



Institutional Accountability Plan and Report
2008/09 – 2010/11

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1. Letter from the Board Chair and President

August 27, 2008

Honourable Murray Coell
Minister of Advanced Education
c/o Governance Branch
Ministry of Advanced Education
PO Box 9883 STN PROV GOVT
Victoria, BC V8W 9T6

Dear Minister:

We are pleased to submit the 2008/09 – 2010/11 Institutional Accountability Plan and Report for the University of Northern British Columbia (UNBC) as required by the Ministry of Advanced Education of the Province of British Columbia. In accordance with UNBC's governing structure, the President and the Board Chair are accountable for this Report.

The purposes of this service plan report are to communicate to the public and to the Minister of Advanced Education the results that UNBC has achieved over the past year with regards to the goals and objectives in its 2007/08 – 2009/10 Three-Year Institutional Service Plan; to compare those results with the targets in the previous year's service plan, both those in keeping with Ministry Accountability Framework measures and those additional measures and targets identified by the University to determine its own progress; and to illustrate how these achievements contribute to the public post-secondary system as a whole.

UNBC regards itself as British Columbia's "university in the north, for the north". The University is committed to serving the needs of a vast region by providing educational opportunities for northerners, including First Nations, both on the University's principal campus in Prince George and in other centres in the University's Peace River-Liard, Northwest, and South-Central regions.

Overall, the goal of UNBC is to be Canada's premier small, research-intensive university, with internationally recognized academic and research programs that prepare its graduates in select areas of high relevance to the peoples of our region, province, and beyond.

Sincerely,

Dr. Charles Jago
Interim President & Vice-Chancellor

Dr. Donald Rix
Chair, Board of Governors

2. Institutional Overview

The University of Northern British Columbia (UNBC) offers a wide range of undergraduate and graduate programs in the arts, commerce, and the sciences, including professional programs in areas such as teacher education, nursing, social work, and planning. Academic programs are distributed between two colleges – the College of Arts, Social and Health Sciences and the College of Science and Management, both of which offer bachelors, masters and doctoral programs. In addition, UNBC and UBC partner in the delivery of the Northern Medical Program, which aims to educate doctors in the North who have both the skills and attitude necessary to pursue practice opportunities in northern and rural communities. (See [Appendix A](#) for a list of the programs offered at UNBC in 2007/08.)

The Northern Medical Program produced its first graduates this spring, eight years after the Prince George health care rally and four years after the opening of the Program – which also coincided with UNBC's 10th anniversary. The students who entered the NMP in 2004 were the first to participate in this new approach to medical education.

UNBC is also a major centre of research with priority given to addressing issues of relevance to its region, such as the social, environmental, health, economic, and cultural issues of northern B.C. and similar regions around the world.

- Western Canadian Cryospheric Network, led by a UNBC researcher, exemplify UNBC's research in environmental issues. This project aims to understand the behaviour of the climate system and its effects on glaciers in the mountain ranges of B.C. and Alberta.
- The University's academic and research foci are outlined in [section 2\(c\)](#) below.

Building Expertise in Aboriginal and Northern Health

UNBC plays a significant role in building expertise in aboriginal and northern health, as evidenced by its academic and research achievements:

1. Designated as the National Collaborating Centre for Aboriginal Health;
2. Appointment of a B.C. Leadership Chair in Aboriginal Environmental Health;
3. Establishment of a research program in Aboriginal Environmental Health in 2006;
4. Participation in a rural health education project;
5. Graduation of the first cohort of Bachelors in Nursing at the University's Northwest Campus in Terrace in 2009;
6. Bachelors degree program in Health Sciences;
7. Participation in the Northern Cancer Strategy initiative;
8. Continued success in receiving grants for a wide array of health-related research projects.

In 2007/08 UNBC registered 4,212 students (*2,976 FTE¹*), the majority (more than 66%) of whom were from northern B.C., with a large proportion (more than 20%) from southern B.C., and the remainder (almost 10%) from other locations across Canada and around the world.

The University is planning to grow its international student enrolment and UNBC currently maintains fifty-seven bi-lateral international exchange agreements, and two multi-lateral exchange agreements, with representation in twenty different countries.

Since the Government of Canada changed work visa regulations so that international students can work off-campus and after graduation, international students have been playing an important role in the northern B.C. economy, increasing the number of skilled workers and professionals, making the region less dependent on the recruitment of skilled immigrants and professionals from other parts of Canada and abroad.

¹ Annualized FTEs are the Full-Time Equivalent enrolments over the course of an entire reporting year – 2007/08 in this case. FTE targets are set for each institution annually in its budget letter from the Ministry. The FTE number on this page excludes international undergraduate students who were charged an international tuition rate.

