

UNBC

2018 – 2019

**INSTITUTIONAL
ACCOUNTABILITY
PLAN AND REPORT**



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July 15, 2019

The Honourable Melanie Mark
Ministry of Advanced Education
PO Box 9080
Station Provincial Government
Victoria, BC V8W 9E2

Dear Minister Mark,

We are pleased to submit the University of Northern British Columbia's Institutional Accountability Plan and Report for 2018-19. The report has been reviewed and approved by senior administration and by the UNBC Board of Governors.

This report is meant to provide the general public, students, parents, educators, other post-secondary institutions, educational organizations, ministry staff, Members of the Legislative Assembly, and media with an overview of UNBC, highlighting our strategic goals and objectives as well as our progress on and planning for the priorities for post-secondary institutions outlined in the Minister's Mandate letters for 2018/19 and 2019/20.

We are pleased to report on some significant and transformational changes taking place at UNBC as we grow and adapt to the evolving needs of our students, faculty, and staff, and to the changing context of the region in which we live, learn, and work. Of particular significance is our continued commitment to building lasting, healthy relationships with Indigenous students, faculty, staff, and the many diverse Indigenous communities in our region. UNBC is proud of these relationships, and recognizes the value of Indigenous knowledge in building an academic community that is rooted in the principles of reconciliation as laid out in the Truth and Reconciliation Commission's Calls to Action and honours the rights of Indigenous peoples enshrined in the United Nations' Declaration on the Rights of Indigenous Peoples.

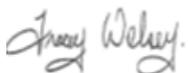
UNBC is entering an exciting phase of redevelopment that will build on our successes of the past and enhance our capacities for the future to develop the leaders our region, province, and country needs. This report outlines our successes and the goals that guide our strategic planning. We look forward to continuing to work with the Ministry of Advanced Education and all of our partners and collaborators in our shared mandate and mission to advance higher education and research, contributing to the social and economic success of British Columbia.

As President and Chair of the UNBC Board of Governors and in accordance with UNBC's governance structure, we accept accountability for this Plan and Report

Sincerely,



Daniel J. Weeks
President and Vice Chancellor



Tracey Wolsey
Chair, UNBC Board of Governors



Acknowledgement of Traditional Territories

Students, faculty, and staff at the University of Northern British Columbia (UNBC) are proud to recognize the traditional territories of the First Nations upon whose lands we offer education and learning. Our motto from the Dakelh language is *En cha huná*, which translates into English as "he/she also lives." It is a powerful reminder to respect all living things, and it encapsulates University of Northern British Columbia's spirit in our commitment to the principles of academic freedom, respect for others, and recognition of different perspectives.

UNBC serves First Nations, Métis, Inuit, and non-Indigenous peoples residing in the northern two-thirds of British Columbia. The University's catchment area is divided into three academic regions: South-Central, Northeast, and Northwest. Within these regions are UNBC's affiliate campuses, each located in distinct First Nations' territories. The Prince George campus is situated on Lheidli T'enneh (Dakelh) territory. Terrace is located on traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nations. Quesnel is situated on the traditional territories of the Lhtako Dené, Nazko, Lhoosk'uz Dené (Kluskus), and ?Esdilagh First Nations. Fort St. John is located on the traditional territories of the Dane Zaa and Cree peoples in the Doig River, Blueberry, and Halfway River First Nations.

UNBC also has a federation agreement with the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI), a post-secondary education institution serving northwestern British Columbia that was established by the Nisga'a Lisims Government in 1993 and is located in the Village of Gitwinksihlkw. Working together, WWNI and UNBC offer students diverse options and supports in academic, vocational, technical, and continuing education. This agreement, along with others between UNBC and Indigenous organizations, recognizes the importance and value of Indigenous knowledge, strengthens long-lasting and positive relationships with communities across the North, and enriches the experiences of all students, staff, faculty, and administration.



UNBC Overview

1. How We Stand Out

UNBC provides outstanding undergraduate and graduate learning opportunities in a wide range of programs exploring cultures, health, economics, sciences, and the environment. As one of B.C.'s top research-intensive universities, UNBC brings both the excitement of new knowledge to our students and the innovative outcomes of our teaching and research to the world.

Students' experiences at UNBC are enhanced by opportunities for hands-on learning, international perspectives, a focus on student outcomes, instruction enriched by innovative research and active participation in the global community, the use of appropriate technology, and approaches to learning that are informed by diverse perspectives.

UNBC's facilities include on-campus housing for 540 students, providing fully furnished, apartment-style living located just steps from the heart of the main Prince George campus. The Wood Innovation Research Laboratory (WIRL), home to the UNBC Master of Engineering in Integrated Wood Design program, is a new state-of-the-art facility located in downtown Prince George. This building meets Passive House Standards. The WIRL is the result of the province's commitment to innovation in northern B.C., providing students, faculty members, and researchers with opportunities to build and test large-scale integrated wood structures using engineered wood products.

The Charles Jago Northern Sport Centre, a joint UNBC and City of Prince George partnership, is an impressive sports facility that hosts world-class events and provides support for health and wellness through fitness, training and sports available to all Prince George residents. The UNBC Timberwolves Athletics basketball and soccer teams compete against the top teams in Canada as part of the Canada West conference of U SPORTS. UNBC currently offers students 70 Intramural teams in eight leagues.

As the only university in our region, UNBC has a special relationship with northern B.C.'s communities, industries, citizens, and cultures. UNBC remains a significant source of pride for the citizens of Prince George and northern B.C., and all UNBC students, faculty, staff, alumni, donors and champions who contribute to our success each day. It also stands as a source of pride for Government, as UNBC's creation remains one of the greatest public initiatives and investments in the North.

Together our success is represented in the following select accomplishments:

- UNBC is the only small university in Canada to finish in the top three in its category each of the past 11 years in the annual Maclean's Magazine University Rankings. No other university in our category can say this. UNBC placed first in the Primary Undergraduate category rankings in 2016 and 2017 and second in 2018.
- Over the past four years, research funding coming to UNBC has increased by more than 65%. UNBC has been recognized for making significant gains in research funding in a national ranking of Canadian universities. UNBC's research funding for Fiscal 2017 increased by 29.8%, from \$7.6 million to \$9.9 million, the second-largest growth in research income for a primarily undergraduate university. This percentage in growth strongly outperforms the national trend, and has boosted UNBC's ranking up three spots to 45 on the Top 50 Research Universities List. The funding is based on grants, contributions, or contracts from external sources.
- UNBC was recognized as one of British Columbia's top employers for its many benefits and professional development programs. These include tuition waivers for most employees, spouses, and eligible dependents; salary top-ups for parental leave; and discounted employee rates at the Charles Jago Northern Sport Centre at the Prince George campus.
- UNBC is the only employer in Northern British Columbia included in Canada's Greenest Employers list by Mediacorp Canada Inc.
- The University is recognized for fostering employee and student-led opportunities to launch new sustainability projects on campus through the Green Fund; adding electric car charging stations at the Prince George campus; offering discounted parking rates for employees who carpool and hosting a campus-wide composting program.
- UNBC continued its strong showing on the Times Higher Education World University Rankings. The university placed in the 801 to 1000 grouping, in the top five percent of Universities worldwide. In addition, UNBC placed in the 201 to 250 grouping of the Young Universities Rankings, one of only three Canadian universities to make the list.

1.1. Governance

In 2019 UNBC named Dr. Joseph Arthur Gosnell Sr. as its seventh Chancellor. Dr. Gosnell is a distinguished hereditary chief in the Laxts'imilx Laxsgiik (Beaver/Eagle) tribe of the Nisga'a Nation, and was the lead Nisga'a representative in negotiations that led to the Nisga'a Treaty in 1998, the first modern treaty between a B.C. First Nation, British Columbia and Canada. Dr. Gosnell has been appointed to the Order of British Columbia, named a Companion and Officer of the Order of Canada, and a recipient of the Queen Elizabeth II Golden Jubilee Medal. He was sworn in as the UNBC Chancellor on May 31, 2019 at the convocation ceremony in Prince George.

UNBC operates under the authority of the province of British Columbia's University Act and is governed by a Board of Governors and a Senate. The Office of the University Secretariat manages, coordinates, and supports the operation of the Board and Senate and provides advice on governance issues and best practices. The Secretariat also provides orientation and general governance training to Board Members and Senators. This training has been facilitated by presenters from a variety of organizations, including from Universities Canada, Capacity Canada, and Secretariat and Board Offices of other research universities in British Columbia. The full Board and Senate meet annually for a half-day workshop on a range of topics of mutual interest. Recent workshops have dealt with topics such as degree quality assurance, freedom of expression at Canadian universities, and Robert's Rules of Order and effective meetings.

1.2. Board of Governors

The Board of Governors is responsible for the management, administration and control of the property, revenue, business, and affairs of the University. The 15-member Board consists of the Chancellor, the President and Vice-Chancellor, two elected faculty members, one elected staff member, two students elected by the undergraduate and graduate student societies, and eight members appointed by the Lieutenant Governor in Council. The Board meets on average five times per year and a joint workshop on shared governance issues is convened annually with Senate. Each year, one of UNBC's regular Board meetings is held off the Prince George campus in one of the other regions served by UNBC.

The Office of the Secretariat works closely with the Board Chair and the Crown Agency and Board Resourcing Office at the Ministry of Finance to monitor terms and renewals for Order in Council positions on the Board. Efforts are made to seek out and support appointments of women, visible minorities, Indigenous people, persons with disabilities, LGBTQS+, people from the regions served by UNBC, and others with required competencies who contribute to diversity on the UNBC Board.

1.3. Senate

The Senate is responsible for academic governance of the University, including academic policies and agreements, admission standards, curriculum, and calendar content. The Senate also awards scholarships and bursaries. The President chairs the 49-member Senate which consists of 10 senior academic administrators, 20 elected faculty Senators, 10 elected student Senators, four elected lay Senators, four appointed regional Senators, and one member from Wilp Wilxo'oskwhl Nisga'a Institute. The University Registrar is the Secretary of the Senate. Senate meets on average 10 times a year with the addition of an annual joint workshop with the Board of Governors.

In 2018 UNBC launched a new Senate mentorship program developed by student Senators. The goal of the program is to enhance the University's governance orientation and build capacity and knowledge through an exchange of information and background on current Senate topics. Under this program, new student Senators transition into their roles and responsibilities earlier in their term, resulting in enhanced contributions to collegial discussions and the business of Senate.

The Senate Membership will be reviewed and refreshed as UNBC moves from a two-College academic administrative structure to a five-Faculty model in 2020. Efforts will be made to ensure diversity in the Senate Membership throughout the transition.



Strategic Direction

2. About UNBC: Snapshot of a northern institution

The University of Northern British Columbia, located in the spectacular landscape of northern British Columbia, is ranked by Maclean's magazine as one of Canada's best small universities. UNBC's main campus is located in Prince George, northern B.C.'s largest city and service centre. UNBC also has a presence across the region through partnerships with northern colleges, including College of New Caledonia in Quesnel, Coast Mountain College in Prince Rupert, and Northern Lights College in Fort St. John. The campus in Terrace serves as the central UNBC hub for the Northwest region.

UNBC employs 624 full-time faculty and support staff, and enrolls ~4,000 full-time and part-time domestic and international undergraduate and graduate students in two academic colleges: The College of Arts, Social and Health Sciences; and the College of Science and Management. In 2020, these two Colleges will be dissolved and all existing academic units will be re-organized into five new Faculties. Programs and degrees offered include Bachelor's Degrees, Master's Degrees, Doctorate Degrees (PhD), Graduate Certificates, Certificates, and Diplomas (see Appendix A for complete list of programs).

UNBC attracts students from across the province and around the world because of its small class sizes and high-quality academic programs. With a faculty to student ratio of 1:7, there are significant advantages for academic success. Smaller class sizes allow for an intimate, personalized learning environment with award-winning faculty who prioritize both teaching and active participation in global, cutting-edge research. This enriching educational setting spans all of UNBC's programs with innovative program design offering students unique access to industry and hands-on learning experiences that enhance job-readiness and career options.

Classes at UNBC include practical sessions in advanced laboratories, field schools throughout northern B.C. and across the globe, short-term intensive courses for students who work full-time, accessible online courses, participatory small group seminars, and lectures. Instruction at UNBC is enhanced by international perspectives, a focus on student outcomes, the use of appropriate technology, and approaches to learning that are informed by multiple perspectives. To support accessibility, UNBC offers pathway programs that teach the skills and strategies required for academic success, providing a foundation for new students by preparing them for university studies.

Although the majority of our students come from northern B.C., as seen in Table 1, UNBC attracts students from across the region, province, country, and world. These students choose to attend UNBC because of the enriching opportunities we offer, including research and career development, intimate and personalized learning environment, athletic and international programs, student exchanges, cooperative education, and work-integrated learning opportunities.

Table 1: Profile of UNBC’s student population (Outside B.C. Market Group includes international students)

Market Group	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Northern B.C.	72%	73%	73%	73%	73%	72%	72%	72%	71%	70%	69%	68%	65%
Southern B.C.	20%	18%	17%	16%	15%	15%	15%	15%	16%	18%	18%	18%	18%
Outside B.C.	8%	9%	10%	11%	11%	12%	13%	13%	13%	12%	13%	14%	17%
International	2%	3%	4%	4%	5%	5%	5%	5%	5%	4%	5%	6%	6%

UNBC’s success is reflected in the experiences of our students and graduates. A recent survey of UNBC’s graduating students revealed the following:

- 93% are satisfied with their UNBC experience.
- 84% are employed within six months of graduating.
- 81% are working in fields related to their program.
- 69% are in management.

UNBC’s special relationship with northern B.C.’s communities, industries, citizens and cultures has created a unique bond that further enriches our students’ experiences. Community partnerships and UNBC Alumni ensure that learning is relevant to the opportunities and challenges of the communities where our students and their families live, work, and play.

Table 2: High demand areas of study at UNBC¹ Total Headcount Enrolment report for the 2017/18 academic year.

