in non-cash operating working capital:		
Accounts receivable	21,019	(7,718)
Investments	(1,369)	-
Prepaid expenses	(357)	(347)
Accounts payable and accrued liabilities	(1,294)	10,415
Reforestation liability	(22,907)	37,923
Deferred income	156,750	(1,632)
Deferred contributions related to tangible capital assets	19,737	63,738
	<u>294,454</u>	<u>114,961</u>
Financing:		
Repayment of long-term debt	(9,500)	(9,500)
Investing:		
Acquisition of investments	-	(1,498)
Acquisition of tangible capital assets	(70,006)	(165,345)
	<u>(70,006)</u>	<u>(166,843)</u>
Increase (decrease) in cash	214,948	(61,382)
Cash, beginning of year	17,074	78,456
Cash, end of year	<u>\$ 232,022</u>	<u>\$ 17,074</u>

See accompanying notes to financial statements.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements

Year ended December 31, 2015
(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. 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, 2015
(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, 2015
(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, 2015
(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, 2015 - 6.3%).

This facility was unused at December 31, 2015.

4. Tangible capital assets:

			2015	2014
	Cost	Accumulated amortization	Net book value	Net book value
Automotive equipment	\$ 1,676	\$ 1,641	\$ 35	\$ 50
Bridge	14,338	11,331	3,007	3,759
Computer software	14,777	13,149	1,628	2,035
Field Education Centre under development	235,036	-	235,036	172,616
Field equipment	41,937	31,746	10,191	3,668
Leasehold improvements	1,400	1,400	-	-
Office equipment	14,540	13,329	1,211	1,514
	\$ 323,704	\$ 72,596	\$ 251,108	\$ 183,642

The field education centre under development is not amortized because it was not available for use during the 2015 fiscal year.

5. Accounts payable and accrued liabilities:

	2015	2014
Trade payables and accrued liabilities	\$ 18,149	\$ 25,464
Sales tax payable	10,256	3,998
Government remittances payable	1,904	2,141
	\$ 30,309	\$ 31,603

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2015
(Unaudited)

6. Long-term debt:

	2015	2014
Note payable, unsecured, non-interest bearing	\$ 66,500	\$ 76,000
Less current portion of long-term debt	9,500	9,500
	\$ 57,000	\$ 66,500

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:

2016	\$ 9,500
2017	9,500
2018	9,500
2019	9,500
2020	9,500
Thereafter	19,000
	\$ 66,500

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 2020. 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 recovered \$22,907 (2014 - incurred \$37,923) for reforestation.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2015
(Unaudited)

8. Deferred contributions related to tangible capital assets:

	2015	2014
Balance, beginning of year	\$ 71,010	\$ 7,272
Contributions received for the acquisition of tangible capital assets	19,737	63,738
	\$ 90,747	\$ 71,010

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 2015 fiscal year.

9. Net assets invested in tangible capital assets:

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

	2015	2014
Tangible capital assets	\$ 251,108	\$ 183,642
Financed by:		
Deferred contributions related to tangible capital assets	90,747	71,010
	\$ 160,361	\$ 112,632

10. Commitments:

The Society has two automobiles under lease agreements. One expiring February 2016 with lease payments of \$582 and the other expiring April 2018 with lease payments of \$495.

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 \$12,478 for the year ended December 31, 2015 (2014 - \$12,113).

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2015
(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, 2015, the Endowment Fund balance was \$10,067 (March 31, 2014 - \$9,164). 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 2014.

(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 2014.

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 81% of revenue (2014 - 83%). The loss of this relationship would have a significant impact on the Society's revenue.

ALEZA LAKE RESEARCH FOREST SOCIETY

Notes to Financial Statements (continued)

Year ended December 31, 2015
(Unaudited)

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.

15. Subsequent events:

Subsequent to the year end, the Company purchased the 2013 Toyota Tacoma at the expiration of its lease term for a purchase price of \$21,470. The Company also entered into a new lease for a 2015 Toyota Tacoma with monthly payments of \$495 over a 36 month term.

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 1 - Revenues

Year ended December 31, 2015, with comparative information for 2014
(Unaudited)

	2015	2014
Forest management consulting	\$ 71,250	\$ 50,250
Interest	1,813	1,925
Employment programs and other	20,725	29,098
Timber	393,719	393,318
	<u>\$ 487,507</u>	<u>\$ 474,591</u>

ALEZA LAKE RESEARCH FOREST SOCIETY

Schedule 2 - Forest Management and Research/Education Allocation

Year ended December 31, 2015, with comparative information for 2014

(Unaudited)

	Forest Management	Research / Education	2015	2014
Revenue:				
Revenues, Schedule 3	\$ 477,145	\$ 10,362	\$ 487,507	\$ 474,591
Cost of sales:				
Resolution of current reforestation (recovery)	(22,907)	-	(22,907)	37,923
Stumpage	8,312	-	8,312	986
Gross margin	491,740	10,362	502,102	435,682
Expenses:				
Forest management and research/education expenses:				
Automotive	17,788	11,859	29,647	27,799
Contracts and agreements	24,666	16,445	41,111	30,197
Field supplies	2,072	1,381	3,453	4,763
Forest extension and research project	806	537	1,343	1,036
Operational planning and development	7,370	-	7,370	2,516
Road maintenance and construction	36,601	-	36,601	104,625
Silviculture	4,115	-	4,115	2,675
General and administrative expenses:				
Advertising and promotion	1,261	841	2,102	1,833
Amortization	1,524	1,016	2,540	2,765
Bank charges and interest	368	245	613	1,378
Insurance, licences and dues	6,894	4,595	11,489	9,023
Office	1,819	1,213	3,032	1,942
Professional fees	7,675	5,116	12,791	12,628
Telephone	1,774	1,183	2,957	1,372
Travel	470	313	783	2,148
Wages and benefits	133,092	88,728	221,820	219,165
	248,295	133,472	381,767	425,865
Excess (deficiency) of revenues over expenses	\$ 243,445	\$ (123,110)	\$ 120,335	\$ 9,817

ALEZA LAKE RESEARCH FOREST SOCIETY

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

Year ended December 31, 2015, with comparative information for 2014
(Unaudited)

	Forest Management	Research / Education	2015	2014
Forest management consulting	71,250	-	71,250	50,250
Interest	1,813	-	1,813	1,925
Employment programs and other	10,363	10,362	20,725	29,098
Timber	393,719	-	393,719	393,318
	\$ 477,145	\$ 10,362	\$ 487,507	\$ 474,591

September 21, 2016

Dr. Geoffrey Payne
Interim Vice-President, Research
University of Northern British Columbia
3333 University Way
Prince George, BC V2N 4Z9

Dear Dr. Payne;

We are pleased to submit to you the UNBC Community Development Institute 2015-16 Annual Report. Through this reporting period, the Community Development Institute (CDI) continued to further the University's promise and commitment to supporting and working for the future of the north.

The CDI continued its focus on research, community and economic development, community education, and policy dialogues and advice. This report highlights our activities and achievements in these areas. It covers the period of January 1, 2015 to March 31, 2016, a longer-than-usual reporting period as we moved to a March 31 year-end.

Some of the highlights from this reporting period include the launch of three books edited by faculty affiliated with the CDI. CDI staff also made 30 presentations, including a presentation to the BC Government Caucus in January 2015, and met with more than 115 groups and individuals from government, industry, and the community sector.

As you will see from the testimonials in this report, our work with communities, including government, First Nations, industry, business, and the non-profit and voluntary sectors are building opportunities for the future of our region.

We would like to thank you for your ongoing support of the CDI and recognize the support of the Office of Research. We look forward to another productive year in 2016-17.

All the best,



Greg Halseth
Co-Director
Community Development Institute at UNBC



Marleen Morris
Co-Director
Community Development Institute at UNBC

The Community Development Institute 2015-2016 Annual Report

*University of Northern British Columbia
Prince George, BC*



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Introduction

Northern BC communities experienced substantial change over the past sixteen months as the global economy slowed and demand for our resource commodities dipped. Most notable was the price of natural gas, which dropped significantly in late 2014. At the time, the Community Development Institute (CDI) was working with communities to prepare for the anticipated rapid growth from a burgeoning liquefied natural gas (LNG) industry, but the drop in natural gas prices made LNG investment in northern BC look less profitable, and to date no projects have gone ahead.

The suddenness with which economic outlooks shifted in 2015/16 illustrates that, more than ever, the work the CDI does is important. Northern BC needs resilient communities that are cognizant of the influence the global economy exerts on their resource wealth and that are prepared to withstand the changes that economic booms and busts may bring. This reporting period reviews the CDI's projects from January 2015 to the end of March 2016. This is a longer reporting period than previous years because the CDI changed its annual reporting to match the fiscal year rather than the calendar year.

In terms of the region's prospects for LNG facilities, global prices continue to be low. Industry is waiting for markets to stabilize before deciding whether to commence projects. This extra time enabled industry to consult more meaningfully with communities and Aboriginal groups, and progress seems to be made towards establishing stronger connections with host communities. Without economic certainty, though, delays will continue. Communities might start to shift their focus to new opportunities.

Unlike the 2008 economic crisis, where markets rebounded fairly quickly, the substantial drop in the price of natural gas might not recover for some time. This downturn has affected northeast communities like Dawson Creek and Fort St. John, where the gas industry not only employs thousands of residents, but also bolsters the region's housing and hospitality industries. With the potential to recuperate some job losses, the province approved the proposed Site C dam in December 2014 and proponents are currently working on building relationships with residents and nearby Aboriginal groups.

The slower global economy has also had an impact on the mining industry. Imperial Metals' Huckleberry mine and Walter Energy's Brule mine closed, while many more mining companies continued to cut spending given the prolonged drop in commodity prices. Nonetheless, Imperial Metals went ahead with opening its Red Chris copper mine near Dease Lake and the federal government approved Pretium Resources' proposed Brucejack gold mine north of Stewart. There is some indication that the mining sector is rebounding, though analysts predict it has entered a new era with prices expected to stay low for the foreseeable future.

Allowable annual cuts continued to decline as the impact of the mountain pine beetle infestation made its way to lumber production. This, coupled with increased competition from Asian and European markets and the potential for a new round of US softwood lumber duties, means that the forest industry will be challenged in the coming years. That said, Chetwynd's closed pulp mill reopened, the province is increasingly perceived as a leader in sustainable forest management, and the wood bioenergy sector is growing. Whereas in 2015/2016, the forestry industry experienced both setbacks and successes, most concerning to northern BC communities is the potential for more job losses.

Introduction

Northern BC's tourism sector seems both innovative and on the verge of growth. Three new microbreweries opened across the north, the Cariboo region is exploring opportunities to promote mountain biking, and Prince George was in the national spotlight when it hosted the 2015 Canada Winter Games. To encourage travel, the province earmarked the Ancient Forest/Chun Toe Wood-Yu-Jub as a provincial park, Highways 16 and 97 now have major highway designations, and the Tumbler Ridge Global Geopark is making its way onto the "must-do" list for many backcountry adventurers. A boost in northern BC's tourist appeal can help stabilize the region's economy as well capture its charm.

With the federal government promising to conduct an inquiry into missing and murdered Indigenous women, the CDI hopes the outcomes will reaffirm a need for resilient communities along Highway 16. Although this inquiry will certainly bring to light generations of colonization-induced trauma, it will also bring northern communities together in healing and reconciliation.

Whereas 2014 signaled a shift in expectations, the last sixteen months solidified new economic environments for many northern BC communities. In 2015/2016, the CDI continued to partner with Fort St. John, Fort St. James, Vanderhoof, Williams Lake, Quesnel, Prince Rupert, Clearwater, and the Cariboo Regional District in order to examine these new realities, facilitate collaboration, and increase communities' capacity to respond to economic change.

In all of our work, we have continued to emphasize the need for investments in community development foundations that will build community capacity and increase economic diversity. Building resilient communities requires strategies that strengthen our people, build our physical infrastructure, enhance social and community services, and build our economic infrastructure. Attention needs to be given to both economic and social development, as these two are mutually reinforcing.

We have also continued to emphasize the need for collaboration, integration, and coordination. In uncertain times, communities are stronger if they work together to take up the opportunities and address the challenges that come their way. To this end, the CDI has continued to communicate our research findings and foster dialogue between local and Aboriginal government, industry, business, education, health, social services, community and voluntary agencies, and senior government.

Looking ahead, we know that rapid shifts in the global economy will continue to impact our northern resource-based economy. Our path ahead is to work with communities to identify and take up opportunities that will result in more stability and resilience so that they can continue to prosper. To do so, we will continue to strengthen the CDI so that it remains a resource to communities, and work alongside them to prepare for opportunities and challenges that emerge.



Marleen Morris
Co-Director
Community Development Institute
University of Northern British Columbia



Dr. Greg Halseth
Co-Director
Community Development Institute
University of Northern British Columbia

About the Community Development Institute

About the Community Development Institute

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 an understanding of the new non-metropolitan economy. We focus specifically on the global and local factors affecting these communities, how they impact a community's ability to respond to change, and what options are available for moving forward. The CDI is respected as a neutral and independent facilitator, one 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 the University of Northern British Columbia (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.

"Integral to the core mission of UNBC is its connection to northern BC communities, which play a foundational role in the economic success of British Columbia. As the landscape of northern BC evolves, the Community Development Institute continues to work in partnership with communities towards developing knowledge that ensures sustainable approaches. Ultimately, the CDI's work has been transformative for people who are from this region. Their work not only benefits communities, but the lessons learned impact beyond northern BC to a national and international scope. As the CDI continues to evolve, it embraces an interdisciplinary approach that facilitates the overarching goal of achieving a sustainable northern BC. The CDI continues to be a vital component of the research fabric of UNBC."

– Dr. Geoffrey Payne, Interim Vice President of Research, UNBC

About the Community Development Institute

To realize this vision, the CDI provides programs and services in four broad areas. The 2015/2016 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, in order 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 as well as provide policy advice to prepare communities, industry, and government for future opportunities and challenges.

"UNBC's genesis was in part due to northerners demanding a research university situated in the North that would address northern BC's issues and challenges. The CDI has met this expectation in a way perhaps unsurpassed by any other institute or organization in our region. As a long-time UNBC faculty member, I value and applaud the bridges the CDI has built between the university and local communities, and the positive changes it has engendered in both."

– Dr. Gail Fondahl, Professor of Geography, UNBC

Community Transformation & Renewal

Community Transformation & Renewal

Over 80% of the province's export wealth is generated from natural resources. Global volatility in these markets has meant continuing uncertainty for resource-based communities, which are worried about job loss, potential changes in quality of life, and their ability to sustain themselves both economically and socially. Global volatility in natural resources has also meant uncertainty for the province as a whole, with concerns emerging about declining royalty and taxation revenue.

The CDI's work in the area of community transformation and renewal aims to help communities work on opportunities to enhance economic diversification and build community capacity. Using a place-based approach, the CDI helps communities respond to rapidly-changing markets, take advantage of new opportunities, and initiate cross-sectoral dialogues between governments, Aboriginal groups, local businesses, industry, and non-profit organizations.

This section outlines the projects the CDI worked on in 2015/2016, many of which are ongoing.

For a complete list of the reports that emerged from the CDI's projects, see Appendix A.



Community Transformation & Renewal

REDESIGN RUPERT (PHASE TWO OF DIALOGUES ON READINESS)

Prince Rupert is a vibrant community with a rich history and exciting future possibilities. While it has faced economic and social challenges over the past several decades due to economic instability, moving forward it will have many opportunities for growth and diversification.

Through Redesign Rupert, the CDI is working with community partners to develop and implement strategies for economic diversification and community resilience for Prince Rupert that consider regional needs and opportunities.

Launched in February 2016, Redesign Rupert has engaged over 45 community organizations to identify opportunities and challenges that are emerging from entering new stages of growth and development. Through Redesign Rupert, the CDI will support the community to take action on these opportunities and prepare for the challenges. .

The CDI opened a project office in Prince Rupert and launched a project website, a social media presence, and a community newsletter called *Redesign in Action*. The CDI is also developing an in-depth community profile series that shares Prince Rupert's demographic profiles with residents. The first in the series, the *Prince Rupert Age Profile*, was released in March 2016.

Looking forward, Redesign Rupert will expand community engagement through activities such as community mapping events, community workshops, and the establishment of community action groups.

For ongoing news about Redesign Rupert, visit the project website at www.redesignrupert.com



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

For this project, the CDI is working in collaboration with the District of Clearwater as well as older adults and seniors in Clearwater. The project aims to understand the factors that support and impede seniors' mobility in small rural communities so as to enhance physical activity and social engagement. Another objective is to address issues of social isolation, health, well-being, and independence.

Since the project began in 2013, the CDI engaged a group of seniors spanning a range of ages, income groups, and mobility challenges. Working with this group as well as other seniors, community organizations, and the local business community, the project has explored mobility challenges from both an individual and community perspective.

The project employed multiple methodologies, including field assessments, ongoing interviews, workshops, and meetings with the Age-Friendly Advisory Committee. These various activities, and the partnerships established through the project, have spawned a wide range of positive spin-offs for seniors in the community:

- The community received new funding for a number of other age-friendly/seniors-related initiatives
- The community received several awards, including recognition as an Age-Friendly Community
- Clearwater has earned a reputation as desirable place for seniors to live and get around

During 2015/2016, the CDI continued to conduct field assessments and host workshops to share results.

In addition to a final report, a key deliverable of this project will be a Community Mobility Toolkit. This Toolkit will share lessons learned from the project as well as provide resources to assist other communities seeking to undertake mobility assessments. The Toolkit will be the first of its kind to be grounded in a rural context and promises to be an exciting and important resource for many communities throughout BC and Canada.

Funding is provided by the Vancouver Foundation, the Thompson Nicola Regional District, and the United Way Thompson Nicola Cariboo.

Clearwater's District Road-Cross Section Bylaw – the first of its kind — established a standard for designing roads so as to incorporate a variety of transportation modes. This project received a Union of BC Municipalities "Community of Excellence Award" in late 2014. This is the second provincially-recognized award the project has received.

VANDERHOOF HOUSING NEED AND DEMANDS STUDY

As with many northern communities, the District of Vanderhoof is concerned about meeting future housing needs. The Council and senior staff wanted to have a sense of the current housing supply and demand as well as understand the factors that could impact housing need and demand in the future.

Working with the Vanderhoof Housing Committee, the CDI conducted a literature review, interviewed over 20 employers and community groups, created community and housing profiles, and produced a final report.

The study identified the following demographic variables that Vanderhoof must prepare for: a rapidly growing seniors population, the potential for a significant influx of young families to take up jobs in the mining sector, and the possibility of population outmigration as a result of a slow-down in the forest sector. The study also underscored the main housing challenges the District faces: an aging housing stock, limited housing choice for both renters and purchasers, and high development costs.

The final report highlighted community-specific housing priorities, policy alternatives, and intervention strategies to address housing needs in the community today, as well as in the future. For example, developers in Vanderhoof may wish to look at “flex housing,” which is designed to be adaptable to a family’s changing housing needs.

This study enables the District of Vanderhoof and other community stakeholders to anticipate and prepare for future housing.

“The District of Vanderhoof engaged the services of the CDI to conduct an analysis and survey of the housing needs here in Vanderhoof. We found their work was very thorough and performed in a very professional manner. When they made their public presentation, they provided us with a detailed and informative report on the housing needs in Vanderhoof. I highly recommend the CDI to any other group or community who is wanting to engage their services.”

– John Murphy, Councillor, District of Vanderhoof

DISTRICT OF FORT ST. JAMES COMMUNITY ECONOMIC DEVELOPMENT STRATEGY

Fort St. James, one of the province's oldest settlements, has an economy grounded in forestry, mining, agriculture, tourism, and bioenergy. Business is strong, residents are employed, and they love where they live. Nonetheless, the District of Fort St. James and its business community are taking a proactive approach and looking ahead.

Initiated by the District of Fort St. James, the goal of this project was to identify opportunities to build capacity and to diversify the Fort St. James economy. The CDI assisted the District in establishing the building blocks of an economic development strategy.

The first two phases of the project were to develop a community profile, organize workshops with local businesses, Aboriginal groups and community representatives, and to form an Economic Action Team.

For the final phase of the project, the Economic Action Team formulated a strategy for building local capacity, which included building synergies with the local business community and Aboriginal groups.

The final report will enhance the community's capacity for strategic and sustainable economic development and guide a series of community initiatives over the next one to three years.

TUMBLER RIDGE STRATEGIC PLAN

Tumbler Ridge was established in 1984 as Canada's newest "instant town," built to service nearby coal mines. The community has evolved from a single resource-based economy to an increasingly adaptive and diverse community. During the latest downturn in the coal industry, 900 jobs were lost, which reinforced the importance of continuing to diversify and build resilience. That the District Council is strengthening the community's readiness puts it ahead of the curve in terms of managing economic change.

The CDI has worked closely with the Tumbler Ridge District Council on numerous projects over the past few years, including a Sustainability Plan which identified long-term objectives and opportunities for growth and diversification.

Moving forward from the findings in the Sustainability Plan, the CDI continued its partnership with the District to help develop the community's Strategic Plan. The Strategic Plan is a three-year plan that converts the recommendations from the Sustainability Plan into action.

Through this process, the District Council assessed a wide range of options that would most benefit the community, including expanding visitor experience options and pursuing opportunities for wind power investment. Over the next three years, the Strategic Plan will help the District focus its energy on sustaining a favourable quality of life in Tumbler Ridge.

Community Transformation & Renewal

GROWING OUR FUTURE: THE WILLIAMS LAKE ECONOMIC DEVELOPMENT PLAN

The CDI is working with the Central Cariboo Economic Development Corporation to create an economic development strategy for the City of Williams Lake. Growing Our Future aims to build a more resilient and diverse economy for Williams Lake within a strong central Cariboo region.

The first Project Advisory Committee meeting was held in January 2016 and the project launch occurred in February. Since then, the CDI started a project website, a social media presence, and a community newsletter called *Growing Our Future*. Through engaging with community members and organizations, Growing Our Future will identify and build on regional assets to strengthen and diversify the economy.

Over the remainder of 2016, the CDI will continue to conduct meetings with local businesses as well as public and non-profit organizations, establish Community Action Groups, and explore ways to increase economic diversity and community resilience.

Visit the project website at www.growingourfuturewl.com



Education for Community & Economic Development

Education for Community & Economic Development

By embedding education for community and economic development within the CDI's vision, the long-term goal is to cultivate leadership capacity in the fields of community, regional, and economic development. As well as taking on a mentorship role for UNBC students, the CDI promotes knowledge-sharing and makes learning opportunities broadly available.

In 2015/2016, the CDI continued to offer free public lectures through the Community Speakers Series, to welcome and host guest speakers, to publish the Community Connections Newsletter, and to maintain a website with updated news, publications, and information. The CDI also participated in and presented at various conferences, workshops, and webinars.

New this year, the CDI livestreamed the Community Speakers Series so that audiences across the province could participate. We also launched two newsletters; *Economic Uptick*, which is aimed at economic development officers and others involved in community and economic development, and *Redesign in Action*, for the Redesign Rupert project.

For a complete list of presentations, see Appendix C.

The CDI also helped organize several conferences and local events. See Appendix D for the complete list.

The CDI facilitated the publication of three research books in 2015/2016. CDI Co-Director Dr. Greg Halseth co-edited two books and CDI Faculty Associate Dr. Neil Hanlon co-edited another. These books are described below and listed in Appendix B.



CONFERENCE SPONSORSHIP AND ORGANIZATION

2016 Northern BC Housing Conference

Housing is both a critical enabler and a limiting factor for economic growth in northern BC. The purpose of the Northern BC Housing Conference is to present the results of the Northern BC Housing Study and to further the dialogue about the key opportunities and challenges identified.

The Northern BC Housing Conference will be of interest to developers, builders, realtors, lenders, industry associations, local and provincial governments, and non-profit housing providers.

Planning for the conference is underway. The conference will be held November 17 and 18, 2016, at UNBC.

CDI COMMUNITY SPEAKERS SERIES

Spring 2015, “Building a Revitalized Future – The Role of Community Leadership and Vision”

Lori Ackerman, Mayor of Fort St. John

Mayor Ackerman discussed the importance of community leadership and the power of a community vision towards building and sustaining vibrant and livable communities. Drawing on her experience working to revitalize Fort St. John’s downtown core and the development of the community’s Downtown Action Plan, Mayor Ackerman spoke about effective ways to engage a variety of stakeholders, including community residents, business owners, local government employees, and elected officials. She also addressed ways to draw on community strengths and maintain interest and participation in the process of revitalization.

Watch the full presentation on YouTube courtesy of the Prince George Public Library:
www.youtube.com/watch?v=aTkFnbEYpoY

“We must build vital, permanent, sustainable communities because that’s the only way we can ensure quality of life and quality of experience for the residents that are going to be moving to Fort St. John.... If we aren’t prepared to invest in our community, why would we expect anyone else to be?”

– Mayor Lori Ackerman, Spring 2015

Education for Community & Economic Development

Fall 2015, “Women in Leadership: Man They’re Good!”

Honourable Shirley Bond (Minister of Jobs, Tourism & Skills Training and Minister Responsible for Labour)

Councillor Jillian Merrick (City of Prince George)

Stephanie Killam (former Mayor of Mackenzie)

Shauna Harper (Partner and Digital Strategist, LiveWork Communications)

With the goals of supporting women in leadership and encouraging more women to take leadership positions throughout northern BC, this panel was held in conjunction with UNBC's first annual *Inspiring Women Among Us* events. Panel members shared their experiences in leadership roles in both government and non-government sectors. The discussion focused on the changing perceptions of women in leadership, challenges panelists encounter, and advice for women aspiring to take on leadership roles in their communities.



From left: Marleen Morris, Shauna Harper, Jillian Merrick, Stephanie Killam, and Shirley Bond – photo 250News.

GUEST SPEAKERS

Gerhard Tonn, Principal, Gerhard Tonn & Associates Inc. and Founding Principal, Urban Systems: A Practitioner's Perspective on Local Government and Resource Development in Northern British Columbia

In February 2016, a series of lectures, seminars, and tutorials were given at UNBC that addressed local governance and natural resource development. The objective was to expose students in various disciplines to a "practitioner's lens." The lectures, seminars and tutorials addressed many critical issues facing northern BC, including the socio-economic and community impacts of resource development, the role of local government, and intergovernmental planning processes. Small groups of students were also able to meet each day to discuss topics of their choice.

Shayne Ramsay, Chief Executive Officer, BC Housing

In a small gathering with industry and community leaders, issues and trends in northern BC and their potential impacts on housing were discussed. Topics included the emerging need for seniors' housing, aging housing stock, pressures for development, and challenges with regards to financing. Opportunities were also highlighted for northern BC communities to take advantage of the province's \$355 million commitment to construct 2,000 new housing units over the next five years.

"Attending the lecture series provided some thoughtful insights for my studies as a Community Planner. Born and raised in northern BC (Prince George), I find it difficult to see communities facing so many challenges. Northern BC communities need to diversify their economies, take innovative approaches, and promote vitality, which will enhance residents' quality of life. These traditionally resource-based communities will also become more resilient to volatile global markets. If we diversified, then the down times will not feel so tenuous because diversification will attract new growth and investment.

– Tyson Baker, Community Planning Student, UNBC

Education for Community & Economic Development

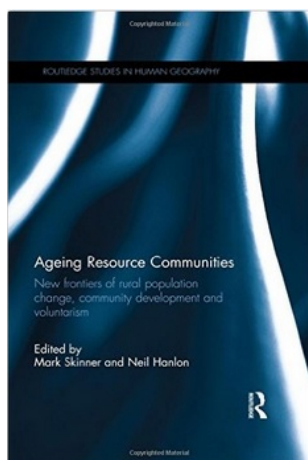
NEWSLETTERS

The CDI published three issues of its *Community Connections* newsletter in 2015/2016. The newsletter shares information, news and resources such as funding opportunities and upcoming events, as well as updates from the CDI's research and projects. *Community Connections* is distributed electronically to government, industry, business, community groups, and educational institutions. Current and archived issues are available through the CDI website.