The University has a growing Continuing Studies program which offers courses in a variety of subject areas, including: business, executive training, natural resource management and environment, liberal arts and culture, general interest, professional development, and English language studies. These programs augment the skills of the labour force by providing technical and professional credit and non-credit courses, which complement the University's academic programming. Enrolment is growing in these courses but most significantly in English language studies. In 2007/ 2008, the University offered Continuing Studies courses for credit to approximately 3000 students and now has over 40 credit courses.

The University has a government-approved mandate to serve the entire region of northern British Columbia and to provide educational opportunities for all northerners including First Nations and Aboriginal people. To this end, the University has established a number of regional campuses and works with many First Nations throughout the region. The University maintains four regional campuses in its Northwest (Terrace and Prince Rupert), Peace River-Liard (Fort St. John), and South-Central (Quesnel) regions. In addition, UNBC regularly delivers courses to over a dozen communities in the North as well as via the World Wide Web. There are over 80 students working toward convocation in Terrace in May 2009, including the first cohort of 13 Nursing students.

**Anticipated Terrace Nursing
Class Size (by Calendar Year):**

- 2009 graduands = 13 to 14
- 2010 graduands = 18 to 20
- 2011 graduands = about 24

Relationships with several First Nations organizations facilitate delivery and provide additional educational options to students in smaller communities. These alliances create opportunities for certificates, diplomas and/or Bachelor of Arts degrees in First Nations Studies in various regions:

- South Cariboo and Chilcotin (Cariboo-Chilcotin Weekend University – serving 15 First Nations bands in the Cariboo & Chilcotin, in collaboration with TRU and the Cariboo Tribal Council);
- the Nass Valley (via a unique partnership with the Wilp Wilxo'oskwhl Nisga'a); and
- in Haida Gwaii, the Qay'lnagaay Heritage Centre is set to open in August of 2008.

The University continues to develop arrangements with new partners in First Nations and other communities. To maximize opportunities for students while minimizing overlap of course offerings, UNBC also collaborates with northern B.C. colleges and maintains partnership agreements with Nicola Valley Institute of Technology, Yukon College, Grande Prairie Regional College, and the Emily Carr Institute of Art and Design.

UNBC entered into five new agreements with First Nations around northern B.C. in 2007/08. UNBC continues to enter into memoranda of understanding and affiliation agreements with First Nations bands and groups to deliver educational options and conduct research to the benefit of the Band, its members and the University. For example, the Treaty 8 Tribal Association in Ft. St. John signed recently a protocol agreement with UNBC to encourage exchange of information, research and education, and increase the health and economic sustainability of the tribal membership.

Responding to the critical need for professional mental health education in the area of Aboriginal Child and Youth Mental Health, and, in particular, to the heart-breaking number of Aboriginal youth attempting and completing suicides across northern BC, the UNBC School of Social Work is developing a Post-Baccalaureate Aboriginal Child and Youth Mental Health Certificate. This certificate is being developed in partnership with the Ministry of Children and Family Development and with the guidance of a northern Aboriginal Advisory Committee, with the first cohort of 25 northern mental health workers commencing their studies in January 2009.

UNBC's Downtown BMO Bank of Montreal Centre in Prince George will continue to be a focal point for liaison with the business community. In conjunction with media outlets located in the downtown core, the English Program will develop a new stream in Digital Film Production in the Joint UNBC-Emily Carr Bachelor of Fine Arts. Students can make their own films and learn about sound, lighting, editing and other essentials of digital film and television production. They will use digital film and television production equipment that will be installed in the BMO Centre. Also, UNBC and several industry partners are collaborating on a two year pilot project (March 2008 – February 2010) in the BMO space to work jointly on information technology projects.

Vision, Mission & Mandate

With its aforementioned academic programming and research, international programs, continuing education opportunities, community and institutional partnerships, and other collaborative initiatives, UNBC is serving the needs of people in northern British Columbia while acting as a catalyst for economic and social development in the region. UNBC's mandate for providing academic, non-credit, international programs and research will assist the region in meeting projected labour demands and fuelling economic expansion by increasing the number of highly qualified personnel through provision of more education to a higher proportion of the region's own population and by attracting new people with skills and ambition into the region. Surveys of UNBC alumni consistently show that more than 50% of the University's alumni live and work in northern B.C. communities.