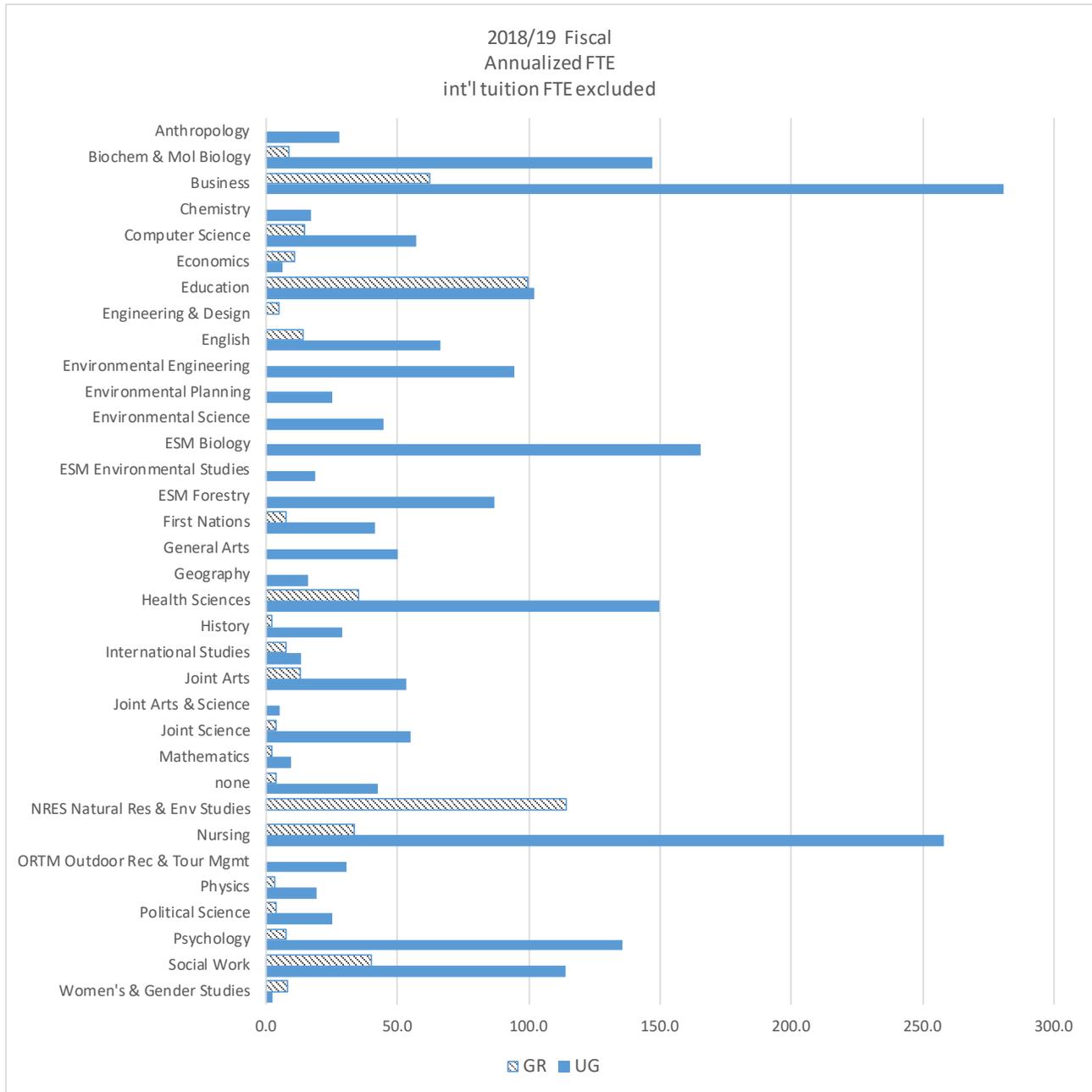
Program Cluster	UBC,Uvic,SFU	UNBC
	(Average)	
Arts and Sciences	46.2%	36.4%
Business and Management	11.7%	13.8%
Education	5.8%	6.5%
Engineering and Applied Sciences	18.1%	18.3%
Health	7.9%	14.2%
Human and Social Services	5.5%	4.5%
Visual and Performing Arts	2.1%	0.0%
Other	2.8%	6.2%

UNBC is proud to partner with the Ministry of Advanced Education, Skills and Training, northern colleges, school districts, and communities across northern B.C. to ensure that quality post-secondary education is both accessible and affordable to all British Columbians. To complement our undergraduate and graduate programming, UNBC offers a wide range of innovative programming, including experiential learning,

¹ Reference: BC Headset Data <http://www.bcheadset.ca/>

continuing studies, work-integrated learning, and Aboriginal Service Plan programming that supports student access, transition, success, and professional skills development.

The following chart illustrates the current FTE enrolment by program area of interest. The areas of greatest demand align with the province’s high demand occupations.





3. Strategic Planning

3.1. Integrated Planning and the Strategic Road Map

UNBC's strategic direction is guided and informed by a university-wide integrated planning framework that actively engages our community in establishing unit goals, objectives, and measures of success that align with the over-arching strategic priorities identified in our *Strategic Road Map*.

The *Strategic Road Map* for 2019-22 includes the following:

- Our Motto: En Cha Huna (En = that person; Cha = also; Huna = lives).
- Our Vision: To be Canada's leading destination University, personal in character, that transforms lives and communities in the North and around the world.
- Our Mission: To inspire leaders for tomorrow by influencing the world today.
- Our Values: ~Experiential learning and discovery ~Inclusiveness and diversity ~Community ~Integrity ~Academic excellence.

The *Strategic Road Map* also outlines our four **Strategic Priorities**:

- 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 effectiveness
- And our Desired Outcomes for 2019-22.

UNBC's Integrated University Planning Framework has been instrumental in guiding the community in setting and integrating strategic priorities, while linking all planning and budgeting activities across the University. This framework presents opportunities for collaboration, supports strategic decision-making, and ensures our efforts and resources align with the strategic, academic and research priorities of the University.

UNBC's Strategic Road Map confirms our commitment as a student-centered and research-intensive university and sets a path for us to realize our vision and mission.

3.2. Destination 2040

Destination 2040 is a long-term visioning framework for guiding UNBC into the future and supporting strategic decision-making that will allow us to arrive at our destination successfully. Led by our President, this initiative focuses on a 25-year strategic planning horizon to envision what UNBC will be on our 50th Anniversary. It begins with our Strategic Roadmap, building the principles that guide us on our journey. It encourages all UNBC units to embrace innovation and entrepreneurialism that will allow us to transform the way we deliver post-secondary pathways, programs and services to support students and their communities in an ever-changing education landscape.

Destination 2040 ladders on the University's inclusive integrated planning and engagement approach and builds on the strength and resilience of our faculty and staff. UNBC units collaboratively develop forward-looking Unit Action Plans with our place of Destination 2040 guiding our way. Through review and extensive dialogue with the senior leadership, the key strategic priorities based on a three-year rolling

Integrated University Plan will be developed. The key strategies, actions, outcomes and measures strengthen our accountabilities and integrate our efforts as we take action and celebrate our successes.

The outcome of the Destination 2040 visioning process will be an enhanced Strategic Road Map that sets out our direction for the next 25 years in our vision to be Canada's leading destination university.

Destination 2040, along with UNBC's integrated planning framework, and our Strategic Road Map, provides the foundation for defining how our work is accomplished and shapes the university's key action plans described below. Together these plans guide our institutional priorities and provide mechanisms for our accountability.

3.3. Action Plans

To support the advancement and implementation of specific institutional priorities as set out in the Strategic Road Map, tactical action plans supplement and support the articulation, advancement and implementation of desired outcomes. The following integrated Action Plans support sustainability and innovation as we provide quality, accessible post-secondary education to our students while contributing to the economic development of the communities in our region.

3.4. Academic Action Plan

The 2017 Academic Action plan was developed in collaboration with UNBC's community through one of the most extensive engagements and consultation processes undertaken in our history. The outcome is a robust academic vision and plan for our next quarter-century, placing responsibility for action on the whole University to advance and accomplish our collective mission. The Academic Action Plan builds on the University's strengths, aligning with the Strategic Road Map to guide our direction in strengthening University structures and responding to opportunities and challenges.

This plan is made up of subsidiary themes that address key aspirations in the following areas: Academic Structure; Academic Administrative Organizational Structure; Student Experience and Pedagogy; Enrollment Initiatives; and Faculty Renewal and Development. The academic restructuring is a key outcome of the Academic Action Plan.

In the fall of 2018, UNBC embarked on a major academic restructuring in which the academic units previously organized into two existing colleges have self-aligned in the creation of five new faculties:

- Faculty of Business and Economics
- Faculty of Human and Health Sciences
- Faculty of Indigenous Studies, Social Sciences and Humanities
- Faculty of Environment
- Faculty of Science and Engineering

In 2019/20, UNBC will begin the challenging journey of implementing the new academic structure to provide for greater accountabilities, enhanced planning, strengthened leadership, and increased synergies across undergraduate, graduate, and distributed learning programs. The new academic structure will increase our capacity for strategic leadership, innovative thinking, leading-edge course delivery, and new research opportunities across all program areas.

3.5. Research Action Plan

As a small, research-intensive university located in a resource-rich northern region, UNBC is committed to researching local issues with global impact. Energy and food security, health care, Indigenous and broader human rights, and the environmental impacts of resource extraction and industrial mega-projects all have distinctly northern expressions.

In 2017, the five-year Research Action Plan was renewed and sets out strategies and priorities that focus on four interdisciplinary research areas: environment and natural resources; community development; northern, rural and environmental health; and First Nations and Indigenous studies. It emphasizes the importance of research relationships with northern communities, businesses, industries, and other academic institutions and partners, regionally, nationally, and internationally.

The Research Action Plan works to provide a foundation for building a flourishing research culture facilitated by state-of-the-art infrastructure and efficient support services, enabling UNBC scholars to undertake leading-edge local, national, and international research.

3.6. Campus Master Plan

In 2019, UNBC refreshed the University Master Plan initially developed 27 years ago. The visioning strategy Destination 2040 was used to guide the development of a long-term framework for decision-making and scalability related to campus land use and buildings, natural and landscaped open space, transportation and parking, and other realms that fall within the scope of a campus master plan. UNBC has grown significantly since the University opened its doors more than 25 years ago, starting with campus land reserve of 754 acres and now including some 1,400 acres of land and 16 buildings at the main Prince George campus.

The new campus master plan provides a strategic foundation for long-term growth over the next quarter-century and is directive while providing enough flexibility to respond to emerging issues, goals, and aspirations.

3.7. Strategic Enrolment Management Action Plan

The Strategic Enrolment Management Plan provides a comprehensive and coordinated approach to the enrolment and student success priorities that align with the University's Strategic Road Map. It integrates administrative processes, student services, curriculum planning, and data analysis in an institution-wide process focused on achieving and maintaining the optimum recruitment, retention, and graduation rates of students. The goal of the Strategic Enrolment Management Plan is to attract and retain outstanding UNBC learners (high school, Indigenous, mature, transfer, international and graduate) through the delivery of high-quality programming, supports, and student experiences reflecting UNBC's core values. UNBC is addressing the gap between the FTE targets set out by the Ministry and the University's enrolment numbers through rigorous outreach initiatives and reinvigorated academic programming.

3.8. Canada's Green University

The transition to a low-carbon economy requires local solutions to global challenges. In the North, one such challenge is finding ways to heat buildings efficiently, sustainably and cost-effectively. Since 2011, UNBC has been reducing its carbon footprint with our award-winning Bioenergy System. Using wood

waste from a local sawmill and wood pellets has significantly reduced the university's consumption of fossil fuels.

In fiscal year 2018, the Bioenergy Plant supplied approximately 85% of the heat required for the core buildings on the Prince George campus, while the Pellet plant supplied approximately 80% of the heat required for two student housing buildings, the daycare, and the Enhanced Forestry Lab (EFL) greenhouse on the Prince George campus. These operations combined displaced roughly 91,000 GJ NGeq, or 4500 tonnes CO₂e. Our energy reduction targets for 2020 include a 25% reduction in energy consumption and an 85% reduction in natural gas usage compared to 2010 levels. We will achieve these targets by continuing to pursue low-carbon heating alternatives and placing strong emphasis on energy reduction measures such as equipment retrofits and public awareness/engagement campaigns.

The UNBC Green Strategy serves as the overarching document to guide sustainability policy and action at UNBC. The strategy sets forth a series of objectives and action-oriented strategies to achieve UNBC's Green University vision.

3.9. University Advancement Strategy

To support strategic planning, University Advancement has built on a tradition of giving that began with the 16,000 passionate people who signed a petition and donated \$5 in support of a northern university. The Giving Priorities of the University are focused on three key areas of UNBC's excellence derived from community-inspired research, hands-on learning, and alumni who are leading change around the world: 1) Strengthen research and teaching excellence; 2) Inspire next-generation leaders; and 3) Create local solutions with global impact. These important initiatives are helping to attract and support the best faculty and students who share our commitment to research excellence and innovative experiential learning, and connecting to the needs, issues and challenges of our region to create local solutions with global impact.



4. Implementation of TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples

The processes of decolonization and Indigenization are an extension of UNBC's motto, aligned with our strong commitment to supporting Indigenous priorities and peoples. Indigenization is woven through the Academic Action Plan and embedded in our approach to Integrated University Planning. UNBC is proud of our positive relationships with Indigenous communities, organizations, students, faculty, and staff. We recognize in particular the importance of providing appropriate supports and services to improve Indigenous students' access to post-secondary education, enabling them to thrive, succeed, and benefit from their educational experience in meaningful ways.

The University is grateful for the opportunity to continue to partner with the Ministry in support of the Truth and Reconciliation Commission's (TRC) Calls to Action and the UN Declaration on the Rights of Indigenous Peoples. Our progress in implementing specific recommendations of the TRC and UNDRIP is outlined in more detail in Appendix B. However, the process of Indigenization at UNBC goes beyond these recommendations as we deepen our relationships with First Nations, Inuit and Métis peoples at all levels of our university governance, academic programming, and student and staff supports.

