UNBC UNIVERSITY OF NORTHERN BRITISH COLUMBIA

2024/2025

Institutional Accountability Plan and Report

The Honourable Jessie Sunner
PO Box 9056, STN Provincial Government
Victoria, B.C., V8W 9E2

The University of Northern British Columbia's Institutional Accountability Plan and Report for the 2024-25 reporting cycle outlines our successes and strategic focus, which guide our priority planning in support of Ministry priorities and mandates.

UNBC's strategic plan Ready is our most ambitious strategic plan since the University's inception. More than 1,000 people contributed their insights, aspirations, and feedback, shaping a bold, five-year vision for UNBC's future. Ready has set a clear direction, and we are actively implementing its goals and objectives through a structured and ongoing planning cycle. This approach, which is centred on a "student-first" mentality, ensures that our strategic priorities remain responsive to emerging opportunities and challenges and align with the evolving needs of students, communities, and partners.

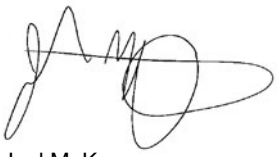
Our vision, Leading a Sustainable Future, continues to build on past successes while providing a roadmap for research, learning, and operations. UNBC remains committed to addressing some of the most pressing issues facing northern B.C., Canada, and the world, from climate change and clean energy to reconciliation with Indigenous Peoples, sustainable community development, food and water security, and beyond.

As we navigate a rapidly changing landscape, we recognize new and evolving challenges, including geopolitical and economic instability, shifting student demographics, and the increasing frequency of climate-related events such as wildfires. Despite these uncertainties, UNBC remains steadfast in its commitment to fostering dialogue, advancing research, and equipping students with the knowledge and skills to lead change.

Energized by our mission—Ignite. Inspire. Lead Change.—we are deeply connected to the communities of northern B.C. and committed to igniting curiosity, inspiring creativity, and championing excellence to support the region's growth. Our ongoing efforts to strengthen relationships with Indigenous communities and northern colleges expand the impact of post-secondary education, while our collaborations with institutions worldwide ensure that UNBC contributes to global solutions with a northern perspective.

As we present this document, taking full accountability for it, we look forward to working alongside the Ministry of Post-Secondary Education and Future Skills, as well as our partners and collaborators, to advance post-secondary education, research, and innovation—helping to shape a thriving and resilient British Columbia.

Sincerely,



Joel McKay
Chair, UNBC Board of Governors

Dr. Geoffrey Payne
President and Vice-Chancellor

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Territory acknowledgment

For thousands of years, Indigenous Peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous Peoples and we acknowledge their traditional lands.

The Prince George campus is situated on the unceded traditional territory of the Lheidli T'enneh First Nation. The South-Central campus in Quesnel is situated on the unceded traditional territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and ?Esdilagh First Nation. The Northeast campus in Fort St. John is situated in Treaty 8 territory on the traditional lands of the Dane-zaa peoples of the Doig River First Nation, Blueberry River First Nation, and Halfway River First Nation. The Northwest campus in Terrace is situated on the unceded traditional Tsimshian territory of the Kitsumkalum First Nation and Kitselas First Nation. It includes a satellite campus in Prince Rupert, situated on or near unceded Tsimshian territories including the Lax Kw'alaams band, Metlakatla First Nation, Gitxaała Nation (Kitkatla), Gitga'at First Nation (Hartley Bay), and Kitasoo Band (Klemtu).

In addition to these campus locations, UNBC has a federated agreement with the Wilp Wil̲xo'oskwhl Nisg̲a'a Institute (WWN). Established by the Nisg̲a'a Lisims Government in 1993 and situated on Gitwinksihlkw Village Lands within Nisg̲a'a Treaty territory, WWN is a fully accredited university-college serving all people in northwestern British Columbia.

Year in Review

April 2024

Geography students earn accolades at the Western Division of the Canadian Association of Geographers Symposium for their outstanding presentations and research posters.

The Interior Research Coalition renews its collaboration with UNBC, Thompson Rivers University and UBC Okanagan, strengthening a partnership that addresses regional challenges through impactful research initiatives.

Honorary degrees are announced for conservationist Jim Good, musician Alex Cuba, and athlete Carey Price, recognizing their remarkable contributions to their respective fields and communities.

May

UNBC researchers led by Dr. Stephen Déry analyze the effects of the 2021 heat dome and atmospheric rivers on B.C. waterways, shedding light on how extreme weather events impact aquatic ecosystems and highlighting innovative resilience strategies to mitigate future risks.

History student Meagan Yaskow earns the prestigious W. Kaye Lamb Award for her essay exploring Prince George's evolving identity during the 1958 centennial. Her work underscores the importance of archival research and public history in understanding regional development.

UNBC celebrates its 31st Convocation, honouring more than 900 graduates from across Northern B.C., including valedictorians Behrouz Danesh (pictured left) and Will Hanlon. Their speeches highlight themes of innovation, community, and the transformative power of education, marking a significant milestone in the lives of the Class of 2024.

June

Graduates from the Northwest, South-Central and Northeast campuses celebrate their achievements, showcasing resilience and a commitment to their communities. From careers in health and social work to impactful local roles, these graduates reflect UNBC's dedication to fostering opportunities across northern B.C.

Eleven UNBC researchers secure nearly $2 million in NSERC Discovery Grant funding for projects such as Dr. Chris Johnson's wildlife adaptation research and Dr. Chinchu Cherian's work on eco-friendly road construction. These grants enhance innovative research and student learning opportunities.

A team of four UNBC engineering students earns second place at the 2024 Canadian Society for Civil

Engineering Capstone Competition. Their project, upgrading the Stellat'en First Nation wastewater treatment system, highlights their ability to tackle real-world engineering challenges.

July

Elder Darlene McIntosh is reappointed as UNBC Chancellor, continuing her impactful leadership within the university community. Known for her advocacy and commitment to education, McIntosh has played a vital role in fostering connections across the institution.

UNBC President Dr. Geoffrey Payne begins his second term, continuing to lead the university with a vision centered on students, innovation, inclusivity, and strengthened community ties. Under his guidance, UNBC prioritizes initiatives that address regional challenges while fostering global impact through research and collaboration.

UNBC launches a unique geography course in the Nass Valley, co-led by Natural Resources and Environmental Studies PhD candidate Harry Nyce Jr. This innovative program integrates Indigenous knowledge and geological studies, providing students with hands-on opportunities to explore volcanic sites.

August

MBA students embark on Foundation Week in Northwest B.C., where they explore regional economic and cultural initiatives, enriching their academic experiences. During the week, students visit key industries such as forestry and tourism, engage with community leaders, and participate in workshops that emphasize the importance of sustainable economic development.

UNBC researchers, led by Dr. Ellen Petticrew and Dr. Jason Raine, secure a $5 million grant from the British Columbia Salmon Restoration and Innovation Fund to study climate change impacts on salmon habitats in the Quesnel watershed. The funding supports infrastructure improvements at the Quesnel River Research Centre, including upgraded labs, hatchery facilities, and a new teaching building.

The Northern Sport Centre's court is renamed Brownridge Court, honouring a longstanding partnership with the Brownridge family. This renaming recognizes the family's enduring support for UNBC through significant contributions that have enhanced student-athlete programming and improved athletic facilities.

September

Jim Martin joins UNBC's Board of Governors, bringing valuable governance expertise to the institution. With decades of experience in public administration and education, Martin is well-equipped to strengthen the university's leadership and strategic decision-making.

Two UNBC researchers secure more than $300,000 in federal funding. Dr. Dana Wessell Lightfoot and Dr. Hartley Banack received funding through SSHRC grants to support projects in history and education, demonstrating UNBC's commitment to impactful research.

UNBC and LaSalle College Vancouver announce a new academic partnership that expands academic pathways and sees LCV serve as the Vancouver location for UNBC's MBA program. The partnership facilitates seamless transitions for students from LCV to UNBC and introduces innovative academic offerings in Vancouver, incorporating LCV's focus on design with the sustainable business and economic development focus of the programs in UNBC's Faculty of Business and Economics.

October

UNBC continues to improve in the Times Higher Education World University Rankings, showcasing its commitment to academic excellence, impactful research, and meaningful contributions to society. These rankings highlight UNBC's success in addressing global challenges while staying deeply connected to Northern British Columbia. Meanwhile, UNBC places second in Maclean's Annual Rankings, marking its 21st consecutive year in the top five of the Primarily Undergraduate category.

Dr. Nadine Caron's induction into the Canadian Medical Hall of Fame recognizes her pioneering work in Indigenous health and education, reflecting UNBC's leadership in fostering innovation and inclusivity.

A Reconciliation panel hosted at UNBC emphasizes the institution's dedication to advancing Reconciliation through dialogue and collaboration.

November

UNBC's leadership in sustainability is showcased in The Commonwealth at 75, reflecting its collaborative efforts with Indigenous communities and innovative approaches to climate resilience. This recognition underscores the university's commitment to sustainable development and environmental stewardship.

Alex Cuba returns to UNBC for an intimate concert, celebrating his cultural contributions and the enduring legacy of his honorary degree. The event provides students and community members a unique opportunity to engage with Cuba's artistry in a vibrant, personal setting.

The 10th Annual Timberwolves Legacy Night raises $230,000, directly supporting scholarships and student-athlete programming. This milestone event reflects the strength of community partnerships and ongoing investment in athletic excellence.

Dr. Tristan Pearce is reappointed as a Tier 2 Canada Research Chair, continuing his impactful work on climate change and Indigenous knowledge systems. His research bridges scientific innovation and traditional ecological practices, contributing to global efforts in environmental resilience.

UNBC Student Advisor Emily Gadzala earns a British Columbia Council on Admissions & Transfer Service Award. She is recognized for helping create a wide range of new transfer pathways, working constructively and proactively with faculty to support transfer opportunities, and for her dedication to supporting students' educational journeys.

December

UNBC's research income reaches $17.7 million, reaffirming its role as a leader in impactful research. This funding supports projects addressing critical challenges such as climate change, health sciences, and community resilience.

A global biodiversity study co-authored by UNBC researchers reveals that only 25% of tropical rainforests remain intact, emphasizing the urgency of conservation efforts to protect these vital ecosystems. The study highlights the role of tropical rainforests in biodiversity, climate regulation, and supporting Indigenous livelihoods, calling for immediate global action.

Students in the Geography and Rights Action Field School to Guatemala gain immersive learning experiences, exploring themes of justice, memory, and human rights. Through direct engagement with local communities and organizations, participants deepen their understanding of historical conflicts and their ongoing impacts, reinforcing UNBC's focus on global and community-connected learning.

January 2025

The University of Northern British Columbia and Rio Tinto expand a partnership to advance vital research into the impacts of climate change on water security and freshwater fishes in the Nechako Watershed. The $1.75 million in research funding from Rio Tinto supports two Research Chairs at UNBC— Environmental Science Professor Dr. Stephen Déry and Ecosystem Science and Management Associate Professor Dr. Eduardo Martins—for the next five years.

Researchers at the University of Northern British Columbia will have new capacity to see their innovative ideas mobilized from the laboratory to marketplace through a federal funding program designed to develop the next generation of Canadian innovators. UNBC is a co-applicant in two national networks involving post-secondary institutions that have been awarded Lab to Market grants totalling $54.9 million from the Natural Sciences and Engineering Research Council of Canada in collaboration with the Canadian Institutes of Health Research and the Social Sciences and Humanities Research Council.

UNBC receives a Canadian Institutes of Health Research planning and dissemination grant to fund an initiative focused on developing solutions to address inequities in health research infrastructure for Indigenous, rural, remote and northern communities.

February

UNBC is named one of B.C.'s top employers for the 11th time since 2012. The recognition is due to UNBC's events that celebrate professional achievements and career milestones, supportive maternity and parental leave programs, including provisions for those who are adoptive parents, and other benefits such as exceptional educational incentives for employees, including tuition waivers for employees and their family members.

Carrier Sekani Family Services releases findings of a research project conducted in partnership with the University of Northern British Columbia. The report, titled When Is the Solution Going to Start Happening? Missing and Murdered Indigenous Women, Girls, and LGBTQ2S+ People: Moving from Tragedy to Prevention through Community Knowledge and Action focuses on sharing and evaluating best practices for reducing the incidence of violence against Indigenous women, girls and LGBTQ2S+ people (MMIWG+) along Highway 16 in north-central B.C.

Participants in the Indigenous Cultural and Spiritual program at the Prince George Regional Correctional Centre (PGRCC) present a significant

and meaningful gift of 22 handcrafted drums to UNBC's First Nations Centre. The drums will provide students with new opportunities to increase cultural awareness, participate in traditional practices and foster connections to community.

Two University of Northern British Columbia researchers are recognized for their outstanding contributions to environmental conservation and management. Environmental Science Professor Dr. Philip Owens and Geography Professor Dr. Ellen Petticrew receive the Paz Buttedahl Career Achievement Award from the Confederation of University Faculty Associations of British Columbia (CUFA BC), recognizing their decades of work in sediment dynamics and aquatic ecosystems.

March

Dr. Heather Smith, a Global and International Studies Professor at UNBC, is named the 2024 recipient of the ELIAS Distinguished Scholar Award by the International Studies Association. The award highlights Smith's three-decade-long impact on global and international studies education and her ongoing efforts to enhance student learning experiences.

The Lheidli T'enneh First Nation (LTFN) and the University of Northern British Columbia sign a Memorandum of Understanding (MOU) to support the educational success of Lheidli students at UNBC. The MOU builds on the success of a 2019 pilot agreement and formalizes a tuition waiver from the University in concert with substantial financial support from the LTFN to cover student needs such as living expenses, course-related fees, textbooks and tutoring services.

Strategic Direction & Context

Motto

'En Cha Huná

UNBC's motto, from the Dakelh (Carrier) Elders, is used to remind us that all people have a voice and a viewpoint. Interpreted as "respecting all forms of life," En Cha Huná encapsulates the spirit of academic freedom, respect for others, and willingness to recognize different perspectives.

Vision

Leading a Sustainable Future

Education. Research. Community Impact.

Mission

Ignite. Inspire. Lead Change.

UNBC facilitates learning and generates knowledge through teaching and research. How we do that is unique.

- We are connected to the North and the communities that call northern British Columbia home.
- Supporting the sustainability of these communities is why we exist – this is what drives UNBC.
- In service to the North, we ignite curiosity, inspire creativity, and champion excellence to help the region thrive.
- We lead positive change by sharing what we learn with the world.

Values

In our workplaces, relationships, and communications, we are committed to positive and productive work and learning environments. Our values inform our lives, our decisions, and our choices. At UNBC we value:

Academic excellence
Excellence in teaching and research is a central tenet of a destination university.

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

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

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

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

Institutional Overview

Located in the spectacular landscape of northern British Columbia, UNBC has developed into a student-centric, research-intensive University. We have a passion for teaching, discovery, people, the environment, and the North.

With a dedicated team of approximately 750 faculty and staff, UNBC delivers outstanding undergraduate and graduate programs that explore cultures, health, economies, sciences, and the environment. As one of British Columbia's leading research universities, we inspire curiosity, drive innovation, and share our discoveries with the global community. Beyond academic excellence, we are committed to fostering an inclusive, supportive, and welcoming learning environment—where students are top of mind in every decision we make.

Programs

UNBC offers a diverse selection of undergraduate and graduate programs in the arts, commerce, and the sciences including professional programs in areas such as accounting, teacher education, engineering, nursing, planning, social work and more. Academic programs are distributed amongst six academic clusters: Faculty of Human and Health Sciences; Faculty of Indigenous Studies, Social Sciences and Humanities; Faculty of Science and Engineering; Faculty of Environment; Faculty of Business and Economics; and the Division of Medical Sciences.

Academic Partnerships

Medical Sciences
UNBC and the University of British Columbia partner to deliver the Northern Medical Program, the Master of Physical Therapy program, and the Master of Occupational Therapy – North that launched in the fall of 2022.

The Northern Collaborative Baccalaureate Nursing Program
The Northern Collaborative Baccalaureate Nursing Program (NCBNP) is offered collaboratively by UNBC, the College of New Caledonia (CNC), and Coast Mountain College (CMTN). The integrated program of studies leads to a Bachelor of Science in Nursing (BScN), awarded by UNBC. Graduates are eligible to write the National Council Licensure Examination (NCLEX-RN) and to apply for registration with the British Columbia College of Nurses and Midwives (BCCNM).

The program is available at three sites: Prince George, Quesnel and Terrace. CNC provides the initial years in Prince George and Quesnel, while CMTN provides the initial years in Terrace. UNBC provides the final course work at all sites.

Engineering
In addition to its standalone Engineering degrees, UNBC, in partnership with UBC, offers a joint BASc in Environmental Engineering that features all aspects of environmental engineering with a focus on sustainable development, drinking water delivery to northern communities, wastewater management, and remediation and reclamation of resource extraction sites. The nine-semester program sees students split their time between Prince George and Vancouver; years one and two at UNBC, years three and four at UBC, and the final semester at UNBC. Courses are taught through a variety of methods including group learning, team teaching, and the use of design suites, and optional co-operative work terms are also offered.

Research
UNBC is one of British Columbia's four research universities, serving as a hub for tackling complex challenges across the environment, society, culture, health, and economics. Our dynamic research community thrives on cutting-edge infrastructure and comprehensive support services, enabling scholars to pursue groundbreaking research at local, national, and global levels. Through this commitment, UNBC drives academic, economic, and social progress across the region, province, and beyond.

Collaboration is at the heart of our research efforts. For example, as a founding member of the Interior University Research Coalition, UNBC works alongside partner institutions to accelerate research and innovation in B.C.'s Interior. By sharing resources, enhancing student and faculty mobility, expanding academic opportunities, and strengthening community connections, we shape a future of discovery and impact.

About the community

UNBC plays a vital role in shaping the socio-economic landscape of northern B.C., making a lasting impact from local communities to the global stage. This influence is driven by our commitment to experiential, research-focused, and personalized learning, the achievements of exceptional students and alumni, faculty and staff's dedication, and the strong support and engagement of communities.

UNBC achieved several accolades this year, including the following:

- Reached #2 in Canada in the primarily undergraduate category in the annual Maclean's Magazine university rankings. This marks the 21st consecutive year UNBC has placed in the top five. UNBC placed first for students who win national awards and earned high marks in categories related to faculty excellence, research funding, and student services and overall reputation.
- Top 6% worldwide in the 2024 Times Higher Education World University Ranking (1,001st to 1,200th) for the sixth consecutive year. UNBC received its highest-ever scores in three of the five pillars that are used to determine the rankings, and matched its second highest in a fourth.
- Appeared in the 2024 Times Higher Education Young University Rankings (251st to 300th out of 673 ranked universities).
- Placed 41st in Canada's Top 50 Research Universities list as research funding remained at near-record levels. UNBC earned $17.7 million in research income in fiscal year 2023. This matched earnings for 2022 and marked the second-largest total in UNBC history, just shy of the $17.8 million earned in 2010.
- Named one of B.C.'s Top Employers (the 11th time since 2012), and one of Canada's Greenest Employers (12th time since 2012). UNBC was the only employer primarily based in northern British Columbia to obtain a spot on the Canada's Greenest Employers list, which recognizes the employers that lead the nation in creating a culture of environmental awareness.

