



# **University College of the Cariboo**

## **Campus Plan**

### **Working Paper #2**



***Project Parameters***

*June 2003*

<b>Introduction</b> .....	<b>1</b>
The Strategic Foundation .....	1
External and Internal Drivers of Change .....	1
Guiding Principles and Vision.....	1
<b>Strategic Foundation</b> .....	<b>1</b>
University College of the Cariboo Profile.....	2
UCC Mission Statement: .....	2
UCC Values: .....	2
Learner-Centredness .....	2
Accessibility .....	2
Quality of Education.....	2
Responsiveness .....	3
Comprehensiveness .....	3
Sense of Community .....	3
Accountability.....	3
UCC Goals and Strategic Objectives: .....	3
Goal #1: THE UNIVERSITY COLLEGE CONCEPT .....	3
Goal #2: LEARNING, TEACHING, SCHOLARSHIP AND RESEARCH .....	4
Goal #3: INSTITUTIONAL EFFECTIVENESS.....	4
Goal #4: A PLACE TO LEARN AND WORK.....	5
Core Services Areas.....	5
Research .....	5
Teaching .....	5
Community Service.....	5
UCC Education Plan.....	6
Planning Principles and Strategic Context .....	6
Program Growth, Targets and Utilization .....	6
Year Round Program Incentives .....	6
Education Plan and the New Era Programs.....	6
Proposed Construction and Renovation Projects.....	7
Facility Location and the Campus Master Plan .....	7
Linking UCC Strategic Plan to the Campus Plan .....	7
<b>Environmental Scan</b> .....	<b>8</b>
Introduction .....	8
External Drivers of Post-Secondary Change.....	9
Enrollment.....	9
Faculty .....	9
Research .....	10
Financial .....	10
The New Era Agenda .....	10
Knowledge Transfer.....	11
Peer Institutions .....	11
Regional Context and Linkages.....	13
Thompson-Nicola Regional District .....	13
City of Kamloops.....	13
Kamplan 1997: A Community Plan for Kamloops .....	14
McGill Corridor/ Southgate Project Concept Plan .....	14
Campus Plan Impacts.....	17
Internal Drivers of the Campus Plan.....	17
Enrollment.....	17
Faculty .....	19
UCC's Strategic Research Plan .....	19
Strategic Research Themes .....	19

Financial .....	20
New Era Agenda.....	20
Knowledge Transfer.....	20
Summary Analysis of Environmental Drivers .....	21
Common Themes .....	23
<b>Guiding Principles .....</b>	<b>24</b>
Guiding Principle #1: INTEGRATION.....	24
Guiding Principle #2: COMMUNITY LEADERSHIP .....	25
Guiding Principle #3: IDENTITY & ACCESSIBILITY .....	25
Guiding Principle #4: NEW DIRECTIONS.....	26
.....	26
Guiding Principle #5: SUSTAINABLE CAMPUS ENVIRONMENT .....	26
Guiding Principle #6: SAFETY .....	27
<b>Campus Plan Vision Statement.....</b>	<b>28</b>
<b>References .....</b>	<b>29</b>
<b>Appendix A: Questionnaire Form .....</b>	<b>30</b>

## Introduction

Working Paper #2: Project Parameters establishes the overall parameters for the updating of the 1991 version of the UCC Campus Plan. These parameters include:

### The Strategic Foundation

This is the basis on which the plan is founded. The UCC has a clear strategic direction laid out in its 5-year strategic plan *Building on Strengths and Uniqueness* to which the Campus Plan must respond if it is to create value for the institution and the communities it serves. Therefore identifying and understanding the linkages between the Strategic and Campus Plans is vital.

### External and Internal Drivers of Change

By examining both external and internal drivers actively shaping the post-secondary environment the response of the Campus Plan can be anticipated and assessed.

### Guiding Principles and Vision.

Ultimately a set of Guiding Principles is developed to guide the development of the plan and a vision of the plan itself elucidated.

Project Parameters is a tool for assessing and maintaining the relevance of the Campus Plan as it develops and at the conclusion of the Campus Plan update process, establishes a clear link between strategy and implementation.

## Strategic Foundation

This section of the report identifies the strategic foundation for the update of the UCC Campus Plan including strategic objectives identified in the current institutional strategic plan *Building on Strengths and Uniqueness*<sup>1</sup>. It concludes with a high level portrait of the linkages between the UCC strategic directions and the expected impacts on the Campus Plan. Universities' strategic plans enable them to determine to what extent they are, or could be, more responsive to the variety of demands that they confront, both individually and collectively. This planning facilitates their efforts to anticipate future needs, define their niches, ensure community buy-in, manage creatively, maximize efficiencies and leverage effectively across all of their services.<sup>2</sup>

The degree to which the UCC's Campus Plan is successful in supporting the strategic direction of UCC now and well into the future is dependent on how well it can be both opportunistic in taking advantage of emerging opportunities as well as creating a physical framework supportive of growth and change. The Campus Plan will support current future UCC strategic directions in the core service areas of research, teaching and community service by providing a robust and flexible physical infrastructure.

---

<sup>1</sup> Building on Strengths and Uniqueness: A Strategic Plan for the University College of the Cariboo 2000-2005, [www.cariboo.bc.ca/pres/strategic/](http://www.cariboo.bc.ca/pres/strategic/).

<sup>2</sup> Trends in Higher Education 2002, Association of Universities and Colleges of Canada, Ottawa, p. 68.

### **University College of the Cariboo Profile**

The University College of the Cariboo combines the traditions and programs of an undergraduate university with those of a community college. While the focus is on teaching and learning, there is also a strong emphasis on research and scholarly activity.

As a university, UCC offers full undergraduate degrees with almost 50 different degree options to more than 4,500 students. Programs include arts, fine arts, science, natural resources, business, education, journalism, social work, tourism and nursing, with small classes providing an interactive environment.

As a college, UCC enrolls another 4,000 students in two or three-year career and technology diplomas, one-year certificates, trades training programs, adult education and college preparation courses. Collaboration with business and industry is a major focus of many UCC programs, as is the development of ladders from college to university programs. Most UCC degree programs now allow students to complete two-year college diplomas, and then ladder into the degree by building on those credits.

The primary UCC campus is located on a tree-surrounded 100 hectares in Kamloops, with satellite locations in Williams Lake, Merritt, Clearwater, 100 Mile, Lillooet, and Ashcroft

The UCC was founded in 1970 as Cariboo College.

#### **UCC Mission Statement:**

The University College of the Cariboo is a learner-centered institution, which serves people and their communities through quality education, training and scholarship.

#### **UCC Values:**

##### **Learner-Centredness**

The University College of the Cariboo is a learner-centered institution, dedicated to the development of its students and employees. It aims to empower individuals through intellectual, cultural, ethical, emotional, social and physical development. To this end, UCC believes that whatever program or course students are enrolled in, they should be provided with learning and critical thinking skills, and encouraged to approach issues and challenges with creativity.

##### **Accessibility**

The University College of the Cariboo aims to serve the needs of all adult learners in the region. It is committed to the life long learning and sees the provision of multiple modes and levels of access to education as the best way of promoting this. UCC endeavors to maintain access through flexible scheduling of courses and services, through a variety of delivery methods, through progressive credential structure, and through ladder curricula, all of which allows students to move in and out of post secondary education as their personal and professional needs dictate.

##### **Quality of Education**

The University of the Cariboo strives for the highest levels of educational quality and service. It is dedicated to maintaining the integrity of its programs and developing graduates who strive for excellence in their studies and rise to the challenge of the

future. It sets high standards for students and the faculty, and believes that all the support necessary to meet those standards should be provided.

**Responsiveness**

The University College of the Cariboo recognizes the interdependence of community and college. It endeavors to play a responsive, creative role in the region's economy through training and development of human resources. It also recognizes a responsibility to respond to the cultural and social needs of its communities.

**Comprehensiveness**

The University College of the Cariboo believes that it can best meet the needs of its region through a balanced profile of programs and services, and accordingly provides a range of preparatory, academic, career-technical, and vocational programming.

**Sense of Community**

The University College of the Cariboo recognizes the diversity of interests and plurality of cultures among its students and employees. It values that diversity and seeks to create a safe, participatory environment in which the keystones are mutual trust and respect and integrity of relationships among those various interests and cultures.

**Accountability**

The University College of the Cariboo values the responsible and effective stewardship of human, physical and financial resources as a means of maximizing benefits to the region it serves, to its students and to its staff.

**UCC Goals and Strategic Objectives:**

The UCC has established four strategic goals. For each goal a set of strategic objectives have been identified. A key objective of updating the Campus Plan will be ultimately to establish direct linkages between these strategic objectives and align the Campus Plan in support of achieving them.

