

UNBC

2016/2017

Institutional

Accountability

Plan and Report



July 14, 2017
Ministry of Advanced Education
Government of British Columbia
PO Box 9080
Station Provincial Government Victoria, BC
V8W 9E2

Dear Minister,

We are pleased to submit the University of Northern British Columbia's Institutional Accountability Plan and Report (IAPR) for 2016-17. The Report has been reviewed and approved by senior administration and by our Board of Governors.

The Report illustrates UNBC's commitment to the stated Strategic Objectives of the B.C. public post-secondary education system — Capacity, Access, Quality, Relevance and Efficiency. The Report also reflects the priorities identified in the Mandate Letter, and fulfills the reporting requirement under the Taxpayer Accountability Principles.

UNBC serves a vast region and we are particularly proud of, and value, our relationships with First Nations Communities in Northern B.C. Through high-quality teaching, research and service, UNBC is developing leaders with knowledge and skills that not only meet the needs of the regional labour market, but that ensure our graduates are prepared to make a positive social and economic impact far beyond their own communities.

We look forward to working with you and your Ministry in continued pursuit of our shared mandate and mission to advance higher education and research, and to contribute to the social and economic success of British Columbia.

As President and Board Chair, we accept accountability for this Plan and Report.

Sincerely,



Tracey Wolsey
Chair, UNBC Board of Governors



Daniel J. Weeks
President and Vice-Chancellor

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1 Acknowledgement of Traditional Territory/Territories

'En cha huná, respect for all living things, is the University of Northern British Columbia's motto. This motto was inspired by the Dakelh and truly captures the University of Northern British Columbia's spirit and the principles of academic freedom, respect for others, and the willingness to recognize different perspectives.

The University has four main campuses, in: Prince George, Terrace, Quesnel, and Fort Saint John. The Prince George campus is situated on the traditional territory of the Lheidli T'enneh and is part of the Dakelh (Carrier) First Nations. Lheidli T'enneh's traditional territory stretches over 4.3 million hectares, from the impressive Rocky Mountains, to the beautiful Interior Plateau, including the City of Prince George. The word Lheidli means "where the two rivers flow together" and T'enneh means "the people". The Fort George Indian Band Reserve was established in 1892 where the Fraser and Nechako rivers meet. The history of the First Nations people is a major part of the history of Prince George and the surrounding region. The South-Central Quesnel campus is situated on the traditional territory of the Lhatko Dene (Red Bluff Band), Nazko, Lhoosk'uz Den Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band). Lhatko, Nazko, and Lhoosk'uz are Dakelh (Carrier) First Nation, and ?Esdilagh is a member of the Tsilhqot'in Nation. The Northeast campus in Fort Saint John is situated on the traditional territory of the Doig River, Blueberry, and Halfway River First Nations. The Northwest Regional Terrace campus is situated on traditional Ts'msyen territory of the Kitsumkalum and Kitselas First Nations. It includes a satellite campus in the coastal community of Prince Rupert. Terrace also serves as the economic and central hub for many Haida, Haisla, Tahltan, Métis, Gitxsan, Wet'suwet'en, and Nisga'a peoples. The University of Northern British Columbia holds an affiliation agreement with the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI), a federated Aboriginal post-secondary institution that was established in 1993. WWNI is located in the Nass Valley and the village of Gitwinksihlkw. This learning centre is a member of the Indigenous Adult and Higher Learning Association (IAHLA) and has established a strong partnership with the University of Northern British Columbia, offering students undergraduate and Master's degrees.

We sincerely value our relationships with all of our First Nations neighbours and partners, and we proudly incorporate Territorial acknowledgement at key meetings, ceremonies and events.

2 UNBC Overview

Located in the spectacular landscape of Northern British Columbia, UNBC is one of Canada's best small research intensive universities. The University features a main campus in Prince George, with regional facilities around Northern B.C. including campuses in Quesnel, Terrace and Fort St John. The members of the University community share a passion for teaching, discovery, the environment, and the North and its peoples.

In addition to fostering and celebrating academic excellence, UNBC is a welcoming place, with a learning environment that is friendly, inclusive, exciting, and supportive. Initially founded as a university for and in the North, a strong sense of ownership, purpose, and adventure is evident among UNBC's students, alumni, faculty, staff, donors, partners, and the communities it serves.

The faculty and instructor complement sits at around 400, serving the needs of approximately 2,600 full-time equivalent (FTE) students. (FTE converts the enrolment head count to the number of students carrying a normal full credit load). Total enrolment headcount is 3,600 full-time and part-time students.

The following graph illustrates the current FTE enrolment, by Program. The areas of highest demand demonstrate an alignment with the BC Skills for Jobs Blueprint and high-demand occupations in the province.

2015/16 Fiscal Annualized FTE (international tuition FTEs excluded)



GR

UG

UNBC offers a wide range of programming, providing outstanding undergraduate and graduate learning opportunities that explore a range of areas of study in the Arts and Sciences, Business and Management, Education, Engineering and Applied Sciences, Health, and Human and Social Services, among others. Credentials include certificates, diplomas, bachelors, masters, and doctoral degrees in two academic Colleges: The College of Arts, Social and Health Sciences; and the College of Science and Management.

The following table breaks down enrolment of students at UNBC by area of study:

Program Cluster	UBC, UVic, SFU (Average)	UNBC
Arts and Sciences	49%	40%
Business and Management	11%	15%
Education	6%	7%
Engineering and Applied Sciences	18%	17%
Health	8%	12%
Human and Social Services	5%	5%
Visual and Performing Arts	2%	0%
Other	2%	4%

The University also partners with the northern colleges and with post-secondary institutions in the Lower Mainland to increase the outreach of UNBC's academic programming (Medicine, Business, Nursing, Environmental Engineering, and Social Work). A full listing of academic programs can be found on page 29 in final report of this document.

The majority of UNBC students come from Northern B.C. as illustrated by the table below:

Market Group	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Northern B.C.	72%	73%	73%	73%	73%	72%	72%	72%	71%	70%	69%
Southern B.C.	20%	18%	17%	16%	15%	15%	15%	15%	16%	18%	18%
Outside B.C.	8%	9%	10%	11%	11%	12%	13%	13%	13%	12%	13%
International	2%	3%	4%	4%	5%	5%	5%	5%	5%	4%	5%

In 2008, UNBC trademarked and adopted the brand of Canada's Green University in light of its leadership in environmental and social sustainability, as well as its academic strengths in the environmental sciences, natural resources and sustainability.