Faculty by Rank

- Assistant Professor 37%
- Associate Professor 27%
- Professor 36%

3,700 + students

20.4% International
11.8% Indigenous

Degree Programs

62 Bachelors

29 Masters / 3 PhDs

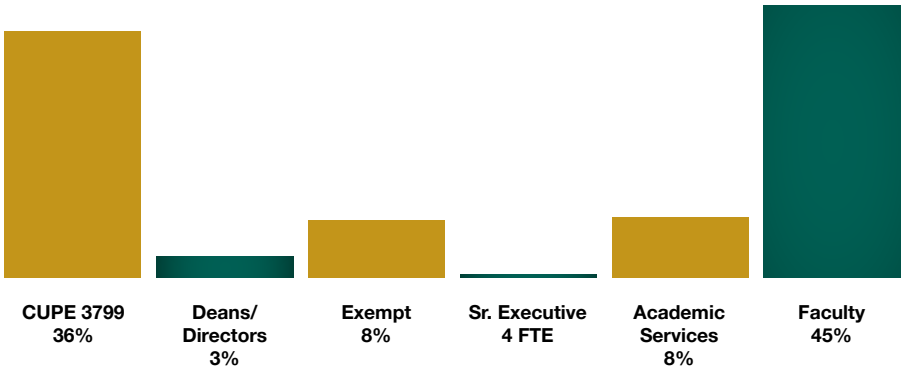
Total Courses Offered:

1,652

Average first-year Class Size:

30

Employee head count



Average Student Age

Undergraduate	23.8
Graduate	34.9
Overall Average	**29.3**

Where our students are from

Northern B.C.	59.3%
Southern B.C.	16.0%
Outside B.C.	5.8%
International	18.9%

Instructional Faculty-to-student ratio

1:11

support (faculty + staff) -to-student ratio

1:4

Annualized FTE by area of study – graduate and undergraduate

Anthropology	22.5
Biochem & Mol Biology	103.2
Business	336.0
Chemistry	15.6
Civil Engineering	97.5
Computer Science	167.0
Conservation Science & Practice	16.4
Economics	15.3
Education	127.4
Engineering	28.3
Engineering & Design	3.3
English	66.7
Environmental Engineering	40.4
Environmental Planning	23.4
Environmental Science	21.5
ESM Biology	172.0
ESM Environmental Studies	19.0
ESM Forestry	52.9
First Nations	38.9
General Arts	52.1
Geography	23.4
Health Sciences	225.2
History	36.1
Integrated Science	16.7
International Studies	20.6
Joint Arts	47.2
Joint Arts & Science	4.2
Joint Science	16.7
Mathematics	13.9
none	49.9
NRES Natural Res & Env Studies	167.7
Nursing	382.7
ORTM Outdoor Rec & Tour Mgmt	7.4
Physics	20.5
Political Science	28.1
Psychology	258.4
Social Work	102.8
Women's & Gender Studies	11.7

What graduates say about UNBC

The British Columbia government surveys graduates from B.C. institutions two years after graduation. Results show that roughly 80% of UNBC graduates are in positions directly related to their field of study (the provincial average is 75%), 90% work full time (on par with the provincial average), 90% said the knowledge and skills they obtained are useful (86% provincial average), and the median salary sits at $70,666, compared to the provincial average of $71,127.

Based on the 2024 student outcomes data (Baccalaureate graduates),

Education-related job:
UNBC - 80%;
BC - 75%.

Work full time:
UNBC - 90%;
BC - 87%

Usefulness:
UNBC - 90%;
BC - 86%

Full time employees' median annual salary:
UNBC - $70,666;
BC - $71,127

Additionally, according to results from the Canadian University Survey Consortium (CUSC), UNBC continues to perform on par with or better than other universities. The 2021 Graduating Student Survey highlighted key aspects of the student experience, with students reporting positive interactions with professors, high satisfaction with the University's response to COVID-19, and strong ratings in essential areas such as communication, analytical thinking, learning, and work-related skills.

Degrees offered

Faculty of Environment

Bachelor of Arts (BA)
Environmental and Sustainability Studies
Geography
Nature-Based Tourism Management *
Public Administration and Community Development

Bachelor of Planning (BPl)
First Nations Planning
Natural Resources Planning
Northern and Rural Community Planning

Bachelor of Science (BSc)
Biology *
Conservation Science and Practice
- Landscape Conservation and Management *
- Wildland Conservation and Recreation *

Environmental Science *
Forest Ecology and Management *
Geography *
Wildlife and Fisheries *

Master of Arts (MA)
Natural Resources and Environmental Studies
- Environmental Studies
- Geography
- Outdoor Recreation and Tourism Management

Master of Natural Resource and Environmental Studies (MNRES)

Master of Science (MSc)
Natural Resources and Environmental Studies
- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation, Conservation and Tourism

PhD Natural Resources and Environmental Studies

Faculty of Human & Health Sciences

Bachelor of Education (BEd)
Elementary (Grades K - 7)
Secondary (Grades 8 - 12)

Education Diplomas
First Nations Language and Culture (Elementary years)

Bachelor of Health Sciences (BHSc)
Biomedical Studies *
Community and Population Health Aboriginal and Rural Health *
Community and Population Health Environmental Health *

Bachelor of Science in Nursing (BScN)
Northern Baccalaureate Nursing
Northern Collaborative Baccalaureate Nursing

Nursing Certificates
Rural Nursing Certificate Program

Bachelor of Science (BSc)
Psychology *

Bachelor of Social Work (BSW)

Master of Arts Disability Management (MA)

Master of Science (MSc)
Health Sciences
Psychology

Master of Education (MEd)
Counselling
Multidisciplinary Leadership

Master of Social Work (MSW)

Master of Science in Nursing (MScN)

Master of Science in Nursing – Family Nurse Practitioner (MScN: FNP)

Graduate Certificates
Indigenous Child and Youth Mental Health
Leading for Learning
Special Education

PhD Health Sciences

PhD Psychology

Faculty of Business & Economics

Bachelor of Arts (BA)
Economics

Bachelor of Commerce (BComm)
Accounting *
Finance *
General Business *
Human Resources Management *
International Business *
Management Information Systems *
Marketing *

Certificate in Business Administration Fundamentals

Master of Arts (MA)
Development Economics
International Studies (International Development stream)

Master of Business Administration (MBA)

Master of Science in Business Administration (MSc)

Graduate Certificate in Change Leadership

Faculty of Science & Engineering

Bachelor of Applied Science (BASc)
Civil Engineering
Environmental Engineering (UNBC) 4-year degree
Environmental Engineering (UNBC/UBC) 4.5-year degree

Bachelor of Science (BSc)
Biochemistry and Molecular Biology *
Chemistry *
Computer Science *
Integrated Science
Mathematics and Statistics
Physics *

Master of Applied Science Engineering (MASc)

Master of Engineering (MEng)
Integrated Wood Design

Master of Science (MSc)
Biochemistry
Chemistry
Computer Science
Mathematics
Interdisciplinary Studies
Physics

Faculty of Indigenous Studies, Social Sciences & Humanities

Bachelor of Arts (BA)
Anthropology
English
First Nations Studies
General Arts
Global and International Studies
History *
Nisga'a Language Fluency
Northern Studies
Political Science
Women's Studies

First Nations Certificates
Aboriginal Community Resource Planning
Aboriginal/Indigenous Health and Healing
First Nations Language
First Nations Public Administration
General First Nations Studies
Métis Studies
Nisga'a Language Fluency
Nisga'a Studies
Traditional Ecological Knowledge

Certificates
Local Government Administration

First Nations Diplomas
Aboriginal/Indigenous Health and Healing
First Nations Languages
Nisga'a Language Fluency

Master of Arts (MA)
English
First Nations Studies
Gender Studies
History
Interdisciplinary Studies
Political Science

Division of Medical Sciences

These degrees are University of British Columbia (UBC) degrees delivered in partnership with UNBC. Application is through UBC.

Northern Medical Program (MD)
Master of Occupational Therapy (MOT-N)
Master of Physical Therapy (MPT-N)

From Curiosity to Discovery: UNBC Student Tiffany Kuku Embraces Research Excellence

Tiffany Kuku has always been interested in research, especially in understanding the intersectionality of mental health through a cultural and psychological lens. That interest has grown significantly since Kuku became a Bachelor of Science Psychology student at UNBC.

As an international student from Abuja, Nigeria, Kuku sought a university that offered the right balance between academic excellence and personal growth. She chose UNBC for its strong academic environment, smaller class sizes and overall supportive community, but she now finds that the direct engagement with faculty is an unexpected yet invaluable factor in shaping her career development.

"Being in an academic environment that emphasizes undergraduate research and faculty mentorship has deepened my curiosity and made research feel more accessible at this stage," says the second-year student.

Kuku's earned a UNBC Undergraduate Research Experience Award, an opportunity that arose while

volunteering in Psychology Associate Professor Dr. Annie Duchesne's research lab.

"Being in an academic environment that emphasizes undergraduate research and faculty mentorship has deepened my curiosity and made research feel more accessible at this stage."

"One of the most unique and rewarding aspects of being at UNBC is the diversity and richness of research opportunities at the undergraduate level. The commitment to integrating students into top-tier research programs from the start of their academic journey is what sets the University apart," says Duchesne. "Seeing students like Tiffany thrive and develop their research skills reinforces the importance of fostering these opportunities early on."

Kuku works on research projects in the Psychology lab, while simultaneously developing the skills needed to conduct her own research in the future.

"With the dedicated time for research this award provides, I will have the opportunity to gain deeper knowledge and hands-on experience in psychological research," she says.

Kuku's goal is to design a research project focused on mindfulness practices to mitigate stressors faced by international students living in northern regions. She notes the many challenges facing international students in navigating academic expectations while managing cultural transitions and feelings of isolation.

"This research is important to me because I recognize the unique stressors that come with cultural transitions, acclimation and academic pressures," she says. "By learning and exploring different research methods, I hope to contribute to the development of more tailored mental health interventions to address these unique experiences."

Strategic Context

UNBC is evolving and responding to the emerging challenges of a rapidly changing world. The University community does so while remaining attuned to the shifting economic, cultural, and social landscape of northern B.C. The North plays a vital role in shaping the aspirations of all British Columbians, and UNBC is uniquely positioned to support and advance those ambitions.

Our origins stem from a powerful grassroots movement that saw 16,000 individuals each contribute $5, sign a petition, and join the Interior University Society, advocating for a university in the North, for the North. This collective passion for post-secondary education created a lasting bond between UNBC and northern communities. Over the past 35 years, our connections with industries, donors, and supporters have strengthened this foundation, enriching students' learning experiences and fostering a university deeply rooted in its region.

At UNBC, we conduct research with global impact—ranging from Indigenous studies, sustainable development, and environmental issues to resource management, health care, and more. Through strong community partnerships and the impact of UNBC alumni, we continue to address challenges not only in northern communities but across Canada and around the world. This deep sense of connection between UNBC and the North is reflected in our student body, with more than two-thirds of students coming from northern B.C. Others join us from across the province, country, and the globe. Recent admissions surveys conducted by our student recruitment team have highlighted the top five reasons why undergraduate students choose UNBC:

1. The University offered my program
2. Proximity to home
3. Affordability to attend
4. Award/scholarship/bursary offer
5. Ranking/reputation

External factors

The Demographic Challenge:
Shifting demographics will continue to play a role in UNBC's enrolment. The latest population projections for northern British Columbia indicate a 14.5% decline in the number of 15-24 year olds in the region until at least 2027, before a partial recovery occurs.

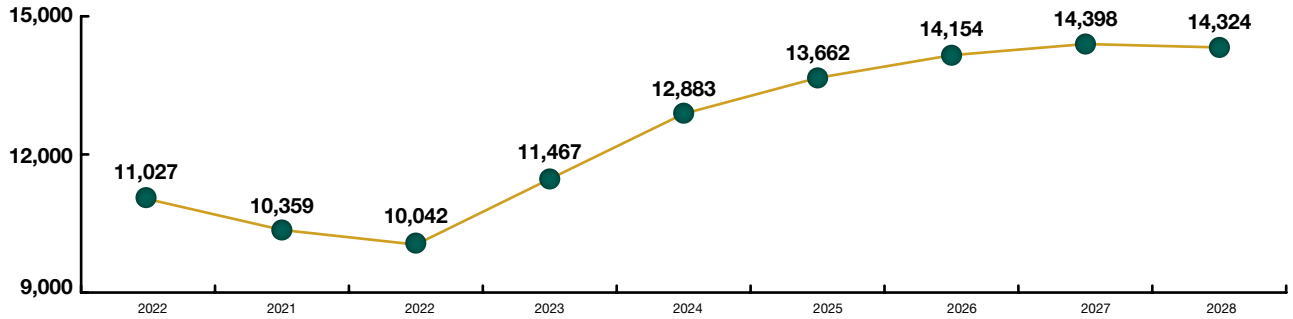
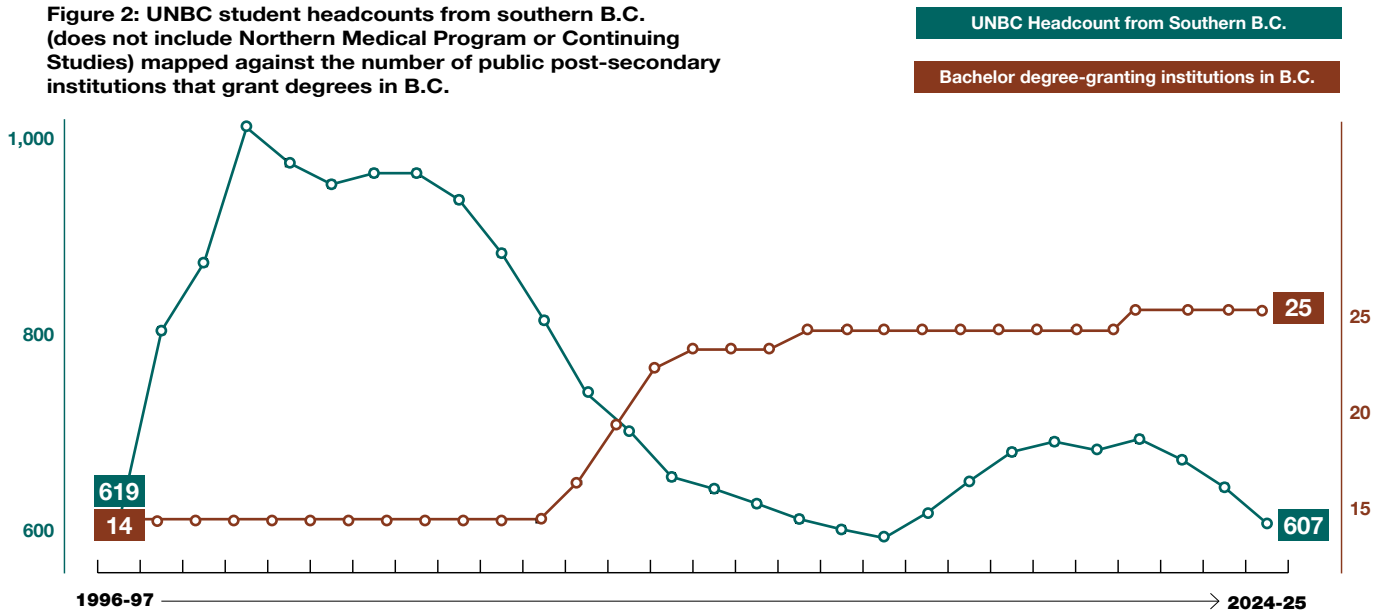


Figure 1: Prince George Population Projections (15-24 year olds)

Additionally, the significant growth in degree-granting institutions in B.C. in the early- to mid- 2000s continues to have a lingering effect on UNBC's enrolment, particularly with students from southern B.C.

Figure 2: UNBC student headcounts from southern B.C. (does not include Northern Medical Program or Continuing Studies) mapped against the number of public post-secondary institutions that grant degrees in B.C.



Once one of only 14 degree-granting institutions in B.C., UNBC now operates in an increasingly competitive recruitment landscape. The University will require resources to strengthen student retention, expand recruitment efforts beyond its traditional catchment areas—including southern B.C. and other parts of Canada—and optimize program and scheduling options to attract mature learners. These efforts are essential not only to achieving and surpassing enrolment targets but also to enhancing student diversity and ensuring an exceptional educational experience.

Policy Change that Affects International Student Enrolment

UNBC, like all other Canadian post-secondary institutions, continues to feel the effects of Canadian federal government policies regarding international student attraction and retention, particularly at the undergraduate level.

The Government of Canada introduced changes to the International Student Program in late 2024, resulting in a 35% reduction to the number of approved study permits compared to the previous year. Additionally, international students seeking to change their designated learning institution must now apply for a new study permit.

As a result, international student applications at UNBC declined by 39%, resulting in a 49% drop in new international student registrations. International students make up 20.4% of UNBC's total student body, with international tuition revenue accounting for 8% of UNBC's general operating revenue. While the immediate financial impact of the policy change may be limited due to UNBC's smaller international student population, a broader decline in international applications and potential reputational effects on Canada's post-secondary sector pose long-term risks including the following:

- Frequent adjustments to visa and study permit regulations negatively impact Canada's reputation as a preferred destination for international education.
- A decline in applications to Canadian universities could further affect UNBC's ability to attract international students.
- Research programs are negatively impacted by fewer international graduate students.

Ready for Uncertain Times: Responding to Global Upheaval

B.C.'s post-secondary landscape is changing due to several external factors such as global political developments, broader economic uncertainties, rising costs, and shifts in the labour market. Additionally, macroeconomic factors, such as U.S. tariffs, could affect B.C.'s economy, impacting provincial revenues. These tariffs may also lead to supply chain disruptions and increased costs for construction, maintenance, and capital projects, further straining financial resources.

Forestry remains central to northern B.C.'s economy, leaving the region vulnerable to industry fluctuations. For more than two decades, concerns about pests, fiber availability, and declining Allowable Annual Cut levels have persisted, leading to significant job losses. This economic strain affects families' ability to afford post-secondary education but also creates opportunities for retraining and career shifts.

Further challenges—climate change, wildfires, flooding, economic instability, social media toxicity, institutional mistrust, and a competitive job market—add complexity. Yet, UNBC researchers actively tackle globally relevant issues, from Indigenous knowledge and resource management to food security and sustainable energy. Our location provides unique access to study these challenges firsthand, reinforcing UNBC's role in navigating this evolving landscape with renewed purpose.

Serving the Needs of B.C. and the North

UNBC serves a vast and sparsely populated region comparable in size to France. Delivering educational opportunities across such a large area requires significant resources, innovation, and collaboration with northern colleges and the Wilp Wilxo'oskwhl Nisga'a. To meet these challenges, UNBC has established a network of campuses across the North, offering in-person instruction for select programs while also leveraging technological advancements to expand access through alternative delivery and assessment methods.

With strategic investment, UNBC can further our In the North, For the North mandate, extend our reach to a global audience, and develop flexible, student-centered models that support learning anytime, anywhere.

Internal factors

Enrolment

In 2024/25, the University was funded for 3,832 full-time equivalent (FTE) students; enrolment reached 2,422

Table A: Enrolment FTE and Ministry Targets

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Target	3455	3443	3424	3429	3505	3575	3663	3752	3773	3,832
Actual	2537.7	2631.6	2709.7	2737.6	2691.8	2598.8	2562.6	2504.2	2420.0	2422.5
Untilization	**73.4%**	**76.4%**	**77.7%**	**79.8%**	**76.8%**	**72.7%**	**70.0%**	**66.7%**	**64.1%**	**63.2%**

UNBC is taking proactive steps to address its enrolment challenges through strategic initiatives. The university continues to apply strategic enrolment management principles, using data-driven insights to inform planning and decision-making. This approach focuses on enhancing student success, improving the overall student experience, and increasing retention rates.

Bolstering recruitment initiatives

UNBC has expanded its recruitment efforts, strengthened its marketing and social media strategies, and introduced innovative methods for delivering programs both in-person and remotely. Additionally, the university has partnered with various school districts to offer dual-credit enrolment, allowing high school students to earn high school and university credits simultaneously, often at little or no cost.

A focus on retention

Student attrition patterns, as seen in the following figure, help inform UNBC's strategies to improve retention rates.

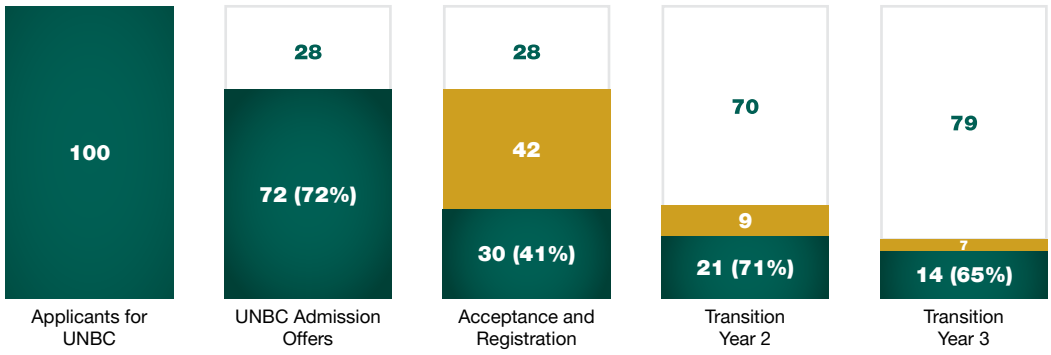


Figure 3: Undergraduate attrition Journey at UNBC

UNBC places a strong focus on retaining its current student population. While the classroom experience plays a key role in student success, we also recognize the value of investing in other essential areas, such as student life, support services (including health and counseling resources), and infrastructure enhancements to improve the on-campus experience.