One of the most transformational and exciting Indigenization initiatives currently underway is the creation of the new Office of Indigenous Initiatives, to be led by the new role of Assistant Vice-Provost (AVPII). While the search for the new AVPII is underway, a small and agile Indigenous Advisory Council (IAC), made up of 4 of UNBC's Indigenous scholars will begin work, in coordination with UNBC's academic and administrative units on the Indigenous Action Plan Framework. The work of the IAC is guided by the TRC Calls to Action and the First Peoples Principles of Learning.

4.1. Indigenous Action Plan

In 2019/20, UNBC will begin the implementation of the new academic structure that will be influential in deepening our commitment to Indigenous learners, and holistically embedding it into the new five Faculties. This important initiative will allow us to be more intentional in our support for Indigenous learners and continue to improve specific pathways and programs to best serve their needs. UNBC's integrated planning provides a strong foundation and commitment to Indigenization of our University. This commitment is purposefully infused throughout UNBC's Strategic Roadmap, planning, actions and outcomes to ensure that Indigenization efforts goes beyond the classroom. Indigenization efforts are also threaded throughout our services and student supports.

To enhance our planning approach, the Indigenous Advisory Council will help guide our way through the creation of an Indigenous Action Plan that ensures the inclusion of best practices, enhanced engagement strategies and measures of success to strengthen efforts in our service units and business practices. The Indigenous Action Plan will guide future Indigenous-specific pathways and programs of education, improve opportunities for participation and training in research initiatives, and increase work-integrated learning and cooperative education opportunities for Indigenous students. It will enhance access, transition, retention, and completion for Indigenous learners.

One of the key priorities and accountabilities of the Assistant Vice-Provost, Indigenous initiatives will be to strategically manage the Indigenous Action Plan. This will include ongoing engagement and relationship-building with students, community members, Elders, leaders and other Indigenous partners.

Through extensive reconciliation-related dialogue, teaching, and learning, the Indigenous Action Plan will guide the process of Indigenization at UNBC, helping us design and deliver programs that best serve the needs of Indigenous students and their communities.

4.2. Aboriginal Service Plan (ASP)

The UNBC Aboriginal Service Plan is a three-year strategic plan in partnership with the Ministry focused on developing and delivering initiatives that enhance the post-secondary educational experiences and outcomes of Indigenous learners. This plan enhances the process of Indigenization at UNBC, and has been collaboratively developed in consultation with Indigenous students, organizations, and communities. This provincial funding initiative has allowed for the development of programs and supports for Indigenous learners that enhance their success at UNBC. The ASP includes a broad range of activities and initiatives offered in partnership with Indigenous students and communities, including outreach to young students living in remote Indigenous communities and programs to facilitate and support their entrance to post-secondary education, cultural and language revitalization opportunities, learning and sharing ways of knowing through the guidance of Elders, and working with Academic coaches.

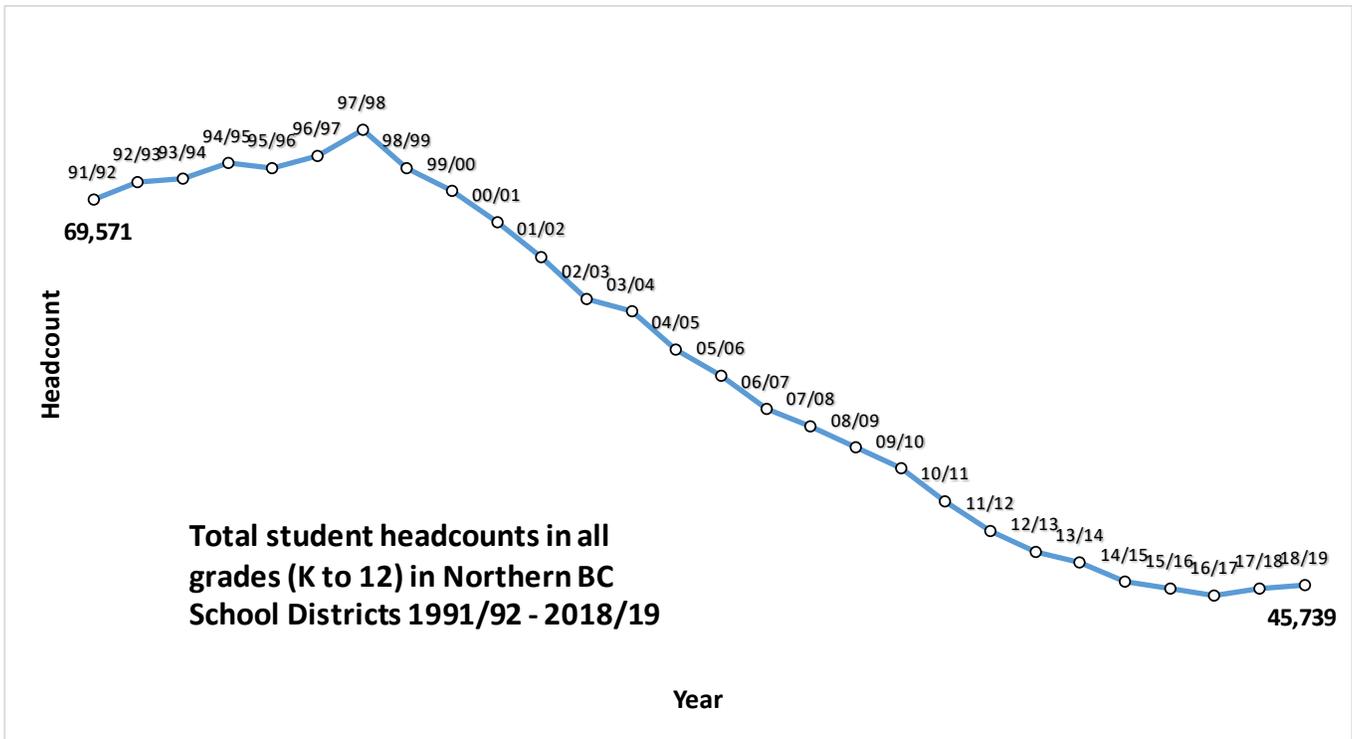
The ASP is the result of an annual engagement process that seeks to build long-term, meaningful relationships with Indigenous students, Elders, leaders, partners and communities in the development of post-secondary opportunities by hosting sessions across northern B.C. The purpose of these engagements is to collaborate, to listen and understand the emerging challenges, and work together to develop solutions that support Indigenous students in accessing, navigating, and succeeding in their university experience and academic endeavours.



5. Strategic Context

5.1. External Factors

UNBC will face some challenging external contextual factors over the next two decades. First, based on current and projected K-12 populations², we can expect student numbers to remain relatively flat. Therefore, achieving our student growth targets will require that we increase our retention rates and maintain quality programming while also increasing penetration in southern B.C. markets and looking within Canada and beyond to meet student growth and diversity targets.



Despite the relatively flat population growth in school-aged children, northern B.C. is a growing region. Of the 83,400 job openings in tech-related fields in the next decade, 2,200 are expected to be in northern British Columbia. Additionally, it is expected that there will be 1,920 job openings in physiotherapy and 1,160 job openings in occupational therapy. These challenges require innovative solutions to create the critical mass to offer more programming in the north. In response, UNBC will begin the implementation of the physiotherapy and occupational therapy programs in joint partnership with UBC to respond to the need for sustainable resources in high demand occupations throughout northern B.C. The first cohort of 20 physical therapy students will begin September 2020, with 16 occupational therapy students joining in September 2022. These new joint partnership programs will support the demand for high-priority professions through innovative pathways to program development and will build on the expertise of Colleges and their lower division academic programs and the University's higher division academic programs.

Another challenge we face as University serving a low density and geographically large area is that delivering on our regional mandate requires significant resources, innovation and collaborations with local

² Reference: Ministry's Projection of Public School Aged Headcount Enrolments
<https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments>

colleges and other educational organizations and communities that can mutually leverage the strengths of all partners to reach our students effectively. One way UNBC can address these challenges and reach new markets is by reshaping its digital learning and hybrid teaching strategies to allow more flexible access for students.

An emerging economic issue is the state of the forestry economy in northern B.C. The Mountain Pine Beetle epidemic, more disastrous forest fire seasons, and changing global economic conditions have led to less availability of fibre for local wood product producers. Hundreds of jobs have been lost in the past six months across UNBC's catchment area, with the potential for thousands of indirect or spin-off jobs to be lost as well. This economic reality could have an impact on families' plans for post-secondary education, as their ability to fund it may be reduced.

5.2. Internal Factors

One of the most significant internal contextual factors currently underway at UNBC is our Academic Restructuring process. We have begun the process of aligning our leadership to support the transformation from two academic colleges to five new faculties, which means that our most significant internal challenge will be in recruiting the leaders we need to aid in the institutional transformations underway.

In 2019, UNBC will begin the recruitment of five Deans who will support the implementation of the new five Faculties model and advancement of the University's strategic priorities. Through strategic leadership, collegial collaborations, and mentorship of the faculties, the Deans will begin their work in advancing the strategic priorities of the University and developing the internal structures required to support the new Faculties while dealing with fiscal realities.

In 2018/19, UNBC made significant progress towards the enhancement of the leadership to better support the academic mission of the University.

Following a term that has seen UNBC increase the number of students attending, improve its research support and activity, and bring key programming and facilities to the North, UNBC renewed its contract with President Dr. Daniel Weeks. Since joining UNBC in July 2014, Dr. Weeks has focused on positioning the University as a destination University, an institution that revels in its original mandate of being in the North for the North, while striving to expand its influence beyond Northern B.C. Dr. Weeks has accepted a five-year term that runs through August 2023.

UNBC's Associate Vice-president People, Organizational Design and Risk, Barb Daigle, was appointed to the role of interim Vice President Finance, (People) and Business Operations on Feb. 1, 2019. Ms. Daigle is familiar with our University and the opportunities and challenges we face, and was appointed to the role to ensure continuity along with expertise related to key initiatives, particularly with respect to labour relations.

To continue to advance the Strategic Enrolment Management priorities, a new Director of Recruitment will be hired in 2019. This new role will build on the work accomplished to date by the Manager, Recruitment position and enhance the strategic direction of the University.

The recruitment of the Assistant Vice-Provost Indigenous Initiatives for the new Office of Indigenous Education will provide valuable leadership in the education of the UNBC community, strategic planning, and implementation of the TRC Calls to Action. This search will enter its second round of recruitment in 2019.

5.3. Labour Relations

2019 will be a busy year for labour relations at the University of Northern British Columbia (UNBC). Both the UNBC Faculty Association and CUPE Local 3799 collective agreements are set to expire on June 30, 2019, and preparations are underway to identify common interests and strategic themes as we return to the bargaining table.

The University is committed to finding shared interests between the parties to resolve differences and reach collective agreements as soon as possible. UNBC is committed to finalizing new agreements to address the issues and concerns of the parties while ensuring we align with the direction set by the Public Sector Employers' Council Secretariat (PSEC).



6. Performance Plan

6.1. Performance on Mandate Letter 2018/19 Priorities

6.1.1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

UNBC has actively engaged with the Ministry and Indigenous students, faculty, and communities to develop a responsive and robust set of initiatives that support the TRC Calls to Action and the UNDRIP in ensuring that Indigenous students have access to a high-quality education that incorporates and honours Indigenous knowledge.

In 2018, UNBC conducted extensive Aboriginal Service Plan engagements with Indigenous students, faculty, staff and stakeholders. In response to what we have learned through engaging with our partners, and in accordance with our Strategic Road Map, UNBC is proud to launch and continue the following initiatives:

- **Quality and relevance of academic programs.** UNBC will continue to develop and expand Indigenous content across more disciplines to increase the current offering of 236 academic programs.
- **Indigenous knowledge in Education.** In partnership with the province, UNBC will begin the development and delivery of curriculum to support the education of teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. This initiative is in alignment with the Call to Action 62 of the Truth and Reconciliation Commission (TRC) of Canada.
- **Skidegate Bachelor of Education.** In partnership with the province and School District 50, UNBC will begin the planning and implementation of a Bachelor of Education program in Skidegate. This program builds on the success of the graduating students of the UNBC Education Diploma in First Nations Language and Culture. It will provide students with opportunities to study full-time or part-time basis while remaining in their home communities. Local Elders and artists will be invited to key face-to-face instructional sessions to further support place-based learning of students.
- **Indigenous student recruiter.** This was one of the highest priorities identified by our Indigenous community partners throughout Aboriginal Service Plan engagements. The Indigenous Student Recruiter, approved in early 2019, will develop an Indigenous Student Recruitment Action Plan and travel to communities to build relationships and provide pathways to post-secondary education for young Indigenous students.
- **Collaborating with school districts.** The *Koh—Learning in our Watersheds* is a School District 91 partnered project in which students, educators and community partners become informed stewards of their local environments through a connection with integrative science, Indigenous knowledge, and active collaborations with community and research initiatives. *Koh* is the word for waterway in Dakelh. This transformative learning opportunity connects students and fosters an understanding of the land, water and living systems with their communities and Nechako watershed.

- **Integrated watershed research.** Another collaboration is the Memorandum of Understanding signed in 2017 between UNBC and School District 91. The UNBC Integrated Watershed Research Group has received new funding from a PromoScience grant from the Natural Sciences and Engineering Research Council of Canada. The B.C. Oil and Gas Commission, the provincial regulator for energy development, also contributed \$10,000 to the project. This project was supported by the Carrier Sekani Tribal Council, the First Nations Education Council, the Nechako Environment and Water Stewardship Society and the Nechako Watershed Roundtable
- **Indigenous financial assistance.** In partnership with School District 57 and the Lheidli T'enneh First Nation, UNBC developed and granted a Student Graduation Award of \$1,000 to three Indigenous students to support their entry to UNBC in September 2019. The Indigenous Emergency Assistance Fund provided support for 47 Indigenous students in 2018. Of these, UNBC supported 24 Indigenous students to the maximum funding limit available. UNBC Awards and Financial Aid Unit continues to help students to obtain the funds necessary to support their UNBC education.
- **Research with Indigenous peoples.** UNBC is actively engaged in innovative research that supports and assists underserved rural and Indigenous communities. The following are two partnerships with Indigenous stakeholders across the North.
 - UNBC's Dr. Henry Harder and Dr. Travis Holyk with Carrier Sekani Family Services have received a \$1.5 million grant to pursue a five-year research project focused on strengthening mental wellness and suicide prevention for Elders in British Columbia's Northern Interior. The funding is provided through the Institute of Indigenous People's Health, part of the Canadian Institutes of Health Research (CIHR). This research responds to the needs of communities in examining ways to support mental health, prevent suicide, and identify gaps in psychological services in underserved northern regions.
 - Two UNBC researchers, Dr. Sarah de Leeuw and Dr. Margo Greenwood, received \$1.3 million through a partnership grant from the Social Sciences and Humanities Research Council (SSHRC) and the Canadian Institutes of Health Research (CIHR). It is the first joint federal research partnership grant of its kind to be held at UNBC, and is one of only nine such grants held across Canada. Together with northern and provincial partners, and Indigenous and non-Indigenous stakeholders across the North, work has begun on developing an approach to cultural humility to help transform health service delivery in northern British Columbia.