As one of B.C.'s research-intensive universities, UNBC aims to bring the excitement of discovery to its students, and the outcomes of its teaching and research to the world. Research at UNBC is concentrated around four themes:

- Environment and Natural Resources
- Community Development
- Northern, Rural and Environmental Health
- First Nations and Indigenous Studies

3 UNBC 2016/2017

Year in Review

The past academic year was marked by a multitude of outstanding achievements for UNBC. From its celebration of the 150th anniversary of Confederation and the creation of 150th renewable scholarships, to its second consecutive year of being named the top University in its category in the Maclean's magazine rankings, UNBC continues to be a leader in the post-secondary field. The following are some of the highlights of 2016/17:

- For the second consecutive year, UNBC was named the top University in its category according to rankings released by Maclean's magazine. UNBC placed first in the Primarily Undergraduate category that includes 19 universities from across the country. UNBC made gains in many categories including the quality of our instructors, our staff and the services we offer, the outstanding student experience, and student activities available.
- For the fourth time in six years, UNBC was named one of BC's Top 100 employers. Evaluators recognized UNBC for outstanding contributions in work-life balance, ongoing educational opportunities and parental leave benefits.



- In 2017, UNBC achieved two major milestones with the endorsements of the new Strategic Research Plan and an Academic Action Plan. These plans will help shape an exciting vision for the University's future research and academic success.
- To guide us in the implementation of the various plans, UNBC's Mission, Vision and Values were renewed through an unprecedented consultation process. Students, faculty, staff and community members provided input during his process. The result was a refreshed Mission, Vision and Values that will help guide us as we begin the implementation of the various action plans through the integrated University planning process.
- Tracey Wolsey was elected as the new Chair of UNBC's Board of Governors. Wolsey is the Director of Stakeholder and Aboriginal Relations with Suncor Energy in Fort St. John and is a UNBC graduate.
- Ties between UNBC and the Lheidli T'enneh Nation were strengthened in September with the signing of a Memorandum of Understanding, a new sign installed at the entrance to the Prince George campus written in the Lheidli dialect of Dakelh (Carrier) language, and a new flag pole permanently flying the Lheidli T'enneh flag.

- UNBC launched the public phase of its \$15-million Northern Leadership Campaign in May. This comprehensive fundraising campaign will support priorities that will bolster UNBC's leadership as one of Canada's best small research intensive universities. It focuses on three key priorities: to strengthen research and teaching excellence, to inspire next-generation leaders and to create local solutions with global impact.
- The Research Data Centre opened in UNBC's Geoffrey R. Weller Library and provides researchers and community members with a secure connection to Statistics Canada to access population data, household survey and administrative microdata and other key information necessary for their work.
- The institutional goal of reaching the target of \$15 million in research funding by 2016/17 was surpassed. UNBC received \$19 million to invest in the University's research programs.
- The Undergraduate Research Experience Program was core funded and supported more than 15 studentships for research activities at the University.
- UNBC announced the award of three new Research Chairs in 2016/17.
- UNBC saw an increase of 30 per cent in research grant and contract applications submitted in 2016/17, compared to the previous year (more than 200 applications were processed for 60 unique funders with a success rate of greater than 70 per cent).
- Dr. Alison Gerlach, a UNBC postdoctoral researcher, received the prestigious 2016-17 Banting Fellowship from the Canadian Institutes of Health Research. Her project, Rethinking Early Intervention Therapy with Indigenous Communities and Families in Northern British Columbia: A Critical Inquiry, centres on under-



standing how early intervention therapy services and programs, such as children's occupational therapy, speech language pathology, and physiotherapy, can be provided in ways that are responsive, culturally safe, and effective with Indigenous communities and families in Northern B.C.

- The Administration Building on UNBC's Prince George Campus was renamed Charles J. McCaffray Hall in honour of the late Charles McCaffray, a visionary and thought leader who helped spearhead the campaign to establish a university in the North.



- Innovation in timber engineering and the development of wood products will be accelerated at UNBC thanks to a \$4.5 million joint federal-provincial investment announced in February. The new Wood Innovation Research Lab will be used by students in the Master of Engineering in Integrated Wood Design program and will also create new opportunities for collaboration with external researchers and industry.
- Researchers Dr. Ellen Petticrew and Dr. Phil Owens secured nearly \$800,000 in funding from the Government of Canada's Environmental Damages Fund to continue their research into the impacts of the 2014 breach of the Mount Polley Mine tailings storage facility on the Quesnel Lake ecosystem.
- Dr. Thomas Tannert became the first Tall Wood and Hybrid Structures Engineering Research Chair at UNBC in October. The Chair is funded by the Government of British Columbia through the BC Innovation Council's Leading Edge Endowment Fund.
- UNBC Adjunct/Visiting professor Dr. Rick Colbourne was named a recipient of the 2016 Fulbright Scholar Award. Dr. Colbourne spent the year as a Fulbright Visiting Research Chair at the University of Arizona conducting research into Indigenous entrepreneurship.
- A team of researchers from UNBC received \$83,500 from the Governments of Canada and British Columbia to launch a cash and bioenergy crop feasibility

study. The project aims to promote agricultural diversification and development to create prosperous and self-sustainable communities in the North.

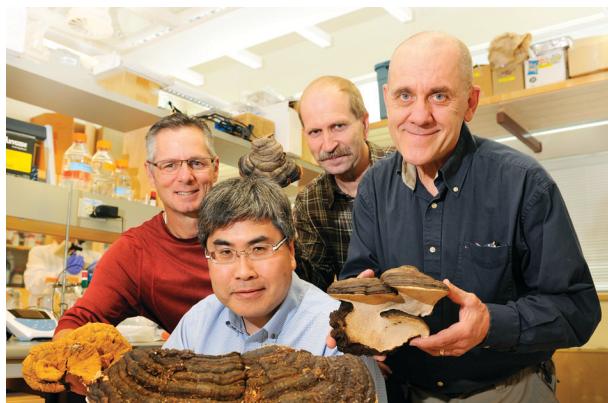
- UNBC researchers teamed up with the Two Rivers Gallery and the Pacific Institute for Climate Solutions to create Change, an art exhibit and call to action on climate change. The exhibit looked at the past, present and future of human interactions with the environment.
- A parliamentary committee from Denmark visited UNBC campuses in both Prince George and Quesnel in early March. The parliamentary mission, coordinated by UNBC's Community Development Institute, highlighted the opportunities and challenges associated with distributed models of education.
- In celebration of Canada's 150th anniversary, UNBC created a new scholarship program, available to international students from around the globe. The program is comprised of 150 renewable scholarships, each valued at \$2,000 per year for up to four years.
- UNBC Outdoor Recreation and Tourism Management Professor Dr. Pamela Wright was named a 2017 Wilburforce Fellow in Conservation Science. As a Fellow, Dr. Wright will continue her research in conservation planning and maintaining the ecological integrity of parks and protected spaces. Dr. Wright is the first UNBC researcher to earn the fellowships and is one of 20 scientists in Western North America to receive the fellowship this year.
- Women's basketball player Vasiliki Louka received national recognition in December when she became the first UNBC student athlete to be named the ArcelorMittal Dofasco U Sports female athlete of the week. Eleven UNBC Timberwolves varsity athletes were recognized at the annual U Sports Academic All-Canadian ceremony, which honours student athletes who have achieved a GPA of 3.67 or higher.
- The third installment of the UNBC Timberwolves Legacy Breakfast raised a record amount, bringing in \$54,000 to support scholarships and bursaries for varsity athletes. Stanley Cup champion and Olympic