The university is now in the fourth year of its Proactive Student Retention initiative, which identifies at-risk students and provides targeted support. UNBC has also improved its Orientation, Move-In Day, and other welcome events, creating a culture of support across the institution. In Fall 2023, Student Health and Wellness restructured to offer a broader range of services for students' ongoing well-being. UNBC also developed a "350 x $350 for UNBC's 35th Anniversary" initiative in 2024 providing tuition credits to new and returning students to help ease financial pressures and encourage student retention.

Leading a Sustainable Future

How Canada's Green University is delivering sustainability in action that builds on government's CleanBC strategy and supports a clean economic future.

Since its inception, UNBC has been committed to sustainability. With the launch of UNBC's new strategic plan, Ready, UNBC has a new vision of Leading a Sustainable Future. Sustainability remains an important, foundational element of what UNBC is and what we have to offer. A great deal was accomplished in 2024/25.

Strategic Planning

- As a frontrunner in sustainability endeavors, UNBC has instituted a Sustainability Advisory Council in summer 2024 aimed at bolstering our initiatives in academic programming, research, and operations. Drawing insights from engagement and consultation, the Sustainability Advisory Council helped with developing a Sustainability Strategic Plan (2025 – 2035), a 10-year plan to chart the strategic course for sustainability initiatives, delineating guiding principles and pinpointing key areas for enhancing sustainability practices.

- One of the immediate actions stemming from this report, now successfully executed, was the appointment of a Sustainability Manager. This pivotal role champions environmental, social, and economic sustainability and responsibility across the University. Among the early priorities for the manager are the registration and upkeep of UNBC's presence in sustainability rating systems such as the Sustainability Tracking, Assessment & Rating System (STARS), overseeing the Green Grants program, and facilitating the revival of on-campus composting.

- The Sustainability Strategic Plan (2025–2035) was introduced during Green Week: Act for Sustainability in March 2025. The previous sustainability roadmap, the UNBC Green Strategy, Phase 1 (2009–2011), laid the groundwork for sustainable initiatives at UNBC. Building on that foundation, this new plan sets ambitious goals and directs sustainability efforts for the next decade. As a living document, it will adapt over time, incorporating continuous feedback and featuring annual reports to track progress and maintain accountability.

- In 2024, the University of Northern British Columbia (UNBC) participated in the Times Higher Education (THE) Impact Rankings, a prestigious global assessment that evaluates universities based on their contributions to the United Nations' Sustainable Development Goals (SDGs). This submission allowed UNBC to demonstrate its commitment to sustainability, social responsibility, and positive global impact.

Special Events

- UNBC's Green Day was a yearly sustainability event that had grown into a multi-week celebration. The 2025 edition, held from March 17–21, focused on the theme of Act on Sustainability at UNBC. This theme emphasized hands-on, engaging experiences that aimed to support civic and community involvement, while showcasing the efforts of student and community activists committed to sustainability. Some events which were organized as part of Green Week were a Hydroponics and Vermicomposting workshop, Spectrum Street Epistemology, and a Sustainability Bingo night.

- The Green Fund, relaunched in 2022, remains a popular program supporting research, education, and civic engagement initiatives fostering sustainability at UNBC. This initiative, partially financed through parking revenue, offers one-time seed funding to diverse projects. Notable successes have included the development of Indigenous art decals aimed at mitigating bird strikes, the compilation of a comprehensive book detailing Dakelh plant names, traditional uses, and significance, and a boost to the "Borrow-A-Mug" (BAM) program operated by the Northern Undergraduate Student Society. BAM provides reusable mugs for UNBC students, staff, and faculty as an alternative to single-use cups.

- The Sustainability Office received Emotive BC funding in 2024 and worked in partnership with the Prince George Electric Vehicle Association and Energy Transition Group to organize various events to support electric vehicle adoption in Northern BC. Among the 9 activities they organized was a highly successful Outdoor Movie Night complete with popcorn making and drinks powered by UNBC's Ford Lightning EV.

- UNBC was only one of a few Canadian universities that participated in the Campus Race to Zero Waste Competition, a nationwide initiative that challenges colleges and universities across North America to reduce their waste and improve sustainability practices on campus. The competition, which focuses on waste diversion, encourages participating institutions to develop and implement comprehensive waste management strategies aimed at minimizing landfill waste and maximizing recycling, composting, and other sustainable practices.

Research

- As timber engineering continues to evolve, research that strengthens sustainable construction practices is gaining recognition. Laura Walters' work in this field has earned her the 2024 Catherine Lalonde Memorial Scholarship from the Canadian Wood Council (CWC), making her the first UNBC-trained graduate student to receive the award.

- A team of researchers has secured one of the largest competitive grants in University of Northern British Columbia history to study the impacts of climate change and human activity on salmon habitat and ecosystems in the Quesnel watershed and support the raising of Chinook salmon from northern Fraser River stocks. Led by Department of Geography, Earth and Environmental Sciences (GEES) Professor Dr. Ellen Petticrew and Quesnel River Research Centre (QRRC) Manager Dr. Jason Raine, the research group received $5 million from the British Columbia Salmon Restoration and Innovation Fund (BCSRIF). The funding will support ongoing research into the impacts of drought, flooding and wildfires on salmon habitat, ecosystems and egg survival as well as infrastructure improvements at the QRRC in Likely, B.C.

- UNBC researcher Dr. Brian Menounos is part of an international team that led a comprehensive assessment of global glacier mass loss. The findings, published in the journal Nature, highlight the accelerating rate of glacier loss worldwide due to climate change and the implications for local geohazards, marine and terrestrial ecosystems, and sea-level rise.

- The University of Northern British Columbia and Rio Tinto have expanded a partnership to advance vital research into the impacts of climate change on water security and freshwater fishes in the Nechako Watershed. The $1.75 million in research funding from Rio Tinto will support two Research Chairs at UNBC for the next

five years, generating regional knowledge critical to the long-term sustainability of the watershed while informing global water management and climate resilience efforts. Environmental Science Professor Dr. Stephen Déry has been named Rio Tinto Research Chair in Climate Change and Water Security, while Ecosystem Science and Management Associate Professor Dr. Eduardo Martins has been appointed Rio Tinto Research Chair in Climate Change and Freshwater Fish Ecology.

- A global research team led by University of Northern British Columbia Post-Doctoral Fellow Rajeev Pillay has provided a comprehensive assessment of tropical rainforest integrity and its critical role in safeguarding biodiversity. The study titled "Global rarity of high-integrity tropical rainforests for threatened and declining terrestrial vertebrates," published in the Proceedings of the National Academy of Sciences (PNAS), reveals that only 25 per cent of the world's tropical rainforests remain in high integrity—structurally intact and free from significant human pressures—while three-quarters are suffering from degradation.

- A new, multi-party research project funded by the BC Salmon Restoration and Innovation Fund (BC-SRIF) is taking action to restore the Deadman River, located west of Kamloops, while simultaneously investigating how mitigation measures following severe wildfires can help protect landscapes and important salmon habitats. Tsecmenúl?ecwem-kt (We Repair the Land) is a three-year, $4 million project led by the Skeetchestn Indian Band in collaboration with Skeetchestn Natural Resources Corp., University of Northern British Columbia, University of British Columbia, Thompson Rivers University, BC Ministry of Forests, Fisheries and Oceans Canada, Pacific Salmon Foundation, SLR Consulting, Secwépemc Fisheries Commission and Urban Systems.

- Associate Professor in the Department of Geography, Earth and Environmental Sciences Dr. Tristan Pearce has been reappointed as a Tier 2 Canada Research Chair (CRC) in Cumulative Impacts of Environmental Change. This reappointment recognizes Pearce's continued leadership in addressing the complex challenges posed by climate change and his commitment to developing meaningful adaptation strategies for communities around the world. Building on his previous work, Pearce is now leading an ambitious international study that links climate change, food systems and health among Indigenous peoples across 13 different countries. This multi-university, multi-national initiative, known as the Indigenous Peoples Observatory Network (IPON), is funded by the Social Sciences and Humanities Research Council (SSHRC) with a $1.5 million grant over three years.

Operations

- UNBC is committed to sustainability in its operational practices. The University's foresight over a decade ago on renewable energy resources has paid off, resulting in a reduction of 70% in annual Scope 1 and Scope 2 greenhouse gas (GHG) emissions compared to the 2007 baseline levels. In addition, UNBC has achieved a 40% reduction in electricity use, a 70% reduction in natural gas consumption, and a 40% reduction in utility costs compared to 2010 baseline levels.

- Thanks to these endeavours, UNBC has already surpassed the provincial emission reduction goal set for 2040 and has also met the accelerated target for the buildings sector, well ahead of the 2030 target. These accomplishments underscore UNBC's unwavering commitment to lessening its environmental footprint and advancing sustainability practices.

- UNBC can do more in the realms of emissions reduction and sustainability promotion. In pursuit of these objectives, the University partners with entities such as BC Hydro to sustain its initiatives. For instance, transitioning from natural gas boilers to heat pumps at the Northern Sport Centre exemplifies forthcoming low-carbon electrification projects, aimed at replacing residual fossil fuel consumption. And more recently, UNBC completed the installation of a hybrid heat pump system at its Maintenance Building that will reduce the usage of propane for heating.

- In tandem with these electrification initiatives, UNBC is instituting energy efficiency enhancements. This includes replacing outdated, less efficient building heating systems with compact, more effective alternatives, setting the stage for potential future heat recovery endeavors. Furthermore, building on the triumph of the two recent Passive House certified structures at UNBC, all forthcoming new constructions will adhere to Passive House standards. The University is also investigating the viability of retrofitting existing buildings with Passive House-inspired envelope and ventilation upgrades to curtail energy consumption.

- In September 2024, UNBC launched an innovative Compost program aimed at diverting campus generated organic waste. Central to the program is the use of an in-vessel composter, an efficient system designed to process food waste in a controlled, enclosed environment. This method accelerates the decomposition process, turning organic waste into nutrient-rich compost more quickly than traditional composting methods. Through this initiative, UNBC has successfully diverted over 13 metric tons of food waste from the landfill, significantly reducing its waste sent to disposal. The compost produced will be used on-campus for landscaping, gardening, and other sustainability-related projects.

Several notable operational activities this year demonstrate UNBC's ongoing commitment to sustainability, including the following:

Continuous Optimization

UNBC has completed two rounds of the Continuous Optimization program supported by BC Hydro. This program involves investigating and implementing low-cost improvements to building systems to improve energy efficiency. The total savings from energy conservation measures implemented in the first and second rounds of Continuous Optimization include 2,438,456 kWh of electricity per year (enough to power 222 average Canadian homes for a year), 15,691 GJ of fuel per year (enough to heat 178 average Canadian homes per year), $322,921 of cost savings per year, and 370 tonnes of CO2 equivalent GHG emissions reductions per year.

Heat Exchanger Upgrades

UNBC is undertaking a multi-year series of heat exchanger upgrade projects. The intent is to replace aging inefficient heat exchanger systems with newer, more efficient systems. Each upgrade increases efficiency and results in less electricity and fuel demand. It is a multi-year series of upgrades. The latest project was completed in 2023, when three system upgrades were completed in the Agora, and additional upgrades are planned for future years. Previously upgraded facilities include the Power Plant, Charles J. McCaffray Hall, Teaching & Learning Centre, Conference Centre, and the Dr. Donald Rix Northern Health Sciences Centre.

Cooling Upgrades

UNBC is carrying out multiple upgrades to its cooling systems to improve energy efficiency and reliability. In 2023, a cooling coil was installed in the main data centre that will offset the use of aging air conditioning units that have high electrical power consumption. The coil is supplied with chilled water from the district cooling system and will be used when the ambient outside air temperature is too high for free cooling. In addition, the existing two centrifugal chillers that are used for the district cooling loop have been outfitted with new variable speed drives known as Adaptive Frequency Drives (AFDs) that will provide better energy efficiency and prolong equipment life. UNBC will commission a new adiabatic fluid cooler system in 2025 that will offset usage of the refrigerant based and power intensive centrifugal chillers for district cooling. Additional cooling system upgrades are also planned in 2025 and beyond.

Lighting Upgrades

UNBC continues to implement extensive lighting upgrades to replace linear fluorescent fixtures with new LED fixtures. The most recent upgrade took place in the Teaching Lab building in 2024, when the lighting for the entire building was updated. In addition, all of the lighting fixtures for the squash and basketball courts at the Northern Sport Centre were upgraded in 2024. The next comprehensive lighting upgrade planned in 2025 is for the

Teaching and Learning Centre. Additionally, lighting continues to be upgraded as part of space renovations where applicable. Networked lighting controls are also implemented as part of the upgrades, to further improve energy savings.

Energy Management Assessment

BC Hydro conducts an Energy Management Assessment (EMA) session with UNBC representatives roughly every two years to identify areas for improvement in the University's energy management practices. Overall, UNBC scored 94% in its most recent EMA in 2023, which was an improvement on its 91% score in 2021.

Bioenergy Plant

After major maintenance in recent years, UNBC's Bioenergy Plant ran much closer in 2024-25 to its target of offsetting natural gas use by 85%, resulting in a significant reduction in GHG emissions. The learnings from recent years have also prompted a renewed focus on preventative maintenance planning for the Bioenergy Plant, both in terms of regular short-term and major long-term maintenance activities. After the shutdown of Pacific Bioenergy in 2022, UNBC had to find a new source of wood pellets for the Pellet Boiler. The University successfully established a new agreement with Premium Pellet in Vanderhoof. Like Pacific Bioenergy before them, Premium Pellet donates the wood pellets to UNBC.

Fleet Electrification

In support of the adoption of zero emission fleet vehicles, UNBC acquired three battery electric vehicles in 2024 for its fleet. This includes a used Nissan Leaf that will be used by the Facilities Maintenance staff primarily to service the Northern Sport Centre. UNBC also purchased a Ford Lightning truck to replace the aging heavy-duty vehicle. In addition, a Subaru Solterra was purchased for Parking and Security Services. These vehicles were identified as suitable replacements for previous internal combustion engine vehicles and have proven to be successful in their application thus far. Not only do they provide zero emission transport, they also provide cost savings for maintenance and fuel. They are also usable for travel outside of campus. We continue to look for similar opportunities where it is feasible to adopt zero emission fleet vehicles in our operations.

Community engagement

- UNBC continues to actively participate in the Northern BC Climate Action Network (NorthCAN), an initiative led by the Community Energy Association. A hub for connecting individuals from local and Indigenous governments, the health and education sectors, business and industry as well as non-governmental organizations, NorthCAN aims to identify and celebrate opportunities for climate action that work for northern B.C., encourage regional innovation, and identify funding opportunities. UNBC students, faculty and staff are all actively involved, a tremendous number of UNBC graduates are network members, and the northern colleges are participating as well.

- UNBC participates in BC Hydro's Energy Wise Network, which supports organizations in promoting energy conservation through training, resources, and campaign funding. In 2025, UNBC launched the Residence Building Challenge—a four-week competition between Neyoh and Keyoh residence halls to reduce energy use related to heating, lighting, and hot water. Students took pledges, completed surveys, and competed for prizes while tracking electricity and water savings. The initiative created sustainability awareness, encouraged behavior change, and highlighted UNBC's ongoing commitment to energy conservation.

- UNBC facilities staff play an active role in engaging with students and the broader community to promote sustainability. They offer tours of various facilities, such as the Bioenergy plant, the Passive House-certified Facilities Maintenance Building, and the solar panels at the Conference Centre. In addition, they contribute to the academic program by delivering guest lectures, collaborating with students and professors on coursework and research, and participating in sustainability-focused discussion panels. Moreover, UNBC facilities staff participate in external sustainability events and groups, strengthening ties with the local community and fostering a culture of sustainability beyond the University.

UNBC and Lheidli T'enneh Strengthen Partnership with Groundbreaking Tuition Initiative

Lheidli T'enneh students now have access to comprehensive financial assistance thanks to a new Memorandum of Understanding signed between the Lheidli T'enneh First Nation and University.

The two parties launched a pilot agreement in 2019 that saw students receive free tuition at UNBC, with additional costs paid for by the Nation. At the time, the agreement was believed to be the first of its kind in Canada.

The new Lheidli T'enneh Tuition Initiative, signed in March 2025, ensures eligible students have access to post-secondary education at UNBC at no cost. The agreement formalizes a tuition waiver from the University in concert with substantial financial support from the LTFN to cover student needs such as living expenses, course-related fees, textbooks and tutoring services.

"This initiative opens pathways and empowers Lheidli T'enneh students to pursue educational goals by addressing the financial barriers before them, offering tools to support their success," said Lheidli T'enneh Chief Dolleen Logan. "By deepening our collective responsibility to support the academic success of Indigenous students, we continue walking the long road to Reconciliation together. Our ongoing partnership with UNBC is crucial to ensuring that all voices and perspectives are considered as we work together to ignite the next generation of Indigenous leaders in British Columbia, Canada and globally."

The agreement follows the Respectful Acknowledgement pledge the University made last year and is another significant milestone in the enduring partnership between the LTFN and UNBC.

"This initiative is a powerful reflection of the mutual respect and open dialogue between the Lheidli T'enneh First Nation and UNBC. It reinforces our existing ties and honours the history of our relationship," says UNBC President Dr. Geoff Payne. "As an institution, UNBC has a responsibility to act on the Truth and Reconciliation Commission's Calls to Action. This is another tangible and important step in that ongoing process and will uplift and elevate Indigenous voices and perspectives within the University community for generations to come."

Mandate Priority Reporting

Mandate Priority Reporting | Actions completed in 2024-25

Climate Change Accountability

Implement targets and strategies for minimizing greenhouse gas emissions and managing climate risk including the following:	**School of Planning and Sustainability** • Engaging students and businesses in reducing greenhouse gas emissions, addressing community energy transitions, and reducing risk in food systems. **Business Services | Business Development | Land Trust** • The Land Trust integrates climate-conscious planning and infrastructure development that supports emissions reductions and climate risk management. • The Land Trust master planning process includes environmental assessments and geotechnical evaluations that ensure proposed developments avoid climate-vulnerable areas and support nature-based infrastructure solutions. Stormwater management strategies, including the integration of natural drainage systems and green corridors, help mitigate risks associated with climate-related flooding and extreme weather events.
Achieving carbon neutrality each year	**School of Engineering** • Engaging with owners of greenhouses to examine heat recapture and heating efficiencies to reduce the carbon footprint of greenhouses. **Business Services | Business Development | Land Trust** • As part of a broader institutional strategy to maintain carbon neutrality, the Land Trust development emphasizes sustainable land use and compact, pedestrian-friendly urban design. This approach reduces reliance on vehicles, promotes active transportation, and supports future public transit connectivity—all contributing to reduced carbon emissions over time.
Aligning with the clean BC target of a 50% reduction in public sector building emissions	**Business Services | Business Development | Land Trust** • The Land Trust project advances sustainability through energy-efficient buildings, low-carbon construction, and natural stormwater systems. Future developments, including student housing, childcare, and mixed-use spaces, will align with CleanBC targets by incorporating high-performance building envelopes, energy recovery systems, and, where feasible, mass timber. The plan also includes parks, trails, and green corridors to support biodiversity and community well-being, while smart growth principles help reduce urban sprawl and preserve surrounding natural areas. See also the Leading a Sustainable Future section of this report on Page 23.
A 40% reduction in public sector fleet emissions by 2030	

StrongerBC Future Ready Action Plan

Deliver educational and training programming as described in the plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change.	**School of Planning and Sustainability** • Restructuring programing with greater emphasis on community engagement to better prepare students for dealing with real-world challenges upon graduation, while concurrently addressing community planning needs. New cross-cutting themes in climate action and the housing crisis. **Faculty of Environment** • Partnering with Pacific Institute for Climate Solutions to develop networks of academics, professionals, government, and the public to share knowledge and increase capacity in environmental sustainability and responding to wildfire-climate change interactions in the north.