6.1.2. Work closely and in collaboration with government to support the implementation of priority initiatives, including those outlined in the Minister's mandate letter.

a) Continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.

UNBC does not offer Adult Basic Education and English Language Learning programs to domestic students.

b) Continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at your institution.

The Provincial Tuition Waiver Program for Former Youth in Care had five students take part in UNBC's 2018-2019 Academic Year and continues to be a sought-after program by incoming former youth in care students. In addition to the above, there were five students who continued their education under the former UNBC Youth in Care Tuition Waiver Program, a program the University instituted before the provincial program. To date this program has celebrated the convocation of two successful students, both with Bachelor of Social Work degrees.

c) Extending the Boundaries of Student Outreach

Recruitment and retention at UNBC is a collaborative, university-wide initiative. Numerous academic and operational units on campus, including Marketing and Communications, Office of the Registrar, Institutional Research, International Education, Office of Research and Graduate Programs, Regional Operations, First Nations Centre, Business Services, Student Affairs, Financial Aid, and Student Engagement and Housing, are working with academic units and faculty members to support the university's enrolment goals. Recruitment initiatives are focusing on four major undergraduate markets: High School, Transfer, Indigenous and International learners.

In 2018/19, UNBC began an ambitious recruitment outreach process in which Student Recruitment Officers visited all corners of the "UNBC Region", including the lower Mainland, Sunshine Coast, Okanagan, and Vancouver Island; Northern, Central, and Southern Alberta; Toronto and the Greater Toronto area of Ontario. This broad outreach allowed us to connect with diverse groups of potential students across the country, including a stronger focus on under-represented student learners such as Indigenous youth, immigrants, and former youth in care. These recruitment and outreach events increased awareness of educational pathways, academic programs, and financial supports at UNBC.

Collaborations with UNBC academic and operational units further contributed to far-reaching outreach through on-campus, regional, and digital recruitment and conversation events and activities that included the following select initiatives:

- **Awards, Scholarships and Financial Aid and Support.** Information session/webinar that provides students with awareness and supports through UNBC.
- **Regional Course Registration Visits across the UNBC Region.** Providing high school admits and first-year course registration assistance at regional high schools. 1,200 awards were provided with a total value of ~\$3.1 million.
- **UNBC Discovery Day.** A weekend academic program and campus exposure event for prospective student learners. This all-day event offered prospective students a glimpse into UNBC through faculty presentations organized as University lectures that created awareness about programs and numerous pathways to a post-secondary education offered and delivered in the north, and beyond. Throughout the activities, UNBC Alumni shared their stories, experiences, and values of earning their degree at UNBC, along with the career opportunities that were presented.

- **UNBC Student for a Day program.** Allows prospective students the ability to schedule an individualized day at the Prince George campus including sitting in on a class of their interest, receiving a tour of campus, Campus Housing, and the Northern Sport Centre, lunch in the UNBC Dining Hall, and an individual meeting with a Recruitment Officer. The combined total campus tour and Student for a Day requests reached an all-time high in 2018 at 224 requests – almost two requests every three days. Many of these tours are facilitated by our Student Tour Guides, and we will be adjusting and improving this program to capitalize on the increasing interest in 2019.
- **First-year Course Registration and Information.** Session/webinars create more awareness and better support students entering UNBC.
- **Students of the future have active minds.** UNBC has completely redeveloped its Active Minds programming, providing dedicated staff resources to support the development and implementation of campus for children ages 6 to 12. This early phase of student recruiting yielded positive outcomes. Three years ago, registrations were at 300. This year, registrations have already topped 600 and have expanded to include the main campus in Prince George and affiliate campuses in Terrace and Quesnel. In addition, the office has undertaken organizing separate Go CODE Girl and Go ENG Girl events, furthering UNBC’s exposure to learners in this age group. The program has also provided summer employment opportunities for current UNBC students.
- **Strategic digital marketing initiatives.** For the third year in a row, UNBC made targeted investments in its marketing efforts, and for the third year demonstrated positive results. The heaviest focus was on digital initiatives, which are easily measured and most effective in today’s recruitment marketing environment. Using a number of digital channels, UNBC significantly increased its website traffic. Paid search traffic (Google) was up 300%, Social media traffic was up 6%, and e-mail marketing traffic was up 76%.
- **EducationPlannerBC.** UNBC worked in collaboration with institutions and the Ministry to improve post-secondary planning, decision-making, and application services available to students. As part of this initiative, UNBC completed the transition of undergraduate applications to EducationPlannerBC at <https://www.educationplannerbc.ca>. UNBC’s graduate the transition of graduate and professional program applications is in its final testing phase.

6.1.3. Expand technology-related programming and other programs that align with the growing knowledge-based economy

UNBC continues to build collaborative opportunities with partners in government, municipalities, industry and technology sectors, northern colleges, school districts, community organizations and other post-secondary institutions to create synergies for expansion of technology and knowledge-based economy programming in the North. These programs are enhancing our capacity as knowledge leaders and supporting students in Northern communities, while helping spur economic activity in our region.

UNBC has expanded technology and knowledge-based economy programming in the following areas:

- **Civil and environmental engineering (new degree program).** Starting in September 2019, students will be able to complete an undergraduate degree in Civil Engineering or Environmental Engineering at UNBC for the first time. The University received \$400,000 in start-up funding in 2017/18 for the new civil and environmental engineering degree programs. This funding will ramp up to support a total of 280 spaces by 2022/23, with 70 graduates per year expected by 2023. These new engineering programs will bring significant value to the North, while strengthening UNBC's presence in the science, technology, engineering and mathematics fields. The provincial government made an investment of \$3.5 million in new learning facilities at UNBC. The funding will help UNBC increase its use of existing classroom space and teaching laboratories, and create a centralized collaboration space for these programs, with a state-of-the-art design lab, working studio and laboratory.
- **Coding (upper level course, industry/regional partnership).** In collaboration with the local business community, technology and industry partners, two new undergraduate upper-level coding related industry skill development courses were offered in 2018. These courses appealed to both undergraduate and graduate students, as well as mature students working in related industry and technology fields. Students gained relevant code-related training and the opportunity to deliver fully functional applications and software to industry and technology partners, such as the Arc Trails now available through Google Play Store. The application was formally presented to Tourism Prince George and Northern British Columbia Tourism for public use. In support of local industry, students developed an agile software product that is being used in the orientation and training of employees through innovative, interactive simulation of the industry's operations.
- **Canada's Digital Technology Supercluster Initiatives.** UNBC is among six B.C. post-secondary institutions (joining Simon Fraser University, the University of Victoria, University of British Columbia, Emily Carr University and B.C. Institute of Technology) that will collaborate with national corporate and high-tech industry leaders the likes of TELUS, Microsoft, Teck, Canfor, Shoppers Drug Mart, and Providence Health Care to spur new regional, national, and global economic opportunities that address the productivity, health and sustainability challenges facing Canada and the world.

The following are a selection of areas of program expansion in knowledge-based economy sectors such as health services, education, and information management:

- **Nursing (Bachelor of Science).** Funding of \$1.1 million to support the planning and implementation of the University of Northern British Columbia's northern baccalaureate program was announced by the Minister of Advanced Education, Skills and Training, and demonstrates the strength of our partnership with the province, Northern Health Authority and Northern Lights College. The UNBC program is a five-semester, two-year Bachelor of Science in Nursing program, which will support 32 students at full capacity. The first class of 16 student spaces, to be operated out of Northern Lights College in Fort St. John will be offered in September 2020. Local students can obtain university transfer credit courses from Northern Lights College through multiple pathways. Through priority seating available to self-declared Indigenous and Northern Lights College candidates, students in the northeast of the province will have the opportunity to pursue their education and training closer to home. Opening the doors to more training opportunities in the North for people to become registered nurses also supports the auditor general's report entitled, An Independent Audit of Recruitment and Retention of Rural and Remote Nurses in Northern British Columbia.

- **Education (*laddered Bachelor degree, collaboration with First Nations*).** In partnership with the province and the Skidegate community, UNBC will build on the success of the UNBC Education Diplomas in First Nations Language and Culture, where recent achievements witnessed the graduation of nine Skidegate students in their community. The funding supports the development and delivery of a Bachelor of Education 'Completion Program', providing an educational laddering approach into a new regionally-delivered Bachelor of Education program. These programs will support students wanting to continue their education in their home communities with flexibility in studying part-time or full-time. To honour Indigenous cultures, histories, beliefs and ways of knowing, local Indigenous Elders and artists will be invited to key face-to-face instructional sessions to further support place-based learning of students through UNBC.
- **Information systems (new Bachelor of Commerce major).** In partnership with Northern Health, UNBC has proposed a new major that will train business students in the management of information systems, the management and optimization of business processes, the analysis of business, and data science. The program is in direct response to the growing demand for information systems and business informatics (data science and business process innovation) professionals in the North and beyond. Northern Health has provided UNBC with resources to run the major for four years.

UNBC supports academic students and clubs to connect their knowledge-based learning to real-life experiences:

- **Student leadership clubs.** UNBC JDC West is one example of the opportunities created for students to enhance their experience at UNBC. JDC West allows students to use their education and skills and apply them in solving real-world business cases. The UNBC delegation of 46 competitors and two co-captains, recently took second place in entrepreneurship and second place in marketing, plus a first place finish for most charity dollars raised. They set a new charity fundraising of \$166,236 for the Spirit of the North Foundation and Camp Goodtimes.
- **Enriched technology and KBE.** UNBC also offers enriched technology and KBE-focused opportunities through our participation in the ACM Pacific Northwest Intercollegiate Programming Regional Contest in Vancouver. UNBC sent three student-led teams of three students each to compete with teams from other top Canadian university teams, along with major universities in the Pacific Northwest region such as Stanford University, University of California-Berkeley and the University of Washington. This year, UNBC's students posted their best performance in school history at the ACM Pacific coming in 6th, 16th and 32nd among 73 teams in Division II. UNBC's top team was in first place for more than three hours and only overtaken in the last 90 minutes of the competition.

UNBC also expanded outreach technology/KBE programming to youth in our region in a unique partnership between School District 91, UNBC, and Living Labs at Emily Carr University of Art and Design, creating an opportunity for 22 students between the ages of 15 to 18 to use innovative digital storytelling and coding skills to engage in an intense one-week series of classes at UNBC's Prince George campus. Students then returned home and continued to work in groups for the next month on their final projects with remote guidance from UNBC students. The final projects were presented in front of their families and UNBC community. Students learned to create simple and complex scenes and actions and transition techniques, conduct research to collect data, worked as part of a team, and learned skills in animation, visual modeling, and narrative programming.

6.1.4. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.

UNBC recognizes that students today face increasingly complex issues and challenges. Many students are balancing family and community obligations, as well as employment commitments. Many also experience financial constraints or are dealing with challenges of inclusion. UNBC is committed to providing an inclusive, safe, and culturally diverse work and learning environment that contributes to the well-being and success of all students, staff, and faculty. In 2018, Student Affairs engaged with UNBC units and service areas related to health and wellbeing to develop the Student Life Mandate model, conceptual tool that shows the holistic integration of student life, learning, and success.



UNBC offers a diverse range of programming and services that promote wellness and support diversity for all students, staff, and faculty. Some of these programs include Elders in Residence, Health and Wellness Workshop, Two Spirit: Cultural Reclamation and Positive Space Workshop, Creativity Cabaret (music, poetry and art), Global U (Bringing Community Together – speakers, dialogue, performances, crafts and food), the Nucleus and the MACE (student-led tutoring). The First Nations Centre provides a “home away from home” for UNBC students, cultivating awareness of Indigenous knowledge and its capacity to help solve contemporary problems through weekly facilitated circles, workshops with elders, and personal growth through dialogue with counsellors, community peers, elders, professors, and support staff.

With the understanding that mental health, safety, and overall well-being have many interrelated facets, UNBC is proud of the following select 2018 achievements and activities:

- **Financial aid.** UNBC awarded \$3.1 million in scholarships, bursaries and financial awards. One in 4 students at UNBC received a financial award.
- **Diversity.** The Student Orientation organized by Student Affairs focused on the theme of “connecting” in order to build relationships between new and returning students, faculty, and staff. This enhanced Orientation program was inclusive and supportive of the rich diversity of students, faculty, and staff, fostering connections with peers, expanding knowledge of campus resources, and developing their personal academic skills.

International Education and Student Life launched the first ever Global U event at UNBC. The community came together to celebrate the diversity of our campus through speakers, dialogue, performances, crafts and food. By raising awareness and honouring cultural diversity across campus, we begin to foster the diversity in viewpoints that leads to a vibrant and culturally diverse academic community.

UNBC supports a Student Pride Centre and a Women's Centre that both provide a variety of services and supports to UNBC students.

The University appointed two new Directors to support a healthy and culturally diverse community that challenges and inspires students to become active citizens and global leaders. The Director of International Education and the Director of Student Affairs will provide important leadership that will strengthen our capacity to be an outstanding University.

