



VISION AND FOUNDING CHARTER

An education for the whole human

University of Jasper seeks to bring physical training, world humanities and fundamental inquiry into one demanding education, rooted in Jasper and open to people across cultures.



Our vision

To establish in Jasper a university for the world, where people across cultures and backgrounds develop physical strength, depth of knowledge, independent minds and integrity. We envision a lifelong community that defends freedom, pursues truth, creates with courage and accepts public responsibility, whose members advance human flourishing through their own growth, their example and their contribution to others.

Fearless in learning. Lead by example. One University > One Family.

University of Jasper is a founding project in Jasper, Alberta, Canada. Its first proposed programme is non-degree. University authorisation, accreditation, charitable status, a venue and launch dates are not established.



THE FOUNDING LETTER / 2015 TO TODAY

A responsibility to the world

From the original founding letter

“We human beings have our special responsibilities to make our society and world better.”

The founder identifies the original letter as written in 2015. The welcome below is a contemporary adaptation of its ideas, with new language for this edition.

Welcome to University of Jasper. My dream is to build a place where education reaches the whole person: our physical capacities, our understanding of the world and the responsibility we take for one another.

In my founding letter, I wrote that we have a responsibility to make our society and our world better. That conviction remains the starting point. Knowledge matters because of what we can understand, create and contribute through it.

I imagine people from different cultures coming to Jasper to learn together. We would train outdoors, investigate nature, read deeply, question inherited ideas and test our own. We would study the wisdom of ancient civilizations with the freedom to disagree and the courage to carry something valuable forward.

As technology becomes more powerful, I want us to become more capable: attentive, physically prepared, intellectually independent and responsible for what we create. Ambition should demand something of us. It should make us more honest in our work and more generous toward others.

One University > One Family expresses the community I hope we will build: a place of mutual care across borders and backgrounds, where belonging protects the freedom to think for yourself. Come with a difficult question, a willingness to practise and something you hope to give. Let us build this together.

Vincent Zhang · Founder



OUR MISSION

Strength with purpose

To unite sustained physical training, humanistic learning across world civilizations, and original inquiry in mathematics, physics, chemistry and economics. Through life in nature, lectures, close dialogue, debate, field study, experiments and shared projects, we cultivate people of courage, deep learning, independent judgment, initiative, self-discipline and a commitment to justice. We use AI to extend inquiry while strengthening human understanding, creativity and responsibility.

A / Physical strength and discipline

Make substantial, sustained outdoor practice and progressive physical training part of everyday education. Develop strength, endurance, coordination, resilience and sound judgment in changing conditions. Adapt challenge to the person and include recovery, restraint and mutual care. Value lasting progress and dependable action.

B / World humanities and character

Study philosophy, history, literature, art, ethics and social thought across civilizations. Read named texts in context, understand achievements and limitations, and engage real disagreements. Through comparison, debate and lived practice, develop freedom of thought, justice, integrity, restraint, empathy and the ability to lead responsibly.

C / Fundamental inquiry and original research

Build foundations in mathematics, physics, chemistry and economics. Begin with nature, social life and unresolved questions; develop abstraction, deduction, observation, experimentation, modelling and argument. Teachers and learners investigate together, publish methods and revise explanations in light of evidence.

The three foundations belong together. Physical practice informs judgment; humanities examine purpose; science makes our explanations answerable to evidence.



FOUNDING EDUCATIONAL DECLARATION

The person we become

A university is a place for the formation of a person. At Jasper, physical practice, deep study, independent judgment and character belong in one education. Knowledge should enter life; courage should be guided by reason; excellence should become visible in what we contribute to others.

We draw inspiration from ancient Greek inquiry and the education of body and mind; Bologna's traditions of protecting scholars; Vienna's research culture; classical study and close discussion at Oxford and Cambridge; the agency expressed in Harvard's elective tradition; and Humboldt's ideal of linking teaching and research. We bring these inspirations into conversation with the intellectual and cultural resources of civilizations around the world.

As AI and robotics extend what people can do, education must deepen what people can understand, judge and take responsibility for. We want learners to ask worthwhile questions, examine evidence, create knowledge and remain accountable for their choices.

Nature is a source of physical challenge, attention and original questions. Mathematics, physics, chemistry and economics provide foundations for inquiry. History, philosophy, literature, art and ethics help us examine what our knowledge is for.

Excellence is expressed through character, achievement and contribution. A diverse community can carry valuable traditions forward through study, criticism and renewal. Leadership means taking initiative, serving others and enabling people to act together.

University of Jasper aspires to a community of strength, learning, freedom and restraint, joined by courage and care. Its members should set examples through their work and their lives, sustaining a lifelong commitment to mutual help.

Founding vision by Vincent Zhang. Historical traditions are sources of inspiration, not affiliations or endorsements.



THE JASPER METHOD

A question that travels with you

Carry one worthwhile question across movement, close reading, scientific investigation and a contribution someone else can use. The same problem should become richer as you learn to see it through different disciplines.