	Research and Innovation • A new partnership with SFU for the i2I Entrepreneurship program will equip UNBC researchers with the entrepreneurial skills and mentorship needed to leverage their academic research into innovations. Expanding on a program established in 2015, the National Invention to Innovation Network (i2I) will further training initiatives designed to close the gap between research discoveries and innovation in science, technology, engineering and math (STEM) and healthcare fields. UNBC will lead i2I's North Strategy in collaboration with Lakehead and Yukon Universities to develop commercialization and entrepreneurship training across Canada's North and engagement with Indigenous communities. **Business Services | Business Development | ECE Framework and Education at UNBC** • UNBC is committed to becoming a regional leader in Early Childhood Education by expanding pathways that support ECE professionals throughout their careers. The university is exploring mechanisms to assign academic credit for college-level ECE training, allowing professionals to advance into UNBC's Bachelor of Education and Bachelor of Social Work programs. In collaboration with Continuing Studies, UNBC is also developing micro-credential courses in key areas such as Leadership and Operations in ECE, Child Development and Safety, and Outdoor and Indigenous Ways of Learning. These initiatives aim to broaden access to professional development, support the province's goal of professionalizing the ECE sector, and retain qualified educators in northern B.C. by providing the best possible opportunities for education, career growth, and long-term employment. **Faculty of Human and Health Sciences (FHHS) – Department of Psychology** • Active work underway to restart regional face-to-face offering of the MEd Counselling program, equipping northern British Columbians for mental health service roles. **FHHS – School of Nursing** • Work is underway to develop an RN Re-Entry program for Internationally Education Nurses, focused on delivery across the north to meet the needs of local learners and increase health care capacity locally.
Report on progress to introduce and recognize micro-credentials	**Faculty of Indigenous Studies, Social Sciences and Humanities** • Members from the Department of Political Science are developing a micro-credential on the Fundamentals of Public Administration, specifically designed for training administrators in First Nations' governments and organizations. With support from Continuing Studies, and possible funding from the First Nations Finance Authority, the outcome of this proposal is still pending. **Ecosystem Science and Management** • Partnering with Forest Professionals of BC to develop microcredit certificate in sustainable forestry with flexible, remote and short-term learning options to maximize accessibility, especially to non-traditional learners. **Faculty of Science and Engineering (Computer Science and Mathematics and Statistics)** • Developing three stackable micro credentials in Integrative Data Science.
Report on increases or expansions of health seats	**Division of Medical Sciences** • In partnership with University of British Columbia, the Northern Medical Program admitted 40 students to the Undergraduate Medical program in September 2024 up from 36 in the previous academic year. **FHHS – School of Nursing** • Launch of MScN FNP Seat Expansion in September 2024; increase from 20 FTE to 40 FTE annually. • Full implementation of NBNP Expansion to Prince George with second cohort intake in September 2024. Anticipating full seats in both Fort St. John and Prince George September 2025 intake.

Develop and implement protections for international students that support their fair treatment

Identify whether your institution has an active international education strategic plan and discuss its goals, objectives and priority actions. If you do not currently have a plan, discuss your process and timeline to develop and implement one.	**UNBC International** • The Strategic Goals of the International Strategic Plan are centered around four main themes: Services, Student Life, Programs and Supports. Our Global Engagement Plan can be found here. We aim to enhance services for international students from pre-arrival to graduation, to ensure that our services reflect the diverse student body, and to align with government standards. Student engagement is essential to ensure students are welcomed as both short and long-term members of our communities, and to support housing and food security services. • Enhance experiential learning opportunities both inward and outward bound across all levels of study, including reviewing and enhancing Indigenous global learning opportunities. • Develop work-integrated learning opportunities that are grounded locally and globally and are inclusive to all students. • Create a culture of continuous business process improvement, collaboration, and transparency of services and supports for students, staff, faculty, and institutional partners. • Ensure that global engagement priorities reflect UNBC's commitment to climate action and sustainability.
Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.	**UNBC International** • UNBC has done a thorough analysis of the BC EQA Code of Practice and worked to meet or exceed all requirements; as well as ensuring continuous improvements to ensure international students are supported and well informed from application through to graduation. • UNBC has implemented support programs for international students including English conversations courses and peer mentorship. UNBC is working to increase the number of RISIA trained staff members. • UNBC International works closely with admissions, enrolment, and student life teams to ensure that international student perspectives and immigration regulations are taken into consideration when making decisions on student issues. • A review and overhaul of the UNBC International Website is almost complete and it will include enhanced information and guidance for students, including a budget calculator for updated and accurate tuition information. **Faculty of Environment and Faculty of Science and Engineering** • Developed and offered program that identifies numeracy challenges faced by students early in key first year courses and provides students facing challenges with additional learning opportunities to upskill, ensuring they can be successful in their courses. **Natural Resources and Environmental Studies Graduate Program** • Added celebration of graduate students focusing on celebrating cultural diversity **Student Success – Student Health and Wellness** • BIPOC Counsellor Position. This is a permanently funded role in counselling services which is available to all students who may choose to seek counselling support from a person of colour. **Housing and Residence Life** • Employ Resident Assistants with an international focus. These upper-year student staff are passionate about supporting international students and help support students' transition while providing specialized programming.

Meet or exceed financial targets identified in the Ministry Service Plan.

Confirm that your institution has met or exceeded the targets identified in your annual institution budget letter.	• UNBC continues to work toward meeting the enrolment targets referenced in the annual institution budget letter. UNBC's FTE target for 2024/25 was 3,832 and the actual count was 2422. UNBC continues to invest in enhanced recruitment and retention initiatives that are highlighted throughout this document in an effort to improve enrolment. UNBC provides all financial reporting required by the Ministry as outlined in the letter, including quarterly reports of actual results, year-to-date actuals and four-year forecasts. UNBC also adheres to the Government's tuition limit policy of a two percent limit on tuition and mandatory fee increases. The University publishes its executive compensation reports annually and aligns with requirements set forth in the letter regarding capital procurement, planning and reporting.

Confirm institutional compliance with the Tuition Limit Policy.	• UNBC complies with the Tuition Limit Policy, which limits increases for tuition and mandatory fees to 2%, helping ensure that programs are affordable and accessible for students.
Continue to submit annual tuition and mandatory fees data to the Ministry.	**Financial Services** • The Finance Office submits the Annual Tuition Data Request and Mandatory Fee Report to the Ministry.

Sexual Violence and Misconduct prevention and response

Provide an overview on any awareness and prevention activities	**Faculty of Environment** • Provided training for Early Career Researchers on safety in working alone on campus, with a focus on reducing risks of sexual violence and misconduct. **Student Success / Restorative Relations and Student Supports / Response and Support Team** • REES (Respect, Educate, Empower Survivors) has gone live as of September 1, 2024. In addition to existing reporting options and support services, students are now able to access the REES platform from UNBC's Sexual Violence and Misconduct Prevention and Response website. The REES tool provides students with a trauma-informed, survivor-centered sexual violence and misconduct reporting tool. REES "bridges online incident reporting with access to critical information about reporting options, resources and support." As a secure, online platform, REES enables users to create a record of an incident by choosing one or more reporting options, including: Anonymous Reporting (to help facilitate reporting of incidents that might otherwise go unreported); Connect to My Campus (connecting directly with UNBC support staff); and/ or Formal Complaint (connecting directly to the UNBC staff who investigate cases of SVM). REES is an addition to UNBC's existing reporting options and support services. • Two student and two staff and faculty information sessions have been held to inform and teach the UNBC community about the supports and services available to students as well as the functionality of the REES reporting tool. Roughly 15 students attended the student info sessions, and 50 faculty and staff attended the faculty/staff sessions. One session was recorded and is available for faculty and staff who were unable to attend. • An educational campaign focused on sexualized violence awareness and prevention was launched in the winter of 2024, and included interactive tabling events, passive tabling, social media posts and the creationa of posters and business cards. • A graduate student was hired to provide guidance and support with the educational campaign as well as lead the peer-to-peer components. • A working group was struck to reexamine and rebuild the Sexual Violence and Misconduct Prevention and Response website with the goals of ensuring clearer information on supports, improving resources for those who have experienced Sexualized Violence, as well as for those who are looking to provide support. The redesigned webpages are nearly complete. **Student Success / Office of Equity and Inclusion / Northern Women's Centre / Marketing and Communications** • An on-going consent campaign was initiated during the summer where educational events were held in Residence, the larger campus, and over social media **Athletics and Recreation** • Adopting Safe Sport Framework for University Programs. UNBC recognizes its responsibility and role in fostering a sport environment that ensures positive and healthy experiences. A safe sport environment is one that does not jeopardize a participant's mental, physical, emotional or sexual health and well-being, but instead promotes self-confidence, resilience and strength. By prioritizing the safety and rights of participants, UNBC is able to demonstrate our ongoing commitment to address the needs of the sporting community in relation to safety in sport. **1. Education.** Activities that enhance knowledge, develop reasoning and judgement, educate on current policies and issues, and ensure prevention is entrenched in daily interactions. **2. Prevention.** A set of principles that establish expected behavior, guide decision making, and promote accountability for all individuals associated with Varsity sport. **3. Complaints and Response.** A clear pathway to identify and address concerns that integrates and aligns with UNBC's policies.

Provide information on the type and number of education or training sessions offered to students, staff and/or faculty, including the type and number of sessions offered, the audience (e.g., student/staff), and the number of participants. Institutions are encouraged to provide details on how they incentivize and/or require participation in training activities.	**Human Resources** • Staff and faculty are provided with a mandatory onboarding module on the Sexual Violence and Misconduct Policy and Procedure as well Privacy fundametals **Student Success / Response and Support Team** • Two student and two staff and faculty information sessions have been held to inform and teach the UNBC community about the supports and services available to students as well as the functionality of the REES reporting tool. Roughly 15 students attended the student info sessions, and 50 faculty and staff attended the faculty/staff sessions. One session was recorded and is available for faculty and staff who were unable to attend. • An educational campaign focused on sexualized violence awareness and prevention was launched in the winter of 2024, and included interactive tabling events, passive tabling, social media posts and the creation of posters and business cards. • Snacks were provided for the information sessions. Snacks and prizes were provided for the interactive tabling sessions to incentivize participation. • 15 Residence Assistants, Senior Residence Assistants, and Community Assistants received training on consent and sexualized violence prevention, supporting survivors and how to receive and respond to disclosures **Housing and Residence Life** • Training is offered around consent, sexualized violence. • Crisis intervention training is provided to Residence Assistants (student staff) prior to move in, that supports students who may experience sexualized violence. • Information and resources are provided to students during Housing orientation and in the Housing handbook
Provide an update on their progress on their three-year sexualized violence policy review, as required by the Sexual Violence and Misconduct Policy Act (e.g., may include the date of next policy review, plans for consultation, partners consulted, or key updates anticipated or made)..	**Student Success / Response and Support Team** • The Sexual Violence and Misconduct Prevention and Response policy is currently in the review process. We are working with experts in the field to ensure our policy and procedures follow best practices across the sector. Engagement and feedback processes have occurred and will continue into the fall of 2025 – including legal counsel, students, staff and faculty. We anticipate the approval of the revisions to occur by fiscal year end.
Provide an overview of how the results from the Student Perceptions of Sexualized Violence Survey will be used to inform awareness, prevention, and education activities, and/or policy updates.	**Student Success** • Once the results are received, UNBC will review the information and determine what actionable insights have been gained. We will use this information to help inform our approach to ongoing awareness, prevention and educational activities at UNBC. We will also use the information gleaned from the SPSVS to inform our policy revisions where applicable

Former Youth in Care

Statistics	• In the 2024/25 Fiscal Year, the institution saw 20 former youth in care benefit from the BC Government's tuition waiver program, with a total of $95,485 distributed in waivers, representing an increase in program recipients of 1% over the previous fiscal year.

Describe how your institution is working or planning to coordinate and augment wrap around supports for former youth in care (FYIC), vulnerable, and under-represented students, both on campus and within the community.	• UNBC is committed to supporting Former Youth in Care (FYIC), vulnerable, and under-represented students through a comprehensive approach that includes housing guarantees, academic advising, financial supports, student life programming, and community collaboration. Efforts are both proactive and responsive, shaped by direct student feedback and evolving provincial policy. **Housing & Residence Life** • FYIC students continue to receive guaranteed on-campus housing if they self-identify and apply by the July 1 deadline. This initiative ensures access to stable housing and is embedded in the Housing application through a self-identification question. **Student Success Initiatives** • FYIC students benefit from direct access to Student Advisors, who offer personalized, one-on-one advising. Advisors also attend FYIC networking events to foster connection and reduce barriers to service. • Programming is being expanded to include targeted emails campaigns, welcome packages, and a feedback forums to assess student needs, which will inform further service development. • A peer mentoring program specifically for PTWP students is in development for Fall 2025, with a dedicated FYIC Student Ambassadors who will act as support and catalyst for inclusive student success programming. **Institutional Collaboration** • A cross-departmental working group including Student Success, Financial Aid, and the Future Students Office, meet and align services and messaging related to FYIC and PTWP eligibility. • FYIC support is embedded into the training provided to staff and regional Student Success Coordinators across campuses. **Community & Experiential Opportunitie**s • UNBC attended the 2024 Engaging Spirit Cultural Camp, promoting post-secondary opportunities and PTWP directly to prospective FYIC students. • Collaboration with the BC Technology for Learning Society and Ministry of Social Development & Poverty Reduction enabled eligible students to receive donated laptops, distributed during a Fall 2024 welcome event. Branded UNBC laptop bags were also provided. • Liaised with community-based agencies in Prince George and throughout the North who support FYIC to promote the tuition waiver and campus support services.
Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.	• UNBC employs a variety of strategies to encourage identification and ensure FYIC students—whether currently enrolled or exploring post-secondary—can access supports early and without stigma. **Promoting Self-Identification & Awareness** • FYIC students are encouraged to self-identify during the housing application process, as well as through interactions with Financial Aid, Student Advising, and the Future Students Office. • The Awards and Financial Aid website includes a clearly visible FYIC/Provincial Tuition Waiver Program (PTWP) section, built from best-practice research across peer institutions. • FYIC funding information is also included in UNBC's viewbooks and recruitment newsletters sent to BC high school counsellors, Indigenous Education Workers, and Band Education Departments. **Creating Connection & Normalizing Supports** • A Welcome and Information Session was hosted in Fall 2024 for both current and prospective FYIC students. In addition to sharing PTWP information, the event prioritized connection and belonging, featuring social time, food, and technology distribution (laptops for PTWP-eligible students). • Two Winter 2025 peer networking events offered space for FYIC students to share their experiences, connect with staff and each other, and express interest in future peer programming. • These events were co-attended by Student Advisors, helping break down service access barriers and foster trust in UNBC's support network. **Outreach & Engagement** • Posters for the SAJE (Strengthening Abilities and Journeys of Empowerment) initiative were widely distributed across campus to encourage FYIC students who had not yet come forward to connect with support services. • UNBC staff attended the Engaging Spirit Cultural Camp, engaging youth who may be eligible for the PTWP and sharing pathways into post-secondary education at UNBC. • The institution also conducted an environmental scan of regional organizations for future outreach opportunities to engage FYIC youth who may not yet be enrolled. • Distributed SAJE Kits throughout Prince George and Northern BC, at high schools, community agencies and centres.

K-12 Transitions and Dual Credit Programming

How many students took part?	**Enrolment Management & Strategy: Future Students Office** • Grade 11 Technology Exploration (TekX): In Fall 2024, 19 high school students enrolled in the TekX program. • Traditional Grade 12 Dual Credit: In Fall 2024 and Winter 2025, 94 high school students took a variety of 100-level courses. • In total, 113 high school students across School District 57, Cedars Christian School, and Westside Academy took part in Dual Credit in the 2024/25 academic year, a 140% increase over 2023/24.
What classes did they take?	**Enrolment Management & Strategy: Future Students Office** • Grade 11 Technology Exploration (TekX): In Fall 2024, 19 high school students enrolled in the TekX program, enrolling in UNBC's Computer Science 127 course. • Traditional Grade 12 Dual Credit: In Fall 2024 and Winter 2025, 94 high school students took a variety of 100-level courses, including the subject areas of Astronomy, Biology, Commerce, Economics, Mathematics, English, First Nations Studies, Geography, Health Sciences, Natural Resources Management, Physics, Political Science, Psychology, and Women's Studies. JE Kits throughout Prince George and Northern BC, at high schools, community agencies and centres.
What classes are in development?	**Enrolment Management & Strategy: Future Students Office** • UNBC has partnered with School Districts 57, 28, and 91 and with CNC on an approved provincial Dual Credit Expansion with goals to sign new agreements with additional Districts and explore new programs, such as additional "Exploration"-type programs in Health or Engineering-related subject areas. • Early discussion about additional accessible 100-level course offerings which help scale Dual Credit programming across Northern BC School Districts outside of Prince George.
What actions were taken to promote the opportunity.	**Enrolment Management & Strategy: Future Students Office** • In partnership with Admissions and Web teams: Dual Credit webpage created and launched. • Distribution of new application package and approved course lists sent to all partners, including Dual Credit posters and one-page handouts • Promotion to SD 57 students and families through District Parent Advisory Council-support information night followed by an online webinar for families outside of Prince George in McBride, Mackenzie, and Valemount. • UNBC has partnered with School Districts 57, 28, and 91 and with CNC on an approved provincial Dual Credit Expansion grant to coordinate promotion and streamline application materials, increase awareness of Dual Credit, and sign new agreements with Districts. • Cedars Christian School was added as an eligible participant in the newly launch Technology Exploration (TekX) Dual Credit program delivered in partnership with CNC. • Supported by SDs 57 and 91, roughly 2,000 SD 57 and 110 SD 91 students taking Career Life Education 10 visited UNBC's Prince George campus in Fall '24 and Winter '25, learning about Dual Credit and full-time studies at UNBC.
Active Minds/Youth Camps statistics	UNBC Active Minds delivered workshops and community events focused on the following areas. All-Girls, Black Youth, InSTEM, Go Where Kids Are, General. More than 1700 students were reached in communities across Northern BC.
Other youth programming statistics (GoEng Girl, YELL, etc.)	**UNBC Library High School Outreach** • Number of sessions: 22 - Critical Thinking, Research Day @UNBC and Literature Review • Number of students: 417 • Direct emails to teachers, teacher librarians and principals.

Work-Integrated Learning

Description of institutional changes, realignments or other concerted action to offer work-integrated learning (WIL) options to students, including Career Services offices where appropriate.

Natural Resources and Environmental Studies Graduate Program (NRES)
- Worked with community partners to develop, organize, host, and/or promote numerous events linked to the professional development of graduate students, and linking them to related employed individuals, e.g. Applied Analysis Hub.
- NRES Partnered with Inspiring Women Among Us and the Natural Resources and Environmental Institute to host panels of current and former students, as well as professionals employed in related fields, to create unique access for students to such leaders, and their work-related experience.
- NRES Initiated development of a peer-to-peer mentoring program in collaboration with UNBC Career Centre.

Faculty of Environment
- Offered Internship courses in Geography, Outdoor Recreation and Tourism Management, and other programs so students can gain course credit while gaining work experience.

Department of Ecosystem Science and Management
- Co-sponsored Industry Career Fair in Forestry with College of New Caledonia, including career fair and networking opportunities. Almost 100% hiring rate of graduates from Forest Ecology and Management program as a result of this program

Faculty of Science and Engineering
- Developed work integrated learning Industry project sheet and distributed to industry.

School of Engineering
- The senior capstone design courses focus on having the students work with industry to develop a design solution for an industry project.

Student Success - Career Centre

The Career Centre has continued to lead the advancement of Work Integrated Learning (WIL) at UNBC through intentional collaboration with faculty, the Office of Research and Innovation, and Alumni Relations. Together, these partnerships have supported the growth of experiential learning opportunities that connect students to their academic disciplines, professional fields, and alumni networks. Over the past year, efforts have focused on embedding WIL within the student journey by co-developing targeted initiatives that prepare students for career success and connect them with real-world experiences. Through joint programming, career readiness workshops, and industry-aligned events, the Career Centre is helping students translate their learning into career pathways while strengthening ties between UNBC and community partners.

Digital Enhancement Software for Industry Engagement and WIL Tracking
- A key milestone this year was the development of a new digital platform to support the growth and strategic coordination of Work Integrated Learning at UNBC. This system is designed to:
    - Comprehensively track industry partnerships across programs and disciplines
- Coordinate and host employer engagement activities and industry events
- Support the progression and tracking of co-op and other WIL experiences for students

  This new system lays the groundwork for scalable, data-informed decision making and relationship management—enabling the Career Centre and its partners to ensure that students benefit from relevant, timely, and high-quality experiential opportunities.