**Goal #1: THE UNIVERSITY COLLEGE CONCEPT**

The University College of the Cariboo is a publicly funded, comprehensive, regionally based institution serving primarily the educational and training needs of the Southern Interior of British Columbia. It strives to be a dynamic, learner-centered, forward-looking institution, which prepares students for life and work in the 21<sup>st</sup> century. To this end, it offers a wide array of degree, diploma and certificate programs, which provide "laddering" and work transition opportunities for its students. As a catalyst in the economic, cultural and social affairs of its region, UCC pursues partnerships and affiliation agreements with other educational institutions and sectors, with professional and technical organizations, with business and industry, with arts and cultural organizations, and with government; it is a leader in international education.

**Strategic Objectives:**

- Develop applied bachelors degrees in arts, science and business that will facilitate laddering for students;

- Develop laddering opportunities for all UCC certificate, diploma and degree programs;
- Develop a plan for distributed learning that facilitates regional programming and provides direction for program development;
- Develop transition to work opportunities for all programs;
- Promote regional, national and international understanding and recognition of UCC as a University College.

**Goal #2: LEARNING, TEACHING, SCHOLARSHIP AND RESEARCH**

The University College of the Cariboo strives to integrate learning, teaching, scholarship and research. It is committed to maintaining professional development; scholarly activity, short term and sabbatical leave funding and to accessing monies from external agencies to support research and scholarship. The Board of Governors has committed to annually increasing the Library budget until such time as it reaches national standards. UCC already has in place elements of an instructional improvement program in the form of the Instructional Skills Workshops, the fall mini-series in faculty development, and teaching technology courses. It monitors and encourages improvement of teaching performance through formative evaluation, and is intent on refining and validating the instruments used for this. UCC is committed to maintaining high quality teaching and learning facilities.

**Strategic Objectives:**

- Develop a comprehensive and co-ordinate program of instructional development;
- Develop a policy and plan that will expand the availability of educational technology for teaching and learning;
- Develop a policy infrastructure; and a facilities and equipment plan that will facilitate and support scholarship and research;
- Establish a task force to review and recommend ways in which students may become more involved in research.

**Goal #3: INSTITUTIONAL EFFECTIVENESS**

The University College of the Cariboo is committed to an open and exclusive decision making system that involves faculty, staff and students. Its budgeting process aims to be transparent: the budget is developed in consultation with the Budget Planning and Priorities Committee and reviewed by the Education Council prior to approval by the Board of Governors. Data prepared by the Office of the Vice President of Instruction & Student Services and the Department of Institutional Research & Planning inform our planning and evaluation functions. UCC demonstrates accountability and improves operational effectiveness through program, educational support and administrative reviews.

**Strategic Objectives:**

- Develop web-based applications to improve student services and administrative practices throughout the institution;
- Develop and annually report on department, unit and divisional goals with a view to improvement of services;

- Co-ordinate Alumni, Foundation and Public Relations strategies to facilitate institutional advancement.

**Goal #4: A PLACE TO LEARN AND WORK**

The University College of the Cariboo seeks to provide an atmosphere conducive to learning and working. It is committed to providing a safe, inclusive, aesthetically pleasing environment. UCC offers, and continually seeks to improve, a student support infrastructure, which enhances student success. UCC had in place a program of recognition for teaching, scholarly and service excellence, and supports the development of its employees through in-house and in-service training.

**Strategic Objectives:**

- Develop a plan to promote a greater sense of community through the establishment of a communications strategy and increased cultural, recreational and athletic opportunities for students and employees;
- Increase global awareness by providing international exchange opportunities for students and employees;
- Establish ombudsperson services for the purpose of promoting fairness and equity.

**Core Services Areas**

Like similar institutions the UCC is active in three core areas in an integrated manner and brings to each of them a unique contribution shaped by its Faculty, Students and Administration. The following list identifies, in each of the three core service areas, the unique and sustainable way by which the UCC is now and will be creating value for the communities it serves:

**Teaching**

- 166 additional students in Masters' Degree programs over next 8 years;
- Expanded and new programs in Health Sciences, Nursing and Social Work;
- Expanded and new programs in Arts, Science, Education and Business;
- Expanded and new programs in Trades and Technology;
- Develop global literacy.

**Research**

- Research and research training in five key areas including ecosystems, and environmental resources; health, community and human development; visual and verbal literacy studies; BC studies; and advanced technologies and applications;
- Commercialization of research and business incubation;
- Technology transfer and translational research.

**Community Service**

- Meeting increased demand for additional health care professionals and knowledge industry workers;
- Identifying international markets for export of goods and services;
- Improved access to post-secondary education;



- Business development and new business opportunities.

### **UCC Education Plan**

This document was developed in May 2002 in response to the Provincial Government's post secondary education policies that emphasize 'new era' disciplines linked to economic development. It identifies planned construction/renovation projects, which may occur over the next 2 to 3 years as well as the expected education programming growth for the next 5 years or so. It identifies 3-year budget and FTE targets and strategies to deal with reduced provincial funding.

### **Planning Principles and Strategic Context**

The UCC faces a significantly different planning context due to the change in provincial government in 2001. It identifies the following planning principles critical to the success of the institution:

1. Three-year budget and FTE targets.
2. Enhanced role for the private sector providers.
3. Impact of new era priorities in health and information technology.
4. Increased access requirements for both new era and non-new era students.
5. BC's comparative post-secondary performance is second lowest in Canada and represents significant pent-up demand.
6. There are new opportunities for growth based on strong demand for existing programs and new growth opportunities in continuing studies and international education and training.
7. UCC is in a sound financial state and can contemplate growth as a realistic strategy to deal with provincial revenue reductions.
8. Increased utilization of existing plant through year round use and construction of larger classrooms.
9. The Education Plan drives the need for additional construction including additional classrooms, student study space, faculty offices, library and information technology space, health sciences space, and research space.

### **Program Growth, Targets and Utilization**

In the short term, an additional 400 student FTEs and an additional 15 faculty will be required.

### **Year Round Program Incentives**

In the short term increased utilization will handle increased enrollment but, in the longer term additional space will be required.

### **Education Plan and the New Era Programs**

By the end of 2009/10 the domestic student body will expand by 2,665 FTE. An additional 400 FTE international students over 2001/02 are anticipated. Included in these numbers will be about 160 new Master's Degree students.

**Proposed Construction and Renovation Projects**

A total of 13,980 m<sup>2</sup> of new construction and 3,065 m<sup>2</sup> of renovation are required to accommodate planned program growth. Priority projects include space for School of Information Technology, faculty, Centre for Teaching, Learning and research health sciences including School of Nursing space, general-purpose classrooms, and additional wet lab research space.

**Facility Location and the Campus Master Plan**

Final location of new buildings will be identified in the update of The Campus Plan.

**Linking UCC Strategic Plan to the Campus Plan**

Ultimately the success of the Campus Plan will depend upon the degree to which it supports or does not support the UCC Strategic Plan. The following table summarizes at a high level the anticipated impacts on the Campus Plan and assists in identifying where and how the updated plan should be supportive of the Strategic Plan, each of its Goals and their accompanying Strategic Objectives.

**Figure 1.1 Linking the Strategic and Campus Plans**

Goal	Strategic Objective	Campus Plan Impact
The University College Concept	Develop laddering opportunities for all UCC certificate, diploma and degree programs; Develop a plan for distributed learning that facilitates regional programming and provides direction for program development.	Integration of learning environments including classrooms, labs and informal study space. Library (learning commons) centrally located and easily accessible.
	Develop transition to work opportunities for all programs.	Develop incubator space where new enterprises can be developed.
	Promote regional, national and international understanding and recognition of UCC as a University College.	Facilitate access by external community to campus learning and cultural venues, conference facilities, sports facilities, etc.
	Develop a comprehensive and co-ordinated program of instructional development	Develop state of the art teaching facilities.
	Develop a policy and plan that will expand the availability of educational technology for teaching and learning.	Accessible spaces with appropriate technology
Learning, Teaching, Scholarship and Research	Develop a policy infrastructure and a facilities and equipment plan that will facilitate and support scholarship and research.	Adequate flexible and expandable research space located to be accessible by internal and external researchers.
	Establish a task force to review and recommend ways in which students may become more involved in research.	Locate research space adjacent to instructional space.
Institutional Effectiveness	Develop web-based applications to improve student services and administrative practices throughout the institution.	Campus space including residential accommodation able to accommodate connectivity requirements.
	Develop and annually report on department, unit and divisional goals with a view to improving services.	Ensure visibility and access of faculties and support units.
	Co-ordinate Alumni, Foundation and Public Relations strategies to facilitate institutional advancement.	Ensure easy access to campus buildings and events.