gold medalist Theo Fleury delivered a keynote speech to a sold-out audience titled Don't Quit Before the Miracle for 500 attendees at the Charles Jago Northern Sport Centre.

- Langara College and UNBC established a Memorandum of Understanding that will facilitate the successful transfer of students from Langara to UNBC. Langara students who meet the eligibility requirements and have completed the Associate of Arts or Associate of Science degrees will be considered for admission into one of 10 different third-year Bachelor's programs at UNBC.



- The Confederation of University Faculty Associations of B.C. recognized Dr. Darwyn Coxson, a UNBC Ecosystem Science and Management Professor with one of three Distinguished Academic Awards. CUFA-BC's Paz Buttedahl Career Achievement Award is for sustained outstanding contributions to the community beyond the academy through research or other scholarly activities by an individual or group over the major portion of their career. Dr. Coxson's advocacy and research was instrumental in the establishment of the Ancient Forest/Chun T'oh Whudujut Provincial Park, a 12,000-hectare protected area conserving rare Ancient Western redcedar stands in the inland rainforest 120 km east of Prince George.





4 Strategic Direction and Context

The Institutional Accountability Plan and Report provides a review of achievements related to the Ministry of Advanced Education's identified indicators and an assessment of UNBC's performance in meeting its commitments. The following section highlights the renewed Mission, Vision and Values, which focus on UNBC's strengths and aspirations. It flows from an unprecedented consultation process that engaged the entire UNBC community and partners. It was an important opportunity for UNBC to have a productive dialogue with students, staff, faculty and community partners, and ensure that all felt part of the whole University. It reaffirms that UNBC is a regionally, nationally and globally significant University and house of learning.

Mission

To prepare leaders for tomorrow by influencing the world today.

UNBC strives to provide a safe and challenging learning environment where students gain leadership skills and stretch their boundaries, not only through academic discussion and debate but also through opportunities to work closely with faculty and staff on research projects and a wide range of initiatives that improve student life or contribute to a need in the community, the region or far beyond.

Vision

To be a destination University, personal in character, that transforms lives and communities in the North and around the world.

Our founders established a University "in the North – for the North." They envisioned and built an institution where all are welcomed, learn, live, work closely with our faculty and staff, and transform the quality of life in Northern British Columbia, the province, and beyond.

Values

In our workplaces, relationships and communications, we are committed to positive and productive work and learning environments.

Our values inform our lives, our decisions, and our choices. At UNBC we value:

Experiential learning, exploration and discovery: Our community celebrates and strives to provide an unparalleled learning experience which ensures that our students are prepared to meet the challenges of a fast-paced modern world, while stepping up and making a difference. UNBC is a champion of intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied and best practices in experiential initiatives and the development and mobilization of new knowledge.

Inclusiveness and diversity: Social and cultural diversity is core to enriching the learning environment of a modern university. The confluence of diversity and respectful discussion stimulates creative thoughts, new ways of thinking, and new pathways of inquiry. This ensures that our research questions address society as a whole, and enables us to train leaders who understand our local and global communities.

Community: UNBC is a place where community thrives and where we strive to understand and care for other members of our University. It is a place where all are welcome and where we commit to being respectful, innovative, resourceful and responsive in our interactions with others.

Integrity: To succeed we must be true to who we are, and focus on where we are now and what we want to be in the future. We are honest, supportive, and forthright in all our interactions, confronting problems and issues openly and constructively.

Strategic Context

Throughout its history, UNBC has been a national success story and a source of pride for the citizens of the region as well as the University's alumni. Its success should also be a source of pride for Government, as UNBC's creation is considered one of the greatest public investments in the North.

The history of UNBC has instilled in the institution a strong sense of responsibility to the northern region: its communities and industries, its citizens and cultures, its challenges and opportunities. UNBC is embedded within the northern communities and enjoys a strong social license to operate. This integration within the region is core to the University's planning and operations.

A multitude of factors in the region, outside the region, and within the University may affect UNBC and its planning for the future.

In the Region

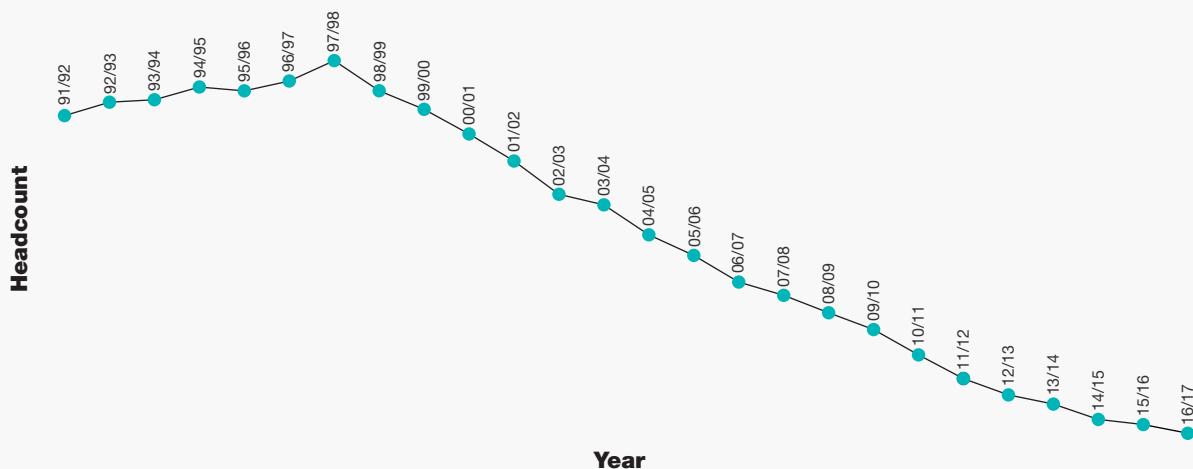
UNBC continues to be an active participant in the Province's efforts to address the skills shortage in the labour force. This "skills gap" has a large impact on the provincial economy and UNBC contributes by aligning its course curriculum to better match graduates with the needs of local and regional employers.