Career Readiness Initiatives (2024–2025)
- Industry Nights:

  Twelve targeted industry nights were hosted throughout the year, each designed to foster faculty-specific networking opportunities for students and alumni with industry professionals.
    - Average student attendance: 30
- Average alumni panelists: 4 per night
- Industry participation: up to 10 partners per event

Career Fairs:
- Fall Career Fair: 40 industry partners
- Spring Career Fair: 70 industry partners

2024-2025 saw a total of 240 industry partners visits to the Prince George UNBC campus; an increase of 200% (80 Industry visits in 2023-24). This was made possible by the StrongerBC: Future Ready Action Plan Work-Integrated Learning Initiative.

Experiential Learning Outreach and Opportunities Program
This year, the Career Centre partnered with the Office of Research and Innovation to collaboratively launch the Experiential Learning Outreach and Opportunities program, working to provide a unified, strategic approach to preparing students for off-campus learning and networking experiences.
- Students were prepped with professional development workshops, business cards, and name tags
- 45 students represented UNBC at the BC Natural Resources Forum, gaining direct exposure to key stakeholders in the province's natural resource sector

Career Ambassador Program
The Career Centre hired and trained 10 Career Ambassadors to support peer-to-peer student development and outreach.
- Over 150 one-on-one resume and interview prep sessions were delivered to graduate and undergraduate students
- 80 students participated in drop-in resume review sessions held in the UNBC Learning Commons.
- Delivered 4 collaborative resume workshops with faculty and student-led organizations

Co-operative Education Program Highlights (2024–2025)
The Career Centre continues to strengthen the Co-operative Education (Co-op) program by enhancing student preparation and increasing employer engagement. In September 2024, a newly designed Career Readiness Course was launched to better equip students with the tools and confidence needed to navigate their co-op journey.
- Career Readiness Course Launch: Over 150 students have self-enrolled since September 2024
- New Co-op Admissions: 45+ students admitted into the program since September 2024
- Work Terms Completed: 26 students engaged in co-op work terms between May 2024 – January 2025
- Job Postings: Between September 3, 2024, and April 4, 2025, there were 227 unique co-op job postings on the Career Centre job site, spanning a wide range of disciplines:
    - 28 – Physical Sciences
    - 53 – Business
    - 29 – Computer Science
    - 66 – Engineering
    - 7 – Humanities
    - 32 – Environmental-related fields

  This growth reflects the Career Centre's commitment to providing high-quality, discipline-specific work experiences that align with student learning outcomes and industry needs. The increased breadth of postings demonstrates expanded employer engagement and continued momentum in supporting career-aligned student employment opportunities

FHHS – Department of Psychology
- Graduate-level students in Psychology and Counselling engage in practicum, internships, and thesis-based research with applied components. Faculty facilitate community-based research and supervision.

First Nations Centre (FNC) and Office of Indigenous Initiatives (OII)
- Added two paid Grad Student Assistantships for elf-identifying Indigenous graduate students to gain work experience in the Frist Nations Centre, learn to lead events and conduct cultural event planning, providing peer mentorship to the undergraduate Campus Cousins (student volunteers) and job shadow FNC and OII staff.
- Created two Graduate Research Assistantships in the Office of Indigenous Initiatives (OII), one of these positions was adapted to hire an International, Self-Identifying Indigenous graduate student. Conducted a literature review and prepared a manuscript on Indigenous Pedagogies for publication. Gained experience in Canadian Indigenous cultural protocols for events, gatherings, and project management. Received mentorship from the Interim Associate Vice-President, Indigenous and both managers of the FNC and OII.

Number of students involved in WIL options, and, if possible, by type of WIL. *Apprenticeship numbers are reported separately to SkilledTradesBC and Nursing practicum numbers are partially collected by HSPNet. For guidance and definitions of WIL please refer to Co-operative Education and Work-Integrated Learning Canada (CEWIL).*	**School of Planning and Sustainability** • 10% of students enrolled in for-credit internship learning, another 20% with relevant work opportunities without academic credit. **Student Success – Career Centre** CO-OP: • 26 students in co-op work terms May 2024- January 2025 o 8 placements for engineering o 8 placements for finance/accounting o 4 placements for wildlife and fisheries o 3 placements for computer science o 1 placement each for health sciences, physics, and rural planning This represents a 44% increase in the number of Co-op placements from last year.

UNBC Strategic Priority Areas of Focus

Actions completed in 2024-25

Raising UNBC's Profile

Elevating UNBC's visibility and reputation is essential for attracting top talent, fostering research collaborations, and securing sustainable resources. A heightened profile will position UNBC as a leading institution in academia, research, and innovation.

Participate in the Times Higher Education (THE) Impact Rankings, the only global performance tables that assess universities against the United Nations' Sustainable Development Goals (SDGs) to benchmark UNBC against global standards.	In 2024, UNBC participated in the Times Higher Education (THE) Impact Rankings, a prestigious global assessment that evaluates universities based on their contributions to the United Nations' Sustainable Development Goals (SDGs). This submission allowed UNBC to demonstrate its commitment to sustainability, social responsibility, and positive global impact.

Develop a comprehensive research plan that aligns with sustainability goals.	**Research and Innovation** A new strategic research plan "Advancing Knowledge, Inspiring Discovery, and Empowering Tomorrow" was prepared with a robust consultation process in the fall of 2024. Sustainability, in its broadest sense weaves through-out the entire plan with our 5 focus areas: • Indigenous Peoples, Place, and Leadership • Climate Action, Sustainable Environments, and Natural Resources • Northern and Rural Community Engagement and Empowerment • Health, Society, and Wellbeing • Science and Technology.
Foster collaborative partnerships and interdisciplinary approaches to research and academic programs.	**Research and Innovation** • At the University of Northern British Columbia, research is transforming lives and shaping a more sustainable, inclusive future. UNBC researchers lead groundbreaking work across climate change, health, Indigenous collaboration, and innovation, tackling critical challenges from glacier loss to rural health care equity. Major initiatives such as the $5 million Quesnel River salmon project and the Northern Centre for Clinical Research show the power of partnerships with Indigenous communities, governments, and industry. Students are at the heart of this research ecosystem, gaining hands-on experience alongside world-class faculty recognized nationally and internationally for their impact. With near-record research funding and growing national influence, UNBC continues to inspire discovery, drive change, and create solutions rooted in the unique realities of northern, remote, and Indigenous communities. Through 29 compelling research stories shared between July 2024 and February 2025, UNBC proudly showcases the strength, creativity, and impact of its research community. These stories highlight powerful themes, including climate change resilience, Indigenous leadership and collaboration, health and biomedical innovation, student research excellence, and research commercialization. Together, they demonstrate UNBC's commitment to collaborative, interdisciplinary approaches, community-driven discovery, forging solutions rooted in the North that resonate across Canada and around the world. **Faculty of Indigenous Studies, Social Sciences and Humanities** • Development of joint majors, cross-listed courses, and the creation of UNIV-103 – Introduction to Indigenous Studies, Social Sciences and Humanities, which is intended to address skills gaps and foster a stronger community and cohort of incoming undergraduate students that fosters interdisciplinarity throughout the undergraduate student learning experience. **FHHS** • Work continues to develop a partnership with Aurora College to deliver UNBC's BEd and BSW programs; interest is high in faculty from both institutions in also exploring areas of collaboration for both research and scholarship of teaching and learning activities.
Create a sustainability plan for UNBC to demonstrate commitment to environmental stewardship.	**Sustainability Office** • The Sustainability Strategic Plan (2025–2035) was introduced during Green Week: Act for Sustainability in March 2025. The previous sustainability roadmap, the UNBC Green Strategy, Phase 1 (2009–2011), laid the groundwork for sustainable initiatives at UNBC. Building on that foundation, this new plan sets ambitious goals and directs sustainability efforts for the next decade. As a living document, it will adapt over time, incorporating continuous feedback and featuring annual reports to track progress and maintain accountability. **Business Services | Business Development |Land Trust** • The Land Trust project plays a key role in raising UNBC's profile as Canada's Green University by demonstrating a strong, visible commitment to environmental stewardship. Through sustainable land use planning, low-carbon building design, and integration of green infrastructure, the project showcases UNBC's leadership in climate-resilient development. By aligning new campus growth with environmental best practices, the Land Trust enhances UNBC's reputation as an institution that not only teaches sustainability—but actively practices it.

Invest in branding and marketing strategies for student recruitment and retention, including digital platforms	**Communications, Marketing and Web** • A review of UNBC's brand identity was completed in 2024, with multiple revisions made to improve accessibility, add audience personas, refresh elements such as departmental logos, and firmly define appropriate colour usage. This will result in the next phase, which involves onboarding a robust design software for use by employees and students that encourages adherence to UNBC's brand identity. • UNBC completed multiple digital marketing campaigns focused on a wide range of audiences, from prospective students and parents to lifelong learners and those interested in specific programs such as engineering or nursing. All campaigns exceeded industry benchmarks for key measurables such as click-through rates, cost-per-click, and engagement rates. • UNBC invested in enhanced "traditional" marketing across northern B.C. including digital signage, in-school posters, radio/television advertising, and sponsorship with an eye to improving UNBC's brand presence and recognition across northern B.C. • UNBC invested in a new, robust social media management tool, greatly enhancing the institution's ability to disseminate, analyze and adjust its social content based on real-time analytics. **Faculty of Indigenous Studies, Social Sciences and Humanities** • Appointment of a Graduate student to serve as the Faculty's social media content creator. This position has helped grow our social media presence, defining our branding, enabling some active recruitment initiatives, and broadcasting more broadly the variety of activities and accomplishments in the Faculty. **Athletics and Recreation** • Re-brand of Brownridge Court at the Charles Jago Northern Sport Centre utilizing the art of Trevor Angus and included Dakelh language. This design won an award for best Gym in Western Canada. • Athletics and Recreation unveiled a new website. The emphasis is on real-time, up-to-date information with a deep archive of our history (emphasizing alumni), all in a package that is modern and easily consumable. **Enrolment Management & Strategy – Future Students Office** • EM&S work closely with Marketing and Web to maximize our presence on external postsecondary aggregate site Schoolfinder.com. Investment into this platform allows us to showcase programs, entrance awards, and institutional attributes to an external audience of postsecondary education-seekers. Roughly 1,600 prospective student leads are generated via this external site for each intake year. • The TargetX Client Relationship Management (CRM) tool allows for personalized, just-in-time communications and relationship building with prospective students from the point of inquiry to matriculation. Additional email marketing flows were developed to include more program-specific touchpoints, including calls to apply, congratulations on acceptance, and alumni testimonials. **Office of Equity and Inclusion** • Developed a Researcher amplification marketing strategy through an equity lens to uplift UNBC's profile, disseminate knowledge, recruit students and faculty to UNBC.
Develop effective internal communication strategies to ensure alignment and cohesion.	**Communications, Marketing and Web** • An internal communications strategy framework document was created that includes an environmental scan, high-level goals, SWOT analysis, tactic list, and recommended next steps for advancing a more fulsome internal communications strategy. **Enrolment Management & Strategy** • Future Students, Student Experience & Planning, and Marketing began mapping important dates and timed messaging to be delivered across multiple channels to coordinate timing, remove redundant communication, and to unify branding and messaging. **Enrolment Management & Strategy – Future Students Office** • The Future Students Team has provided training to and combined outreach schedules with the Regional Student Success Coordinators (SSCs) to empower locally situated SSCs to perform recruitment outreach to high schools, colleges, and community events and make referrals to the Future Students Team.

Establish a government relations strategy to advocate for UNBC's interests at all levels.	**President's Office** • In collaboration with Research and Innovation, provided high-level leadership by serving as the primary voice of the university to municipal, provincial, and federal governments. • Built and sustained relationships with elected officials and senior public servants to advance UNBC's interests. • Positioned UNBC as a trusted partner in addressing regional, provincial, and national priorities. **Research & Innovation** • Established relationships with government partners by supplying evidence-based insights, data, and success stories to strengthen advocacy efforts. • Highlighted UNBC's research impact and alignment with government priorities, including reconciliation, health equity, climate resilience, and regional development. • Coordinated with faculty, students, and external partners to build compelling cases for investment and collaboration.
Enhance external relations functions to foster partnerships and collaborations.	**Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)** • Interim AVPI was accepted as a member of the National Indigenous University Senior Leaders' Association (NIUSLA) where she represents UNBC and the OII/FNC. There are currently 49 members from Canadian Universities who are part of this organization. • FNC's annual Welcome Back Garden Party in the Wabooz Garden received 120~ visitors, including members of Lheidli T'enneh leadership, elders, Metis Nation of BC (MNBC), local youth coordinators, members of the UNBC community and at least two classes from the NRES program. • The FNC Graduation Celebration had 24 Indigenous graduates register to participate in the celebration events and 21 who were present on the day. MNBC gifted a Metis Sash to each of the Self-Identifying Metis graduates. • Welcomed the first guest through the new Visiting Knowledge Keepers Program, Te Aturangi, a Māori Elder, artist and master carver during the annual Weaving Words Festival and for the month of March 2025.

Strategy for Northern Communities

Strengthening UNBC's ties with the Northern communities is paramount for regional development, cultural enrichment, and social well-being. By fostering partnerships and engagement, UNBC can contribute to the growth and prosperity of the Northern region.

Establish community engagement initiatives, including outreach programs and knowledge-sharing events.	**Faculty of Indigenous Studies, Social Sciences and Humanities** • Hosting of the annual Northern Days, in partnership with Northern Studies and other academic programs in FE. Regular Global Fridays Speakers Series, which includes experts with a northern community focus. Faculty participation in the Arctic Congress in Bodø, Norway; and student participation in the circumpolar Artic through the Travelling Knowledges program. **Athletics and Recreation** • Shoot for the Cure project. Custom jerseys with both sides of the jersey featuring names of parents, grandparents, siblings, friends and colleagues who have been affected by cancer. Some have survived, some have lost their lives, but all have left a lasting impact and are now immortalized on the latest UNBC jersey creation. All of the names listed on the jersey were chosen by current and former UNBC Women's Basketball players. This project was a combination of alumni relations, fundraising for a cause, and has never been done in the country before. We utilized several digital pieces of content to tell those stories and stand out among institutions across Canada • The Run As One school program continued, which is an opportunity for recruiting, and expanding the walls of our campus to include underserved communities. • Timberwolves Tour this summer into a number of communities, adding Nass Valley, Houston, Terrace and Dawson Creek. • The SD57 Game happened twice, with a combined 2500 students attending a varsity basketball and varsity soccer game. **FHHS – School of Education** • One-time offering of BEd program in Prince Rupert starts September 2025. The offering is in response to requests from the local school district and learners to bring the Regional BEd offering to their community. We are estimating ~15 Teacher Candidates to participate in the Regional BEd from Prince Rupert, joining classes with learners in Terrace and Quesnel via video conferencing.

	Research and Innovation At the heart of UNBC's strategy is the Youth Outreach Program, which serves as a dynamic platform for connecting Northern and Indigenous youth to academic, research, and innovation pathways. This program is not simply about recruitment—it is a long-term, research-informed engagement model that spans early exposure to hands-on STEM experiences, mentorship programs linking youth to UNBC students and faculty, and collaborative partnerships with Indigenous communities, industry, and regional school districts. UNBC's Research and Innovation team plays a pivotal role in coordinating and delivering these efforts. Through initiatives like Active Minds, the Indigenous Research Ambassadors program, and STEM workshops tailored for underserved populations, UNBC creates tangible opportunities for young people to engage with university-level knowledge systems in culturally relevant and accessible ways. These initiatives are complemented by seasonal events such as Go ENG Girl and Go CODE Girl, which celebrate diversity in STEM and empower young women and girls to envision futures in technology and engineering fields. In addition to youth-focused outreach, UNBC's research community is expanding its knowledge-sharing footprint through public talks, regional research showcases, and community-based participatory research events. Spark Discovery Week and the Breaking Barriers Summer Program are just two examples of how the university translates complex research into engaging formats for broader audiences, particularly in rural and Indigenous communities. These initiatives ensure that knowledge generated at UNBC is mobilized beyond the academy and co-developed with the people it seeks to benefit.
Collaborate with Indigenous communities to integrate Indigenous knowledge and perspectives into academic and research activities.	**Department of Ecosystem Science and Management** • Developing collaboration with Williams Lake First Nation to assess impacts of their forest thinning practices on wildlife. • Working with Weaving Knowledges program within the Indigenous Sciences Division of Environment and Climate Change Canada to develop research hub collaboration with UNBC, with vision to nationalize program in the future. **School of Planning and Sustainabilit**y • Faculty working with First Nations continue to build relationships, visiting in-person and with technology assistance. Over the past year, this has included following up with Nak'azdli Whut'en and Nazko, and having first conversations with Kitselas and Gitxamliiks. **Geography, Earth and Environmental Scienc**es • Continued to build on long-term connection with Tŝilhqot'in National Government (TNG) via Dr. Catherine Nolin. Growing to include other faculty members, graduate students + field school preparation and planning. Collaborated with TNG to hold several information sessions to recruit UNBC to fill TNG job opportunities and increase capacity within TNG. • Collaborated with Nisga'a Nation – via Wilp Wilxo'oskwhl (House of Wisdom) co-hosting new GEOG 298 course on Volcanology, which weaves together Indigenous and western knowledges about volcanos. • Ongoing updating of course materials to Indigenize courses. **Ecosystem Science and Management** • Facilitating faculty bringing Indigenous Knowledge Holders into classrooms to advance conversations around Indigenous perspectives on conservation and natural resources management integral to our degree programs. This included the Department and Faculty providing funding for honoraria for elders and knowledge holders. • Started hiring process for Assistant/Associate Professor in Indigenous or Aboriginal Forest Sciences. • Collaborating with Tl'azt'en First Nation to manage the John Prince Research Forest to address research questions of relevance to forest management, forest sustainability, community interests, and in terms of adapting to climate change. **Natural Resources and Environmental Studies Graduate Program** • Increasing flexibility in application process and guidelines to accommodate students who have faced systemic barriers to higher education. • Facilitated and promoted participation in efforts to advance conversations on decolonization and reconciliation, e.g. Indigenization in Action Speaker Series. • The Graduate Coordinator holds weekly office hours in the First Nations Centre to meet students in their own safe space and on their terms. • Increased flexibility into degree timelines to recognize and facilitate the relationship building with Indigenous communities that is necessary when students partner with Indigenous communities **FHHS – School of Education** • Partnered with WWNI in a successful application for funding for development of a one-time offering of theBEd program in Nisga'a territory. We are currently working on regulatory approval, with an intended start in 2026.

Develop partnerships with local businesses and organizations to address regional challenges and opportunities	**Ecosystem Science and Management** • Partnering with Forest Professionals of BC to develop microcredit certificate in sustainable forestry with flexible, remote and short-term learning options to maximize accessibility, especially to non-traditional learners. **Business Services | Business Development | Land Trust** • Housing is a key challenge in Northern BC, affecting student recruitment and workforce retention. The Land Trust project addresses this by enabling student, market, and non-market housing near campus, easing rental pressures and supporting regional growth. It creates local jobs in the short term and, over time, helps attract and retain skilled professionals in Prince George.

Academic Renewal and Research Intensity

Renewing academic programs and intensifying research efforts are critical for fostering innovation, academic excellence, and student success. A strong emphasis on research intensity enhances UNBC's reputation as a hub for cutting-edge scholarship.

