

2022/2023

**Institutional Accountability
Plan and Report**



The Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
PO Box 9043, STN Provincial Government
Victoria, BC, V8S 1V9

We are pleased to present the University of Northern British Columbia's Institutional Accountability Plan and Report for the 2022-23 reporting cycle, for which we take full responsibility. This report outlines our successes and strategic focus, which guides our priority planning in support of Ministry priorities and mandates.

The past year was a momentous one for UNBC. We reached the 16,000-graduate milestone, matching the number of people who came together to call for the creation of a University in northern B.C. in the late 1980s. We were honoured to install Darlene McIntosh, a remarkable Elder from the Lheidli T'enneh Nation, as the University's Chancellor, and we continued to shine in student experience, in national and international rankings, and in research productivity and impact.

While the COVID-19 pandemic has been the most significant disruption to the global community in recent memory, the post-secondary sector, through a coordinated and collaborative approach, has emerged even stronger, creating enhanced opportunities for all British Columbians.

Yet the past year also presented challenges, from ongoing vivid demonstrations of climate change's impacts in British Columbia to significant geopolitical strife and instability; post-secondary institutions will be required to lead dialogue, research, and teaching to address these matters; UNBC faculty and students are already engaged and responding to these events through research, and UNBC stands ready to do more.

We remain committed to our vision of being personal in character while transforming lives and communities in the North and around the world. We are making an intentional effort to build relationships with Indigenous communities across the North. A re-energized strategic planning initiative underway this year will solidify our direction and help us chart the next stages of this proud institution's journey. And we are doing more to collaborate with the northern colleges to explore how we can be stronger together.

Our global community must strive to adapt, and to be responsive to opportunities. We look forward to working with the Ministry of Post Secondary Education and Future Skills, partners, and collaborators to advance post-secondary education and research and to contribute to British Columbia's success.

Sincerely,



Catherine Wishart
Chair, UNBC Board of Governors



Dr. Geoffrey Payne
President and Vice-Chancellor

Table of Contents

Territory Acknowledgment	4
Year In Review	5
Strategic Direction & Context	8
Institutional Overview	10
About Our Community	12
What graduates say about UNBC	13
Degrees Offered	14
Strategic Context	16
Canada's Green University	21
Mandate Priority Reporting	24
Reporting on Strategic Initiatives	54
Performance Plan & Report	66
Strategic Priority Areas of Focus	67
Financial Information	70
Performance Measure Results	71

Territory acknowledgment

Since time immemorial, 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, we acknowledge their traditional lands, and we thank them for their hospitality.

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. The satellite campus in Prince Rupert is situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.

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



Year in Review

April 2022

Dr. Geoff Payne begins his term as UNBC President and Vice-Chancellor after having served as the interim President since 2020. A founding faculty member at UBC's Northern Medical Program (NMP) at UNBC, Dr. Payne came to UNBC in 2004 to teach physiology following a post-doctoral fellowship at Yale University.

Wildlife and Fisheries student Rachelle Foubert becomes the first Canadian student to participate in the Student Wildlands Adventure program. Based out of the United States, the program brings together young people interested in natural resource conservation.

May

Sports Information Officer Rich Abney wins the video of the year and social media campaign of the year awards from Canada West for his work related to the launch of the new

UNBC Timberwolves Indigenous logo and uniforms.

Dr. Sean Maurice earns a 2022 3M National Teaching Fellowship. Maurice, a senior laboratory instructor with the Northern Medical Program, earned the prestigious honour for his excellence in educational leadership.

The Ceremonial Fire Circle at the Prince George campus officially opens. The circle is a place where we can join together in ceremony and celebration and share stories as we learn about our shared history.

Valedictorians Mackenzie Bouchard Hooker and Dyra Pridham share their stories as the Class of 2022 crosses the stage at UNBC's first in-person Convocation in three years. The event marks a significant milestone as the ranks of UNBC alumni grows to more than 16,000, mirroring the 16,000 petition signers who advocated for the creation of UNBC in the late 1980s.

June

Dr. Wendy Rodgers becomes UNBC's new Vice President Academic and Provost. Rodgers joins UNBC from the University of Alberta. In her new role, she leads the comprehensive strategic planning, development, and implementation of academic priorities at UNBC.

UNBC, the University of British Columbia Faculty of Medicine and Northern Health announce the new Northern Centre for Clinical Research. It is focused on enabling clinical trials and research as well as biomedical science that is relevant to northern, remote and Indigenous populations.

Pacific Economic Development Agency of Canada provides \$1.9 million in funding to support the establishment of the Environmental Solutions Innovation Hub. The new hub is housed in the Northern Analytical Laboratory Services lab and allows UNBC to procure the advanced analytical instruments and personnel needed to meet an ever-expanding demand from local and regional natural resource-based firms to perform chemical and analytical work.

July

The National Collaborating Centre for Indigenous Health and the Health Arts Research Centre, both housed at UNBC, receive a \$1-million federal grant to support a two-year project focused on promoting cultural safety and Indigenous knowledge in health care. The Hearts-based Education and Anticolonial Learning (HEAL) initiative is anchored in training and educating health care students and professionals to create better health outcomes for Indigenous people.

UNBC finds a meaningful way to support community efforts in hosting the Prince George 2022 BC Summer Games, including a tuition credit to athlete participants.

Lheidli T'enneh Elder Darlene McIntosh, is named UNBC's eighth Chancellor. "I am honoured to serve as UNBC's Chancellor and to be the first Chancellor in UNBC's history from the Lheidli T'enneh Nation. The immense responsibility UNBC has to the region it serves is important."

August

UNBC partners with Mitacs, a national not-for-profit research organization, to offer a set of new research internships and scholarships. The Indigenous Research Ambassador Program and Mitacs Indigenous Research Award will engage students in experiential learning opportunities; connect them with researchers and communities; and facilitate leadership and mentorship opportunities.

Environmental Engineering student Madeline Clarke puts a new spin on a standard machine as her summer project with Northern Analytical Laboratory Services at UNBC. Clarke designs and builds a rotating indoor Workplace Atmosphere Sampler, believed to be the first of its kind in Canada and one of only a handful in the world.

September

UNBC announces three honorary Doctor of Laws degrees will be handed out during a special ceremony to celebrate the Classes of

2020 and 2021 at our Prince George campus in October. The recipients are: acclaimed northwest coast Indigenous artist Ron Sebastian, longtime advocate for Indigenous children and families, Carrier Sekani Family Services Executive Officer Warner Adam and Inuit Tapiriit Kanatami President Natan Obed, a leader committed to improving social equity for Inuit in Canada.

The art gallery at UNBC is re-named the Robert Frederick Gallery after the accomplished Lheidli T'enneh carver, storyteller and educator.

Kwakwaka'wakw artist Simon Daniel James, who also goes by the name Winadzi, unveils his piece, Reconciling Light, in the Learning Commons of the Geoffrey R. Weller Library.

October

UNBC retains its position in the top echelon of Canadian universities, placing second in the latest edition of the Maclean's magazine rankings.

School of Planning and Sustainability Adjunct Professor Dr. Theresa Healy is recognized for her years of community-building work in Prince George, receiving the Drug Awareness Recovery Team's inaugural Bob Scott Award.

The entire UNBC community joined together to celebrate the special in-person ceremony for the Classes of 2020 and 2021 at our Prince George campus. It was wonderful to see graduates have the opportunity to cross the stage, gather with friends and family and receive congratulations for achieving their personal academic milestones.

November

After a record-setting season on the pitch, men's soccer player Michael Henman earns the Canada West men's soccer player of the year award, a first for the UNBC Timberwolves. Henman tied the Canada West single-season record with 19 goals. Men's soccer coach Steve Simonson earns the Canada West and USports coach of the year award after leading the Timberwolves to their best-ever result in Canada West.

Environmental Engineering student Aur Hager earns a Women in Technology Scholarship from the BC Scholarship Society.

The Laxgalts'ap Cultural Dancers travelled from their home community in the Nass Valley to UNBC's Prince George campus to share some of the Nisga'a Nation's rich history through singing, dancing and drumming. The performance was an opportunity for students, staff and faculty to witness Nisga'a tradition and culture.

December

UNBC and Northern Health renew their partnership in learning and research with the signing of a new Memorandum of Understanding. The MOU recognizes a shared commitment to furthering knowledge and developing capacity for the advancement of the health of northern British Columbians through the integration of practice, education and research.

January 2023

UNBC and CUPE 2278 successfully ratify their second collective agreement consistent with the

provincial government's Shared Recovery Mandate. The parties reached a tentative agreement on Jan. 23; CUPE 2278 members ratified the agreement on Jan. 25 and UNBC's Board of Governors ratified the agreement on Jan 27. CUPE Local 2278 represents approximately 100 Graduate Teaching Assistants at UNBC.

UNBC joins with the Caledonia Nordic Ski Club to offer an exceptional experience to cross-country ski athletes coming to Prince George to compete in the Nordiq Canada Selection Trials and Nordiq Cup. All participating athletes are eligible for a UNBC tuition credit – a first in Nordiq Canada event history! Fourth-year Computer Science student Elizabeth Norman received an Instructor Recognition Award from Actua, a national organization committed to fostering science, technology, engineering and math education for youth six to 26, for her work with young people in northern B.C. through UNBC's Active Minds program.

February

UNBC student Sarah Dixon received a Skills Award for Indigenous Youth from the Forest Products Association of Canada and the Canadian Council of Forest Ministers, recognizing her contributions as a mentor to other Indigenous youth interested in natural resource industries and her commitment to a sustainable future.

The Northern Baccalaureate Nursing Program at UNBC expands with a new location in Prince George that will start in September 2023. The new two-year nursing degree program provides more healthcare education opportunities in the North and help improve access to care for patients across the region. It's housed in newly renovated classroom and lab

space at the Wood Innovation and Design Centre in downtown Prince George

Nursing Associate Professor Dr. Sheila Blackstock and First Nations Studies Associate Professor Dr. Daniel Sims are the new Academic Co-Leads with the National Collaborating Centre for Indigenous Health. Sims and Blackstock are committed to continuing to build on NCCIH's decolonizing approach to advancing Indigenous public health and knowledge translation and exchange. Founding Academic Lead Dr. Margo Greenwood left the position after being appointed to the Senate of Canada.

March

UNBC is one of seven new university members of TRIUMF, Canada's particle accelerator centre. UNBC researchers have been working on projects at the facility since 1993. Currently, UNBC is involved in a project that aims to build the world's most advanced ultra-cold-neutron facility to carry out the world's most precise measurement of the neutron electric dipole moment.



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

To be Canada's leading destination University, personal in character, that transforms lives and communities in the North and around the world.

To be Canada's leading destination University, personal in character, that transforms lives and communities in the North and around the world. Our founders established a University "in the North - for the North." They envisioned and built an institution where all are welcomed, learn, live, work closely with our faculty and staff, and transform the quality of life in Northern British Columbia, the province, and beyond.

Mission

To inspire leaders for tomorrow by influencing the world today.

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

Values

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

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 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 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.

Academic excellence

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



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 team of around 750 faculty and staff, UNBC offers exceptional undergraduate and graduate programs that delve into cultures, health, economies, sciences, and the environment. As one of British Columbia's exceptional research universities, UNBC brings the thrill of new discoveries to students and shares the results of our research and teaching with the global community. Alongside our commitment to academic excellence, we take pride in being an inclusive and supportive institution with a friendly and welcoming learning environment.

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

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, distinguished as a hub for research that tackles complex issues, such as environmental, social, cultural, health, and economic topics. The research community at UNBC is committed to creating a thriving research culture that is facilitated by cutting-edge infrastructure and effective support services, empowering UNBC scholars to undertake innovative research at the local, national, and international level, leading to significant academic, economic, and social benefits for the region, province, country, and beyond. Furthermore, UNBC forms collaborations with other institutions to generate new knowledge and share discoveries with the world. For instance, as a founding member of the Interior University Research Coalition, UNBC aims to accelerate research and innovation in the BC Interior by combining resources, enhancing student and faculty mobility, increasing academic opportunities, and forging community connections.

About our community

UNBC is a major contributor to the socio-economic fabric of the North, and its impact extends from local communities to the global arena. Despite its relative youth, the University has garnered considerable recognition and made significant societal contributions through a commitment to experiential, research-oriented, and personalized learning, exceptional students and alumni, dedicated faculty and staff, and community involvement and support.

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 – the third time in seven years. UNBC consistently scores well in student awards, student-to-faculty ratio, research, and mental health services for students.
- Top 5% worldwide in the 2022 Times Higher Education World University Ranking (801st to 1,000th) for the fifth consecutive year (the only Canadian university of its size).
- Appeared in the 2022 Times Higher Education Young University Rankings (251st to 300th).
- Included as one of Canada's Top 50 Research Universities (#42); #1 in its tier for the percentage of funding from the Canadian Institutes of Health Research (CIHR) and amongst the top 10 in its tier in categories related to research intensity and research income from not-for-profit sources.
- Named one of B.C.'s Top Employers (the ninth time since 2012), and one of Canada's Greenest Employers (10th time since 2012).
- Won video of the year and social media campaign of the year awards from Canada West for the launch of the new UNBC Timberwolves Indigenous logo and uniforms in 2021.

support (faculty + staff)
-to-student
ratio 1:5

Degree Programs
62 Bachelors
29 Masters / 3 PhDs

Total Courses Offered:
1,827

Average Student Age

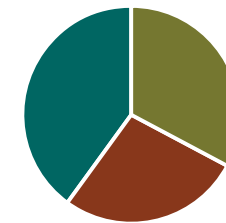
Undergraduate	24.2
Graduate	34.4
PHD	37.8
Overall Average	26.7

Where our students are from

Northern B.C.	60.1%
Southern B.C.	17.0%
Outside B.C.	6.7%
International	16.2%

3,500+ students

16% International
12% Indigenous



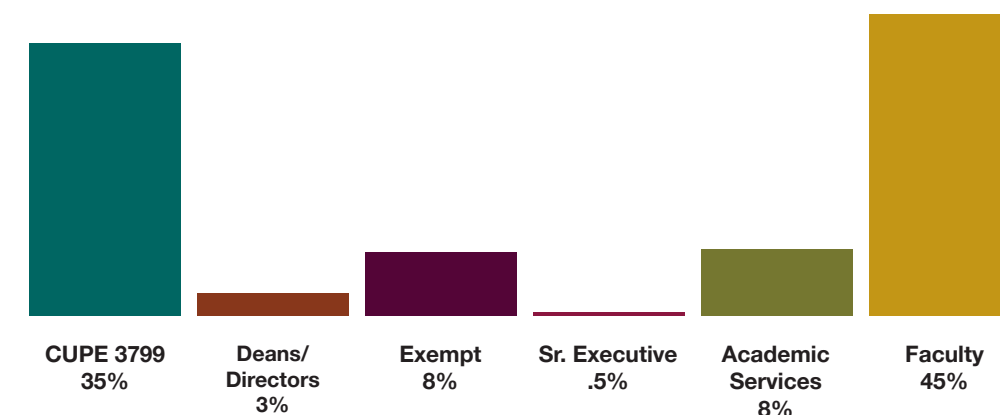
Faculty by Rank

- Assistant Professor 33%
- Associate Professor 27%
- Professor 40%

1:14 **faculty-to-student**
ratio

Best faculty-to-student ratio in Western Canada | Maclean's Magazine

Employee head count



Annualized FTE by area of study – graduate and undergraduate

Anthropology	25.7
Biochem & Mol Biology	113.2
Business	313.3
Chemistry	13.9
Civil Engineering	67.6
Computer Science	121.6
Conservation Science & Practice	24.8
Economics	7.3
Education	140.1
Engineering	9.1
Engineering & Design	11.6
English	69.1
Environmental Engineering	71.1
Environmental Planning	24.0
Environmental Science	18.5
Biology	104.4
Environmental Studies	16.8
Forestry	70.1
First Nations	39.1
General Arts	38.0
Geography	31.0
Health Sciences	200.5
History	35.8
Integrated Science	15.7
International Studies	25.0
Joint Arts	54.5
Joint Arts & Science	12.3
Joint Science	16.1
Mathematics	18.5
NRES Natural Res & Env Studies	157.7
Nursing	378.4
Outdoor Recreation, Tourism, Parks	30.1
Physics	18.0
Political Science	27.9
Psychology	224.9
Social Work	108.5
Wildlife and Fisheries	75.5
Women's & Gender Studies	16.8

Average first-year Class Size: 62

What graduates say about UNBC

UNBC consistently demonstrates comparable or superior performance when compared to other universities, according to the latest results from the Canadian University Survey Consortium (CUSC). The 2021 Graduating Student Survey shed light on several aspects of the student experience at UNBC. Students reported positive interactions with their professors, provided high ratings for the University's response to COVID-19, and provided comparable ratings to other universities in crucial areas such as communication, analytical, learning, and work skills.



Notable responses:

- 76% reported that their UNBC experiences met or exceeded their expectations; 82% were satisfied or very satisfied with the overall quality of education; 66% reported that Indigenous course content enriched their experience.
- 95% were satisfied or very satisfied regarding their personal safety on campus, eight percentage points more than comparator universities.
- 76% felt a sense of belonging at UNBC.
- 42% of UNBC graduating students have arranged for employment after graduation (national and comparable average: 31%).
- UNBC students have arranged for higher paying jobs than students at other universities. Graduating students are employed with a median monthly income of \$4,777 (the average for all universities is \$4,000).
- 64% agreed that they received good value for their money.

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 (BPI)

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 (BEEd)

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
Post-Diploma 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
Special Education

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 *

Master of Arts (MA)

Development Economics
International Studies (International Development stream)

Master of Business Administration (MBA)

Master of Science in Business Administration (MSc)

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)

Interdisciplinary Studies
Mathematical, Computer, Physical, and Molecular Sciences
- Biochemistry
- Chemistry
- Computer Science
- Mathematics
- Physics

Faculty of Indigenous Studies, Social Sciences & Humanities

Bachelor of Arts (BA)

Anthropology
English
First Nations Studies
General Arts
Global and International Studies
History *
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 Studies
Traditional Ecological Knowledge

Certificates

Local Government Administration

First Nations Diplomas

Aboriginal/Indigenous Health and Healing
First Nations Languages

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)

Strategic Context

UNBC is undergoing a transformation as we adjust to a constantly evolving globally connected society. Yet we also remain attentive to the dynamic circumstances of the region where we live, work, and learn. The economic, cultural, and social landscape of the North is foundational to sustaining the aspirations and ambitions of all British Columbians, and UNBC is uniquely positioned to support those aspirations.

UNBC's inception can be attributed to a grassroots initiative that garnered support from 16,000 individuals who each contributed \$5, signed a petition, and joined the Interior University Society. Their collective efforts urged the government to establish a university in the North, for the North. This initial burst of enthusiasm for post-secondary education in the region fostered a distinct relationship between UNBC and northern B.C. communities. Over the past three decades, our connections with industries, benefactors, and advocates have solidified this foundation into

a unique bond that enhances students' learning experience. We conduct research in areas of global significance, from Indigenous matters and sustainable development to resource management and health care. And our community collaborations and UNBC Alumni continue to address needs and challenges, not only those found in northern communities, but across Canada and around the world.

That sense of community connection and ownership of UNBC by the North is evident in our student body. While more than two-thirds of students

come from northern B.C., we also attract students from across the province, country, and around the globe.