A Place to Learn and Work	Develop a plan to promote a greater sense of community through the establishment of a communications strategy and increased cultural, recreational and athletic opportunities for students and employees.	Ensure programs, cultural and recreational facilities are visible and accessible to the public.
	Increase global awareness by providing international exchange opportunities for students and employees.	Express international focus through Campus Plan.
	Establish ombudsperson services for the purpose of promoting fairness and equity.	Create a safe and open environment.

## Environmental Scan

### *Introduction*

The environmental scan consists of an assessment of the external and the internal world in which the UCC will operate over the operational horizon of the plan, the next five to ten years. The UCC has developed strategic objectives to achieve its vision of being an educational leader and in order to achieve these objectives the Campus Plan must be able to respond appropriately. The environmental scan will address a number of key areas including:

1. It will identify emerging external and internal drivers in post-secondary education and research that are shaping UCC's operating environment and identify their impact on creating a physical infrastructure that is supportive of the UCC's vision and strategic objectives. A summary of the degree of risk associated with each driver, how they may impact UCC, how in general the external environment is responding and potential impacts on the Campus Plan is presented at the end of this section.
2. The external environmental scan will review peer post-secondary institutions that share similar characteristics and visions. This will give a snapshot of how other similar institutions are responding to their environment and the external drivers shaping them.
3. The external scan will also assess the impact of the regional environment including the City of Kamloops and relevant planning documents on the development of the UCC Campus Plan. It will also identify the linkages with the UCC, again from the perspective of how the Campus Plan should respond to emerging opportunities and challenges.
4. It will identify internal drivers that are shaping UCC's operating environment and identify their impact on creating a physical infrastructure that is supportive of the UCC's vision and strategic objectives.

In conclusion, a summary assessment of these environmental drivers including the degree of risk associated with each, strategic impacts on the UCC and potentially how the Campus Plan could be expected to respond in managing the risks and impacts is provided.

### **External Drivers of Post-Secondary Change**

A review of various documents<sup>3</sup> has identified a number of drivers that are having a significant impact on the UCC's operating environment. More detailed information is available within each of these reports on the factors, which are impacting these drivers of change. These drivers will consequently impact strategies for meeting the long-term infrastructure needs of the UCC campus including the updated Campus Plan.

### **Enrollment**

Growth in demand for post-secondary education is a function of a number of factors:

1. Full-time university enrollment is at an all-time high.
2. Over the next decade, heightened demand for university education will be fuelled both by a population surge of 18 to 24-year-olds and by increases in participation rates.
3. Increase in participation rates will be triggered by a growing number of university educated parents, student responsiveness to labor market demands and a heightened recognition of the economic and social returns of a university education.
4. BC has one of the lowest participation rates in Canada and this likely is indicative of a significant pent-up demand. In addition, a key provincial strategy is to significantly increase the number of residents who have post-secondary degrees and certificates.
5. The federal and BC governments' innovation strategies, which will depend on an increase in the number of highly, qualified personnel.
6. Ability to meet this demand will depend in large measure on the capacity of universities to increase their physical and human resources.

### **Faculty**

Hiring requirements for Canadian Universities and Colleges will increase substantially over the next decade for a number of reasons:

1. One third of faculty is over the age of 54 and will likely retire within the next ten years.
2. Due to retirement and other attrition, Canadian universities will need to replace 20,000 faculty members or 60% of the current work force by 2011.
3. Faculty hiring requirements will also be driven by a 20 to 30 % increase in student enrollment, a growing demand for research and development and the push to enhance the quality of education and research.

---

<sup>3</sup> Information has been extracted from the following documents:

1. Trends in Higher Education 2002, Association of Universities and Colleges of Canada, Ottawa,
2. Financial Information of Universities and Colleges 2000-2001, Statistics Canada for the Canadian Association of University Business Officers, September 2002, Ottawa.
3. A Point of No Return: The Urgent Need for Infrastructure Renewal at Canadian Universities, Canadian Association of University Business Officers, 2000, Ottawa.
4. Service Plan 2002/2003-2004/2005, British Columbia Ministry of Advanced Education, February 2002, Victoria.
5. 2001/02 Annual Report, A New Era Update, British Columbia Ministry of Advanced Education, June 2002, Victoria.

4. These additional demands coupled with faculty renewal could result in as many as 30,000 to 40,000 new faculty members by 2011.
5. Given these hiring requirements, a larger pool of PhD graduates and an increase in the share of the retention by universities in academia will be required.

### **Research**

There have been significant new investments in the past 5 years in research by both the federal and BC governments to meet the demand for more research. The demand for university research and for more research funding are growing for a variety of reasons:

1. The recognition of the role of research and development in fuelling economic growth and prosperity in a knowledge based economy.
2. The need to redress the gap in Canada's international research competitiveness.
3. A growing interest in international collaboration in research and development.
4. An increase in the complexity and cost of university research.
5. Universities are increasingly recognized as essential partners in a larger network of knowledge creation, which involves a host of other organizations, both public and private. Institutions such as the UCC are taking a central role in developing community research networks.

### **Financial**

The growing demand for educational, research and community service means universities will need to increase financial resources for both operating and capital requirements significantly. The demand is driven by a number of factors:

1. Accumulated deferred maintenance for university facilities is significant and growing. Not addressing this issue will result in the earlier replacement of facilities than would otherwise be necessary at even higher capital costs.
2. Many facilities do not meet current teaching and research requirements and require significant capital investment to meet new functional requirements.
3. New expectations around teaching and research including knowledge transfer will require new and different facilities and operating budgets to manage them.
4. Provincial operating funds will decrease significantly, however it is now possible to derive increased revenue streams from tuition and new sources.
5. The enhanced role of private sector providers in the post-secondary market has significantly changed the competitive environment.

### **The New Era Agenda**

With the 2001 provincial election a significant shift in provincial policy occurred which has had far-reaching and fundamental impacts on the post-secondary education sector in British Columbia. The province has approved the following strategic shifts for the Ministry of Advanced Education and the post-secondary education system:

1. More choice for students- to ensure the system serves students better and more flexibly, and to allow students to take advantage of the increasing array of choices, which include more on-line learning and part-time learning.

2. More accountability to taxpayers- to focus on success by encouraging the acceptance of explicit results-oriented accountability by the post-secondary system.
3. Better alignment between the costs and benefits- to ensure that the costs of post-secondary education are aligned with the benefits it provides. This implies determining the appropriate share of costs between government, students, families and the private sector.
4. Better links to the public interest and the economy- to create closer and more effective links between the post-secondary education system and the economy and the public interest.
5. Coherent and integrated public system- to reshape public post-secondary institutions into a more coherent, integrated system with differentiated institutions working together in a complementary manner.

The Ministry is currently implementing a program of major initiatives to achieve these strategic shifts. As these initiatives are implemented the strategic context will shift to one that is characterized by increased autonomy, enhanced accountability, increased co-operation between institutions, stronger links with the private sector and more competition with private degree granting institutions.

### **Knowledge Transfer**

In a knowledge-based economy universities will play an increasingly important role. Transfer of knowledge is accomplished through:

1. The creation of new knowledge through research;
2. The exchange of knowledge through teaching, training, research or industrial partnerships involving students and faculty;
3. The application of knowledge to social and political issues of the day through participation in different forms of community service;
4. The codification of knowledge through written articles, conference presentations and patents; and
5. The commercialization of knowledge through the development, exploitation and marketing of products for the domestic and international marketplace.

Knowledge transfer activities are not limited to a defined geographic zone; rather they are national and increasingly international in nature.

### **Peer Institutions**

A selection of Post-secondary learning institutions was reviewed from various perspectives to assist in identifying risks and opportunities that may be applicable to the UCC based on its Strategic Plan and Education Plan. A total of ten institutions who are members of the Association of Universities and Colleges of Canada were chosen based on having similar attributes including:

1. Located in smaller communities of 150,000 population or less.
2. Enrollment between approximately 3000 to 6000 undergraduates.

3. No other university in close proximity.
4. Serving a relatively isolated community distant from major urban centres.
5. Demonstrated externally funded research activity.
6. Significant community service focus.

The following table summarizes the most important attributes and compares them to the UCC<sup>4</sup>.