New this year, *Economic Uptick* is a monthly newsletter co-published by the 16-97 Economic Alliance and the CDI. The newsletter is aimed primarily at economic development officers, community and economic development practitioners, and policy analysts and provides a synopsis of publications, upcoming workshops/conferences, and important announcements that relate to economic and community development in the region. The goal of the newsletter is to promote informed decision-making with regards to economic opportunities for northern BC communities.

New for 2016, both *Redesign in Action* and *Cariboo Strong* are newsletters designed to share news, events, and resources related to the Redesign Rupert project and the Cariboo Regional District program, respectively.

BOOKS



Ageing Resource Communities: New frontiers of rural population change, community development and voluntarism (2016)

Editors: Mark Skinner and Neil Hanlon

The International Symposium on Aging Resource Communities, held in Tumbler Ridge and organized collaboratively by the CDI and Trent University, led to the publication of this book, which contributes to a growing field of research on aging resource communities. The volatility of extractive industries, coupled with aging populations and communities designed for a young workforce rather than for older retirees, creates a unique set of conditions and challenges that confront many northern BC communities. This volume includes chapters from around the globe, including case studies in Ireland, Norway, New Zealand, and Canada.

Education for Community & Economic Development



Integration Imperative: Cumulative environmental, community and health effects of multiple natural resource developments (2016)

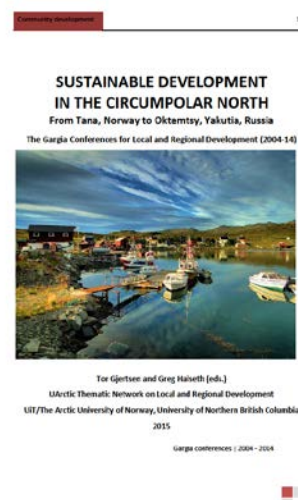
Editors: Michael P. Gillingham, Greg R. Halseth, Chris J. Johnson, and Margot W. Parkes

This book discusses the effects of resource development in northern BC and argues that cumulative impact research tends to take place using technical and policy lenses but should also include community, environment, and health lenses. Using northern BC as a case study, the authors call for a new regulatory framework that encapsulates the interconnectedness of cumulative impact analysis.

Sustainable Development in the Circumpolar North – From Tana, Norway to Oktemtsy, Yakutia, Russia: The Gargia Conferences for local and regional development (2004-14) (2015)

Editors: Tor Gjertsen and Greg Halseth

In collaboration with the Arctic University of Norway (UiT) and UNBC, the University of the Arctic's "Thematic Network for Local and Regional Development in the North" published a volume of scholarly work that highlights over ten years of international partnerships and knowledge-sharing through the annual Gargia Conferences for Local and Regional Development. The goal of this publication is to promote sustainable development across the circumpolar north, with an emphasis on Russia, Norway, and Canada.



PRESENTATIONS

As part of the CDI's commitment to create a space for community members, students, academics, and practitioners to share information and learn from each other, CDI staff regularly present at conferences, workshops, webinars, lectures, and community events. In 2015/2016, presentations focused on a range of issues including: community leadership, housing, community readiness in the face of change, how to benefit and prepare for economic development, and community resilience.

In 2015/16, the CDI gave 30 presentations across British Columbia. Audiences included representatives of local government, senior government, Aboriginal groups, industry, business, community agencies, faculty, students, and public service agencies.

For a complete list of presentations, see Appendix C.

STUDENT RESEARCH ASSISTANTS

The CDI offers opportunities for undergraduate and graduate students to work as Student Research Assistants as part of its mandate to bolster leadership throughout northern BC. Student Research Assistants gain first-hand experience working on community development and research projects alongside faculty and professionals. A number of former CDI Research Assistants are now employed in positions across the region. In 2015/2016, the CDI welcomed one undergraduate research assistant and two graduate research assistants.

Danielle Patterson

Danielle joined the CDI as an upper division Environmental Planning student with a major in Rural and Northern Community Planning. Prior to this, Danielle completed a Bachelor of Arts degree from UNBC with a major in Political Science, a minor in International Studies, and a concentration in Comparative Federalism. At the CDI, Danielle provided administrative support, contributed to research projects like the Study of Best Practices in Rotational Work Practices, and helped coordinate the Community Speakers Series. After graduating, Danielle accepted a full-time, year-long internship with the Northern Development Initiative Trust (NDIT) at the City of Prince George.

Alina Schroeder

Alina joined the CDI as a graduate student. She worked on the Voluntary Health and Social Services research project during the summer of 2015. Alina previously completed two Bachelor of Arts degrees at UNBC with majors in History and Anthropology and a minor in First Nations Studies. She is presently undertaking a Master of Arts degree in Interdisciplinary Studies, with a focus on Community Health and Geography.

Marli Bodhi

Marli holds a Bachelor of Planning in Natural Resources and is currently working on a Master of Arts degree in Environmental Studies at UNBC. Her areas of study include Municipal-level Planning, Northern and Rural Communities, Stakeholder Engagement, and Food Security. At the CDI, Marli worked on the Growing Our Future project, organized the Community Speakers Series, and wrote the *Growing Our Future* and *Economic Uptick* newsletters. Over the summer of 2016, Marli will work in Burns Lake with the Regional District of Bulkley-Nechako as a Planning Technician.

"The CDI offered me a professional work environment that accommodated my schooling. Working with the CDI provided real world experience, the opportunity to work closely with northern communities, and enabled me to apply what I was learning in my courses. With the mentorship I received, I gained confidence and leadership skills that will help me work towards my career."

– Marli Bodhi, MA Candidate, Natural Resources and Environmental Studies, UNBC

Research

For 2015/16, the CDI's research agenda continued to be focused on issues that are relevant and timely for northern BC communities. Our research is aimed at providing insight into the complex and interconnected factors that create the need for transformation and change. Our goal is to help communities get ahead of the curve and to anticipate and be prepared for change. The CDI's research serves as a resource for decision-making and planning for government, industry, business, and the non-profit and voluntary sectors.

In conducting research, the CDI works in close collaboration with communities and community stakeholders. This community-based research approach helps build understanding of the research process and knowledge of the results. The CDI's research reports and studies are shared widely across northern BC to facilitate the transfer of knowledge and experience between communities. Our research is also shared widely with senior government policy-makers, industry decision-makers, and Canadian and international academic researchers.

Over the last sixteen months, the CDI published 12 academic reports and began two new research projects. For a complete list of the CDI's 2015/2016 academic publications, see Appendix B.

NORTHERN BC HOUSING STUDY

Across northern BC, there is a growing need to understand, at the community level, the dynamics at play in the housing market. This information will be critical to informing the development of a robust and diverse housing supply that meets the needs and provides options for a full range of community residents.

The Northern BC Housing Study will provide a comprehensive understanding of the factors that influence housing need and demand in each of ten northern communities. The factors include past trajectories, current status, and future trends related to population, income, households, housing stock, and neighbourhood development. An analysis of these factors will inform the identification of specific housing needs and opportunities.

The ten communities included in the study are: Fort St. John, Dawson Creek, 100 Mile House, Williams Lake, Quesnel, Prince Rupert, Terrace, Kitimat, Smithers, and Prince George.

The CDI will share the findings of the study at the Northern BC Housing Conference. The Northern BC Housing Study is funded by BC Housing.



STUDY OF BEST PRACTICES IN ROTATIONAL WORK PRACTICES

With the potential for significant construction activity in the natural gas sector, both communities and industry expressed an interest in identifying and understanding best practices in community-work camp relations and rotational workforce utilization. The objective was to provide information that would allow northern BC communities to optimize the benefits and minimize the risks associated with rotational workforce sourcing.

In partnership with the BC Natural Gas Workforce Strategy Committee, the CDI completed a study that included interviews with a wide range of community and industry stakeholders in jurisdictions across Canada, the United States, and Australia to gain a more robust understanding of how they manage the challenges and opportunities associated with work camps and rotational workforce utilization.

The issues explored in the study include regulating workforce accommodations, industry-community social cohesion, community investments, monitoring and accounting for impacts and benefits, and maximizing economic spin-offs.

The two reports published from this study are: 1) *Lessons Learned in Work Camp-Community Relations: Practices making a positive difference*, and 2) *Best Practices Guiding Industry-Community Relationships, Planning, and Mobile Workforces*.



VOLUNTARY HEALTH AND SOCIAL SERVICE SECTOR: ROLES AND READINESS FOR COMMUNITY TRANSFORMATION

Communities undergoing transformative change rely heavily on the voluntary health and social service sector to help families and individuals adapt to change and prepare for the future. Services this sector provides include counselling, job training, violence prevention and assistance, substance abuse and addictions counselling, and income assistance.

With the impending slowdown in the forest industry and continuing volatility in the mining sector, there is concern about the voluntary health and social service sector's capacity in Williams Lake and Quesnel. As a result, the CDI, in collaboration with CDI Faculty Associates Dawn Hemingway and Dr. Neil Hanlon, conducted research on the voluntary health and social service sector in Quesnel and Williams Lake.

Through hosting focus groups and workshops in both communities, the research identified areas of strength and of need. The final report outlined action items to help both communities move forward.

This project assisted the voluntary health and social service sector assess its capacity and readiness in the face of economic transition, as well as support communities and families to adapt to change. It helped funding bodies and agencies understand and develop strategies to fill the gaps that exist.

"The upswings and downturns that resource communities like Quesnel and Williams Lake experience on a cyclical basis create an environment of instability for many residents. This sense of uncertainty is not only challenging with respect to financial security but can also impact residents' mental health and overall well-being, making the need for dependable, accessible social services a critical component of community and individual wellness."

– Dawn Hemingway, Chair, School of Social Work, UNBC

ON THE MOVE: IMPACTS OF LONG DISTANCE LABOUR COMMUTING

On the Move: Employment-Related Mobility, is a seven-year national research project that is exploring issues related to labour mobility, such as recruitment and retention of workers; capacity gaps in the workforce; 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.

Greg Halseth and Sean Markey of Simon Fraser University are collaborating on this project. They are working with two northern BC communities, Mackenzie and Williams Lake, to examine differences and similarities in the preparation for and management of mobile workers at mines located close to these communities.

TRACKING THE SOCIAL AND ECONOMIC TRANSFORMATION PROCESS IN KITIMAT, BC

The town of Kitimat has been an industrial center for over sixty years, and has experienced both the upswings of industrial investment and downturns of closures. Over the past several years, Kitimat has experienced a large number of construction projects that have had significant and transformative economic and social impacts.

This research project involves a long-term tracking study of the economic and social transformation processes underway in Kitimat. Through this project, the CDI is continuing its work with local groups to facilitate bi-annual roundtable conversations among social service providers, small businesses, and industry.

H.E.R.O.S.: PLANNING FOR A RAPID-RESPONSE HELICOPTER EMERGENCY MEDICAL SYSTEM IN NORTHERN BC

Northern BC H.E.R.O.S. is a non-profit society based in Prince George dedicated to exploring the feasibility of an air-based emergency service in the region. Because northern BC does not currently have a coordinated air-based emergency service, H.E.R.O.S. approached the CDI to conduct an examination of existing helicopter rescue operations in other jurisdictions. Through interviews, the CDI will learn how the organizations were established, how they are funded, and what lessons they have learned over time.

Results of this study will inform the development of a business plan and funding strategy to support H.E.R.O.S.' goal of establishing a regional air emergency service.

FOREST INDUSTRY HISTORY PROJECT

In conjunction with past and present leaders in the BC forest industry, this project aims to capture the history of the Central Interior forest industry since the 1950s through digital storytelling and oral histories.

During preliminary discussions with industry leaders, participants felt that connecting with those involved in the industry during its most significant transformations will help explore opportunities and directions for the future of the region. Documenting these perspectives will also develop a more comprehensive record of forest industry development that communities, residents, researchers, and industry will find insightful.

The goal of this project is to create a publication that is broadly accessible to stakeholders throughout the region.

Policy Dialogues & Advice

To fulfill the CDI's mandate to work with communities to foster an improved understanding of transition and readiness, the CDI is committed to forging dialogues with many stakeholders. Through engaging local and provincial governments, industry, community organizations, and businesses, cross-sectoral dialogue is a key means with which to conduct effective consultation, share knowledge, and build relationships.

With over a decade of experience working with communities and translating their input into strategic action plans, policy dialogues provide the CDI with the breadth, depth, and local context required to build relevant and useful policy for northern communities.

GOVERNMENT DIALOGUES

In 2015/2016, the CDI met regularly with government representatives. Many of the meetings focused on ways to enhance economic development in the region, improve housing, and build community resilience. Provincially, the CDI met with elected representatives and ministries, as well as crown corporations and provincial organizations. Locally, the CDI met with municipal and regional governments as well as Aboriginal groups.

In total, the CDI met with 6 MLAs, 15 provincial institutions; 25 municipal, regional, and Aboriginal governments and institutions; and 7 educational institutions.

For a complete list of government policy dialogues, see Appendix E.

INDUSTRY DIALOGUES

With ongoing change in the forest, mining, and LNG industries, the CDI meets regularly with various industry representatives in order to stay informed about current economic outlooks, to integrate this information into the CDI's community transformation and renewal projects, and to facilitate further dialogue between communities and industry. Through strong relationships, both industry and communities can work to build mutual benefit and resiliency.

In 2015/2016, the CDI met with 7 industry associations and 20 corporations in the forestry, mining, gas, oil, agriculture, construction, and fisheries sectors.

For a complete list of industry dialogues, see Appendix F.

COMMUNITY DIALOGUES

In order to maintain awareness about issues affecting northern and central BC, the CDI team travels to communities to meet with organizations and community leaders. Through community dialogues, the CDI employs a place-based approach that provides much of the on-the-ground, practical context of its work.

In total, the CDI met with 37 community organizations in 2015/2016.

For a complete list of community dialogues, see Appendix G.

BUSINESS DIALOGUES

New for 2015/2016, the CDI included a list of business dialogues. Alongside industry and community organizations, local businesses also contribute to the economic and social resiliency of communities. One or two successful businesses can significantly enhance a community's economic vitality and sense of pride, which in turn bolsters resiliency. Ongoing dialogues with businesses also help the CDI identify new opportunities for economic diversification that communities can focus on.

In total, the CDI met with 13 businesses throughout northern BC, including real estate agencies, consulting firms, auto dealerships, and hospitality and tourism industry providers.

For a complete list of business dialogues, see Appendix H.

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(s)	Co-Investigator(s)
Community Futures of the Pacific Northwest	Redesign Rupert	\$277,778	2015-2016	Marleen Morris	Greg Halseth
Vancouver Foundation	Healthy Aging in Rural and Small Town Places	\$76,000 per year in a 3 year grant	2012-2016	Greg Halseth	Marleen Morris
District of Clearwater	Healthy Aging in Rural and Small Town Places	\$3,000 per year in a 3 year grant	2012-2016	Greg Halseth	Marleen Morris
Thompson Nicola Regional District	Healthy Aging in Rural and Small Town Places	\$5,000 per year in a 3 year grant	2012-2016	Greg Halseth	Marleen Morris
District of Vanderhoof	Vanderhoof Housing Need and Demand Study	\$25,000	2015	Marleen Morris	Greg Halseth
District of Fort St. James	Community Economic Development Strategy	\$10,000	2013-2015	Greg Halseth	Marleen Morris
District of Tumbler Ridge	Strategic Plan	\$16,700	2015	Marleen Morris	Greg Halseth
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
City of Williams Lake	Economic Development Plan	\$30,000	2016	Marleen Morris	Greg Halseth
BC Housing	Northern BC Housing Study	\$50,000	2016	Marleen Morris	Greg Halseth
H.E.R.O.S.	Planning for a Rapid-Response Helicopter Service	\$10,000	2016	Marleen Morris	
16/97 Economic Alliance	Economic Uptick	\$16,100	2015-2016		

The CDI Team

Committed to working with communities, the CDI is known throughout northern BC for its ability to effectively blend research with community-building and business acumen. Each CDI team member contributes a mix of skills and experiences which sustains the CDI's well-rounded reputation. Alongside staff, the CDI also partners with Faculty Associates and Community Associates, and seeks input from its External Advisory Committee.

STAFF

Dr. Greg Halseth, Co-Director

Dr. Greg Halseth is a Professor in the Geography Department at UNBC. He is also the Canada Research Chair in Rural and Small Town Studies and Co-Director of the CDI. Greg's 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 on northern BC's resource-based towns. At the CDI, his work includes a wide range of community-based studies in northern BC and a number of economic and community development studies.

Marleen Morris, Co-Director

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

Erin MacQuarrie, Research Assistant

Erin is a UNBC graduate with a major in Psychology. At the CDI, she is responsible for project logistics and coordination, as well as for conducting primary and secondary research and quantitative analysis. She has traveled to many communities throughout northern BC. Erin's areas of interest include positive self-change and group-change through Behaviour Modification techniques, biopsychology, and supportive housing.

Amanda Brown, Community Liaison Assistant, Prince Rupert

Amanda holds a BA in Communications from Wilfrid Laurier University in Waterloo, Ontario. Her areas of study include risk communication and media use in diaspora groups. Before joining the CDI, Amanda worked in event planning and marketing. Originally from Burlington, Ontario, Amanda has called Prince Rupert home for two years.

The CDI Team

Lindsey Stinson, Community Liaison Assistant, Prince Rupert

Born and raised in northwest BC, Lindsey has strong ties to Prince Rupert and its surrounding communities. In 2011, she completed a BA in Political Science at UNBC with a minor in First Nations Studies. She went on to complete a certificate in Immigration Consulting through the Canadian Society of Immigration Consultants. Before joining the CDI, she worked in various positions throughout the northwest, most notably as a Regional Program Coordinator and Marketing Manager.

The CDI Team

FACULTY ASSOCIATES AT UNBC

Dr. Stephen Déry, Canada Research Chair in Northern Hydrometeorology

As well as his position as Canada Research Chair in Northern Hydrometeorology, Dr. Stephen Déry also has appointments in UNBC's Environmental Science and Engineering program and Natural Resources and Environmental Studies program. His research interests are in atmospheric science and focus on the impacts of climate change on Canada's northern and alpine regions. In particular, he looks at the consequences of climate change on water cycles. Stephen recently joined the CDI as a Faculty Associate and is a member of the CDI's Cariboo Scientific Advisory Committee.

Dr. Gail Fondahl, Professor of Geography

Dr. Gail Fondahl is a Professor in the Geography Department whose research interests include: the legal geographies of Indigenous land rights and land claims in the Russian North, the cultural, legal and historical geographies of First Nations in northern BC, and the measuring and monitoring of human development in the circumpolar north.

Dr. Scott Green, Associate Professor, Ecosystem Science and Management

Dr. Scott Green is an Associate Professor in the Ecosystem Science and Management program at UNBC. He is a forest ecologist with interests in marginal environments and forest responses to climate 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 UNBC's popular weekly farmer's market.

Dr. Neil Hanlon, Chair, Geography Department

Dr. Neil Hanlon is a Professor and Chair of the Geography Department at UNBC, with Adjunct Faculty status in the School of Health Sciences and the Northern Medical Program. He was the lead organizer of the 58th Annual Meeting of the Western Division of the Canadian Association of Geographers (WD-CAG) hosted at UNBC in 2016, and Co-Researcher for the CDI's Voluntary Health and Social Service Sector project. Neil's research interests are in the field of health geography and focus primarily on community adaptations to population aging and health and social service provision in rural and remote locations.

Dawn Hemingway, Chair, School of Social Work

Dawn Hemingway is an Associate Professor and Chair of the School of Social Work at UNBC. She also holds Adjunct appointments 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. Dawn is a Co-Researcher for the CDI's Voluntary Health and Social Service Sector project.

The CDI Team

Dr. Phil Mullins

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

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 includes roles in city, municipal district, and regional district local governments in both BC and Alberta. He recently retired as Chief Administrative Officer for the Peace River Regional District and is currently working on industrial benefit agreement initiatives for the Regional District of Bulkley-Nechako. Fred is part of the CDI's Forest Evolution Impact Team.

Clare Mochrie

Clare Mochrie specializes in strategic planning, stakeholder engagement, project management, and performance assessment. Clare has a particular interest in helping organizations and communities become more sustainable in their operations and impacts. She has experience managing many different interests and facilitating communication between multiple stakeholders, as well as a strong understanding of how decisions are made from multiple levels of government. At the CDI, Clare is the lead researcher on the District of Clearwater Seniors Mobility project as well as H.E.R.O.S: Planning for a Rapid-Response Helicopter Emergency Medical System in Northern BC.

The CDI Team

EXTERNAL ADVISORY COMMITTEE

The External Advisory Committee provides advice to the CDI on strategic planning and new program development. Committee members are drawn from a wide range of sectors and from communities across central and northern BC. The committee comes together to share their knowledge, insights, and perspectives about issues and opportunities facing the region and rural and small town communities generally.

The External Advisory Committee helps ensure that the CDI remains connected and supports it in developing existing and new relationships that have the potential to further the CDI's vision.

These individuals are members of the CDI External Advisory Committee:

- Lori Ackerman, Mayor of Fort St. John
- Janis Bell, Chief Administrative Officer, Cariboo Regional District
- Dr. Greg Halseth, Professor, Geography Program and Co-Director, Community Development Institute, UNBC
- Marleen Morris, Co-Director, Community Development Institute and Adjunct Professor, Geography Program, UNBC
- Geoff Morrison, Manager, BC Operations, Canadian Association of Petroleum Producers
- Dr. Geoffrey Payne, Interim Vice-President of Research, UNBC
- Vince Prince, Executive Director, Aboriginal Business Development Centre
- Les Waldie, Chair, Prince George Airport Authority
- Cathe Wishart, Vice-President, Community and Student Services, College of New Caledonia
- Susan Yurkovich, President and Chief Executive Officer, Council of Forest Industries

Appendices

Appendices

Appendix A: Reports

Appendix B: Academic Publications

Appendix C: Presentations

Appendix D: Conference Organization

Appendix E: Government Dialogues

Appendix F: Industry Dialogues

Appendix G: Community Dialogues

Appendix H: Business Dialogues

Appendices

APPENDIX A: REPORTS

MacQuarrie, Erin. 2016. *Prince Rupert Age Profile*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

MacQuarrie, E., Mochrie, C., Morris, M., and Halseth, G. 2015. *District of Vanderhoof Community Profile*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Mochrie, C., Morris, M., and Halseth, G. 2015. *District of Vanderhoof Housing Study and Needs Analysis: Executive summary*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Mochrie, C., Morris, M., and Halseth, G. 2015. *District of Vanderhoof Housing Study and Needs Analysis: Final report*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Mochrie, C., Morris, M., and Halseth, G. 2015. *Economic Development Plan: District of Fort St. James*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Morris, M., and Halseth, G. 2015. *District of Tumbler Ridge Strategic Plan*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

APPENDIX B: ACADEMIC PUBLICATIONS

Gillingham, M., Halseth, G., Johnson, C., and Parkes, M. (eds). 2016. *Integration Imperative: Cumulative environmental, community, and health effects of multiple natural resource developments*. New York, NY: Springer International Publishing.

Gjertsen T. and Halseth G. (eds.). 2015. *Sustainable Development in the Circumpolar North – From Tana, Norway to Oktemtsy, Yakutia, Russia: The Gargia Conferences for local and regional development (2004-14)*. Published jointly by the University of Northern British Columbia's Community Development Institute and the University of the Arctic's Thematic Network on Local and Regional Development in the North. Prince George, BC: Publications Series of the UNBC Community Development Institute. Tromsø, Norway: Septentrio Academic Publishing of the University Library at UiT.

Halseth, G., Manson, D., Ryser, L., Markey, S. and Morris, M. 2015. Constructing rural places in a globalized world: Place-based rural development seen from northern British Columbia, Canada. In Gjertsen T. and Halseth G. (eds.), pp. 227-239. *Sustainable Development in the Circumpolar North – From Tana, Norway to Oktemtsy, Yakutia, Russia: The Gargia Conferences for local and regional development (2004-14)*. Published jointly by The University of Northern British Columbia's Community Development Institute and The University of the Arctic's Thematic Network on Local and Regional Development in the North. Prince George, BC: Publications Series of the UNBC Community Development Institute. Tromsø, Norway: Septentrio Academic Publishing of the University Library at UiT.

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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. Prepared for the BC Natural Gas Workplace Strategy Committee.

Ryser, L., Good, J., Mochrie, C., 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. Prepared for the BC Natural Gas Workplace Strategy Committee.

Ryser, L., Patterson, D., Bodhi, M., Halseth, G., Good, J., Markey, S., and Naghshinepour Esfahani, N. 2016. *Learning from Smart Services and Infrastructure Projects: Case studies in rural BC*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Ryser, L., Patterson, P., Bodhi, M., Halseth, G., Good, J., Markey, S., and Naghshinepour Esfahani, N. 2016. *Learning from Smart Services & Infrastructure Projects in Rural BC: Executive summary*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Appendices

Ryser, L., Patterson, P., Bodhi, M., Halseth, G., Good, J., Markey, S., and Naghshinepour Esfahani, N. 2016. *Learning from Smart Services & Infrastructure Projects in Rural BC: Final report*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Schroeder, A., MacQuarrie, E., Morris, M., Hemingway, D., & Hanlon, N. 2016. *Voluntary Health and Social Service Sector: Roles and readiness for community transformation (Quesnel)*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Schroeder, A., MacQuarrie, E., Morris, M., Hemingway, D., & Hanlon, N. 2016. *Voluntary Health and Social Service Sector: Roles and readiness for community transformation (Williams Lake)*. Prince George, BC: Community Development Institute, University of Northern British Columbia.

Skinner, M., and Hanlon, N. (eds). 2016. *Ageing Resource Communities: New frontiers of rural population change, community development and voluntarism*. New York, NY: Routledge.

Appendices

APPENDIX C: PRESENTATIONS

Marleen Morris. Opportunities for Economic Diversification in Williams Lake. Williams Lake. March 15, 2016.

Chris Buse, Michelle Connolly, Art Fredeen, Greg Halseth, Henry Harder, Margot Parkes, Al Weincyzk and Rachael Wells. Addressing an 'Integration Imperative': Merging environmental, community and health perspectives to develop an understanding of the cumulative impacts of resource development for northern BC. The 58th Annual Meeting of the Western Division of the Canadian Association of Geographers. Prince George. March 12, 2016.

Marleen Morris. An Action Plan for Economic Diversity and Community Resilience in the Cariboo Region. Cariboo Region EA Directors. Williams Lake. February 9, 2016.

Greg Halseth. Myths and Trajectories: Readiness in workforce transition. Workforce Development Forum. Nelson. November 5, 2015.

Marleen Morris. PrepTalk for Planners. University of Northern British Columbia. Prince George. October 13, 2015.

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Marleen Morris. Housing Study & Needs Assessment: Presentation to the community. District of Vanderhoof. Vanderhoof. September 15, 2015.

Marleen Morris. An Action Plan for Economic Diversity and Community Resilience. Cariboo Region Mayors and Chief Administrative Officers. Williams Lake. August 27, 2015.

Marleen Morris, Greg Halseth. Economic Development Plan: Fort St. James District. Fort St. James. July 15, 2015.

Neil Hanlon, Mark Skinner, Alun Joseph, Laura Ryser, and Greg Halseth. Voluntarism, Community Development and Healthy Aging-in-Place: Pathways of integration and marginalization. The Sixteenth International Medical Geography Symposium. Vancouver. July 5-10, 2015.

Marleen Morris and Greg Halseth. Developing a Social Framework: A community development approach. Fort St. John. June 24, 2015.

Marleen Morris and Greg Halseth. Community Economic Benefit: The upside of an aging population. Community Futures North Cariboo. Quesnel. June 22, 2015.

Marleen Morris and Greg Halseth. Preparing for Community Transformation: The imperative for Quesnel. Quesnel Community Foundation. Quesnel. June 22, 2015.