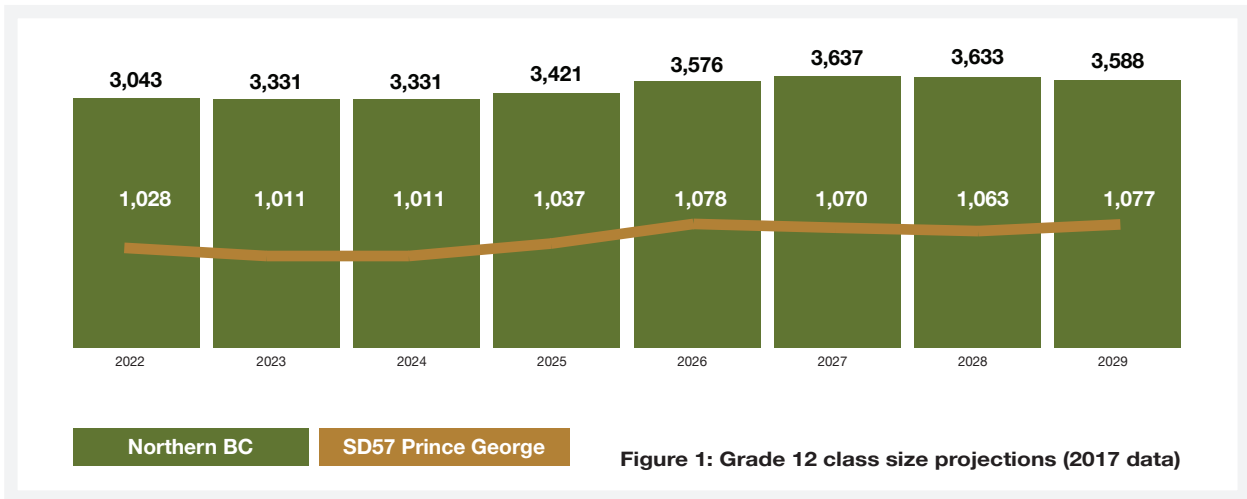
Recent admissions surveys undertaken by the student recruitment team have clearly identified the top five reasons students choose to attend UNBC:

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

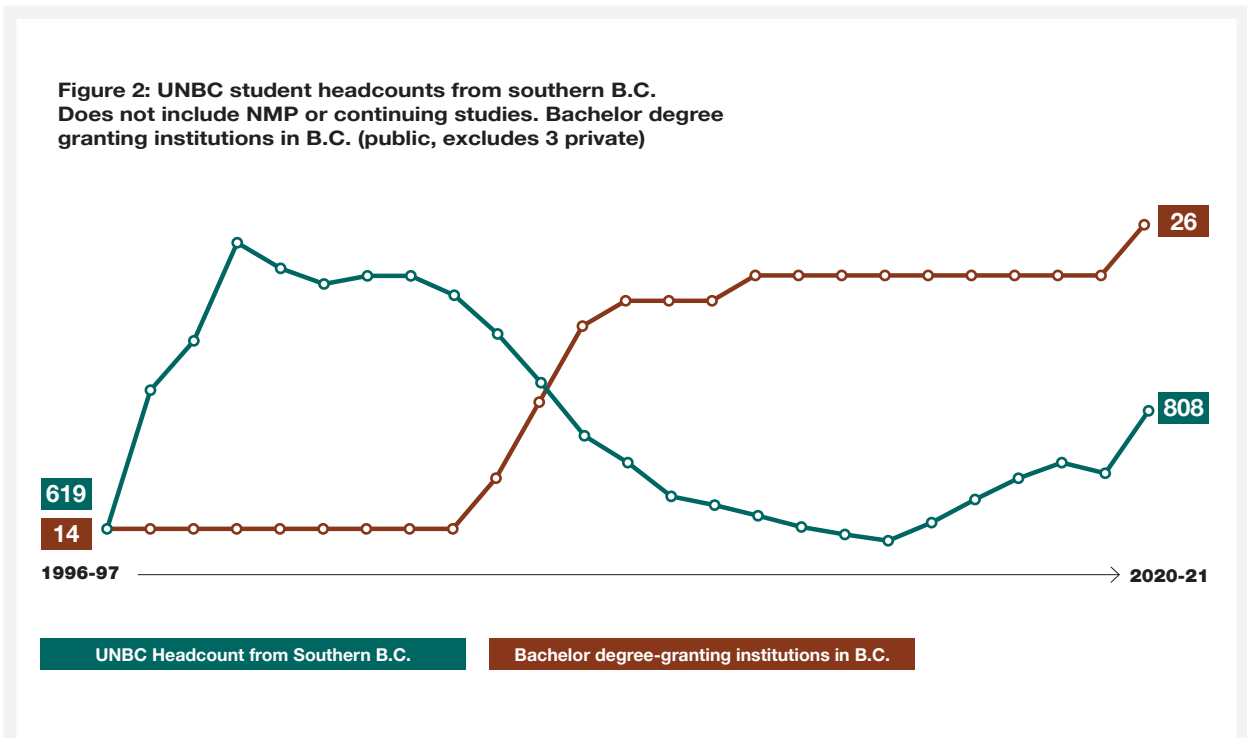
External factors

External impacts on enrolment

UNBC will continue to face challenging external contextual factors over the next two decades. To begin, considering present and predicted K-12 enrolments in northern B.C. and throughout the province, it is anticipated that student population numbers in the "recent high school graduates" category from our customary recruitment areas will remain relatively flat.



Second, the significant growth in degree-granting institutions in B.C. continues to have a lingering effect on UNBC's enrolment.



Formerly one of just 14 academic institutions in B.C. to grant degrees, UNBC now operates in an exceedingly competitive recruitment market: other institutions possess greater resources to introduce novel programs; they have larger, more densely populated areas in close proximity; they have larger recruitment and retention budgets; and they are recruiting from, and are offering programming in, UNBC's traditional catchment areas across the North to contribute to their enrolment objectives.

UNBC must maintain its standards of excellence in programming, enhance retention rates, increase student recruitment in alternative catchment regions (such as southern B.C., other parts of Canada, and abroad), and optimize program and schedule offerings to attract mature student categories to achieve enrolment growth. These measures are necessary not only to meet and exceed enrolment goals but also to enrich the diversity of UNBC's student population and ensure a remarkable educational experience.

Program Delivery in a region the size of France (but a population just 13% that of Paris)

UNBC serves a sparsely populated and extensively spread-out area; providing opportunities for a region so large necessitates substantial resources, ingenuity, and collaboration with the three northern colleges and the Wilp Wilxo'oskwhl Nisga'a. UNBC has established a network of campuses across the North where certain programs are taught in an in-class format. UNBC is also capitalizing on technological advancements and alternative modes of program delivery and assessment, which we were compelled to implement due to the COVID-19 pandemic. UNBC's faculty executed a monumental feat of rapidly transitioning their courses to the digital realm, with staff providing exceptional support throughout the process. This effort demonstrated that our community could flourish in different modes of program delivery and that with proper investments, UNBC could enhance its original "in the North, for the North" mandate, expand its reach to a global audience, and develop pedagogical models that enable programs to be taught to students whenever and wherever they choose to learn.

Global Upheaval – a Time of Uncertainty

Forestry continues to play a critical role in northern B.C.'s economy, making the region vulnerable to that industry's ups and downs. For more than two decades, discussions have centered on the impact of the mountain pine beetle and other pests, fiber availability, and the unavoidable decline in the region's Allowable Annual Cut levels. Hundreds of jobs have already been lost in UNBC's catchment area, with the potential for thousands of indirect or spin-off jobs to follow. This economic reality affects families' plans for post-secondary education, as they may struggle to afford it. However, it also creates opportunities for individuals to retrain, develop skills and knowledge, and pursue new careers through post-secondary education.

Moreover, new challenges have emerged: climate change; more devastating forest fires; severe flooding; supply chain disruptions; ongoing economic disruption; the toxicity of social media and a growing mistrust of institutions; and a highly competitive job market makes it more challenging to attract new skilled talent.

Beyond the challenges, however, come opportunities. UNBC faculty and students are conducting research each day that contributes to our knowledge base on issues that are of global importance. From learning from and working with Indigenous communities to exploring water and food security; from sustainable resource management to energy production and export; and from biodiversity to community and economic development, faculty and students are exploring these complex issues. And at UNBC, we are uniquely positioned geographically to study these issues in the field, just minutes or hours from any of our campuses. Be it Indigenous economic development, the resurgence of mining in the North, the development of the hydrogen industry or the ongoing impact of carbon emissions, UNBC is facing this upheaval with a renewed sense of purpose.

Internal factors

Enrolment

In 2022/23, the University was funded for 3,752 students (FTE—undergraduate 3,267, graduate 485); however, total enrolment has not reached Ministry targets since 2003/04. At that point the target was 2,811 and UNBC had an FTE count of 2,953.

Table A: Enrolment FTE and Ministry Targets

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Ministry Target	3455	3455	3455	3455	3455	3443	3424	3429	3505	3575	3663	3752
Enrolment (no international tuition) Includes continuing studies for credit	2884	2888	2833	2653	2538	2632	2660	2738	2692	2599	2563	2504
Ministry target gap	571	567	622	802	917	812	764	691	813	976	1100	1248
Ministry Target Achieved	83.50%	83.60%	82.00%	76.80%	73.40%	76.40%	77.70%	79.80%	76.80%	72.70%	70.00%	66.70%

UNBC is actively taking steps to address its enrolment challenges. In the 2022/23 academic year, UNBC adopted Strategic Enrolment Management principles, which rely on data-driven decision-making to provide the University community with the necessary information for making optimal choices to support student success, an improved student experience, and better retention outcomes.

UNBC has enhanced its recruitment and marketing efforts and is exploring novel ways to offer programs both in-person and remotely. UNBC also has established partnerships with multiple school districts, offering high school students the “dual-credit” opportunity—the ability to earn credits towards high school graduation and a first-year class at UNBC simultaneously. The program is cost-effective and at little to no cost to the students.

Apart from attracting students, UNBC is equally focused on retaining existing students. UNBC studies the attrition journey of its students to identify areas in which we can improve retention.

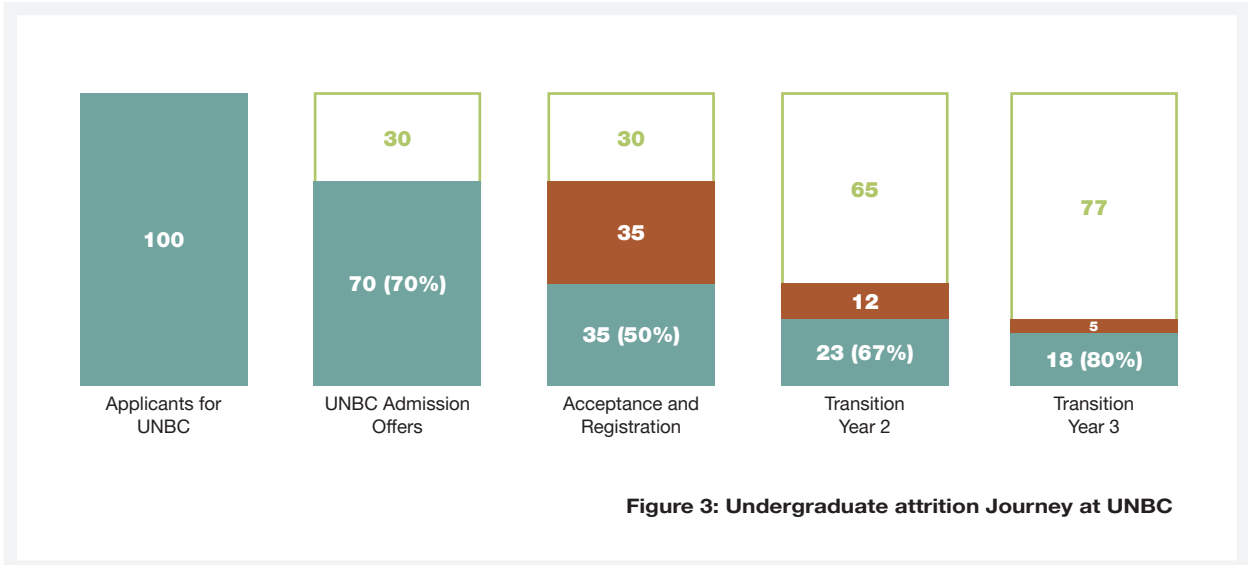


Figure 3: Undergraduate attrition Journey at UNBC

Classroom experience is widely regarded as the most crucial element in contributing to student success. However, UNBC recognizes that there are other critical areas that require attention and investments, such as student life, support services (including health and counselling resources), and infrastructure improvements that enhance the on-campus experience.

Labour relations

The 2023/24 year will see the University enter bargaining with CUPE 3799 (operations staff) and the UNBC Faculty Association; the University and CUPE 2278 (Teaching Assistants) successfully negotiated a collective agreement in early 2023.

Union executives and the University administration have adopted a more collaborative approach over the past three years. The parties engage in regular meetings to discuss issues of mutual concern and resolve areas of conflict through attentive listening and a genuine desire to reach compromises and solutions. This deliberate and transparent commitment to more frequent and robust communication has ushered in a new era of labour relations at UNBC. These teams are working together for the betterment of the entire UNBC community.



Canada's Green University:

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, which is why the University trademarked itself as Canada's Green University. Recent strategic planning engagement told us that this remains an important, foundational element of what UNBC is and what we have to offer. While our sustainability-focused research, coursework, and operations involve the active participation of students, faculty, and staff, that community engagement also told us we can do more to lead the way in sustainability.

UNBC accomplished a great deal in 2022/23. While it is impossible to list all the initiatives in this report, numerous initiatives stand out.

Strategic Planning

As a leader in sustainability initiatives, UNBC established a Green University Strategic Task Force to advance our efforts in academic programming, research, and operations. Informed by engagement and consultation, the Task Force produced a final report that will continue to inform the development of UNBC's sustainability strategy.

The first immediate action to stem from that report is to recruit a Sustainability Manager

who will play an important role in promoting and developing environmental, social, and economic sustainability and responsibility throughout the University. Some early priority actions for the manager will include registering and updating UNBC's presence in sustainability rating systems such as the Sustainability Tracking, Assessment & Rating System (STARS), administering the Green Grants program, and supporting the restart of on-campus composting.

UNBC will also establish a Sustainability Council to develop strategic direction for sustainability at UNBC, including identifying sustainability guiding principles and identifying priority areas for increasing sustainability.

Special Events

- After a pandemic-induced hiatus, Green Day returned to the Prince George campus this year. Events included film screenings, a green market with local Prince George vendors, a "Climate cook-in," and information sessions about electric vehicles, mending one's own clothing, and the David Douglas Botanical Garden expansion.

- Having restarted in 2022, the Green Fund is a popular program that provides one-time seed funding for research, education and

civic engagement projects that promote sustainability at UNBC, partly funded through parking revenue. Successful projects included developing Indigenous art decals on windows to reduce bird strikes, the creation of a comprehensive book of Dakelh plants names and traditional uses and significance, and an infusion of funds to the "Borrow-A-Mug" program (BAM) operated by the Northern Undergraduate Student Society that provides reusable mugs for UNBC students, staff, and faculty instead of single-use cups.

Research

- Dr. Darlene Sanderson was appointed Dr. Donald B. Rix Leadership Chair for Indigenous Environmental Health at UNBC. Her research connects Indigenous health, education, law, and the environment. She works on projects aimed at enhancing language and cultural knowledge for Indigenous youth, emphasizing the value of traditional knowledge, examining the interactions between health of the land and the health of Elders and work on proactive assertion of Indigenous water laws. She was a leader in presenting an Indigenous Water Ethics event during the United Nations 2023 Water Conference.

- Every winter since the tailings pond breach at the Mount Polley mine in 2014, copper-laden sediment from the bottom of Quesnel Lake has been re-suspended in the water column and has flowed into the Quesnel River affecting aquatic life in the watershed, according to research by Dr. Phil Owens and Dr. Ellen Petticrew. Published in the journal Science of the Total Environment, their research details how this process results in seasonal copper levels in the Quesnel River that at times exceed federal guidelines for the protection of aquatic life.

- Environmental Engineering student Madeline Clarke designed and built a rotating indoor Workplace Atmosphere Sampler (WAM), believed to be the first of its kind in Canada and one of only a handful in the world. Clarke, who will enter her second year this fall, constructed the industrial hygiene air sampling machine at a fraction

of the cost of the comparable professionally built WAMS. Funded in part by WorkSafe BC, Canada Summer Jobs and PacifiCan's recently established Environmental Solutions Innovation Hub, Clarke researched, designed and created the WAM in less than four months while working at Northern Analytical Laboratory Services at UNBC.

- Dr. Hossein Kazemian is collaborating with industry to explore ways to use new materials to create a bio-renewable and biodegradable hybrid packaging solution. Kazemian, the head of Northern Analytical Laboratory Services (NALS) and the Lead Principal Investigator of the Materials Technology & Environmental Research (MATTER) team at UNBC, is partnering with Brown's Bay Packaging Company Limited to develop a new kind of foam that will provide the thermal insulation required to keep seafood fresh but have a significantly smaller environmental footprint.

- Department of Geography, Earth and Environmental Sciences Assistant Professor Dr. Siraj ul Islam received \$142,500 in Discovery Grant funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) to fund five interrelated projects with the overarching goal of designing an improved hydrological prediction system capable of forecasting streamflow and river water temperatures on daily-to-seasonal time scales with improved accuracy. The project supports two Master's students and one PhD student at UNBC.

- An international team of researchers, including UNBC Professor and Canada Research Chair Dr. Brian Menounos, used a supercomputer at UNBC to calibrate findings describing in the journal Science that by the end of the century, the majority of Earth's remaining glacier ice will exist in southeastern Alaska, the Northern Coast Mountains, Yukon, the northeastern Canadian and Russian Arctic, and mountains that fringe the Greenland and Antarctic ice sheets. The computer, jointly funded by UNBC and the Tula Foundation, allowed researchers to analyze more than 440,000 images.

- An international team of researchers, led by UNBC's Dr. Rajeev Pillay, a Post-Doctoral Fellow working alongside UNBC Ecosystem Science and Management Professor Dr. Oscar Venter, examined the habitat of more than 16,000 mammal, bird, reptile, and amphibian species in tropical rainforests and found that preserving forest integrity is crucial for maintaining biodiversity.

- Students in the ENVS 339 carbon accounting class completed a study on the Scope 3 emissions of the UNBC Timberwolves (all four varsity teams) and presented their findings and recommendations for improvement, not only at the University level but at the Canada West and USports level as well.

Operations

UNBC's commitment to sustainability extends beyond academics and research to its operational practices. The University's foresight over a decade ago on renewable energy resources has paid off, resulting in a consistent reduction of over 60% in annual Scope 1 and Scope 2 greenhouse gas (GHG) emissions compared to the 2007 baseline levels.

As a result of these efforts, UNBC has already achieved the provincial emission reduction target for 2040 and is on track to meet the accelerated buildings sector target for 2030. These achievements are a testament to UNBC's dedication to reducing its environmental impact and promoting sustainability.

There is still much work to be done in reducing emissions and promoting sustainability. To this end, the University will partner with organizations like BC Hydro to continue its efforts. For instance, the conversion of natural gas boilers to heat pumps at the Northern Sport Centre is just one example of future low-carbon electrification projects that will displace the remaining use of fossil fuels.

In addition to these electrification projects, UNBC is implementing energy efficiency measures by upgrading building heating

Our Bioenergy Plant uses local sawmill residue, reducing our fossil fuel consumption to heat the university by 85%.