- **Employee well-being.** In order to gauge employee well-being, UNBC conducted an Employee Opinion Survey that yielded a response rate of 48%. The UNBC Human Resources Department will lead discussions with programs and units to provide an awareness of challenges and collaboratively develop actions to address them.
- **Canadian Standards Association (CSA) Psychological Standards in the Workplace.** Our Joint Occupational Health and Safety committee is working with Human Resources staff to pursue the implementation of some CSA Psychological Standards in the Workplace.
- **Mental health and accessibility.** UNBC is participating in the Mental Health Commission of Canada's Post-Secondary Students Standard, which provides guidelines for universities to follow in the promotion and support of students' psychological health and safety.
- **Healthy Minds | Healthy Campuses.** UNBC is a participating member in the Healthy Minds | Healthy Campuses Community of Practice (<https://healthycampuses.ca/>), and discussions are underway to adopt the Okanagan Charter.
- **Counselling Services.** UNBC offers on-site practicum placements for Social Work and Educational Counselling students. This provides increased service levels and capacity to see more students in a timely manner. A psychiatrist is also available on campus each week for student referrals.
- **Y Minds.** The University partners with the Northern BC YMCA to deliver "Y Minds" mindfulness groups throughout the academic year. One example is the Dialectical Behavioral Therapy (DBT) session, an anxiety and depression reduction group session that is offered once per semester.
- **Accessibility.** Students were recruited through the Health and Safety Office to conduct surveys for faculty, staff, and students to determine challenges and opportunities related to accessibility on campus. The surveys were inclusive and encompassing of safety barriers (physical, attitudinal, emotional, social and systemic) that may limit a person's ability to freely access UNBC freely. The results of those surveys are being incorporated into the UNBC Campus Master Plan to inform important changes in building design.

- **First Aid.** In April, UNBC sponsored a CMHA Mental Health First Aid course on campus, the first of many more to come. This was open to the entire university community and included support staff, administrators, faculty, researchers and students.
- **Support for Indigenous students living on campus.** In collaboration with the First Nations Centre and Residence Life, UNBC created an Indigenous Resident Assistant position to improve support for Indigenous students living on campus and help provide a space for learning about Indigenous ways of knowing and concepts of reconciliation for all student residents.
- **Campus safety.** To promote safety in the workplace, UNBC launched an online training and development initiative in 2018. This training consists of four modules on health and safety, sexual violence and misconduct, and respect in the workplace. The policies and procedures covered in these courses are critical to ensuring a positive, productive and inclusive working and learning environment.
- **UNBC Safe App.** UNBC also launched the UNBC Safe App, which provides students and staff from every campus the ability to quickly access support services, programs, and resources such as counsellors. The app also provides quick access to information and UNBC policies on a variety of topics, including harassment, discrimination, sexual violence, and misconduct. The app is also used to broadcast emergency notifications to all students, staff, and faculty.
- **Enhanced Service Delivery.** The University amalgamated all of the units providing services related to health, safety, security and risk to better support the diverse needs of our UNBC community. A major focus of this consolidated unit, Safety and Risk Management, is prevention. The unit also plans key initiatives such as emergency response, provides safety training and orientation, develops strategies to prevent threats, and improves communications.
- **Sexual Violence and Prevention.** In response to the province's sexual violence and prevention strategies, UNBC in partnership with Student Affairs, Health and Safety, and the Wellness Centre, introduced a "Bringing in the Bystander" initiative to provide students with insights and strategies to prevent sexual violence on campus and promote a culture of respect. To increase student awareness, a Consent Tea information booth was offered that promotes a culture of consent and delivers strategies to reduce sexual violence on campus.

6.1.5. Align your institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

UNBC is an active participant in the BC Articulation Committees for degree programs. The new curriculum changes remain a continuing topic of discussion at the meetings where representatives from the Ministry have been in attendance. Our attendees have reported back to their respective curriculum committees and have also brought discussion to the College Council for further feedback.

UNBC is considering advancing various initiatives to respond to the K-12 curriculum changes, both in our degree program admission criteria and also our entry/pathway courses and prerequisite structures in the degrees. In order to ensure the seamless transition of students entering UNBC, the existing BC curriculum courses will remain available for any students who may be presenting a combination of old and new curriculum courses. The process to apply and report courses will be consistent regardless of which curriculum students may be following. A UNBC web page will provide students with access to the most up-to-date course list and application information.

6.1.6. Work closely with the Ministry to develop a balanced approach to international education.

A vibrant international student body brings incredible diversity to UNBC. The International Centre is collaboratively developing a strategy to strengthen and revitalize the pathways to UNBC. In 2019, UNBC will increase recruitment efforts by diversifying our international markets.

UNBC's President and Vice-Chancellor, Dr. Daniel J. Weeks, is actively engaged in international initiatives and was appointed to the Canadian Bureau for International Education Board of Directors for 2019. The CBIE is the national organization dedicated to the internationalization of education and the expansion of educational partnerships between Canada and countries around the globe.

To support the growth of a diversified student population, the University will begin to develop an International Action Plan in partnership with the Ministry that achieves the following:

- Expands our cohort offerings already delivered at Lower Mainland partnering institutions, and provides pathways to post-secondary education in the North.
- Deepens our relationship with our agent network, building upon an already strong network ensuring that the network is focused on the best interests of UNBC.
- Recruits outstanding students looking to the exceptional opportunity that only UNBC can offer.
- Expands efforts and supports to embrace our new international students and provide better connections with our community and, the North.
- Further develops research opportunities and graduate student offices by working as ambassadors for recruitment, by being active participants in the development and execution of processes and agreements, and by providing supports to ensure that each international student feels as though UNBC is a home away from home.
- Establishes a Student Global Lounge on the UNBC Prince George campus to continue building and fostering strong student connectedness to our campus community. The new lounge will promote a vibrant and friendly community that honours and celebrates our diversity of cultures and values and provides opportunities for community-engaged learning.
- Supports international students' preparedness for post-secondary education. The University will begin collaborations with the International Advisory Committee, consisting of diverse representation from across the University, to develop a revitalized pathway program, English for Academic Purposes. The program will focus on two important elements of supporting the advancement and successful transition of international students into post-secondary education at UNBC: 1) Academic Acculturation; and 2) Academic and Social Network Creation. The first intake of students into the redesigned English for Academic Purposes will be in September 2020.

6.1.7. Comply with government's tuition limit policy.

UNBC continues to support the provincial government's tuition limit policy that restricts tuition and mandatory fee increases to the rate of inflation, which has been set at 2%. We pride ourselves on a strong commitment to accountability and stewardship of critical resources received through government, student tuition, and continued support from our donors.

UNBC is working closely with the Ministry on strategies to achieve enrolment targets through quality, innovative programming to develop a model for future financial sustainability.

6.1.8. UNBC Financial Information

For financial information, please see our audited financial statements available on our website at: <https://www.unbc.ca/finance/statements>.



6.2. Performance on Mandate Letter 2019/20 Priorities

UNBC continues to work towards goals, objectives, actions and measures that are aligned with the Ministry's Mandate Letter for 2019/20.

6.2.1. Strategic Priority 1 - Attract, retain and develop outstanding faculty, staff and students. Supports Ministry Strategic Objective(s): Access, Capacity, Efficiency, Quality, Relevance

Leadership is the cornerstone of UNBC's success, and leading in the ever-evolving landscape of post-secondary education can be challenging. As we work towards the implementation of the new Academic structure in the coming year and align our strategic planning to Destination 2040, the importance of transformational leadership and highly effective faculty and staff from across the university are essential to achieving our purpose, pursuing excellence in teaching, learning and research, increasing our competitive edge in an innovation-based economy, and fostering global sustainability and social responsibility across B.C., Canada and the world. UNBC's employee compensation packages play a critical role in the recruitment and retention of high-performing, talented academic and administrative leaders. UNBC is facing growing challenges provincially, nationally and internationally in meeting compensation expectations of skilled leaders. UNBC is proactively working with the Public Sector Employers Council on a compensation framework and benefits package that aligns with the comprehensive market survey completed for all positions at UNBC.

UNBC seeks to be a diverse and collaborative place of innovation and collaboration and infuses these principles into all planning and actions. UNBC works to ensure meaningful and culturally respectful education is accessible, affordable, and provides supportive opportunities for students to excel. UNBC will intensify outreach efforts to engage with northern communities, Indigenous learners, and their families to listen and understand their unique challenges and work towards eliminating systemic barriers and improving the well-being, and success of our learners (as an example please refer to page 27, Skidegate Bachelor of Education).

The University continues to enhance student recruitment strategies that attract outstanding students and support them in their transition to UNBC. By increasing the delivery of supportive pathway programs, revitalized academic programs, inspiring student experiential learning opportunities, innovative undergraduate and graduate research opportunities, and increased financial supports for student participation, UNBC is preparing to increase student enrolments and the diversity of its student recruitment efforts and markets. In parallel, UNBC will develop expansion plans for a new 200-bed housing complex to support these recruitment strategies. UNBC understands the importance of accommodating more students who transition to university from rural or Indigenous communities or international countries through on-campus student housing to better support their diverse needs and contribute to their student success.

UNBC also recognizes that student success derives from a resilient, supportive student life and inclusive community. Yet learning is not just about learning in the classroom, it begins with an interactive student orientation that builds connections and community, making the transition into UNBC a more personal experience. Through smaller class sizes, more opportunities emerge to build connections with faculty and engage in community-service learning, internships, mentorships, research, and cooperative education and work- integrated learning. To support the holistic learning of our students, UNBC will explore a co-curricular record to equip students in their pursuit of careers after graduation. By helping students track, reflect on and showcase their skills, talent and

knowledge that has been cultivated throughout their learning experiences at UNBC, the co-curricular record will complement their academic transcript to help students articulate their demonstrated competencies and transferrable skills gained both inside and outside of the classroom to potential employers.

Supporting student success, student mental health and overall wellbeing has increasingly become one of UNBC's most important priorities. The next year will provide significant opportunities for action at UNBC with an enhanced leadership structure that focuses on the areas of Student Recruitment, Student Affairs, Student Wellness, Indigenous Initiatives, and International Education.

Objective 1 - Transformational Leadership

Attract, support, and develop outstanding faculty, staff and students through diversity and inclusion, enhancing our culture of collaboration and collegiality to support excellence, and creating an exceptional academic environment.

Objective 2 - Academic Restructuring

Innovate in all areas of the University's academic programming, pathways and education models through a renewed Academic structure. UNBC will focus on strategic leadership to strengthen teaching excellence through mentorship and development opportunities, and to build on the success of the University's relationships and partnerships to co-create programming that makes UNBC the destination of choice for northern and Indigenous students, and students from across the globe.

Objective 3 - Attracting Outstanding Students

UNBC's Strategic Enrolment Management Action Plan will continue to guide and inform recruitment efforts as we work towards our FTE target of 3,424 FTE. UNBC's domestic undergraduate FTE is up by 2.6%, and international FTE is slightly down 0.1%. UNBC recognizes that there is still a lot of work to do to improve awareness and better connect to build relationships with students early in their discovery process. UNBC will explore and implement a customer relationship management approach to foster and cultivate connections throughout the student's entire experience at UNBC and beyond as important contributors to society as alumni.

UNBC is renewing its international strategy to increase enrolment of international students. UNBC strives for a diverse student population and respectfully balances this with the appropriate resources and infrastructure needed to support their success at UNBC.

UNBC is committed to addressing systemic challenges for Indigenous students aspiring to a post-secondary education. To better support outreach, awareness of pathways and academic degree program options, life-long learning opportunities through Continuing Studies, and removal of barriers such as financial challenges, UNBC has created a new Indigenous Recruiter. This role will help to facilitate important connections and dialogue with more Indigenous students from rural communities, Elders, and their family members to support awareness and accessibility. UNBC is making important progress in meaningful connections and extending our outreach.

Objective 4 - Student Experience, Wellbeing and Success

Realignment of our health, wellbeing and counselling services across UNBC's academic and administrative service units is a high priority. UNBC will integrate these services under the oversight of a Director of Health and Well-being. This coordinated approach to supporting student, faculty and staff health and well-being will provide significant synergies and proactive approaches to supporting conditions such as mental health and responding with care at earlier stages of alert. The team of Health and Well-being, International Education, Student Affairs and the Registrar will work collaboratively together to develop and support this holistic approach to well-being of our community.

Objective 5 - On-Campus Housing Demand

UNBC will explore a high-density housing complex to increase the on-campus housing capacity by approximately 200 additional beds.

Strategic Priority 1 Actions

- Recruitment of new senior leadership roles
 - Assistant Vice-Provost, Indigenous Initiatives, to support the integration of Indigenous ways of knowing, culture, and experiences across all areas of study, and the successful implementation of strategic priorities for the Indigenous academic portfolio.
 - Vice-Provost to lead the innovation, responsiveness and quality assurance of undergraduate, graduate, northern and global academic programs and pathways through collaborative partnerships.
 - Five Academic Deans to lead the establishment of the new five Faculties. Diversity and inclusivity will be key principles of the selection committees and the final appointments.
 - Two Campus Liaison and Operations Managers to strengthen our commitment to serve our northern communities. These key roles will manage the affiliate campuses and work in collaboration with all UNBC service delivery units to ensure alignment and implementation of consistent, efficient processes to streamline student access and services across the North. Liaison between UNBC and the northern communities, Indigenous learners, leaders, Elders, and their communities, northern colleges and industry to provide awareness of existing UNBC programming and pathways, and identify opportunities for future UNBC programming and pathways.
 - Associate Dean, Academic Affairs to guide, advise and support at risk students facing difficulties in their academic studies to navigate the systems, support services, policies and processes, and outcomes that help them to enhance their well-being and contribute to their academic success at UNBC.
 - Director of Health and Wellbeing will provide leadership on the development, implementation, promotion and improvement of employee, faculty and student services that focus on health, counselling, accessibility and medical leave management.
- Develop and implement a comprehensive onboarding process for new senior leaders that fully supports them in their transition to UNBC and reemphasizes their roles, accountabilities and responsibilities. Introductions to the culture and history, planning

and resource allocation framework, budget management, and policies and procedures will be important aspects to ground them into the basic operations of UNBC.