Appendices

Greg Halseth. Starting Conversations Around the Learning Circle: Background for UNBC's Northwest Aboriginal Partners Regional Advisory Council. UNBC Northwest Campus Aboriginal Partners - Regional Advisory Council. Terrace. June 10, 2015.

Laura Ryser, Greg Halseth, Sean Markey and Marleen Morris. The Search for New Practices Guiding Industry-Community Relationships: Structural underpinnings of rapid growth. The Annual Meetings of the Canadian Association of Geographers. Vancouver. June 1-5, 2015.

Greg Halseth and Marleen Morris. Thinking Forward: Finding courage and leadership for the journey. Governor General's Canadian Leadership Conference. Prince George. May 26, 2015.

Marleen Morris and Greg Halseth. On the Cusp of Change: Community and economic transformation in northern BC and the implications for housing. Canadian Mortgage and Housing Corporation BC and Yukon Region. Vancouver. May 19, 2015.

Greg Halseth and Marleen Morris. Community Readiness: The community transition toolkit. Omineca Beetle Action Coalition. Prince George. May 15, 2015.

Marleen Morris and Greg Halseth. Community Economic Development: Renewing for resilience in Williams Lake. Williams Lake Economic Development Corporation. Williams Lake. May 14, 2015.

Marleen Morris and Greg Halseth. Community Economic Benefit: The upside of an aging population. Community Futures Northern BC. Prince George. May 13, 2015.

Greg Halseth, Laura Ryser, and Marleen Morris. Let's Talk: Challenges and opportunities. Kitimat Economic Development Association. Kitimat. May 5, 2015.

Marleen Morris and Greg Halseth. Tumbler Ridge Strategic Plan: Priorities for action. Tumbler Ridge District Council. Tumbler Ridge. May 4, 2015.

Erin MacQuarrie. Why Community Development Matters to Me. UNBC Talks – Pro D-Day. University of Northern British Columbia. Prince George. April 24, 2015.

Greg Halseth. Community Development – The Basics. UNBC Talks – Pro D-Day. University of Northern British Columbia. Prince George. April 24, 2015.

Marleen Morris. CDI – How You Can Make a Difference. UNBC Talks – Pro D-Day. University of Northern British Columbia. Prince George. April 24, 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. Clearwater. March 17, 2015.

Greg Halseth and Marleen Morris. Housing Needs in Prince George: An opportunity for revitalization and innovation. Prince George City Council. Prince George. March 2, 2015.

Appendices

Greg Halseth and Marleen Morris. Building Understanding for Tomorrow: The legacy of Tumbler Ridge. District of Tumbler Ridge Council. Tumbler Ridge. February 28, 2015.

Marleen Morris and Greg Halseth. Tumbler Ridge Sustainability Plan: Strategies for resilience. District of Tumbler Ridge Council. Tumbler Ridge. February 28, 2015.

Greg Halseth and Marleen Morris. Towards BC's New Economy: The vital role of northern BC in realizing a new generation of prosperity. BC Government Caucus. Prince George. January 20, 2015.

APPENDIX D: CONFERENCE ORGANIZATION

Annual Meeting of the Western Division of the Canadian Association of Geographers (WD-CAG): The West in the 21st Century – Legacies and Trajectories. Hosted by the UNBC Geography Department and organized by CDI Faculty Associate Dr. Neil Hanlon. Featuring speakers from across western Canada. University of Northern British Columbia, Prince George. March 11-12, 2016.

Launch of the Cumulative Impacts Research Consortium. Hosted jointly between the CDI, the Health Research Institute, and the Natural Resources and Environmental Studies Institute. CDI Co-Directors Marleen Morris and Dr. Greg Halseth are members of the CIRC Steering Committee. University of Northern British Columbia, Prince George. October 2-3, 2015.

APPENDIX E: GOVERNMENT DIALOGUES

Provincial Government: Elected Representatives

1. Honourable John Rustad
2. Honourable Mike Bernier
3. Honourable Mike Morris
4. Honourable Shirley Bond
5. MLA Donna Barnett
6. MLA Doug Donaldson

Provincial Government: Ministries

1. Ministry of Advanced Education
2. Ministry of Children and Family Development
3. Ministry of Jobs, Tourism and Skills Training
4. Ministry of Social Development and Social Innovation
5. Ministry of Small Business and Red Tape Reduction

Crown Corporations and Provincial Organizations and Agencies

1. BC Housing
2. Canada Mortgage and Housing Corporation
3. Local Government Management Association
4. Mitacs
5. North Central Local Government Association
6. Northern Health
7. Prince Rupert Port Authority
8. Reconciliation Canada
9. Royal Canadian Mounted Police – Vanderhoof Detachment
10. Union of BC Municipalities

Municipal, Regional and Aboriginal Governments

1. Cariboo Regional District
2. Cariboo Regional District Board of Directors
3. Cariboo Regional District Electoral Area Directors
4. City of Fort St. John
5. City of Prince Rupert
6. City of Quesnel
7. City of Terrace
8. City of Vancouver
9. City of Williams Lake
10. District of 100 Mile House

Appendices

11. District of Clearwater
12. District of Fort St. James
13. District of Tumbler Ridge
14. District of Vanderhoof
15. District of Wells
16. Gitmaxmak'ay Society
17. Kitselas Band Council
18. Metlakatla Development Corporation
19. Metlakatla First Nation
20. Nak'azdli First Nation
21. Prince Rupert Recreation Commission
22. Sai'kuz First Nation
23. Tl'az'ten First Nation
24. Village of Valemount
25. Williams Lake Economic Development Corporation

Educational Institutions

1. College of New Caledonia
2. Northwest Community College
3. School District 27 – Cariboo Chilcotin
4. School District 52 – Prince Rupert
5. School District 91 – Vanderhoof
6. Thompson Rivers University
7. University of Northern British Columbia

APPENDIX F: INDUSTRY DIALOGUES

Industry Associations and Groups

1. BC Cattlemen's Association
2. BC Construction Association
3. BC Northern Real Estate Board
4. Canadian Association of Petroleum Producers
5. Canadian Home Builders' Association of Northern BC
6. Council of Forest Industries
7. Resource Works

Corporations

1. Atlantic Power
2. Apollo Forest Products
3. Aurora LNG
4. BG Group
5. Britco
6. Canfisco
7. Canfor
8. Conifex Timber
9. Exxon Mobil/Imperial Oil
10. Fort Green Energy
11. Imperial Metals
12. LNG Canada
13. Nexen Energy
14. New Gold
15. Pacific Northwest LNG
16. Tolko Industries
17. Tribal Resources Investment Corporation (Tricorp)
18. Urban Systems
19. West Fraser
20. Williams Lake Plywood (West Fraser)

APPENDIX G: COMMUNITY DIALOGUES

1. BC Non-Profit Housing Association
2. Big Brothers Big Sisters of Williams Lake
3. Bloom Group
4. Cariboo Arts Council Society
5. Cariboo Mountain Bike Consortium
6. Carleton Centre for Community Innovation
7. Central Cariboo Arts Council
8. Central Interior Regional Arts Council
9. Clearwater Age-Friendly Advisory Committee
10. Community Action Initiative
11. Community Futures of the Cariboo Chilcotin
12. Community Futures of the Pacific Northwest
13. Community Futures of the Stuart Nechako
14. David Suzuki Foundation
15. District of Vanderhoof Chamber of Commerce
16. Fireweed Association
17. Fort St. James Chamber of Commerce
18. Hecate Strait Employment Development Society
19. Immigrant & Multicultural Services Society of Williams Lake
20. Kaien Anti-Poverty Society
21. M'akola Housing Society
22. Northern Coast Community Services
23. Northern BC H.E.R.O.S.
24. Prince George & District Elizabeth Fry Society
25. Prince George Anti-Poverty Initiative
26. Prince Rupert Chamber of Commerce
27. Prince Rupert Friendship House
28. Quesnel Community Foundation
29. Salvation Army Prince Rupert
30. The Minerva Foundation for BC Women
31. Transition Prince Rupert
32. Vancouver Board of Trade
33. Vancouver Foundation
34. Williams Lake and District Chamber of Commerce
35. Williams Lake Business Improvement Association
36. Williams Lake Food Policy Council
37. Williams Lake Social Planning Council

APPENDIX H: BUSINESS DIALOGUES

1. Crest Hotel
2. First Journey Trail Design & Construction
3. HG Bliss Projects
4. PMT Chartered Accountants
5. Prince Rupert Adventure Tours
6. Q Workshops
7. Rainbow Chrysler Dodge Jeep
8. ReMax Centre Realty
9. Royal LePage Prince George
10. Signal Point Media
11. Stonefield Consulting
12. Urban Futures
13. Urban Systems

Contact Information

Contact Information

Community Development Institute
University of Northern British Columbia
3333 University Way
Prince George, BC
V2N 4Z9
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www.unbc.ca/cdi



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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.



UNBC Health Research Institute

Report on Activities

April 1, 2015-March 31, 2016

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, 2015-March 31, 2016.

Leadership Council

The Co-Leads are Henry Harder (School of Health Sciences and Martha MacLeod (Nursing/Health Sciences). Geoff Payne (inaugural co-Lead stepped down from the Leadership Council after he was appointed interim Vice President Research in January 2016. Henry Harder is now co-Lead appointed by the Leadership Council. Neil Hanlon ended his term on the Leadership Council in March 2016.

The 2015-2018 *Leadership Council* consists of Henry Harder (Health Sciences), Dawn Hemingway (Social Work), Candida Graham (NMP), Margo Greenwood (First Nations and National Collaborating Centre on Aboriginal Health), Margot Parkes (Health Sciences). Sarah Gray (NMP) is the newest member of the HRI Leadership Council as of February 2016. 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. Over the next year the Leadership Council will expand its membership to include 2 student representatives (Masters and/or PhD).

Staff

Rachael Wells, HRI manager oversees the activities of the Institute, approx. 0.6 FTE. Her remaining 0.4 FTE is the Research Manager for the Rural and Northern Practice Research Program and staff (Lead PI- Martha MacLeod). As the HRI activities and responsibilities expand, the staffing levels will adjust.

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. 75 members. Please see Appendix 1 for a list of members.

Report on Activities: April 1, 2015-March 31, 2016

From April 2015 to the end of March 2016 the HRI focused on 4 main activities:

1. HRI Theme support and development
2. Expanding access to Data
3. Cumulative Impacts Research Consortium (CIRC)
4. NH-UNBC MOU

1. HRI Theme Support and Development

UNBC health researchers conduct research in the following 5 theme areas:

- Aboriginal Health
- Bio Medical
- Clinical
- Health Services and Policy
- Social and Environmental Determinants of Health

The HRI hosted 2 meetings for each thematic group by the end of April. The HRI Leadership Council chair the meeting related to their related research theme.

Attendance at each meeting ranges from 10-20 participants which include faculty, graduate and undergraduate students.

Each group focuses on areas of interest to the particular group such as:

- Graduate student and post doc recruitment
- Strategizing for large funding calls (e.g., CFI infrastructure grant).
- Planning KM opportunities- (e.g., panel presentation)
- Discussion forums (e.g., methodological considerations)

2. Expanding Access to Data

The HRI partnered with the Library, Office of Research, NMP and Northern Health to explore the potential of establishing a Regional Data Centre at UNBC. A proposal was submitted containing several letters of support from UNBC faculty to the Canadian Research Data Centre Network in Spring 2015 and approved in Fall 2015. The Office of Research will recruit an Academic Lead for the RDC to oversee the implementation of the RDC infrastructure and access to data for UNBC faculty and students. The UNBC Library will be renovating space to house the RDC at UNBC. It is expected that the RDC will be operational in early 2017.

Examples of datasets of particular interest to health researchers:

- Canadian Health Measures Survey
- Canadian Community Health Survey

- National Population Health Survey
- Vital Statistics – Death Database: Vital Statistics — Birth Database
- Canadian Cancer Registry
- Canadian Tobacco Alcohol and Drugs Survey
- Survey on Living with Chronic Diseases in Canada

3. Cumulative Impacts Research Consortium

CIRC is a research and outreach initiative at UNBC seeking to understand the cumulative environmental, community and health impacts of resource development and use across northern BC. The Consortium is a collaborative initiative in partnership with the Natural Resources and Environmental Studies Institute (NRESi) and the Community Development Institute (CDI). A Steering Committee including leadership from each Institute oversees the strategic directions of CIRC and advises the Project Lead on activities. The CIRC project lead, Chris Buse was hired by the Steering Committee in June 2015 and began to establish the Consortium at UNBC.

Over the last year the CIRC has leveraged its initial funding commitment from PICS (\$225,000) into a number of research projects now supported by over \$500,000 worth of research funding, which include:

- Examining the community impacts of unconventional natural gas development in BC across the supply chain (SSHRC)
- Socioeconomic indicator development and storage (HRI w/ NHA and BC CDC)
- Living library of CE Projects (PICS)
- Examining the state of the art of cumulative effects assessment in BC through interjurisdictional comparative case studies (UNBC / NSERC)
- Developing new tools to assist decision-makers in assessing, monitoring and planning for cumulative impacts (BC Real Estate Foundation, w/ 3 community partners)
- Health Impacts of Resource Extraction and Development (NHA/FNHA)
- Environmental and Community Health Observatory (CIHR, w/ 5 university partners, 10+ community partners)

Contact Chris.Buse@unbc.ca for more information.

4. NH-UNBC MOU

Martha MacLeod, Co-Lead HRI and Fraser Bell, NH are the co-chairs of the MOU Steering Committee and oversee the implementation of the partnered initiatives and activities. The HRI acts as the Secretariat and works in partnership with the Innovation and Development Commons at Northern Health to provide direct support to the Steering Committee to implement annual workplans. The HRI works in partnership with the UNBC Office of Research and NH to interact with provincial initiatives such as SPOR (Strategy for Patient Oriented Research) to link in with upcoming opportunities for health research and infrastructure in the North. A summary of the 2015-2016 activities are outlined here:

Knowledge Mobilization

- Knowledge Mobilization Chair posted
- Knowledge exchange activities including brown bag lunch series, and planning for 2016 Research Days Conference
- Planning Strategic Dialogue (generalism/specialization)
- NH Knowledge to Action Framework development

Education

- Matching undergraduate, graduate and medical students for learning opportunities, projects, thesis research
- Experiential learning opportunities with UNBC students and NH staff (ex. LEADing Practice)
- Northern Clinical Simulation Program is expanding and becoming sustainable

Collaborative Research

- Joint research review process
- Funded NH/UNBC/PHSA seed grants (9/17)
- Health Research Institute consolidation and development of research themes
- Regional Data Centre
- Aggregated Metrics for Clinical Analysis Research & Evaluation (AMCARE)

Participation in Provincial Planning and Consultation

- Academic Health Sciences Network (AHSN)
- Strategic Patient Oriented Research (SPOR)
- Michael Smith Foundation for Health Research (new program development)

Audited Budget Report

The HRI fund has operated since January 2013. The HRI serves as the Secretariat to the NH-UNBC and PHSA-NH-UNBC MOU and manages the related funds that support each workplan. Expenses for the base operations of the HRI and Secretariat functions of the NH-UNBC MOU can be monitored in Fund 24015 Org 9919. The Secretariat functions of the PHSA-NH-UNBC MOU can be monitored in Fund 28579 Org 4210. Details of revenues and expenses from April 1, 2015 to March 31, 2016 for each Fund can be reviewed in Appendix 2.

Fiscal Year: April 1, 2016-March 31, 2017 Planned Activities

4th HRI Annual General Meeting and Member's Update, April 14, 2016

NH-UNBC MOU Workplan Implementation and Partnered Initiatives:

- IDC Brown Bag Series, runs once a month Sept-June
- IDC Research Days, Nov 7-9, 2016
- BC SPOR SUPPORT Unit- Northern Regional Centre
- PHSA-NH-UNBC 2016 Seed Grant Program, April and October intakes

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	Interim Vice President Research and 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
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	Assistant Director	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
Nicole 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
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	saif.zahir@unbc.ca	mage processing, communications,

		Science		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	Assistant Professor	UNBC School of Nursing	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 Hoefer	Regional Manager IDC	Northern Health	tammy.hoefer@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, 2015-March 31, 20156

Fund 24015/9919 (Health Research Institute including NH-UNBC MOU –IDC workplan funding)

Revenues/Transfers		
Opening Fund Balance April 1, 2015		\$11,497.00
Revenues	UNBC Overhead re-direction	\$4,600.00
	NH-UNBC MOU funding transfer for IDC workplan activities	\$178,000.00
Total funding		\$194,097.00
Expenses		
Total Personnel Salaries + Benefits	Manager (0.1 FTE)	\$9,351
Communications	Audioconferencing	\$47.00
Supplies	Office supplies; Printing and copying fees	\$403.00
Meeting Expenses	Guest Presentation Luncheon- \$329.16 3 rd AGM- \$858.27 Theme Luncheons- \$2000.00 AHSN Consultation- \$487.62	\$3,892.00
Partnered Events	Contribution for CIRC Launch	\$1,500.00
Travel: Conference and Meeting	Provincial Data Discussion in Victoria	\$705.00
IDC Workplan Activities invoiced by NH	Strategic Dialogue; Brown Bag Symposia Series	\$6,703.00
Total Expenses		\$22,601.00
Total Remaining Balance		\$171,496.00

Fund 28579/4210 (PHSA-NH-UNBC MOU)

Revenues/Transfers		
Research Grants	PHSA	\$170,000.00
	NH	\$117,500.00
Opening Fund Balance April 1, 2015		\$287,500.00
Total Funding		\$287,500.00
Expenses		
Total Personnel Salaries + Benefits	HRI Manager (0.5FTE)	\$37,152.00
Seed Grant Program	Awards disbursed: \$40,000.00 Evaluation-\$6,485.00	\$46,485.00
Total Expenses		\$83,637.00
Total Remaining Balance		\$203,863

John Prince Research Forest

(Chuzghun Resources Corporation)



Annual Report for May 1,
2015-April 30, 2016

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 remained stable and appears likely to do so 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 186,000 seedlings and a plantation maintenance program of manual brushing employing TI'azt'enne keyoh holders.

In the summer of 2015, LiDar (Light Detection and Ranging), a remote sensing technique using lasers, was flown for the JPRF landbase as well as for TI'azt'en-owned CFA K4B (formerly TFL 42 run by Tanizul Timber Ltd.) and their new First Nation Forest Licence, a total of 123,000 ha. This is one of the largest contiguous forest areas with LiDar coverage in the northern interior of BC and will inform forest management activities as well as provide opportunities for some interesting research. The project was contracted through UNBC under the supervision of Dr. Brian Menounos, in the Geography Program. UNBC students and TI'azt'enne technicians were employed through the summer collecting field data for ground-proofing the LiDar data.

With respect to programs, the JPRF, along with UNBC and TI'azt'en Nation partners, continued 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 8 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 Resources. These are largely focused on wildlife ecology and range from mink ecology to issues facing moose populations to bark beetles in Douglas fir.

A mountain pine beetle-resistant progeny trial was established in the JPRF in the spring of 2016. These seedlings are part of the research agendas of Drs. Stephen Lindgren and Dezene Huber.

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.

TI'azt'en Nation and UNBC work together through the JPRF in a co-management partnership for the last 23 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 TI'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 TI'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 – CNC Research Forests

From TI'azt'en Nation:

Charlene Tom (Co-chair)

Johnny Tom

Barry Duncan

Peter Erickson – Nak'azdli First Nation

Facilities

The Cinnabar Research Station continues to be used by researchers, both from UNBC and other universities as well as by the community for children and youth camps and retreats.

Education

In 2015, 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 and the First Nations Program field trip.

Chuntoh Education Society, a registered Charity, formed to advance the JPRF outreach to local children, received a 3-year Promoscience grant to work with the local elementary school to support the building of an out-door classroom and extend a cultural-based science education through grades K-7.

Active Research Projects

Currently, the JPRF has 8 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. Long-term meso-carnivore occupancy patterns in JPRF.
6. Managing special habitat features in forest management operations (blk 67).
7. River Otter behaviour.
8. Mountain pine beetle-resistant progeny trial.

breeding season. *Canadian Field Naturalist*. 127(4):310-318.

Hodder D.P., R.V. Rea, and S. Crowley. 2013. Diet Content and Overlap of Sympatric Mule Deer (*Odocoileus hemionus*), Moose (*Alces alces*), and Elk (*Cervus elaphus*) During a Deep Snow Winter in North-central British Columbia, Canada. *Canadian Wildlife Biology and Management*. 2(2): 43-50.

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.

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 humming bird banding program.

Some Recent Publications

Rea R. V., C. J. Johnson, B. W. Murray, D. P. Hodder, S. Crowley. 2016. Timing Moose (*Alces alces*) Pellet Collections to Increase Genotyping Success of Fecal DNA. *Journal of Fish and Wildlife Management* 7(2) *In press*.

Crowley, S.M., C. J. Johnson, Hodder D.P. 2016. Are latrine sites an accurate predictor of seasonal habitat selection by river otters (*Lontra canadensis*) in freshwater systems? *Mammal Research. In Press*.

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

** 2015-2016 Audited Financial Statements Attached.

CHUZGHUN RESOURCES CORPORATION

Financial Statements

March 31, 2016

CHUZGHUN RESOURCES CORPORATION

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March 31, 2016

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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, 2016, and the statements of operations, changes in net assets and of cash flow for the year ended March 31, 2016, 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 for not-for-profit organizations, 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, 2016, and its financial performance and its cash flow for the year then ended in accordance with Canadian public sector accounting standards for not-for-profit organizations.

Other Matters

The financial statements of Chuzghun Resources Corporation for the year ended March 31, 2015 were audited by another auditor who expressed an unmodified opinion on those statements on June 30, 2015.

Prince George, BC
July 26, 2016

PricewaterhouseCoopers LLP

Chartered Professional Accountants

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF OPERATIONS

For the year ended March 31, 2016

	2016	2015
REVENUE		
Log sales	\$ 579,727	\$ 669,333
Research projects	109,718	105,574
Cinnabar Resort	18,022	28,099
Other	22,252	19,730
	729,719	822,736
EXPENSES		
Administrative and Operating - Schedule 1	343,059	306,743
Pre-Harvest Forestry - Schedule 2	35,221	21,673
Harvesting - Schedule 3	10	475
Post-Harvest Silviculture - Schedule 4	61,050	45,743
Long-Term Planning - Schedule 5	11,863	9,070
Research Projects - Schedule 6	200,298	177,943
Cinnabar Resort - Schedule 7	35,617	50,910
	687,118	612,557
EXCESS REVENUE BEFORE OTHER ITEMS	42,601	210,179
OTHER ITEMS		
Unrealized (loss) gain on investments (Note 5)	(20,253)	17,005
Gain on disposal of investments	4,054	-
Loss on disposal of tangible capital assets	(192)	(1,445)
	\$ 26,210	\$ 225,739
EXCESS REVENUE FOR THE YEAR	\$ 26,210	\$ 225,739

See notes to the financial statements.

CHUZGHUN RESOURCES CORPORATION
STATEMENT OF CHANGES IN NET ASSETS

For the year ended March 31, 2016

	Investment in Tangible Capital Assets	Internally Restricted - Reforestation Fund	Unrestricted	2016	2015
BALANCE AT BEGINNING OF THE YEAR	\$ 615,399	\$ 204,400	\$ 454,118	\$ 1,273,917	\$ 1,048,178
EXCESS REVENUE (EXPENSES) FOR THE YEAR	(58,448)	-	84,658	26,210	225,739
INTERFUND TRANSFERS					
Reforestation obligation reallocation	-	(72,361)	72,361	-	-
Acquisition of property and equipment	62,908	-	(62,908)	-	-
BALANCE AT END OF THE YEAR	<u>\$ 619,859</u>	<u>\$ 132,039</u>	<u>\$ 548,229</u>	<u>\$ 1,300,127</u>	<u>\$ 1,273,917</u>

CHUZGHUN RESOURCES CORPORATION
STATEMENT OF FINANCIAL POSITION

March 31, 2016

ASSETS

	2016	2015
CURRENT ASSETS		
Cash	\$ 583,746	\$ 697,550
Accounts receivable	59,168	-
Investments (Note 5)	125,791	63,187
Prepaid expenses and deposits	3,705	6,868
	772,410	767,605
INVESTMENTS - RESTRICTED (Notes 4 and 5)	132,039	204,400
TANGIBLE CAPITAL ASSETS (Notes 3 and 6)	619,859	615,399
 Approved by the Board		
_____ , Director		
 _____ , Director		
	\$ 1,524,308	\$ 1,587,404

LIABILITIES

	<u>2016</u>	<u>2015</u>
CURRENT LIABILITIES		
Accounts payable and accrued liabilities (Note 7)	\$ 82,142	\$ 69,087
Deferred revenue (Note 8)	10,000	40,000
Current portion of accrued reforestation obligation (Note 3)	<u>20,350</u>	<u>59,200</u>
	112,492	168,287
ACCRUED REFORESTATION OBLIGATION (Note 3)	<u>111,689</u>	<u>145,200</u>
	<u>224,181</u>	<u>313,487</u>

NET ASSETS

INVESTMENT IN TANGIBLE CAPITAL ASSETS	619,859	615,399
INTERNALLY RESTRICTED		
Reforestation fund (Note 4)	132,039	204,400
UNRESTRICTED	<u>548,229</u>	<u>454,118</u>
	<u>1,300,127</u>	<u>1,273,917</u>
	<u>\$ 1,524,308</u>	<u>\$ 1,587,404</u>

CONTINGENT LIABILITY (Note 12)

CHUZGHUN RESOURCES CORPORATION

STATEMENT OF CASH FLOW

For the year ended March 31, 2016

	<u>2016</u>	<u>2015</u>
OPERATING ACTIVITIES		
Excess revenue for the year	\$ 26,210	\$ 225,739
Items not involving cash:		
Unrealized loss (gain) on investments	20,253	(17,005)
Amortization - tangible capital assets	58,258	46,710
Reforestation adjustment	(72,361)	(7,139)
Loss on disposal of tangible capital assets	192	1,445
Gain on disposal of investments	<u>(4,054)</u>	<u>-</u>
	28,498	249,750
Changes in non-cash working capital items		
Accounts receivable	(59,168)	3,030
Prepaid expenses	3,163	(3,503)
Accounts payable and accrued liabilities	13,055	(11,034)
Deferred revenue	<u>(30,000)</u>	<u>(42,960)</u>
	<u>(44,452)</u>	<u>195,283</u>
INVESTING ACTIVITIES		
Investment income reinvested	(6,444)	(6,808)
Acquisition of tangible capital assets	<u>(62,908)</u>	<u>(77,615)</u>
	<u>(69,352)</u>	<u>(84,423)</u>
INCREASE IN CASH DURING THE YEAR	(113,804)	110,860
CASH AND CASH EQUIVALENTS AT BEGINNING OF THE YEAR	<u>697,550</u>	<u>586,690</u>
CASH AND CASH EQUIVALENTS AT END OF THE YEAR	<u><u>\$ 583,746</u></u>	<u><u>\$ 697,550</u></u>

See notes to the financial statements.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2016

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 not-for-profit organizations (PS4200 series), which encompasses the following principles:

Financial instruments

Measurement of financial instruments

The Society 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 Society 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, 2016

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.

Cash and Equivalents

The Society's policy is to present bank balances, including bank overdrafts with balances that fluctuate frequently from being positive to overdrawn, under cash and cash equivalents.

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 expenses 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.

Contributed Materials and Services

Contributions of materials and services are recognized when a fair value can be reasonably estimated and when the materials and services are used in the normal course of the Society's operations and would otherwise have been purchased.

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.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2016

3. SIGNIFICANT ACCOUNTING POLICIES, continued

Tangible capital assets

Tangible capital assets are recorded at cost. Amortization of tangible capital assets has been calculated using the following rates. The provision is calculated at one-half annual rates on tangible capital assets acquired during the year for assets amortized on the declining balance basis.