To better understand the impact of the University on the needs of the northern region and the goals outlined in the Government's Skills Gap Plan, a UNBC Alumni Survey was initiated. The survey found 88.2 per cent of UNBC alumni were employed at the time of the survey, while others had paid employment lined-up to begin at later dates. Of the employed alumni, 69 per cent reported that they were in management or executive positions; 93 per cent of employed alumni said their education at UNBC was somewhat or very useful to getting their current job; 98.3 per cent said their UNBC education was either very, somewhat or quite important to future career opportunities. Also, half of graduates (49.7 per cent) said they had a job less than one month after beginning their job search, and 83.7 per cent said they had a job within six months.

As demonstrated in the survey results, UNBC is a significant driver of the local and regional economy. Many of our graduates remain in the North and are employed in managerial positions or are starting new businesses.

Even with these successes, Northern British Columbia continues to experience a consistent and dramatic decline in its population, and a shift in demographics. In particular, the population of young people in the region has declined by 39 per cent since peak enrolment at UNBC in the late 1990s.

Total student headcounts in all grades (K to 12) in Northern B.C. School Districts 1991/92 - 2015/16



This decline is expected to continue for another decade, and is contributing to concerns regarding the North's preparedness and ability to respond to what is anticipated to be a period of significant growth and economic development in the region in the coming years.

To address these challenges, UNBC is continuing to lead discussions and collaborations with other post-secondary institutions in the north and the central interior of British Columbia. These collaborations help ensure we coordinate course offerings and provide better pathways for prospective college graduates to pursue advanced university education. Examples include a recent memorandum of understanding with the three northern colleges to provide guaranteed admission for qualified international transfer students, or a shared marketing initiative led by the Presidents of the Northern Post-Secondary Council designed to drive prospective students to an exciting and rewarding post-secondary career in B.C.'s North.

- UNBC is actively engaged in community outreach and relationship building, and has witnessed an evolution of relationships with First Nations (Lheidli T'enneh, Lake Babine First Nation, Nazko First Nation, Skidegate Band Council, Tishhqut'in National Government, Cheslatta Carrier Nation, and the National Centre for Truth and Reconciliation, etc.), ensuring their voice and perspective is considered in the development and delivery of UNBC programming. UNBC is working with local and regional governments and development agencies (City of Prince George Education Committee, Northern Development Initiative Trust etc.), and businesses and industry, all with the purpose of ensuring the University continues to be responsive and relevant.
- UNBC has made significant investments on supporting enrolment, recruitment and retention efforts to increase FTE figures over the past year and a half. This includes an increase in the student recruitment complement, allowing recruiters to escalate their efforts during the key undergraduate student recruitment season. In addition, UNBC invested in some key marketing and promotion products, including a revitalized prospective student handbook, website, social media campaign, and e-mail conversion program. This investment is showing clear results. As of June 1, 2017, applications are up 18.8% and registrations are up 8.6% compared to the same time the previous year.

Outside the Region

Three areas of action by the Government of BC have had a profound effect on UNBC's planning and operations. The following is provided for background and context:

Grant reduction: The Government of BC reduced UNBC's operating grant for 2013-14 by \$128,000, an additional \$512,000 in 2014/15, and a further \$665,000 in 2015/16 (excluding an amount for new programming and funded compensation increases).

Skills blueprint: The Government's promise to re-direct funding to the education and training of "high-demand occupations" has potential to shape UNBC's academic profile in significant ways.

New universities: The expansion of degree-completion options in southern B.C. and Vancouver Island, has had the effect of eroding UNBC's ability to attract students from those regions. In the 1990s, close to one-third of UNBC students were from southern BC; the percentage now is about 17%. This decline aligns with the increase in the number of B.C. institutions awarding bachelor's degrees.

Another factor outside the region that may affect UNBC's planning and operations is the public perception of Prince George, and Northern B.C. more broadly, along with the distance of Prince George from major population centres. Being "close to home" is the most popular reason students identify for choosing UNBC. Location, however, is also a top reason prospective students decide to not attend UNBC. We believe our northern location is an asset and UNBC is actively engaged in implementing strategies and key actions that focus on marketing, recruitment and retention initiatives.

Within UNBC

The University is working to address the following internal issues to minimize impact on the institution's planning and operations:

- University finances:
UNBC made significant strides in addressing its financial challenges through the enactment of a deficit mitigation strategy that was crafted in close consultation with Ministry officials.

The main elements of this strategy were 1) implementation of strategic spending cuts that would restrain expenses while protecting the core educational and research activities of the campus; 2) targeted investments to grow enrolment of both domestic and international students.

The full impact of this strategy will not be visible until the 2017/18 budget cycle, but in the 2016/17 fiscal year the deficit was reduced to \$1.7 million from \$3.5 million the previous year. This was largely due to cost savings, however there was some significant growth in undergraduate domestic tuition revenue, providing early indication of the success of the enrolment growth efforts. Although UNBC is expected to have a deficit financial position for the next one to two years, overall the University has a very strong balance sheet, with endowment assets exceeding \$50 million for the first time in history, and cash reserves that remain very healthy. The execution of the deficit mitigation strategy happened as part of the overall integrated planning process that has been evolving since the previous fiscal year, and that has facilitated a much more strategic alignment of budgetary resources with the strategic priorities of the University. At the encouragement of the Ministry, UNBC will also implement new financial planning software in fiscal 2017-18 to enable better stewardship of University resources.

- Integrated university planning:
Our ability to set the strategic direction and move UNBC decisively forward to a sustainable financial model was limited in past years by an absence of comprehensive and endorsed academic and research plans. However, this year marks a major achievement for the University with the endorsement of both the Strategic Research Plan and Academic Action Plan, by the University Senate.