**Figure 1.2 Peer Facility Summary Comparison**

	University College of the Cariboo	University College of Cape Breton	University College of the Fraser Valley	The University of Lethbridge	Malaspina University-College	Mount Allison University	Lakehead University	Okanagan University College
<b>Enrollment</b>								
Undergraduates (full-time)	4,000	2,640	4,008	6,076	3,377	2,221	4,662	3,481
Undergraduates (part-time)	1,714	772	1,701	795	1,256	229	1,278	1,540
Graduates (full-time)	-	32	-	55	-	4	200	-
Graduates (part-time)	-	-	-	5	-	-	97	-
Visa Students	-	-	106	-	-	-	-	-
<b>Programs and Degrees</b>	18**	17	19	6	23	13	21	18
<b>Housing On Campus</b>	302	275	-	500	189	1197	1043	500
<b>Units/student</b>	0.06	0.08	-	0.07	0.04	0.5	0.2	0.1
<b>International Agreements</b>	27	4	6	6	3	10	18	1
<b>Research Centres &amp; Institutes</b>	1	25	3h	5	13	4	17	
<b>CFI Research Funding (2002)</b>	\$0.0M	\$0.5M	\$0.0M	\$1.7M	\$1.8M	\$1.4M	\$2.7M	\$0.7M
<b>Canada Research Chairs (2002)</b>	2*	1	0	0	0	4	4	0

\* Application for 2 chairs has been made.

\*\* There are also 31 diplomas and 59 certificate programs

<sup>4</sup> Information is summarized from the Association of Universities and Colleges of Canada 2003 Directory of Canadian Universities, 37<sup>th</sup> edition, and the Canada Foundation for Innovation web site, [www.innovation.ca/projects/index.cfm](http://www.innovation.ca/projects/index.cfm), and the Canada Research Chairs web site, [www.chairs.gc.ca/english/profile/index.cfm](http://www.chairs.gc.ca/english/profile/index.cfm), as of November 15, 2002.

Based on the above summary analysis a number of observations can be made in regards to UCC:

1. Housing units per student are amongst the lowest.
2. UCC has the least number of research centres.
3. UCC is only one of 2 institutions that have received no CFI funding.
4. Planning should anticipate significantly more Canada Research Chairs.

### ***Regional Context and Linkages***

The UCC is closely linked with the City of Kamloops and the surrounding Thompson-Nicola Regional District. Historically, it has been a significant contributor to the City and region economically and culturally. UCC has played a major role in providing a highly skilled workforce and has applied its knowledge to social, economic and political issues of the day through participation of its faculty and students on boards, government consultations, advice to interest groups, employees for local industry and community agencies, public commentary and other forms community service.

The City and Regional District are undergoing changes that will impact the UCC and its Campus Plan must provide the appropriate infrastructure to respond so that it can continue and indeed grow its influence as a major economic, cultural and social driver.

### **Thompson-Nicola Regional District**

Incorporated in 1967 the main economic drivers of the Thompson-Nicola RD are forestry, mining and agriculture. Municipalities in the Regional district are Ashcroft, Cache Creek, Chase, Clinton, Kamloops, Logan Lake, Lytton and Merritt.

The three industries employing the most people in this area in 1996 (last available census data from Statistics Canada) were Retail Trade, Accommodation, Food & Beverage Services and Health & Social Services.

Population has grown at an annual rate of just under 1% over each of the last 5 years and currently is 131,295. The age distribution is slightly higher than the provincial average in the under 65 cohort and slightly lower in the over 65 age cohort.

Primary industry (forestry and mining) has seen a slight decline in employment levels whereas service industries have shown an increase.

### **City of Kamloops**

Incorporated in 1893, Kamloops has a total area of 31,143 ha. By highway the City is 356 km northeast of Vancouver, 622 km west of Calgary and 802 km southwest of Edmonton. Kamloops is in the Thompson-Nicola Regional District.

The three industries employing the most people in Kamloops in 1996 (last available census data from Statistics Canada) were Retail Trade, Accommodation, Food & Beverage Services and Health & Social Services.

Population has grown at an annual rate of just under 1% over each of the last 5 years and currently is 83,457. The age distribution is slightly higher than the provincial average in the under 65 cohort and lower in the over 65 age cohort.



Primary industry (forestry and mining) has seen a decline in employment levels (approximately 12%) whereas service industries have shown an increase.

Future economic strategy will focus on tourism, value added forestry (manufacturing other than dimension lumber) and entry level technology (e.g. call centres, technical support services).

### **Kamplan 1997: A Community Plan for Kamloops**

This is the City's Official Community Plan (OCP) and applies to all land within the city limits. It is meant to be 5 year land use plan, but also provides long term guidance. The term of the OCP is from 1997 to 2020, though it is to be monitored, reviewed, updated, and amended as needed to keep it current. It is due for review and this will occur early in 2003.

The Plan emphasizes infill and intensification of land use, so as to make use of existing infrastructure and to minimize the environmental and financial costs of growth. The City plans to pursue a long-term goal of a more compact, efficient and sustainable community. Another important planning document, *Travelsmart*, was completed in 1997 to assist in developing a transportation strategy that will achieve community goals for mobility, financial responsibility, sustainable growth and overall quality of life. The City's Transportation Policies are based on *Travelsmart*. City growth projections call for an increase of approximately 34,000 residents over the next 20 years.

In terms of potential impacts on the UCC, Kamplan has identified a number of land use strategies and initiatives, including;

1. The majority of City growth (48%) will occur in the southwest that will generate retail and commercial development as well as housing.
2. Travel Demand Management techniques will play a significant role in encouraging the use of Transit and other alternative transportation including bicycles.
3. Commercial growth will be encouraged in 3 major town centres including Sahali/UCC.
4. Promote compact community techniques: urban villages, pedestrian pockets, neighborhood focal points and scale and mixed land uses adjacent to commercial centres.
5. Create integrated, sustainable and livable neighborhoods.

### **McGill Corridor/ Southgate Project Concept Plan**

The McGill Corridor/ Southgate Project completed in December 2001, established a renewed land use and design vision for McGill Road between Summit Road and the west gateway to the University College of the Cariboo. A preferred land use concept plan and design strategy was developed which envisions a mixed use development of residential (student housing/accommodation), recreation, technology park (hi-tech/office manufacturing), mixed use (commercial/residential), light industrial, campus core and public use/open space.

A set of planning principles were developed that included:

1. A variety of activity nodes comprised of complimentary land uses as listed above.

2. The development of partnerships to facilitate the development of activity nodes.
3. Mixed use designation on McGill Road to compliment college activity and south gateway.
4. Expanded retail area on Notre Dame Drive to connect and balance existing retail nodes.
5. Additional residential cells to help address campus housing needs.
6. New technology park opportunities to compliment campus developments.
7. Meet existing traditional industrial land use needs except for those affected by increased traffic.
8. A recreation node that could include a field house that would enhance Hillside Stadium and the Canada Games pool and recreation centre.

The McGill Study defines the future land use intent of the vast majority of the occupied land immediately adjacent to the UCC and will have a significant impact shaping the interface between the surrounding communities and the UCC. The Study has been adopted by the City Planning Department as a policy document and is currently in the process of adoption by City Council.