Refresh the Academic Plan to align with Ready.	**Office of the Vice-President Academic and Provost** The READY Roadmap: Academic Plan 2025-2031 was approved by Senate in March 2025. Following engagement across the UNBC community in Fall 2024 key themes emerged on the need to focus on the core foundations of UNBC's mandate to the region, on curriculum renewal and pedagogical innovation, and on fulfilling student learning journeys. In alignment to the UNBC Ready Strategic Plan the refreshed Academic Plan addresses eight priorities; 1. Driving Strategic Enrolment Growth and Impact 2. Empowering Indigenous Voices and Knowledge at UNBC 3. Transforming Curriculum and Pioneering Pedagogical Innovation 4. Building a Bold and Inclusive Regional Strategy 5. Expanding Global Impact Through International Strategy 6. Optimizing Resource Allocation for Maximum Academic Impact 7. Empowering Lifelong Learning and Enhancing the Role of Continuing Studies 8. Championing Faculty Excellence and Development
Develop strategies to support students' academic experience, particularly international students.	**Department of Geography, Earth and Environmental Sciences** • Committed financial resources and faculty time prepare students and bring them to regional conference to increase professional development and networking opportunities, showcase UNBC research and academic success, and enhance learning opportunities. **Faculty of Environment and Faculty of Science and Engineering** • Developed and offered program that identifies numeracy challenges faced by students early in key first year courses, and provides students facing challenges with additional learning opportunities to upskill, ensuring they can be successful in their courses. **Faculty of Environment** • Introduced student-coordinated workshop series and one-on-one tutoring to increase communication skills (oral, written, graphical communication) and academic success **Department of Ecosystem Science & Management** • Co-sponsored student participation in the Western Canada Chapter Meetings for the WIldlife Society to facilitate student networking, skills development, professional development • Co-ordinated the participation of Forest Ecology & Management students to the Council of Forest Industries (COFI) student/industry leaders luncheon at the COFI annual meeting in Prince George to increase networking opportunities, skills and professional development **Natural Resources and Environmental Studies Graduate Program** • Hosted 2 social events this year, to encourage community building, taking a break, meeting peers, etc. • Students attend weekly colloquia, which provide learning and skills development opportunities, portals into professional development,and networking activities. • The NRES Coordinator spoke at the student-led Graduate Week to reinforce the importance of graduate students in general, and international graduate students in particular, at UNBC.

Develop partnerships with local businesses and organizations to address regional challenges and opportunities	• Introduced program to ensure graduate students understand their rights, resources and services available to them. • Collected input from graduate students about student life and academic training at UNBC, and responded to feedback by refining graduate-related offerings and programming. • Offered several various training sessions for early career faculty and new NRES supervisors to ensure supervisors understand duty of care, student rights, supervisor responsibilities, administrative processes, and supervision-related best practices. • Added content to required PhD seminar course to increase focus on Truth and Reconciliation, along with decolonization and indigenization, linking theory, practice, and facilitating skills development. • Offer Indigenous-generated resources and reference materials to graduate students **Office of the Vice-President Academic and Provost** • Developed guidance on the acceptability of using generative AI (GenAI) in coursework. The online information provides key guidance for students around their responsible use of GenAI, and for instructors around their communication to students on GenAI use and its acceptability in their course. **Office of Equity and Inclusion** • Developed and successfully launched the Magnifying Black Voices Program to support students through financial aid, mentorship and community. • Program is open to Black students that are either domestic or international and undergraduate and graduate level.
Conduct comprehensive curriculum reviews for degrees and programs.	**Faculty of Indigenous Studies, Social Sciences and Humanities** • External reviews of the History, Anthropology, and Political Science units/disciplines took place and are all in the process of developing and/or implementing their respective actions plans. Additionally, the programs of Global and International Studies, and English, are likewise reviewing their whole curricula in response to previous external reviews, new faculty hires, and disciplinary standards. **Faculty of Science and Engineering** • The Chemistry Undergraduate and Graduate programs underwent an external review. The Engineering and Biochemistry program are acting on the suggestions from the reviewers from their external reviews. Engineering is preparing for the next Canada Engineering Accreditation Board (CEAB) review. **Faculty of Environment** • An external review of the Forest Ecology and Management program took place and the unit is in the process of developing an action plan. **Faculty of Human and Health Sciences** • An external review of the Psychology program, and Northern Collaborative Baccalaureate Nursing Program and BScN Completion program took place and are all in the process of developing their respective actions plans. • The Department of Psychology has refreshed its undergraduate curriculum and continues curriculum reviews across graduate programs. Revisions incorporate multicultural principles and expanded Indigenous content. • The Northern Collaborative Baccalaureate Nursing Program is nearing the end of its curriculum review, in partnership with the College of New Caledonia and Coast Mountain College, who deliver Years 1 and 2 of the program. • The School of Education has received DQAB approval for its renewed MEd program. The first intake will be for July 2026 into this cohort-based, action-based research program intended to develop educational and other leaders across the North.
Develop strategies to support students' academic experience, particularly international students.	**Department of Geography, Earth and Environmental Science**s • Committed financial resources and faculty time prepare students and bring them to regional conference to increase professional development and networking opportunities, showcase UNBC research and academic success, and enhance learning opportunities. **Faculty of Environment and Faculty of Science and Engineering** • Developed and offered program that identifies numeracy challenges faced by students early in key first year courses, and provides students facing challenges with additional learning opportunities to upskill, ensuring they can be successful in their courses. **Faculty of Environment** • Introduced student-coordinated workshop series and one-on-one tutoring to increase communication skills (oral, written, graphical communication) and academic success

	Department of Ecosystem Science & Management • Co-sponsored student participation in the Western Canada Chapter Meetings for the WIldlife Society to facilitate student networking, skills development, professional development • Co-ordinated the participation of Forest Ecology & Management students to the Council of Forest Industries (COFI) student/industry leaders luncheon at the COFI annual meeting in Prince George to increase networking opportunities, skills and professional development
Refresh academic offerings, including new programs and partnerships.	**Faculty of Indigenous Studies, Social Sciences and Humanities** • Curriculum and program changes have taken place in all academic programs in FISSSH, including the creation of two new programs (joint major in ANTH-FNST, and ANTH-ENGL), 11 program revisions, the creation of 6 new courses, 69 course revisions, and 3 course deletions. **Natural Resources and Environmental Studies Graduate Program** • Refreshed its two required PhD seminar courses. • Integrated Inspiring Women Among Us events in graduate programing as part of gaining equity, diversity, and inclusion training and experiences, and as a way of learning through extra-course university activities. • Introduced interdisciplinary, day-long workshop on Wildfire Resilience in the North (Wildfire Friday), which linked students, academics, and community professionals to increase networking, skills development, and co-develop community capacity. **Computer Science Program** • Completed a refresh of the program that removed redundant courses and added more selection of applied vs. theoretical computer science courses in the upper years. **Geography, Earth and Environmental Sciences** • Developed a new Minor in Watershed Science and Management along with a capstone course ENSC 402/602 Watershed Science and Management that is accessible to majors from across UNBC, for implementation in September 2025. • Developing a new undergraduate and graduate course, ENSC 400/600 Environmental Instrumental Analysis for implementation in Fall 2026 **FHHS – School of Education and School of Social Work** • Work continues on MOU for partnership with Aurora College to deliver the BEd and BSW programs in the Northwest Territories. MOU Recently passed at Faculty Council for onward approvals process through Senate and Board. Target implementation date is September 2027.
Develop strategies to support students' academic experience, particularly international students.	**Faculty of Environment** • Developed and implemented speaker series on 2SLGBTQIA+ issues aimed at bringing together members of the community and allies to understand and make space for students, faculty, and staff who are membesr of the queer community. **Faculty of Environment and Provost's Office** • Hosted half-day workshop on responding constructively to microaggressions. **Faculty of Environment and Office of Equity, Diversity and Inclusion** • Co-hosted workshop on increasing inclusion in UNBC hiring process • Co-led workshop on writing effective EDI statements for graduate students • Hosted workshop on increasing accessibility for graduate students with disabilities • Offered week-long programing (Inspiring Women Among Us) to celebrate contributions of women and gender minorities, and to increase capacity and skills development of all students, faculty, and staff. **Faculty of Environment** • Sponsored Women in Science, Technology, Engineering, Environment, and Math Event at the Canadian Society for Ecology and Evolution meeting. **FHHS** • Administrative Staff across all FHHS programs participated in Equity as Technical Skills workshops with QuakeLab Inc. The workshop is intended to build capacity for integration of EDIA lens in process development. As FHHS works to on continuous improvement processes related to administrative operations, the learnings from these sessions will be invaluable.

Innovate in academic programming, focusing on pedagogies, curriculum design, and accessibility.	**Information Technology Services (ITS)** • ITS is upgrading aging classroom technologies to support hybrid course delivery in a cost-effective manner. These upgrades will significantly enhance the classroom experience and promote more inclusive and accessible course content delivery. **Department of Geography, Earth and Environmental Sciences** • Third-year course integrated experiential learning through internal field trips to determine how campus places and activities are related to the course topics in Gender, Environment, and Sustainability, to help students connect theory and concepts to gender-related work on campus. **Department of Ecosystem Science and Management** • Partnered with Centre for Teaching, Learning and Technology to develop skills in managing AI in teaching
Enhance graduate student experience through supervisor training and support packages.	**Graduate and Post-doctoral Studies** • Developed several tools and opportunities for the community: o Supervision Faculty Self-Training for faculty development (in progress) - Module 1: Fundamentals of Graduate Supervision - Module 2: Graduate Supervision at UNBC, and - Module 3: Conflict in Graduate Supervision o Supervision Cafe monthly drop-in developmental discussion group facilitated by VPGPS-CTLT-Grad Office (commenced 02-2025) o Postdoctoral Fellowship Guidelines (new training document for faculty brining in PDFs) (complete) o Postdoctoral Wayfinding Toolkit (Onboarding for PDFs according to immigrations status complete) **Natural Resources and Environmental Studies Graduate Program** • Provided training to all faculty members on grad program processes and responsibilities • Provided numerous training workshops on specific topics (e.g. defense chairing; supervision best practices; administrative processes) • Streamlining and revising internal processes to improve clarity and provide greater structural support to students, particularly with respect to admissions and awarding. **UNBC Library** • The library has created a pan-institutional Steering Committee to develop a Research Commons with the purpose of supporting graduate students with their research. **FHHS – School of Education** • The program is in its final stages of developing EDU-PODS for the Master of Education. The intent of this process is to focus on the needs of the students, the support of the faculty members/staff with the overarching Supporting Educational Graduate Advancement (SEGA). Each pod will allow the student to select a topic from the three pods. This is where faculty members within the program and who has the expertise, knowledge, skills or experience can choose to work with that student in their respectful topics.

Digital Transformation & Administrative Excellence

Embracing digital technologies and optimizing administrative processes are essential for enhancing efficiency, transparency, and service quality and consistency across UNBC. Digital transformation enables UNBC to meet the evolving needs of its stakeholders.

Implement digital tools for streamlined student services and administrative workflows and data management.	**Information Technology Services (ITS)** • ITS is advancing the digitization and automation of existing administrative processes currently reliant on manual or PDF-based workflows. **Student Success – Access Resource Centre** • Through the Access resource Centre, UNBC provides a variety accessibility software and tools for students needing assistive technology. **Student Success – Career Centre** • UNBC's newly implemented Career Services Manager (CSM) – Symplicity ©, supports digital transformation and excellence by centralizing and modernizing the Career Centre service delivery.

Innovate in academic programming, focusing on pedagogies, curriculum design, and accessibility.	Through a user-friendly platform that streamlines operations with automation for appointments, industry relationship management, event support, experiential learning tracking, and communications, UNBC's CSM enhances the student experience. It enables data-informed decision making by tracking student engagement, outcomes, and employer activity, helping UNBC continuously improve career readiness services. This platform will create an opportunity for Alumni mentorship, connecting our past students with our current and strengthening community connection. Employer relationship tools strengthen industry partnerships and experiential learning opportunities, aligning services with institutional goals for student success and employability. Through scalability, accessibility, and consistency, UNBC's CSM drives operational excellence and student-centered transformation. **Financial Services** • Finalizing implementation of PayMyTuition with go live for the September 2025 semester. This is a payment platform which allows students to easily pay their tuition and to self enroll in payment plans. **University Governance** • The Office of University Governance continues to implement a meeting management platform that automates workflows for the Board of Governors and Senate. The tool is expected to reduce the time the University Governance team spends on the current manual process. Once implemented with the Board, Senate, and their respective committees, University Governance will connect with other areas of the University that may benefit from using the tool. **Office of the Registrar** • Implemented undergraduate admissions TargetX CRM module that automates admissions communications from the point of application to final admission based on assigned decision codes in the SIS. This allows for better tracking of applicants for better timed communication and conversion. • Implemented self-service confirmation of enrolment letter available to students on demand through their student portal, replacing manually created letters and increasing service delivery times. • Implemented Banner Document Management (BDM) for digital student record management (replacing paper system for current records). • Upgraded Self-Service Banner 9 and implemented registration module that allows students to plan registration ahead of time. • Implemented advising student profile in Self-Service Banner 9 to streamline student advisor access to information.
Provide training and support for staff to effectively leverage digital tools.	**Communications, Marketing and Web** • The web team introduced a new Drupal training program (UNBC's website content management system), designed to be easier to use and reduce inefficiencies in the previous training system. The team worked collaboratively with Continuing Studies to roll out the system on CS's educational platform. Further enhancements and modules for advanced training are planned for 2025-26.
Enhance online services and communication channels for students, faculty, and staff.	**Information Technology Services (ITS), Student Success, and Communications** • Launched a refreshed myUNBC portal that is a student's go-to source for accessing personalized student information, services, and popular links. It is available as an app and a web-based platform **UNBC Library** • The library launched its new website in August 2024. The new redesign is based on user experience feedback with the aim to enhance student, faculty and staff experience with accessing resources, services and support. **University Governance** • A new website regarding Privacy Management, which provides information to members of UNBC and the community on Access to Information, Privacy Impact Assessments, and Privacy Breaches has been launched. The team has also created a Privacy Impact Assessment Directory, in which a public version of all privacy impact assessment approved after 2023 are available on the website. • In 2024, work began on a new Data Governance website, which provides tools and guidance on retention schedules, AI usage, a File Structure Guide, File Naming Guide, and Transitory Records Retention Schedule Guide for the University community. • A student was hired during the January 2025 semester as a governance liaison to serve as a vital bridge between the student body and the University Governance Office. The role facilitated effective communication, fostering student engagement in university decision-making processes, and providing a voice for student concerns and interests. • In addition to the required policy and procedures, University Governance developed email communication, supervisor information sessions, and a website about the Public Interest Disclosure Act to communicate to UNBC employees the process to provide them a safe and legally protected way to report or seek advice on disclosing Wrongdoing under PIDA.

Implement service excellence strategy to enhance user experience.	**Information Technology Services (ITS**) • ITS is deploying a shared digital tool, already widely utilized across campus, to improve the reliability and efficiency of administrative service delivery. This initiative aims to eliminate manual processes that currently allow requests to be overlooked or lost, ensuring greater consistency and responsiveness.
Progress the Cloud Adoption Strategy with a focus on accessibility, efficiency, effectiveness, cybersecurity, disaster recovery and business continuity.	**Information Technology Services (ITS)** • ITS is migrating key ERP systems to Amazon AWS, with existing backups of the ERP database already in place. Development instances are scheduled to be operational in the cloud by summer 2026. Additionally, ITS leverages cloud platforms for advanced research workloads, offering high availability and operational efficiency at significantly lower costs compared to traditional on-premises infrastructure.

People and Culture

Nurturing a diverse, inclusive, and supportive organizational culture is paramount for attracting and retaining talent, fostering innovation, and promoting employee well-being. A positive organizational culture enhances UNBC's reputation and competitiveness.

Develop and implement a talent acquisition and recruitment strategy.	**Faculty of Indigenous Studies, Social Sciences and Humanities** • In addition to faculty hiring in various academic units, the Faculty acquired permission from the BC Office of the Human Rights Commissioner to advertise and recruit a designated Indigenous position, which culminated with the appointment of a new Chair for the Department of First Nations Studies starting July 1, 2025. **Human Resources** • The development of a talent acquisition strategy is in progress.
Enhance employee experiences, with a focus on onboarding, training, and development.	**Information Technology Services (ITS)** • ITS has implemented a career progression plan that incentivizes professional development, significantly elevating departmental engagement in training and skill enhancement. This initiative also supports employee retention and positions UNBC as an attractive workplace for career advancement. **Faculty of Environment** • Introduced workshops series and training as part of onboarding of Early Career Researchers (topics included negotiation strategies; supervising graduate students; knowledge mobilization and translation; safe work practices) **Department of Ecosystem Science and Management** • Developed and offered Early Career Researcher sessions on Curriculum and Course Outline design, Finance Reporting and Professional Activity Reports **Human Resources** • A dedicated Organizational Development position has been created and will focus on developing and implementing employee onboarding. **Enrolment Management & Strategy – Future Students Office** • The Manager, Future Students Office has introduced a project management framework to the staff to better-delegate projects among team members. **University Governance** • Development opportunities continue to be explored, with team members looking to complete professional certification within their respective fields. These opportunities are building expertise and capacity within the team and supporting succession planning of the University Governance Office and continued success of UNBC. **Office of the Registrar** • Developed and implemented new expert positions and supportive teams to reduce unique positions and risk of turnover in critical, skilled areas like scheduling, curriculum, records, and admissions. Teams are supported by a smaller team of itinerant positions that reduce the need for overtime, additional duties pay, term positions, and causals.

Enhance performance management and feedback mechanisms.	**Human Resources** • In the 2023/2024 report we indicated that we developed a performance review framework and review process for exempt staff for implementation in 2024. If we would like to add more information to this report we could indicate that the review framework and process was rolled out in 2025 and we have will continue to update and develop this program. We have hired (in 2025) and HR Advisor, Organizational Development that will allow HR to have a more dedicated resource to performance management and feedback.
Implement equity, diversity, and inclusion training for faculty, staff, and students.	**Office of Equity and Inclusion** • Offered a set of 5 EDIA Speaker Series to staff, faculty and students • Developed an EDIA Educational Framework to be launched summer of 2025. • Developed Accessibility trainings and guidelines and collaborated with CTLT to present to faculty • Provided workshops internally such as EDIA Statement development, Unconscious Bias Training, and training specifically for departments/programs such as Nursing, International students, and Active Minds **Faculty of Environment** • Developed and implemented speaker series on 2SLGBTQIA+ issues aimed at bringing together members of the community and allies to understand and make space for this community. **Faculty of Environment in collaboration with Provost's Office** • Hosted half-day workshop on responding constructively to microaggressions. **Faculty of Environment** • Hosted workshop on increasing accessibility for graduate students with disabilities **FHHS** • Administrative Staff across all FHHS programs participated in Equity as Technical Skills workshops with QuakeLab Inc. The workshop is intended to build capacity for integration of EDIA lens in process development. As FHHS works to on continuous improvement processes related to administrative operations, the learnings from these sessions will be invaluable.
Enhance leadership development initiatives to foster a culture of accountability and continuous improvement.	**Enrolment Management & Strategy – Future Students Offic**e • Three members of the Future Students team completed the Brainstorm Strategy Group's SEMM Academy Fundamentals of Strategic Enrolment Management micro-credential.
Strengthen support services and resources for employee well-being and professional development.	**Human Resources** Strengthening support services and resources for Wellbeing – an additional resource, Wellbeing Advisor, was added in 2024 to the Wellbeing portfolio to provide an additional resource to case management and to allow the Manager, Employee Wellbeing and Benefits to focus on proactive, preventative, education and relationship building. Strengthening support services and resources for PD - Revisions were made to the professional development language in the Exempt Handbook in 2023 to be effective 2023/2024. I don't know if you would include anything from that period of time. Again we could add that addition of the HR Advisor, OD position but then that position will be listed in 3 sections and it's not feasible for one person to move all of these initiatives forward.

Diversifying Revenue

Developing sustainable revenue streams beyond traditional sources is essential for funding strategic initiatives, supporting growth, and mitigating financial risks. Diversifying revenue enhances UNBC's financial sustainability and resilience.