Begin with an encounter

Observe something directly. Separate what happened from what you assume. Form a question before consulting an answer.

Make your explanation accountable

Construct a model or argument. Predict a result that could challenge it. Preserve observations, units, passage references and uncertainty.

Invite a serious objection

Let a peer test the method or argue the strongest alternative. Explain what changed and what still remains unresolved.

Create something useful

Turn the inquiry into a paper guide, experiment, argument, model or teaching session. Test it with a consenting user and revise it.

Three signature inquiries

Warmth: What does it take to keep someone warm? Direction: How do you know which way to go?

Conviction: What would change your mind? The instructor guide maps these inquiries into the existing course hours.

The standard is observable growth and useful work. A new learner can produce original insight without claiming a novel scientific discovery.



THE FIRST PROGRAMME

The Jasper Field Semester

Six weeks in person in Jasper for a target cohort of 6-8 adults aged 18 or older. Four teaching days each week provide 144 facilitated learning hours. Three proposed camping nights fall in Weeks 2 and 5.

Course	Hours
Fieldcraft, hiking and camping	36
Martial arts and restraint	18
Attention and reflective practice	12
Mathematics and physics in nature	30
Philosophy, reading and argument	30
The commons and original inquiry	18
Total facilitated learning	144

A curriculum that connects

Chemistry enters through materials, heat and scientific explanation. Economics enters through resources, trade-offs and the commons. Introductory martial practice is coached for control; attention practice is voluntary and adaptable.

The academic calendar

Winter break runs from mid-December to mid-February, approximately two months. Required teaching and camps take place outside this period. Exact cohort dates remain unconfirmed.

Camp nights do not add overnight clock hours to the 144 facilitated hours. Rest, meals, travel and staff camp duty require separate planning. Fees, subsidies and included costs remain unconfirmed.



PROGRESS AND ASSESSMENT

Earn the confidence to explain your work

Week	Question	Evidence
1 / Attention	What do I notice?	Observation baseline and a first position.
2 / Discipline	When does restraint make us stronger?	First camp review and a reasoned practice plan.
3 / Evidence	What would change my mind?	Repeatable experiment and revised claim.
4 / Freedom	What makes disagreement productive?	Fair debate and a capstone proposal.
5 / Responsibility	What do I owe to others?	Two-night camp review and a prototype test.
6 / Contribution	What can I now explain, do and give?	Final portfolio and individual oral defence.

The five dimensions

Practice and care; evidence and reasoning; interpretation and argument; original work and revision; contribution and autonomy. Learners receive the rubric in advance, formative feedback and a chance to revise.

What completion means

Six weekly entries, a capstone and instructor-reviewed field and martial demonstrations, meeting the guide's introductory standard after revision. Completion would receive a descriptive non-credit record. No degree, academic credit or professional certification is offered.

Assess demonstrated work, not physique, charisma, private beliefs or agreement with the founder. Equivalent adapted tasks use the same standards.



FREEDOM AND BELONGING

One University One Family

One University > One Family is a lifelong commitment to mutual care across ancestry, nationality, ethnicity and race. We build trust through honesty, generosity and keeping our word. Belonging includes the freedom to disagree, think independently and choose one's own path.

Freedom and truth

Protect honest questions, independent inquiry and reasoned disagreement.

Courage and restraint

Undertake difficult work with judgment, recovery and self-discipline.

Excellence and responsibility

Pursue rigour and originality, and account for methods, promises and consequences.

Learning across civilizations

Study traditions in context and carry wisdom forward through dialogue and renewal.

Fellowship and community

Build lifelong ties through equal dignity, care, cooperation and trust.

Human agency in a technological age

The field semester is taught offline: paper, direct observation, close conversation and original work. Personal phones, internet and live AI are set aside during teaching and camps. Staff emergency communications remain available, with private medical, accessibility and essential-contact exceptions. Printed claims allow learners to examine AI-style reasoning without using a device. An optional connected audit before or after the semester sits outside the 144-hour core.

Private reflection belongs to the learner. Consent to share a story, photograph or project is separate from participation. A person can question a view, decline a practice or leave without being treated as disloyal.



THE PEOPLE WHO WILL BUILD IT

Teach with depth Learn with courage

For founding teachers

Bring disciplinary depth, a demonstrated practice and the ability to make difficult ideas understandable. Propose a twenty-minute lesson: a question, an activity, evidence of understanding and an adaptation for a learner who needs another approach.

The teaching team

The six course areas require scientific, humanistic, outdoor, martial, reflective and facilitation competence. One person may hold several roles when qualified and available. Outdoor delivery requires suitable local leadership and staff coverage; enthusiasm alone is insufficient.

For prospective students

Bring curiosity, a willingness to practise and the courage to revise a belief. Describe a question you care about, an effort you have sustained and a contribution you want to make. A portfolio can include an experiment, a practical skill, writing, art or community work.