Building - resort	5%	declining balance
Building improvements - resort	5%	declining balance
Equipment - field	20%	declining balance
Equipment - resort	20%	declining balance
Equipment - office	20%	declining balance
Vehicles	30%	declining balance
Computers	30% - 45%	declining balance
LIDAR database	5 years	straight line

Measurement uncertainty

The preparation of financial statements in conformity with Canadian public sector accounting standards for not-for-profit organizations requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amount of revenue and expenses during the year. Actual results could differ from management's best estimates as additional information becomes available in the future.

4. RESTRICTED INVESTMENTS

The Society has internally restricted investments of \$132,039 (2015 - \$204,400) to be used to fund future reforestation and silviculture obligations and to provide security for long-term borrowing.

5. INVESTMENTS

	<u>2016</u>	<u>2015</u>
Letko Brosseau Balanced Fund		
Balance at beginning of the year	\$ 267,587	\$ 243,774
Income reinvested, net of management fees	10,496	6,808
Unrealized (loss) gain	<u>(20,253)</u>	<u>17,005</u>
Balance at end of the year	<u>\$ 257,830</u>	<u>\$ 267,587</u>
Restricted Investments	\$ 132,039	\$ 204,400
Unrestricted Investments	<u>125,791</u>	<u>63,187</u>
	<u>\$ 257,830</u>	<u>\$ 267,587</u>

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2016

6. TANGIBLE CAPITAL ASSETS

	2016		
	Cost	Accumulated Amortization	Net Book Value
Land	\$ 116,500	\$ -	\$ 116,500
Building - resort	407,928	114,459	293,469
Building improvements - resort	90,256	24,516	65,740
Equipment - field	55,335	28,622	26,713
Equipment - resort	149,098	99,787	49,311
Equipment - office	12,893	11,321	1,572
Vehicles	86,736	62,864	23,872
Computers	39,448	37,506	1,942
LIDAR database	50,923	10,183	40,740
	<u>\$ 1,009,117</u>	<u>\$ 389,258</u>	<u>\$ 619,859</u>

	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>

7. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2016	2015
Accounts payable and accrued liabilities	\$ 22,851	\$ 39,505
Related parties - trade payables	32,341	-
Government remittances, payroll taxes, worker's safety insurance premiums	<u>26,950</u>	<u>29,582</u>
	<u>\$ 82,142</u>	<u>\$ 69,087</u>

CHUZHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2016

8. DEFERRED REVENUE

	2016	2015
Co-management Project	\$ 10,000	\$ 10,000
Moose Project	-	30,000
	\$ 10,000	\$ 40,000

9. 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.

10. 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 objectives as the Society.

11. RELATED PARTY TRANSACTIONS

During the year, the Society recognized \$14,235 (2015 - \$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. \$8,070 (2015 - \$Nil) of these revenues is included in accounts receivable.

During the year, UNBC provided management services to the Society amounting to \$90,373 (2015 - \$88,083). 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, 2016, the Society owed a net balance of \$23,226 (2015 - \$31,554) to UNBC.

As at March 31, 2016, the Society owed a balance of \$9,113 (2015 - \$Nil) to the Tl'az'ten Nation.

CHUZGHUN RESOURCES CORPORATION

NOTES TO THE FINANCIAL STATEMENTS

For the year ended March 31, 2016

12. CONTINGENT LIABILITY

Certain internally restricted and unrestricted funds may be repayable to the funding authorities under specific circumstances.

13. INTERFUND TRANSFERS

During the year \$62,908 was transferred from the Unrestricted Fund to the Investment in Tangible Capital Assets Fund in order to fund the cash outlays for capital asset acquisitions. In addition, \$72,361 was transferred from the Restricted Reforestation Fund to the Unrestricted fund in to fund outlays for reforestation.

14. LEASE COMMITMENTS

The Society leases an administrative office in Fort St. James with future minimum lease payments of \$500 plus GST per month. The lease is on a month to month basis with termination available when the Society or the land lord gives the other party one month's notice of termination.

15. CORRESPONDING FIGURES

Certain of the prior year figures have been reclassified to conform to the current year's presentation.

16. FINANCIAL INSTRUMENTS

Risks and concentrations

The Society is exposed to various risks through its financial instruments, without being exposed to concentrations of risk. The following analysis provides a measure of the Society's risk exposure as at March 31, 2016.

Liquidity risk

Liquidity risk is the risk that an entity will encounter difficulty in meeting obligations associated with financial liabilities. The Society 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 Society's main credit risks relate to its accounts receivable. The Society 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, 2016

16. 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.

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.

17. 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, 2016

	<u>2016</u>	<u>2015</u>
EXPENDITURES		
Contract services - management	\$ 90,373	\$ 88,084
Wages and benefits - research co-ordinator	82,530	80,326
Automotive	37,484	18,093
Insurance - property and liability	9,814	12,128
Phone and internet services	9,292	8,002
Professional services	8,523	10,910
Bookkeeping services	8,476	8,697
Advertising and promotion	7,447	236
Office and sundry	6,815	5,408
Office rental and utilities	5,500	3,078
Conferences and workshops	4,709	2,632
Field equipment - repair and maintenance	4,563	8,233
Travel and meetings	2,105	6,019
Books and publications	1,953	3,108
Insurance - directors' liability	1,680	1,476
Bank charges and interest	1,117	765
Dues and memberships	1,109	941
Field supplies	1,055	948
Postage and delivery (recovery)	256	220
Mapping and GIS	-	729
Amortization - property and equipment	58,258	46,710
	<u>\$ 343,059</u>	<u>\$ 306,743</u>

See notes to the financial statements.

CHUZGHUN RESOURCES CORPORATION

Schedule 2

SCHEDULE OF EXPENDITURES

PRE-HARVEST FORESTRY

For the year ended March 31, 2016

	<u>2016</u>	<u>2015</u>
EXPENDITURES		
Cruising	\$ 13,858	\$ 11,851
Road and block layout	12,571	2,305
Archeology	7,358	2,837
Operational plans	911	235
Road and bridge maintenance	523	4,445
	<u>\$ 35,221</u>	<u>\$ 21,673</u>

See notes to the financial statements.

CHUZGHUN RESOURCES CORPORATION

Schedule 3

SCHEDULE OF EXPENDITURES

HARVESTING

For the year ended March 31, 2016

	<u>2016</u>	<u>2015</u>
EXPENDITURES		
Contractors - field work	<u>\$ 10</u>	<u>\$ 475</u>

CHUZGHUN RESOURCES CORPORATION

Schedule 4

SCHEDULE OF EXPENDITURES

POST-HARVEST SILVICULTURE

For the year ended March 31, 2016

	<u>2016</u>	<u>2015</u>
EXPENDITURES		
Silviculture Activities	\$ 39,260	\$ 36,449
Brushing	21,676	9,223
Slash and debris burning	<u>114</u>	<u>71</u>
	<u>\$ 61,050</u>	<u>\$ 45,743</u>

See notes to the financial statements.

CHUZGHUN RESOURCES CORPORATION

Schedule 5

SCHEDULE OF EXPENDITURES

LONG-TERM PLANNING

For the year ended March 31, 2016

	<u>2016</u>	<u>2015</u>
EXPENDITURES		
Forest management plan	<u>\$ 11,863</u>	<u>\$ 9,070</u>

CHUZGHUN RESOURCES CORPORATION

Schedule 6

SCHEDULE OF EXPENDITURES

RESEARCH PROJECTS

For the year ended March 31, 2016

	<u>2016</u>	<u>2015</u>
EXPENDITURES		
Wages and benefits - internal research projects	\$ 75,514	\$ 69,766
Research project costs - external	68,719	77,626
Wages and benefits - external research projects	44,849	15,852
Research project costs - internal	<u>11,216</u>	<u>14,699</u>
	<u>\$ 200,298</u>	<u>\$ 177,943</u>

See notes to the financial statements.

CHUZGHUN RESOURCES CORPORATION

Schedule 7

SCHEDULE OF EXPENDITURES

CINNABAR RESORT

For the year ended March 31, 2016

	<u>2016</u>	<u>2015</u>
EXPENDITURES		
Operations	\$ 28,924	\$ 41,053
Repairs and maintenance	<u>6,693</u>	<u>9,857</u>
	<u>\$ 35,617</u>	<u>\$ 50,910</u>

See notes to the financial statements.

**Northern FIRE/Women North Network:
The Centre for Women's Health Research at UNBC.
Annual Report May 1, 2015 to April 30, 2016**

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 and two websites (WNN community site – www.womennorthnetwork.ca and UNBC site – www.unbc.ca/northernfire/ - currently reconstruction/redevelopment). WNN also organizes to address and overcome the digital divide that continues to make it difficult for some women to access ICT. Over time WNN has become an integral community-based component of Northern FIRE.

B. HIGHLIGHTS OF 2015/16 ACTIVITIES

Research Projects

1. *Hitchhiking and Sexual Violence: Understanding the Links* (\$30,000 Civil Forfeiture grant – 2015-16). PI Jacqueline Holler. Conducted research throughout BC with a team of four undergraduate and graduate students. [Data collection complete, analysis underway]

2. *Adaptation of evidence-based guidelines for use by integrated perinatal services in Fort St John* (\$10,000 – 2015-16). PI Lela Zimmer with Co-Is from Northern Health and the Provincial Health Services Authority. Guidelines to be adapted will address the needs of pregnant women with two specific vulnerabilities, high pre-pregnancy BMI and problematic substance use. The team will also explore, through a qualitative approach, the experiences and needs of women with these vulnerabilities, and how these needs can best be met by perinatal care providers. [underway]

3. *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 [project complete - writing underway]

(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 & 2 Vancouver-based BSW students [project complete - writing underway]

(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: 1 MSW student; 1 MA Gender Studies student. [Project complete - writing underway]

4. *Bodyself: Using dance/creative movement, journaling, art and discussion, combined with education, to build self-esteem and self-knowledge for teen girls' healthy relationships*. Vancouver Foundation \$5000 (2014). Zimmer, L. & Margolin, I. (Co-PI). Student trainees: 1 BSW student.

Undertaken in partnership with Surpassing Our Survival (formerly Prince George Sexual Assault Centre) Student trainees: 1 BSW student [Project complete – writing underway]

CIHR Professional Program Undergraduate Research Award: 2 UNBC BSW students received this CIHR Award and spent summer 2015 working on projects with Northern FIRE/WNN.

Graduate Student Practicum: 1 Gender Studies MA student successfully completed a graduate research practicum with Northern FIRE/WNN during the September 2015 semester.

Publications

Margolin, I. & Riviere, D. (2016). Only Human: Critical Reflections on Dance, Creation, and Identity [Transliteration] (M. Ali, Trans.). *Journal of Al- Thaqafa Al- Alamiya [Global Cultures]*, 182, 102-117. Translated and Reprinted with permission by National Council for Culture, Arts, and Letters, Kuwait 2016.

Hemingway, D. & Margolin, I. (2016). Box 5.3: Harnessing planned, sustainable resource development: Meeting the needs of northerners as they age. In M. P. Gillingham, G. R. Halseth, C. J. Johnson, & M. W. Parkes (Eds.), *The Integration Imperative: Cumulative Environmental, Community and Health Effects of Multiple Natural Resource Developments* (pp. 136-137). New York: Springer.

Margolin, I. & Riviere, D. (2015). Only Human: Critical reflections on dance, creation, and identity. *Journal of Arts & Humanities*, 4 (10), 74-85. Retrieved from <http://www.theartsjournal.org/index.php/site/article/view/805>

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., Krupa, T., Kidd, S.A., Burnham, D., Hemingway, D., Patterson, M., & Zabkiewicz, D. (in press). 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.

Presentations

Hemingway, D., & Margolin, I. (April 2016). Using arts-based research methods and mentorship between older and younger women with mental illness to make meaning of the recovery journey. Presented to the BC Psychogeriatric Association Annual Conference - *A Balancing Act: Supporting Autonomy and Reducing Risk*, April 22-23, 2016, Prince George, BC.

Hemingway, D. & Margolin, I. (2016). Arts-based Work & Mental Health and Wellness. UNBC Jack Summit, March 12, 2016.

Margolin, I. & Hemingway, D. (2016). Meditation & Visioning: Celebrate International Women's Day, UNBC Prince George, BC March 9, 2016.

Hemingway, D. (2015). Poverty and Violence Against Women. Presented at the Chili Blanket Anti-Poverty Event, December 5, 2015.

Margolin, I., Hemingway, D. & Zimmer, L. (2015). Moving into wellness: Empowering women through creative self-expression. Two workshops at the AWAC Women's Shelter, Prince George, BC, November 14, 2015.

Hemingway, D. (2015). Has Anything Really Changed? Presented at the National Day of Remembrance and Action on Violence Against Women, UNBC, Prince George, BC, November 25, 2015.

Invited Consultations:

- Member of Women's Health Strategy Reference Group organized by Dr. Tamil Kendall, Director, Women's and Maternal Health, BC Ministry of Health (2015-2016)..
- BC Ministry of Transportation regarding transportation plans along Highway of Tears (Hwy 16), ongoing.

Media:

Hitchhiking study: <http://www.terracestandard.com/community/332977421.html>;

<http://www.squamishchief.com/news/local-news/thumbs-up-1.2098041>;

<http://www.alaskahighwaynews.ca/regional-news/unbc-hitchhiking-study-expanded-to-include-the-peace-region-1.2101309>

Violence Against Women: <https://www.250news.com/2015/12/06/chiliblanket-again-targets-poverty/>

Selected Other Activities:

- Inspiring Women Among Us Bursary Award & Event Planning Committees, 2015-16

- Assist Aboriginal Development Office with research design/plans re success rates for women applying for funding for small business development, 2015-2016.
- Table Display at CHINUS Women's Night at the Fire Pit, Prince George, March 14, 2016.
- 20+ women from WNN/Northern FIRE engaged in the *NCLC Women's Committee International Women's Day Event*, Prince George, March 5, 2016
- Elder Abuse in the LGBTQ Community, Town Hall Meeting, February 19, 2016.
- Annual Women's Memorial March for Murdered and Missing Women, Prince George, February 13, 2016.
- Hosted Booth at Homelessness Action Week, Connect Day, Native Friendship Centre, Prince George, October 13, 2015.
- Mentorship for YMCA Strong Girls Strong World project (2015-2-017)
- Hosted Booth at *BC Northern Exhibition*, Prince George, August 13, 2015
- 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].

C. CONCLUSION

Northern FIRE: The Centre for Women's Health Research at UNBC not only continues to undertake research, writing and a wide range of relevant community work, consultations, invited speaking engagements, etc., but also – via Women North Network - 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, Northern FIRE/WNN is providing connection and collaboration with and between provincial, national and international networks, organizations and individuals along with consultative roles with government ministries and community initiatives.

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 Northern FIRE/WNN.

Submitted by Dawn Hemingway on behalf of the Northern FIRE/WNN leadership team:

Dawn Hemingway, Associate Professor, UNBC Social Work

Lela Zimmer, Associate Professor, UNBC Nursing

Indrani Margolin, Associate Professor, UNBC Social Work

Jacqueline Holler, Associate Professor, UNBC History/Women's Studies



UNIVERSITY OF NORTHERN BRITISH
COLUMBIA

MEMORANDUM

To: Dr. Geoff Payne, Vice President Research
Dr. Dan Ryan, Chair, Senate Committee on Academic Affairs

From: Dr. Darwyn Coxson

Date: 1 April 2016

Re: NRESi's 2015-2016 Annual Report and 2016-2017 Workplan

Dear Drs. Payne and Ryan,

As per UNBC's Policy and Procedures for Centres and Research Institutes, please find attached the 2015-2016 Annual Report for the Natural Resources and Environmental Studies Institute (NRESi) covering the 2015-2016 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 2015-2016 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 2016-2017 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 2015-2016

NRESi Workplan 2016-2017

cc: NRESi Steering Committee Members



Natural Resources & Environmental Studies Institute

2015-2016 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 director for the 2015-2016 fiscal year was Dr. Darwyn Coxson, serving in the 2nd year of his appointment. 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 2015-2016 fiscal year saw a transition in research managers. Alan Wiensczyk became the NRESi Research Manager on a part-time basis on November 1st, 2015, replacing Leanne Elliott who left in September 2015.

The Director and Research Manager work 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 2015-2016 fiscal year.

*Steering Committee Members who will be leaving in the 2016-2017 fiscal year.

Name	Role	Term
Darwyn Coxson	Director	1 July 2014 – 30 June 2017
Allan Costello*	Elected Member	May 1, 2015 – April 30, 2016
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
Michelle Connolly	PICS Representative	No Fixed Term

Leanne Elliott	Research Manager	11 February 2014 – 17 September 2015
Alan Wiensczyk	Research Manager	1 November, 2015 - 31 March 2017

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. During the 2015/16 fiscal year individuals were identified and invited to participate on the Advisory Committee. Five representatives have accepted the invitation and the inaugural meeting of the committee is scheduled for June 2016. 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

Table 2. Appointed Advisory Committee members

Name	Affiliation
Melanie Karjala	BC Oil and Gas Commission
Shannon Carson	BC Ministry of Forests Lands and Natural Resource Operations
Trevor McConkey	SNC Lavalin
Hardy Griesbauer	College of New Caledonia
Luke Gleeson	Tsay Keh Dene Nation

- 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 70 NRESi members (Table 2). Membership activity during the reporting period included the addition of three new Full Members and three new Associate Members, the renewal of 3 Associate Members, and the loss of 2 Associate Members, and the loss of 2 Full 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 3: Summary of NRESi's current membership, membership type, and the most recent renewal dates for Associate Members

Beckett, Douglas	Associate Member: March 2016	Maier, Patrick	Associate Member: Mar 26, 2015
Burton, Philip	Full	Massicotte, Hugues	Full
Connell, David	Full	McGill, Bill	Full
Connolly, Michelle	Associate Member: November 2015	Meletis, Zoe	Full
Costello, Allan	Full	Menounos, Brian	Full
Coxson, Darwyn	Full	Mullins, Philip	Full
Curry, John	Full	Murray, Brent	Full
Dawson, Russ	Full	Nolin, Catherine	Full
Déry, Stephen	Full	Opio, Chris	Full
Egger, Keith	Full	Otter, Ken	Full
Elkin, Che	Full	Owens, Philip	Full
Erasmus, Daniel	Full	Parker, Katherine	Full
Fondahl, Gail	Full	Petticrew, Ellen	Full
Fredeen, Art	Full	Poirier, Lisa	Full
Gantner, Nikolaus	New Associate Member: April 9, 2015	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	Venter, Oscar	Full
Karjala, Melanie	Associate Member: April 22, 2013	Wheate, Roger	Full
Lautensach, Alex	Full	Whitcombe, Todd	Full
Lavallee, Loraine	Full	Wilkening, Ken	Full
Lewis, Kathy	Full	Wilkerson, Orland	Full
Li, Jianbing (Jason)	Full	Wright, Pam	Full
Lindgren, Staffan	Lifetime Member	Young, Jane	Full

Report on Activities for 2015-2016

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 has allowed NRESi to hire a dedicated Research Manager and work towards growth in activities and operations.

The below is a summary of NRESi's 2015-2016 initiatives, projects, and activities:

General Activities

- The Institute hosted 27 colloquia as part of the weekly NRESi Colloquium Series and which were organized by NRESi member Dr. Allan Costello and Research managers Leanne Elliott and Al Wiensczyk. Most of the colloquium presentations have been posted to NRESi's You Tube channel (https://www.youtube.com/channel/UC6WIRhriAQ2Yf3_Yu-3fy6A). A listing of past presentations and their abstracts can be found on NRESi's website (<http://www.unbc.ca/nres-institute/colloquium-series>).

Table 4. List of Colloquium Presentations including special presentations

Date	Name	Co-sponsor(s)
Sept 18, 2016	Dr Nicole Sukdeo (UNBC)	
Sept 25, 2016	Reg Whiten (Consultant)	
Oct 2, 2016	Dr. Chris Buse (CIRC) Dr. Art Fredeen (UNBC)	Cumulative Impacts Research Consortium (CIRC)
Oct 9, 2016	Drs. Ellen Petticrew and Phil Owens and Sam Albers (UNBC)	
Oct 16, 2016	Dr Grant Gilchrist (Carleton University)	
Oct 23, 2016	Dr. Aynsley Thielman (UNBC)	
Oct 30, 2016	Dr. Chris Buse (CIRC) NRESi awards ceremony	
Nov 6, 2016	Dr. Brian Menounos (UNBC)	
Nov 13, 2016	Dr. Leigh Torres (Oregon State U)	Inspiring Women Among Us
Nov 20, 2016	Patrick Earley (Wikipedia)	Inspiring Women Among Us
Nov 27, 2016	Dr. Mark Groulx (UNBC)	
Jan 13, 2016	Dr. Sybil Seitzinger (PICS)	Pacific Institute for Climate Solutions
Jan 15, 2016	Dr. Stefanie LaZerte (UNBC)	
Jan 22, 2016	Dr. Oscar Venter (UNBC)	
Jan 29, 2016	Chief Roland Willson (West Moberly First Nations)	
Feb 5, 2016	Dr. Christin Wiedemann (PQA Ltd.)	Inspiring Women Among US
Feb 19, 2016	Dr. Nancy Turner (UVIC)	First Nations Studies
Feb 25, 2016	Dexter Hodder	Peace-Williston Fish and Wildlife Compensation Program – Mackenzie
Feb 26, 2016	Dr. David Connell (UNBC)	
Mar 4, 2016	Dr. Mark Shrimpton	Peace-Williston Fish and Wildlife

		Compensation Program – Fort St John
Mar 4, 2016	Craig DeLong (Ecora Resource Group Ltd.)	
Mar 11, 2016	Jewel Yurkewich (BC MFLNRO)	
Mar 18, 2016	Dr. Anne Salomon (SFU)	UNBC Student Chapter of the Wildlife Society
Mar 21, 2016	Dr. Ronald Stewart (U of Manitoba)	Canadian Meteorological and Oceanographic Society
Mar 21, 2016	Dr. Karen Kidd (U of New Brunswick)	Peace-Williston Fish and Wildlife Compensation Program
Mar 24, 2016	Dr. Andrew Watson (U of Saskatchewan)	History Department/Dean of CASHS
Apr 1, 2016	Dr. Francesco Berna (SFU)	Anthropology Department

- Of the 27 colloquium that took place, many were special events and/or co-hosted with NRESi together with other groups on campus:
 - 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. Grant Gilchrist
 - NRESi partnered with the “Inspiring Women Among Us” initiative to host a series of three speakers in support of this years theme “Women, Science & Environment”. The three speakers wove into their presentations this theme which speaks to the persistent gender-related challenges for girls and women interested in STEM disciplines (science, technology, engineering and math) and to UNBC’s green mandate and the local and global relevance of environmental consideration.
 - 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 preceded by a reception/dinner to provide further networking opportunities. This year we had three presentations, one in Mackenzie, one in Fort St John and one in Prince George (more details below).
 - Other groups partnering on NRESi colloquium presentations this past year included the Cumulative Impacts Research Consortium (CIRC), the Pacific Institute for Climate Solutions (PICS), First Nations Studies, the UNBC fish and wildlife student chapter of the Wildlife Society, the Canadian Meteorological and Oceanographic Society (CMOS), the History Department and the Dean of CASHS, and the Anthropology Department.
- NRESi also hosted three special lectures, where guests to UNBC had the opportunity to share their research. Video recordings of most presentations were also uploaded to NRESi’s Youtube channel for future public viewing (https://www.youtube.com/channel/UC6WIRhriAQ2Yf3_Yu-3fy6A):
 - Dr. Richard Hobbs, University of Western Australia (PICS)
 - Dr. Anke Jentsch, University of Bayreuth, Germany

- Dr Lawrence R. Walker, University of Nevada, Las Vegas
- Work is continuing 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. All the videos of this past year's colloquium presentations have been posted to the NRESi youtube channel.
- 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. In February 2016, an email was sent to the NRESi list subscribers to determine the level of use of the Elluminate/Collaborate system. The vast majority of respondents indicated that they preferred to use LiveStream. As a result it was decided to discontinue the Elluminate/Collaborate broadcast of the colloquium presentations effective in September 2016, due to the extra costs associated with the use of this system. Another method will be developed to allow those participating via LiveStream to ask questions of the colloquium presenter.
- NRESi once again helped to organize 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 was split into two days with 4 students presenting on April 12, 2016, and 12 students scheduled to present and 6 others displaying posters on April 21, 2016. Students from NRES, BCMB, and CHEM were included. The event was supported in partnership with the Office of Research, the Biochemistry and Molecular Biology department and the Northern Medical Program.

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 also posted to UNBC's public events listings, the NRESi website and the NRESi Facebook page.
- 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 2016-2017 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 the NRESi Youtube channel (https://www.youtube.com/channel/UC6WIRhriAQ2Yf3_Yu-3fy6A)
- NRESi has created two social media accounts to share information and updates. They are: (a) Twitter (https://twitter.com/UNBC_NRESi) and (b) Facebook (<https://www.facebook.com/unbcnresi?ref=hl>).
- NRESi's weekly newsletter continued in 2015-2016, being posted to NRESi's broad network distribution list every second 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 conferences 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 and news items 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.

This past year, several NRESi members partnered on a project proposal submission to the Peace-Williston Fish and Wildlife Compensation Program to study and assess the nutrient dynamics and complex web of interactions between Kokanee, stream-living macro-invertebrates (Aquatic insects), and the surrounding riparian zone (lichen communities) as a result of the introduction of Kokanee into the Williston Reservoir. Conditional approval has been received for the first year of this 3-year project. This project will blend social and natural sciences and will involve working with two First Nations partners (Tsay Key Dene First Nation and Kwadacha First Nation). The project funding will additionally help with cost recovery of core salary expenditures by NRESi.

Cumulative Effects

The NRESi continued to participate in the tri-institute partnership-created Cumulative Impacts Research Consortium (CIRC) which was established in 2015 as a platform for research and

community dialogue on the cumulative impacts of resource development. The CIRC is a formal expression of collaboration between UNBC's three research institutes: the Community Development Institute (CDI), the Health Research Institute (HRI) and the Natural Resources and Environmental Studies Institute. There are three main objectives of the CIRC:

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.

In early October 2015 CIRC held its launch event at the UNBC Conference Centre in Prince George. Key highlights from the first year of CIRC's operations include:

1. Formation of governing Steering Committee comprised of two representatives from each of the university's three research institutes, the CIRC project lead and the UNBC PICS representative.
2. Formation of a pan-northern Advisory Committee that can provide strategic input into CIRC initiatives. The Advisory Committee currently has 13 members from across northern British Columbia, representing a diverse variety of perspectives.
3. Development of significant partnerships with northern industry groups, local and provincial government authorities, local First Nations, and community organizations;
4. Development and delivery of four public forums to explore cumulative impacts across northern BC;
5. Leveraging the initial contribution from PICS into over \$80,000 in matching funds in Year 1;
6. Securing over \$165,000 in Year 2 funding.

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. Three presentations were delivered this year, one in Prince George, and one each in two other communities in the Northeastern region of the Province. Dexter Hodder (John Prince Research Forest) presented information on four species of fur-bearing mammals to an audience of 20 at the Mackenzie Recreation Centre on February 25, 2016. NRESi also continued our relationship with the Association of Professional Engineers and Geoscientists of BC Peace River Branch. On March 5, 2016, Dr. Mark Shrimpton (NRESi/UNBC) presented to an audience of approximately 40 people at the LIDO theatre in Fort St John on three species of fish in the Williston Reservoir. The final speaker in the PW-FWCP sponsored lectures was Dr. Karen Kidd from the University of New Brunswick. Dr. Kidd spoke on May 21, 2016 about mercury in fish to an audience of over 60 at the Prince George, UNBC campus.

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 six awards to deserving researchers in the NRESi community. The Distinguished Scholar Award was presented to Drs. Ellen Pettigrew and Phil Owens for their work on the Mount Polley mine tailings pond disaster. The Lifetime Achievement Award was presented to Dr. Lito Arocena for his contributions to collaborative interdisciplinary research at UNBC. Unfortunately Lito was not able to attend the ceremony due to an illness to which he has since succumbed. His son Pong accepted the award on his father's behalf. The Community Advancement Award was awarded to Drs. Catherine Nolin, Roy Rea, and Sarah Boyd. Catherine for her efforts with field schools in Guatemala and Peru, Roy for his work on the intensive two week "Field applications in resource management course", and Sarah for her work as the coordinator of the PG-PIRG.