Package-free bulk foods store on campus. **Secure, covered bike storage, stand-alone bike lockers, a bike repair station and shower facilities.**

The Wood Pellet Plant saves 140 tonnes of CO₂ per year.

Carpooling program.

The Green Fund provides grants for innovative projects to create a more sustainable campus.



systems from older, less efficient designs to smaller and more efficient systems that provide an opportunity for future heat recovery projects. Moreover, following the success of the two new Passive House certified buildings at UNBC, all future new buildings will meet Passive House standards. The University is also exploring the feasibility of retrofitting existing buildings with Passive House-type envelope and ventilation upgrades to minimize energy use. Several notable operational activities this year demonstrate UNBC's ongoing commitment to sustainability, including the following:

Continuous Optimization

In 2022/23 UNBC completed the second round of Continuous Optimization of three buildings: the Northern University Student and Conference Centre, the Geoffrey R. Weller Library, and the Teaching and Learning Centre. The total savings for these buildings from energy conservation measures implemented in the first and now second rounds of Continuous Optimization is 625,500 kWh of electricity per year, 6,000 GJ of fuel per year, and \$70,000 of cost savings per year.

Heat Exchanger Upgrades

We have started 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. In 2022, two system upgrades were completed in the Agora, and three more are scheduled for that space in 2023. 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.

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 91% against its targets, and achieved significant energy savings of more than 625,000 kilowatt hours (kWh) in 2022/23.

Bioenergy Plant

After major maintenance in 2019-2020, UNBC's Bioenergy Plant ran much closer in 2022-23 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.

Community engagement

- The Northern BC Climate Action Network (NorthCAN) hosted a full-day public workshop at UNBC, co-sponsored by the Community Energy Association, the Pacific Institute for Climate Solutions and UNBC. 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 ran an Energy Wise Thermostat Challenge campaign to encourage the University community to conserve heating energy by reducing thermostat set points. Fifty people participated in the challenge, which also provided an opportunity for them to share feedback regarding space heating

on campus. UNBC participates in the Energy Wise program each year in partnership with BC Hydro to support community engagement on 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 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.





Environmental Engineering student Madeline Clarke was tasked with putting a new spin on a standard machine used to assess industrial hygiene as her summer project with Northern Analytical Laboratory Services at UNBC. She rose to the challenge.

Clarke designed and built a rotating indoor Workplace Atmosphere Sampler (WAM), believed to be the first of its kind in Canada and one of only a handful in the world. Clarke's WAM features a battery-operated turntable that can be set to sample 12 different parameters at a time.

"It almost doesn't feel real that I'm doing this kind of work, especially when I've only completed one year of university. It's incredible," Clarke says.

Funded in part by WorkSafe BC, Canada Summer Jobs and PacifiCan's recently established Environmental Solutions Innovation Hub, Clarke researched, designed and created the WAM in less than four months.

Mandate Priority Reporting

The Minister's Mandate letters over the past few years provide expectations and a foundation upon which UNBC builds out its strategies and actions. The following highlights illustrate our progress towards meeting those expectations.



Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:

Working to align education and skills training to the goals of the BC Economic Plan.

- o Supporting People and Families
 - a. UNBC is making continued progress in collaboration with Northern Health under the revised MoU between the two organizations that was renewed in December 2022. Four working groups have been struck: human resources in health care; cultural safety; research and quality of health care; and enhanced collaborative systems.
 - b. The Northern Baccalaureate Nursing Program at UNBC is expanding with a new location in Prince George that will start in September 2023. The NBNP expansion is part of an increase in nursing seats announced by the provincial government in 2022. The Province is adding 602 new nursing seats to public post-secondary institutions throughout the province to help support the healthcare needs of British Columbians. The program runs over five consecutive semesters and will support 48 students in Prince George at full capacity.
 - c. Continuing Studies offered new programming in Mental Health Topics.

- o Building resilient Communities
 - a) UNBC is working with the Community Energy Association and the Pacific institute for Climate Solutions on the Northern BC Climate Action Network (NorthCAN). This growing network of individuals and groups is working to implement local climate solutions, encourage innovation and provide opportunities for collaboration across northern B.C. UNBC graduates make up a large percentage of the group, and faculty are providing scientific expertise to the project as well.
 - b) Continuing Studies created the Executive Leadership Certificate to grow leadership capacity within Northern communities.
 - c) Retail Services supports local businesses and artists.
 - d) Food Services prioritizes B.C. food purchases, with an average of 37% of food purchases produced in B.C.
 - e) The curriculum developed for the engineering program contains significant information and examples of sustainable design and deals with the physical resilience of communities.

- o Advancing reconciliation
 - a) The Aboriginal Service Plan report was submitted and approved for the 2022-23 academic year. The institution is working closely with the Ministry to establish long-term planning and accountability measures. The intentions and goals of the service plan are robust, but the unique location and the large number of Nations with whom UNBC have relationships need to be better defined and understood. The number of Nations, travelling times, COVID-19 regulations, and changes in key leadership positions has created instability over the past number of years in relation to consistent connections to the University and the ability to meet in person to strengthen and enhance relationships. Meeting each community's unique needs will require more time and greater support to ensure it is done well and in a sustainable manner.
 - b) The Faculty of Indigenous Studies, Social Sciences and Humanities has taken on several initiatives:
 - i. Through committee work on tenure and promotion, incorporating and broadening academic conversations on scholarly expectations and activities.
 - ii. Greater representation of Indigenous experience and worldviews on committees and in Faculty decision making.
 - iii. Constant re-evaluation of policies and language, especially as they relate to educational goals for in-community language and culture programming.
 - c) The First Nations Centre hosted wood carving sessions for students at the Prince George campus. The students worked with Cree/Dakelh artist Clayton Gauthier in Lhuhuhwhezdel: The Gathering Place, where they've been surrounded by the 32 cedar planks he carved and painted as part of the Nenachalhuya – The Cedar Plank Project. Having artwork reflective of the northern B.C. First Nations and communities served by UNBC provided the perfect backdrop for the sharing that occurred. Gauthier said while the focus of the carving sessions was to learn about the wood—how each piece is unique, how to work with it, how to use wood-working tools—the time spent in Lhuhuhwhezdel also provided the space for sharing.
 - d) UNBC faculty Dr. Sheila Blackstock and Dr. Daniel Sims stepped into the roles of Academic Co-Leads at the National Collaborating Centre for Indigenous Health, as longtime Academic Lead Dr. Margo Greenwood moved on into her new role as Senator in the federal government.

- e) UNBC unveiled a new piece of artwork in fall 2022 that shines a light on the true experiences of Indigenous People at residential schools and the importance of healing and love as we work toward Reconciliation. *Reconciling Light* by Kwakwaka'wakw artist Simon Daniel James, who also goes by the name Winadzi, is on permanent display on the first floor of the Geoffrey R. Weller Library building. The carving features a circular sun at its centre with eight rays extending out. To tell the truth about what happened at residential schools, James used archival and family photos to create images on the sunrays. Each sunray tells part of the story, from betrayal of the children by those in authority, to the attempt at assimilation from the government and churches to the love that is required to support Survivors and future generations of Indigenous children. The work was commissioned by the UNBC Indigenous Art Council.
- f) The Indigenous Studies 101, a professional development workshop series led by Dr. Daniel Sims, was an eight-part series offered online and in-person to all students, faculty, and staff. The workshop was well received by the community and the second series for the 2023-4 academic year is being finalized.
- g) The Rotunda art gallery at the University of Northern British Columbia was re-named after the late Robert Frederick, an accomplished Lheidli T'enneh carver, storyteller, and educator. Frederick, a member of the Lusilyoo Frog Clan, was a descendant of Letric Cho (patrilineal) and Sapheria Prince (matrilineal). Frederick began learning from Elders at an early age. Said to have an impeccable memory, Frederick absorbed the traditional ways and traditional legends of his people, lessons he passed along to younger generations, including many UNBC students. His father, along with other Elders, gave him his first introduction to carving. In later years, Frederick entered a carving program under the guidance of master carver Ron Sebastian (who created UNBC's Senate doors, the ceremonial chairs used at convocation, and the Talking Stick). With that training, Frederick created his first dugout canoe, commissioned by Huble Homestead. The original was donated to UNBC and resides in the gallery that will now bear his name. The gallery, managed by the UNBC Arts Council, offers curated exhibits to develop emerging visual artists through increased access to and awareness of visual arts at UNBC and in the community. All exhibits at the gallery are free.
- h) Continuing Studies developed and delivered the *Working With Indigenous Communities: Best Practices* course. They also developed a Cultural Awareness program for Rio Tinto.
- i) The School of Economics has undertaken several initiatives, including the following:
 - i. A good portion of the most recent offering of ECON 204 (Contemporary Economic Issues) was devoted to Indigenous economic development, and the School is developing an Indigenous Economic Development course at the undergraduate level.
 - ii. The Master's program is being restructured, which allows for an internship option; the goal is to see graduate students work with Indigenous organizations and communities, learn more about Indigenous culture, and help with capacity building in those organizations and communities.
 - iii. Collaborating with the School of Business to seek community partnerships, which would allow UNBC students to engage in community projects of interest to local First Nations and enhance experiential learning for undergraduate and graduate students.
 - iv. Continue to plan student-led symposia that focus on critical economic issues of interest to local communities, including First Nations.
- o Meeting B.C.'s Climate commitments
- i. UNBC's research program includes a wide range of topics, including mixed-wood forests and interaction with climate variables, forest disturbances and management practices, carbon sequestration and alternative silviculture, watershed science, renewable fuels and bioprocess engineering, climate change, and more.
 - ii. UNBC is undertaking ongoing energy efficiency work, maintaining Bioenergy facility performance levels, and exploring alternative fuel sources through industry partnership. For more details, refer to the Leading Sustainability information on page 22.
- o Leading on environmental and social responsibility
- i. UNBC's Community Development Institute continues to lead the conversation in areas of community, regional and economic development. Its new "Building Foundations for the Future" report series features 40 community profiles, including a sample of non-metropolitan B.C. communities, each of which includes information on income distribution, household income in the context of shelter costs, and homeowner and renter housing cost vulnerability rates.
 - ii. The CDI also developed a new Housing Information Portal that provides access to population and housing data, and now includes more than 60 non-metropolitan communities. The portal is available as a decision-making tool and is of interest to local government, developers, planners, contractors, economic developers, the non-profit sector, and senior levels of government. It highlights the strong links between housing and economic development potential.

- iii. The Readiness in Transition webinar series CDI developed shares “the hard-won experiences and lessons from those who were in various types of leadership roles when an economic crisis occurred in their small community. The speakers all share our commitment to help prepare other communities and leaders with the information they will need should an economic crisis arise during their watch.”
- o Fostering Innovation across the economy
 - i. The University of Northern British Columbia received more than \$1.9 million in funding from the Pacific Development Agency of Canada (PacifiCan) to support the establishment of the Environmental Solutions Innovation Hub. This funding will allow UNBC to procure the advanced analytical instruments and personnel needed to meet an ever-expanding demand from local and regional natural resource-based firms to perform chemical and physical analytical work. The new hub will be housed in the Northern Analytical Laboratory Services lab and allow for the increased and expedited development and prototyping of new materials and technologies needed to solve pressing environmental concerns in northern B.C. in sectors such as water management, mining, forestry, and bioenergy.
 - ii. UNBC researcher Dr. Hossein Kazemian is collaborating with industry to explore ways to use new materials to create a bio-renewable and biodegradable hybrid packaging solution. Kazemian, the head of Northern Analytical Laboratory Services and the Lead Principal Investigator of the Materials Technology & Environmental Research (MATTER) team at UNBC, is partnering with Brown’s Bay Packaging Company Limited to develop a new kind of foam that will provide the thermal insulation required to keep seafood fresh but have a significantly smaller environmental footprint. The team received a \$300,000 Ignite grant from Innovate BC to continue their research.
 - iii. Information Technology Services is working with Amazon Web Services to support research projects that UNBC would not normally be able to support.

Contribute to Ministry engagement on upcoming initiatives, including:

Stronger BC: Future Ready Action Plan

- o UNBC is well positioned to support this plan and will be one of the institutions offering specific micro-credential training for in-demand jobs, including Ecosystems Field Data Collection, Project Management and Executive Leadership.
- o UNBC is also offering more programming in high-demand fields, such as nursing, engineering, and education, thanks to investment from the provincial government.
- o UNBC continues to engage in dialogue with multiple partners on the prospect of veterinarian education option for British Columbians.
- o In addition, UNBC continues to find ways to expand its conversations with relevant agencies and communities regarding former Youth in Care.

The Ministry’s sexualized violence policy review.

- o UNBC continues to make education and training available on this topic to students and employees. Our subject matter experts remain available for cross-sector conversations that inform policy and provide better outcomes for British Columbians.
- o UNBC promotes student participation in the Student Perceptions of Sexual Violence Survey through social media and email campaigns. Survey results inform our institutional approach to sexual violence prevention, programming and training.
- o Over the last few years, UNBC has seen great success with student engagement surrounding consent and awareness of our sexual violence and misconduct policy and procedures.
 - UNBC engages with students and staff through the Northern Women’s Centre, UNBC’s Office of Equity Affairs, and through our Counselling, Human Resources, and Student Success teams.
 - UNBC consistently runs consent campaigns that involve posters, social media, and awareness events in housing and main areas of the university’s campuses.
 - UNBC has also introduced a new Restorative Relations and Student Supports Coordinator who focuses on supporting students in trying times.

In 2023/24, UNBC will launch an even stronger campaign, including the following initiatives:

1. Training housing, student-facing, and student services staff on UNBC's sexual violence and misconduct policy and procedures.
2. Continue to promote the UNBC webpages that provide the policy, procedures, support, and contact information.
3. Training housing and student services staff on how to address an incident or disclosure and how to support victims.
4. Engaging students through activities such as building a button, handing out swag and condoms, and setting up booths across the Prince George campus that showcase available supports available.
5. Housing staff will place materials in each room in housing that provide information to ensure students know where to get assistance if needed.
6. Communicating with students about what a healthy relationship looks like using the same approach as above.
7. Updating and promoting the UNBCSAFE App.

Further tech-relevant seat expansions.

- o UNBC is continually evaluating its programming options with an eye to identifying and developing programming in tech-relevant areas. This evaluation happens through inter-disciplinary offerings, new dual credit opportunities, youth programming, and working towards new degree offerings.

The funding formula review of provincial operating grants.

- o UNBC submitted its first submission for this process in June 2022. British Columbia's post-secondary system is an exceptional ecosystem that fosters knowledge, creativity and inclusion. A reinvigorated funding model will allow B.C.'s PSIs to increase student satisfaction and success, develop more responsive programming, foster sustainability and a healthy environment, enhance community engagement, improve diversity, and support economic growth. UNBC is a critical component to that success, both through its actions as an institution and through collaboration with others. Our actions today will provide immeasurable benefits to all British Columbians and help propel the province into a new era of innovation, inspiration and prosperity.

Work with the Ministry and your communities, employers and industry to implement postsecondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

- The Office of EDI and the Office of Research and Innovation established the Northern Regional Black Entrepreneurship Knowledge Hub (BEKH) at UNBC. As a regional hub, the institution manages existing partnerships, recruits and signs agreements, and integrates new Black community partners into the North. The institution has hired a Research Associate who will do an environmental scan to ensure a safe, sustainable, and effective way to meet project mandates in the uniquely situated regions we serve. Based on said scan, the institution will determine the best approach for ongoing engagement with Black community leaders, other universities, research institutions, and organizations to reach regional research priorities, co-generate research, build research capacity, and implement research projects that resonate with the Black communities' needs, issues, and challenges. This is exciting and meaningful work, but the institution is moving mindfully and strategically to ensure commitments made via the BEKH are sustainable long-term and meet the greatest needs of Black communities in the most effective and collaborative ways possible.
- The institutional Indigenous, Black, and People of Colour (IBPOC) Caucus has been re-established, effective January 2023. This Caucus is designed by and for members of the UNBC community who are Indigenous, Black, and People of Colour, and is part of the Collective on Anti-Racism (CAR). CAR is an independent, self-governing group of students, faculty, and staff at UNBC. The goals of this Caucus are to honour resiliency and resistance, connect IPBOC faculty and staff, and create a sense of community and belonging.
- UNBC's commitment to expanding work-integrated learning, co-op experiences, and career readiness activities is evident through its recent accomplishments and ongoing initiatives. One prominent milestone is the successful implementation of the Interior and Northern Work Integrated Learning project (INWIL), a collaborative effort involving UNBC, Thompson Rivers University, and UBC-Okanagan. INWIL has not only strengthened partnerships with local small- to medium-sized enterprises in the northern region but has also contributed to the enhancement of experiential learning opportunities for UNBC students.
- UNBC's dedication to preparing students for their careers is reflected in its comprehensive Career Readiness activities. These initiatives encompass a range of valuable experiences, including alumni panels, resume workshops, and the resumption of the Northworks Career Fair in its traditional in-person format. The return of the Northworks Career Fair saw the participation of more than 50 employers who actively engaged with students on the Prince George campus, fostering networking and employment prospects.
- Another noteworthy facet of UNBC's career-focused initiatives is the expansion of its co-op program, made possible through heightened student engagement and the cultivation of robust employer relationships. UNBC has diligently worked to create an environment that encourages students to actively participate in co-op experiences, bridging the gap between classroom learning and real-world application. This increased student involvement has not only enriched students' educational journeys but has also contributed to fostering a talented and work-ready workforce. In parallel, UNBC's concerted efforts in cultivating strong ties with employers have resulted in a diverse range of co-op opportunities across various industries. As UNBC continues to facilitate meaningful interactions between students and employers, the co-op program's expansion serves as a testament to the university's commitment to producing career-ready graduates and promoting regional economic growth.
- UNBC's commitment to continuous improvement is exemplified by its active involvement in the Association for Co-operative Education and Work-Integrated Learning BC/Yukon. By remaining an engaged member of this professional community, the university underscores its dedication to staying informed about the latest trends and best practices in the field of career services.

- Continuing Studies offered programming in high employment areas including Administrative Assistant, Environmental Monitors, Wildlife Dangerous Tree, Project Management, Entrepreneurship, and Tourism and Hospitality.
- Business Services hired 25 student employees in 2022.

Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector, and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon the government's CleanBC strategy and supports a clean economic future.

- Academic programs train students in critical skills and core competencies that prepare them for a variety of contributions to their communities and society.
- In-community Indigenous programming that concentrates on language and culture is increasing access to post-secondary education, enabling future study pathways, and providing greater employment and income opportunities. These initiatives support First Nations educational objectives while also responding to government mandates.
- Athletics participated in the BC Athlete Assistant Program (BC AAP), an athlete-centred financial assistance program funded by the Province of British Columbia and administered through the BC Sport Agency, to support UNBC student athletes.
- UNBC is onboarding EPBC 3.0.
- UNBC participates in the BCCAT Transfer Credit System project.

Progress made on UNBC's 2022-23 strategic goals

In addition to the actions noted above, UNBC tracks and reports on multiple activities across the institution that directly support the principles listed in the Minister's 2021-22 Mandate Letter, including:

- Putting people first
- Lasting and meaningful reconciliation
- Equity and anti-racism
- A better future through fighting climate change
- A strong, sustainable economy that works for everyone.

These activities are reflected below and are categorized by the University's strategic objectives stated in UNBC's 2021/22 Institutional Accountability Plan and Report. Others are reported on more specifically in the "Reporting on Strategic Initiatives" section.

Renew and refresh academic programming

Accreditation, curriculum review and refresh.