Launch fundraising campaigns to solicit support from alumni, donors, and philanthropic organizations.	**Research and Innovation** Working with partners across the organization, the Research and Innovation team have developed targeted fundraising campaigns to engage alumni, donors, and philanthropic organizations, securing vital support to advance institutional priorities and strengthen UNBC's long-term sustainability

Explore opportunities for revenue generation through continuing education programs and industry partnerships.	**Faculty of Indigenous Studies, Social Sciences and Humanities** For a second year in a row, the Faculty secured a partnership with the Sahtu Land and Water Board in the Northwest Territory, culminating in the donation of ~90K which led to the appointment of a UNBC alumna/researcher to work with the community on oilfield reclamation. **Research and Innovation** As part of our commitment to research and academic excellence, as well as financial resilience, UNBC's Research and Innovation portfolio is actively diversifying revenue sources through strategic partnerships with industry and community organizations. These collaborations not only generate new streams of funding but also create enriched teaching and learning opportunities for our students. By aligning research with real-world challenges, we are strengthening our institution's long-term sustainability while enhancing the value and impact of a UNBC education.
Progress UNBC's land trust development to diversify revenue sources.	**Business Services | Business Development | Land Trust** Through long-term land leases for student housing, childcare, and future mixed-use developments, the project generates stable, predictable income that can be reinvested in academic and campus priorities. This approach enhances UNBC's resilience to funding fluctuations while supporting strategic growth aligned with the university's mission and values. UNBC is advancing the Land Trust as a strategic initiative to diversify revenues and ensure long-term financial sustainability. The 46-acre development will generate self-sustaining income through long-term leaseholds while preserving university ownership. The project contributes directly to provincial priorities by expanding housing supply, supporting the Housing Target Order, meeting student needs, and strengthening workforce retention, while embedding sustainability and Indigenous collaboration. Key milestones are complete, including appraisals, design guidelines, and draft Agreement to Lease, and Class C cost estimates for site servicing. The Lheidli T'enneh First Nation has expressed strong support, and alignment discussions with the City of Prince George are underway. The next priority is provincial approval to remove reverter clauses on 27.3 acres of Lot A, unlocking development potential and enabling reinvestment into education, research, and community priorities.

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

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.

Progress – Ongoing, In progress, complete	**New and/or continuing initiatives and partnerships**
Complete	**Social Work** Response to Call 1(iii): Developed curriculum on the history and impacts of residential schools and now deliver that curriculum in the required undergraduate and graduate courses on social work practice with Indigenous peoples. **Social Work** Response to Call 1(iii): Developed curriculum on the concept of survivance and the potential for Indigenous communities and families to provide appropriate solutions to family healing and now deliver that curriculum in the required undergraduate and graduate courses on social work practice with Indigenous peoples.
Complete	**Social Work** UNDRIP/TRC Calls to Action (entire documents): Included both as required readings in the required undergraduate and graduate courses on social work practice with Indigenous peoples.

Indigenous language degree and diploma programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress – Ongoing, In progress, complete	**New and/or continuing initiatives and partnerships**
Complete	**Faculty of Indigenous Studies, Social Sciences and Humanities** Partnered with Lake Babine Nation in their application for Post-Secondary Partnerships Program funding which will, if successful, contribute to the development of new courses and curriculum to support Nadut'en language fluency efforts in-community.
Ongoing	**Continuing Studies & Office of Indigenous Initiatives (OII)** Invited into collaborative planning by Marion Erickson, Dakelh Language Specialist and PhD Human & Health Sciences Student, to expand UNBC's current offering of Dakelh Language Levels 1 and 2 into the Continuing Studies Course Offerings.
Complete	**Office of Indigenous Initiatives (OII)** Sponsored $20,000.00 towards the 2025 Dane Zaa Language Revitalization Conference (April 2025) through the former Aboriginal Service Plan funding.

Health-care professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the healthcare field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

Progress – Ongoing, In progress, complete	**New and/or continuing initiatives and partnerships**
Ongoing	**Student Success – Student Health and Wellness** • Hosts a weekly Elder Coffee Group co-facilitated by a local Elder and a counsellor for the UNBC community in the Student Wellness Centre (counselling and medical clinic). This open group intentionally creates space to explore Indigenous ways of knowing with students, faculty, and clinical providers to support student wellbeing.

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 competency, conflict resolution, human rights, and anti-racism.

Progress – Ongoing, In progress, complete	**New and/or continuing initiatives and partnerships**
Ongoing	**School of Nursing** All Nursing programs have required coursework and integrated coursework components 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. The School of Nursing has received a score of 100% on the Indigenous Watchdog review of Nursing programs and Call to Action #24 - https://www.indigenouswatchdog.org/2025/01/10/how-have-the-schools-of-nursing-in-canada-responded-to-call-to-action-24/

Public servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants 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.

Progress – Ongoing, In progress, complete	**New and/or continuing initiatives and partnerships**
Ongoing	**Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)** The Interim Associate Vice-President initiated a full review of all positions within the Office of Indigenous Initiatives and the First Nations Centre and completed a administrative restructuring. The restructuring permitted the realignment of positions in the First Nations Centre and helped to create new positions in the Office of Indigenous Initiatives. The FNC now focuses primarily on Indigenous Student Services, while the OII has expanded to provide critical and strategic support to other departments, both administrative and academic, within UNBC. The OII assists with the work of Indigenization, advancing Truth and Reconciliation, and the National Inquiry into Missing and Murdered Indigenous Women, Girls, Two-Spirit, Lesbian, Gay, Transgender + Calls for Justice. HR is working with the OII to pursue Special Program designation through the BC Human Rights' Commission to protect positions designed to be led by self-identifying Indigenous people.

Teacher education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: … Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress – Ongoing, In progress, complete	**New and/or continuing initiatives and partnerships**
Complete	**School of Education** The program offers Indigenous ways of knowing and being through their undergraduate Bachelor of Education as well, components are articulated through the graduate courses. Truth & Reconciliation (Calls to Action), Declaration on the Rights of Indigenous Peoples Act (DRIPA), First Peoples Principles of Learning (FPPL), and it also includes the 9-9-9 / 9 Standards, 9 FPPL and 9 Relevant Tools.
In Progress	**School of Education** Motion en route to Senate to change the admissions requirements for the BEd program to include a course with Indigenous content as part of the admissions requirements.

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 antiracism.

Ongoing	**School of Business** We are currently working with the new Indigenous Business Division in the Administrative Sciences Association of Canada. The inaugural meeting of the division will be held on August 28th. This group will be an integral part of ensuring that Indigenous voices are incorporated into the curriculum and research of the School. **School of Business** We are also considering joining the newly developed Luminary Academic Membership Program. LAMP is an academic program that helps to provide Indigenous content for Business Schools in Canada. Membership in the program includes specific resources to Indigenize curriculum.
Ongoing	**School of Business** Similar to last year the MBA foundation Week was conducted at the beginning of August and Indigenous Economic Development was a core aspect of the week. This year, students were tasked with developing community development projects for the Yekooche and Binche Whut'en communities. Specifically, these community development projects were constructed with the Baptiste Nickel Project in mind. At the end of the week, students presented their projects to an economic development officer and the community development head of FPX Nickel who are the current owners of the Baptiste Nickel Project. **School of Business** We continue to engage with Economic Development officers from several BC First Nations who are on our advisory board.

United Nations Declaration on The Rights Of Indigenous Peoples Implementation

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.	**Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII) & First Nations Centre (FNC), Conference & Events, and Facilities & Maintenance** • The return of rooms 5-121 and 5-122 to the First Nations Centre in June 2024 has led to the creation of the FNC Cultural Connections Studio (5-121), and the FNC Research Studio (5-122). The renovations for both studios will be completed by the end of July 2025 and will be ready for inclusion in the 2025 FNC Open House and Garden Party on September 12, 2025. • The Research Studio space serves as the hub for the relaunched S.A.G.E. (Supporting Aboriginal Graduate Enhancement) Program in Fall 2025. The SAGE program now has confirmed seed funding from the Indigenous Pathways & Partnerships funding guidelines through the Province of BC. This will be a space that Indigenous graduate students and faculty can book to lead their own knowledge translation work. Non-Indigenous graduate students and faculty who are working with Indigenous partners will have an option to book this space as well. Training and future skills development specifically designed for Indigenist research will be delivered in the FNC Research Studio. The Research Studio is overseen by the new Indigenous Research Navigator and will be supported by an Indigenous Graduate Student Assistant. • The FNC Cultural Connections Studio is an expansion of programing that now has its own dedicated space to safely host elders, Knowledge Keepers, students, staff and faculty who want to learn Indigenous cultural protocols. This space is overseen by the Indigenous Cultural Connections Coordinator and will include the upcoming Elder & Knowledge Keeper Coordinator who will internally support UNBC's departments with the disbursement of Elder & Knowledge Keeper honourariums. • Both studio spaces are designed to empower the transmission of Indigenous knowledge and cultivate space where Indigenous graduate students and their skills development take priority, and they can focus on their studies and cultural reclamation. • The OII and the Centre for Teaching and Learning are collaborating to create an Indigenous Curriculum Designer position that will be based in the CTLT. This position will provide support to UNBC faculty and staff with the work of Indigenous knowledge translation in academia.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.	**Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)** • The implementation of the FNC Research Studio and Cultural Connections Studio will assist with recruitment of future students and give younger generations of Indigenous learners the chance to see themselves reflected in post-secondary. The FNC and OII spaces are part of the official university tour when the Recruitment team brings potential students and classes from northern BC school districts to learn about UNBC and what we offer. Indigenous students can now look through the new windows of our studio spaces and potentially see an Indigenous faculty member or Indigenous graduate student leading a livestreamed seminar or gathering with Indigenous Knowledge Keepers for a research project. UNBC is one of the only universities to have dedicated spaces with the latest technology integrated into each studio. Young Indigenous learners deserve to see themselves represented at all levels of western education.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information	**Natural Resources and Environmental Studies Graduate Program** • Facilitated and promoted participation in efforts to advance conversations on decolonization and reconciliation, e.g. introduced 8-part Indigenization in Action Speaker Series in collaboration with faculty from First Nation Studies department. • The Graduate Coordinator holds weekly office hours in the First Nations Centre to meet students in their own safe space and on their terms. **Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)** • The implementation of the FNC Research Studio and Cultural Connections Studio will assist with recruitment of future students and give younger generations of Indigenous learners the chance to see themselves reflected in post-secondary. • The FNC and OII are nearing the completion of website and webpage updates in preparation for Fall 2025. Members of the public and potential community partners will be able to submit an online form to request a Collaboration with the OII or FNC. Indigenous students will have a more user-friendly experience to find information they need while navigating their time with UNBC, from application to convocation.

Office of Indigenous Initiatives & Research and Innovation

The University of Northern British Columbia (UNBC), through its Office of Indigenous Initiatives and Research and Innovation portfolios, is establishing a robust suite of community engagement initiatives focused on outreach and knowledge-sharing, with a strong emphasis on ensuring Indigenous individuals, particularly children, have access to all levels and forms of education. This commitment aligns with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and reflects UNBC's regional responsibilities and institutional values.

Central to this commitment is the UNBC Youth Outreach Program, which is designed to provide progressive, inclusive, and community-informed engagement opportunities for youth from early years through to post-secondary transition. This includes a suite of programs that serve as entry points for Indigenous and underserved youth to explore academic, research, and leadership pathways.

Two flagship initiatives within this framework are the Breaking Barriers Program and the Northern Transitions Program.

The Breaking Barriers Program, delivered each July, is a culturally grounded, land-based summer program that brings Indigenous youth from across Northern BC to UNBC's campus. This immersive experience is designed to support belonging, identity, and future visioning by introducing students to university life in a safe, welcoming, and empowering environment. Participants engage with Indigenous Elders, researchers, faculty, and student mentors, developing both academic curiosity and a sense of connection to place and purpose. This program plays a vital role in reducing systemic barriers, increasing confidence, and establishing early relationships with the institution.

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Complementing this is the Northern Transitions Program, a year-round initiative designed to support Indigenous high school students and recent graduates as they navigate the often-fragmented pathway from secondary to post-secondary education. Through mentorship, skill-building workshops, and one-on-one guidance, the program bridges the academic, social, and cultural transitions that many students face—especially those relocating from rural or remote communities. This initiative directly supports retention and success, addressing educational inequities and enhancing readiness for post-secondary life.
Beyond youth-specific initiatives, UNBC's Research and Innovation team drives broader community engagement efforts through participatory research programs, regional workshops, and community-facing events such as Spark Discovery Week and the Indigenous Research Ambassador Program. These initiatives ensure that knowledge creation and dissemination are reciprocal, inclusive, and co-developed with Indigenous communities and other local partners.

Governance and coordination are embedded in this strategy, with a dedicated Youth Outreach Coordination Team overseeing alignment, risk management, and community partnership development. Efforts are underway to consolidate programs into thematic clusters, enabling operational efficiencies and sustained impact.

Through strategic investment, sustainable partnerships, and culturally responsive programming, UNBC is not only meeting its responsibility to Indigenous youth—it is transforming how post-secondary institutions engage, support, and learn from the communities they serve. By embedding these values into the core of its outreach and research activities, the Research and Innovation portfolio is establishing UNBC as a leader in community-connected education and reconciliation in action.

Article 21	
1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.	**Natural Resources and Environmental Studies Graduate Program** • Developing increased flexibility in application process and guidelines to accommodate students who have faced systemic barriers to higher education. • Reviewed many courses to increase Indigenization of course materials **Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)** The OII now has confirmed funding from the Indigenous Pathways & Partnerships funding guidelines (formerly Aboriginal Service Plan 'ASP') to support Indigenous community led programs, projects, initiatives through the: • Living Knowledges: Indigenous Community & Collective Funding Program • Visiting Knowledge Keepers Program • Supporting Aboriginal Graduate Enhancement Program – Indigenous Graduate Students The First Nations Centre added a small freezer to store traditional food donations received by long-standing and trusted community members. This strengthens the FNC's Student Food Program offering, which previously only had the Indigenous Student Emergency Assistance Fund, and a small food bank (donations received from local community members and organizations). Our Indigenous Student Life Navigator and the upcoming Indigenous Wellness Coordinator positions co-manage resources for the FNC Student Food Program. While the ISEAF is only for self0identifying Indigenous students at UNBC, the FNC also provides small gifts of non-perishable food to non-Indigenous students who are in crisis or are approaching crises. En Cha Huna.

In Plain Sight Report Recommendations Reporting

Recommendation #8	
List all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.	
Program name	**Accreditation Standard details (if none exist, indicate N/A)**
Respectful Relationships	Created a course with the National Collaborating Centre for Indigenous Health for Northern Health employees and expanded access to UNBC employees and students. Northern Health is seeking accreditation.

Recommendation #8	
NCBNP – BScN	**BC College of Nurses and Midwives (BCCNM) – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism** **Canadian Association of Schools of Nursing (CASN)– Standard 4, Key Element 14: For Canadian Schools of Nursing:** The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism. **CASN – Standard 5, Key Element 5:** Baccalaureate nursing students engage in relational practice and advocacy and provide culturally safe care.
NBNP - BScN	**BCCNM – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism**
MScN-FNP	**BCCNM – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism**
RN Certified Practice Courses (NURS 451/461, NURS 458)	**BCCNM – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism**
BSW/MSW	**Canadian Association for Social Work Education (CASWE-ACFTS) – Core Learning Objective 4: Colonialism and social work** Social work students have opportunities to: a. Recognize the multiple expressions and experiences of colonialism that exist within Canada and globally. b. Understand that colonizing narratives have been and continue to be embedded in social work practice, policy, research, and education. c. Recognize and challenge how social work practitioners and the profession have been complicit in historical and current expressions of colonial violence and injustice. d. Explore a plurality of worldviews and the implication of the dominance of a Euro-Western worldview. **CASWE-ACFTS – Core Learning Objective 5: Indigenous Peoples and Communities** Social work students have opportunities to: a. Incorporate The Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Calls to Action of the Truth and Reconciliation Commission, Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, and the Viens Report from the Commission of inquiry into Aboriginal Relations and certain public services in Quebec: listening, reconciliation and progress in the development of their professional practice. b. Demonstrate relational solidarity with the self-determination of Indigenous Peoples. c. Affirm the distinct nature of Indigenous social work and Indigenous healing practices. d. Understand the role and importance of Indigenous languages in decolonizing. e. Affirm the resilience, resistance, and resurgence of Indigenous Peoples, communities, and languages. **CASWE-ACFTS – Core Learning Objective 8: Anti-Racism** Social work students have opportunities to: a. Learn about the historical context of racism and social work's involvement. b. Learn about different forms and sources of racism (i.e. systemic, structural, interpersonal, epistemic). c. Understand the intersection of anti-racism, anti-colonialism, equity and social justice. d. Understand that white privilege narratives have been, and continue to be, embedded in social work practice, policy, research, and education. e. Recognize how social work practitioners and the profession have been complicit in historical and current expressions of racial violence and injustice and challenge this involvement. f. Develop the knowledge and skills required to recognize and resist all forms or racism, particularly anti-Indigenous, anti-Black and anti-Asian racism, with attention to issues of power and positionality. **CASWE-ACFTS – Core Learning Objective 10: Values and ethics in professional practice** Social work students have opportunities to… d. Understand the ethical responsibility to rectify the historical and current social injustice experienced by Indigenous Peoples and members of equity-seeking groups; and e. Understand the ethical responsibility to respond to and address racism and colonialism. **CASWE-ACFTS – Core Learning Objective 12: Policy analysis and development** Social work students have opportunities to… b) develop the knowledge and skills to identify positive/negative or equitable/inequitable policies and their implications and outcomes, especially for Indigenous Peoples and members of equity-seeking groups, and to participate in efforts to change these.

Recommendation #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

Program	Progress	Actions
First Nations Centre	**In Progress**	• Created new Indigenous Wellness Coordinator position • Posting and hiring for the position in August 2025
Office of Indigenous Initiatives & Centre for Teaching and Learning	**In Progress**	• Creating an Indigenous Curriculum Designer position to be based in the CTLT and support faculty with Indigenization of curriculum. Position needs Board of Governors approval before the job profile can be evaluated and finalized.

Recommendation #14

The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.

Strategies	Targets by Program Area	Outcomes
Reserved Seats for Indigenous Applicants – BScN programs	25% of seats reserved Northern Collaborative Baccalaureate Nursing Program – PG = 26/104 FTE Northern Collaborative Baccalaureate Nursing Program – Quesnel = 8/32 FTE Northern Collaborative Baccalaureate Nursing Program – Terrace = 8/32 FTE Northern Baccalaureate Nursing Program – PG = 6/24 FTE Northern Baccalaureate Nursing Program – FSJ = 4/16 FTE	NCBNP Fall 2023 Admission – 6 indigenous students Fall 2022 Admission – 3 indigenous students Fall 2021 Admission – 10 indigenous students NBNP PG Fall 2023 Admission – 1 Indigenous student NBNP FSJ Fall 2023 Admission – 1 Indigenous Student Fall 2022 Admission – 1 Indigenous Student Fall 2021 Admission – 1 Indigenous Student
Bachelor of Social Work	N/A	No targets, but 10 Indigenous students admitted to BSW program since 2023.

Recommendation #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under the actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.