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. Thanks to generous donations from the NRESi community, as well as Susan's family and her personal networks, the scholarship has achieved its goal of raising \$15,000. Candidate criteria and the decision making process have been put in place to award the annual \$1000 student scholarship. The award is available, on a one time basis, to full or part time female graduate student demonstrating satisfactory academic standing and enrolled in either the Masters (NRES) or PhD (NRES) degree programs with a research emphasis in one or more of: wildlife ecology, plant biology, forest ecology, or innovative silvicultural systems and

practices that emphasize wildlife management and biodiversity objectives.

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.

One new publication was added to the NRESi publication series this year:

1. Research Extension Note: LaZerte, S.E., H. Slabbekroon, and K.A. Otter. 2016. Sounds of the city: The effects of noise on communication in mountain and black-capped chickadees. Natural Resources and Environmental Studies Institute. Research Extension Note No. 10, 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. This award was not presented in 2015-16.

Budget Report

Revenues for the 2015-2016 fiscal year were derived from overhead on NRESi and member projects, and a grant from Peace Fish and Wildlife Compensation Fund.

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
- Undergraduate thesis presentation day and refreshment costs
- Graduate Icebreaker presentation, poster session, and travel for a special lecturer
- 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

NRESi also transferred \$200,000 to the NRESi Endowment Fund. Our year-end closing balance was \$288,338. The financial situation for NRESi is reasonably sound. However, expenditures in 2015-16 exceeded revenues by \$53,793 (Table 5).

Table 5. NRESi operating budget (30181): Summary for FY 2015-2016.

Opening Balance (April 2015)	\$552,315
Revenue: Research Overhead	\$9,835
Total Revenues (FY 15-16)	\$9,835
Expenditure: Transfer to Endowment	\$200,000
Expenditure: Salaries	\$53,695
Expenditures: Course Buyout	\$11,120
Expenditures: Honoraria	\$400.00
Expenditures: Event Expenses	\$3426
Expenditures: Supplies- Office	\$376
Expenditures: Travel Speakers	\$2,693
Expenditures: Computer	\$2,000
Total Expenditures	\$ 273,710
Year End Balance (March 2015)	\$ 288,440

Contributions from the Biodiversity Monitoring and Assessment Program (BMAP) stopped in 2015. Beyond 2015, the ongoing revenue stream for the institute will derive mainly from the reallocation of research overhead by members, which totaled \$9,835 in 2015/2016, significantly lower than anticipated. 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 continues to identify project interests and opportunities that could link together members, as well as work 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. The Research Manager position has been reduced from a full-time position to a part-time position starting in November 2015.

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 lost \$4,118 during 2015-2016 (Table 6). 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. This past year, \$200,000 was transferred from the NRESi operating fund to the NRESi Endowment. The 'NRESi Endowment' (46055) has an FY 2015-2016 year-end balance of \$202,904 (Table 7). 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. An amount of \$4,000 was transferred from this fund to the Susan Stevenson Scholarship fund. The Linnaea Fund (34164) has an FY 2015-16 year-end balance of \$350. (Table 8). 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 6. Northwood/Canfor endowment (70105): year-end budget statement for FY 2015-2016.

Opening Balance (April 2015)	\$120,188
Revenue: Interest	- \$4,118
Total Revenues (FY 15-16)	-\$ 4,188
Expenditure:	\$3,538
Total Expenditures	\$3,538
Year End Balance (March 2016)	\$112,531

Table 7. NRESi Endowment (46055): year-end budget statement for FY 2015-2016.

Opening Balance (April 2015)		\$8,166
Revenue: Interest	- \$5,150	
Revenue: Donations	\$253	
Revenue: Transfer from Operating Fund	\$200,000	
Total Revenues (FY 15-16)		\$195,103
<hr/>		
Total Expenditures (overhead)		\$415
Year End Balance (March 2015)		\$202,584

Table 8. Linnaea Fund (34164): year-end budget statement for FY 2015-2016.

Opening Balance (April 2015)		\$4,350
<hr/>		
Total Revenues (FY 15-16)		\$0
Expenditure: Transfer to S. Stevenson Scholarship	\$4,000	
Total Expenditures		\$4,000
Year End Balance (March 2016)		\$ 350

The Funds held by NRESi in combination decreased by \$81,216 during 2015-2016 for a combined total of 603,803 (Table 9).

Capital assets of the institute include a computer. A new laptop was purchased in 2015 for \$2000.

Table 9. Summary of NRESi Fund totals and change during FY 2015-2016.

NRESi Funds	2015-2016 FY End	Change during FY
30181	\$288,338	-\$ 263,977
70105	\$112,531	-\$ 7,657
46055	\$202,584	\$ 194,418
34164	\$350	-\$ 4,000
Totals	\$603,803	-\$ 81,216



Natural Resources & Environmental Studies Institute

2015-2016 Workplan

This workplan describes how NRESi's 2016-2017 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 2016-2017 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 Impacts Research Consortium (CIRC)
- 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 70 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.

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 bi-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 received conditional approval of its proposal to extend its ongoing relationship with the Peace Fish and Wildlife Compensation Program for a lecture series in 2016-2017. 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.

NRESi received conditional approval for year one of a three year proposal to the Peace Fish and Wildlife Compensation Program for the first year of a research project to study and assess the nutrient dynamics and complex web of interactions between Kokanee, stream-living macro-invertebrates (Aquatic insects), and the surrounding riparian zone (lichen communities) as a result of the introduction of Kokanee into the Williston Reservoir. First year of this project will involve a survey of local residents and guide/outfitters as well as initial field assessments of Kokanee, aquatic invertebrates, and riparian lichens.

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 bi-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. 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 identified and invited candidates that would provide beneficial, insightful and valuable advice to NRESi to its external Advisory Panel inaugural meeting. 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. An initial meeting with the Advisory committee is scheduled for June 15, 2016 to begin the dialogue.

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.

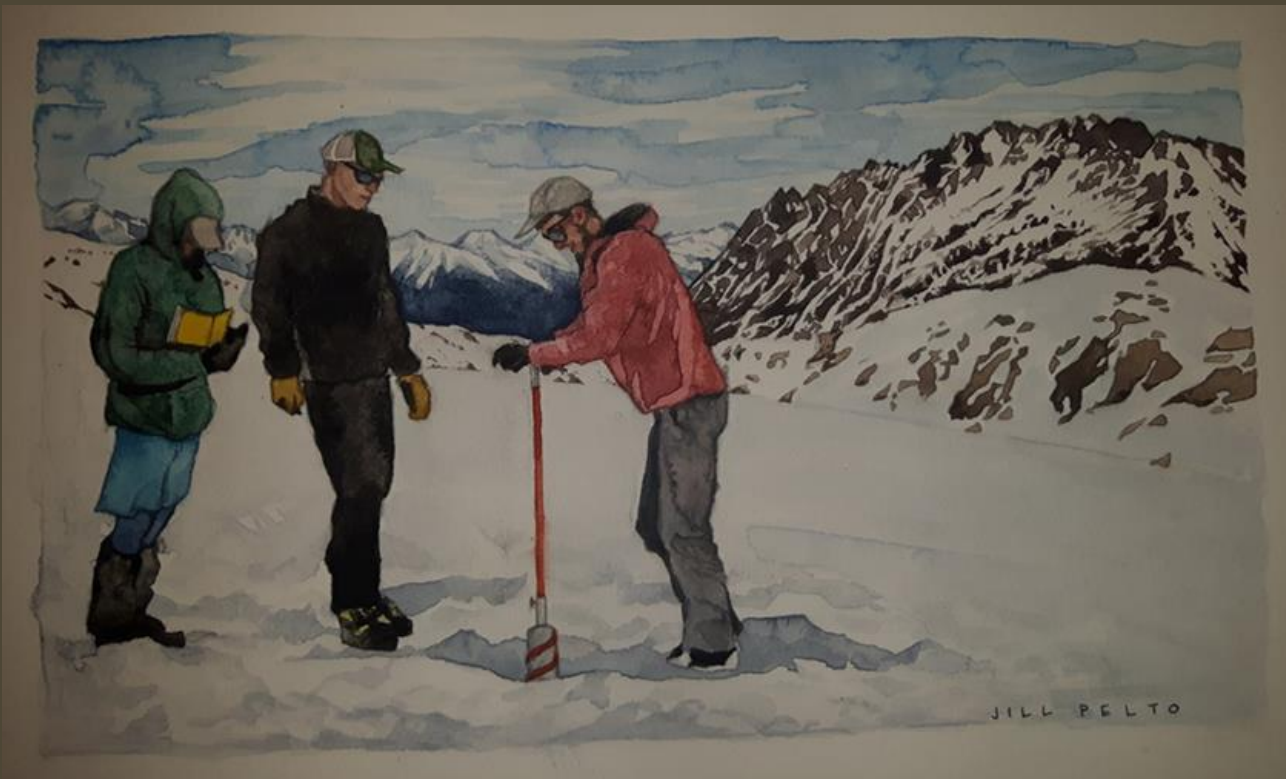
Desired Outcomes:

- Conduct at least one initial discussion with NRESi's Advisory Panel 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.

NRESi Operating Budget Report 2016

	Actual 2015-2016	Projected 2016-2017
Opening Balance	\$552,315.00	\$288,440.00
Revenue		
Research Grant Overhead	\$9,835.00	\$15,000.00
Salary Recovery (FWCP)		\$10,966.18
Expenditures*		
Transfer to Endowment	\$200,000.00	
Salaries	\$53,695.00	\$47,520.10
Course buyout	\$11,120.00	\$11,120.00
Honoraria	\$400.00	\$400.00
Event Expenses	\$3,426.00	\$3,000.00
Supplies-Office	\$376.00	\$300.00
Travel – Speakers	\$2,693.00	\$2,000.00
Computer	\$2,000.00	
Closing Balance	\$288,440.00	\$250,026.08

**Excluding sponsored speaker series*



Painting by Jill Pelto

PICS UNBC 2015/2016

A report on the activities of the regional program manager for the Pacific Institute for Climate Solutions, University of Northern British Columbia

Submitted by Michelle Connolly, MSc, September 28, 2016

PICS UNBC

Activity Summary 2015/2016

This document highlights several accomplishments of the UNBC PICS program manager between November 2015 and September 2016. The program manager (or 'campus coordinator') is responsible for: providing and promoting research fellowships and internship opportunities, supporting the work of program committee members and fellows, and raising PICS' academic and community profile through the delivery of targeted events and the dissemination of research findings.

Activities described in this report are organized under the rubrics of research, innovation, outreach, and events. Some activities, such as the *Art, Change & Creativity* project, straddle multiple categories but are presented under only one of these. At the bottom of each page the stylized timeline identifies key dates associated with each undertaking.

The program manager represents PICS on three steering committees at UNBC: the [Natural Resources and Environmental Studies Institute](#), the [Cumulative Impacts Research Contortium](#), and the [Green University Planning Committee](#). She links these important bodies to PICS, while also adjudicating grant/scholarship applications, oversees the hiring of interns, and provides input concerning ongoing cumulative impact research. These items are not discusses in this report.

RESEARCH

Art, Change & Creativity

PICS UNBC 2015/2016



Photo: Artist Bill Horne, UNBC Masters student and activist Nadia Nowak, Lheidli T'enneh singer and songwriter Kym Gouchie, and Prophet River First Nation poet Helen Knott following the first Art, Change & Creativity event

PICS is collaborating with a team of UNBC-based researchers (Dr. Zoë Meletis and Dr. Mark Groulx) and the Prince George [Two Rivers Art Gallery](#) on a new research project entitled *Art, Change & Creativity* (ACC). This project explores new ways of knowledge sharing and social mobilization in the context of climate change, by hosting art-based activities and conducting research with creative communities. The ACC project was developed in response to PICS' [Social Mobilization Report](#) (2015), and its call for increased efforts to integrate climate change discussions into existing

communities in order to effectively mobilize the public on climate change issues. The project is part research, part community engagement, part mini-podcast generation, and focuses on experiences with and perceptions of climate change in Northern BC, using art-related activities as its main point of contact with the public and potential participants.

The ACC project launched in April 2016, with 50 Prince George community members attending a panel event featuring Northern BC artists and activists, at Two Rivers Gallery. Panel members presented indigenous and non-indigenous perspectives on the roles of art, creativity, and activism in addressing the challenge of climate change. This was followed by a rich and lively audience-led dialogue that included questions about power, politics and agency. Panel member and local artist Kym Gouchie also led us in a drum circle.

Youth participation is a focus of the ACC project and the research team is listening to their perspectives on climate change, as well as inviting their (pictorial) depictions of climate change and related solutions. In July, the ACC project used a drawing activity with children at a public event (see photo description for details) to collect data on their perspectives on climate change. At a later date, project team members will also interview Gallery docents who

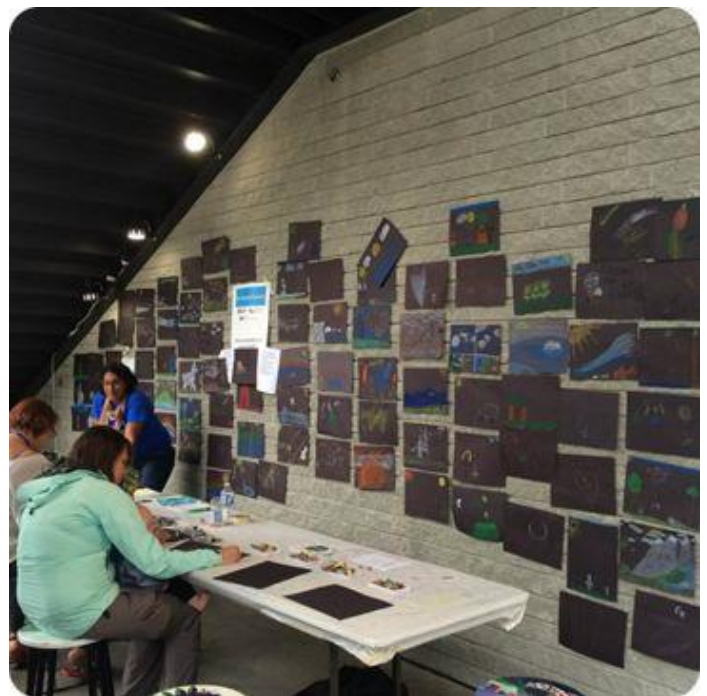


Photo: UNBC volunteer Jessie Rajan at the ACC 'Pastel Landscapes' station during BMO Kidz Art Dayz at Two Rivers Gallery (July 2016). We curated children's drawings of landscapes experiencing climate change, and their ideas for climate change solutions.

RESEARCH

PICS UNBC 2015/2016



Image: Media coverage of the Climate Cafe. Dr. Zoë Meletis pictured

led similar exhibition-based activities as part of local "school tours" at the Gallery in the spring of 2016. The team will begin a School District 57-approved ACC school-tour project component in the fall of 2016. This will combine similar activities with the provision of climate change education to participating classes (including relevant PICS information). This will add another layer of youth interaction data to the ACC project.

The ACC project also involves an audio component. Since May 2016, the ACC project team has been collecting audio clips from Two Rivers Gallery visitor project participants. Along with other materials, elements of these interviews will be transformed into a series of podcasts focused on climate change in Northern BC.

The voices of scientists, artists, Gallery visitors and staff, and youth will inform audiences about contemporary northern

perspectives on climate change and will engage with the listener on a variety of related themes. Similar to the goals of the PICS partnership with the [Cited project](#) (a UBC-based podcast initiative) these podcasts are intended to broaden the audience base for PICS initiatives as well as climate change conversations in BC more generally. The ACC team is currently scripting its first podcast.



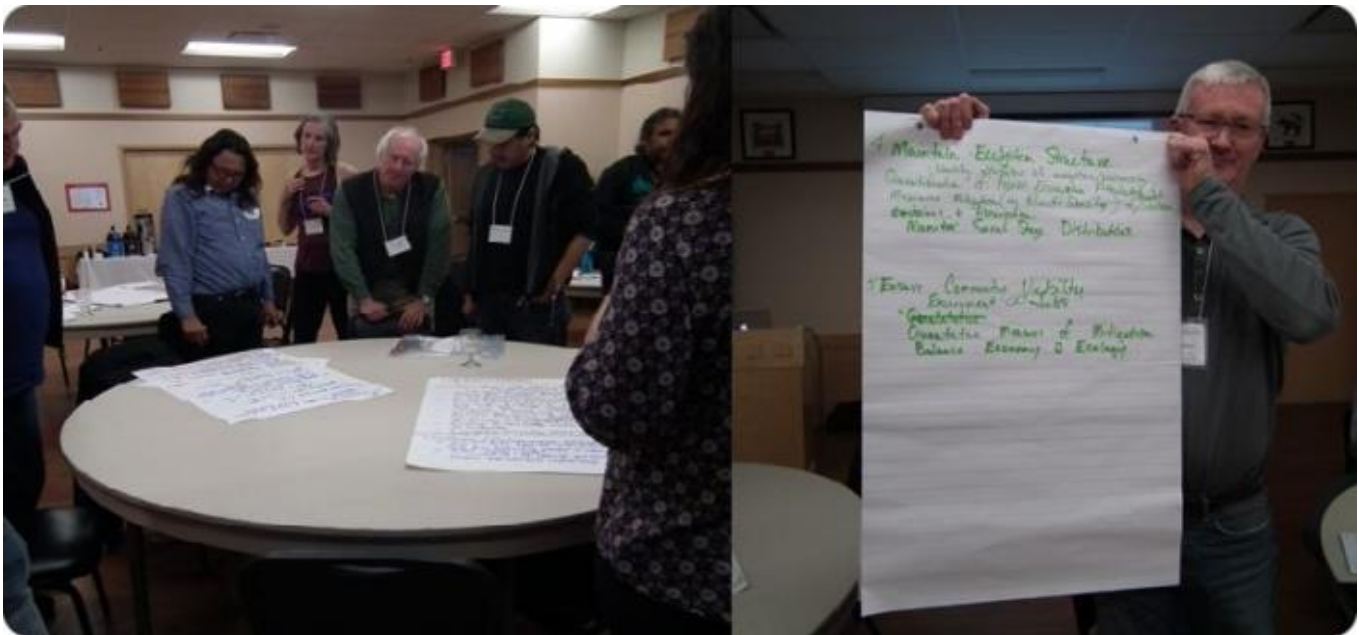
Photos: PICS outreach during Bike To Work Week at the Two Rivers Gallery



Forests and carbon workshop

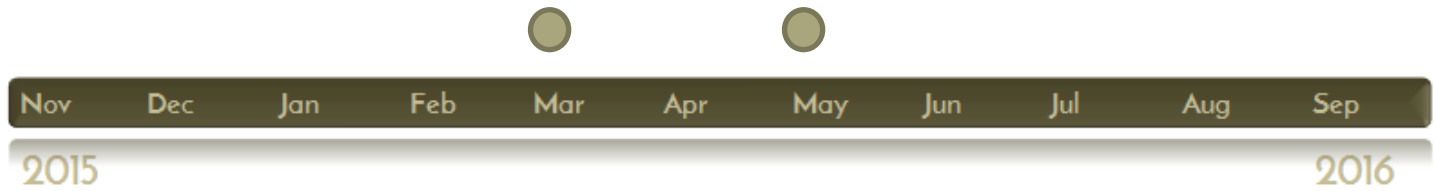
The Forest Carbon Management Project operates under one of the [five major PICS research themes](#). Dr. George Hoberg and PhD candidate Guillaume Peterson (UBC) are studying the public acceptability of various forest and carbon mitigation policy options. The first phase seeks to identify a short-list of priority values to be considered when generating and evaluating climate change mitigation strategies in BC's forest sector.

Workshops were conducted province-wide, January through March 2016. The UNBC program manager organized the Prince George workshop, which included participants from industry, academia, non-governmental organizations, First Nations, contractors and concerned public. A second round of workshops are scheduled for the fall of 2016 in order to evaluate some of the policy outcomes generated by these modelling exercises.



Photos: Workshop participants list forest values

In the wake of the spring workshop, the program manager was requested to facilitate a communication of concern from a group of UNBC forest and carbon researchers to the project leads. The submission addresses several empirical and methodological claims made in the primer documents supplied to workshop participants [*Climate Change Mitigation Options in BC's Forests: A Primer*]. The authors of this letter of concern received a detailed response from Dr. Werner Kurz (Canadian Forest Service) in June, 2016; a meeting between UNBC carbon researcher and Dr. Kurz is tentatively scheduled for this coming fall.

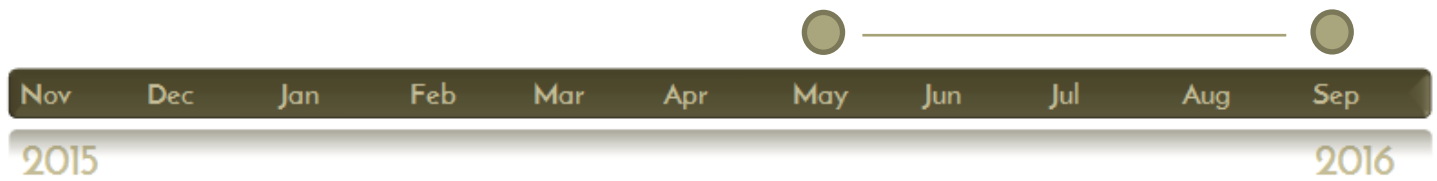


Provincial government internship



PICS funded a summer intern in collaboration with the Ministry of Forests, Lands and Natural Resource Operations in Prince George. MSc Student Xudong Bao assisted regional climatologist Vanessa Foord and others with implementing priority projects associated with the Omineca Climate Action Plan. Xudong was responsible for maintaining 21 weather stations throughout Northern BC, and for archiving and analyzing these data. He also assisted with the operation of a spruce beetle funnel trial and a winter moose browse range project.

Photo: Summer student Xudong Bao (with Rebecca Bowler) digging a hole for a permafrost sensor near the Buckinghorse River.



Current

Ben Pelto

Planning for climate-induced changes to the Columbia basin's freshwater resources. Click [here](#) for more details about Ben's research.



Talaat Bakri

Assessing offshore wind power production in BC. Click [here](#) for more details about Talaat's research.



Past

Moritz Alexander Schare

The carbon footprint of interurban passenger transportation in BC and measures to mitigate it. Click [here](#) for more details on Alex's research.



Geoff deRuiter

Comparing industrial biochar applications: optimizing revenue versus CO₂-equivalent emissions reductions or carbon sequestration. Click [here](#) for more details on Geoff's research.



Concepts of passive design - bus shelter

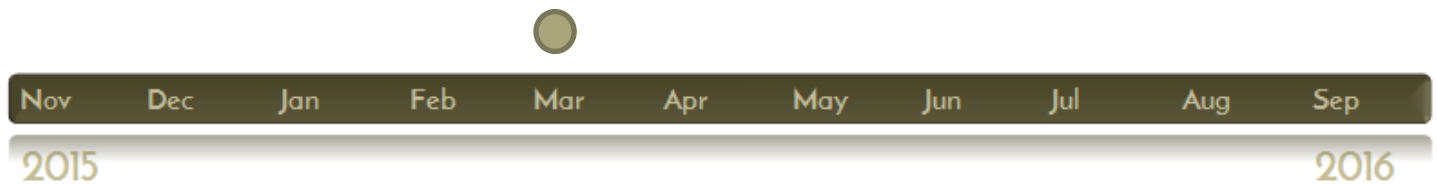
In collaboration with Dr. Guido Wimmers (Associate Professor of [Integrated Wood Design](#) MEng program) and the Green University Planning Committee, PICS is helping to build an innovative bus shelter at the UNBC bus loop. This shelter is designed to showcase the elements of energy efficient 'passive design' building concepts.



Image: Final bus shelter design created by students in the Masters of Engineering program

As part of their course work, a group of students belonging to the Masters of Engineering program have drafted a series of conceptual designs; a short list of these were presented to a committee of local government, UNBC staff and the PICS program manager in March 2016. The final design for the this bus shelter was finalized by vote. A construction date is pending.

This much needed shelter will service students, faculty and staff, while functionally demonstrating the use of local products and innovative wood construction, and several key elements used in passive designed buildings.



OUTREACH

Campus lectures and public talks

PICS UNBC 2015/2016

The PICS program manager was invited to speak at the following community events and class lectures.

She began all talks with a description of PICS' mission, mandate and opportunities for students:

- Panel discussion for the film screening of *This Changes Everything*; other panel members: Dr. Greg Halseth (Geography) and Dr. Art Fredeen (Ecosystem Science and Management). Event hosted by the Natural Resources and Environmental Studies Institute, December 2015
- Panel discussion for the film screening of *Fractured Land*; other panel members: Marion Erickson (environmental activist/educator) and filmmaker Damien Gillis, January 2016
- Guest lecture, ENVS 498: Carbon management: intersection of business and environment, January 2016. Topic: The ecology of climate solutions: some context for critical thinking
- Guest lecture, ENVS225/INTS225: Global environmental change, February 2016. Topic: Climate policy (and some bigger questions)
- Invited host, UNBC public lecture *Science and Politics in Canada* featuring climate scientist Dr. Andrew Weaver in February 2016
- Guest lecture, UNBC *Climate Science Informal Seminar series*, March 2016. Topic: The story of climate policy
- Guest lecture, NRM 100: Introduction to natural resource management, March 2016. Topic: Biodiversity and climate change
- Invited speaker, *Winston Breakfast Group Speakers Series*, March 2016. Topic: An introduction to international, national and provincial climate policy
- Invited presentation, community open house meetings (May & August 2016) as part of the public contribution to *Have your say on climate change*, the Government of Canada's public climate action input process. Topic: Causes and consequences of anthropogenic climate change - a primer.



CMOS-SCMO
Canadian Meteorological and Oceanographic Society
Société canadienne de météorologie et d'océanographie

Climate Science Informal Seminars

UNBC & CMOS BC Interior and Yukon Chapter

Thursday,
Mar 31, 2016
11:30-12:20
PST
ROOM
5-159

Michelle Connolly

Coordinator for the
Pacific Institute for Climate Solutions at
University of Northern British Columbia



The Story of Climate Policy

The seminar will cover the history of IPCC (Intergovernmental Panel on Climate Change), Canada's commitment, and BC's confounding climate chronicle.

UNBC UNIVERSITY OF
NORTHERN BRITISH COLUMBIA
Website: <http://weather.unbc.ca/csis>
Find us on Facebook



Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep

2015

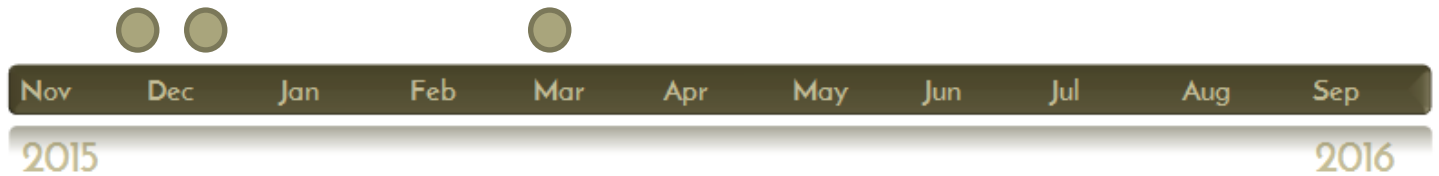
2016

Media coverage

- *Health Educators Climate Commitment*; early December 2015: CKPG TV, 250 News, and Vista Radio
- *Canadian commitments at the 2015 Paris Conference on Climate Change (COP 21)*; mid-December 2015 : 250 News
- *Joint US-Canada statement from Prime Minister Justin Trudeau and Presidents Barack Obama on methane reductions in the oil and gas sector*; March 2016: CKPG TV



Images: PICS program manager Michelle Connolly on CKPG

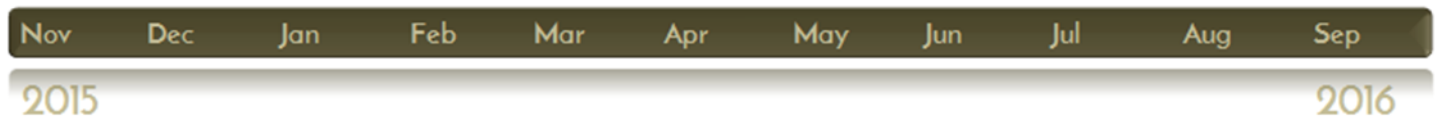


Climate Concerned Citizens of Prince George (Triple-C PG)



The program manager assisted the *Climate Concerned Citizens Group* of Prince George in the content and production of an information display presented on Earth Day, April 2016. The event was organized by the [Recycling and Environmental Action Planning Society](#). Additional guidance was provided to Triple-C PG concerning how to organize, launch, and operate an effective community interest group.