UNBC is now well positioned to move forward with the crucial work of building linkages to the various plans through the integrated university planning process, introduced in 2016/17, and to focus on the new Strategic Research Plan, new academic plan, new relationships, new structures, and a budget that aligns resources to priorities.
- Academic Programming, Outreach and Experiential Learning
The proposed undergraduate degree program in Bachelor of Applied Science in Civil Engineering was approved by Senate on April 26, 2016, and the program's establishment was subsequently approved by UNBC's Board of Governors on September 16, subject to confirmation of funding from the Province of B.C. Since that time, UNBC has worked with Ministry of Advanced Education officials to advance the proposal. UNBC anticipates participating in continued discussions with the provincial government.

UNBC has worked on a number of strategies to strengthen its links with communities through a variety of outreach activities, such as the Masters of Engineering in Intergrated Wood Design program in which students have undertaken several projects with local businesses and community groups for the small-scale wood design and build projects as part of their degree program. Dr. Alex Aravind coordinated a programming course with the Innovation Central Society on an Agile Software Development program to support local software developers and build capacity locally in modern programming approaches. This summer Dr. Aravind obtained a SSHRC Connect grant for a Canada 150 project to present a "Digital Storytelling" program for high school students from SD 91 who will learn programming basics while also telling their stories of living in Northern British Columbia.

UNBC is keen to continue fostering leadership within its internal ranks. To this end, the University issued a call in 2016 to the University community for a President's Leadership Initiative – Investigating Co-operative Education Opportunities. The goal was to develop models for revitalizing UNBC's co-operative education initiatives that are supported by the Ministry of Advanced Education. In the Fall 2016, Faculty member Dr. Todd Whitcombe was appointed as the lead on this project, and a first report, to be included in the University's integrated planning cycle, is expected in the 2017-18 planning year.

- Student housing:
The University is now in the final phase of an upgrade to its residence buildings, expected to be complete by September 2017. At 20 years of age, the upgrades are essential in enhancing the student experience for residents living on campus, and keep-step with the rest of the Prince George campus by connecting the buildings to the University's sustainable bioenergy heating system.

Strategic Planning and Today's Priorities

Over the past 12-18 months, UNBC has engaged in a comprehensive, consultative and integrated strategic planning exercise, unprecedented in the institution's history.

This exercise has resulted in the following:

- A renewed statement of the University's Vision, Mission and Values and identification of Strategic Priorities, approved by the Board of Governors.
- A comprehensive Academic Action Plan informed by broad and significant institutional consultation and effort, endorsed by the UNBC Senate.
- A strategic Strategic Research Plan that reflects the strengths and aspirations of UNBC's researchers, endorsed by the UNBC Senate.
- A budget and financial planning model that better ensures unit action plans align with and support strategic, academic and research priorities.
- A more rigorous approach and a renewed commitment to the Aboriginal Service Plan and to the respective programming and reporting.
- A focused and strategic Enrolment Plan.
- A new Financial Accountability Framework.
- The development of an Integrated Planning Framework that will bring all of these planning documents and initiatives together and ensure that UNBC is not only better positioned to meet significant challenges such as recruitment and enrolment but better positioned to integrate performance measures into planning that are clearly linked to the both the University's strategic goals and the Ministry's long-term strategic objectives of Capacity, Access, Quality, Relevance and Efficiency.

These plans and framework will help focus our institutional data collection and consequently improve transparency and accountability and our ability to measure success. In particular, the Academic Action Plan and Strategic Research Plan will ensure that we act strategically in allocating resources to support academic and research priorities.

Through all of the various strategic planning exercises outlined above, and with a high level of consultation and engagement across the UNBC community, UNBC's senior leadership team developed an initial Strategic Roadmap which refreshed the Mission, Vision, Values, and Signature Areas, and established four strategic priorities, which were endorsed by the Board of Governors:

- Attract, retain, and develop outstanding students, faculty, and staff.
- Enhance the quality and impact of academic programming and delivery.
- Enhance the research culture.
- Enhance financial accountability, sustainability, and operational effectiveness.

The Strategic Roadmap, which includes key desired outcomes for each of the identified priorities, was created to focus the short-term work and initiatives of programs and units, while many of the planning exercises were, and are, ongoing. A refreshed institutional planning and budget process was also implemented in which individual unit action plans and decisions needed to demonstrate alignment with strategic priorities.

All of the planning exercises are living, ongoing processes that require regular renewal but, as most have reached the stage of producing a summary and report, the focus at present is to integrate all of the reports and various recommendations into an Integrated Planning Framework that will clearly demonstrate an alignment of resources with academic and research priorities and the integration of government's strategic objectives related to Capacity, Access, Quality, Relevance and Efficiency.

This integration exercise may result in some refinement to the language of the priorities listed above, and will certainly inform the articulation and adoption of desired outcomes, unit action plans, and resource allocation.

Highlights of Progress for the Strategic Priorities 2016-2017

Attract, retain, and develop outstanding students, faculty, and staff.	Enhance the quality and impact of academic programming and delivery.	Enhance the research culture.	Ensure financial accountability, sustainability, and operational.
Student enrolment is up 3.7% overall: broken down this is an increase of 8.0% new domestic direct students, increase of 26.4% new domestic transfer students, increase of 53.8% new graduate studies, increase of 2.8% continuing students and other, and a decline of 16.1% international tuition paying FTE students.	Completion of the academic planning that began in 2015, culminating in an Academic Planning document .	Over \$19 million in new research funding.	Approval of the 2016-2017 budget, with realignment and investment to support the strategic priorities. Development of UNBC at a Glance an institutional accountability framework for reporting progress against strategic priorities.

Performance Plan

Goals and Objectives

This section outlines UNBC's institutional goals and objectives and how they support the Ministry's performance measures, in accordance with its reporting requirements:

Goal: Attract, retain and develop outstanding faculty, staff and students.

Supports Ministry Strategic Objective(s): Quality, Capacity, Access, Efficiency

In the relatively short number of years since its founding, the University of Northern British Columbia has grown to become one of Canada's premier small, research-intensive universities that excels in its teaching and service. To maintain this momentum, UNBC continues to foster a strong and innovative community and culture of teaching, learning, research and service in which all people feel secure, welcomed, and challenged in the pursuit of knowledge. In support of this goal, UNBC is committed to caring for the physical, emotional, psychological and spiritual well-being of its community.