Faculty of Environment

- a) The Environmental Planning Program received full accreditation by the Canadian Institute of Planners and Planning Institute of BC.
- b) BA Geography curriculum refreshed with new faculty member.
- c) The Environmental Science Program held a curriculum review retreat.
- d) All GIS courses were reviewed, and the curriculum re-aligned across four years.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) All academic programs are pursuing curriculum renewal; these efforts are tied to program-level strategic planning and prioritizing, which includes undergraduate and graduate levels. It consists of calendar changes, more collaboration and cross-listing, joint majors, and various motions to improve the student experience and learning pathways.
- b) Northern Studies underwent an external review in 2022; the departments of English and Global and International Studies are undergoing external reviews in 2023.

Faculty of Human and Health Sciences

- a) The Northern Collaborative Baccalaureate Nursing Program (BScN program) received five-year accreditation status with the Canadian Association of Schools of Nursing in March 2023; the self-study portion of the education program review with the BC College of Nurses and Midwives is due to be submitted in early April 2023, in collaboration with our partners at the College of New Caledonia and Coast Mountain College.
- b) The MScN—Family Nurse Practitioner program received seven years of recognition from the BC College of Nurses and Midwives in November 2022.
- c) The Rural Nursing Certified Practice Courses submitted the self-study portion of the education program review with the BC College of Nurses and Midwives.
- d) The Bachelor of Education (Prince George and Regional Programs) had a successful structured dialogue with the British Columbia Teachers' Council in April 2022; a full program review is due in 2025.

Faculty of Science and Engineering

- a) Accreditation visits were conducted for all undergraduate Engineering programs at UNBC; the UNBC/UBC joint Environmental Engineering program was visited in November 2022, and the UNBC Civil Engineering and UNBC Environmental Engineering programs were visited in February 2023.
- b) All School of Engineering (SoE) programs underwent a detailed review and several changes have been implemented. Course sequencing, prerequisites, and required disciplines were adjusted with the input of a now almost full complement in the SoE faculty. New courses were proposed and are being offered as new faculty members join UNBC.
- c) The SoE has successfully finished implementation of its Civil and Environmental Engineering programs.

Registrar

- a) UNBC partners with the BC Council on Admissions & Transfer (BCCAT) and other northern institutions to support a transfer credit system project, which would develop program pathways through the extension of the BC Transfer Credit system to facilitate pathway creation and promotion for students.

New academic programs and learning pathways.

Faculty of Environment

- a) Initiating work on a new degree in Aquatic Sciences and Watershed Management.

Faculty of Human and Health Sciences

- a) The Northern Baccalaureate Nursing Program was expanded to Prince George, with a first cohort intake set for September 2023.

Faculty of Science and Engineering

- a) The MASc in Engineering is fully operational, with eight students in the first cohort. Many more have been admitted for fall 2023.

Division of Medical Sciences

- a) The Master of Occupational Therapy Program North was launched in September 2022 with 16 students as a partnership with the University of British Columbia.

Communications and Marketing

- a) Developed customized recruitment marketing strategies/tactics for each new program.
- b) Liaised with government communications on timely public launch announcements of programs such as the NBNP in Prince George.

Housing

- a) Reexamined the program model for Academic Residence Assistants.
- b) Residence Assistants organized study groups for housing students in collaboration with on-campus resources such as the Access Resource Center and Academic Success Center

Retail Services

- c) Integrates new learning materials when provided by instructors (i.e., open learning resources)

Increased collaboration and integration among academic programs and five Faculties plus one Division.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) This is a constant within the faculty through academic programs, curriculum changes and proposals, and new faculty hires.
- b) More cross-listing of undergraduate courses.
- c) Developed new joint majors: Anthropology/Geography and Anthropology/Political Science.

Faculty of Human and Health Sciences

- a) Working with the Faculty of Indigenous Studies, Social Sciences and Humanities on establishing clear pathways for graduates of First Nations Studies Certificates and Diplomas to pursue further education in programs such as Education, Social Work and Nursing.

Faculty of Environment

- a. Ongoing discussion towards a new joint degree in Human Geography and History.
- b. Updating the joint degree in Geography and Political Science, and Anthropology and Geography.
- c. Engagement with Engineering and Environmental Science / BSc Geography for better consultation and collaboration on curriculum and teaching.

Retail Services

- a) Conducted policy and procedure review for textbook adoptions to ensure knowledge at Dean and faculty levels are consistent with Bookstore requirements.

Develop a plan for UNBC Learning Commons.

Geoffrey R. Weller Library and Northern BC Archives and Special Collections

- a) A Learning Commons Working Group was struck to achieve the following objectives:
 - Work together to create and maintain an inclusive, safe, welcoming space for all students.
 - Share relevant information between units.
 - Discover opportunities for collaboration between units.
 - Advise units on best practices in developing outstanding student services.
 - Work together to help the University achieve its strategic goals.

Group membership consists of all partners involved in the space including representatives from the Library, Student Affairs, and Wellness. A half-day facilitated workshop will take place in spring 2023 to discuss further the governance, goals, and objectives of the Learning Commons.

Communications and Marketing

- a) Created social media content highlighting first-floor renovations and the enhanced student space now offered.

Regional outreach, engagement, partnerships, and incorporating Indigenous world views.

Regional Advisory Committees

- a) UNBC has revitalized its commitment to visiting campus communities across the North. UNBC faculty and senior staff visit each community twice per year, engaging with local Indigenous leaders, provincial and local government representatives, school district leadership, post-secondary institution partners, business leadership, alumni and more. This renewed focus is intended to ensure communities know there is a connection with UNBC and that conversations and partnerships will serve northern British Columbia well.

Research and Innovation

- a) Developed the UNBC/Mitacs Indigenous Research Ambassadors Pilot Program (IRAPP). There are 12 Indigenous Research Ambassadors (three cohorts of four students each), with the first cohort active in 2022/23. This program engages students in research and experiential learning opportunities, connects them with researchers and communities, facilitates leadership and mentorship opportunities, and celebrates and promotes research and cultural connection to the natural world.
- b) The Interior Universities Research Coalition continues its ongoing, collaborative work with three municipalities (Prince George, Kelowna, Kamloops) on homelessness.
- c) UNBC was a partner in launching the new Northern Centre for Clinical Research with UBC and Northern Health.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) Offering in-community language and culture programs with the Haisla Nation, Kispiox, and Wilp Wilxo'oskwhl Nisga'a Institute.

Faculty of Human and Health Sciences

- b) Working with northern superintendents to increase programming available to uncertified teachers working in northern school districts, including discussions around more accessible BEd options and micro-credentialling to increase skills in curriculum, assessment, and teaching to diverse classrooms.
- c) Working with Indigenous partners and the Faculty of Indigenous Studies, Social Studies and Humanities on program development and pathways to meet community needs in areas of education, social work, and nursing. Indigenous partners include: Ans'Payaxw First Nation, Gitksan Wet'suwet'en Education Society, Lheidli T'enneh First Nation, Tsilhqot'in Nation, and the Wilp Wilxo'oskwhl Nisga'a Institute.
- d) Working with Northern Health and the First Nations Health Authority through our nursing programs, social work programs, and other allied health care opportunities to meet student educational needs (e.g., practicum placements) and the operational needs of health authorities who employ many UNBC graduates.

Alumni Relations

- a) As demonstrated by alumni engagement with the Strategic Planning process, graduate affinity for the University continues to be high.
- b) Over the past year, alumni provided detailed feedback on their educational experience with programs such as computer science and environmental engineering.
- c) UNBC's active Alumni Council, composed of a diversity of graduates located across Canada, has been effective in leading post-COVID group activities and promoting the University.
- d) Collaboration between the Alumni Relations, Research and Innovation and the Office of the President has focused on building relationships with individual graduates around the province.
- e) In October, 160 graduates from 2020 and 2021 returned to campus to experience an in-person Convocation.

Athletics

- a) Working with Engage Sport North to offer Indigenous camps.
- b) Fully implemented the new Indigenous logo thanks to an exceptional partnership with the Lheidli T'enneh Nation. Merchandise sales are shared with the Nation and fund the following:
 - a. An Indigenous award for a student athlete at UNBC. That award has almost reached the endowed level after just one year.
 - b. Funding allocated to the Nation to support Indigenous initiatives, including Elder and Youth programming.
 - c) Developed a branded wall mural at the Northern Sport Centre featuring student athletes and the new Indigenous logo uniforms.
 - d) Co-branded the 2023-24 uniforms with the Indigenous logo and the traditional "howling wolf" logo.

Continuing Studies

- a) Partnered with the Immigrant Services Society of BC to develop the Cultural Tourism micro-credential to support individuals from different cultures entering the Tourism and Hospitality Sector.
- b) Partnered with Hubspace to develop the Indigenous Entrepreneurship micro-credential, which was funded by the Provincial Government.
- c) Expanded regional outreach to identify training needs in Indigenous communities and to offer virtual programming to meet those needs.

Housing

- a) Increased relationship building and collaboration on educational events between Indigenous Focused Residence Assistants with the First Nations Centre for residents. Education opportunities included campaigns such as Red Dress Awareness in information campaigns on bulletin boards, etc.

Retail Services

- a) Collaborated with the First Nations Centre on communications regarding student sponsorships.

Information Technology Services

- a) Focused on providing a seamless technology experience for all University community members regardless of campus location, including technologies such as hybrid classrooms, Kaltura video storage, mobile video conferencing tools, and collaboration platforms such as teams, Microsoft365, and SharePoint. ITS will continue to expand these offerings to allow people who come from differing physical locations to work together without barriers to access.

Communications and Marketing

- a) Continued social media and traditional media storytelling regarding student, research, and institutional success, including content from across northern B.C.
- b) Placed an emphasis on regional engagement during the “Share Your Voice” strategic planning engagement processes.

Explore effective institutional partnerships for joint courses, programs, research projects, and student and faculty exchanges.

UNBC’s Travelling Knowledges Program provided international student mobility for more than 35 UNBC undergraduate students to Japan, Tunisia, Guatemala, Italy, Poland, Germany, New Zealand, Australia, Scotland, Norway, and Sweden.

Furthermore, that fund supported experiential learning through international field schools (such as in Guatemala) and for student international research, internships, and independent studies in locales including Guatemala, Norway, and Sweden. The Geography program is developing several ‘set’ options for presentation to students in 2023-2024.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) Part of curriculum renewal and increased cross-listing, e.g., International Studies and Geography.

Faculty of Human and Health Sciences

- a) Working with Aurora College to ensure their new General Studies program includes courses and pathways that would meet entrance requirements for programs housed in FHHS, e.g., Education, Social Work.
- b) Working with Northern Lights College on the pathway to entry for the Northern Baccalaureate Nursing Program and exploring other student pathway opportunities.

Continuing Studies

- a) Expanded offerings with the Ontario College of Art and Design to deliver Digital Skills Micro-credentials and Certificates.
- b) Partnered with Emily Carr to support UNBC Indigenous Entrepreneurship students to partake in their programming.

Registrar

- a) The International Office has been engaged in a review of our exchange partners, starting with student exchanges specifically. We received our first exchange students since the pandemic in Fall 2022 from Norway, Japan, and Switzerland. Also met recently with a representative from the Finnish Consulate General to explore research exchange partnerships.

Information Technology Services

- a) Supporting unique research projects through cloud technologies in partnership with Amazon Web Services. This will use innovative technologies to allow research projects to run with minimal costs and maximum flexibility.

Explore Micro-credentials in coordination with Continuing Studies.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) Developing a Fundamentals of Public Administration micro-credential.

Faculty of Human and Health Sciences

- a) Developing three micro-credentialed courses with Continuing Studies to enhance skills of uncertified teachers:
 - a. Alternative Learning Design
 - b. Enhancing Your Stem
 - c. Linking Curriculum with Class Engagement

Continuing Studies

- a) Partnered with the UNBC School of Education to submit accepted proposals for three Micro-credentials.

Retail Services

- a) Provides course materials for all newly developed micro-credentials.

Communications and Marketing

- a) Developed and implemented marketing tactics for early micro-credential offerings coming from Continuing Studies.

Graduate Programs and Research

1. Finalize the governance structure for graduate programs.
 - a. A new Vice-Provost Graduate and Post-Doctoral Studies position has been created to ensure strategic leadership in this area. The search is underway.
 - b. Along with the Office of the Registrar's work to improve the process for reviewing and admitting graduate students, the Graduate Student manual development is well under way, being led by a graduate student on contract and supported by the Associate Registrar Graduate.
2. Update and extend the existing Strategic Research Plan.
 - a. An updated and redesigned Interim Strategic Research Plan was developed and is in place to the end of 2024. The search process for a new Vice-President Research and Innovation is underway and once hired will initiate consultations and the drafting of a new Strategic Research Plan.
3. Establish and implement the Northern Centre for Clinical Research, a collaboration between UNBC, the UBC Faculty of Medicine, and Northern Health.
 - a. An MOU was established, and the Northern Centre for Clinical Research (NCCR) grand opening took place in March 2022. Dr. Anurag Singh was brought on as the first Centre Director in September 2022. UNBC is working closely with UBC on fundraising initiatives in support of the NCCR.

Student Services and Success

1. Start implementing Strategic Enrolment Management to attract and retain students, substantially increase student success, and reduce attrition rate over time. This will require an integrated approach and collective efforts from the entire UNBC community.

A new, institution-wide Strategic Enrolment Management Committee was formed in July 2022, with membership encompassing a wide range of academic and administrative units. The committee is focused on making short-term improvements to enrolment, while smaller working groups are also developing longer-term strategies to improve student recruitment and retention, looking particularly at four topic areas:

1. Data
2. Curricula/Programs
3. Recruitment, Outreach, Engagement
4. Student Success/Support

Each working group focused on set topics/themes and brought forward recommendations for action or further exploration. The second phase of this SEM effort will commence Summer 2023, including finalizing UNBC's Key Enrolment Indicators.

Student Success

- a) Have begun a three-year relationship with higher education research company CRI to deploy their proactive student risk assessment questionnaire to identify students' high risk in certain risk categories. The first round was deployed and reviewed in Fall 2022, and baseline risk levels, first semester performance, and second semester continuance rates were set for the second round in Fall 2023.
- b) Created a Restorative Relations department.
- c) Hired and trained Restorative Relations and Student Supports Coordinator for an intentional and focused holistic approach to supporting students in areas of non-academic misconduct, students experiencing crisis, and concern for students.

- d) Continued work on Restorative Justice throughout UNBC, mainly focusing on Student Services and Restorative Justice practices integration.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) Approaching this actively through first-year student experience and support.
- b) Clarifying learning pathways and curriculum visibility, so that undergraduate students can plan and better understand the learning-based outcomes and progressions in their degrees, creating the predictability of course offerings in each academic program, and ultimately tightening/strengthening the curriculum for a more focused, outcomes-based objective.
- c) Gather data on practical enrolment targets, relative to faculty complement, as part of a medium-term initiative to understand historic enrolment patterns, fluctuations, and rationale for change over time.
- d) Identify and establish capacity limits for graduate supervision, to manage expectations around student numbers and workloads, and to re-focus efforts on undergraduate enrolment numbers and retention.
- e) Marketing of courses through digital media, to target effectively a wider net of prospective students.

Business Services

- a) Collaborates with partners on the Ellucian Experience product (student online portal) and ways units can provide information and services to students and staff

Finalize and implement the organizing framework for student services including international students (Framework: April 2022; Implementation: September 2022).

Student Success

- a) This re-organization is complete with a new framework in place:
 - a. Student Experience and Planning
 - i. Hired a Manager, Student Experience and Planning
 - ii. Re-titling of Career & Co-Op Centre to “Career Readiness”
 - iii. Formed an Orientation Planning Committee
 - b. Housing and Restorative Relations
 - i. Hired a Manager, Residence and Restorative Relations
 - c. Student Supports and Wellbeing
 - i. Hired a Manager, Health and Wellness
 - ii. A Director of Student Success was hired in August 2023.
 - iii. From November 2022 to May 2023, the Director of Student Success took a six-month administrative leave; the portfolio was overseen by three other Directors at UNBC.

Registrar

- a) Following a robust planning process, a new structure was developed and implemented. The new Associate Registrar has been in place nearly one year, and all other positions are filled with permanent employees.
- b) A new International Student Retention Coordinator position is in development.

Continue implementing an effective student recruitment plan to increase applicants and substantially improve offer, acceptance, and registration rates.

UNBC experienced enrolment success in some areas and challenges in others:

- a) Fall 2022 results:
 - a. Domestic undergraduate applications: near flat compared to Fall 2021
 - b. Domestic undergraduate admits: up 2.2% compared to Fall 2021; Admit rate +2.4%
 - c. Domestic undergraduate registrations: down 3.9% compared to Fall 2021; Registration rate (-2.8%)
 - d. International undergraduate applications: up 136.2% compared to Fall 2021
 - e. International undergraduate admits: up 110.3% compared to Fall 2021; Admit rate (-6.6%)
 - f. International undergraduate registrations: up 57.1% compared to Fall 2021; Registration rate (-4.4%)
 - g. Overall undergraduate applications: up 22.4% compared to Fall 2021
 - h. Overall undergraduate admits: up 17.6%; Admit rate (-2.8%)
 - i. Overall undergraduate registrations: Flat; Registration yield (-6.4%)

Note: Strategies are in development to improve the undergraduate registration yield rate for Fall 2023.

- b) Strategies and actions for Fall 2023 recruitment cycle.
 - i. UNBC formed two new Tuition Credit initiatives to recognize local sporting events:
 - 1. 2022 BC Summer Games Tuition Credit
 - a. 173 athletes signed up for the opportunity; full utilization and ROI will not be fully known until after the Fall 2023 commencement.
 - 2. 2023 Nordiq Cup Tuition Credit
 - a. Eight athletes signed up for the opportunity; full utilization and ROI will not be fully known until after the Fall 2024 commencement.
 - 3. Both programs offer participating athletes a multi-semester tuition credit if the athlete attends UNBC within a set number of years beyond each event.
 - ii. Student Recruitment hosted regional high school Indigenous Education Workers and First Nation Education Managers to the Prince George campus for an update lunch on October 25, 2022.
 - iii. Resumed full travel outreach schedule from September to December 2022, visiting more than 240 high schools across B.C., Yukon, Alberta, and Ontario.
 - iv. Connected with Campus Student Success Coordinators to expand the reach and frequency of outreach to prospective students, particularly in UNBC's campus locations outside Prince George.
 - v. Collaborated closely with undergraduate programs, marketing, admissions, and advising to promote spotlight and professional programs:
 - 1. Engineering
 - 2. Northern Baccalaureate Nursing
 - 3. Regional Elementary Education
 - 4. Social Work
 - vi. UNBC Recruitment hosted more than 130 local Grade 12 students to present UNBC Academic Achiever certificates acknowledging their Grade 11 academic performance and to offer them a free course at UNBC following graduation.

Registrar

- a) Employed a new International Student Recruitment Officer, who jointly reports to the International Office and Student Recruitment.
- b) UNBC's Agent Relations Coordinator is actively working on a data plan to connect students with agents to monitor agent relationships and assess those partnerships and contracts.
- c) UNBC has partnered with Illume Student Advisory Services, who represent and recruit for UNBC in Latin America and Africa.
- d) Have started work on a communications and data plan to enable enhanced reporting and automated and targeted communications to support arrival plans, registration, etc.
- e) Have created targeted email campaigns to support graduate admissions processes and are starting the undergraduate admissions build-out for that as well.