Program	**Progress (New, Ongoing or Completed)**	**Actions**
MScN FNP	**Ongoing**	Requirement for admission – Indigenous cultural safety training within the last two years – San'yas course or similar
MScN FNP and MScN Thesis/Project	**Ongoing**	Both programs require NURS 604 – The Healing and Well-being of Indigenous Peoples
NCBNP BScN	**Ongoing**	Required coursework includes NURS 205 – Introduction to First Nations Health; 3 credit hours in First Nations Studies Elective coursework includes NURS 422 – Indigenous Health and Nursing; NURS 457 – Living and Working in a Rural Community (Includes a focus on living and working with Indigenous communities) Indigenous perspectives on health and wellbeing, and Indigenous People's experiences with health care are covered across the curriculum in population-specific / practice area-specific coursework.
NBNP BScN	**Ongoing**	Required pre-admission coursework includes 3 credit hours in Indigenous Studies Elective coursework includes NRSG 422 – Indigenous Health and Nursing Indigenous perspectives on health and wellbeing, and Indigenous People's experiences with health care are covered across the curriculum in population-specific / practice area-specific coursework.
MEd-Counselling	**Ongoing**	MEd Counselling Program Required course – EDUC 619 – Counselling for Aboriginal/Indigenous Peoples (a shift to required coursework has taken place). We are actively integrating Indigenous perspectives across the curriculum. Students explore trauma-informed practices, colonial impacts, and Indigenous healing approaches in coursework and practica. The organization in BC that provides counsellors their designation the British Columbia Association for Clinical Counsellors (BCACC) strongly encourages training in this area and are working towards making it a requirement.
Bachelor of Science in Psychology	**Ongoing**	Undergraduate courses include PSYC electives that address Indigenous knowledge, decolonization, and cultural humility. Guest speakers and case studies embedded into course content reflect diverse worldviews

Bachelor of Social Work	**Ongoing**	Requirement for admission: FNST 100 – The Aboriginal Peoples of Canada Required coursework – SOCW 310 – Social Work and Indigenous Peoples As well, Indigenous perspectives of and experiences with social work are embedded across the curriculum. In terms of trauma-informed practice, SOCW 300/630-Introduction to Counselling and Assessment Skills Elective coursework: SOCW 455 – Indigenous Governance and Social Policy; SOCW 456 – Indigenous Wellness: Individuals, Families and Communities In terms of trauma-informed practice, SOCW 453: Spirituality & Social Work Practice
Master of Social Work	**Ongoing**	Required course – SOCW 602 – Indigenous Peoples: Advanced Social Work Practice Elective coursework includes SOCW 670 – Indigenous Peoples in Canada: Past/Present/Future; SOCW 671 – Reflections on Practice: Indigenous Child/Youth Mental Health; SOCW 672 – Social Work/Counselling Skills with Indigenous Children/Youth; SOCW 673 – Mental Illness and Addictions Among Indigenous Children/Youth; SOCW 674 – Crisis Work with Indigenous Children/Youth: Restoring Balance; SOCW 675 – Community-Based Prevention with Indigenous Peoples: Creating Balance
Indigenous Child and Youth Mental Health Graduate Certificate	**Ongoing**	A certificate program for those hold BSW or Bachelor of Child and Youth Care degrees. Required coursework: SOCW 670 – Indigenous Peoples in Canada: Past/Present/Future; SOCW 671 – Reflections on Practice: Indigenous Child/Youth Mental Health; SOCW 672 – Social Work/Counselling Skills with Indigenous Children/Youth; SOCW 673 – Mental Illness and Addictions Among Indigenous Children/Youth; SOCW 674 – Crisis Work with Indigenous Children/Youth: Restoring Balance; SOCW 675 – Community-Based Prevention with Indigenous Peoples: Creating Balance

Collaborating for Change: UNBC Unites Experts to Strengthen Northern B.C.'s Wildfire Resilience

Northern British Columbia, along with the rest of the country, has faced increasingly intense wildfire seasons in recent years. In response to the urgent challenges these fires create, UNBC became a hub for collaboration and knowledge-sharing for Wildfire Friday—an interdisciplinary event bringing together diverse voices to address wildfire resilience across northern B.C.

"It was inspiring to see so many perspectives come together to address the diverse challenges wildfires pose to northern B.C. and the rest of the country," said Faculty of Environment Associate Professor Dr. Zoë Meletis, who organized the event alongside Assistant Professors Drs. Samuel Bartels and Diogo Spinola. "By connecting students, researchers and community members, we're laying the groundwork for a more adaptive and resilient approach to wildfire management."

Supported by the Pacific Institute for Climate Solutions (PICS) and UNBC's Office of Research and Innovation, the event brought together students, faculty, staff, wildfire experts and community members to explore wildfires' wide-reaching impacts and foster innovative approaches to wildfire prevention and resilience in the north.

Presentations covered critical topics from wildfire resilience in sub-boreal forests to the socioeconomic impacts of wildfires on northern B.C.'s tourism industry. Attendees also participated in a hands-on Wildfire Data Challenge workshop, facilitated by B.C. Ministry of Forests climatologist Vanessa Foord and UNBC Natural Resources and Environmental Studies grad student Michael Samoil. The event also featured an expert panel featuring Faculty of Environment Professor Emeritus Dr. Phil Burton, fire ecologist Dr. Kira Hoffman and UNBC graduate, wildlife biologist Alicia Woods and a keynote presentation by Hoffman, a jointly appointed Postdoctoral Researcher at the University of British Columbia and the Bulkley Valley Research Centre.

From insightful discussions to practical workshops, Wildfire Friday showcased UNBC's role in empowering northern communities by providing a platform for sharing knowledge, building connections and exploring innovative approaches to wildfire management. As northern communities continue to face growing wildfire challenges, the ideas and collaborations sparked at Wildfire Friday offer a foundation for building resilience and proactive strategies across the region.

Performance Plan & Report

Goals and Objectives:
B.C. Post-Secondary System Objectives

1. **Capacity - The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.**

2. **Access - The B.C. public post-secondary system provides equitable and affordable access for residents.**

3. **Efficiency - The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.**

4. **Quality - The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.**

5. **Relevance - The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.**

UNBC strategic objectives

Supporting Fulfilling Student Learning Journeys

UNBC is committed to enhancing academic quality, accessibility, and career readiness to ensure students successfully complete their studies with strong engagement.

Expected Outcome

Enhanced Student Learning Experiences: Students benefit from high-quality education, accessible learning opportunities, and career readiness, ensuring successful completion of their studies with strong engagement.

Key Priorities

Enhancing Academic Quality & Student Success
- Academic quality assurance and degree program reviews.
- Explore and expand hybrid learning, micro-credentials, and experiential education.
- Improve student support services, accessibility, and career readiness.
- Implement systematic student experience surveys to inform enhancements.

Expanding Learning Opportunities & Pathways
- Develop a long-term strategy for student-centered learning initiatives.
- Increase research-integrated learning, employability opportunities, and Work-Integrated Learning (WIL).
- Expand dual-credit and early admission pathways for high school students.
- Enhance and expand Indigenous student pre-orientation and faculty-level first-year courses.

Attracting & Retaining Outstanding People

UNBC strives to be a top choice for faculty, staff, and leadership, fostering a culture of excellence, well-being, compassion, and inclusion.

Expected Outcome

A Strengthened Faculty and Staff Community: UNBC nurtures top talent, ensuring a diverse and engaged community.

Key Priorities

Strengthening Faculty & Staff Development
- Improve recruitment, onboarding, and employee retention strategies.
- Expand faculty research support and development programs.
- Enhance employee well-being initiatives and work-life balance programs.

Advancing Equity, Diversity, and Inclusion; Accessibility; and Indigenization
- Evaluate, develop, and implement the EDIA Educational Framework.
- Strengthen Indigenization and decolonization training for faculty and staff.
- Expand training and awareness programs to support marginalized communities.

Valuing & Leveraging UNBC's Connections to Place & People

UNBC is strengthening its regional and Indigenous partnerships, ensuring it remains a hub for knowledge, collaboration, and impact.

Expected Outcome

Deeper Community and Indigenous Partnerships: UNBC drives impactful research, partnerships, and community engagement that support regional and global challenges.

Key Priorities

Deepening Community & Indigenous Engagement
- Strengthen regional, government, and Indigenous partnerships.
- Expand domestic student recruitment in Northern communities.
- Foster community-based and place-based learning opportunities.

Enhancing Sustainability & Institutional Impact
- Reduce greenhouse gas emissions through operational improvements.
- Integrate sustainability frameworks into academic and campus initiatives.
- Advance UNBC's standing in global sustainability rankings.

Enabling Success: Institutional Efficiency and Digital Transformation

UNBC is optimizing financial sustainability, shared services, and technological advancements to enhance operational resilience and institutional efficiency.

Expected Outcome

Greater Institutional Resilience: Greater institutional resilience, achieved through financial sustainability, shared services, and technological innovation to optimize operations and drive efficiency.

Key Priorities
Enhancing Institutional Efficiency & Service Excellence

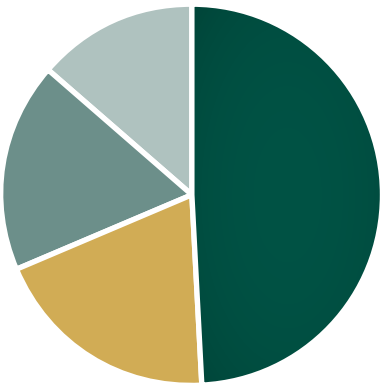
- Implement redesigned VPFA portfolio and establish a Shared Services model for efficiency, effectiveness, and improved service delivery.
- Improve cross-departmental collaboration and processes.
- Leverage existing tools & systems to enhance operational excellence.

Enhancing Digital Infrastructure & Innovation
- Explore and expand hybrid learning technologies to improve accessibility and engagement.
- Upgrade digital communication and integrated marketing tools to strengthen institutional presence.
- Implement a data-informed approach to student success.
- Optimize user experience through digital solutions that foster engagement, development, and belonging.
- Strengthen cybersecurity and digital governance for operational resilience.

Financial Information

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

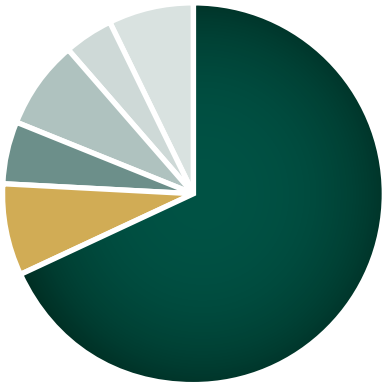
Table C: Final audited results for the year ending March 31, 2025 (in $ M)



Consolidated revenue: 2024-25 $158.6

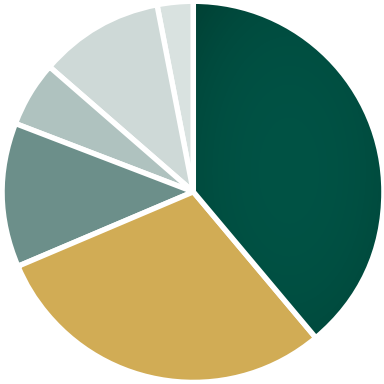
Provincial grants	$78.1
Other grants *	$30.8
Tuition & fees	$28.1
Other income	$21.5

* Includes federal grants, gifts, bequests, non-government grants and contracts



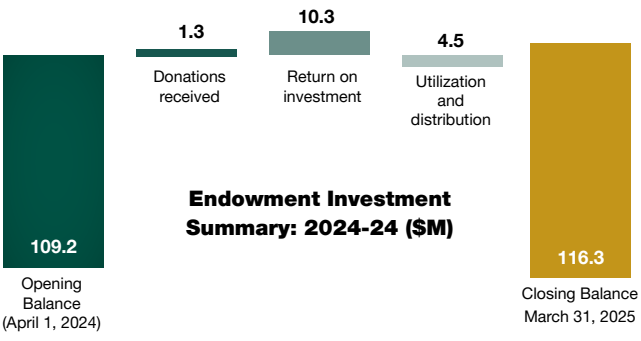
Consolidated expenses by object $157.2

Employee costs	$107.4
Travel, operating supplies and expenses	$11.9
Property upkeep and utilities	$8.4
Contracted services and other costs	$11.9
Scholarships and bursaries	$6.5
Amortization	$11.1



Consolidated expenses by function $157.2

Instruction	$61.1
Institutional Support	$46.7
Facilities Management	$19.4
Ancillary Operations	$8.9
Sponsored Research	$16.5
Specific Purpose	$4.5



Endowment Investment Summary: 2024-24 ($M)

UNBC Endowment Growth March 31, 2025: $116.34M

New UNBC-led Global Network Examines Climate Risk Through Indigenous and Local Knowledge

"As we take on the challenge of leading a sustainable future, it is important to understand how climate stressors interact with food systems, health, and well-being across regions."

New research that examines the connection between climate change, food systems and health related to Indigenous Peoples and local communities is the focus of a $1.5 million project at the University of Northern British Columbia. Dr. Tristan Pearce, Canada Research Chair and Associate Professor in UNBC's Department of Geography, Earth and Environmental Sciences, is leading the multi-university, multi-national research initiative called the Indigenous Peoples Observatory Network (IPON) that will work with Indigenous Peoples and local communities in 13 different countries. The project is funded over three years by the Social Sciences and Humanities Research Council's New Frontiers International Joint Initiative for Research in Climate Change Adaptation and Mitigation, and includes contributions from the Deutsche Forschungsgemeinschaft (German Research Foundation), UK Research and Innovation, and the U.S. National Science Foundation.

The research team comprises a mix of academics, non-academics, and Indigenous and local community members, and involves researchers from various disciplines including human health, political theory and ethics, rural sociology, demography, ecology, agricultural economics, and geography.

IPON is anticipated to have local to global impacts. Locally, IPON will generate information needed by communities across the partner regions to develop, and in some cases, revise climate change plans intended to build resilience and reduce vulnerabilities. Globally, IPON will establish a new area of research centered around Indigenous understandings of and responses to climate risk, which has wide-ranging potential for reshaping and re-conceptualizing how climate risk is studied across diverse fields and regions.

"As we take on the challenge of leading a sustainable future, it is important to understand how climate stressors interact with food systems, health, and well-being across regions," says Pearce. "This understanding can further the design and implementation of climate adaptation and mitigation strategies developed by community members and local organizations."

Performance Measure Results

		2022/23	2023/24	2024/25	2024/25	2024/25
		Actual			Target	Assessment
Student spaces	Total student spaces (PSFS)	2,504	2,420	2,422	≥3,832	Not Achieved
	Nursing and other allied health programs	410	393	414	≥491	Not Achieved*
Credentials awarded	Total Credentials	797	765	775		Not Assessed
	Bachelor		522	559	≥552	Achieved
	Certificate		28	28	≥18	Achieved
	Diploma			*	N/A	Not Assessed
	Graduate, First Professional and Post-Degree		209	197	≥187	Achieved
Indigenous student spaces	Total Indigenous student spaces	374	369	349	349	Achieved
	Ministry (PSFS)	374	369	349		
Student satisfaction with education	Bachelor degree graduates	80.4% +/- 4.0%	87.3% +/- 3.9%	89.3% +/- 4.2%	≥90%	Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	84.6% +/- 3.6%	88.0% +/- 3.8%	92.6% +/- 3.6%	≥90%	Achieved
Student assessment of skill development	Bachelor degree graduates	78.5% +/- 3.8%	80.9% +/- 3.8%	84.4% +/- 3.4%	≥85%	Achieved
Student assessment of usefulness of knowledge and skills in performing job	Bachelor degree graduates	87.7% +/- 3.7%	86.3% +/- 4.8%	90.3% +/- 4.9%	≥90%	Achieved
Unemployment Rate	Bachelor degree graduates	3.0% +/- 1.9%	8.9% +/- 3.7%	5.0% +/- 3.4%	≤11.8%	Achieved
Sponsored Research Funding	Sponsored research funding from all sources (million $)	17.7	17.7	19.6	≥17.7	Achieved
	Federal sources (million $)	11.7	12.2	12.5		
	Provincial sources (million $)	2.2	3.2	2.3		
	Other sources (million $)	3.8	2.3	4.9		
Bachelor degree graduates	Skill development	78.5% +/- 3.8%	80.9% +/- 3.8%	84.4% +/- 3.4%	≥85%	Achieved
	Written Communication	75.3% +/- 4.5%	81.8% +/- 4.6%	83.8% +/- 5.1%		
	Oral Communication	75.6% +/- 4.4%	79.5% +/- 4.8%	79.7% +/- 5.5%		
	Group collaboration	80.4% +/- 4.0%	78.0% +/- 4.8%	83.1% +/- 5.1%		
	Critical Analysis	82.7% +/- 3.8%	85.7% +/- 4.1%	92.7% +/- 3.5%		
	Problem resolution	70.4% +/- 4.6%	73.8% +/- 5.2%	78.1% +/- 5.7%		
	Learn on your own	84.8% +/- 3.6%	86.5% +/- 4.1%	89.0% +/- 4.4%		
	Reading and comprehension	83.2% +/- 3.8%	85.2% +/- 4.3%	84.5% +/- 5.0%		

* 1. Northern Collaborative Baccalaureate Nursing Program - a 4-year, direct-entry program offered in partnership with College of New Caledonia and Coast Mountain College (24/25 Target = 286 FTE – probably around 75% of target ~214.5 FTE)

2. Northern Baccalaureate Nursing Program – a 20-month accelerated BScN program for those with previous post-secondary experience (minimum 60 credits) (24/25 Target = 90 FTE – probably around 70% of target ~63 FTE)

3. Rural Nursing Certificate Program – a post-RN program featuring specialty education for RNs working in rural and remote areas; this includes to BCCNM approved Certified Practice courses – one within the program and one stand-alone (24/25 Target = 24 – probably around 75% of target ~18 FTE)

4. MScN- Family Nurse Practitioner – a Master's-level program preparing RNs for primary care and specialized NP practice (24/25 Target = 60 – probably at or close to 100%)

5. MScN – Thesis/Project – a Master's-level research program, preparing students for further study or research-based careers (24/25 Target = 10 – probably at or close to 100%)

Context for each program, including ways we are actively working to improve enrollment in our programs:

1. The NCBNP is set up so that students are dual admit to UNBC and the college partner they apply to. They do two years of coursework at the colleges and then transition to UNBC. Our two college partners receive all NCBNP student applications, assess them for eligibility, and make the decision on whether to offer admission. Between Year 1 and Year 3, we retain between ~65 – 84% of the initial intake (please note that I confirmed with Megan that this is the percentage of students we retain in the program) – essentially we get what we get after Year 2. We do not currently have a mechanism for filling seats after attrition happens but we are actively exploring an LPN pathway with entry into Year 3 which would allow us to better utilize seat vacancies in this program. We are working on a full review and renewal of the Collaborative partnership, and stronger collaborative recruitment strategy is one of the key items to be addressed for the partnership as this has not been done collectively. And, a curriculum renewal project is underway which will provide critical learning earlier in the program, which will hopefully help reduce attrition in Years 1 & 2 of the program. We will have an extreme dip in numbers in 2025/26 and 26/27 due to an extremely small intake in Fall 2023 (these students would have applied to the program in late 2022, when we were really feeling the repercussions of the Covid pandemic on nursing recruitment. Significantly fewer people wanted to become nurses at that time), which saw a decline in applications + admits for BScN programs across Canada – this appears to be rebounding based on Fall 2024 numbers and expected Fall 2025 numbers.

2. The NBNP is a relatively new program (intake 4 in Fort St. John and intake 2 in Prince George in this reporting period. We only had our first PG graduating class for the NBNP in June 2025). We have seen growth in applications across the 4 years in Fort St. John but inconsistent conversion to enrollment in the program. FSJ intake 3 and PG intake 1 are included in the 24/25 numbers, and they would have started Fall 2023 – so also hit by those lower than typical numbers described above. This coming September (intake 5 and 3 respectively), we have 100% of seats in Fort St. John, and 75% of seats in Prince George filled. We are also awaiting final DQAB approval for an LPN pathway into the NBNP, through which we anticipate the demand will far exceed the capacity of the program.

3. The target for this program assumes students are taking the full certificate. Rather we see high individual headcount numbers due to students taking 1 or 2 courses only, so the FTE conversions end up lower than target. We are in conversation with various Health Authorities as well as the Ministry of Health on how to make the RNCP more accessible; this program is supported by MoH as the rural and remote education program for the full province. We are looking at credit-applicable continuing studies routes as one pathway, as well as re-envisioning delivery to better meet the needs of Health Authority partners (especially for the Certified Practice courses) to meet healthcare shortages in rural and remote communities. Recruitment is less the challenge for this than is the application/admissions pathway and course modality – if we align these better to meet workforce needs, we will further improve uptake which saw some dips in the 'Covid years' but has rebounded in the last couple of years.

4. FNP program – we have very few concerns about the targets and admissions in this program. We continue to have very healthy application numbers from highly-qualified applicants, resulting in a waitlist even after the number of seats in the FNP program was doubled for the Fall 2025 intake, and attrition in this program largely happens between seat acceptance and the start of the program – and often seat declines come too close to the start of the program to fill the seat from our waitlist. We confirmed with the SoN Graduate Coordinator that the number of enrolled FNP students for Fall 2025 is 37/40. We didn't reach the full 40 because the waitlist had closed in mid-July and so a couple of late withdrawals (due to a miscommunication about course delivery modality) meant we could no longer backfill from the waitlist. We are going to work with the Grad office this fall to ensure we are better able to respond to late declines and try to get students into the program as close to September as possible. As mentioned above, we anticipate that this program will continue to be fully subscribed in the future; the NP role has become a highly attractive career choice and it is increasingly embedded within almost all areas of the Canadian healthcare system.

5. Thesis/Project – no real concerns with this program at this time; we have 7 incoming students this fall.

Please consult the 2024/25 Standards Manual for a current description of each measure.

Student Spaces
Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces
For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded
The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality.

Prior to the 2023/24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

Student Outcomes Measures
Results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 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%.

Assessment Scale
Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved. N/A = not assessed

Target assessment scale	Description
Achieved	100% or more of the target
Substantially Achieved	90% - <100% of the target
Not achieved	<90% of the target

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