Figure 1.3 UCC/ McGill Corridor Land Use Concept Plan

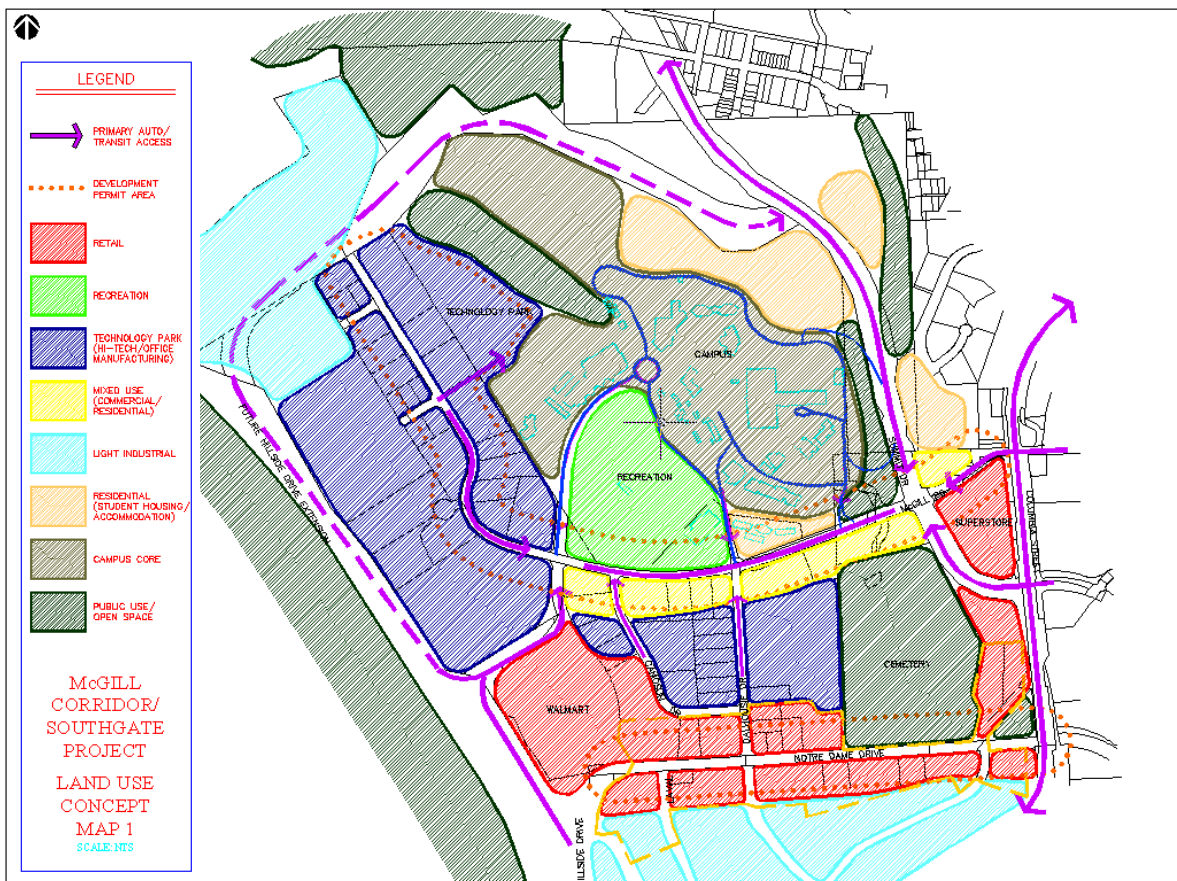
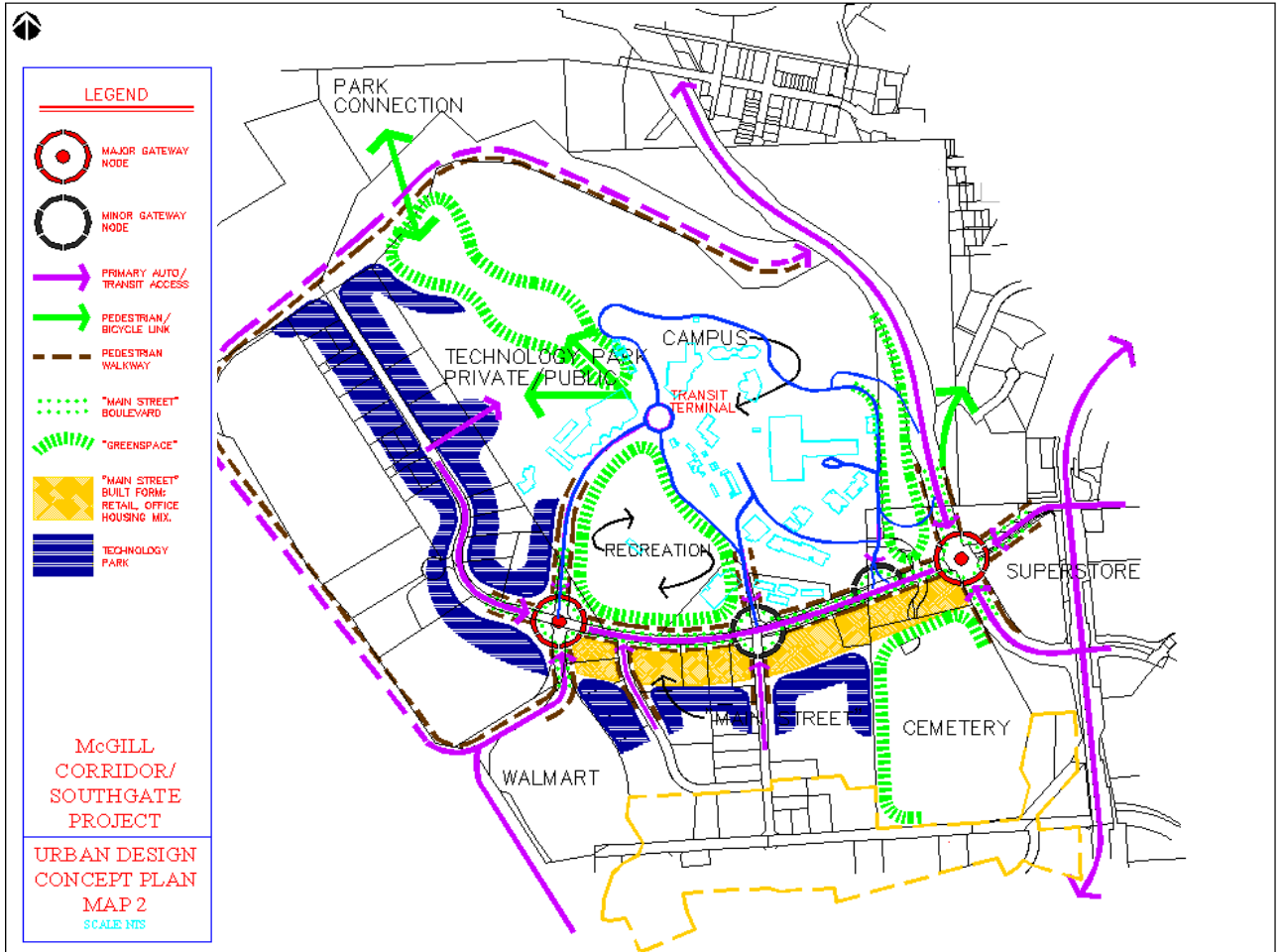


Figure 1.4 McGill Corridor Urban Design Concept Plan



### **Campus Plan Impacts**

Both the Kamplan and the McGill Corridor/ Southgate Project Concept Plan will have significant impacts on the UCC Campus Plan. The McGill Corridor Plan is especially critical as the UCC Campus Plan evolves to become more outward focussed to meet institutional and community expectations regarding more integration into the regional economy. Given that direct adjacency to the surrounding communities is limited to the McGill Road edge, development along both sides of McGill Road could either severely limit or greatly enhance UCC achieving its vision of being the major regional economic driver of the future. Inappropriate types of development that do not allow the development of land uses that promote the integration of UCC with the community such as cultural, recreational, housing, research and business incubation may greatly inhibit UCC playing a leadership in future economic development. These types of land uses require uninhibited access from both UCC for movement of faculty, researchers and students and from the community side for the general public and business people.

Given that much of the City's growth will continue to be focussed on the southwest and the ready vehicular access from major arterial roads to McGill Road, there is a significant risk that inappropriate development such as "big-box" retail could displace the type of compatible development envisioned in the McGill Corridor/ Southgate Project Concept Plan.

Other City planning impacts that will need to be reflected in the Campus Plan update include:

1. Increased use of alternative transportation including bicycles and transit.
2. Promote compact community techniques.
3. Mixed use development along McGill Road edge.
4. Development of high access public buildings along McGill road edge.
5. Sustainable site planning and building design techniques.

### ***Internal Drivers of the Campus Plan***

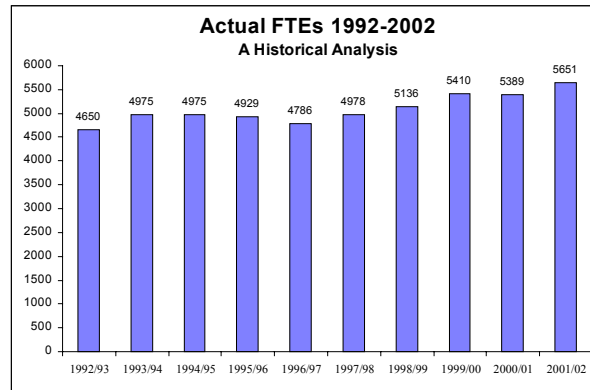
The following drivers have been identified as having a significant impact on the UCC's Campus Plan and consequently on the strategy for meeting the long-term infrastructure needs of the campus.

#### **Enrollment**

The UCC has seen strong enrollment growth over the last ten years in all of its program areas with the exception of its trades and technology area that has remained relatively constant.

The UCC is anticipating significant growth across all of its program areas over the next five years.

**Figure 1.4 Historical FTE's All Programs**



The UCC is anticipating overall growth of approximately 3,065 FTE or 47% above 2001/02 across all of its program areas over the next eight years. This level of growth is projected due to a number of reasons including:

1. Introduction of Masters level programs.
2. Growth in the number of international students.
3. New knowledge transfer programs targeted at foreign professionals.
4. Growth in demand for undergraduate degrees.
5. Growth in the regional population including the City of Kamloops.
6. Mandated Provincial *New Era* priorities.
7. Continued growth in the demand for life-long learning.