Objectives:

- Implement and integrate a holistic and sustainable approach to strategic enrolment management at UNBC.
- Ensure a comprehensive planning framework recognizes and rewards outstanding leadership and management (including faculty and staff recruitment, onboarding, wellness, performance feedback, development, mentorship, etc.).
- Foster and celebrate academic excellence, and outstanding undergraduate and graduate learning opportunities.
- Enhance the support of students in their journey toward success from day one through graduation and continuing on into their careers.
- Promote research dissemination and strategic allocation of Research Chairs to enhance faculty recruitment to UNBC.

Actions:

- Commit to increasing UNBC's enrolment to 3,443 Full-Time Equivalent students.
- Increase UNBC's student composition of graduate, Indigenous, and equitable gender diversity across programs.
- Develop a mechanism for strategic and proactive faculty and staff complement, workforce, and succession planning.
- Continue to develop a healthy, safe, and culturally diverse community where all people have the potential to engage in the success of UNBC, fully bringing their talent and potential to their work and learning.
- Continue to enhance, recognize and honour UNBC's connections with Indigenous groups and other communities, and prepare students, faculty and staff for intercultural engagements.
- Continue to increase international engagement and raise cultural awareness among the UNBC community through exchange opportunities for students, faculty and staff, and expansion of international programming and services.

Outcomes:

- Enrollment of 3,443 FTE by 2020.
- Increased retention rates from first to second year.
- A diverse, talented and engaged student body that promotes student success.
- An inclusive and vibrant community.
- A development strategy for faculty, staff, students and leaders.

Measures:

- Employee Opinion Survey
- Audited FTE
- National Survey of Student Engagement Results (NSSE)
- Faculty Survey of Student Engagement (FSSE)

Goal: Enhance the quality and impact of academic programming and delivery, further elevating the University's standards for academic excellence.

Supports Ministry Strategic Objective(s): Efficiency, Quality, Relevance, Capacity

UNBC continues to provide outstanding academic programming that supports the economic, social and employment needs of Northern British Columbia and the province, not only in high-demand fields, but in a wide range of disciplines and areas of expertise. Many of B.C.'s top occupations, according to Work BC, require skill and expertise in management across a varied field of employment sectors, from commerce and business programming to health and social services, STEM programming and more. With enhanced investment in some key academic areas, such as engineering and physical therapy, UNBC will grow its impact, not only in the North, but across the province, country and globe.

Experiential learning is a key tenet in UNBC's pedagogical philosophy. UNBC knows from experience that learning outside the classroom has a transformative impact on a student's educational journey. From field schools and exchanges in such diverse places as Guatemala, Peru, New Zealand, the U.S., to experiential learning opportunities delving into Indigenous culture, environmental studies, history, anthropology and political science, UNBC is offering a rich, hands-on learning environment for its students. To support this, UNBC donors continue to provide funding support for programs such as the Undergraduate Experiential Service Learning Program, exposing even more students to the value of experiential learning.

Through the single greatest engagement in UNBC's history, the Academic Action Planning Group produced a document that highlights significant and important priorities for action over the next three to five years. It provides an opportunity to refresh structures and approaches, ensuring that UNBC continues to be visionary and leading edge.

UNBC has a core commitment to supporting Aboriginal students. Aboriginal knowledge, culture, traditions, and values are incorporated in our institution's way of being, and in being, we are guided by the tenets of respect, reciprocity, responsibility, and relevance. The priority to develop an Aboriginal Action Plan is a significant development, comes out of the endorsement of the Academic Action Plan, and will support key strategies and priorities on Indigenization and decolonization at UNBC. Aboriginal students at UNBC have truly benefited from the Ministry's Aboriginal Service Plan funding. This funding has supported initiatives such as the Aboriginal Alumni Speaker Series, Elders in Residence Program and the Regional Aboriginal Academic Coaches, to name a few.

Objectives:

- Support the Ministry of Advanced Education's Aboriginal Service Plan objectives.
- Offer student academic programming that is relevant, engaging and of high quality, and supports the economic, social and employment needs of Northern British Columbia and the province in high-demand fields.
- Provide experiential learning and equip students with relevant job skills and help fulfill employment demands in the province and the North.
- Facilitate cultural and academic development, growth and success for current and prospective Aboriginal students.
- Integrate renewed academic and research action plans into the UNBC's Integrated Strategic Planning Framework to the full extent financially and reasonably possible, and in the spirit of collegial governance.
- Ensure a renewed academic structure balances roles, responsibilities, authority and accountability at different levels and clarifies leadership responsibilities within the colleges/ faculties created.
- Ensure academic programming and experiential learning equips graduates with skills and breadth of knowledge to meet in-demand job opportunities.

Actions:

- Develop an Aboriginal Action Plan, a significant development coming out of the endorsement of the Academic Action Plan, to support key strategies and priorities on Indigenization and decolonization at UNBC, and to facilitate enhanced programming and activities through the Aboriginal Service Plan.
- Continue to deliver on an Aboriginal Service Plan for the 2017/18 academic year, which includes new and continuing initiatives to provide support, services and cultural opportunities to current Aboriginal students; support Aboriginal recruitment and retention efforts; and ensure the successful transition from high school to university for Aboriginal learners.
- Develop workshops and training/enhanced awareness that will allow UNBC to increase the use of Indigenous pedagogies, content in courses by Indigenous scholars, the inclusion of Indigenous perspectives, oral traditions and/or knowledge holders into the classrooms.
- Develop an approach to analyzing, costing, prioritizing and integrating recommendations outlined

in the new Academic Action Plan into the 2018/19 UNBC Strategic Planning Framework Integrated University Planning process.

- Facilitate dialogue with each academic program/unit and begin articulating the College or Faculty structure and possible alignments.
- Review and streamline pathways for degree streams and programs at UNBC.
- Continue to develop programs and implement actions that promote, support and strengthen student engagement, student success and student experience.

Outcomes:

- An academic structure that supports interdisciplinary dialogue and collaboration, flexibility, responsiveness and innovation, and encourages inter-college communication and cooperation.
- Increased programming relevant to achieving the Truth and Reconciliation Commission of Canada recommendations.
- Streamlined, integrated and enhanced academic programming and delivery that supports the economic, social and employment needs of Northern British Columbia and the province in high-demand fields.
- Experiential learning that equips students with relevant job skills and helps fulfill employment demands in the province and in the North.
- Academic programs of the highest quality that meet recognized standards of excellence.
- Improved regional collaborations and programming, and strengthen relationships with Aboriginal and regional communities.
- Increased number of Aboriginal students enrolling at the University.
- Improved retention rates of Aboriginal students.
- Continued and enhanced access, successful transitions, retention and completion, of diverse Aboriginal learners.