- Develop a business proposal for a high-density housing complex through partnerships, to increase the on-campus housing capacity by approximately 200 additional beds to better support the recruitment and retention of students.
- Explore the early phase of development of a co-curricular student record based on four levels of achievement: 1) Leadership; 2) Transformation; 3) Learning; and 4) Participation.
- Build strategic international partnerships in support of increased enrolment and UNBC's priority of diversity and inclusion.
- Implement phase II of the EducationPlannerBC (EPBC) integration project to support improved student planning, application, and data movement services across BC post-secondary institutions. The centralized EPBC website project was developed in consultation and collaboration with the Ministry of Advanced Education, Skills, and Training, and delivers an integrated approach to the application process for students and exchange services between post-secondary partners. UNBC continues to enhance the information available on the EPBC website with the addition of UNBC's graduate and professional program applications in 2019.
- Finalize an agreement with BC Council on Admissions and Transfers (BCCAT) to collaboratively advance the automation of articulation upload and non-BC transfer credit assessment and reporting for UNBC.

Strategic Priority 1 Outcomes

- A more robust institutional-wide process of Indigenization that is aligned and coordinated with current and new programming across our campuses, supports our ongoing commitment to reconciliation, and makes UNBC the first choice for Indigenous post-secondary learners in the north.
- An engagement framework that fosters a deeper connection with Indigenous learners, communities, and partners in the co-creation of programs designed to support and inspire Indigenous learners throughout their academic careers.
- An Indigenous Action Plan created in collaboration with Indigenous learners, leaders, partners and communities.
- A more decentralized decision-making model that supports responsive action.
- Strengthened accountability and coordination of quality undergraduate and graduate academic programs delivered across our province and around the globe.
- A strategic leadership team that challenges the status quo and embraces innovation and entrepreneurialism.
- Increased budget accountability and fiscal transparency.
- A co-curricular transcript/portfolio that articulates relevant knowledge and skills, recognizes the students' non-credit experiential learning, and demonstrates their professional competencies to potential employers and for use in grant applications and awards.
- A housing complex that increases capacity, student success, diversity and inclusiveness.

Strategic Priority 1 Measures

- Employee Opinion Survey
- Audited FTE report
- National Survey of Student Engagement Results (NSSE) Survey Outcomes
- Maclean's Ranking
- Housing occupancy rates

6.2.2. Strategic Priority 2 - Enhance the quality and impact of academic programming and delivery.

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

To meet the needs and demands of labour markets and support the sustainable futures of the communities that UNBC serves, we must put innovation at the forefront of our planning priorities to prepare the leaders of tomorrow. UNBC will work towards increasing the choices available to students to support their post-secondary endeavour while they balance work, life, and educational responsibilities.

In 2019/20 UNBC will begin the implementation of the new Academic structure that will provide innovation in all areas of the University's academic structure, programming, educational models, relations and conversations across the University. The academic restructuring will result in significant changes throughout our institution, including the following:

- Realigning the academic units and faculty to the new structure;
- Reshaping the administrative structure to strengthen and support the new direction;
- Amalgamating and increasing accountabilities for undergraduate, graduate and regional program delivery under the leadership of the five Deans and their Faculties;
- Reimagining academic programs to be more fluid in form and more progressive in pathways to credentialing, knowledge and skills.
- Implementing universal design strategies to deliver quality, accessible and affordable post-secondary education to more communities in northern B.C., and beyond.

UNBC is committed to enhancing the breadth, extent, and outreach of meaningful and culturally respectful education and programming to support increased access, affordability, and choices available to meet the needs and diversity of today's learners who balance work, life, and educational responsibilities.

Objective 1 - Innovative, Responsive Academic Pathways and Programs

Changes in learner demographics and expectations are reshaping UNBC. High-quality education is key to the success of UNBC students and advancing their knowledge, developing critical thinking, essential communications and transferrable skills that lead them to impactful careers. UNBC will build on the strong foundation of teaching and research excellence to renew and develop innovative, responsive academic programming that is flexibly delivered to communities in northern B.C., and beyond.

Through an entrepreneurial approach, UNBC will intensify its exploration of partnerships with colleges, school districts and institutions to create a sustainable financial and resource model for delivering accessible and affordable post-secondary education to northern communities. UNBC will work closely with the Wilp Wilxo'oskwhl Nisga'a Institute and other

Indigenous communities and partners to continue to provide programming that directly responds to the needs of Indigenous learners.

UNBC will continue to address the changing demographics and expectations of student learners in northern communities by responding to the increased need for more flexible part-time and full-time academic programming delivered in a blended or hybrid delivery model that includes face-to-face classes of instruction and online learning environments that allow them to live, learn and work in their communities while earning their post-secondary degrees.

Objective 2 - Teaching Excellence and Innovative Learning Strategies

UNBC is committed to facilitating and encouraging the development of teaching excellence and delivering the best possible teaching experiences for today's students and tomorrow's leaders. UNBC will continue to build and foster a teaching and learning community to build on the talent and strengths of our award-winning faculty to continue to develop and implement a flexible experiential learning model.

UNBC's goal is to continue to attract diverse groups of students who inspire excellent teaching and research. Innovation is needed in all areas of programming and pathways to increase accessibility opportunities for student learners across northern B.C., and beyond.

UNBC will explore opportunities to expand the use of digital learning strategies, technology-enabled teaching practices, and interactive and collaborative learning environments to optimize teaching and learning to all students to make post-secondary education more accessible.

UNBC supports Indigenous students in their academic success through Indigenous student-focused programs and services. UNBC is committed to continuing to work on clear academic pathways and programs for Indigenous students through collaborative engagements and co-development of initiatives with Indigenous partners. The Aboriginal Service Plan will continue to provide opportunities to build capacity and better support the advancement of Indigenous initiatives across the institution and address systemic challenges.

Objective 3 - Co-operative Education and Work Integrated Learning Expansion

The UNBC Co-operative Education program offers students the ability to gain practical, paid work experience while completing an undergraduate degree. UNBC Co-operative Education students benefit from our welcoming and supportive environment through job readiness training and access to unique work experience opportunities. The University is working in partnership with the Ministry, northern employers and students to respond to the growing demand for co-operative education and work-integrated learning placements through UNBC. Work-integrated learning is an important opportunity that allows employers to respond to a rapidly changing economy and diverse labour market through meaningful employment of UNBC students. This mutually beneficial approach is creating significant benefits for both students and employers. Through the application of transferrable skills and knowledge that students develop during their post-secondary education at UNBC, they are able to contribute to an increasingly diverse and inclusive work environment that employers must adopt to remain competitive. Employers are helping UNBC students to become agile, dynamic, and resilient professionals. Benefits to employers are through the placement of

UNBC students who provide new ideas and approaches to innovation and changing technologies.

Strategic Priority 2 Actions

- Strengthen partnerships with school districts, northern colleges, post-secondary institutions, community partners and industry to increase the breadth of quality, responsive academic pathways and programs.
- Implement the new UNBC External Review process, aligned with the Ministry's new quality assurance system, and initiate the annual review process.
- Develop and submit a proposal for expansion of UNBC's Cooperative Education and Work Integrated Learning to the Ministry for consideration of funding.
- Phased implementation of new academic programs in the areas of Civil Engineering, Environmental Engineering, Nursing, Education, Occupation Therapy, and Physical Therapy).

Strategic Priority 2 Outcomes

- Increased pathways and academic programs to rural communities and around the globe.
- Increased cooperative education and work-integrated learning processes and support across the University.
- Increased cooperative education and work-integrated learning student placements.
- Successful review of four degree programs in 2019/20; validating quality and relevance of curriculum to meet the needs of today's learners.
- Enhanced universal design approach and delivery of more accessible education opportunities in the North and beyond.

Strategic Priority 2 Measures

- Increased student satisfaction; National Survey of Student Engagement (NSSE) and Macleans Magazine's University Ranking
- Increased access in cooperative education and work-integrated learning placements.
- Increased academic pathways and programs delivered to northern communities.
- Increased FTE; Audited FTE Report.
- Increased institutional partnership agreements.

6.2.3. Strategic Priority 3 - Enhance the research culture

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

UNBC is committed to developing, fostering and sharing research that has profound impacts around the world. Our faculty are exceptional, contributing ground-breaking knowledge to global discussions covering a wide range of topics. UNBC provides significant opportunities to our community of students at the undergraduate and graduate level to pursue their own academic endeavours and make meaningful contributions to the discovery of new knowledge. We have been forward thinking in empowering undergraduate students to engage in research projects as early as their first year.

UNBC's focus is on advancing education and research in the region by continuing to develop relationships between researchers, educators and businesses to enhance on our resilient culture of innovation at UNBC and in our communities across the region.

Objective 1 - Strengthening UNBC's research capacity

To strengthen research at UNBC that is of outstanding quality and pioneering in its innovation, especially in strategic interdisciplinary research areas that are of marked importance to our region and similar areas.

Objective 2 - Training researchers

To enhance the training of researchers, by increasing the number of graduate students and by providing a highly stimulating research environment focused on research excellence for all our students (undergraduate and graduate) that establishes UNBC as a leader in the integration of research and teaching;

Objective 3 - Managing and enhancing research resources

To provide our researchers access to superior research resources and infrastructure, and to manage these to ensure their effective and efficient use.

Objective 4 - Enhancing partnerships

To develop new research relationships with communities, businesses, industries, other academic institutions and other partners, regionally, nationally and internationally.

Objective 5 - Mobilizing knowledge

To enhance access to the results of our research, through improved knowledge translation, transfer and application, in order to maximize their benefits to society in Northern British Columbia and beyond.

Objective 6 - Attract and retain outstanding faculty

To maximize the potential for research to enhance faculty recruitment to UNBC, by promoting research dissemination and through the strategic allocation of Research Chairs.

Strategic Priority 3 Outcomes

- Research growth in the areas of: Bioenergy and other clean energy; Wood innovation (including engineering, design, product diversification and marketing); Climate change and environment and human adaptation; Contamination and human impacts on air, land, water and biota; Environmental remediation; Assessment of cumulative impacts of development on natural and social systems; Ecosystems function and services; Environmental history; Fisheries; and Integrated watershed and air shed research.
- Accessible resources to develop research programs that address a range of complex nuanced, and interconnected social, economic, and environmental pressures confronting our northern and global communities.

Strategic Priority 3 Actions

- UNBC will provide a comprehensive strategic approach to sustaining and promoting research activity through support programs (e.g. administrative, financial), physical facilities, and field operations and equipment that provide the best service and access for faculty and students, and the best value to our communities and partners.
- Attend to changing external regulations and requirements, inform researchers, and adjust policies and processes to comply with such developments.

Strategic Priority 3 Measures

- Total research revenues.
- Tri-Council grant revenues.
- Percentage of faculty members with Tri-Council grants.
- Number of research support staff.
- Number and diversity of Research Chairs (CRC and Endowed Chairs).
- Number of graduate students enrolled in research degrees.
- Number of post-doctoral fellows.
- Number of students employed as research assistants.
- Number of student research volunteers.
- Number and proportion of graduate students holding external scholarships/fellowships.
- Growth in major equipment inventory.

6.2.4. Strategic Priority 4 - Ensure financial accountability, sustainability and operational effectiveness.

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

The University's financial environment is presenting fiscal challenges due to compensation pressures that go beyond the government bargaining mandate. Recruitment costs to attract the right transformational leaders are escalating, aging infrastructure costs and equipment replacement are increasing; and additional services and resources are needed to effectively support student well-being. There is increasing competition from other post-secondary institutions with more resources available to respond immediately to emerging trends, presenting challenges for UNBC.

UNBC is responding by working in partnership with the Ministry to increase funding for new academic programming offered in northern B.C. UNBC will continue to work towards a sustainable financial future, and must continue to focus on diversifying its revenue sources to improve its financial outcomes and meet Ministry FTE targets.

Objective 1 – Financial sustainability

The University continues to address its internal finances and enrolment pressures to minimize risk and the impact on the institution's planning and operations. In collaboration with the Ministry, UNBC is continuing to work towards a deficit mitigation strategy and is developing a Financial Accountability Framework to create a sustainable financial model to support UNBC's strategic priorities and academic mission.

Objective 2 – Innovation through Partnerships

The University must innovate through discovery and application of new pedagogy, technology, and revenue approaches. Through strengthened partnerships with northern

colleges, school districts, Indigenous communities and leaders, international and local organizations, UNBC will create opportunities to leverage expertise and resources to expand its outreach of academic programs, pathways, life-long learning, and research.

Objective 3 – Information Technology Services Disaster Recovery Plan

Information systems at UNBC are critical to the operations and all units are heavily reliant on the technology that drives our processes, services, and data on a daily basis. The university's critical information systems are facing increasingly sophisticated cyber attacks and attempts to breach privacy protocols. The increasing costs associated with major capital investments and replacement of aging equipment is presenting significant challenges for UNBC.

UNBC is actively addressing these risks by developing a disaster recovery plan that will allow the university to maintain effective communications with the UNBC community in the case of an emergency or disaster. The plan will incorporate a business continuity strategy that allows UNBC to resume full operations of the primary administrative and academic information systems within 72 hours.

Strategic Priority 4 Actions

- Continue to work in partnership with the Ministry to create a sustainable financial model to support UNBC's strategic priorities and academic mission.
- Diversify revenue streams beyond tuition.
- Strengthened partnerships with the northern colleges, school districts, regional and Indigenous communities, leaders, Elders and students to co-create expanded UNBC academic pathways and programs and the effective use of sustainable resources.
- Begin the transformation of UNBC's budget model and financial system to align with and support the new academic structure. UNBC will focus on an entrepreneurship approach to shape UNBC's future in delivering flexible, innovative academic programs and pathways and increase tuition-based revenues.
- UNBC will proceed with electrical lighting (LED) retrofit program in the Charles J. McCaffrey Hall, Agora, Research Lab and Enhanced Forestry Lab. This program constitutes a \$900,000 investment in reducing the electrical consumption at the Prince George Campus.
- The Bio Energy Plant boiler replacement will ensure the continued utilization of bioenergy as a sustainable alternative to natural gas for heating the campus facilities.
- Replacement of the heat exchangers on the heating loops in the Library and Teaching and Learning Building.
- Continue to enhance UNBC's emergency response planning and initiatives in coordination with the province, municipalities and communities to ensure a safe environment for students, faculty and staff.
- Relocate the UNBC Information Technology backup to a new data centre.
- Increase the frequency of backups to one day to ensure business continuity, data integrity and minimal loss of data input.
- Develop a multi-year capital replacement plan for all technology related infrastructure and services to determine the level of institutional risk, financial constraints, and required investments.