An honest invitation

The website provides teacher and student application drafts, review and local download. There is no active submission inbox, selection decision or job offer. Enrolment, compensation, costs and delivery dates will be published only when established.

A fair review process to establish

Publish criteria, access arrangements, decision responsibilities and data retention before collecting applications. Judge relevant work and potential to learn; offer an accessible alternative to each demonstration. Avoid collecting transcripts or sensitive health details without a necessary, defined purpose.

The founder will establish the official @ujasper.ca mailbox. No address is assumed or invented in this edition.



FOUNDING CAPITAL AND STEWARDSHIP

Build something worth passing on

The founding capital ambition is C\$10 million. The immediate purpose is to establish the people, evidence, operating capacity and financial discipline that could justify substantial long-term support.

The Founding Five

The Founding Five remains the founder's proposal: five founding positions at C\$2 million each, seeking C\$10 million in total. Vincent Zhang's intended model includes lifetime board voting rights. Those rights are not established and cannot be promised in exchange for a contribution. The legal structure, election and removal rules, director duties, total board composition and the founder's role must be resolved before any appointment or agreement.

An anchor family or foundation

A substantial anchor gift or commitment could be discussed as an alternative funding route. It is an option for exploration, not a second confirmed campaign or a confirmed donor relationship. The same educational purpose, independent oversight and clear contribution agreements would apply.

Use of funds before prestige

A costed plan should prioritise qualified staff, local delivery, access for learners, equipment, insurance, evaluation and operating reserves. Premises follow verified need, lawful use, finance and an affordable long-term plan. There is no approved capital allocation yet.

Terms that must be clear

Contributions require a lawful recipient, staged use of funds, reporting, conditions for cancellation and conflict-of-interest rules. No investment return, tax receipt, lifetime appointment or accreditation is promised. No commitments or appointments are confirmed.

For a federal nonprofit corporation, director terms cannot exceed four years, although re-election is possible. This is one structure's rule, not a determination of the legal structure Jasper should adopt. [F1]



FROM PROPOSAL TO PRACTICE

Begin small Build on evidence

1 / Establish feasibility

Identify a capable Jasper host, appropriate educators and genuinely interested learners. Obtain current advice on the university name, programme requirements and operating structure. Gather actual venue, staffing, insurance and equipment quotes.

2 / Seek support for a defined first step

Discuss a costed in-person introductory event or the full semester with suitable supporters. A shorter event must have its own scope and must not be advertised as completion of the semester. Confirm sufficient funds and written responsibilities before committing to delivery.

3 / Deliver and examine the evidence

With the required arrangements in place, record attendance, learner work, access barriers, actual costs, feedback and incidents. Publish only consented material. Review whether the learning outcomes justify another cohort.

4 / Expand only when the case is stronger

Use real delivery evidence, a capable team and a multiyear operating model to approach major supporters. Larger funding and reliable demand should precede property commitments.

An asset-light beginning

Use appropriate existing space when feasible. Jasper townsite land is federal Crown land leased under park rules; a cheap freehold-campus assumption is unsuitable. A specific site requires separate checks on tenure, permitted use, access and full operating cost. [F2]

A website and curriculum make the proposal reviewable. An operating institution requires people, resources, permissions and sustained delivery. None of those is created by the appearance of a website.



PUBLICATION NOTES AND REFERENCES

The origin and the next chapter

Founding authorship

Vision, original crest and the founding letter: Vincent Zhang. The founder identifies the recovered letter as written in 2015; the supplied document does not print that date. Its quoted sentence is reproduced exactly. The adapted welcome is new editorial language for this edition.

The final English edition

28 September 2026. Read this charter with the Field Semester Instructor Guide, Offline Learner Fieldbook and Founding Supporter Brief. The website is an owner-private founding preview. The official domain and application mailbox still require setup and verification.

Educational inspiration

The Academy's project work, feedback and practical experience offer useful design references. Jasper's proposed focus is physical training, world humanities and fundamental inquiry in an offline Jasper setting. No comparative outcome evidence establishes either model as superior. [E1]

Sources

[E1] The Academy, Programme: theacademysf.com/program. [F1] Corporations Canada, The directors: ised-isde.canada.ca/site/corporations-canada/en/not-profit-corporations/directors. [F2] Parks Canada, Jasper Recovery Framework: parks.canada.ca/pn-np/ab/jasper/gestion-management/serviceimmobilier-realty/retablissement-recovery/cadre-framework. Accessed 28 September 2026.

Historical and curriculum references

The website's Sources page links the institutional histories behind the declaration. The instructor guide identifies primary readings and scientific and operating references; educators must check current requirements and conditions before delivery.

Photography and music

Morning at Spirit Island, Sergey Pesterev / Wikimedia Commons, CC BY-SA 4.0. The landscape is not an approved teaching venue or campus. Jasper Dream Crying is written by Vincent Zhang and produced by FarJasper Stories Canada; the website links to the original recording.

The original crest is unchanged. Personal names and edition dates are separate from the institutional mark.