Measures:

- Annual Audited FTE Report
- Participation rates of services and programs
- Baccalaureate Graduate Survey
- National Survey of Student Engagement Results (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- External Academic Program Reviews

Goal: Establish reputation of UNBC as a world-class research institution and university.

Supports Ministry Strategic Objective(s): Access, Efficiency

2016/17 has been an incredibly productive year for research at UNBC. More than \$19 million was received, and the University has seen a significant increase in the number and breadth of agencies and organizations funding research at UNBC. More than 60 different partners were involved, with UNBC achieving an overall success rate of greater than 70 per cent. The University will also see three new research chairs by the end of 2017, which speaks to the outstanding quality and depth of research being conducted at UNBC.

The student experience in research is critical at UNBC. In fact, it is a key feature that the University highlights in its recruitment marketing materials. Programs such as the Undergraduate Research Experience awards and the Undergraduate Experiential Service Learning Program are exposing more students, at earlier stages in their academic careers, to the research environment.

UNBC's Office of Research completed a Strategic Research Plan in 2017, a document that formally outlines past accomplishments and future goals and objectives. This transparent reporting method helps external partners engage more effectively with the University while also helping the Office share its overarching strategies with the University community.

Objectives:

- Offer outstanding quality research that is pioneering in its innovation and is of marked importance to our region.
- Develop new research relationships with communities, businesses, industries, other academic institutions and partners, regionally, nationally and internationally.
- Continue and increase the trend of additional research coming to UNBC.
- Improve level (undergraduate and graduate) and quality of student participation in research initiatives.

Actions:

- Develop an approach to analyzing, costing, prioritizing and integrating recommendations outlined in the new Strategic Research Plan into the 2018/19 UNBC Strategic Planning Framework Integrated University Planning process.
- Increase the trend of additional research dollars coming to UNBC.
- Improve the level and quality of student participation and training in research initiatives across undergraduate and graduate levels.
- Increase the number of active international research University partnerships.
- Increase the number of externally funded Research Chairs.

Outcomes:

- Target of \$5 million for philanthropy research funding by 2017/18.
- Target of \$15 million for the Northern Leadership: The Case for UNBC fundraising Campaign.
- Funds raised through the Northern Leadership Campaign supports the following:
 - Research excellence at UNBC in areas as diverse as tall wood building engineering, research forests and rural and northern health.
 - Ensures more outstanding students are educated at UNBC so they are prepared to lead.
 - New opportunities are made available to students for experiential learning, scholarships and bursaries.
 - Students from rural and First Nations communities receive help in transitioning to University life.

Measures:

- Total revenues and percentage of faculty members holding Tri-Council Grants.
- Total number of students employed as research assistants.
- Total funding dollars received by UNBC.
- Total number of students and faculty participating in research initiatives.
- Research metrics and publications databases.
- Total number of collaborative research projects with partners (other academic institutions, communities, First Nations, industrial partners, NGOs, etc.)
- Total number of philanthropy-driven research projects.

Goal: Ensure financial accountability, sustainability and operational effectiveness.

Supports Ministry Strategic Objective(s): Efficiency, Capacity

As a result of the financial year-end position, the University accelerated plans to enhance monitoring and reporting of financial activity during the fiscal year across the institution. UNBC is confident that the measures being implemented will improve results occurring at year end. Other operational efficiencies, such as the implementation of an enhanced institutional data-warehouse, will significantly improve access to reports and data analysis that is critical to the integrated planning and monitoring of strategic priorities. Streamlining and improving admissions processes, and realigning the enrolment services division will help to foster collaboration across the institution and improve services and support to students.

Cost-saving initiatives, such as energy efficiencies from the expansion of the bio-energy plant infrastructure to residences and other parts of the campus, has resulted in a 60 per cent reduction in electricity use. UNBC continues to explore similar opportunities that will create further operational efficiencies.

As UNBC works towards the integration of the new planning initiatives, there will be a focus on enhancing the culture of leadership and financial accountability at all levels of the institution. The engagement of the entire UNBC community in the integrated planning process will help to prepare the University for growth and expansion in the coming years

Objectives:

- Streamline data collection and reporting for enhanced operational and strategic decision making.
- Employ new marketing and student recruitment strategies to improve and support enrolment and retention at UNBC.
- Strengthen international partnerships and programming opportunities.
- Streamline administrative processes to enhance support and services.

Actions:

- Integrate the new strategic enrolment plan recommendations into the UNBC Integrated Planning Framework, to the full extent financially and reasonably possible.
- Implement a new financial planning and reporting software.
- Increase capacity within UNBC to help steward our resources more effectively.
- Revise UNBC's website and print materials to provide new and returning students with improved access to important information and admissions processes.
- Streamline data-driven reporting for informed data-driven decision making for operational and strategic decision making.
- Collaborate with academic and business units to streamline overall institutional reporting.

Outcomes:

- UNBC resources are allocated and aligned to the strategic priorities.
- A sustainable infrastructure is effectively supporting the mission of the University.
- The University reaches financial equilibrium by 2020.
- Processes, policies, systems and services are relevant, efficient and add value.

Measures:

- Audited FTE
- Total tuition revenue
- Quarterly forecast and total annual budget



6 Performance Targets and Results

**University of Northern British Columbia
2016/17 Accountability Framework Performance Measure Results**

Performance Measure	Reporting Year					
	2015/16	2016/17	2016/17	2016/17		
	Actual	Target	Actual	Assessment		
Student spaces²						
Total student spaces	2,538	3,443	2,632	Not Achieved		
Nursing and other allied health programs	282	363	312	Not Achieved		
Credentials awarded³						
Number	786	718	773	Achieved		
Sponsored research funding⁴						
Sponsored research funding from all sources (million \$)	\$11.3	≥ previous year	\$7.6	Not achieved		
Federal sources (million \$)	\$6.1		\$5.2			
Provincial sources (million \$)	\$1.6		\$0.8			
Other sources (million \$)	\$3.6		\$1.6			
Aboriginal student spaces⁴						
Total Aboriginal student spaces	329	≥ previous year	367	Achieved		
Ministry (AVED)	329		367			
Industry Training Authority (ITA)	N/A		N/A			
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	94.0%	1.9%	≥90%	93.2%	2.3%	Achieved
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	94.0%	1.9%	≥ 90%	95.8%	1.8%	Achieved
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	88.7%	2.5%	≥ 85%	87.4%	3.1%	Achieved

Student assessment of usefulness of knowledge and skills in performing job⁵

	%	+/-		%	+/-	
Bachelor degree graduates	87.9%	3.2%	≥90%	86.4%	3.7%	Achieved

Unemployment rate^{5,6}

	%	+/-		%	+/-	
Bachelor degree graduates	8.4%	2.5%	10.8%	6.1%	2.5%	Exceeded

Notes:

TBI - Institutions are required to include their target and assessment.