- Continue to implement the recommendations of the external audit of Information Technology Services at UNBC.

Strategic Priority 4 Outcomes

- Enterprise systems are up-to-date, efficiently operating to maximize resources and cost-effectiveness, and directly align with the integrated planning and priorities.
- Rapid recovery of university systems to facilitate business continuity and continuous communications to UNBC's community in the event of a disaster.
- Estimated annual savings from the retrofit of the Bio Energy Plant boiler replacement is \$45,500/year with an annual reduction in energy usage of 760,000 kWh/year. This represents a 4% reduction in the total electricity consumption at the University.
- Improved lifecycle of the heat exchangers performance, increased efficiencies and reliability of the heating system in UNBC's buildings.
- Enhanced emergency response strategies and support structure to support the UNBC community and partnering agencies across northern B.C.

Strategic Priority 4 Measures

- Audited Financial Statements.
- Increased tuition revenue from new program implementation.
- Reduction of heating and electrical operating expense.
- Business continuity within 72 hours of a disaster.



6.3. Performance Targets and Results

University of Northern British Columbia 2018/19 Accountability Framework Performance Measure Results.

University of Northern British Columbia 2018/19 Accountability Framework Performance Measure Results

Performance measure ¹	Reporting year					
	2017/18 Actual	2018/19 Target	2018/19 Actual	2018/19 Assessment		
Student Spaces²						
Total student spaces	2,661	3,429	2,738	Not achieved		
Nursing and other allied health programs	317	368	311	Not achieved		
Credentials awarded³						
Number	714	703	703	Achieved		
Sponsored Research Funding⁴						
Sponsored research funding from all sources (million \$)	\$9.9	≥ previous year	\$9.1	Substantially achieved		
Federal sources (million \$)	\$6.1		\$5.6			
Provincial sources (million \$)	\$1.6		\$1.4			
Other sources (million \$)	\$2.2		\$2.2			
Aboriginal student spaces⁴						
Total Aboriginal student spaces	368	≥ previous year	404	Exceeded		
Ministry (AEST)	368		404			
Industry Training Authority (ITA)	N/A		N/A			
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	92.0%	2.4%	≥ 90%	94.7%	2.0%	Achieved
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	93.2%	2.2%	≥ 90%	93.7%	2.1%	Achieved
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	85.7%	2.8%	≥ 85%	85.7%	2.5%	Achieved
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	88.6%	3.3%	≥ 90%	89.9%	3.2%	Achieved
Unemployment Rate⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	7.2%	2.5%	≤ 8.0%	6.1%	2.4%	Exceeded

Notes:

N/A - Not assessed

Please consult the 2018/19 Standards Manual for a current description of each measure. See

¹ https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf

² Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17, and 2017/18 fiscal years.

⁴ Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.

⁵ Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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%.

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

Performance measure	Reporting year					
	2017/18 Actual		2018/19 Target	2018/19 Actual		2018/19 Assessment
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	85.7%	2.8%	≥ 85%	85.7%	2.5%	Achieved
Written communication	85.2%	3.2%		80.1%	3.6%	
Oral communication	81.9%	3.5%		83.0%	3.3%	
Group collaboration	85.8%	3.1%		86.3%	3.1%	
Critical analysis	90.9%	2.5%		94.4%	2.0%	
Problem resolution	79.4%	3.7%		82.0%	3.4%	
Learn on your own	88.1%	2.9%		87.1%	3.0%	
Reading and comprehension	88.8%	2.8%		87.6%	2.9%	

APPENDIX A: List of UNBC Programs

Bachelor's Degrees

Arts (BA)

Anthropology *

Economics

English •

Environmental and Sustainability 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

Commerce (BComm)

Accounting *

Finance *

General Business *

Human Resources Management *

International Business *

Marketing *

Education (BEd)

Elementary (K-7)

Secondary (8-12)

Health Sciences (BHSc)

Biomedical Studies *

Community and Population Health:

Aboriginal and Rural Health *

Community and Population Health:

Environmental Health *

Science (BSc)

Biology *

Biochemistry and Molecular Biology *

Chemistry *

Computer Science *

Conservation Science and Practice **

- Wildland Conservation and Recreation *

- Landscape Conservation and Management *

Environmental Science *

Forest Ecology and Management *

Geography

Integrated Science •

Mathematics *

Physics *

Psychology *

Wildlife and Fisheries *

Applied Science (BASC)

Civil Engineering **

Environmental Engineering **

A UBC/UNBC joint degree is also available

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

Applied Science (MASc)

Engineering **

Arts (MA)

Development Economics

Disability Management •

English

First Nations Studies

Gender Studies

History

Interdisciplinary Studies

International Studies

Natural Resources and Environmental Studies

- Environmental Studies

- Geography

- Outdoor Recreation and Tourism Management

Political Science

Education (MEd)

- Counselling ••

- Multidisciplinary Leadership ••

- Special Education •

Engineering (MEng)

Integrated Wood Design

Business Administration (MBA)

Science (MSc)

Business Administration

Health Sciences

Interdisciplinary Studies

Mathematical, Computer, Physical, and Molecular Sciences

- Biochemistry
- Chemistry
- Computer Science
- Mathematics
- Physics

Natural Resources and Environmental Studies

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

Psychology

Natural Resources and Environmental Studies (MNRES)

Nursing (MScN) (MScN: FNP) •

Social Work (MSW) •

Doctorate Degrees (PhD)

Health Sciences

Natural Resources and Environmental Studies

Psychology

Northern Medical Program (MD)

A UBC degree delivered in partnership with UNBC.

Other Programs

Northern Transitions Program

Supportive transition year of study intended for, but not limited to, rural and/or First Nations communities.

Graduate Certificates

Aboriginal Child and Youth Mental Health

Leading for Learning

Special Education

Certificates

First Nations Certificate Programs
Aboriginal Community Resource Planning
Aboriginal/Indigenous Health and Healing
First Nations Language ••
First Nations Public Administration
General First Nations Studies
Métis Studies
Nisga'a Studies
Traditional Ecological Knowledge
Public Administration •
First Nations Studies •
Economic Development Certificate (FN) •
Nursing Certificate Program
Rural Nursing •
Social Work Certificate Programs
Aboriginal Child and Youth Mental Health
Child Welfare

Diplomas

First Nations Diploma Programs
Aboriginal/Indigenous Health and Healing
First Nations Language and Culture •
Post-Baccalaureate Diplomas
Curriculum and Instructional Studies

APPENDIX B: At a Glance – Truth and Reconciliation Calls to Action and UN Declaration on the Rights of Indigenous Peoples

The following table provides an at-a-glance summary of the progress UNBC has made in its commitment to implementing the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples.

TRC CALL TO ACTION and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	PROGRESS (N/A, In Progress, Implemented)	INITIATIVE AND PARTNERSHIP DETAILS (Please provide key progress details for initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)
<p>1: SOCIAL WORK We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	<p>Implemented & In progress</p> <p>In progress</p>	<p>SCHOOL OF SOCIAL WORK</p> <p>The UNBC School of Social Work has responded to the TRC’s Calls to Action through both new and existing curriculum/projects.</p> <p>Introduction The UNBC School of Social Work is a member of the Canadian Association for Social Work Education (CASWE) and offers nationally accredited BSW and MSW degrees. As part of the CASWE and one of the nationally accredited Schools of Social Work awarded via the CASWE Commission on Accreditation, we embrace the CASWE Statement of Complicity and Commitment to Change and work on a continual basis in all our work to walk the path of change.</p> <p>1. As stated in the UNBC Undergraduate Calendar, one of the primary mandates of the School of Social Work is to place “emphasis on Social Work in northern and remote areas, First Nations, women and the human services, and community practice and research” (https://www.unbc.ca/sites/default/files/sections/calendar/2018-2019undergraduateacademiccalendar-v3.pdf, p. 180). This focus on social work with Indigenous peoples has existed since the Program’s inception and has resulted in the creation of a First Nations Specialization BSW; recruitment and mentoring of First Nations and Métis faculty, sessionals, and adjuncts; collaboration with Indigenous organizations around 5 campuses to create student practicum placements; volunteer service by faculty with Indigenous organizations (i.e., boards), and so on. At the same time, we acknowledge that there is still much work to be done, and we see this process as ongoing.</p>

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	<p>Implemented September 2018</p> <p>Implemented since at least September 2009</p> <p>Implemented</p> <p>Implemented</p>	<p>2. Following the publication of the TRC's Calls to Action, SOCW 602 (First Nations: Advanced Social Work Practice) was made a required course for all MSW students. In addition, a specific introductory module on the history and impacts of residential schools was incorporated into both SOCW 602 and the required Indigenous-content undergraduate course (SOCW 310). This module also covers the Sixties/Millennial Scoops and impacts on Indigenous children, families, and communities, focusing on our responsibility as social workers to work collaboratively with communities to bring about better outcomes for Indigenous children. This information has historically been discussed throughout these and other courses but making SOCW 602 a required course and creating this introductory module now ensures that each student who graduates with a UNBC social work degree has a basic understanding of this history.</p> <p>3. Each semester, numerous First Nations and Métis social workers have been invited to share in SOCW 310 and 602 as a way of nurturing collaborative partnerships and emphasizing social work practice that is predicated on the ability of families and communities to provide appropriate solutions to family healing. These have included social workers in areas such as Child Protection, Delegated Aboriginal Agencies, Alternative Dispute Resolution (i.e. Family Group Conferencing), and Medical social work.</p> <p>4. Most of our courses include curriculum on social work with Indigenous peoples. In addition, we have 4 undergraduate and 7 graduate courses that exclusively offer Indigenous-content curriculum. Between 2015 and 2018, we expanded the number of graduate Indigenous-content courses through the creation of the Aboriginal Child and Youth Mental Health Graduate Certificate. These six online courses are being taken by students completing the Certificate, by UNBC Masters of Social Work students and other UNBC graduate students, and by graduate students from other universities. All of the courses focus on providing social services to Indigenous peoples in ways that champion Indigenous knowledge, community resilience, and capacity. This Certificate was created in consultation with an Advisory Committee that included Indigenous Elders, community leaders, youth, and government employees.</p> <p>5. Following the publication of the TRC's Calls to Action, one of our faculty conducted research regarding how instructors can teach about the residential school system in post-secondary classrooms while creating safety in the classroom for First Nations and Métis social work</p>

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	<p>Implemented & in progress</p> <p>Implemented</p>	<p>students. This research has been presented four times in three different provinces and published in the Journal for Social Work Education.</p> <p>6. Both our BSW and MSW at all campuses (Prince George, Northwest, Peace-Liard, South Central and Vancouver) include, and continually seek to increase, practicum placements at Indigenous agencies, programs and locations with Indigenous site supervision whenever possible. Further, in all practicum locations we seek to prioritize learning and actions that recognize and address the historical and current injustices experienced by Indigenous peoples along with their unmistakable resilience and determination.</p> <p>7. Faculty members and students in the UNBC School of Social Work are engaged in a wide range of community organizations, activities and social justice initiatives across all our campuses. This includes sitting on the Boards of Indigenous and Indigenous-serving community agencies; participating in organizing and speaking at local initiatives such as the annual Women's Memorial March, Red Dress Campaign, Sisters in Spirit, Tina Fontaine & Colten Boushie actions, among many others. We are proud of this activism and seek to honour and support many other day-to-day initiatives and struggles of Indigenous peoples in our region and beyond.</p>
<p>12: EARLY CHILDHOOD EDUCATION We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>N/A</p>	
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p>	<p>Implemented</p>	<p>UNBC FIRST NATIONS STUDIES</p> <p>1. UNBC's First Nations Studies offers the following:</p> <ul style="list-style-type: none"> • Dakelh (Carrier) language courses;

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We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	In Progress	<ul style="list-style-type: none"> • a First Nations Language Certificate (completion of 30 credit hours) that allows individuals to pursue an interest in First Nations language through a concentrated program of courses on a particular language; • a First Nations Language Diploma (60 credit hours) • Nisga'a language courses (through WWNI); • Tsimshian (Sm'algyax) language courses at the Prince Rupert campus; • Haida language and culture courses on Haida Gwaii; and • Indigenous language certificates in the south central region. <p>2. UNBC is currently working on implementing the following:</p> <ul style="list-style-type: none"> • UNBC is working with other Universities in BC to develop First Nations language proficiency degree program; and • UNBC is working with the planning to offer a Gitksan language program in Fall 2019 semester in Hazelton.
23: HEALTH-CARE PROFESSIONALS We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.	Implemented since at least May 2016	SCHOOL OF HEALTH SCIENCES The UNBC School of Health Sciences (SHSc) has responded to the TRC's Calls to Action through both new and pre-existing curriculum/projects. (Material in quotation marks, below, is taken from the UNBC 2018-2019 Academic Calendars.) Summary of Programs The UNBC SHSc offers four distinct degree programs. 1. "The Bachelor of Health Sciences (BHSc) degree is a four-year program consisting of a range of courses that relate directly to the science of health, in the recognition that health is a complex entity defying a simple explanation or a single disciplinary perspective. The courses identified within the School of Health Sciences offer learning opportunities from a variety of disciplines, including the life sciences, social sciences, behavioural sciences, and ethics and law, to enable students to develop a body of knowledge and understanding relating to the dimensions of health." This program has three streams. i) Biomedical Studies