**Figure 1.4 UCC Growth Plan summary**

Column #		1	2	3	4	5	6	7
Planning Horizon	Year	FTE target (AVED)-3% growth after 04/05	FTE target plus ELTT and Apprenticeship - 3% growth after 04/05	New Cont. Studies (CS) FTEs 3% growth after 05/06 (non-Masters')	New FTEs in Masters' Degree programs (CS)	New FTEs from Reallocation and Tuition 3% growth after 05/06	Inter. Ed. FTEs	FTE target (total inc. Inter. Ed.)
<b>Short Term</b>	01/02	5,030	5,742	0	0	0	800	6,542
	02/03	5,288	6,000	77	0	95	850	7,022
	03/04	5,430	6,142	198	51	154	850	7,567
	04/05	5,570	6,282	140	61	175	900	8,133
<b>Medium Term</b>	05/06	5,737	6,470	115	40	118	950	8,644
	07/08	5,909	6,665	16	5	16	1050	8,976
	08/09	6,086	6,865	16	5	17	1200	9,364
	09/10	6,269	7,070	17	5	17	1200	9,607
	<b>Total growth over 01/02</b>		<b>1,239</b>	<b>1,328</b>	<b>579</b>	<b>167</b>	<b>592</b>	<b>400</b>

The move to a tri-mester system may impact space utilization by spreading demand for classrooms and labs over the entire year. However this will have little impact on faculty offices and related support space as well as it will be offset at least to some degree by

increases in international programming especially that targeted to professional groups like teachers who will attend during the summer months.

### **Faculty**

The increasingly tight market for qualified faculty due to significant recruitment and retention pressures will impact UCC, as it will other university colleges in BC. This trend will be exacerbated by the more advanced age structure found in university colleges resulting in more retirements sooner as well as increased attrition due to increased competition from industry and universities that can offer higher salaries and other benefits. In addition, based on projected FTE growth, UCC will have to attract an additional 185 faculty in order maintain the existing student to faculty ratio of 16.6.

### **UCC's Strategic Research Plan**

The University College of the Cariboo's Strategic Research Plan addresses the following objectives:

1. Support and build upon existing and emerging research strengths and areas of excellence where UCC is becoming a regional, provincial or national leader.
2. Attract and provide increased financial resources and infrastructure to foster research excellence and innovation among its faculty.
3. Encourage and foster interdisciplinary and multidisciplinary initiatives.
4. Reinforce UCC's role as a leader in the linking of research to our community's social, cultural, scientific, educational, technological and economic development.
5. Develop partnerships with communities, scholars, industries, institutions, government ministries and agencies for the purpose of identifying and pursuing common objectives.
6. Enhance the research training of students.
7. Ensure effective dissemination and application of research results.

### **Strategic Research Themes**

While it encourages research in all disciplines, UCC has identified five key areas in which to promote growth in research and research training. It is expected that as research groups develop at UCC, other themes will develop and appear in the Strategic Research Plan. As well, UCC recognizes and supports individual researchers whose work does not necessarily fit within the theme areas. The themes listed below are research efforts that a) have the potential to grow and become areas of excellence; b) encompass the work of researchers from more than one discipline, and in many cases, involve collaborators from outside UCC; and c) are of strategic importance to the province or region in some way, be it social, cultural, scientific, educational, technological or economic. The five key areas are as follows:

1. Ecosystems and Environmental Resources
2. Health, Community and Human Development
3. Visual and Verbal Literacy Studies
4. BC Studies
5. Advanced Technologies and Applications

UCC has been allocated two Special Allocation Tier II chairs, and a competitive, consultative process involving a campus-wide call for proposals was carried out in early 2002 to determine the research specialties to which these Chairs would be applied. The two areas are 1) Landscape Ecology and Management, and 2) Early Intervention and Child Development.

### **Financial**

UCC is operating in an environment of decreasing provincial government support due to provincial fiscal policy to balance its budget while maintaining competitive taxation levels. Decreased funding however has been offset to some degree with increased flexibility including tuition fee levels and a longer planning horizon in which to respond. Overall this will enable UCC more latitude to structure its growth and development in response to the needs of the region and the province as a whole.

Increased tuition costs may also increase student expectations regarding the quality of the facilities and overall campus life experience.

Increased private sector involvement in delivering post-secondary education may also provide UCC with opportunities in the area of continuing education as well as providing infrastructure and support services to private providers.

Changes in funding levels may also stimulate the development of revenue generation through land development or in conjunction with capital projects including housing, retail, commercial and cultural opportunities.

### **New Era Agenda**

The provincial government has made a number of *New Era* commitments that UCC has responded to in its growth plans to the end of this decade. These have included:

1. Doubling of the annual number of graduates in computer science and electrical and computer engineering within 5 years.
2. Increased research funding and investment in technological research.
3. Establishment of a leading edge Endowment Fund to establish 20 new permanent research chairs.
4. Strengthen the on-line learning network.
5. A new tuition policy that removes the freeze on tuition fees.
6. Increased funding for industry training and apprenticeship programs.
7. Expand training and post-secondary programs to graduate more Care Aides, Licensed Practical Nurses and Registered Nurses.
8. Increase training spaces for foreign-trained nurses.
9. Train more Social Workers particularly aboriginal and child and youth care workers.

### **Knowledge Transfer**

UCC has developed a very strong international student program and is a leader in transfer of knowledge to other parts of the world. This program will continue to grow, expanding by approximately 400 students or 50% over the next 8 years. In addition new

program initiatives will see contract training of foreign professionals in the areas of education and tourism. The development of global literacy is increasingly part of the curriculum at UCC and will result in all students gaining global competencies as part of the UCC experience. International collaboration in research projects is increasing and will require UCC to develop appropriate infrastructure for real-time interaction between researchers.

As the regional economy shifts from a traditional primary resource base to a more knowledge oriented base, expectations regarding the role of UCC in supporting this change will change also. Increasingly, UCC will be expected to lead in the development of the appropriate infrastructure to enable the creation of new economic activity based on new knowledge developed by UCC faculty and students.

**Summary Analysis of Environmental Drivers**

The following table summarizes the environmental drivers of change and identifies risks, strategic impacts and potential responses that should be expressed in the Campus Plan.

**Figure 1.5 Environmental Drivers of Change Summary Analysis**

Driver	Potential Risks to UCC	UCC Strategic Impacts	Campus Plan Response
<b>Enrollment</b>	Enrollment will be limited by physical plant capacity.  Interim or temporary responses may impact quality of student experience.  Lack of appropriate housing for future student mix.	Negative impact on Learner-Centredness value.  Accessibility of all adult learners in the region value compromised.	Ensure appropriate distribution of appropriately sized classrooms with right technology infrastructure.  Improve quality of campus life experience.  Inspiring learning environment.  Appropriate housing strategically located for undergraduate and graduate students.  Diverse range of quality student study space.
<b>Faculty</b>	Lack of qualified faculty may limit enrollment, particularly graduate students.  Lack of qualified faculty may limit research growth and commercialization opportunities.  Lack of dedicated research space may limit ability to attract researchers.	Compromise integrity of programs and level of educational quality.	Create effective teaching environments.  Sufficient quality space for research.  Inspiring work environment.  Access to graduate students.  Opportunities to commercialize Intellectual Property (IP).
<b>Research</b>	Lack of appropriate facilities may limit ability to capitalize on existing and	Compromise or limit ability to respond to increasing role in the community as a	Build a research center (s).  Build space for business incubation



new opportunities.

major driver of economic growth.

incubation.

Appropriate learning and living spaces for graduate students and families.

<b>Financial</b>	<p>Lack of capital dollars may limit development of new teaching and research facilities.</p> <p>Lack of capital dollars may limit implementation of new technology to support teaching and research.</p> <p>New private providers may attract new enrollment and faculty.</p> <p>Decreased provincial operating funds may impact maintenance and condition of buildings.</p>	<p>Potential to negatively impact all areas of Strategic Plan</p>	<p>Integrate revenue opportunities into new campus development.</p> <p>Identify opportunities for partnerships in developing campus land base.</p> <p>Identify best locations for commercialization and incubator facilities.</p> <p>Develop sustainable design guidelines that will minimize long term operating costs.</p> <p>Identify opportunities to capitalize on alternative funding sources including research support and climate change (Kyoto).</p> <p>Improve quality of student's campus life experience.</p>
<b>New Era Agenda</b>	<p>Access to technology for on-line and part -time learning may force students to seek other institutions.</p> <p>Inability to capitalize on industry or community partnerships</p> <p>Inability to take advantage of new partnerships with other institutions.</p> <p>Inability to capitalize on new research funding including BC leadership Chairs.</p>	<p>Compromise goals related to learning, teaching, scholarship and research.</p> <p>Compromise accessibility as well as Learner – Centredness values.</p>	<p>Ensure adequate facilities for health related training.</p> <p>Create new learning spaces that respond to student requirements for self-directed on-line learning.</p> <p>Develop appropriate locations for incubator and research buildings.</p> <p>Develop adequate faculty office and research space.</p>
<b>Knowledge Transfer</b>	<p>Not able to create industry community partnerships due to lack of appropriate space.</p> <p>Quality of international programs.</p>	<p>Community service role compromised.</p> <p>Opportunity to take advantage of alternative revenue generation.</p>	<p>Create appropriate facilities for commercialization of research.</p> <p>Improve access by the community to shared facilities.</p> <p>International focus expressed in Campus Plan.</p>

As the Campus Plan unfolds, the anticipated responses identified above will act as reference points that will assist in ensuring a plan that is responsive to the emerging needs of the university as it enters a new phase of its growth.