Photo: Alicia Lalond and Sarah Racicot are with the Climate Concerned Citizens of Prince George ("Triple-C PG")



Climate Leadership Plan

The program manager held a joint UNBC-SFU consultation event for the provincial Climate Leadership Plan in March 2016. This videoconferenced event featured Matt Horne (Pembina Institute) and Jonn Axsen (SFU) as speakers. After a lively discussion participants submitted written comments on the Province’s proposed Climate Leadership Plan. Comments were collected from UBC, SFU, UVic, and UNBC and were submitted by PICS to the Government of BC.



Open House

During January 2016 a series of open houses were held, specifically designed to engage UNBC students on PICS supported research. With assistance from MA student Ananya Bhattacharya, we solicited feedback on a) how students identify and percieve climate change issues, and b) how both collectively and as individuals, these issues should be addressed. The PICS program manager is using this student feedback to plan future projects and events for 2017.

Photo: Masters of Economics student Ananya Bhattacharya tabling for the PICS Open House in January 2015

Green Day

In February 2016, PICS hosted an interactive display for *Green Day*, encouraging students to submit government feedback on the Climate Leadership Team report. The event was also used to gage student interest in starting a series of formal discussions concerning how to improve community resilience in northern regions.

Naomi Klein livestream

Naomi Klein’s presentation *This Changes Everything* - hosted by UBC Reads Sustainability in April 2016 - was livetsreamed at UNBC. The event was well attended by staff, faculty and students.



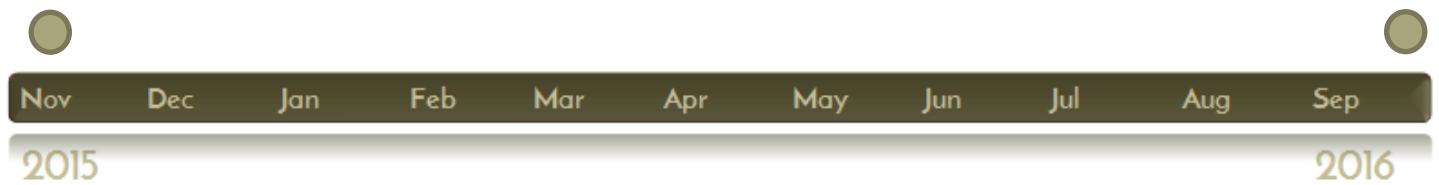
EVENTS

Inspiring Women Among Us

Inspiring Women Among Us (IWAU) is a week-long campus event held every November at UNBC. The theme for 2015 was "Women, Science and Environment." Given several compatible subjects, PICS provided support for two specific events featuring female scientists, leaders and business people. For IWAU 2016, PICS will be sponsoring the colloquium lecture, to be delivered by Claire Martin, former national CBC TV weather analyst. The topic of her lecture will on the 2015 Paris Conference on Climate Change (COP 21).



Photo: Environmental engineering student Sarah Kuipers, former PICS intern Natalie Alteen, and energy technician Amanda Drew discuss women and science at IWAU 2015



EVENTS

Sybil Seitzinger visits UNBC

PICS executive director Sybil Seitzinger visited UNBC in January in order to meet with the Vice President of Research, representatives of the Natural Resources and Environmental Studies Institute, the Cumulative Impacts Research Contortium, and other faculty. Sybil presented a public lecture at UNBC on the outcomes of the COP 21 climate talks. A feature story in the Prince George Citizen capped off Sybil's first visit to Prince George.



Photo: Sybil Seitzinger speaks to students, faculty, staff and Prince George community members in January 2015

PICS UNBC 2015/2016



Climate change scientist Sybil Seitzinger at UNBC on Jan. 13. - Brent Brasen, Photographer

Countries will need to double their commitments to reduce emissions if they hope to meet the target set out at last month's Paris climate conference to limit global warming well below two degrees Celsius.

"We're not there yet. We're not even halfway there," said climate change scientist Sybil Seitzinger, who attended the conference as Victoria-based Pacific Institute for Climate Solutions' new executive director.

With the new agreement, set to take effect in 2020, Seitzinger estimated it would lead to a 3 C increase above pre-industrial levels.

"There's a huge amount of additional work to be done in terms of upping the commitments of countries as we go forward, including Canada, so that we can stay below two degrees."

Even as Seitzinger made that stark assessment, she said the Paris talks presented an overwhelmingly positive shift in how countries approached climate change.

"There was a great deal of enthusiasm. There was a lot of preparation for COP21, countries coming forward with their targets for emissions."

Real. Visible. Tangible.

Seitzinger used those three words to explain the agreement to an audience last week at the University of Northern B.C.

Before the presentation, she said despite past failures to meet reduction targets, there was reason to

Image: Sybil Seitzinger was interviewed in the Citizen. For the full story visit here: <http://www.princegeorgecitizen.com/news/local-news/aggressive-approach-needed-for-climate-change-1.2154633>

●

Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2015										2016

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the Admission, Regulations and Committee Structures to the Master of Applied Science in Engineering be approved as proposed.

1. **Effective date:** September 2017

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

The Master of Applied Science in Engineering (MAsc in Engineering) is a new graduate program at UNBC and the admission criteria and regulations need to be outlined in the Calendar description for the degree.

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

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

No calendar entry as this is new degree program.

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

Admission, Regulations and Committee Structures

Admission Requirements

In addition to the admission application requirements outlined in Section 1.0 of the Graduate Academic Calendar, applicants are required to hold a four-year Baccalaureate degree (or equivalent) from a recognized institution in Engineering or related area. Acceptance to the MAsc program is contingent upon the prospective student finding a member of the faculty to serve as her/his supervisor. Applicants must provide a completed Teaching Assistantship Application and a completed Funding Worksheet. Both forms are included with the application material for this program.

Applicants are required to provide three letters of recommendation. Normally, at least two of the three letters, exclusive of any letter provided by an intended supervisor, must be from individuals who are able to comment on the applicant's academic and research potential.

Application deadlines are found in this calendar under "Semester Dates" or online at www.unbc.ca/calendar/graduate, under "Semester Dates." The Master of Applied Science Program accepts students for the September, January, and May Semesters.

For additional information about graduate admissions or to download application materials, go to the Graduate Programs website at www.unbc.ca/graduate-programs.

Transfer Students

On the recommendation of the program, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate program. At the time of application, it is recommended

applicants clearly state in a letter the intent to transfer courses and identify the courses to be considered for possible transfer.

Normal Time Required for Completion

Normally, the degree should be completed within two years. Students may take longer to complete the degree depending on their personal circumstances and the nature of their research or Project involvement.

Committee Structure

Students are advised by a supervisory committee consisting of at least three members, including the academic supervisor who will serve as the chair of the committee. At least one of the committee members must be from outside the student's program. The committee will be struck during the student's first semester of study.

6. Authorization:

Program / Academic / Administrative Unit: MSc Graduate Program Committee

College: Science and Management

College Council Motion Number:

College Council Approval Date:

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: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201612.05

Moved by: General Consent

Seconded by: General Consent

Committee Decision: CARRIED

Approved by SCAD: December 6, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201612.08

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the Application Deadline Date for admission to the Master of Applied Science in Engineering be approved as proposed.

1. **Effective date:** September 2017

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

The Master of Applied Science in Engineering (MAsc in Engineering) is a new graduate program at UNBC and the admission date needs to be set for the September, January and May semester start.

Note: Normally, late applications are accepted for graduate programs at UNBC at the discretion of the program, the Registrar's Office and/or the Dean of Graduate Programs. However, the proposed date for application deadline, if this motion is approved, is December 2016 for September 2017. Since BC Government may approve the degree months after the approved deadline of December 15 2016, late applications will be accepted within a reasonable amount of lead time to the start of the September 2017 semester.

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

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

1.0 General Admission

Application information is available at the [Apply to Graduate Programs](#) web site or from the Office of the Registrar. The requirements for admissibility include, but are not limited to, an acceptable academic standing (see 1.3.2), acceptable letters of reference, the availability of a supervisor within the program concerned, and the availability of adequate space and facilities.

All documents submitted to the Office of the Registrar must be in the original language in which they were produced. Documents not produced in the English language must be accompanied by a notarized translation into English. Documents submitted in support of an application become the property of the University of Northern British Columbia and will not subsequently be released.

Application for Admission Deadline* Dates

Please refer to [Apply to Graduate Programs](#) web site for update or changes and information on late applications.

Certificate (Alphabetical by Subject)

Application Deadline According to

	Preferred Semester of Entry		
	September	January	May
Aboriginal Child Youth and Mental Health	December 15	May 1	December 15
Business Administration (MBA)	December 15	no intake	no intake
Business Administration (MSc)	December 15	no intake	no intake
Development Economics (MA)	December 15	May 1	no intake
Disability Management (MA)	December 15	no intake	no intake
Education (MEd -- Counselling Specialization)	December 15	no intake	no intake
Education (MEd -- Multidisciplinary Leadership Specialization)	December 15**	no intake	December 15**
Education (MEd -- Special Education Specialization)	December 15	no intake	no intake
English (MA)	December 15	no intake	no intake
First Nations Studies (MA)	December 15	no intake	no intake
Gender Studies (MA)	December 15	May 1	no intake
Health Sciences (MSc)	December 15	no intake	no intake
Health Sciences (PhD)	December 15	no intake	no intake
History (MA)	December 15	September 15	no intake

Integrated Wood Design (MEng)	no intake	May 1	no intake
Interdisciplinary Studies (MA and MSc)	December 15**	May 1	December 15**
International Studies (MA)	December 15	May 1	no intake
Mathematical, Computer, Physical, and Molecular Sciences (MSc)	December 15	May 1	no intake
Natural Resources and Environmental Studies (MA)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (MNRES)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (MSc)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (PhD)	December 15**	May 1	December 15**
Nursing (MScN) (MScN: FNP)	December 15 December 15	May 1 no intake	no intake no intake
Political Science (MA)	December 15	May 1	no intake
Psychology (MSc)	December 15	no intake	no intake
Psychology (PhD)	December 15	no intake	no intake
Social Work (MSW)	December 15	no intake	no intake

* Applications for admission should be submitted as early as possible to the Office of the Registrar. Incomplete applications and applications received after the deadlines will be considered late and may not be processed in time to permit admission.

** Applications for admission are accepted for one semester only. Applicants must indicate whether they are applying to the May or September Semester.

Admission to a Graduate Program is valid only for the semester indicated in the letter of offer of admission.

The University of Northern British Columbia specifically reserves the right to exercise its sole, absolute, and unfettered discretion in admitting individuals to the University, its programs, or courses.

Applicants who have been offered admission to a graduate program must indicate, in writing, their intention to accept or decline the offer of admission within 30 days. Failure to notify the University may result in cancellation of the offer of admission.

In order to be considered for admission to Graduate Programs, all applicants must provide the following to the Office of the Registrar by the deadlines noted above:

1. Application form for admission to Graduate Programs.
2. Application fee.
3. Document evaluation fee (if applicable). Please see Fees.
4. Three assessment reports (letters of reference) sent directly to UNBC from the referees.
5. Official transcripts (one copy) from all post-secondary institutions attended.
6. Statement of Academic Interests (letter of intent).
7. Official English Language Test Scores (required for applicants whose first language is NOT English) sent directly to UNBC from the testing agencies.

The following programs require the submission of additional application material in order to complete the application: Business Administration; Community Health Science; Development Economics; Disability Management; Education (Counselling); English; Health Sciences; History; Interdisciplinary Studies; International Studies; Mathematical, Computer, and Physical Sciences; Natural Resources and Environmental Studies; Nursing and Family Nurse Practitioner; Psychology; and Social Work. See individual program listings for further information.

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

1.0 General Admission

Application information is available at the Apply to Graduate Programs web site or from the Office of the Registrar. The requirements for admissibility include, but are not limited to, an acceptable academic standing (see 1.3.2), acceptable letters of reference, the availability of a supervisor within the program concerned, and the availability of adequate space and facilities.

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Education (MEd -- Multidisciplinary Leadership Specialization)	December 15**	no intake	December 15**
Education (MEd -- Special Education Specialization)	December 15	no intake	no intake
<u>Engineering (MAsc in Engineering)</u>	<u>December 15</u>	<u>May 1</u>	<u>December 15</u>
English (MA)	December 15	no intake	no intake
First Nations Studies (MA)	December 15	no intake	no intake
Gender Studies (MA)	December 15	May 1	no intake
Health Sciences (MSc)	December 15	no intake	no intake

Health Sciences (PhD)	December 15	no intake	no intake
History (MA)	December 15	September 15	no intake
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Mathematical, Computer, Physical, and Molecular Sciences (MSc)	December 15	May 1	no intake
Natural Resources and Environmental Studies (MA)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (MNRES)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (MSc)	December 15**	May 1	December 15**
Natural Resources and Environmental Studies (PhD)	December 15**	May 1	December 15**
Nursing (MScN) (MScN: FNP)	December 15 December 15	May 1 no intake	no intake no intake
Political Science (MA)	December 15	May 1	no intake
Psychology (MSc)	December 15	no intake	no intake
Psychology (PhD)	December 15	no intake	no intake
Social Work (MSW)	December 15	no intake	no intake

* Applications for admission should be submitted as early as possible to the Office of the Registrar. Incomplete applications and applications received after the deadlines will be considered late and may not be processed in time to permit admission.

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The following programs require the submission of additional application material in order to complete the application: Business Administration; Community Health Science; Development Economics; Disability Management; Education (Counselling); Engineering; English; Health Sciences; History; Interdisciplinary Studies; International Studies; Mathematical, Computer, and Physical Sciences; Natural Resources and Environmental Studies; Nursing and Family Nurse Practitioner; Psychology; and Social Work. See individual program listings for further information.

6. Authorization:

Program / Academic / Administrative Unit: MASC Graduate Program Committee

College: Science and Management

College Council Motion Number:

College Council Approval Date:

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: # pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201612.06

Moved by: General Consent

Seconded by: General Consent

Committee Decision: CARRIED as amended.

Approved by SCAD: December 6, 2016
Date



Chair's Signature

For recommendation to ✓ , or information of Senate.

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the title Dean, Graduate Programs be changed on noted pages (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 Graduate Calendar Admissions and Regulations section, be approved as proposed.

1. **Effective date:** December 14, 2016
2. **Rationale for the proposed revisions:** to reflect the strategic realignment of Graduate Programs as part of Research to reflect link of Graduate Programs and Faculty researchers and streamline student processes
3. **Implications of the changes for other programs, etc., if applicable:** none
4. **Reproduction of current Calendar entry for the item to be revised:**

1.1 English Language Requirements

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadian First Nations language speakers are exempted from this requirement. Students who have completed a degree program entirely in the English Language at a recognized institution from a country approved by UNBC where English is an official language may be exempted from this requirement. A listing of English Language Proficiency test exempt countries is maintained by the Office of the Registrar. Applicants from countries not on the waiver list who have completed their four year undergraduate degree entirely in the English language may request a waiver of the English Language Proficiency Requirement. The Office of the Registrar and the Dean of Graduate Programs, in consultation with programs, will assess each waiver and supporting documentation. Waivers are not guaranteed. The decision of the Office of the Registrar and the Dean of Graduate Programs will be final. It is recommended that applicants for whom English is not their primary language submit an accepted English Language Proficiency test score.

1.3 Admission to Master's Degrees

1.3.3 A faculty member who wishes to supervise an applicant who has a four-year (120 credit hours) Baccalaureate degree (or equivalent) that does not meet the GPA requirements stated above and who obtains the recommendation of the appropriate program must have approval from the Dean of Graduate Programs who admits the applicant. The applicant must

have significant formal training and relevant professional experience to offset such GPA deficiencies.

1.4 Admission to the Master's Degree as a Conditionally Admitted Mature Student

Five years after completion of a Baccalaureate degree as defined in 1.3.1, applicants whose academic record is such that they would not be admissible to a Master's program may be admitted conditionally as mature students, provided they are recommended by the appropriate Program. Such recommendations must be made in writing by the Program and approved by the Dean of Graduate Programs.

The minimum grade point average for admission to a Master's program as a conditionally admitted mature student is 2.67 (''B-'').

A student conditionally admitted to a graduate program must earn a grade point average of at least 3.00 (B) in each of the first two 3 credit hour graduate courses taken. The first two courses will be determined by the Program and approved by the Dean of Graduate Programs. If this condition is successfully met, the student's status will be changed to regular graduate student status. If it is not, the student will be required to withdraw from the program.

1.5 Admission to Non-degree Coursework

1.5.2 Exchange graduate students are those covered by the Western Deans' Agreement (see 2.6.1 for the Western Deans' Agreement) or other formal exchange agreement. If a student is admitted under the Western Deans' Agreement or other formal exchange agreement, all tuition fees at UNBC will be waived; however, ancillary student fees will be charged. Applicants in this category must submit a completed Application for Admission to Graduate Programs and the completed and duly signed Western Deans' Agreement form from the Dean of Graduate Programs at their home institution (if applicable) certifying the applicant as an exchange student, under the provisions of the Agreement. Courses to be taken toward their degree must be specified in the documentation. No other supporting material is required. Students must request that an official transcript be sent directly to their home institution upon completion of course work.

1.5.4 If a student admitted as a non-degree student is later admitted to a graduate degree program, course work taken as a non-degree student may be applied to the graduate program subject to the recommendation of the supervisory committee and the approval of the Dean of Graduate Programs.

1.7 Upgrading for Admission to Graduate Programs

Individuals wishing to apply to graduate programs may not meet the normal requirements for admission. Such cases normally fall into either of the following categories:

1.7.1 Admission requirements satisfied but course background inappropriate or prerequisites lacking Upon the recommendation of the Program concerned, the Dean of Graduate Programs may approve the inclusion of the missing background or prerequisites as part of the requirements for the Master's degree.

1.7.2 Pre-Entry Program When admission requirements are not satisfied and upon the recommendation of the Program concerned, the Dean of Graduate Programs may approve a pre-entry program of undergraduate course work totalling at least 12 credit hours of upper division courses. An average of not less than 3.33 (B+) must be achieved in the course work, and no course must be completed at a level below 2.67 (B-). Courses taken for a pre-entry program may not be used for credit towards a graduate degree. Students approved by

the Dean of Graduate Programs for a pre-entry program are guaranteed admission to the appropriate Graduate Program upon successful completion of the recommended courses.

1.7.3 Graduate course challenge is not permitted.

1.9 Permission for Undergraduates to Take Graduate Coursework

1.9.1 Students in their final year of a Bachelor's degree program at the University of Northern British Columbia who have a grade point average of at least 3.33 (B+) in the last 30 credit hours of course work attempted and have completed all required lower-division course work may be permitted to register in a maximum of 6 credit hours of graduate courses at the Master's level with the permission of the Instructor and the Graduate Program concerned and with the approval of the Dean of Graduate Programs. If a student is subsequently admitted to a Graduate Program, graduate courses used for credit toward an undergraduate program cannot be used for credit toward a graduate program.

2.0 Registration Procedures and Status

2.5 Withdrawal from the University

Students in degree programs who wish to withdraw, either temporarily or permanently, must do so formally in accordance to the following procedures.

2.5.1 Students who wish to request a leave of absence must apply using the Leave of Absence Form to the Dean of Graduate Programs, with supporting documentation from their supervisor, and with detailed documentation (E.g., a doctor's note) explaining the need for such a leave. A student should apply prior to the beginning of the leave of absence or in the same academic year if the request is retroactive. A leave of absence is normally for no more than one year in a graduate degree program. Under exceptional circumstances and only as recommended by the supervisor and approved by the Dean of Graduate Programs, a further leave of absence may be granted. Students cannot undertake academic or research work nor use any of the University's facilities during the period of leave. After the leave of absence is completed, students must register for the next semester. The transcript will record the notation: "Leave of Absence".

2.5.2 Time spent on an approved leave of absence (see Regulation 2.5.1) is not counted as part of the total time allowed for completion of the degree program (see Regulation 4.2).

2.5.3 Students who wish to withdraw from their Graduate Program and have their transcript indicate that they were in good standing when they withdrew, must apply using the Request to Withdraw Form to the Dean of Graduate Programs, with supporting documentation from their supervisor. The transcript will record the notation: "Withdrawn with Permission".

2.5.4 The transcript of students who fail to notify the University of their intention to withdraw from their Graduate Program or who have not maintained continuity of registration in accordance with Regulation 2.2.1 will record the notation "Withdrawn without Permission".

2.6 Letter of Permission for Studies Elsewhere

Students currently registered in a Graduate Program who wish to undertake studies at another institution for transfer credit toward their graduate degree at the University of Northern British Columbia must apply in writing to the Dean of Graduate Programs, specifying the host institution, the courses to be taken, and their credit values. The application must be supported by the supervisor. Students must request that an official transcript be sent directly to the Office of the Registrar at UNBC from the host institution upon completion of the course work.

Note: Students are required to maintain continuous registration and pay the fees for the semester at the University of Northern British Columbia while studying elsewhere.

2.6.1 Western Deans' Agreement

Students currently registered in a graduate program who wish to undertake studies at a western Canadian university for transfer credit toward their graduate degree at the University of Northern British Columbia may be eligible for exchange status under the provision of the Western Deans' Agreement. Information and relevant forms are available from the Graduate Programs website, www.unbc.ca/graduateprograms, or at the Office of Graduate Programs. Students must include an outline of the course work that they propose to undertake, including a demonstration of the appropriateness of the selected course to act as a replacement of existing courses in the program of study. The application must be submitted to, and supported, by the supervisor. If the application is approved by the Dean of Graduate Programs, the university concerned is notified by the Office of Graduate Programs. All applicable tuition fees are waived by the host institution. However, ancillary student fees are still applied. All students attending other institutions under the provisions of the Western Deans' Agreement must register concurrently at the University of Northern British Columbia in their thesis or project, and pay the appropriate fees.

4.0 Regulations Governing Master's Programs

4.1 Course and Program Requirements

4.1.1 Graduate Programs Within the first semester of registration in a graduate degree program, the supervisor will forward to the Office of Graduate Programs a completed Graduate Program Approval Form on behalf of each student.

4.1.2 Graduate Supervision Unless otherwise specified, the graduate supervisor nominates the supervisory committee and the Program forwards the names to the Dean of Graduate Programs for approval, normally within one semester of the first registration in the thesis, project, practicum, comprehensive examination or dissertation.

4.1.6 UNBC course requirements and applicability of transfer of credit At least half of the course work taken must be completed as a degree candidate in a Graduate Program at the University of Northern British Columbia and be UNBC courses. On the recommendation of the Program concerned, the Dean of Graduate Programs may accept courses taken at other institutions for credit toward a UNBC graduate degree.

4.2 Time Limit

4.2.2 If a degree is not completed within the specified period following the first registration, the student will be withdrawn from the program. Under exceptional circumstances, time extensions may be granted by the Dean of Graduate Programs. Such requests for time extension must be made in writing to the Dean of Graduate Programs prior to the end of the semester in which the student's time limit expires. The request must include a timeline for the completion of the degree and a letter of support from the student's supervisor.

4.3 Academic Performance

A student who fails to meet academic standards, or whose thesis, project, practicum, or comprehensive examination is not progressing satisfactorily, may be required to withdraw by the Dean of Graduate Programs on the advice of the supervisor and supervisory committee.

4.3.1 Students must attain a Semester GPA of at least 3.00 (B) for every semester in which they are registered. Individual programs may set higher standards. Any student with a Semester GPA below 3.00 may be allowed to register in the next semester while their academic performance is reviewed by their supervisory committee. Continuation in their Graduate Program is recommended by the supervisory committee subject to approval by the Dean of Graduate Programs.

4.3.2 A grade of F in a course taken for credit in a Graduate Program must be reviewed by the supervisory committee and a recommendation must be made to the Dean of Graduate Programs concerning continuance of the student in the program. Such students will not be allowed to register in the next semester until approved to do so by the Dean of Graduate Programs.

4.3.3 Graduate students may not repeat graduate courses except under exceptional circumstances if recommended by the supervisory committee subject to approval by the Dean of Graduate Programs.

4.3.4 The supervisor, in consultation with the supervisory committee (if applicable) and the student, completes a progress report for students registered in a thesis, project, practicum, or comprehensive examination on a yearly basis and submits it to the Dean of Graduate Programs for approval. If the progress report indicates a second Needs Improvement or Unsatisfactory progress, the supervisory committee, with the Graduate Program Chair, reviews the student's continuation in a formal continuance review meeting and submits recommendations to the Dean of Graduate Programs for final decision.

4.3.5 Conditions may be imposed by the Dean of Graduate Programs for continuation in the program. The conditions normally must be met within the next semester or the student will be required to withdraw.

4.4 Academic Supervision

4.4.1 Supervisor Each Master's student shall have, at the time of their application for admission, identified and gained the agreement of a member of the faculty assigned as a supervisor (or academic advisor). Subject to an offer of admission to the program, the agreement is approved by the Dean of Graduate Programs.

The supervisor and student must maintain contact through mutually agreed upon regular meetings. Supervisors who expect to be absent from the University for an extended period of time (including during sabbaticals) are responsible for making suitable arrangements (including the appointment of a temporary replacement) with the student and the chair of the program, or if applicable the chair of the graduate committee for the continued supervision of the student or the nomination of another supervisor. All changes of this nature must be approved by the Dean of Graduate Programs who can recommend further changes of the supervisor or supervisory committee.

4.4.2 Supervisory Committee Each student shall have a supervisory committee nominated by the Program and approved by the Dean of Graduate Programs. The chair of this committee shall be the supervisor.

....

All such changes require the approval of the Dean of Graduate Programs who may recommend further changes of the supervisor or supervisory committee.

4.5 Final Oral Examinations and Examining Committees

4.5.1 General Regulations

- b. Degrees that have a final examination by project, comprehensive exam, major paper, etc., may be examined in a manner agreed upon by the Program and the Dean of Graduate Programs; otherwise, the examination shall be as for theses.
- c. For all theses, students may proceed to an oral examination when the supervisory committee is satisfied that the scholarly work represents an examinable document for the degree requirements. The supervisory committee and student confirm this by signing the Request for Oral Examination and Appointment of an External Examiner form. This form must be submitted to the Dean of Graduate Programs at least six weeks before the anticipated date of oral examination. Two copies of the document are required by the Office of Graduate Programs upon submission of the Request for Oral Examination and Appointment of an External Examiner form. One copy of the document is forwarded to the External Examiner by the Office of Graduate Programs.
- e. The Dean of Graduate Programs (or designate) acts as Chair at the oral examination. Any tenured member of the faculty at the Associate Professor level or higher with extensive experience in Graduate Programs is eligible to serve as the Dean's designate.
- f. Normally, the oral examinations are open to the University community. Copies of the thesis abstract shall be made available to all those attending the examination. The Dean of Graduate Programs or designate shall have the right to attend all phases of the examination. In rare circumstances where a public examination would be detrimental to the student or the sponsor of the research to have it made public, the author of the thesis, project or dissertation may request a closed oral examination. The request for a closed oral examination must be made in writing to the Dean of Graduate Programs for review and approval when the Request for Oral Examination is made.