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	<p>Implemented since at least September</p>	<p>“...a set of courses that enables them to be prepared for application to professional programs such as medicine, nursing, pharmacy, occupational therapy, dentistry, speech pathology or physiotherapy. This major provides a foundational, multidisciplinary knowledge base that is focused on the natural, physical, and social sciences, and includes population health and research methodology.”</p> <p>ii) Community and Population Health—Environmental Health iii) Community and Population Health—Aboriginal and Rural Health</p> <p>“...either of the Community and Population Health Majors enables students to embark on careers or graduate programs related to health care management, administration, information systems or public health.”</p> <p>2. The Master of Arts in Disability Management “...provides graduates with the knowledge and skills necessary to assist labour, management, insurance providers, employers, and employees with the development of successful work-entry or return-to-work strategies for persons with disabilities.”</p> <p>3. “The Master of Science in Health Sciences offers a combined student-centred and community-oriented approach. The MSc strengthens, students’ capacity to progress their research interests and equips a new generation of researchers to understand and respond to contemporary health challenges, especially those faced by northern, rural, remote and Indigenous communities.”</p> <p>4. “The PhD in Health Sciences promotes an integration of social, ethical, political, and cultural dimensions, and an understanding of basic biological, ecological and physical determinants of health. Students are expected to acquire a familiarity with the scope of disciplines that contribute to knowledge and practice in health sciences while developing expertise in a specific disciplinary area.”</p> <p>Summary of Actions Taken to Address TRC Recommendations</p> <p>1. In 2010, the University Senate required all academic units to undertake a review of their programs and to identify, refine, and establish appropriate learning outcomes (LOs) for their</p>

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	2006 and in Progress	<p>students. We completed this initiative and then, following the release of the TRC Calls to Action in 2012, we revisited the LOs in May, 2016. Among the cultural competency-oriented LOs that we have formally adopted as core elements of our programs' curricula are the following.</p> <ul style="list-style-type: none"> i) Embedded within program definitions: <ul style="list-style-type: none"> • In Health Sciences, "breadth" includes an understanding of social/indigenous determinants of population and individual health, which include socio-economic conditions, lifestyle, historical factors, genetic make-up, the environment, socio-political context and many others. ii) Core curriculum features: <ul style="list-style-type: none"> • Recognize and engage with First Nations/Aboriginal contexts and issues. iii) Academic depth and breadth of knowledge and skills: <ul style="list-style-type: none"> • Breadth involves an awareness of the way in which history, culture and power impact health. iv) Analytical, critical, and creative thought: <ul style="list-style-type: none"> • Our students are expected to recognize and challenge assumptions as well as analyze multiple perspectives, learning from within, from and about a subject. v) Liberality, inclusiveness, and an appreciation of diversity: <ul style="list-style-type: none"> • Our students will have respect for different forms of knowledge, methods epistemologies, and ontologies. • Experiential knowledge will demonstrate diversity and inclusiveness. • Diverse examples in the classroom will illustrate and concretize values. • Our students will engage in dialogue that shares information in a non-judgmental way. vi) Personal growth, leadership skills and effective communication: <ul style="list-style-type: none"> • Our students are encouraged to engage in the broader university community as well as the general community. vii) Engaged citizenship from the local to global levels: <ul style="list-style-type: none"> • As partners in study, research is conducted with people for the benefit of people. • Our students practice participatory and experimental learning while having the embodiment of good practice principles. • Recognition and preservation of diverse health approaches enables understanding, communication and dissemination.

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		<p>that oversees the program and directs any changes. This HSPPC has always included at least one member with considerable expertise in Indigenous issues.</p> <p>5. During 2017-2018, the School of Health Sciences underwent an external review of its programs by expert Faculty from other institutions. The review was generally positive. However, among the recommendations issued by the reviewers was the following. “The current program has three streams but 90% of students are in the Biomedical Major. There is a need to consider how to increase enrollment in the other two majors in Community and Population Health (Aboriginal & Rural and Environmental) which may lead to combining-repositioning these majors to make them more attractive to students. Consider renaming-rebranding the program as a degree in ‘Northern Health’ with an expanded focus on Indigenous content.” We are currently working to address this recommendation by evaluating our BHSc streams to consider what revisions may be feasible.</p>
24: MEDICAL AND NURSING SCHOOLS We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural	Implemented and in Progress	Northern Medical Program The Faculty of Medicine’s Centre for Excellence in Indigenous Health offers UBC 23 24 Indigenous Cultural Safety, which aims to prepare future health care professionals to provide quality, culturally safe care, ultimately leading to improved health outcomes for Indigenous peoples. It is a required component of 13 UBC health professional programs, including the Undergraduate Medical Education curriculum which is delivered through the Northern Medical Program located at UNBC, and is delivered in partnership with UBC Health as part of an interdisciplinary integrated approach to health professional education. Students engage in this foundational Indigenous cultural safety learning experience that covers topics of Indigenous perspectives of history, the legacy of colonialism in Canada, Indigenous peoples’ health and Canada’s healthcare system. The curriculum consists of an introduction, four core online modules and two in person workshops for a total of 12.5 hours of learning. In addition to this required component of the curriculum, students in the Northern Medical Program also have opportunities to engage in optional curriculum and extracurricular activities which offer exposure to Indigenous cultures such as clinical placements at Central Interior Native Health Centre, outreach visits to Indigenous communities and a two week immersion experience within an indigenous community.

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		<ul style="list-style-type: none"> • NURS 603 (3) - The Healing and Well-being of Indigenous Peoples is a required core course that provides a critical examination of Indigenous healing and well-being in relation to the historical influences of European contact and colonization, government social policy, environmental change, migration, and evolving lifestyles. Traditional and contemporary knowledge, world-views and spirituality, as well as Indigenous approaches to healing and well-being within families and communities are explored. The course is taught by a PhD prepared Associate Professor in the School of Education and is of Maori ancestry.
28: LAW SCHOOLS We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.	N/A	
57: PUBLIC SERVANTS We call upon federal, provincial, territorial, and municipal governments to	Implemented	The Leading from the Middle Development Series was designed uniquely for the UNBC environment to support leadership development, to create a sustainable organization where success builds on success, regardless of the circumstances. One of the modules includes

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	<p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p>	<p>3. Bachelor of Education Elementary Year and Bachelor of Education Secondary Years - Students in taking these degree programs must successfully complete the following courses:</p> <ul style="list-style-type: none"> • EDUC 333-2 Learning, Development & Motivation Human examines social, emotional, cognitive, linguistic, and physical development and learning across the lifespan with an emphasis on children and adolescent development during the school years and implications for teaching and learning. Topics include theories of development; age-related social, behavioral, and academic expectations; developmental diversity; social, cultural, and gender bases of identity; and the teacher’s role in creating developmentally appropriate, nurturing environments for learning. • EDUC 336-4 Learning and Diversity: Inclusive Classrooms/ Learning Disabilities addresses individual differences and inclusion based on the premise that all students have individual differences in their experiences, skills, knowledge, perspectives and cultural beliefs. It explores the theoretical bases of multicultural education policies and practices, learning disabilities; and strategies for assessment, instruction, and coordination of resources to support learners with learning disabilities across developmental levels. Curricular materials and instruction must be selected, designed, and adapted to include all learners. • EDUC 346-2 Introduction to Aboriginal/Indigenous Education introduces the diverse meanings of the term “Aboriginal/Indigenous education.” The concepts of power, control, and culture help students to analyze contemporary issues surrounding Aboriginal/Indigenous education and Western education. Topics include historical analysis, current models, defining Aboriginal/ Indigenous education, and contemporary issues. Students build their knowledge and understanding of Aboriginal/Indigenous approaches to education. • EDUC 351-2 Curriculum and Instruction: Second Language (Elementary Years students only) explores curriculum and instruction methods for teaching a second language in the Early Years. The language offered may be French, or another provincially approved second language, such as a local First Nations language. • EDUC 446-2 Aboriginal/Indigenous Education: Epistemology introduces Aboriginal/ Indigenous epistemology. The thinking and listening processes of orality are central to this field of study. Oral history stories provide a unique way to know and to understand the world.

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	<p>Implemented</p> <p>Implemented</p> <p>Implemented</p>	<p>Topics include Aboriginal/ Indigenous epistemology, Aboriginal/Indigenous education meta-theory, orality, Aboriginal/Indigenous spirituality and education, and Aboriginal/Indigenous curricula, and phenomenology.</p> <p>4. Post-Baccalaureate Diploma (Curriculum & Instructional Studies and Montessori Education) – Student taking this Post-Baccalaureate Diploma Program may take the following courses:</p> <ul style="list-style-type: none"> • EDUC 546-3 First Nations Education reviews the diverse meanings of First Nations or Aboriginal education. The concepts of power, control, and culture helps teachers analyze current practice. Topics include historical analysis, contemporary issues, and promising practices for increasing Aboriginal school success. Teachers build their knowledge and understanding of Aboriginal approaches to education. • EDUC 559-3 Second Language Instruction provides a critical examination of current practices and emerging trends in K-12 second language curriculum planning and instruction. The language offered may be French or another provincially approved second language, such as a local First Nations language. Teachers may elect to focus on either the elementary or the secondary level of the curriculum. <p>5. Master of Education students in the Counselling specialization may take the following course and Master of Education students in the Multidisciplinary specialization must take the following course:</p> <ul style="list-style-type: none"> • EDUC 609-3 History, Culture & Ways of Knowing explores the difficult history Aboriginal/Indigenous people have with Western education and Indigenous ways of knowing, contemporary educational theory, and instructional practices in relation to the needs and resources of Aboriginal/Indigenous students in rural and urban northern communities. Students examine achievement data, explore cultural assumptions around definitions of Aboriginal/Indigenous student success, and consider the cultural relevance of teaching resources, assessment tools, and school improvement interventions. Issues of Aboriginal/Indigenous access, retention, and participation in education systems are emphasized, along with the need for rebuilding trust among educational institutions and Aboriginal/Indigenous communities.

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	<p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p> <p>Implemented</p>	<ul style="list-style-type: none"> • ENGL 120 - Introduction to Canadian Native Literatures (optional course) introduces the study of Canada's Native literatures, including traditional oral narratives, drama, poetry, and fiction. • NREM 303 - Aboriginal Perspectives on Land and Resource Management (either NREM 303 or FNST 304 is a required course) examines Aboriginal cultural perspectives and operational approaches to land and resource management, including existing and emerging realities about Aboriginal rights, title and consultation. • FNST 304 - Indigenous Environmental Philosophy (either NREM 303 or FNST 304 is a required course) is a seminar exploring Indigenous philosophy, knowledge, contemporary issues and perspectives. It is an interdisciplinary course that draws on literature from fields such as traditional ecological knowledge (TEK), cultural ecology, ethno science, and international development. Students develop research, writing and communications skills. <p>3. BA Major in History - The following courses are available to students pursuing a BA Major in History:</p> <ul style="list-style-type: none"> • HIST 290 - The Contemporary World (optional) explores the conflicting identities and aspirations of local, national, and international groups and communities in the 20th century. The themes of social movements, ethnicity, nationalism, imperialism, internationalism, and decolonization are explored from a global perspective. • HIST 301 - The Canadian North (optional) studies the history of the provincial and territorial Canadian North with emphasis on the pre-contact period, Native-white relations, and the impacts of government on the region. • HIST 302 - The Prairie West (optional) considers the history of the three prairie provinces from the coming of Europeans to the present with emphasis on Native peoples, the fur trade, the development of society and the economy, political protest and regional alienation. • HIST 303 - British Columbia (optional) examines the history of the province from the coming of the Europeans to the present, with emphasis on Native cultures, the fur trade, colonization, the development of institutions, society and the economy, as well as the growing sense of regional identity.

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	<p>Implemented</p> <p>Implemented</p> <p>Implemented</p>	<ul style="list-style-type: none"> • HIST 309 - Women in Canada (optional) explores the constructions of Canadian womanhood and experiences of Canadian women from early contact to the present. Themes include First Nations women, women in colonial society, women and work, women and reform, women and the state, lesbian women, and feminism. • HIST 390 - Aboriginal People in Canada (optional) includes lectures and readings examine the history of Aboriginal people in Canada since the earliest times. • HIST 494 - Topics in Aboriginal History (optional) includes seminars and intensive primary and secondary research, students examine particular aspects of aboriginal history in Canada.
<p>92: BUSINESS SCHOOLS We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Implemented</p> <p>Implemented</p>	<p>SCHOOL OF BUSINESS</p> <ol style="list-style-type: none"> 1. Bachelor of Commerce students must take FNST 100-3 The Aboriginal Peoples of Canada. This course introduces the languages, history, culture, and enduring presence of the aboriginal people of Canada, intended to explore the range of aboriginal social formations, both past and present, and to consider the future. Oral, written, and archaeological records are examined. Special attention is given to the crucial economic, social, and spiritual contacts that exist within aboriginal societies and the changes that have occurred since contact with Europeans. 2. MBA students are required to successfully complete COMM 690 (Canada's Asia-Pacific Gateway). This intensive seminar course explores political, economic and managerial issues that are particularly important in northern and rural areas, including First Nations peoples and communities. Guest speakers, individual and group research complements course readings and lecture content.
<p>UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS</p>		<p>UNBC is committed to supporting Indigenous students to access, succeed, thrive, and benefit from their post-secondary education in meaningful ways. UNBC's Strategic Road Map, our</p>

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	Implemented and In Progress	<p>students with specialized knowledge in areas such as Indigenous governance and administration, resource planning, and traditional ecological knowledge. The Gitksan Development Standard Term Certificate (DSTC) is a university credit program that prepares students to teach Gitsanimx language culture in schools. As part of a consortium that includes both post-secondary institutions and indigenous organizations, UNBC is also creating new opportunities for community-based Bachelor's degrees in Indigenous Language Fluency/Proficiency. The School of Social Work offers the Aboriginal Child and Youth Mental Health Graduate Certificate. This certificate program was created in partnership with Indigenous communities and directly responds to their needs. Many non-traditional programs at UNBC are beginning to explore and incorporate Indigenous histories, ways of knowing, research, and pedagogies. The respectful presence of Indigenous knowledge in core course curriculum can have a crucial impact on the experiences of Indigenous students at UNBC.</p> <p>Article 21</p> <p>In response to the explicit request by communities during UNBC's Aboriginal Service Plan engagements in 2018/19, the value of blending dialogue and perspectives of Indigenous communities and their learners into each of the sessions has seen important emerging benefits. These connections facilitate a deeper understanding of the overall needs and priorities of Indigenous students and their communities, and places more emphasis on the urgency of action by the University. UNBC will continue with the Northern Community Tour to help facilitate continued dialogue and report on responsive action.</p>