Communications and Marketing

- a) Developed and implemented marketing campaigns designed to raise awareness of UNBC in key demographic categories and in strategic geographical locations, working in co-ordination with student recruitment.
- b) Developed and implemented marketing campaigns for a suite of specific programs and Faculties, including civil and environmental engineering, nursing, MBA, continuing studies, education, Faculty of Environment, and the Faculty of Indigenous Studies, Social Sciences and Humanities, working with Program Chairs, Deans, and other departmental representatives.
- c) On average, UNBC's digital advertising surpasses industry benchmarks in key areas such as click-through rates, cost-per-click, and more.
- d) Provide all branded materials for the recruitment team, both digital and print, to ensure brand consistency and professionalism across all recruitment efforts.

Faculty of Human and Health Sciences

- a) Increased the amount of funds being spent and earmarked for spending on advertising and recruitment for its programs and intends to continue to work with Marketing and Communications in this area to develop a more fulsome and proactive plan.
- b) After a hiatus due to COVID, FHHS is supporting a reinvigorated Adventures in Healthcare program, bringing students from across the North to UNBC campuses to experience different types of educational paths that lead to careers in the Healthcare field; planning occurred in 2022/23, with engagement events in both Prince George and Terrace happening early in the 2023/24 year.

Continuing Studies

- a) Expanded marketing efforts to outside of northern B.C. for our virtual courses to increase our market reach, resulting in a spike in registrants, with over 50% of registrants coming from outside of the Prince George Region. Also expanded our advertising and recruitment for Online courses, increasing our course registrants by over 50%.

Food Services

- a) Partnered with Recruitment to provide an all-you-care-to-eat experience in the Agora Dining Hall for high school students during campus tours.

Retail Services

- a) Worked with Recruitment on branded materials for recruitment activities and opportunities to create Bookstore benefits for potential/incoming students

Community and Outreach

1. Develop and continually implement outreach, youth, and community engagement programs including events celebrating Indigenous cultures.

- a) UNBC had a strong presence at the 2022 Indigenous Peoples' Day, held in Prince George at Lheidli T'enneh Memorial Park, planned by the Lheidli T'enneh Nation.
- b) UNBC continued its partnership with Lheidli T'enneh Nation through the Northern Promise Partnership agreement.
- c) UNBC began talks with the McLeod Lake Indian Band for its own Partnership agreement in line with UNBC's agreement with Lheidli T'enneh Nation.

Student Recruitment

- a) UNBC's Indigenous Student Recruiter was present at Gathering Our Voices in Vancouver in March 2023.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) More initiatives developed at the program level, including SAGE, and Northern FIRE (Feminist Institute for Research and Evaluation).
- b) Development of a Model Parliament for local high schools.
- c) Present the Global Fridays Speaker Series.

Faculty of Human and Health Sciences

- a) After a hiatus due to COVID, FHHS is supporting a reinvigorated Adventures in Healthcare program, bringing students from across the North to UNBC campuses to experience different types of educational paths that lead to careers in the Healthcare field; planning occurred in 2022/23, with engagement events in both Prince George and Terrace happening early in the 2023/24 year.

Faculty of Environment

- a) Worked with Spinal Cord Injury BC and BC Parks to engage the community in barrier-free design for parks.
- b) A Fall celebration event engaged 60 people in conversation about social and environmental issues in Prince George.
- c) Working with Nakazdli Whut'en on initiatives that serve the Nation, involving one class and continuing meetings.
- d) Engaged Valemount community leaders with a student project on boomtown issues.
- e) Engaged downtown development leaders with a discussion of housing in downtown Prince George.
- f) Engaged Prince George community leaders and students in reconsideration of the City's Tree Bylaw.

Division of Medical Sciences

- a) Created and recruited an Indigenous Coordinator to focus on building community relationships within Indigenous communities for the purpose of student recruitment and support of Indigenous students to DMS programs.

Research and Innovation

- a) Youth and Student Engagement programs such as Active Minds and GoEng-Girl continue to grow and develop.
 - a. The Active Minds program reached more than 330 young people through its camps in 2022, a rebound year from the previous COVID-impacted years. UNBC expects greater participation in 2023 and beyond.
 - i. 191 participants were in K-6, 38 in Grades 7-8, 16 in Grades 9-12, and 87 who did not specify their Grade level.
 - ii. Four students were employed by the program, 24 students volunteered in some capacity, and eight Faculty/staff acted as mentors.
 - iii. Camps were held virtually, in Prince George, and in surrounding communities such as Vanderhoof.
 - b. UNBC partnered with YELL North and participated in the iCubed Summit, an annual event that provides northern B.C. youth with access to innovative businesses, growing their entrepreneurial mindset.
- b) Indigenous Mentorship Outreach Program collaborators visited UNBC from UBC-Okanagan. They support an Indigenous mentorship program in STEM fields, focused on developing mentorship skills in Indigenous university students. Several UNBC students expressed interest in engaging with the program.

Geoffrey R. Weller Library and Northern BC Archives and Special Collections

- a) Since 2018, the Library has participated in the Community Scholar's Program (CSP), an initiative started at Simon Fraser University. The CSP fosters community engagement and collaboration between non-profits, libraries, and post-secondary institutions in B.C., connecting researchers working in the non-profit and charitable sectors with access to published research normally locked behind a paywall. Not only do community scholars gain access to the research portal to search for current literature in their fields, but they also have access to research support from librarians and unique programming. In 2023, the Library renewed its commitment to the program as a Bronze Level Sponsor Partner.
- b) A Night at the Library is a collaborative orientation event held at the Prince George Public Library. It is an evening of fun, games, and community building, connecting UNBC students with the public library, its resources, and staff.
- c) The Northern BC Archives & Special Collections received donor and institutional funding to support the Archival Education Kits Development Project. This 22-month project will provide an opportunity for one project archivist, and up to eight students in the School of Education program, to research, develop, and test four subject-specific Education Kits for post-secondary, secondary, and elementary learners, along with an accompanying teacher's Guide to Learning.
- d) The Northern BC Archives continues actively to facilitate the University's MOU Agreements for storage and access of archival material as agreed upon by UNBC and regional Indigenous communities. Archivists not only facilitate access requests and support in-person research into the materials stored under these MOUs, but they also plan, facilitate, and deliver archives training sessions on digitization, project management, archival description, preservation, etc. upon request and within the communities

themselves, and will continue to do so throughout 2023. Along with providing collegial support and mentorship to Band employees working on their nation's archival materials, archivists also provide supervision/tutelage to a nation's UNBC-based students who wish to undertake a UNBC directed study or internship course at the archives using their own nation's archival materials as their primary area of study. Through their active involvement in supporting the cultural heritage work of regional communities, the Northern BC Archives has also been, and will continue to be, actively involved in buttressing a nation's external repatriation and research requests to cultural organizations across the country.

- e) The Northern BC Archives & Special Collections continues its active involvement on the Indigitization Steering Committee. Indigitization is a B.C.-based collaborative initiative between Indigenous communities and organizations, the Irving K. Barber Learning Centre, the Museum of Anthropology, Northern BC Archives (UNBC), Xwi7xwa Library, and the Centre for Teaching, Learning and Technology (CTLT) to facilitate capacity-building in Indigenous information management. The Program is committed to clarifying community needs regarding the conservation, digitization, and management of Indigenous knowledge. It does so by providing resources such as the Indigitization toolkit and enabling community-led digitization projects through grant funding and training. Indigitization seeks to develop a network of practitioners who support community-led management of digital heritage.
- f) In 2022, the Northern BC Archives & Special Collections initiated the development of a local Heritage Emergency Response Network (HERN). While the final contract is currently being reviewed, committed signatories will include: Two Rivers Gallery, Prince George Public Library, Carrier Sekani Tribal Council, Huble Homestead/Giscome Portage Heritage Society, The Exploration Place, and the Central BC Railway and Forestry Museum. Through this Agreement, local heritage organizations commit to strengthen their relationships and encourage cooperation between institutions in the areas of disaster response and collections salvage and treatment. Specific areas of collaboration will include the following:
 - a. In the event of a disaster, partner institutions will provide the affected institution with the assistance of staff, trained in Collections Salvage Activity and treatment, to support salvage activities.
 - b. Institutions will share their disaster plans to assist in inter-institutional support.
 - c. Institutions will exchange information relevant to disaster-planning protocols and collections salvage and treatment.
 - d. Institutions will plan or facilitate joint workshops and seminars on collections salvage and treatment, and disaster response protocols.

Athletics

- a) Develop and continually implement outreach, youth, and community engagement programs including events celebrating Indigenous cultures such as:
 - a. Terrace sport camps
 - b. Prince George sport camps
 - c. Combined Active Minds/Active Bodies UNBC summer camps.

Communications and Marketing

- a) Support community outreach programs through social and traditional media activities, by supporting consistent and professional brand representation, and by providing strategic advice and guidance regarding audience identification and engagement.

Food Services

- a) Food Services provider, Dana Hospitality, promoted Executive Chef Skylar Dennis, a member of Stellat'en First Nation from Stellako B.C.; Chef Skylar proudly serves his grandmother's Bannock recipe.
- b) Hosted campus-wide celebrations serving traditional foods in the Agora Dining Hall for Lunar New Year, Nowruz, Diwali, Hannukah, St Patrick's Day, and more.
- c) Partnered with the non-profit society Eco Living Community to host eight educational and cooking demonstration events with students to address sustain-ability concerns. This project was partially funded by Feed BC capacity funding.

Northern Sport Centre

- a) Worked with the Lheidli T'enneh First Nation to install the Nation's flag in the Centre, alongside national, provincial, and municipal flags.

Retail Services

- a) Focused attention on Indigenous artists and locally made products, worked with other departments to include UNBC-branded materials for events/take aways, and continued support of local events through product donations.

2. Operationalize the Office of Equity Diversity and Inclusion.

- a) The Office of Equity, Diversity and Inclusion (EDI) was implemented and operationalized in 2022. The departmental strategic plan has been finalized and will be shared with the community for institutional accountability and feedback.
- b) The Office of EDI created and hired a Specialist, EDI, in the fall of 2022. The focus of this role is to be a direct and trusted connection for IBPOC students, faculty, and staff in relation to creating a safe and inclusive campus for equity-deserving members. They oversee and direct annual faculty and staff training opportunities, manage and create content for the institutional EDI site, and are the point person for colleagues in relation to strategic direction, collaboration and prevailing equity-related topics and curriculum.
- c) The Office of EDI led the 2022-23 annual Employment Equity Training for faculty at UNBC alongside the Vice-Provost, Faculty Relations. This is an ongoing commitment and an opportunity for the Office of EDI to connect annually with faculty and create training, education and resources that meet the needs of our faculty to elevate inclusive practices within the classroom and across campuses.
- d) The EDI Office and the Office of Research and Innovation worked together to fund a newly created term position for an EDI Policy Analyst. Once this position has been created, it will be responsible for reviewing institutional policies from an equity lens and making the necessary changes, additions, and deletions to support the institution. The policy review will allow the Office of EDI to structure training and education for the community based on direct feedback received through the policy review process. This will ensure that we focus training and educational opportunities on the areas of growth that students, faculty, and staff have directly identified.
- e) This decision and position are in alignment with the feedback received from the community to ensure to mitigate and remove as many barriers systemically embedded into the institution alongside the education and training required to invoke cultural change.
- f) UNBC established an Accessibility Committee (AC) of students, faculty, and staff, and the first meeting will be held in May 2023. This committee will ensure that UNBC is meeting its commitment to supporting people with disabilities to participate in the community meaningfully, as per the requirements of the Accessibility British Columbia Act. The AC will support the creation of an institutional Accessibility Plan and the creation of a feedback system for the community to inform UNBC on accessibility-related matters.

Research and Innovation

- a) UNBC's Canada Research Chair EDI Stipend directly supports the OEDI.

Athletics

- a) Implemented the Universal Code of Conduct to Prevent and Address Mal-treatment in Sport (Sport Canada)
- b) Adherence with the B.C. Universities Safe Sport Framework
- c) Developed an Athletics and Recreation equity statement, including a commitment list and timelines.

Communications and Marketing

- a) Supported the Office of Equity, Diversity and Inclusion by collaborating on a content calendar designed to raise awareness of key events and initiatives.
- b) Developing an inclusive language style guide in collaboration with the Office.

Housing

- a) Developed and organized EDI activities within Housing, including the following:
 - a. LGBTQ2+ flag raising in each of the Residence Buildings.
 - b. Beginning in February 2023, a new EDI newsletter that is topic- focused provides, resources, and highlights an individual/leader. Past topics include What is EDI?, International Women's Day, Indigenous Allyship, What is Allyship? and Accessibility.
 - c. Implemented a new feedback form regarding EDI-related issues for Housing.
 - d. Use Restorative Justice Approaches to address EDI-related conflicts and concerns to ensure equity amongst a diverse population.

1. Renew and refresh UNBC’s strategic roadmap.

UNBC launched its strategic plan renewal in November 2022. The University struck a Steering Committee with a diverse membership, from students, to faculty, to staff, supported by a three-person project team and two consultants from Prime Strategy. The committee was tasked with developing early iterations of visions, strategies, and focus areas, being champions in the community engagement process, and acting as liaisons across the institution with key communities.

Tasked with communicating the launch of UNBC’s 2023 Strategic Plan engagement campaign, the Communications and Marketing department created the “Your voice. Your UNBC.” campaign, a multi-faceted communications and engagement plan inspired by the institution’s motto, ‘En Cha Huná. The motto—gifted to UNBC by the Dakelh (Carrier) Elders—is interpreted as “respecting all forms of life,” and serves as a reminder that all people and living things have a voice. Tactics included video, social media, website, email campaigns, and earned media.

Through its key messaging and comprehensive tactics, “Your voice. Your UNBC” unified the UNBC community around a single goal: informing the future of UNBC. This campaign’s success was measured by the participation of UNBC’s current students, alumni, faculty and staff, and the northern B.C. community. The results outpaced expectations, with close to double the expected survey responses, excellent in-person attendance at engagement sessions, meeting social media engagement rate targets, and higher-than-anticipated response to an initial “four questions” campaign.

A further breakdown of these results illustrates its success:

- 214 attendees at the strategic plan launch (in-person and online)
- 215 responses to the four questions to the community
- 919 responses to the survey
 - 33% alumni
 - 28% students
- No identifier provided – 50%
- Mature – 33%
- International – 18%
- Indigenous – 6%
 - 10% staff
 - 8% general community
 - 6.5% Faculty
 - 2.1% Indigenous community (outside UNBC community)
 - Other 12%
- 64 participants in online sessions
- UNBC offered special “one-on-one” sessions with Indigenous leaders, as well as a virtual meeting for Chiefs from across the North.
- UNBC also made a concerted effort to engage with communities across the North, with the President and other University leaders greeting more than 160 participants in face-to-face sessions held in Quesnel, Prince George, Terrace, and Fort. St. John

These efforts provided the strategic planning committee with excellent data to consider in the formulation of UNBC’s next Strategic Plan. As of March 31, the data is being distilled into key themes, and a set of supporting goals is being developed by the steering committee and sub-committees made up of University community members with a broad range of knowledge, including faculty and staff. The plan is scheduled to be unveiled in the fall of 2023.

2. Develop an Integrated Planning (including Budget) Framework, including the following elements:

a. Unit-wide strategic action plans for selected units

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) Developing unit-wide strategic action plans for selected units, which includes greater fiscal responsibility with targeted objectives.
- b) Conducting a wholesale budget overhaul to better support academic units, supporting full spending of allocated funds, with the release of other funds to support strategic initiatives, events, activities, research, expenditures, and under-resourced units.
- c) Individual academic units are building their own strategic plans to align with current institutional planning.

Registrar

- a) Developed a three-year strategic goals and tactics plan for the Registrar and associated areas.

Business Services

- a) Every Business Services department works with a facilitator to create strategic action plans aligned with UNBC's strategic planning every three years. These plans inform annual operational planning and KPI development and are reviewed regularly to ensure continued applicability as circumstances change.

Information Technology Services

- a) Building a comprehensive strategy for the department and establishing a formal oversight model for information technology services at the University.

Communications and Marketing

- a) Developed an internal strategy designed to support the institution's broader strategic goals and initiatives. This strategy will be revisited once the University's new five-year strategic plan is developed and adopted.

b. Indigenous Action Plan

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) Efforts are tied to TRC Calls to Action and UNDRIP, manifested most visibly in decolonizing efforts in the First Nations Studies department, the creation of a Centre for Indigenous Studies, etc.

c. Regional outreach and engagement strategy

Research and Innovation

- a) The ORI continues to develop research partnerships and relationships with donors and community partners to engage with northern British Columbians.

d. CRM Data Governance Framework

A CRM Oversight Committee was formed in 2022, with representation spanning a wide range of departments invested in student success. Privacy Impact Assessments for a variety of CRM modules are underway and data governance in general remains an ongoing priority for UNBC.

Student Life

- a) Restorative Relations and Student Support have begun exploratory work on a CRM module for case management.

3. Develop a Capital Planning Framework.

Facilities

- a) Under the project management of the facilities department, UNBC began work on this priority this year. Some of the work included the following:
 - a. Community consultation
 - b. A capital project prioritization framework was established.
 - c. A reporting cycle was initiated.
 - d. Open space (outdoor) planning began.

4. Develop an Enterprise Risk Management Framework that includes the following elements:

a. Fraud Risk Assessment

- a) In Fall 2022, UNBC started developing a Fraud Policy and related procedures. Work is expected to continue through summer 2023.
- b) An initial fraud risk assessment was completed, which involved consultation with multiple departments to identify areas of fraud risk. The next step will involve mitigating fraud risk.

b. Emergency Response Plan

- a) The departure of a key personnel member delayed work on this initiative. While an Emergency Response Plan is in place for UNBC, it will need to be updated and refreshed in 2023-24; that work began in spring 2023.

Information Technology Services

- a) Developing a disaster recovery plan for information technology at UNBC.
- b) Supporting overarching business continuity planning projects.

c. Individual Risk Registers for critical areas

Information Technology Services

- a) ITS has a mature and comprehensive risk register and makes continuous progress at reducing risk and increasing security and privacy.

Retail Services

- a) Completed the Fraud Risk Questionnaire in Fall 2022.

d. Review and update UNBC policies, procedures, and guidelines.

The Employment Equity and Intentional Diversity, Hiring and Selection Policies were approved by the Board of Governors. These policies support elevating and empowering equity-deserving groups and hiring chairs to advance diversity in hiring and selection procedures. Necessary procedures, training, and education to support the policies will take place in spring/summer 2023.

Registrar

- a) Reviewing multiple policies that are in various stages of the governance process. Mostly recent updates include updates to graduate admissions language in the calendar to make it more accessible to faculty and students.

Facilities

- a) Several key policies have begun the update process, such as space allocation and other area-access type guides.

Finance and Administration

- a) UNBC is currently revising its Travel and Business Expense Policy and related procedures.
- b) All other policies, procedures, guidelines, and forms will be reviewed in 2023-24 to ascertain which ones need updating.

Research and Innovation

- a) UNBC's General Research Policy and Procedures have been revised and approved.
- b) The Fundraising and Gift Acceptance Policy and Procedures were revised and are in the approval process.
- c) The Naming Policy and Procedures have been revised and are in the approval process, along with the Integrity in Research Policy and Procedures.