4.5.2 Examining Committees ...

For Master's degrees without a thesis, the membership of the final oral examining committee and the examination procedure shall be determined and approved by the Program and the Dean of Graduate Programs (see 4.5.1a)..

4.5.4 Results of Oral Examinations The decision of the examining committee shall be based on the content of the scholarly work or thesis as well as the candidate's ability to defend it. After the examination, the committee shall recommend to the Dean of Graduate Programs one of the following results:

d. Adjournment of the Examination

...

When an examination is adjourned, each member of the examining committee shall make a written report to the Dean of Graduate Programs within 14 calendar days of the date of the oral examination. After reviewing these reports the Dean sets a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination. If the date for reconvening falls outside the last day of the semester in which the adjourned oral examination took place, registration for the subsequent semester is required in order to maintain continuous registration (See 2.2.1).

e. Failure

If two or more members of the examining committee are opposed to passing the student, the student will not be recommended for the degree. In this case, the examining committee shall make a written report to the Dean of Graduate Programs within 14 calendar days from the date of the oral examination outlining the reasons for this decision. A student who fails the oral examination has the right to appeal, and should consult with the Office of the Registrar regarding the appropriate procedures.

7.0 Regulations Governing Doctoral Programs

7.1 Admission to Doctoral Degrees

7.1.3 *The Dean of Graduate Programs may approve the admission of an applicant to a Doctoral program without a Master's degree if the applicant has received a Baccalaureate degree from a recognized institution with a Cumulative GPA of at least 3.67 (A-) and has completed at least two semesters of a Master's degree program at the University of Northern British Columbia with a cumulative GPA of at least 3.67 (A-).*

7.1.4 *Continuation to a Doctoral Program Students enrolled in a Master's program at the University of Northern British Columbia may continue to a Doctoral program prior to completion of the Master's degree. Students may apply to be transferred to Doctoral status no sooner than two semesters after initial registration in the Master's program at the University of Northern British Columbia. After a review, which must include an evaluation by the student's supervisory committee, the Program will recommend to the Dean of Graduate Programs one of the following:*

Students admitted to a Doctoral program under 7.1.4.a must complete courses from the Master's and Doctoral programs as recommended by the existing Supervisory Committee and approved by the Dean of Graduate Programs.

7.2 Minimum Requirements

The minimum requirement for a Doctoral degree is 24 credit hours of coursework beyond the Master's level, or 36 credit hours of coursework beyond the Bachelor's level, and satisfactory completion of the prescribed program. Individual programs may require more credit hours of coursework.

7.3 The Dissertation

A Doctoral program requires a broad and comprehensive knowledge of the field or fields of study, such knowledge to be demonstrated through a candidacy examination. It also requires the completion of a research project culminating in a dissertation which meets the requirements and standards of Graduate Programs. This dissertation must contain original work, and must be a significant and original contribution to knowledge in the candidate's field(s) of study. It must contain evidence of broad knowledge of the relevant literature, and must demonstrate a critical understanding of the works of scholars eminent in the field(s) related to the dissertation. The dissertation should, in the opinion of scholars in the field(s), merit publication, in whole or in part.

The general style and form of dissertations may differ from program to program, but all dissertations must be presented in a form which constitutes a connected and continuous text. The dissertation may contain material previously published by the candidate, whether alone or in conjunction with others. Such previously published material must be fully integrated into the dissertation. In such cases, the candidate's own work must be clearly distinguished from that of other researchers. The candidate is responsible at the final oral examination for defense of the entire contents of the dissertation.

*Before beginning to write the dissertation, the candidate should obtain a copy of the **Formatting Guidelines For Graduate Dissertations, Theses, Projects & Practicum Reports** from the Office of Graduate Programs; this document specifies the academic and technical requirements necessary to ensure that the work is acceptable to the University and to the National Library of Canada.*

7.4 Language Requirements

A Doctoral program may require a reading knowledge of one or more languages other than English. Language requirements will be set for individual students by their supervisory committees according to the regulations of the Programs and shall as a rule be geared to the individual research requirements of each candidate. Where language requirements are set, they shall be considered part of the student's program, and must be met at the latest before the student defends the dissertation.

7.5 Course Transfer

On the recommendation of the Program concerned, the Dean of Graduate Programs may accept courses taken at other recognized universities for credit towards a Doctoral program. However, at least half of the courses taken for the degree must be taken as a graduate student at the University of Northern British Columbia.

7.7 Time Limit

...

7.7.2 If a degree is not awarded within seven years of the first registration, the student will be withdrawn from the program. Under exceptional circumstances, time extensions may be granted by the Dean of Graduate Programs. Such requests for time extension must be made in writing to the Dean of Graduate Programs prior to the end of the semester in which the student's time limit expires. The request must include a timeline for the completion of the degree, accompanied by supporting documentation from the student's supervisor.

7.8 Academic Supervision (Doctorate)

7.8.1 Supervision Each Doctoral candidate has, at the time of their application for admission, identified and gained the agreement of a member of faculty to act as supervisor. Subject to an offer of admission to the program, the agreement is approved by the Dean of Graduate Programs.

The Supervisor must be aware of, and adhere to, the various and relevant university regulations; must provide guidance to the student on the nature of research, the standards required, the adequacy of the student's progress, and the quality of the student's work; and must be accessible to the student to give advice and constructive criticism.

The Supervisor and student must maintain contact through regular meetings. Supervisors who expect to be absent from the University for an extended period of time (including during sabbaticals) must make suitable arrangements (including the appointment of a temporary replacement if appropriate) with the student and the Chair of the program, or if applicable the chair of graduate committee for the continued supervision of the student, or must request that the Program or College nominate another Supervisor to be approved by the Dean of Graduate Programs.

A member of a supervisory committee who has an adjunct or emeritus positions with UNBC cannot be the sole supervisor of a graduate student. A faculty member who leaves UNBC cannot remain as a sole supervisor for a graduate student. The chair of the degree program will be expected to ensure that a new supervisor or co-supervisor is appointed from existing faculty. All such changes require the approval of the Dean of Graduate Programs who may recommend further changes of the supervisor or supervisory committee.

7.8.2 Supervisory Committee Each student has a supervisory committee nominated by the chair of the program, or if applicable, the chair of the graduate committee and approved by the Dean of Graduate Programs. The chair of this committee will be the supervisor.

The duties of the committee include recommending a program of study chosen in conformity with degree program requirements, supervising the dissertation, and participating in a

final oral examination. The committee may conduct other examinations, and recommends to the Dean of Graduate Programs whether or not a degree shall be awarded to the candidate.

7.9 Doctoral Candidacy Examination

...

When a student has successfully completed the candidacy examination, the chair of the program, or if applicable the chair of graduate committee is responsible for sending confirmation signed by all members of the supervisory committee to the Dean of Graduate Programs.

...

7.10 Final Oral Examinations (Doctorate)

All Doctoral programs require a final oral examination. The regulations for such examinations are the same as for Master's programs, except as noted below.

7.10.1 Formation of the Examining Committee The final oral examining committee for the Doctoral degree shall consist of the Dean of Graduate Programs or designate as Chair, the supervisory committee, and an external examiner from outside the university, who will normally attend the oral examination. At a minimum, the people attending the defence in person must be the student, supervisor (or one of the co-supervisors), the external examiner and one committee member.

Before the dissertation is forwarded to the external examiner, doctoral supervisory committee members shall each declare in writing to the supervisor and the Dean of Graduate Programs either that the dissertation is of adequate substance to warrant that the student proceed to the final examination or that the dissertation is unsatisfactory and that the student should not be allowed to proceed to the final oral examination. An evaluation of the dissertation's merits and deficiencies should accompany the declaration. A declaration of satisfactory does not constitute final approval of the dissertation. A judgement of unsatisfactory performance by a doctoral supervisory committee member will be reviewed by the Dean of Graduate Programs, but normally constitutes grounds for not sending a copy of the dissertation to the external examiner.

7.10.2 External Examiner A distinguished scholar with particular experience both in the field of the dissertation research and in supervising doctoral students shall be chosen as the external examiner.

The proposed external examiner must be in a position to review the dissertation objectively and to provide a critical analysis of the work and the presentation. It is therefore essential that the external examiner not have a current or previous association with the student, the supervisor, or the graduate program which would hinder this type of objective analysis. The external examiner should hold a PhD and an appointment with a recognized university or be a recognized scholar in their field, and have no past, current or planned involvement or association with the student or the supervisor. The supervisor and the student must submit a declaration to the Dean of Graduate Programs that neither party has performed collaborative research work with the external examiner within the last five years. The external examiner is required to attend the defence in person.

The external examiner is from outside UNBC and has no association with the program, supervisor or doctoral student. Ideally, they should be at associate or full professor rank if they are at a university or be of comparable stature if they are not at a university.

The student's supervisory committee recommends the external examiner, and the supervisor then makes an informal inquiry as to the prospective external examiner's willingness to serve. If the individual is prepared to serve, the nomination is then made by the

supervisor supported by the appropriate chair to the Dean of Graduate Programs who makes the formal invitation to the external examiner.

The formal request for defence shall be made to the Dean of Graduate Programs no less than eight weeks before the chosen date of defence. The application will only be considered for approval if certain conditions have been fulfilled included the approval of the external examiner and the identification of an appropriate defence date.

The Dean of Graduate Programs will request that the external examiner provide a detailed report on the merits and deficiencies of the dissertation, as well as an overall evaluation using the same categories as those used by internal examiners. The external examiner is requested to present the report to the Dean of Graduate Programs within one month of the receipt of the dissertation. Adequate time must be allowed for the transmission of the dissertation and the receipt of the report. A judgement of unsatisfactory performance by the external examiner will be reviewed by the Dean of Graduate Programs, but normally constitutes a failed attempt of the dissertation defence.

7.10.3 Changes in the Examining Committee The Dean of Graduate Programs must also approve changes to the membership of the examining committee. No changes shall be made to the examining committee after the dissertation is distributed by the Office of Graduate Programs to the committee for examination. Should the dissertation not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and a new appointment shall be necessary.

7.10.5 Guidelines For Advancement to the Oral Examination When considering the candidate's advancement to the final oral examination, the doctoral supervisory committee members may wish to use the following guidelines:

- a. If all the reports judge the dissertation to be satisfactory, advancement to the oral examination should be automatic. The Office of Graduate Programs shall send copies of all reports to each doctoral supervisory committee member and also to the candidate.
- b. If one or more of the reports judge the dissertation to need major revisions, the Office of Graduate Programs shall send copies of all the reports to doctoral supervisory committee member and the Graduate Program Chair. Two copies of all the reports are sent to the supervisor who shall provide one copy to the candidate. The doctoral supervisory committee members should strive to provide the supervisor and the candidate with specific advice about the nature and scope of the revisions required and any other pertinent matters (such as the time that should elapse before the dissertation will be accepted for reconsideration).
- c. If the doctoral supervisory committee members judge an unfavorable report by an external examiner to be unwarranted, they may recommend, through the Graduate Program Chair, that the Dean of Graduate Programs submit the dissertation to a second external examiner.

7.10.6 Requirements Prior to Oral Examination Scheduling The examination will normally be held at the Prince George Campus. Exceptions must have the unanimous agreement of all doctoral supervisory committee members and the student. Normally, the oral examination shall be open to all members of the University of Northern British Columbia community. In exceptional cases, the final oral examination may be closed, for example, when the results of the dissertation research must be kept confidential for a period of time. In such cases, the doctoral supervisory committee members and Graduate Program Chair shall recommend such action to the Dean of Graduate Programs who may then approve that the final oral examination be closed to all but the examining committee and the Dean of Graduate Programs (or designate).

7.10.9 Report of the Committee The final judgment of the examiners on the dissertation and the oral examination shall be reported to the Dean of Graduate Programs in the term "pass" or "fail". The criteria for the nature of the pass or fail are as previously

detailed in section 4.5.4. The dissertation must be passed by the external examiner and a majority of members of the examining committee. In the case of a failure for the dissertation at the PhD level a detailed written report will be prepared by the Chair and made available to the candidate and also submitted to the Office of Graduate Programs.

A student who receives a failure on either the dissertation or the oral examination twice shall be required to withdraw from his/her doctoral program.

V. General Academic Regulations

10. Registration After the Published Revision Deadline Date

No graduate student is permitted to alter their registration for any course after the last date to revise registration as published in the Calendar except on the express written permission of the instructor and the Dean of Graduate Programs.

11. Change of Grade after Submission of Final Grades

Except for grade changes resulting from formal Academic Appeal, any changes in final grade after the initial grade submission must be transmitted to the Office of the Registrar through the Dean of Graduate Programs.

12. Repeating Courses

Graduate students may not repeat graduate courses except under exceptional circumstances and only with the approval of the Dean of Graduate Programs on the recommendation of the supervisory committee. In the event that a course is repeated, it is the second grade earned which will be used in the grade point average calculation.

17. Academic Distinction

Each year a very small number of students will be graduated with Distinction. Selection criteria take into account the student's overall academic record and, as appropriate, the quality of the thesis; and are applied by a Dean's Committee on Graduate Honours chaired by the Dean of Graduate Programs. Students do not apply for graduation with distinction.

33. Appeals Concerning Academic Program Matters

In the case of appeals concerning matters other than those listed above, the following procedures shall be followed:

- a. The student must meet with the supervisor, or the supervisory committee, or the Chair of the Program as appropriate (or, if the instructor is also the supervisor, the Chair, or, if the Chair is the supervisor, the College Dean, or, if the College Dean is the supervisor, the Provost) in an attempt to resolve the matter. Within 5 days of the meeting, the Chair of the Program (or College Dean) must send a written report of the meeting to the Dean of Graduate Programs, with a copy to the student. The report shall notify the Dean of Graduate Programs of the particulars of the case, and of the result of the meeting.
- b. If, after the process set out in 26.a) is completed, the student is unsatisfied with the result and wishes to continue the appeal, a written notice of the student's intention must be sent to the Dean of Graduate Programs within 15 days of receiving the letter from the Chair or other appropriate official. The Dean will acknowledge receipt of the notice within 5 days of receiving it.
- c. The Dean of Graduate Programs will conduct an investigation of the matter. In the course of this investigation, the Dean may ask for written reports from each member of the Committee. Committee members may submit reports even if not asked to do so. Copies

of all reports will be made available to the student. After reviewing these reports, the Dean of Graduate Programs will come to one of the following decisions:

- i. If the Dean is convinced that the process was appropriate, and that the reports clearly indicate academic deficiencies on the part of the student for which the original decision which led to the appeal was appropriate and reasonable, the Dean may decide to uphold the decision.
- ii. If the Dean is convinced that the examination or other assessment process was flawed or improper, the Dean may order a re-examination or other re-evaluation as appropriate. The new examination or evaluation will be conducted either by the same examining committee as the original one, or by a new one, as deemed appropriate by the Dean.
- iii. If the Dean is convinced that the examination or other process was correct, but that factors other than academic merit may have influenced the decision, the Dean may order a re-examination or a re-evaluation, as he/she deems appropriate. The new examination or evaluation will be conducted either by the same examining committee as the original one, or by a new one, as deemed appropriate by the Dean.
- iv. If the Dean is convinced that a new examination or evaluation is unlikely to resolve the issue, or if the result of the new examination or evaluation is appealed, he/she may, with the consent of the Program, appoint external assessors to evaluate the student's performance.
- v. In all cases concerning appeals, a further appeal may be made to the Senate Committee on Academic Appeals which shall deal with it according to its rules of procedure (see Academic Regulation 28).

34. Appeals Concerning Academic Relationships

Appeals may arise out of other difficulties involving the academic relationship between students and faculty members. It is sometimes necessary, for instance, for a student to change supervisors, or a student may have other difficulties with a supervisor, or a student may have difficulties of a personal nature with a faculty member. Because the personal and professional relationship between student and faculty member can become entangled, and because problems of this sort can be perceived as potentially career-threatening by a student, there is a need for a process by which a student can seek mediation and resolution in such cases. Because each is different, and because a formal committee procedure as outlined under Academic Regulation 24 may not be appropriate in such cases, the following procedure shall be followed:

- a. A student experiencing such difficulties should attempt to resolve them informally at the level of the individual instructor or the Program Chair.
- b. If this cannot be done, or if the nature of the problem is such that the student does not wish to attempt it, the student should seek the advice of the Dean of Graduate Programs, who shall follow one of the following procedures:
 - i. If the Dean of Graduate Programs thinks it advisable, the Dean shall seek to bring about a solution through informal means.
 - ii. If in the opinion of the Dean of Graduate Programs the complaint is invalid, the Dean of Graduate Programs shall advise the student of this opinion, and take no further action.
 - iii. If in the opinion of the Dean the complaint is valid but an informal solution is unlikely, or if the Dean has attempted an informal solution and has failed, he/she shall advise the student of this fact.
 - iv. In the case of 31.b) ii) and 31.b) iii), the student may choose not to proceed further, or the student may choose to proceed with the matter. In the latter case, the student shall make a written complaint, through the Registrar, to the Senate Committee on Academic Appeals which shall consider it according to its rules of procedure.

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

1.1 English Language Requirements

English is the primary language of instruction and communication at UNBC. Consequently, it is expected that an applicant be able to demonstrate an acceptable level of proficiency in the use of English in order to receive and participate in classroom instruction and discussion as well as to complete written assignments.

Applicants whose first language is not English, regardless of citizenship or country of origin, must submit evidence of English language proficiency prior to admission. French-speaking Canadians and Canadian First Nations language speakers are exempted from this requirement. Students who have completed a degree program entirely in the English Language at a recognized institution from a country approved by UNBC where English is an official language may be exempted from this requirement. A listing of English Language Proficiency test exempt countries is maintained by the Office of the Registrar. Applicants from countries not on the waiver list who have completed their four year undergraduate degree entirely in the English language may request a waiver of the English Language Proficiency Requirement. The Office of the Registrar and the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate, in consultation with programs, will assess each waiver and supporting documentation. Waivers are not guaranteed. The decision of the Office of the Registrar and the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate will be final. It is recommended that applicants for whom English is not their primary language submit an accepted English Language Proficiency test score.

1.3 Admission to Master's Degrees

1.3.3 A faculty member who wishes to supervise an applicant who has a four-year (120 credit hours) Baccalaureate degree (or equivalent) that does not meet the GPA requirements stated above and who obtains the recommendation of the appropriate program must have approval from the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate who admits the applicant. The applicant must have significant formal training and relevant professional experience to offset such GPA deficiencies.

1.4 Admission to the Master's Degree as a Conditionally Admitted Mature Student

Five years after completion of a Baccalaureate degree as defined in 1.3.1, applicants whose academic record is such that they would not be admissible to a Master's program may be admitted conditionally as mature students, provided they are recommended by the appropriate Program. Such recommendations must be made in writing by the Program and approved by the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate.

The minimum grade point average for admission to a Master's program as a conditionally admitted mature student is 2.67 (''B-'').

A student conditionally admitted to a graduate program must earn a grade point average of at least 3.00 (B) in each of the first two 3 credit hour graduate courses taken. The first two courses will be determined by the Program and approved by the ~~Dean of Graduate Programs~~Vice Provost Student Recruitment or designate. If this condition is successfully met, the student's status will be changed to regular graduate student status. If it is not, the student will be required to withdraw from the program.

1.5 Admission to Non-degree Coursework

1.5.2 Exchange graduate students are those covered by the Western Deans' Agreement (see 2.6.1 for the Western Deans' Agreement) or other formal exchange agreement. If a student

is admitted under the Western Deans' Agreement or other formal exchange agreement, all tuition fees at UNBC will be waived; however, ancillary student fees will be charged. Applicants in this category must submit a completed Application for Admission to Graduate Programs and the completed and duly signed Western Deans' Agreement form ~~from the Dean of Graduate Programs~~ at their home institution (if applicable) certifying the applicant as an exchange student, under the provisions of the Agreement. Courses to be taken toward their degree must be specified in the documentation. No other supporting material is required. Students must request that an official transcript be sent directly to their home institution upon completion of course work.

1.5.4 If a student admitted as a non-degree student is later admitted to a graduate degree program, course work taken as a non-degree student may be applied to the graduate program subject to the recommendation of the supervisory committee and the approval of the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate.

1.7 Upgrading for Admission to Graduate Programs

Individuals wishing to apply to graduate programs may not meet the normal requirements for admission. Such cases normally fall into either of the following categories:

1.7.1 Admission requirements satisfied but course background inappropriate or prerequisites lacking Upon the recommendation of the Program concerned, the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate may approve the inclusion of the missing background or prerequisites as part of the requirements for the Master's degree.

1.7.2 Pre-Entry Program When admission requirements are not satisfied and upon the recommendation of the Program concerned, the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate may approve a pre-entry program of undergraduate course work totaling at least 12 credit hours of upper division courses. An average of not less than 3.33 (B+) must be achieved in the course work, and no course must be completed at a level below 2.67 (B-). Courses taken for a pre-entry program may not be used for credit towards a graduate degree. Students approved by the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate for a pre-entry program are guaranteed admission to the appropriate Graduate Program upon successful completion of the recommended courses.

1.7.3 Graduate course challenge is not permitted.

1.9 Permission for Undergraduates to Take Graduate Coursework

1.9.1 Students in their final year of a Bachelor's degree program at the University of Northern British Columbia who have a grade point average of at least 3.33 (B+) in the last 30 credit hours of course work attempted and have completed all required lower-division course work may be permitted to register in a maximum of 6 credit hours of graduate courses at the Master's level with the permission of the Instructor and the Graduate Program concerned and with the approval of the ~~Dean of Graduate Programs~~ Vice President Research and Graduate Programs or designate. If a student is subsequently admitted to a Graduate Program, graduate courses used for credit toward an undergraduate program cannot be used for credit toward a graduate program.

2.0 Registration Procedures and Status

2.5 Withdrawal from the University

Students in degree programs who wish to withdraw, either temporarily or permanently, must do so formally in accordance to the following procedures.

2.5.1 Students who wish to request a leave of absence must apply using the Leave of Absence Form to the ~~Dean of Graduate Programs~~Office of Graduate Programs, with supporting documentation from their supervisor, and with detailed documentation (E.g., a doctor's note) explaining the need for such a leave. A student should apply prior to the beginning of the leave of absence or in the same academic year if the request is retroactive. A leave of absence is normally for no more than one year in a graduate degree program. Under exceptional circumstances and only as recommended by the supervisor and approved by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate, a further leave of absence may be granted. Students cannot undertake academic or research work nor use any of the University's facilities during the period of leave. After the leave of absence is completed, students must register for the next semester. The transcript will record the notation: "Leave of Absence".

2.5.2 Time spent on an approved leave of absence (see Regulation 2.5.1) is not counted as part of the total time allowed for completion of the degree program (see Regulation 4.2).

2.5.3 Students who wish to withdraw from their Graduate Program and have their transcript indicate that they were in good standing when they withdrew, must apply using the Request to Withdraw Form to the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate, with supporting documentation from their supervisor. The transcript will record the notation: "Withdrawn with Permission".

2.5.4 The transcript of students who fail to notify the University of their intention to withdraw from their Graduate Program or who have not maintained continuity of registration in accordance with Regulation 2.2.1 will record the notation "Withdrawn without Permission".

2.6 Letter of Permission for Studies Elsewhere

Students currently registered in a Graduate Program who wish to undertake studies at another institution for transfer credit toward their graduate degree at the University of Northern British Columbia must apply in writing to the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate, specifying the host institution, the courses to be taken, and their credit values. The application must be supported by the supervisor. Students must request that an official transcript be sent directly to the Office of the Registrar at UNBC from the host institution upon completion of the course work.

Note: Students are required to maintain continuous registration and pay the fees for the semester at the University of Northern British Columbia while studying elsewhere.

2.6.1 Western Deans' Agreement

Students currently registered in a graduate program who wish to undertake studies at a western Canadian university for transfer credit toward their graduate degree at the University of Northern British Columbia may be eligible for exchange status under the provision of the Western Deans' Agreement. Information and relevant forms are available from the Graduate Programs website, www.unbc.ca/graduateprograms, or at the Office of Graduate Programs. Students must include an outline of the course work that they propose to undertake, including a demonstration of the appropriateness of the selected course to act as a replacement of existing courses in the program of study. The application must be submitted to, and supported, by the supervisor. If the application is approved by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate, the university concerned is notified by the Office of Graduate Programs. All applicable tuition fees are waived by the host institution. However, ancillary student fees are still applied. All students attending other institutions under the provisions of the Western Deans' Agreement must register concurrently at the University of Northern British Columbia in their thesis or project, and pay the appropriate fees.

4.0 Regulations Governing Master's Programs

4.1 Course and Program Requirements

4.1.1 Graduate Programs Within the first semester of registration in a graduate degree program, the supervisor will forward to the Office of Graduate Programs a completed Graduate Program Approval Form on behalf of each student.

4.1.2 Graduate Supervision Unless otherwise specified, the graduate supervisor nominates the supervisory committee and the Program forwards the names to the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate for approval, normally within one semester of the first registration in the thesis, project, practicum, comprehensive examination or dissertation.

4.1.6 UNBC course requirements and applicability of transfer of credit At least half of the course work taken must be completed as a degree candidate in a Graduate Program at the University of Northern British Columbia and be UNBC courses. On the recommendation of the Program concerned, the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate may accept courses taken at other institutions for credit toward a UNBC graduate degree.

4.2 Time Limit

4.2.2 If a degree is not completed within the specified period following the first registration, the student will be withdrawn from the program. Under exceptional circumstances, time extensions may be granted by the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate. Such requests for time extension must be made in writing to the ~~Dean of Graduate Programs~~ Office of Graduate Programs prior to the end of the semester in which the student's time limit expires. The request must include a timeline for the completion of the degree and a letter of support from the student's supervisor.

4.3 Academic Performance

A student who fails to meet academic standards, or whose thesis, project, practicum, or comprehensive examination is not progressing satisfactorily, may be required to withdraw by the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate on the advice of the supervisor and supervisory committee.

4.3.1 Students must attain a Semester GPA of at least 3.00 (B) for every semester in which they are registered. Individual programs may set higher standards. Any student with a Semester GPA below 3.00 may be allowed to register in the next semester while their academic performance is reviewed by their supervisory committee. Continuation in their Graduate Program is recommended by the supervisory committee subject to approval by the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate.

4.3.2 A grade of F in a course taken for credit in a Graduate Program must be reviewed by the supervisory committee and a recommendation must be made to the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate concerning continuance of the student in the program. Such students will not be allowed to register in the next semester until approved to do so by the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate.

4.3.3 Graduate students may not repeat graduate courses except under exceptional circumstances if recommended by the supervisory committee subject to approval by the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate.

4.3.4 The supervisor, in consultation with the supervisory committee (if applicable) and the student, completes a progress report for students registered in a thesis, project, practicum, or comprehensive examination on a yearly basis and submits it to the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate for approval. If the progress report indicates a second Needs Improvement or Unsatisfactory progress, the supervisory committee, with the Graduate Program Chair, reviews the student's continuation in a formal continuance review meeting and submits recommendations to the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate for final decision.

4.3.5 Conditions may be imposed by the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate for continuation in the program. The conditions normally must be met within the next semester or the student will be required to withdraw.

4.4 Academic Supervision

4.4.1 Supervisor Each Master's student shall have, at the time of their application for admission, identified and gained the agreement of a member of the faculty assigned as a supervisor (or academic advisor). Subject to an offer of admission to the program, the agreement is approved by the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate.

The supervisor and student must maintain contact through mutually agreed upon regular meetings. Supervisors who expect to be absent from the University for an extended period of time (including during sabbaticals) are responsible for making suitable arrangements (including the appointment of a temporary replacement) with the student and the chair of the program, or if applicable the chair of the graduate committee for the continued supervision of the student or the nomination of another supervisor. All changes of this nature must be approved by the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate who can recommend further changes of the supervisor or supervisory committee.