### Common Themes

Throughout the environmental scanning process many different discussions and interviews were held with various stakeholders internal and external, including a questionnaire (see Appendix A: Questionnaire Form) that was distributed to approximately 24 key internal stakeholders. From this, a number of common themes have emerged which underscore the importance of the campus environment and the sense of place it evokes in achieving the UCC vision.

1. ***The university needs more space.*** There is a shortage of space for teaching, research, faculty support and student study. If UCC program objectives including *New Era* are to be met, more and dedicated space must be developed.
2. ***Campus life is important.*** The campus should create opportunities for enriching the student, faculty and visitor experience through creating a dynamic academic, recreational and cultural milieu based on UCC's local and international focus.
3. ***Research is an emerging area of importance.*** UCC is just beginning to tap into the new external funding opportunities for research and will need dedicated space for basic and translational research.
4. ***There will an increasing emphasis on community service.*** Whether it is to support economic development through knowledge and technology transfer or partnering with industry and government, the campus must provide appropriate facilities.
5. ***The landscape is one of the strongest features.*** The park like setting and natural features are important and should be retained and enhanced.
6. ***Diversity and integration are our greatest strengths.*** Campus planning must support the range of programs from degree to diploma and certificate and their integration.
7. ***Build on our strengths.*** The existing plan has done us well; the new campus plan should build on it.
8. ***Create a centre or heart for the campus.*** The existing campus lacks a strong centre or focal point that visually brings a sense of identity and speaks to the emerging regional, national and international role of UCC.

## Guiding Principles

Based on the key stakeholder participation process as well as identified assumptions and in response to the challenges and opportunities identified in the environmental, a set of Guiding Principles that will shape the development of the Campus Plan and assist in evaluating planning choices have been identified. The purpose of developing these Guiding Principles is to help form and define the current update of the Campus Plan and act as a catalyst in helping to achieve the UCC's strategic objectives and, ultimately, its vision as the major engine of economic development regionally. These Guiding Principles represent the unique and sustainable ways by which UCC through its Campus Plan creates value for its students, faculty, staff and the external community of Kamloops and the Thompson-Nicola Regional District.

These Guiding Principles are fundamentally strategic and are derived from the directions made in the UCC's Strategic Plan, Education Plan and Strategic Research Plan. The directives inherent in these plans have been translated into a series of physical planning principles that are consistent with the stated priorities and directives of the UCC.

The Campus Plan's six Guiding Principles and their supporting strategic objectives provide the basis for making informed decisions regarding specific capital development initiatives that will, as much as possible ensure the continuation of the high quality academic environment currently enjoyed by students, staff and visitors. They will also help to ensure that as the UCC proceeds into its new and expanding role as a leader in the knowledge-based economy it continues to be able to offer a superior environment that will accommodate the teaching, research and campus life needs of the UCC.

### Guiding Principle #1: INTEGRATION

*The Campus, buildings and grounds, must continue to promote the integration of the various degree, diploma and certificate programs. It must also support the integration of the university with the adjacent community.*



#### Strategic Objective 1.1

Building functions (research, teaching, community service) should be integrated, not segregated within facilities.

#### Strategic Objective 1.2

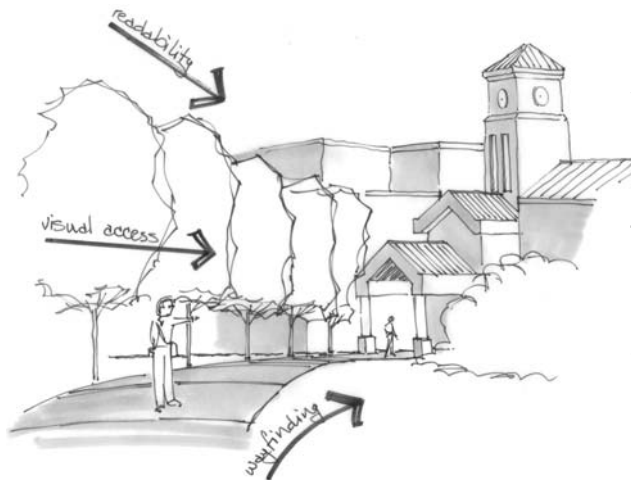
Buildings shared between programs should be sited to be equally accessible from all parts of the campus.

#### Strategic Objective 1.3

The campus should be planned so that facilities with high public use are adjacent to the community.

**Guiding Principle #2: COMMUNITY LEADERSHIP**

*The Campus Plan will reflect and support the UCC's emerging role; locally as the regional leader in the City of Kamloops and the Thompson-Nicola Regional District in the development of a knowledge-based economy; internationally as a leader in Canada in delivering educational services to international students and professionals.*



**Strategic Objective 2.1**

The Campus Plan will enable adaptability and change to respond to and meet new opportunities locally and internationally.

**Strategic Objective 2.2**

Specialized facilities for incubation of new knowledge-based enterprises, accommodation of international visitors and students and transfer of knowledge locally and internationally will be developed and located so as to be visible and accessible.

**Strategic Objective 2.3**

The campus should be planned so that facilities with high public use are adjacent to the community.

**Strategic Objective 2.4**

The Campus Plan will identify new opportunities for incorporating revenue-generating activities in new campus development including land development of existing campus property. Partnerships with the private sector and other public agencies will be pursued.

**Guiding Principle #3: IDENTITY & ACCESSIBILITY**

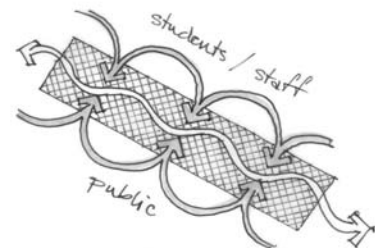
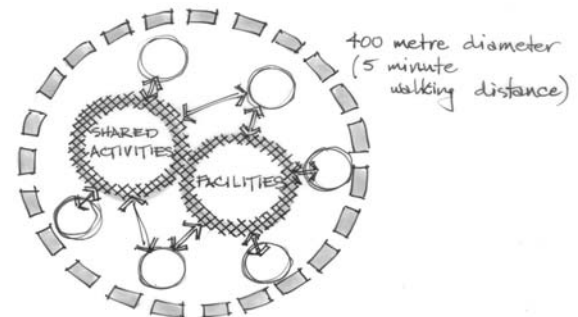
*The Campus Plan provides clarity to the function of individual buildings, enables access through their placement, and creates a unique, distinguishable identity for the UCC.*

**Strategic Objective 3.1**

Building purpose should be visible to campus visitors and access to them should be understandable and lead them to the building.

**Strategic Objective 3.2**

Wayfinding by visitors/students should facilitate movement between buildings.



**Strategic Objective 3.3**

New development must be accessible to students, staff, visitors and the public. Public buildings need to be sited on a public edge. All students must have equal access to shared facilities such as the library, food outlets and the student activity centre. First time users should easily find their way.

**Strategic Objective 3.4**

One part of the Campus should be readily identifiable as the “heart of the campus” through the placement of important buildings, landscaping and accessibility from all parts of the campus.

**Guiding Principle #4: NEW DIRECTIONS**

*The Campus Plan fundamentally supports the new directions that the UCC is taking in research, education and community service.*

**Strategic Objective 4.1**

New facilities for growing the role of research at the UCC will be developed.

**Strategic Objective 4.2**

New housing that will support new programming for graduate and international students as well as visiting scholars and researchers will be developed.