The Board of Governors

- a) The Board approved the updated Exempt Employee Handbook, which sets the standards of employment for exempt employees.
- b) The Board's Audit and Risk Committee, as part of its audit function, developed a process for annual evaluation of the function and functioning of the Board of Governors and its committees.
- c) In 2022, the Board of Governors focused on outdated University policies and procedures requiring updates. The following will move ahead for approval in 2023-2024:
 - Board of Governors Appointment Policy
 - Appeals to the Board of Governors Policy and Appeals Committee Terms of Reference
 - Presidential Review, and Review Prior to Reappointment of the President Policy, Procedures and Committee Terms of Reference

The Senate and Board of Governors

- a) The Board and Senate approved the new Selection and Review of Academic Vice-Presidents and Other Senior Academic Administrators Procedures in March 2023.
- b) In 2023-2024, updated Procedures for the Search committees for the Selection of the President and Vice-Chancellor are expected to move forward for approval.

University Governance

- a) In June 2021, University Governance developed a new University Policies and Procedures framework. A Policy on University Policies and Procedures and corresponding Procedures were approved by both the Senate and the Board of Governors.
 - Since May 2021 16 new and substantially revised University Policies and Procedures have been approved, including the following in 2022-2023:
 - o Indirect Costs and Overhead Charges for Research and Instructional Services Policy
 - o Hiring Equity Policy
 - o Intentional Diversity Hire Policy
 - o Animal Care and Use Policy
 - o General Research Policy and Procedures
 - o Travel and Business Expenses Policy and Procedures
 - Since May 2021, 55 outdated University policies and procedures have been repealed by the respective approval authority.
 - In 2023-2024, the following new or updated University policies and procedures are expected to move forward for approval:
 - o Records Management Policy, Procedures and Guidelines
 - o Public Interest Disclosure Procedures
 - o Fundraising and Gift Acceptance Policy and Procedures
 - o General Honoria Policy
 - o Indigenous Equity and Inclusion Policy
 - o Integrity in Research and Scholarship Policy
- b) With the changes to the Freedom of Information and Protection of Privacy Act (FOIPPA) in November 2021, University Governance has been working to align UNBC's policies, procedures, processes, templates and mandatory privacy training to the changes.
 - The Board of Governors approved a new Protection of Privacy Policy in 2022, which has now been implemented.
 - Worked with a data privacy consultant and other UNBC departments on developing a university-wide Privacy Gap Assessment report to assess the maturity of UNBC privacy management program. The recommendations from the report are being used to develop a robust privacy management program.
 - Updated the Privacy Impact Assessment document and streamlined the process.
 - Work has begun on privacy management training. A mandatory university-wide training program will roll out in 2024.
 - In 2023-2024, the Responding to a Privacy Incident or Breach Procedures, Disclosure of Personal

Information in Emergency or Compelling Circumstances Procedures, Surveys and Other Engagement Platform Procedures, and other related policies and procedures will move forward for approval.

5. Continue website upgrades, integration, improvements, and video storytelling.

Communications and Marketing

- a) Significant work completed to support moving the University's website from Drupal 7 to Drupal 9.
 - a. A comprehensive effort has been made to work with the University's 130+ web editors to ensure content is current, streamlined, and ready for migration to Drupal 9.
 - b. Multiple sections have been or are being rebuilt, with new content and navigation, including high-priority areas such as student life.
 - c. A Drupal 9 training program for web editors is under development.
 - d. The switch to Drupal 9 is anticipated to occur in the Fall of 2023.
- b) UNBC enhanced its video storytelling in the 2022-23 cycle.
 - a. Created a series celebrating UNBC's 16,000th graduate, matching the number of people who came together to call for a University in the North in the late '80s.
 - b. Developed a series of videos detailing research taking place in the Tahtsa ranges around atmospheric rivers.
 - c. Created video content commemorating the installation of UNBC new-est Chancellor, Elder Darlene McIntosh, and UNBC's sixth president, Dr. Geoff Payne.
 - d. Developed content to help generate interest in UNBC's strategic planning engagement process. Content helped the campaign meet or exceed each communication target, with more than 900 community members providing input through the online survey alone.
 - e. Developed two new virtual video tours of engineering facilities, working with faculty and students, to add another tool to the recruitment toolkit.
 - f. Developed video ads specifically for digital advertising purposes.
 - g. Integrated video storytelling into social media content with greater focus and intent, presenting stories of student success, research excellence, student life, and more. UNBC has seen significant growth in its audience and engagement rates over the past year. For example, from the last quarter of 2023 to the first quarter of 2024, UNBC's Instagram page reach increased by 63%, the Facebook page reach increased by 25%, and post-engagement rates consistently surpassed many comparator institutions.

Faculty of Science and Engineering

- a) The School of Engineering website is undergoing a review and content update to reflect its programs and infrastructure and become more attractive for potential applicants to our programs, as the website has been identified as the main point of entry for such candidates.

Information Technology Services

- a) Dedicated resources supporting the institution's Content Management System upgrade.

Retail Services

- a) Implemented a new Enterprise Resource Planning system in Summer 2022, including a new website.

1. Recruit key faculty and staff including the Vice-President Academic and Provost, Vice-President Research & Innovation, and University Registrar.

- UNBC announced the hiring of Dr. Wendy Rodgers as UNBC's new Vice-President Academic and Provost on June 22, 2022. Dr. Rodgers leads the comprehensive strategic planning, development, and implementation of academic priorities at UNBC.
- The search processes for UNBC's next Vice-President Research & Innovation and University Registrar are underway.
- The University has established the inaugural Associate Vice-President, Indigenous position and will recruit for this critical senior leadership position this summer.

Faculty of Indigenous Studies, Social Sciences and Humanities

- a) Welcomed new faculty in History, International Studies, English and First Nations Studies.

Finance and Administration

- a) Will recruit a new Director of Finance in 2023-24.
- b) Various teams in the portfolio are being reviewed to consider reorganization opportunities, while also identifying career progression and performance management.
- c) Taking a more proactive approach to succession planning given several key senior staff retirements expected over the next few years.

Facilities

- a) Began succession planning for critical roles likely to see retirement.

2. Implement a structured training and development program for UNBC staff and continue implementation of an academic leadership development program for Deans and Chairs.

Continuing Studies

- a) Supported the development of the training and development plan for UNBC, including the new onboarding and orientation structure.
- b) Implemented Single Sign On (SSO) on D2L platform to streamline the onboarding process.
- c) Allocated funds to hire a Workforce Development Lead for 2023-2024.

Northern Sport Centre

- a) Leadership Team completed "Working with Indigenous Communities: Best Practices" course.

Business Services

- a) Leadership Team completed "Pulling Together: A guide for Indigenization of post-secondary institutions" (Leadership Guide) during monthly sessions over a year.

3. Conceptualize performance management and succession planning framework.

Business Services

- a) Promotes succession planning through the assignment of additional duties and responsibilities.
- b) Employs a formalized coaching program; any employee who desires coaching is provided with one, and the Leadership Team is regularly coached and receives training and development for coaching.

Optimization and Digital Transformation

1. Continue process mapping, review, integration, and optimization including data review, clean-up, and (re)organization.

Registrar

- a) Key focus areas include the following:
 - a. Streamlining admissions processes and coding in the student information system (SIS), enabling better reporting and tracking of applications, which will also enable targeted, automated communications via the Client Relationship Management (CRM) system.
 - b. Moving admissions applications (graduate and undergraduate) from EPBC 2.0 to 3.0. While this is a Ministry requirement, it will allow UNBC to target program offerings to reduce infeasible applications, support more complete applications at the point of submission, and target more fine-grained information collection to support cleaner admissions processing and ensure applicants have relevant information at the point of application.
 - c. Digitizing paper records and onboarding Banner Document Management, a digital records management tool. Have completed the needs assessment, developed the testing databases, and have just about completed the first round of staff training, with a full implementation phased throughout the next year.
 - d. The International Office is completely overhauling business processes with a completely new staffing structure, including building out communications and data plans to support agent/student tracking and recruitment and retention efforts.

Student Recruitment

- a) Improvements to data include new data points (Pending Applications) added to bi-weekly snapshot reports from Institutional Research (informed by Admissions).
- b) CRM email performance is regularly tracked to improve results.
- c) New CRM allows for “Lead Scoring” to quantify prospective student engagement with email campaigns, events, and by moving through the prospective student life cycle (prospect to applicant to admit to registrant).

Information Technology Services

- a) Supports institutional digital infrastructure projects, with plans to enable these initiatives using Amazon AWS cloud technologies such as data lake formation.

Finance and Administration

- a) Work is beginning on several key service improvement tools working in collaboration with ITS, including improved reporting, online tuition payments, travel/expense workflows, and more.

Continuing Studies

- a) Updated internal processes to streamline operations, such as administrative processes for student processing, financial processing, and student support.

Housing and Restorative Relations

- a) Conduct monthly meetings to action operational tasks and deadlines related to process improvement.

Retail Services

- a) Focused on process documentation after new ERP system implementation in the summer of 2022.

2. Continue implementation of CRM.

The CRM's various “tool” implementation sequencing has been brought into UNBC's broader digital infrastructure oversight to ensure full institutional awareness of the products' functionality and to sequence IT and staff resources required to implement tools. Key components of Implementation Phase 1 are live and delivering value; others are partly developed and/or on hold, with timelines laid out through 2024.

Registrar

- a) Graduate admissions are now onboarded into CRM email campaigns, and the linkage of relevant data from the SIS to the CRM to support graduate admissions is complete.
- b) Graduate admissions coding and tracking in the SIS has been rebuilt to support CRM automated functionality. The last pieces of this implementation will launch for Winter 2024 admissions, starting early this Summer.
- c) Undergraduate admissions are in the early stages; SIS coding and tracking are complete, and staff are starting to build out email campaigns.
- d) International is in the planning stages for a communications and data plan to support CRM implementation later this year.

Information Technology Services

- a) Dedicated ITS resources are supporting this project.

3. Develop an Information Technology Strategy and long-term action plan that considers the following elements: a. Digitization and business process automation.

UNBC struck a Data and Digital Infrastructure “oversight and implementation” working group to address some long-standing technical improvements requiring development and implementation. Group membership includes a wide range of support services. The first phase will see improvements made directly to systems that have an impact on student enrolment, such as the CRM and Banner. Further phases will include business process optimization software, and working to find solutions that function for multiple departmental needs as opposed to niche programs.

Information Technology Services

- a) Focused on business process automation, including projects that allow manual and paper-based processes to be automated.
- b) Working closely with financial services to improve a large amount of existing manual processes related to time and leave management, travel and expense management, document management, payment processing and financial reporting.

Retail Services

- a) Engaged community in digitization discussion and plan for digitization expansion in future contracts (i.e., Print Services).
- b) Worked with ITS on automation opportunities (e.g., Bookware integrations with Banner).

b. IT Risks and Security.

Information Technology Services

- a) Deploying a comprehensive set of security technologies to allow people to use computing technologies with a high level of flexibility, while ensuring compliance with B.C.’s privacy legislation, in the environment of increasing security threats.

Information Security

- a) Implemented a vulnerability scanning and remediation program. The next phase of work includes formal vulnerability tracking and deployment of a data centre detection and response system.
- b) Developed an initial business process for the assessment of privacy, security, and contract risks. The next phase includes formalizing the process into a business workflow that will ensure that all new initiatives have appropriate risk evaluation conducted prior to commencement/procurement.
- c) Established a working group to review, create, and update information security policies, standards, and procedures, with reviews underway and gaps identified. New policies, standards, and procedures to address gaps will be developed.

Research and Innovation

- a) Research Security Funding was used to purchase cyber-threat detection and containment software and monitoring services for UNBC. The initial acquisition and installation of software and monitoring service is scheduled to be completed by June 30, 2023.

c. Enterprise Resource Planning (ERP) and cloud services.

Information Technology Services

- a) Developing plans to migrate UNBC's ERP system to the cloud to improve system resilience and decrease the chance of data loss. This will also improve the level of access to key information systems regardless of a person's campus location. This will also allow more advanced technologies to connect to UNBC ERP systems to improve reporting and business intelligence outcomes.

Retail Services

- a) Implemented Bookware (cloud based) optimizing effectiveness of workflow/processes.

d. IT equipment, classroom, and technology infrastructure.

Information Technology Services

- a) ITS has a multi-year plan to equip every classroom to enable course content delivery in a hybrid fashion. It will also allow for lecture capture and support modern approaches to teaching at a low cost.

Revenue Generation and Diversity

1. Continue planning for, and implementation of, the UNBC Land Trust through an effectively engaging and consultative process.

Business Services

- a) Work continues on preliminary planning activities surrounding a UNBC Land Trust creation. After significant campus and community engagement, visioning activities are almost complete. Design principles and a development scenario were adopted by the UNBC Board of Governors that maintain Faculty/student use of the area for teaching and research purposes but also align with the need to ensure financial viability. The UNBC Land Development Corporation is fully set up and reporting as a legal entity, with an engaged Board of Directors aiding with UNBC's efforts.

2. Develop a fundraising plan for 16000/16000 campaign and a fundraising strategy and framework for strategic donor cultivation and revenue diversification.

Development Office

- a) The Development Office built a campaign recognizing UNBC's 16,000th graduate to cross the stage, reflecting the 16,000 northern British Columbians who advocated strongly in the late 1980s for a University in the North, for the North. This campaign, while focused on raising funds to support student awards, was also designed as a way the University could re-engage with alumni and donors, particularly in the wake of the COVID-19 pandemic, and to start conversations with a larger group of potential donors about the value of philanthropy and what giving back to UNBC means for future generations. Notably, UNBC received donations from many people who were first-time donors to the University. And from an engagement perspective, the campaign was a success; email open rates ranged from 22% to 67% (industry benchmark is 23.42% according to Mailchimp), with click-through rates ranging from 1% to 6.56% (2.9% is the industry benchmark).

Retail Services

- a) Provides contributions to the fundraising team in support of donor activities and processes.

3. Develop other revenue-generating opportunities while supporting the provincial government's Tuition Limit Policy, which limits increases for tuition and mandatory fees to 2%, This policy helps ensure that programs are affordable and accessible for students.

Business Services

- a) Developing several revenue-generating opportunities, both direct projects with revenue potential and operational improvements that will allow for efficiency and maximization of resource utilization. Projects include potential new student housing, additional childcare capacity, disposition of excess UNBC real estate, implementation of a division-wide Service Strategy, exploration of OneCard capabilities, and discussions with industry/private sector on potential mutually beneficial projects that could bring revenue and other opportunities to UNBC.

Continuing Studies

- a) Developing new programming, with an increase in funded programming, to minimize student costs. This included partnering with industry members such as TC Energy, and BC Energy Regulator to offer free programming to Indigenous Students.

Hospitality Services

- a) Engaged with faculty to reactivate academic and research activity hosting post-COVID, which brings guests to meeting spaces and guest accommodations.
- b) Prioritized Wedding Services as a growth area, initiating AlwaysU pop-up weddings in Summer 2022.

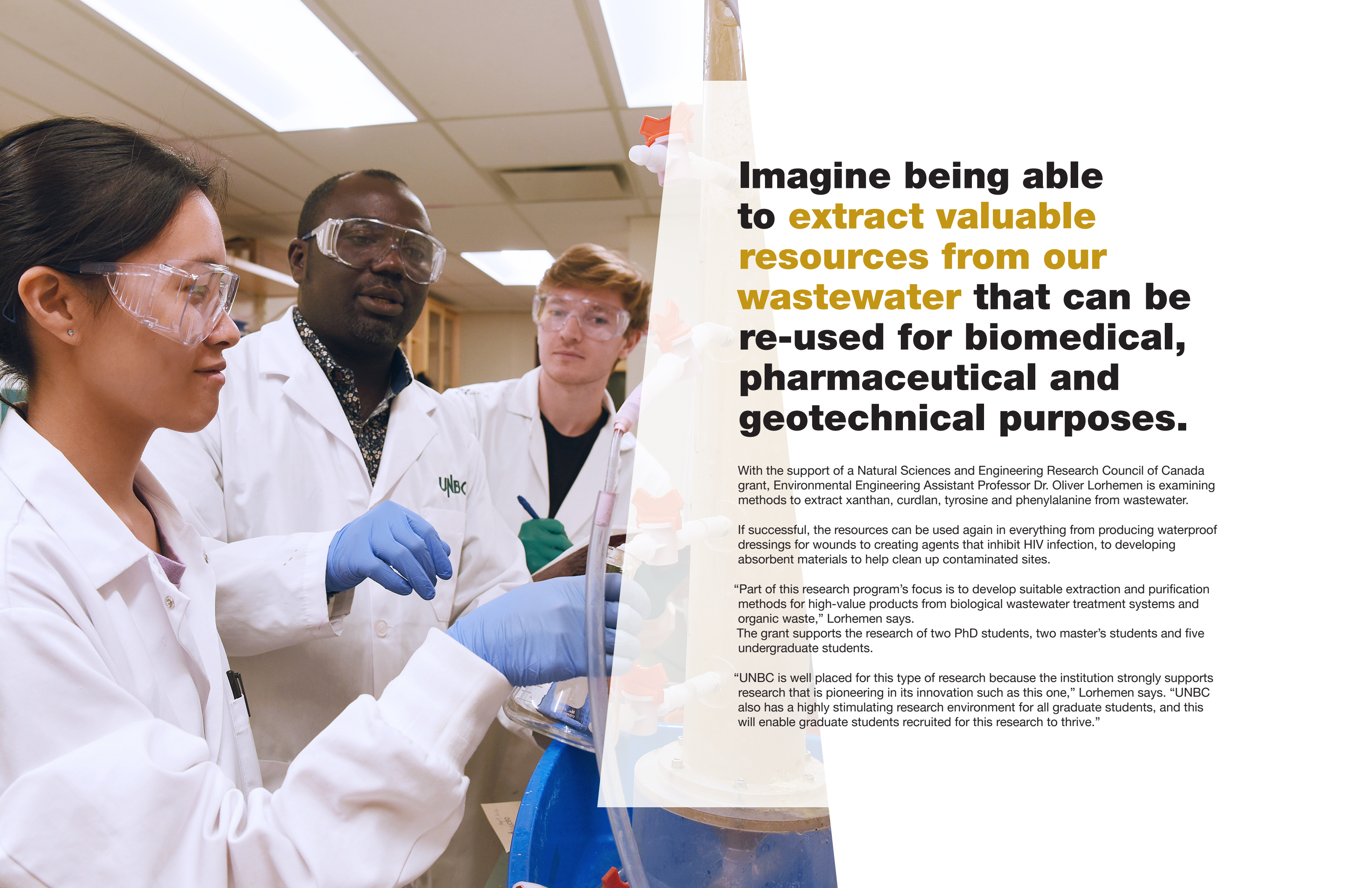
Retail Services

- a) Generating more revenue through a multi-level approach to service and process improvements, new product development, and customer feedback.

Athletics

- a) Hosted the annual Legacy Event fundraiser for student athlete scholarships and awards.
- b) Expanded the ability to utilize raffles, 50/50 via the Timberwolves Student Athlete Society in support of athletics initiatives supporting students.





Imagine being able to extract valuable resources from our wastewater that can be re-used for biomedical, pharmaceutical and geotechnical purposes.

With the support of a Natural Sciences and Engineering Research Council of Canada grant, Environmental Engineering Assistant Professor Dr. Oliver Lorhemen is examining methods to extract xanthan, curdlan, tyrosine and phenylalanine from wastewater.

If successful, the resources can be used again in everything from producing waterproof dressings for wounds to creating agents that inhibit HIV infection, to developing absorbent materials to help clean up contaminated sites.

“Part of this research program’s focus is to develop suitable extraction and purification methods for high-value products from biological wastewater treatment systems and organic waste,” Lorhemen says.