4.4.2 Supervisory Committee Each student shall have a supervisory committee nominated by the Program and approved by the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate. The chair of this committee shall be the supervisor.

....

All such changes require the approval of the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate who may recommend further changes of the supervisor or supervisory committee.

4.5 Final Oral Examinations and Examining Committees

4.5.1 General Regulations

- b. Degrees that have a final examination by project, comprehensive exam, major paper, etc., may be examined in a manner agreed upon by the Program and the Dean of Graduate Programs Vice President, Research and Graduate Programs or designate; otherwise, the examination shall be as for theses.
- c. For all theses, students may proceed to an oral examination when the supervisory committee is satisfied that the scholarly work represents an examinable document for the degree requirements. The supervisory committee and student confirm this by signing the Request for Oral Examination and Appointment of an External Examiner form. This form must be submitted to the Dean of Graduate Programs Office of Graduate Programs at least six weeks before the anticipated date of oral examination. Two copies of the document are required by the Office of Graduate Programs upon submission of the Request for Oral Examination and Appointment of an External Examiner form. One copy of the document is forwarded to the External Examiner by the Office of Graduate Programs.

- e. ~~The Dean of Graduate Programs~~Vice President, Research and Graduate Programs (or designate) acts as Chair at the oral examination. Any tenured member of the faculty at the Associate Professor level or higher with extensive experience in Graduate Programs is eligible to serve as the ~~Dean's~~Vice President's designate.
- f. Normally, the oral examinations are open to the University community. Copies of the thesis abstract shall be made available to all those attending the examination. The ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate shall have the right to attend all phases of the examination. In rare circumstances where a public examination would be detrimental to the student or the sponsor of the research to have it made public, the author of the thesis, project or dissertation may request a closed oral examination. The request for a closed oral examination must be made in writing to the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate for review and approval when the Request for Oral Examination is made.

4.5.2 Examining Committees ...

For Master's degrees without a thesis, the membership of the final oral examining committee and the examination procedure shall be determined and approved by the Program and the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate (see 4.5.1a)..

4.5.4 Results of Oral Examinations The decision of the examining committee shall be based on the content of the scholarly work or thesis as well as the candidate's ability to defend it. After the examination, the committee shall recommend to the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate one of the following results:

d. Adjournment of the Examination

...

When an examination is adjourned, each member of the examining committee shall make a written report to the ~~Dean of Graduate Programs~~Office of Graduate Programs within 14 calendar days of the date of the oral examination. After reviewing these reports the ~~Dean~~Vice President, Research and Graduate Programs or designate sets a date for reconvening the examination. ~~The Dean~~The Vice President or designate shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination. If the date for reconvening falls outside the last day of the semester in which the adjourned oral examination took place, registration for the subsequent semester is required in order to maintain continuous registration (See 2.2.1).

e. Failure

If two or more members of the examining committee are opposed to passing the student, the student will not be recommended for the degree. In this case, the examining committee shall make a written report to the ~~Dean of Graduate Programs~~Office of Graduate Programs within 14 calendar days from the date of the oral examination outlining the reasons for this decision. A student who fails the oral examination has the right to appeal, and should consult with the Office of the Registrar regarding the appropriate procedures.

7.0 Regulations Governing Doctoral Programs

7.1 Admission to Doctoral Degrees

7.1.3 ~~The Dean of Graduate Programs~~Vice Provost Student Recruitment or designate may approve the admission of an applicant to a Doctoral program without a Master's degree if

the applicant has received a Baccalaureate degree from a recognized institution with a Cumulative GPA of at least 3.67 (A-) and has completed at least two semesters of a Master's degree program at the University of Northern British Columbia with a cumulative GPA of at least 3.67 (A-).

7.1.4 Continuation to a Doctoral Program Students enrolled in a Master's program at the University of Northern British Columbia may continue to a Doctoral program prior to completion of the Master's degree. Students may apply to be transferred to Doctoral status no sooner than two semesters after initial registration in the Master's program at the University of Northern British Columbia. After a review, which must include an evaluation by the student's supervisory committee, the Program will recommend to the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate one of the following:

Students admitted to a Doctoral program under 7.1.4.a must complete courses from the Master's and Doctoral programs as recommended by the existing Supervisory Committee and approved by the ~~Dean of Graduate Programs~~ Vice Provost Student Recruitment or designate.

7.2 Minimum Requirements

The minimum requirement for a Doctoral degree is 24 credit hours of coursework beyond the Master's level, or 36 credit hours of coursework beyond the Bachelor's level, and satisfactory completion of the prescribed program. Individual programs may require more credit hours of coursework.

7.3 The Dissertation

A Doctoral program requires a broad and comprehensive knowledge of the field or fields of study, such knowledge to be demonstrated through a candidacy examination. It also requires the completion of a research project culminating in a dissertation which meets the requirements and standards of Graduate Programs. This dissertation must contain original work, and must be a significant and original contribution to knowledge in the candidate's field(s) of study. It must contain evidence of broad knowledge of the relevant literature, and must demonstrate a critical understanding of the works of scholars eminent in the field(s) related to the dissertation. The dissertation should, in the opinion of scholars in the field(s), merit publication, in whole or in part.

The general style and form of dissertations may differ from program to program, but all dissertations must be presented in a form which constitutes a connected and continuous text. The dissertation may contain material previously published by the candidate, whether alone or in conjunction with others. Such previously published material must be fully integrated into the dissertation. In such cases, the candidate's own work must be clearly distinguished from that of other researchers. The candidate is responsible at the final oral examination for defense of the entire contents of the dissertation.

Before beginning to write the dissertation, the candidate should obtain a copy of the *Formatting Guidelines For Graduate Dissertations, Theses, Projects & Practicum Reports* from the Office of Graduate Programs; this document specifies the academic and technical requirements necessary to ensure that the work is acceptable to the University and to the National Library of Canada.

7.4 Language Requirements

A Doctoral program may require a reading knowledge of one or more languages other than English. Language requirements will be set for individual students by their supervisory committees according to the regulations of the Programs and shall as a rule be geared to the individual research requirements of each candidate. Where language requirements are set, they shall be considered part of the student's program, and must be met at the latest before the student defends the dissertation.

7.5 Course Transfer

On the recommendation of the Program concerned, the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate may accept courses taken at other recognized universities for credit towards a Doctoral program. However, at least half of the courses taken for the degree must be taken as a graduate student at the University of Northern British Columbia.

7.7 Time Limit

...

7.7.2 If a degree is not awarded within seven years of the first registration, the student will be withdrawn from the program. Under exceptional circumstances, time extensions may be granted by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate. Such requests for time extension must be made in writing to the ~~Dean of Graduate Programs~~Office of Graduate Programs prior to the end of the semester in which the student's time limit expires. The request must include a timeline for the completion of the degree, accompanied by supporting documentation from the student's supervisor.

7.8 Academic Supervision (Doctorate)

7.8.1 Supervision Each Doctoral candidate has, at the time of their application for admission, identified and gained the agreement of a member of faculty to act as supervisor. Subject to an offer of admission to the program, the agreement is approved by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate.

The Supervisor must be aware of, and adhere to, the various and relevant university regulations; must provide guidance to the student on the nature of research, the standards required, the adequacy of the student's progress, and the quality of the student's work; and must be accessible to the student to give advice and constructive criticism.

The Supervisor and student must maintain contact through regular meetings. Supervisors who expect to be absent from the University for an extended period of time (including during sabbaticals) must make suitable arrangements (including the appointment of a temporary replacement if appropriate) with the student and the Chair of the program, or if applicable the chair of graduate committee for the continued supervision of the student, or must request that the Program or College nominate another Supervisor to be approved by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate.

A member of a supervisory committee who has an adjunct or emeritus positions with UNBC cannot be the sole supervisor of a graduate student. A faculty member who leaves UNBC cannot remain as a sole supervisor for a graduate student. The chair of the degree program will be expected to ensure that a new supervisor or co-supervisor is appointed from existing faculty. All such changes require the approval of the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate who may recommend further changes of the supervisor or supervisory committee.

7.8.2 Supervisory Committee Each student has a supervisory committee nominated by the chair of the program, or if applicable, the chair of the graduate committee and approved by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate. The chair of this committee will be the supervisor.

The duties of the committee include recommending a program of study chosen in conformity with degree program requirements, supervising the dissertation, and participating in a final oral examination. The committee may conduct other examinations, and recommends to the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate whether or not a degree shall be awarded to the candidate.

7.9 Doctoral Candidacy Examination

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When a student has successfully completed the candidacy examination, the chair of the program, or if applicable the Chair of Graduate Committee is responsible for sending confirmation signed by all members of the supervisory committee to the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate.

...

7.10 Final Oral Examinations (Doctorate)

All Doctoral programs require a final oral examination. The regulations for such examinations are the same as for Master's programs, except as noted below.

7.10.1 Formation of the Examining Committee The final oral examining committee for the Doctoral degree shall consist of the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate as Chair, the supervisory committee, and an external examiner from outside the university, who will normally attend the oral examination. At a minimum, the people attending the defence in person must be the student, supervisor (or one of the co-supervisors), the external examiner and one committee member.

Before the dissertation is forwarded to the external examiner, doctoral supervisory committee members shall each declare in writing to the supervisor and the ~~Dean of Graduate Programs~~ Office of Graduate Programs either that the dissertation is of adequate substance to warrant that the student proceed to the final examination or that the dissertation is unsatisfactory and that the student should not be allowed to proceed to the final oral examination. An evaluation of the dissertation's merits and deficiencies should accompany the declaration. A declaration of satisfactory does not constitute final approval of the dissertation. A judgement of unsatisfactory performance by a doctoral supervisory committee member will be reviewed by the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs or designate, but normally constitutes grounds for not sending a copy of the dissertation to the external examiner.

7.10.2 External Examiner A distinguished scholar with particular experience both in the field of the dissertation research and in supervising doctoral students shall be chosen as the external examiner.

The proposed external examiner must be in a position to review the dissertation objectively and to provide a critical analysis of the work and the presentation. It is therefore essential that the external examiner not have a current or previous association with the student, the supervisor, or the graduate program which would hinder this type of objective analysis. The external examiner should hold a PhD and an appointment with a recognized university or be a recognized scholar in their field, and have no past, current or planned involvement or association with the student or the supervisor. The supervisor and the student must submit a declaration to the ~~Dean of Graduate Programs~~ Office of Graduate Programs that neither party has performed collaborative research work with the external examiner within the last five years. The external examiner is required to attend the defence in person.

The external examiner is from outside UNBC and has no association with the program, supervisor or doctoral student. Ideally, they should be at associate or full professor rank if they are at a university or be of comparable stature if they are not at a university.

The student's supervisory committee recommends the external examiner, and the supervisor then makes an informal inquiry as to the prospective external examiner's willingness to serve. If the individual is prepared to serve, the nomination is then made by the supervisor supported by the appropriate Chair to the ~~Dean of Graduate Programs~~ Vice

President, Research and Graduate Programs or designate who makes the formal invitation to the external examiner.

The formal request for defence shall be made to the ~~Dean of Graduate Programs~~Office of Graduate Programs no less than eight weeks before the chosen date of defence. The application will only be considered for approval if certain conditions have been fulfilled included the approval of the external examiner and the identification of an appropriate defence date.

The ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate will request that the external examiner provide a detailed report on the merits and deficiencies of the dissertation, as well as an overall evaluation using the same categories as those used by internal examiners. The external examiner is requested to present the report to the ~~Dean of Graduate Programs~~Office of Graduate Programs within one month of the receipt of the dissertation. Adequate time must be allowed for the transmission of the dissertation and the receipt of the report. A judgement of unsatisfactory performance by the external examiner will be reviewed by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate, but normally constitutes a failed attempt of the dissertation defence.

7.10.3 Changes in the Examining Committee The ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate must also approve changes to the membership of the examining committee. No changes shall be made to the examining committee after the dissertation is distributed by the Office of Graduate Programs to the committee for examination. Should the dissertation not be submitted for examination within 12 months after the appointment of the examining committee, the committee appointment will lapse and a new appointment shall be necessary.

7.10.5 Guidelines For Advancement to the Oral Examination When considering the candidate's advancement to the final oral examination, the doctoral supervisory committee members may wish to use the following guidelines:

- a. If all the reports judge the dissertation to be satisfactory, advancement to the oral examination should be automatic. The Office of Graduate Programs shall send copies of all reports to each doctoral supervisory committee member and also to the candidate.
- b. If one or more of the reports judge the dissertation to need major revisions, the Office of Graduate Programs shall send copies of all the reports to doctoral supervisory committee member and the Graduate Program Chair. Two copies of all the reports are sent to the supervisor who shall provide one copy to the candidate. The doctoral supervisory committee members should strive to provide the supervisor and the candidate with specific advice about the nature and scope of the revisions required and any other pertinent matters (such as the time that should elapse before the dissertation will be accepted for reconsideration).
- c. If the doctoral supervisory committee members judge an unfavorable report by an external examiner to be unwarranted, they may recommend, through the Graduate Program Chair, that the ~~Dean of Graduate Programs~~Office of Graduate Programs submit the dissertation to a second external examiner.

7.10.6 Requirements Prior to Oral Examination Scheduling The examination will normally be held at the Prince George Campus. Exceptions must have the unanimous agreement of all doctoral supervisory committee members and the student. Normally, the oral examination shall be open to all members of the University of Northern British Columbia community. In exceptional cases, the final oral examination may be closed, for example, when the results of the dissertation research must be kept confidential for a period of time. In such cases, the doctoral supervisory committee members and Graduate Program Chair shall recommend such action to the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate who may then approve that the final oral examination be

closed to all but the examining committee and the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs (or designate).

7.10.9 Report of the Committee The final judgment of the examiners on the dissertation and the oral examination shall be reported to the ~~Dean of Graduate Programs~~Office of Graduate Programs in the term "pass" or "fail". The criteria for the nature of the pass or fail are as previously detailed in section 4.5.4. The dissertation must be passed by the external examiner and a majority of members of the examining committee. In the case of a failure for the dissertation at the PhD level a detailed written report will be prepared by the Chair and made available to the candidate and also submitted to the Office of Graduate Programs.

A student who receives a failure on either the dissertation or the oral examination twice shall be required to withdraw from his/her doctoral program.

V. General Academic Regulations

10. Registration After the Published Revision Deadline Date

No graduate student is permitted to alter their registration for any course after the last date to revise registration as published in the Calendar except on the express written permission of the instructor and the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate.

11. Change of Grade after Submission of Final Grades

Except for grade changes resulting from formal Academic Appeal, any changes in final grade after the initial grade submission must be transmitted to the Office of the Registrar ~~through the Dean of Graduate Programs~~.

12. Repeating Courses

Graduate students may not repeat graduate courses except under exceptional circumstances and only with the approval of the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate on the recommendation of the supervisory committee. In the event that a course is repeated, it is the second grade earned which will be used in the grade point average calculation.

17. Academic Distinction

Each year a very small number of students will be graduated with Distinction. Selection criteria take into account the student's overall academic record and, as appropriate, the quality of the thesis; and are applied by a Dean's Committee on Graduate Honours chaired by the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate. Students do not apply for graduation with distinction.

33. Appeals Concerning Academic Program Matters

In the case of appeals concerning matters other than those listed above, the following procedures shall be followed:

- a. The student must meet with the supervisor, or the supervisory committee, or the Chair of the Program as appropriate (or, if the instructor is also the supervisor, the Chair, or, if the Chair is the supervisor, the College Dean, or, if the College Dean is the supervisor, the Provost) in an attempt to resolve the matter. Within 5 days of the meeting, the Chair of the Program (or College Dean) must send a written report of the meeting to the ~~Dean of Graduate Programs~~Office of Graduate Programs, with a copy

- to the student. The report shall notify the ~~Dean of Graduate Programs~~Office of Graduate Programs of the particulars of the case, and of the result of the meeting.
- b. If, after the process set out in 26.a) is completed, the student is unsatisfied with the result and wishes to continue the appeal, a written notice of the student's intention must be sent to the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate within 15 days of receiving the letter from the Chair or other appropriate official. ~~The Dean~~The Vice President or designate will acknowledge receipt of the notice within 5 days of receiving it.
 - c. ~~The Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate will conduct an investigation of the matter. In the course of this investigation, ~~the Dean may ask for~~ written reports from each member of the Committee may be requested. Committee members may submit reports even if not asked to do so. Copies of all reports will be made available to the student. After reviewing these reports, ~~the Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate will come to one of the following decisions:
 - i. If ~~the Dean~~the Vice President is convinced that the process was appropriate, and that the reports clearly indicate academic deficiencies on the part of the student for which the original decision which led to the appeal was appropriate and reasonable, ~~the Dean~~Vice President may decide to uphold the decision.
 - ii. If ~~the Dean~~Vice President is convinced that the examination or other assessment process was flawed or improper, ~~the Dean~~Vice President may order a re-examination or other re-evaluation as appropriate. The new examination or evaluation will be conducted either by the same examining committee as the original one, or by a new one, as deemed appropriate by ~~the Dean~~Vice President.
 - iii. If ~~the Dean~~Vice President is convinced that the examination or other process was correct, but that factors other than academic merit may have influenced the decision, ~~the Dean~~Vice President may order a re-examination or a re-evaluation, as he/she deems appropriate. The new examination or evaluation will be conducted either by the same examining committee as the original one, or by a new one, as deemed appropriate by ~~the Dean~~Vice President.
 - iv. If ~~the Dean~~Vice President is convinced that a new examination or evaluation is unlikely to resolve the issue, or if the result of the new examination or evaluation is appealed, he/she may, with the consent of the Program, appoint external assessors to evaluate the student's performance.
 - v. In all cases concerning appeals, a further appeal may be made to the Senate Committee on Academic Appeals which shall deal with it according to its rules of procedure (see Academic Regulation 28).

34. Appeals Concerning Academic Relationships

Appeals may arise out of other difficulties involving the academic relationship between students and faculty members. It is sometimes necessary, for instance, for a student to change supervisors, or a student may have other difficulties with a supervisor, or a student may have difficulties of a personal nature with a faculty member. Because the personal and professional relationship between student and faculty member can become entangled, and because problems of this sort can be perceived as potentially career-threatening by a student, there is a need for a process by which a student can seek mediation and resolution in such cases. Because each is different, and because a formal committee procedure as outlined under Academic Regulation 24 may not be appropriate in such cases, the following procedure shall be followed:

- a. A student experiencing such difficulties should attempt to resolve them informally at the level of the individual instructor or the Program Chair.
- b. If this cannot be done, or if the nature of the problem is such that the student does not wish to attempt it, the student should seek the advice of the ~~Dean of Graduate Programs~~Vice President, Research and Graduate Programs or designate, who shall follow one of the following procedures:

- i. *If the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs thinks it advisable, the ~~Dean~~ Vice President shall seek to bring about a solution through informal means.*
- ii. *If in the opinion of the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs the complaint is invalid, the ~~Dean of Graduate Programs~~ Vice President, Research and Graduate Programs shall advise the student of this opinion, and take no further action.*
- iii. *If in the opinion of the ~~Dean~~ Vice President the complaint is valid but an informal solution is unlikely, or if the ~~Dean~~ Vice President has attempted an informal solution and has failed, he/she shall advise the student of this fact.*
- iv. *In the case of 31.b) ii) and 31.b) iii), the student may choose not to proceed further, or the student may choose to proceed with the matter. In the latter case, the student shall make a written complaint, through the Registrar, to the Senate Committee on Academic Appeals which shall consider it according to its rules of procedure.*

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

Program / Academic / Administrative Unit:

College:

College Council Motion Number:

College Council Approval Date:

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES

Brief Summary of Committee Debate:


Motion No.: SCAD201612.07

Moved by: General Consent

Seconded by: General Consent

Committee Decision: CARRIED as amended.

Approved by SCAD: December 6, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201612.10

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the title Dean, Graduate Programs be changed on page 18 (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 Undergraduate Calendar Admissions section, be approved as proposed.

1. **Effective date:** December 14, 2016
2. **Rationale for the proposed revisions:** to reflect the strategic realignment of Graduate Programs as part of Research to reflect link of Graduate Programs and Faculty researchers and streamline student processes
3. **Implications of the changes for other programs, etc., if applicable:** none
4. **Reproduction of current Calendar entry for the item to be revised:**
Permission for Undergraduates to Take Graduate Course Work

Students in their final year of a Bachelor's degree program at the University of Northern British Columbia who have a grade point average of at least 3.33 (B+) in the last 30 credit hours of course work attempted may be permitted to register in a maximum of six credit hours of graduate courses on the recommendation of the program concerned and with the consent of the Dean of Graduate Programs.

5. **Proposed revision with changes underlined and deletions indicated clearly using "strikethrough":**
Permission for Undergraduates to Take Graduate Course Work

Students in their final year of a Bachelor's degree program at the University of Northern British Columbia who have a grade point average of at least 3.33 (B+) in the last 30 credit hours of course work attempted may be permitted to register in a maximum of six credit hours of graduate courses on the recommendation of the program concerned and with the consent of the ~~Dean of Graduate Programs~~Vice President Research and Graduate Programs (or designate).

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

Program / Academic / Administrative Unit:

College:

College Council Motion Number:

College Council Approval Date:

Senate Committee on First Nations and Aboriginal Peoples Motion Number:

Senate Committee on First Nations and Aboriginal Peoples Meeting Date:

7. Other Information

Attachment Pages: 0 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:


Motion No.: SCAD201612.08

Moved by: General Consent

Seconded by: General Consent

Committee Decision: CARRIED

Approved by SCAD: December 6, 2016
Date



Chair's Signature

For recommendation to ✓ , or information of _____ Senate.

Motion Number (assigned by
Steering Committee of Senate): S-201612.11

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED REVISION OF CALENDAR ENTRY

Motion: That the change(s) to the Graduate Admissions Regulation 1.2 GRE Requirements for Graduate Programs on page 22 (in the print or PDF calendar accessible on the UNBC web page) of the 2016/2017 graduate calendar, be approved as proposed.

1. **Effective date:** January 2017
2. **Rationale for the proposed revisions:** It has recently been identified that some legacy references to the Counselling Services former location remains in the calendar. As well, listing the GRE's mailing address is unnecessary as services are now online. This motion is housekeeping, to clean up these out dated references.
3. **Implications of the changes for other programs, etc., if applicable:** None
4. **Reproduction of current Calendar entry for the item to be revised:**

1.2 GRE Requirement for Graduate Programs

The Graduate Record Examination (GRE) is prepared and scored by the GRE Board and Educational Testing Service. Applications are available from: Graduate Record Examinations, Box 6000, Princeton, NJ 08541- 6000, USA, or from the University's Counselling Services. UNBC's institution code is 0320. The GRE is used widely by universities to supplement undergraduate records and other qualifications for admission to graduate study.

GRE requirements are prescribed by individual programs. For some programs, completion of the examination is mandatory. Applicants are advised to check program listings for detailed information. However, the Office of Graduate Programs reserves the right to require a GRE score (on Subject and General Tests) for any applicant. Voluntary submission of a GRE score may facilitate the admission process.

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

1.2 GRE Requirement for Graduate Programs

The Graduate Record Examination (GRE) is prepared and scored by the GRE Board and Educational Testing Service. ~~Applications are available from: Graduate Record Examinations, Box 6000, Princeton, NJ 08541- 6000, USA, or from the University's Counselling Services.~~ UNBC's institution code is 0320. The GRE is used widely by universities to supplement undergraduate records and other qualifications for admission to graduate study.

GRE requirements are prescribed by individual programs. For some programs, completion of the examination is may be mandatory. Applicants are advised to check program listings for detailed information. However, the ~~Office of Graduate Programs~~ University of Northern British Columbia reserves the right to require a GRE score (on Subject and General Tests) for any applicant. Voluntary submission

of a GRE score may facilitate the admission process.

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

Program / Academic / Administrative Unit: Office of the Registrar

College: not applicable

College Council Motion Number: not applicable

College Council Approval Date: not applicable

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 ADMISSIONS AND DEGREES MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201612.09

Moved by: General Consent

Seconded by: General Consent

Committee Decision: CARRIED as amended.

Approved by SCAD: December 6, 2016
Date


Chair's Signature

For recommendation to ✓ , or information of Senate.

SENATE COMMITTEE ON ADMISSIONS AND DEGREES

PROPOSED MOTION

Motion: That the admission requirements for the Special Education Certificate Program be approved as proposed.

Effective Date: January 2017

Rationale:

UNBC has a mandate to deliver programs in the North for the North. In the field of Education, Special Education has always been an area of demand yet universities have not found ways to provide programs outside the BC Lower Mainland/Victoria with the exception of the existing UNBC MEd in Special Education program. This particular model gives UNBC the ability to do so without the necessity of research courses or an exit route (i.e., portfolio/comprehensive examination/project/thesis) which is the capstone course in the MEd in Special Education program.

This graduate certificate provides further flexibility for graduate students in the School of Education. As mentioned above, this particular delivery model gives UNBC the ability to present graduate-level education without the necessity of research courses or an exit route (i.e., portfolio/comprehensive examination/project/thesis). For admission requirements, we would follow the standard admissions protocols for the MEd in Special Education program.

Motion proposed by: Dr. Andrew Kitchenham – School of Education Chair

Academic Program: Education

Program Description

Special Education Graduate Certificate Program

The Special Education Graduate Certificate is designed to prepare students to provide professional services and leadership in Special Education and educational programs offered in schools and other educational institutions. This certificate is designed with the assumption that delivery will be via online and face to face (blended learning model). It will require a minimum of 15 graduate credits for completion.

Admission

Admission requirements are the same as for the Master of Education degree.

Required Courses

EDUC 622-4 Psychoeducational Assessment
EDUC 635-3 Educating Exceptional Students
EDUC 637-3 Interventions for Literacy Disorders

Implications for Other Programs / Faculties? None

College: CASHS

College Council / Committee Motion Number: (if applicable, or state "not applicable")

College Council / Committee Approval Date: (if applicable, or state "not applicable")

Attachment Pages (if applicable): # pages (fill in number of pages, or indicate "0" if none)

TO BE COMPLETED AFTER SCAD MEETING

Brief Summary of Committee Debate:

Motion No.: SCAD201612.12

Moved by: J. Cole

Seconded by: A. Fordjour

Committee Decision: CARRIED

Attachments: n/a

Approved by SCAD: December 8, 2016
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.



Motion Number (assigned by SCS): SCSB20161123.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the revised Terms and Conditions for the PG Driving For Life Award be approved.

Effective Date: 2017-2018 Academic Year

Rationale: To revise the PG Driving For Life Award commencing the 2017-2018 Academic Year with revisions to the Eligibility section as follows:

Eligibility: Available to a full time undergraduate student ~~enrolled in the BComm Program~~. Applicants must be past or present students of the PG Driving For Life Academy who have completed 6 or more lessons.

Proposed By: Jennifer Hicke, Administrator - Development Awards

External Relations Contact: Jennifer Hicke, Administrator - Development Awards

Faculty/Academic Department: N/A

Date: November 23, 2016

TO BE COMPLETED AFTER SCSB MEETING

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

Motion No.: SCSB20161123.03

Moved by: Erasmus

Seconded by: Jensen

Committee Decision: CARRIED

Attachments: 1 Page

Approved by SCSB: November 23, 2016
Date


Chair's Signature

For information of Senate.

AWARDS GUIDE INFORMATION:

Award Category: General

Award Name: PG Driving For Life Award

Awards Guide Description/Intent: The PG Driving For Life Academy Ltd. has established this award in reflection of its gratitude to its students and the passion they have regarding the Prince George community and its future development.

Donor: PG Driving For Life Academy Ltd.

Value: \$500

Number: One

Award Type: Award

Eligibility: Available to a full time undergraduate student ~~enrolled in the BComm Program~~. Applicants must be past or present students of the PG Driving For Life Academy who have completed 6 or more lessons.

Criteria: Satisfactory academic standing

Note: Applicants must submit documentation of his/her completed lessons from The PG Driving For Life Academy Ltd.

Effective Date: Established 2016

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