**Strategic Objective 4.3**

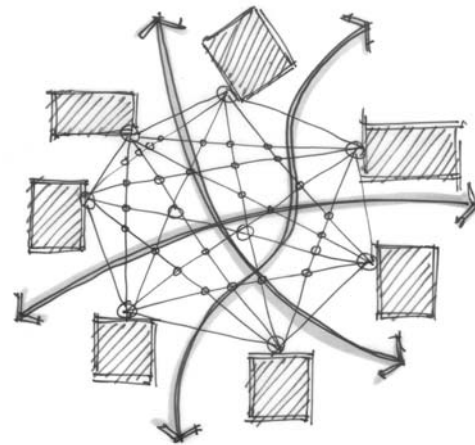
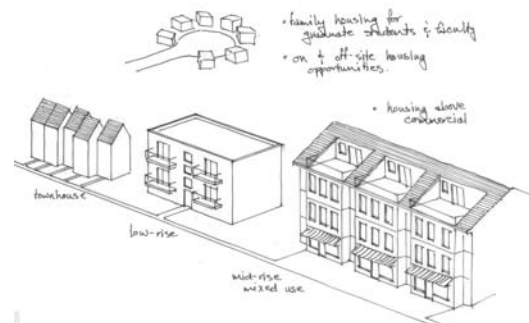
The Campus Plan must be supportive of creating new opportunities for informal contact between students, visiting scholars, faculty and staff to facilitate the serendipitous creation of new ideas.

**Guiding Principle #5: SUSTAINABLE CAMPUS ENVIRONMENT**

*The Campus Plan will create a sustainable campus community environment that will not compromise the environmental, social or economic systems within which we operate.*

**Strategic Objective 5.1**

The Campus Plan will embrace the native landscape of the region, preserve



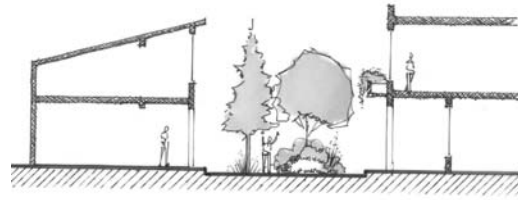
vistas and views and promote the pedestrian nature of the campus.

**Strategic Objective 5.2**

The Campus Plan must recognize the existing topography of the campus and acknowledge the constraints this places on development.

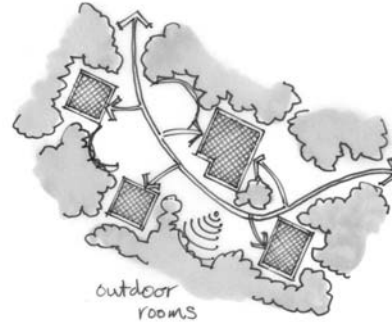
**Strategic Objective 5.3**

Buildings and open spaces should conform to best practice in environmental design and consideration given to achieving a consistent and recognized standard such as the silver level LEEDS.



**Strategic Objective 5.4**

The Campus Plan will support alternative modes of transportation including bicycles and public transit. Penetration of parking and vehicle movement will be limited as much as possible to the periphery of the campus.



**Strategic Objective 5.5**

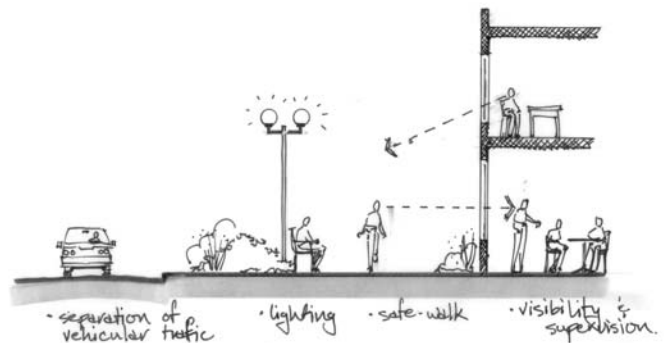
The Campus Plan will strike a balance between higher density and open space so as to support and enhance the quality of campus life.

**Guiding Principle #6: SAFETY**

*The Campus Plan creates a safe environment for students, staff and visitors.*

**Strategic Objective 6.1**

Buildings and open space will be designed to promote visibility, avoid hiding places and have adequate lighting levels and other security.



## Campus Plan Vision Statement

As a result of the Visioning Workshop a Campus Plan Vision statement was developed. In general terms, its purpose is to describe the various physical attributes (look and feel) of the campus as it relates to the experience of students, faculty, staff and visitors and how this character will enable achieving the multi-variate objectives of each stakeholder group.

The following statements capture specifically the vision of the future for the UCC campus:

1. The campus of the University College of the Cariboo will be a destination for students, scholars, researchers and visitors from across Canada and around the world to learn, teach and conduct research.
2. UCC will be recognized for the integration of its programs and the value it places on all forms of learning.
3. People will come to experience first hand a vibrant environment that has become the focal point for economic development in the Kamloops region and which plays a key role in the cultural and recreational activities of citizens.
4. The campus is distinguished by its unique landscaping that draws heavily on the plant species indigenous to this semi-arid climate and the dramatic topography with its unparalleled views of the Thompson River valley.
5. On approaching the campus, visitors are struck by the vibrancy of the activity along McGill road with its housing and shops and even new buildings occupied by emerging businesses and other enterprises spawned by the UCC research program.
6. On entering the campus one is also struck by the diversity of the students and the staff who seem to come from many different ethnic backgrounds. Everywhere one sees unique symbols of this international culture, sculpture, flags, even the buildings express uniqueness about this place that sets it apart from other institutions.
7. The road system leads you to parking from where it is easy to find the new international centre, research facility and community recreation facilities. Once parked, one's eye is drawn immediately to the new library, a symbol of the knowledge being created and disseminated by this institution.
8. As you proceed toward your destination the experience is similar to a walk in a park, buildings do not dominate but help define the outdoor spaces their entrances are clearly visible and at night well lit. There are numerous opportunities to sit and enjoy the river valley views or the campus landscape itself.
9. One is struck by the vitality with people of all ages enjoying their surroundings or going someplace. The smell of cooking wafts from the restaurants and one gets the sense that this is a place where one can stop and enjoy many things as well learn or conduct research.
10. Despite all the bustle one has a sense of tranquility and that there seem to be many groups engaged in lively discussion over coffee or just standing about.
11. The overall experience is that of institution with a strong sense of purpose grounded in its expanded role as economic engine and centre of learning.

## References

The following documents have been referenced in the development of Working Paper#2: Project Parameters.

1. *Building on Strengths and Uniqueness: A Strategic Plan for the University College of the Cariboo 2000-2005*, [www.cariboo.bc.ca/pres/strategic/](http://www.cariboo.bc.ca/pres/strategic/).
2. *Trends in Higher Education 2002*, Association of Universities and Colleges of Canada, Ottawa.
3. *Financial Information of Universities and Colleges 2000-2001*, Statistics Canada for the Canadian Association of University Business Officers, September 2002, Ottawa.
4. *A Point of No Return: The Urgent Need for Infrastructure Renewal at Canadian Universities*, Canadian Association of University Business Officers, 2000, Ottawa.
5. *Service Plan 2002/2003-2004/2005*, British Columbia Ministry of Advanced Education, February 2002, Victoria.
6. *2001/02 Annual Report, A New Era Update*, British Columbia Ministry of Advanced Education, June 2002, Victoria.
7. *Kamplan 1997: A Community Plan for Kamloops*, City of Kamloops June 1997.
8. *Recruitment Pressure in the BC University College System: 2000-2010*, unpublished, University College of the Cariboo, Office of Institutional Planning.
9. *Travelsmart*, Summary Report, City of Kamloops, October 1999.
10. *McGill Corridor Transportation Strategy (Draft Report)* November 20, 2002, Urban Systems.



## Appendix A: Questionnaire Form

<b>Project</b>	
<b>Date</b>	
<b>Faculty/School</b>	
<b>Department</b>	
<b>Current Location</b>	
<b>Contact Name</b>	
<b>Contact Phone</b>	
<b>Contact E-mail</b>	
<b>Activities (Teaching, Research, Service, Support Service)</b>	
<b>Primary Activities</b>	
<b>Other Activities</b>	
<b>People</b>	
<b>Existing Staff Count (Please identify academic and support staff separately)</b>	
<b>Short Term Growth</b>	
<b>Medium Term Growth</b>	
<b>Long Term Growth</b>	
<b>Space</b>	
<b>Issues and Concerns</b>	
<b>Information Tech.</b>	
<b>Current/planned Hardware &amp; Software including connectivity requirements.</b>	

<b>Equipment</b>	
Identify any specialized equipment that needs to be accommodated in your space.	
<b>Factors Affecting Future Growth</b>	
Identify new developments which may impact workloads/activity levels.	
<b>Benchmarks</b>	
Identify any benchmarks that you believe are appropriate to your area that may impact on your space.	
<b>General Comments</b>	