The grant supports the research of two PhD students, two master’s students and five undergraduate students.

“UNBC is well placed for this type of research because the institution strongly supports research that is pioneering in its innovation such as this one,” Lorhemen says. “UNBC also has a highly stimulating research environment for all graduate students, and this will enable graduate students recruited for this research to thrive.”

Reporting on Strategic Initiatives

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

New and/or continuing initiatives and partnerships

- Following the publication of the TRC's Calls to Action, SOCW 602 (First Nations: Advanced Social Work Practice) was made a required course for all MSW students. In addition, a specific introductory module on the history and impacts of residential schools was incorporated into both SOCW 602 and the required Indigenous-content undergraduate course (SOCW 310). This module also covers the Sixties/Millennial Scoops and impacts on Indigenous children, families, and communities, focusing on our responsibility as social workers to work collaboratively with communities to bring about better outcomes for Indigenous children. This information has historically been discussed throughout these and other courses but making SOCW 602 a required course and creating this introductory module now ensures that each student who graduates with a UNBC social work degree has a basic understanding of this history.
- Most courses include curriculum on social work with Indigenous peoples. In addition, we have four undergraduate and seven graduate courses that exclusively offer Indigenous-content curriculum. Between 2015 and 2018, we expanded the number of graduate Indigenous-content courses through the creation of the Aboriginal Child and Youth Mental Health Graduate Certificate. These six online courses are being taken by students completing the Certificate, by UNBC Masters of Social Work students and other UNBC graduate students, and by graduate students from other universities. All of the courses focus on providing social services to Indigenous peoples in ways that champion Indigenous knowledge, community resilience, and capacity. This Certificate was created in consultation with an Advisory Committee that included Indigenous Elders, community leaders, youth, and government employees.

<p>Progress</p> <ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Applying School of Social Work students also need to take the introductory course FNST 100 – The Aboriginal Peoples of Canada. • Developed a new blended model for the regional BSW, which will allow for increased access for regional students, and increased the number of faculty able to teach in the regions. <p>School of Social Work mandate</p> <ul style="list-style-type: none"> • As stated in the UNBC Undergraduate Calendar, one of the primary mandates of the School of Social Work is to place “emphasis on Social Work in northern and remote areas, First Nations, women and the human services, and community practice and research.” This focus on social work with Indigenous peoples has existed since the Program’s inception and has resulted in the creation of a First Nations Specialization BSW; recruitment and mentoring of First Nations and Métis faculty, sessionals, and adjuncts; collaboration with Indigenous organizations around five campuses to create student practicum placements; volunteer service by faculty with Indigenous organizations (i.e., boards), and so on. At the same time, we acknowledge that there is still much work to be done, and we see this process as ongoing. <p>Nurturing collaborative partnerships</p> <ul style="list-style-type: none"> • Each semester, numerous First Nations and Métis social workers have been invited to share in SOCW 310 and 602 as a way of nurturing collaborative partnerships and emphasizing social work practice that is predicated on the ability of families and communities to provide appropriate solutions to family healing. These have included social workers in areas such as Child Protection, Delegated Aboriginal Agencies, Alternative Dispute Resolution (i.e., Family Group Conferencing), and Medical social work. <p>Research to support Reconciliation and education</p> <ul style="list-style-type: none"> • Following the publication of the TRC’s Calls to Action, one of our faculty conducted research regarding how instructors can teach about the residential school system in post-secondary classrooms while creating safety in the classroom for First Nations and Métis social work students. This research has been presented four times in three different provinces and published in the Journal for Social Work Education. <p>Practicum placements</p> <ul style="list-style-type: none"> • Both BSW and MSW at all campuses (Prince George, Northwest, Peace-Liard, and South-Central) include, and continually seek to increase, practicum placements at Indigenous agencies, programs and locations with Indigenous site supervision whenever possible. Furthermore, in all practicum locations we seek to prioritize learning and actions that recognize and address the historical and current injustices experienced by Indigenous peoples along with their unmistakable resilience and determination. <p>Collaborative advocacy efforts</p> <ul style="list-style-type: none"> • Faculty members and students in the UNBC School of Social Work are engaged in a wide range of community organizations, activities, and social justice initiatives across all our campuses. This includes sitting on the Boards of Indigenous and Indigenous-serving community agencies, and participating in organizing and speaking at local initiatives such as the annual Women’s Memorial March, Red Dress Campaign, Sisters in Spirit, Tina Fontaine and Colten Boushie actions, among many others. We are proud of this activism and seek to honour and support many other day-to-day initiatives and struggles of Indigenous peoples in our region and beyond.
<p>Early childhood education</p>	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
<p>Progress</p> <p>--</p>	<p>New and/or continuing initiatives and partnerships</p> <ul style="list-style-type: none"> • N/A

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
- Ongoing
- Ongoing

New and/or continuing initiatives and partnerships

- UNBC, in collaboration with the WWNI, is implementing the new Nisga'a Language Fluency certificate and diploma programs.
- UNBC is working towards a Nisga'a Language Fluency degree.
- Developed an online introductory Carrier Language course with the Saik'uz First Nation.
- Offering First Nations Language certificates, including Haisla language and culture courses, and Gitksan language in the Kispiox area

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

New and/or continuing initiatives and partnerships

- Dr. Darlene Sanderson was named as an Indigenous scholar for the Dr. Ronald Rix BC Leadership Chair in Indigenous Environmental Health. She is involved with the School of Health Sciences as well as the Indigenous community and plans to develop a graduate course on Indigenous Health. She is also supporting the local First Nations' efforts to have Indigenous language courses offered through UNBC.
- The school continues to recruit diverse graduate students, including Indigenous students, into the Disability Management program as well as into MSc and PhD Health Sciences programs in an effort to build professional capacity within the Indigenous community.
- Faculty are engaged with the development of a proposed Center for Indigenous Studies at UNBC and are looking forward for greater collaboration with Indigenous scholars and recognition and promotion of Indigenous knowledge on health and environment.
- All academic and curriculum programming for both the Undergraduate Medical program and Master of Physiotherapy - North and Master of Occupational Therapy programs are the responsibility of UBC's Faculty of Medicine and initiatives reported through UBC.

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

New and/or continuing initiatives and partnerships

- Faculty participated in Carrier Sekani Family Services training in Cultural Safety.
- Weaving Knowledge involves the co-creation, co-implementation, and co-evaluation of a strategic framework for decolonizing nursing in northern and rural First Nations, Metis, and Inuit contexts. This proposal arose from an Indigenous nursing professor who arrived at UNBC Sept 2022.
- The School of Nursing is connected to the National Collaborating Centre for Indigenous Health, School of Education, School of Social Work, and Psychology and is focused on Cultural Safety, Cultural Humility, and Anti-racist Pedagogy. Our partnerships vary from local and regional to provincial and national. Professional partnerships include BCCNM, CASN, Deans & Directors for Master's Nursing Indigenous, Nisga'a Nation, Carrier Sekani Family Services, First Nations Health Authority, the Prince George Native Friendship Centre, and more.
- The course NURS 604-3: The Healing and Well-being of Indigenous Peoples is based on team effort, collectivity, sharing of knowledge, dialoguing, and creativity. Each team creates a health model of understanding using one principle from the First Peoples Principles of Learning:
 1. Describe the influence of specific processes of colonization and related social policies on the health of Indigenous peoples.
 2. Examine the effect of demographic trends on health and illness patterns within Indigenous communities.
 3. Discuss the health transfer process and related implications for health of Indigenous groups.
 4. Describe considerations for health research with Indigenous groups.
 5. Develop and evaluate health models of understanding and its application to practice.
 6. Demonstrate graduate level of academic writing.
- The program finds different ways for students to engage in traditional medicine, through topics such as Storytelling is Sacred, Indigenous Philosophy, Redefining Science, Indigenous Leadership: Building Strong Communities and more. Universal Design Learning allows the facilitators to view multiple platforms for the students to learn and teach in a way that reciprocates.
- All academic and curriculum programming for both the Undergraduate Medical program and Master of Physiotherapy - North and Master of Occupational Therapy programs are the responsibility of UBC's Faculty of Medicine and initiatives reported through UBC.

Law schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress

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New and/or continuing initiatives and partnerships

- N/A

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

New and/or continuing initiatives and partnerships

- UNBC is working with current students, community members, Indigenous leaders within and outside of the organization and educational managers across the region to better understand the communication gaps, relevant precedential materials, and current state. This will inform planning and determine what practices, structure, and positions will ensure stability, consistent connection and communication with the community and uplift the Indigenous leaders, scholars and students within UNBC
- UNBC has made comprehensive and long-term efforts as well as constantly strived to develop new initiatives and programs. ASP funding received to date supports key sites of Indigenous engagement and learning, including the First Nations Centre at the Prince George campus, Indigenous Initiatives, Indigenous language centres, as well as the WWNI.
- The Office of the President is revamping the Senate Committee on Indigenous Initiatives as an important component of high-level university governance.
- UNBC has created initiatives to help foster dialogue and understanding, including Regional Ambassadors, youth and student engagement activities, Indigenous Research Ambassadors, Indigenous Research Awards, and land-based summer science internships. Working to create and staff key positions that will help further in this regard, including Indigenous liaison and youth coordinators.
- Supported multiple art installations, including one that focuses specifically on the impact of the residential school system.

Teacher education

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress

- Ongoing

New and/or continuing initiatives and partnerships

- Multiple courses have a distinct focus on this topic, co-teaching Indigenous/non-Indigenous which is part of building allies and allyships.

- EDUC 609-3: Indigenous and Aboriginal Learners: History and Ways of Knowing. Students worked collaboratively in groups to create a model that would address their Act.
 1. Identify the traditional territories on which UNBC campuses are situated
 2. Understand the importance of traditional territory acknowledgement protocol
 3. Be introduced to UNBC's history
 4. Identify the University's motto, values, and what it means to be part of the Timberwolf family. UNBC has a diverse student body, made up of domestic and international students from various backgrounds, some having little knowledge of the importance UNBC places on Indigenization and/or Indigenous culture and history in general. Through the addition of the Indigenization, decolonization, and reconciliation content, the goal is to build student capacity for intercultural understanding, empathy, and mutual respect, and to raise awareness of the Truth and Reconciliation Calls to Action.
 - Faculty participated in Carrier Sekani Family Services training in Cultural Safety.
5. Understand the importance of Indigenization, decolonization, and reconciliation in creating an equitable, diverse, and inclusive learning environment.

- EDUC 446-3: Aboriginal and Indigenous Epistemology
This course connects to the First Peoples Principles of Learning and is linked to the British Columbia Teachers' Curriculum (Standard 9). Prior to their short and long practicums, they receive theory at both the third and fourth levels. They create Indigenous learning models for their respective classrooms, which are displayed at the Robert Frederick Art Gallery at the Prince George campus. The models assist with student lesson plans.

- The School of Education works closely with SD 91, 92, 82, 57, and 24. It also works with independent schools.

- The School of Education works closely with the University Hospital Indigenous Drummers as part of land-based learning, teaching, and responsiveness.

- The School of Education is home to the Indigenous Education Working Group (IEWG). Each faculty member reports on activities on and off campus, in community, with Elder or Knowledge Holders in classrooms, with drummers, carvers, and musicians, and with Aboriginal and Indigenous Education Workers. The committee includes representation from SD 57, AbEd Worker, and the Lheidli T'enneh Nation.

Journalism and media schools

We call upon Canadian journalism programs and media schools to require education for all students 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.

Progress

- N/A

New and/or continuing initiatives and partnerships

- N/A

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.

Progress

- Continuing

New and/or continuing initiatives and partnerships

- Strategic Visioning Process

The School of Business is implementing a strategic visioning process to align its curricula better with the overall UNBC vision such as the concepts of “In the North for the North” and “A Green University.” The school will continue this process to integrate further the concepts into the curricula, particularly sustainability and Indigenous peoples as UNBC serves the needs of northern people, significantly amongst northern Indigenous people.

- Continuing/implemented

- Bachelor of Commerce

1. Bachelor of Commerce students must take FNST 100-3 (The Aboriginal Peoples of Canada) as part of their degrees. This course introduces the languages, history, culture, and enduring presence of the aboriginal people of Canada, intended to explore the range of aboriginal social formations, both past and present, and to consider the future. Oral, written, and archaeological records are examined. Special attention is given to the crucial economic, social, and spiritual contacts that exist within aboriginal societies and the changes that have occurred since contact with Europeans. This course ensures that Indigenous perspectives are incorporated and reflected in students’ learning.

2. COMM 302 (Entrepreneurship) has two elements of connection to Indigenous communities in our region.

1. Examples of entrepreneurial development included tools provided by entities such as the Aboriginal Business and Community Development Corp., an Indigenous-led, Indigenous-run entity that assists prospective entrepreneurs to explore business viability.

2. Examples of innovation included the efforts by “Band-Owned Enterprises” to develop economic activity and meet needs in the community through extensions of the Nation rather than individual entrepreneurs.

- Continuing/implemented

- Continuing

- Continuing

- MBA Program Requirement

1. MBA students are required to complete COMM 690 (Economic and Business Development). This course explores topics about the economic development of areas in which the program is being offered. This includes Vancouver, Prince George and Grande Prairie. In particular, this course discusses partnerships with local Indigenous communities and how community engagement is important for both economic and business development. The course shows through engagement the positive and negative impacts of development on First Nations communities and how reconciliation currently fits within economic and business development.

2. All MBA Students will be required to complete COMM 702 Sustainability Management. The course will focus on sustainability from three perspectives: social, economic, and environmental. Due to the localized nature of the program, this course will focus on issues of reconciliation with First Nations communities.

- Implemented

3. We are currently working on the development of an MBA Certificate in Indigenous Leadership. The Program would include Leadership, Change Management, and Organizational Design from a First Nations standpoint. We are currently consulting with members of the Faculty of Indigenous Studies, Social Sciences and Humanities.

- Development of Indigenous Entrepreneurship in Continuing Studies
Members of the School of Business were involved in developing and delivering an Indigenous Entrepreneurship class for Continuing Studies, ensuring that knowledge and learning opportunities in this area are available to students outside of our degree programs. Also, since the course was developed for online delivery, it can be made available to students remotely.

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.

a. UNBC is honoured to have a federated agreement with the Wilp Wilxo'oskwhl Nisga'a Institute, a fully accredited university-college serving all people in northwestern British Columbia. The WWNI was established by the Nisga'a Lisims Government in 1993 and has seen students from the Nass Valley (and beyond) graduate with certificates and degrees from an array of disciplines. This partnership is an exemplar of how Indigenous communities can establish and control their educational systems and institutions.

b. UNBC is revitalizing its connections with Indigenous communities across the North. Through the strategic planning process, the University reached out to every Nation in northern B.C. with an aim to re-establish or begin the relationship-building process. In some cases, such as in Lheidli T'enneh territory in Prince George, UNBC has established regular meetings between the Chief and University leadership, resulting in a variety of partnerships, educational opportunities for members, and more. In others, UNBC seeks to make connections and begin a dialogue that is based on the foundational principle of listening first. Out of these conversations will flow the desires of Indigenous communities, as each will likely have different priorities. Given the number of Nations in the North, and the vast geographical expanse that encompasses them, this is a multi-year endeavour, and one that will require an ongoing commitment that UNBC is excited to pledge.

c. UNBC offers several language courses in partnership with local Indigenous communities.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

a. UNBC created a program in partnership with the Lheidli T'enneh Nation that sees students from that Nation attend UNBC without having to pay tuition. The Nation covers other expenses, such as fees and housing. This partnership provides opportunity where there may have been less in the past. The University is exploring similar partnerships with other Nations and is taking a methodical and deliberate approach to it to ensure efficacy.

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.

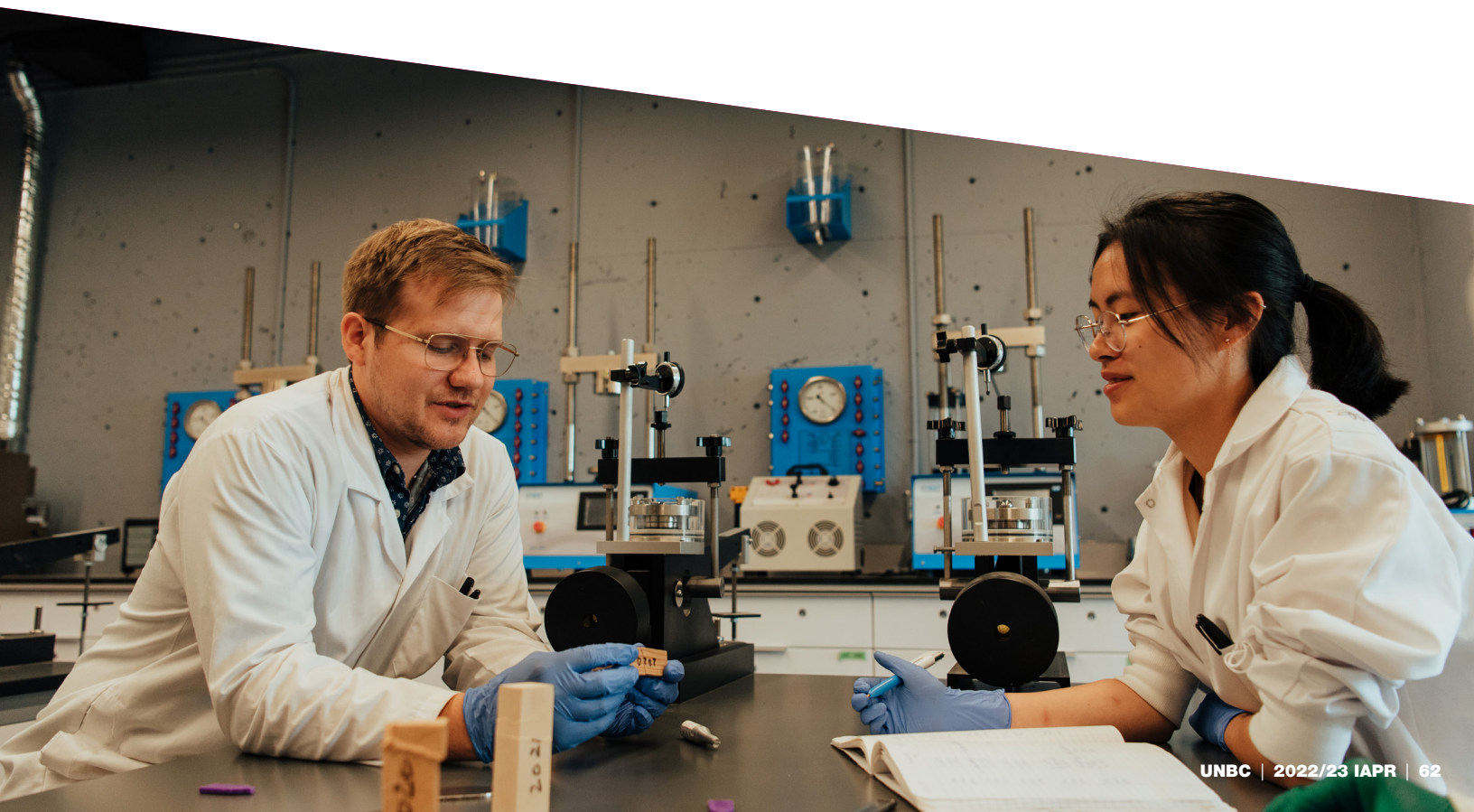
a. The University has detailed in other portions of this report numerous ways in which it is working to help preserve cultures, traditions, histories, and to support aspirations. From art installations and research partnerships to customized training, scholarships and bursaries, UNBC remains committed to providing an accessible education option for Indigenous Peoples. UNBC has also developed other highly visible means of celebrating Indigenous cultures, including an entrance sign to the Prince George campus written in the Dakelh dialect, an Indigenous logo for its varsity teams, and made the University motto, 'En cha huna, the cornerstone of its strategic planning community engagement.


b. The Board of Governors is reviewing and discussing Indigenous Identity Policies from across the country and is currently working on a plan for a policy and procedures about Indigenous Identity at UNBC.