N/A - Not applicable

1 Please consult the 2016/17 Standards Manual for a current description of each measure.
See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

2 Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 fiscal years.

4 Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 fiscal year.

5 Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

6 Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Appendix

University of Northern British Columbia

2016/17 Accountability Framework Performance Measure Results

Performance Measure	Reporting Year				
	2015/16		2016/17		2016/17
	Actual	Target	Actual	Assessment	
Bachelor degree graduates' assessment of skill development					
Skill development (avg. %)	88.7%	2.5%	≥85%	87.4%	3.1%
Written communication	84.8%	3.0%		84.1%	3.4%
Oral communication	89.8%	2.5%		80.5%	3.7%
Group collaboration	86.5%	2.8%		88.3%	3.0%
Critical analysis	94.3%	1.9%		93.2%	2.3%
Problem resolution	84.2%	3.0%		81.8%	3.5%
Learn on your own	92.6%	2.1%		92.7%	2.4%
Reading and comprehension	88.7%	2.6%		91.2%	2.6%
					Achieved

University of Northern British Columbia

Accountability Framework Performance Targets: 2016/17 to 2018/19

Performance measure	2016/17	2017/18	2018/19
Student spaces			
Total student spaces	3,455	3,455	TBD
Nursing and other allied health programs	363	363	TBD
Credentials awarded³			
Number	761	TBD	TBD
Student satisfaction with education			
Baccalaureate graduates		≥90	
Student assessment of the quality of instruction			
Baccalaureate graduates		≥90	
Students' assessment of skill development (average %)			
Baccalaureate graduates		≥85	
Student assessment of usefulness of knowledge and skills in performing job			
Baccalaureate graduates		≥90	
Unemployment rate			
Baccalaureate graduates	10.8%	≤ unemployment rate for individuals with high school credentials or less	
Sponsored research funding			
Funding from all sources (million \$)	\$0.0M	≥previous year	

7 Financial Information

For the most recent financial information, please view the audited financial statements available on our website at
www.unbc.ca/finance/statements



8 Degrees, Certificates, and Diplomas Offered at UNBC

Diplomas

Aboriginal/Indigenous Health and Healing
First Nations Language
First Nations Language and Culture
(Elem)

Post-Baccalaureate Diplomas

Curriculum and Instructional Studies
Montessori Education

Certificates

Aboriginal Community Resource Planning
Aboriginal / Indigenous Health and Healing
First Nations Languages
First Nations Public Administration
General First Nations Studies
Métis Studies
Nisga'a Studies
Traditional Ecological Knowledge
Rural Nursing
Public Administration

Post-Baccalaureate Certificates

Child Welfare

Bachelor's Degrees

**Honours Offered*

Arts (BA)

Anthropology*
Economics
English
Environmental Studies
First Nations Studies
General Arts
Geography
Global and International Studies
History*
Nature-Based Tourism Management*
Northern Studies
Political Science
Public Administration and
Community Development
Women's Studies

Joint Majors

Anthropology / Geography
Economics / Global and International Studies
Economics / Political Science
English / Environmental Studies
English / History
English / Political Science
English / Women's Studies
Environmental Studies / Political Science
First Nations Studies / Women's Studies
Global and International Studies / Political Science
History / Political Science
History / Women's Studies
Political Science / Women's Studies

Commerce (BComm)

Accounting*
Finance*
General Business*
Human Resources Management*
International Business*
Marketing*

Education (BEd)

Elementary (K-7)
Secondary (8-12)

Fine Arts (BFA)

Fine Arts and Creative Writing
A UNBC/Emily Carr University joint degree

Health Sciences (BHSc)

Biomedical Studies*
Community and Population Health:
 Aboriginal and Rural Health*
Community and Population Health:
 Environmental Health*

Science (BSc)

Biochemistry and Molecular
 Biology*
Biology*
Chemistry*
Computer Science*
Environmental Science*
Geography
Integrated Science
Mathematics
Natural Resources Management
 • Forest Ecology and Management*
 • Outdoor Recreation and Conservation*
 • Wildlife and Fisheries*
Physics*
Psychology*

Joint Majors

Chemistry / Computer Science
Chemistry / Mathematics
Chemistry / Physics
Computer Science / Mathematics
Computer Science / Physics
Economics / Mathematics
Mathematics / Physics

Applied Science (BASc)

Environmental Engineering
A UBC/UNBC joint degree

Nursing (BScN)

Northern Collaborative Baccalaureate Nursing
Post-Diploma Baccalaureate Nursing

Planning (BPI)

First Nations Planning
Natural Resources Planning
Northern and Rural Community Planning

Social Work (BSW)

Child Welfare Specialization
First Nations Specialization

Master's Degrees

Business Administration (MBA) (MSc)**Development Economics (MA)****Disability Management (MA)****Education (MEd)**

- Counselling
- Multidisciplinary Leadership
- Special Education

Engineering (MEng)

Integrated Wood Design

English (MA)**First Nations Studies (MA)****Gender Studies (MA)****Health Sciences (MSc)****History (MA)****Interdisciplinary Studies (MA) (MSc)****International Studies (MA)**

- Global Environmental Policy
- International Development
- Regional Relations

**Mathematical, Computer, Physical, and
Molecular Sciences (MSc)**

- Biochemistry
- Chemistry
- Computer Science
- Mathematics
- Physics

**Natural Resources and
Environmental Studies (MA)**

- Environmental Studies
- Geography
- Tourism

**Natural Resources and
Environmental Studies (MNRES)**

**Natural Resources and
Environmental Studies (MSc)**

- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation, and Tourism Management

Nursing (MScN) (MScN: FNP)

Political Science (MA)

Psychology (MSc)

Social Work (MSW)

Doctorate Degrees

Health Sciences (PhD)

**Natural Resources and
Environmental Studies (PhD)**

Psychology (PhD)

Graduate Certificate

Aboriginal Child and Youth Mental Health
Leading for Learning
Special Education

Northern Medical Program(MD)

A UBC degree delivered in partnership with UNBC

For complete program listings, please visit
www.unbc.ca/calendar