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.

a. UNBC condemns discrimination in all its forms and works diligently to create opportunity for Indigenous Peoples seeking to access education. The UNBC student body includes 11% who self-declare as Indigenous, greater than the average across B.C.'s post-secondary sector, and UNBC receives high marks in the annual Maclean's magazine rankings for Promoting Indigenous Visibility.





Joyce Henley relates to the intersection of racism and mental health, **something she shares with her Black, Indigenous, and racialized clients.**

The idea of having a counsellor who can assist racialized students came from a request from the student body in the wake of the murder of George Floyd in 2020. As students grappled with the tragedy, a group reached out to UNBC President Dr. Geoff Payne expressing the need for a counsellor who has lived experience with racism and mental health.

“I think what attracted me the most to the job was that I knew I would be given the opportunity to be creative and practice in a way that made the most sense to me and my clients,” Henley says. “The impact of racism on the mental health of racialized people cannot be underestimated.”

A Registered Social Worker, Henley is part of the team of counsellors who provide client-centred care.

“Sometimes I recognize my clients don’t need to come to a solution, they just need to vent, or they just need to talk about it,” Henley says. “Often, they literally need validation that they’re not making things up and what they’ve experienced is real.”

Sexual Violence and Misconduct prevention and response

1. Awareness and prevention activities

- a) UNBC's Response and Support Team has worked with various groups to raise awareness regarding disclosures, including Housing and Residence Life, the Northern Women's Centre, Communications, Security, and Health & Wellness.
- b) A Consent Campaign was completed in Fall 2022 and planning is well underway for Fall 2023.
- c) Athletics raises awareness of the Safe Sport Framework for BC Universities.
- d) Communications amplified government messages around the topic, in addition to supporting UNBC's in-house messaging, via social media and poster distribution.

2. Education or training sessions offered to students, staff, and/or faculty.

- a) Onboarding material on applicable policy and procedures is offered to every new employee.
- b) UNBC's Response and Support Team membership has expanded, including investigation training for three new members.
- c) Athletics implemented several initiatives:
 - Athletics and Recreation staff completed a mandatory Safe Sport Training module (via the Coaches Association of Canada).
 - Staff completed education and training on the Safe Sport Framework.
 - Staff completed the Respect in Sport course (also via the CAC).
 - Student athletes all participate in an annual orientation that includes topics such as sexual violence and misconduct.

Former Youth in Care

UNBC instituted a "Youth in Care Tuition Waiver" in 2014 that provided free tuition for a first undergraduate degree or certificate for a young person who has spent time as a youth in care under the provincial Child, Family and Community Services Act. Over the next few years, 10 individuals availed themselves of that opportunity. In the Fall of 2017, a new expanded Provincial Tuition Waiver Program (PTWP) was launched by the provincial government. In the 2022/23 academic year, UNBC saw 12 former youth in care benefit from the BC Government's tuition waiver program. A total of \$67,867.40 was distributed, representing a 1.2% increase over 2021/22, when 10 students benefited from \$58,108.68 being distributed.

Supports:

- a) The UNBC Awards and Financial Aid website was updated with information and resources about the Former Youth in Care and other support programs such as the BC Provincial Youth Futures Education Fund.
- b) Student Recruitment conducted refresher training on these initiatives, in co-ordination with a representative from the provincial government's Office of the Representative for Children and Youth.
- c) The University has established a permanent Muslim prayer space on campus, which is accessible and available to students, faculty, and staff every day of the week. The Wellness Centre empowered a student leader to lead this initiative, and the institution followed and provided a space based directly on student input and needs.

UNBC participates in the Campus Navigator Community of Practice, and through this representation contributes to:

1. Building relationships, collaborating, and resolving issues related to supporting former youth in care.

- a. Student Recruitment arranged outreach to Intersect Youth and Family Services, an accredited, non-profit society that provides voluntary counselling for children and youth under the age of 19 years, to connect with youth and talk about the Youth in Care tuition waiver. UNBC was invited back and will also include visits to SD 57's Transitional Alternative Program (TAPS) at the John McInnis Centre.

2. Sharing knowledge and resources

- a. A student recruiter participated in the last Youth Future Education Fund sharing group.
- b. Retail Services facilitates student sponsorships, which can include FYIC who have textbooks and/or supplies sponsored. The sponsorship process was also streamlined this year.

3. Continued dialogue on best practices for supporting former youth in care to access post-secondary education and to achieve positive learning outcomes.

- a. FYIC are a prioritized group in Housing.

K-12 Transitions and Dual Credit Programming

Thirty-five students participated in Dual Credit at UNBC in the 2022/23 academic year.

The Dual Credit 2023/24 intake launched in Feb 2023 with updated application and promotional materials, an on-campus information session for students and parents, and a comprehensive plan for registration and orientation in May 2023.

Student Recruitment Officers visited all local high school Career Life Education (CLE 10) classes in both Fall and Winter semesters to deliver a specialized presentation and lead activities designed to introduce Grade 10 students to the post-secondary landscape in B.C., to articulate the benefits of a post-secondary credential to showcase UNBC, and to outline the planning and application process, which can begin as early as Grade 10, including dual-credit options. The goal of this effort is to improve university planning, readiness, and application to post-secondary among the Grade 12 student body two years from now, and on an ongoing basis.

Youth and Student Engagement programs such as Active Minds and GoEng-Girl continue to grow and develop.

- a. The Active Minds program reached more than 330 young people through its camps in 2022, a rebound year from the previous COVID-impacted years. UNBC expects greater participation in 2023 and beyond.
 - i. 191 participants were in K-6, 38 in Grades 7-8, 16 in Grades 9-12, and 87 who did not specify their Grade level.
 - ii. Four students were employed by the program, 24 students volunteered in some capacity, and eight Faculty/staff acted as mentors.
 - iii. Camps were held virtually, in Prince George, and in surrounding communities such as Vanderhoof.

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's Strategic Priority Areas of Focus 2023-24

Coordinated strategic planning helps the University in its pursuit of ideas, the creation and dissemination of knowledge, and in meeting the needs of the communities we serve through teaching, research, and service. This helps retain the vision of the 16,000 people who came together in the late 1980s to create a University in the North, for the North as a core value.

Be it long-term, community-oriented strategic planning, mid-term financial and capital planning, or integrated operational planning supporting day-to-day activities, strategic planning helps set the goals and directions that support future waves of students, professors, staff, programs, research, community partnerships, and more.

In November 2022, UNBC launched its strategic plan renewal, gathering input from individuals and communities across the North to help shape the University's path forward. A completed strategic plan is expected in Fall 2023 that will inform the strategic planning process at UNBC beginning for the 2024-25 cycle and beyond; until that time, UNBC has created a series of goals and objectives, aligned with the B.C. Post-Secondary System Objectives, to guide planning for the 2023-24 year.

Guiding principles/areas of focus for UNBC

1. Invest in the core mission in alignment with strategic priorities.
2. Take a strategy-driven, data-informed, risk-based approach.
3. Foster mutually respectful relationships and employee success.
4. Strive for effectiveness, efficiency, and collective excellence.
5. Demonstrate transparency, accountability, and fiscal stability.
6. Embrace social responsibility and relevance.

These guiding principles lead to a set of strategic focal points and actions for 2023/24:

1. Strategy and governance

- a. Develop and launch UNBC's next five-year strategic plan.
- b. Develop an Integrated Planning (including Budget) Framework, including the following elements:
 - i. Unit-wide strategic action plans
 - ii. Indigenous Action Plan
- c. Refresh UNBC's Emergency Response Plan
- d. Review and update UNBC policies, procedures, and guidelines.
- e. Develop and implement a university-wide records management framework and strategy.
- f. Develop and implement by December 2024 a university-wide strategy and framework to provide a safe, legally protected way for current and former UNBC employees to report serious or systemic issues of wrongdoing at UNBC aligning with the Public Interest Disclosure Act (PIDA).

2. Improved student enrolment and a transformative student experience.

- a. Continue implementing Strategic Enrolment Management principles to attract and retain students, substantially increase student success, and reduce attrition rate over time.
 - i. Develop and implement short-term improvements that improve enrolment.
 - ii. Explore themes and topics brought forward by the SEM Committee.
 - iii. Develop longer-term strategies to improve student recruitment and retention, looking particularly at four topic areas:
 1. Data
 2. Curricula/Programs
 3. Recruitment, Outreach, Engagement
 4. Student Success/Support
 - iv. Develop UNBC's Key Enrolment Indicators
- b. Continue implementing an effective student recruitment plan to increase applicants and substantially improve offer, acceptance, and registration rates.

3. Teaching and research excellence, innovation, and impact.

- a. Renew and refresh academic programming:
 - i. Accreditation, curriculum review and refresh.
 - ii. New academic programs and learning pathways.
 - iii. Increased collaboration and integration among academic programs and five Faculties plus one Division.
- b. Explore effective institutional partnerships for joint courses, programs, research projects, and student and faculty exchanges.
- c. Explore micro-credentials in coordination with Continuing Studies.
- d. Update and extend the existing Strategic Research Plan.

4. Effective community service, outreach, and engagement.

- a. Continue relationship building with Indigenous communities across northern B.C. to identify needs and ways to advance conversations around decolonization and reconciliation.
- b. Develop a regional outreach and engagement strategy.
- c. Develop and continually implement outreach, youth, and community engagement programs including events celebrating Indigenous cultures.
- d. Continue working with northern colleges to identify opportunities and initiatives that contribute to stronger communities and a stronger post-secondary network in northern B.C.

5. Inclusive people development and employee success.

- a. Recruit key faculty and staff including the Associate Vice-President Indigenous, Vice-President Research & Innovation, and University Registrar.
- b. Implement a structured training and development program for UNBC staff and continue implementation of an academic leadership development program for Deans and Chairs.
- c. Implement a performance management and succession planning framework.
- d. Implement procedures, training, and education to support two new policies: the Employment Equity Policy and the Intentional Diversity, Hiring and Selection Policy.

6. Process optimization and digital transformation.

- a. Data and Digital Infrastructure working group to investigate themes and University needs for prioritization.
- b. Develop a disaster recovery plan for information technology.
- c. Digitize paper records and Implement Banner Document management in select units.
- d. Continue implementing the CRM.
- e. Move admissions applications from EPBC 2.0. to 3.0

It was a season for learning new skills and sharing stories through art, as students gathered with Cree/Dakelh artist Clayton Gauthier for wood carving sessions through the winter months.

Bachelor of Arts student Shereen Sousa is in her first year of the First Nations Studies/Women Studies program and saw the sessions as an opportunity to learn a new art form.

“It’s another way to express creativity,” she says. “I very much enjoy painting and this was a way to learn a new medium for that expression.”

Gauthier began in January by sharing pieces of his own art journey with the students and sharing the importance of art as a language, too.

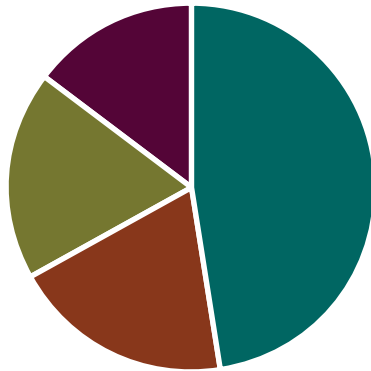
“Art has always been a place where I can go to share my feelings, where I won’t be judged,” says Gauthier. “Sharing my feelings through art is also a sense of release – releasing my feelings in a positive, loving way. The different art styles that are here in the University – there are so many different nations here, so it’s been impressive to learn from the students, too.”



Financial Information

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

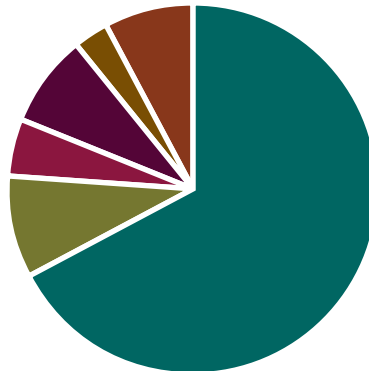
Table C: Final audited results for the year ending March 31, 2023 (in \$ millions)



Consolidated revenue: 2022-23 (\$137,631 M)

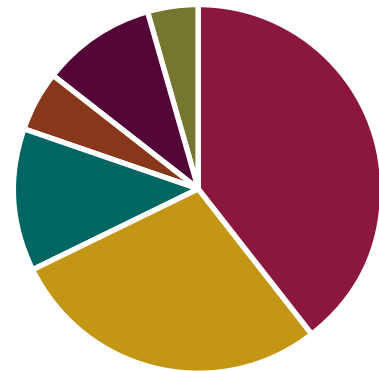
Provincial grants	\$65,693
Other grants *	\$26,511
Tuition & fees	\$25,545
Other income	\$19,882

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



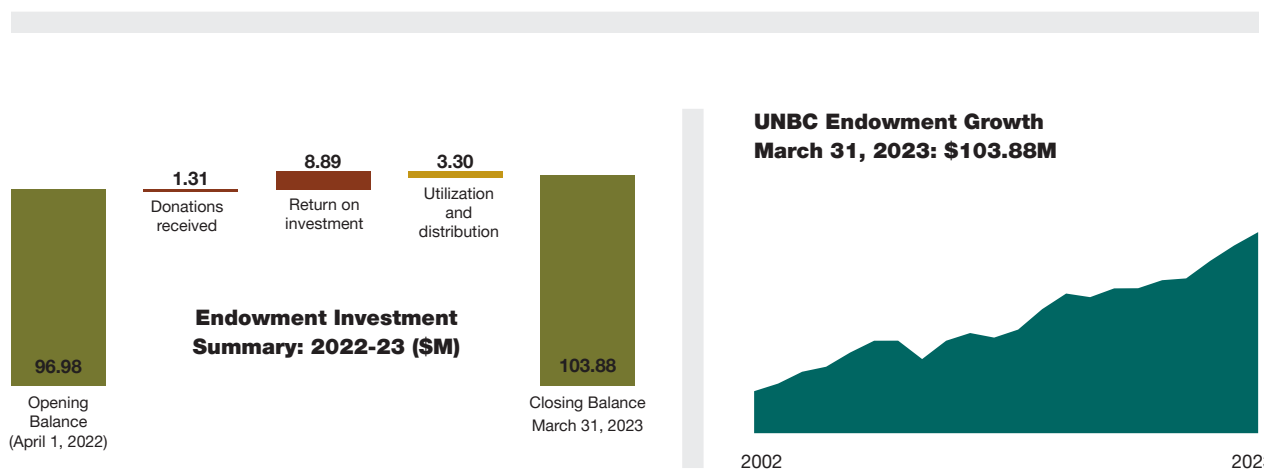
Consolidated expenses by object (\$132,287 M)

Employee costs	\$88,932
Travel, operating supplies and expenses	\$12,073
Property upkeep and utilities	\$6,458
Contracted services and other costs	\$10,599
Scholarships and bursaries	\$3,982
Amortization	\$10,243



Consolidated expenses by function (\$132,287 M)

Instruction	\$52,406
Institutional Support	\$37,394
Facilities Management	\$16,609
Ancillary Operations	\$7,102
Sponsored Research	\$12,953
Specific Purpose	\$5,823



Performance Measure Results

		2020/21	2021/22	2022/23	2022/23	2022/23
		Actual			Target	Assessment
Student spaces	Total student spaces (PSFS)	2,599	2,563	2,504	≥3,752	Not Achieved
	Nursing and other allied health programs	344	375	410	≥411	Substantially Achieved
Credentials awarded	Credentials	759	760	797	≥753	Achieved
Indigenous student spaces	Total Indigenous student spaces	385	392	374	393	Substantially Achieved
	Ministry (PSFS)	385	392	374		
Student satisfaction with education	Bachelor degree graduates	87.5% +/- 3.3%	89.4% +/- 2.8%	80.4% +/- 4.0%	≥90%	Substantially Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	87.5% +/- 3.3%	85.3% +/- 3.2%	84.6% +/- 3.6%	≥90%	Substantially Achieved
Student assessment of skill development	Bachelor degree graduates	83.8% +/- 3.2%	84.9% +/- 2.7%	78.5% +/- 3.8%	≥85%	Substantially Achieved
Student assessment of usefulness of knowledge and skills in performing job	Bachelor degree graduates	89.7% +/- 3.6%	90.6% +/- 3.1%	87.7% +/- 3.7%	≥90%	Achieved
Unemployment Rate	Bachelor degree graduates	7.9% +/- 3.0%	5.3% +/- 2.3%	3.0% +/- 1.9%	≤8.7%	Achieved
Sponsored Research Funding	Sponsored research funding from all sources (million \$)	13.9	15.2	17.7	≥15.2	Achieved
	Federal sources (million \$)	9.5	11.5	11.7		
	Provincial sources (million \$)	1.5	1.2	2.2		
	Other sources (million \$)	3.0	2.5	3.8		
Bachelor degree graduates	Skill development	83.8% +/- 3.2%	84.9% +/- 2.7%	78.5% +/- 3.8%	≥85%	Substantially Achieved
	Written Communication	86.5% +/- 3.5%	85.2% +/- 3.4%	75.3% +/- 4.5%		
	Oral Communication	82.2% +/- 3.9%	83.4% +/- 3.5%	75.6% +/- 4.4%		
	Group collaboration	81.9% +/- 3.9%	87.7% +/- 3.1%	80.4% +/- 4.0%		
	Critical Analysis	88.9% +/- 3.1%	87.1% +/- 3.1%	82.7% +/- 3.8%		
	Problem resolution	74.3% +/- 4.4%	80.7% +/- 3.7%	70.4% +/- 4.6%		
	Learn on your own	87.7% +/- 3.3%	88.9% +/- 2.9%	84.8% +/- 3.6%		
	Reading and comprehension	85.1% +/- 3.6%	81.8% +/- 3.7%	83.2% +/- 3.8%		

Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure. Institutional Accountability Plans and Reports, which report on and provide context on these performance measures, are also published at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

Student Spaces

Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 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 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 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

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

Student Outcomes Measures

Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 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%.

Credentials Awarded to Indigenous Students

The target for this measure is currently under review. Assessment will show as “Increased” or “Decreased” over the previous year.

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



When the original champions for UNBC went canvassing support more than 30 years ago, they were envisioning a legacy for northern B.C. encapsulated on a smaller scale by the Koopmans family of Prince George.

Those early advocates gathered signatures and a \$5 contribution from 16,000 residents in communities across the region in support of a northern university. It was a momentous occasion at the 2022 Convocation Ceremony when UNBC's 16,000th graduate earned their credentials.

Among the Class of 2022 was Danae Koopmans, who graduated with a Bachelor of Science in Nursing. She is the sixth Koopmans sibling to join the family of UNBC Alumni!

"The 18 years from 2004 when our son Jordan started at UNBC to 2022 when Danae graduated seem to have gone by quickly," says Danae's father Rick. "We observed each of our children do well in their individual academic pursuits at UNBC and move on with degrees earned, finding success in further education, as well as the workforce. Julia and I are grateful for the opportunities, experiences and education our children received at UNBC."