The University of Northern British Columbia is proud of its accomplishments, including the economic and social impacts on the northern part of the Province. UNBC is also proud of its national reputation with students and alumni. In November 2007, UNBC was named "Best in the West" by Maclean's for a second straight year in the *Primarily Undergraduate* ranking of Canadian universities. Also, in the 2007 Canadian Undergraduate Survey Consortium ("CUSC")² study of UNBC's first year students, UNBC was above the national average in satisfaction with university experience, with campus and facilities, and with faculty.

a. Vision

The University of Northern British Columbia aspires to be Canada's premier small research-intensive university, with internationally recognized academic and research programs that prepare its graduates in select areas of high relevance to the peoples of our region, province, and beyond.

b. Mission

Institutional Mission Statement

The University of Northern British Columbia – founded as 'a university in the north, for the north' – holds as its mission to improve the quality of life in its region, the province, and beyond, by attaining the highest standards of undergraduate and graduate teaching, learning, and research. UNBC is committed to serving a vast region by building partnerships and by being innovative, resourceful, and responsive to student and community needs. In the spirit of its

² CUSC measures the opinions of students from 28 universities across Canada on varying topics annually.

Carrier motto – ‘En cha huná³ – UNBC celebrates diversity and intends to reflect and to foster the rich cultural diversity of northern British Columbia and its peoples.

UNBC recognizes that the strength of the University is its people and that the most important measure of its success is the educational enrichment of its students. The University strives to offer all its people – students, staff and faculty – a healthy, safe, open, friendly, supportive, consultative and stimulating environment conducive to individual intellectual growth, personal fulfillment and career progress. UNBC embraces the principles of academic freedom, responsibility, education for its own sake, integrity, inclusion, respect for others, equity, fairness, operational efficiency, and public accountability.

Academic Mission Statement⁴

The mission of the University of Northern British Columbia is to provide excellent academic programs and services for its undergraduate, professional, and graduate students so that they are prepared for roles that will improve the quality of life for the peoples of Northern British Columbia, the rest of the province, Canada, and beyond. The University’s core academic values of excellence, inclusiveness, curiosity and creativity, and responsiveness underpin its mission. To demonstrate accomplishment of its mission, the University of Northern British Columbia’s graduates will exhibit the following:

- Appropriate depth and breadth of knowledge in their chosen areas of study
- Analytical, critical, and creative thinking informed by research and theory
- Liberality, inclusiveness, and an appreciation of diverse perspectives and ways of knowing, in keeping with UNBC’s Carrier motto – ‘En cha huná (respecting all forms of life)
- Personal growth, leadership skills and the ability to effectively communicate ideas
- Passion for pursuing life-long learning and intellectual development
- Commitment to positive citizenship from local to global levels

Students will be provided an educational environment marked by its student-centeredness, relevance, and pedagogy that optimizes learning. To enable its mission, the University of Northern British Columbia seeks to provide its faculty and staff members with a positive, stimulating, and supportive environment in which to conduct their student-centered academic work.

c. Academic and Research Foci⁵

The purpose of the Academic Vision Initiative was to present a strategic academic vision supported by an organizing academic framework that will be used to guide UNBC’s future investments in the programs and pedagogy. That academic and research foci are organized around a coherent framework describing the thematic focus of the University’s academic programs and how those programs are delivered. There are three inter-related, yet distinct, themes in the framework: 1) Thematic Academic Clusters, 2) Foundational Academic Themes, and 3) Pedagogical Academic Themes.

³ Translation: *respecting all forms of life*. Meaning: A fundamental Carrier value which dictates that a person’s behaviour towards his/her fellow beings, animals and the environment is “respect.”

⁴ This is the academic mission statement presented in the *Final Report: Phase 1 of the Academic Visioning Initiative* and UNBC has implemented it as part of the University’s *Embracing Change; Promoting Excellence* strategic plan.

⁵ These are the Thematic Academic Clusters, Foundational Academic Themes, and Pedagogical Academic Themes identified in the *Final Report: Phase 1 of the Academic Visioning Initiative*.

Thematic Academic Clusters

The first theme, the *Thematic Academic Clusters*, describes a higher order area of substantive academic study and research that a cluster or grouping of programs and faculty members seeks to address. Thematic academic clusters are, by their nature, inter-disciplinary and multi-disciplinary and explore complex issues and phenomena. These thematic clusters are issue, problem, population, and philosophically based.

The six thematic academic clusters that best represent what UNBC should seek to address through its academic programs over the coming decade are:

- Natural Resources and Environment
- Health and Human Development
- Commerce and Community Sustainability
- Indigenous Peoples' Knowledge
- Global Processes and Perspectives
- Artistic and Cultural Expression

Foundational Academic Theme

The second type of theme, the *Foundational Academic Theme*, represents more traditional groupings of discipline-based academic programs and courses. All universities aspire to offer a liberal education and the ability to do so is often a metric for determining the academic strength of an institution. Educational and research programs and courses within foundational academic themes contribute to their individual disciplines as well as provide the foundational knowledge required for the Thematic Academic Clusters (above). The foundational academic themes are:

- Science and Mathematics
- Social Sciences
- Arts and Humanities

Academic Alignment Working Group

During 2007 the Academic Alignment Working Group ("AAWG") engaged in a broadly-based consultation. The AAWG met during the 2007/08 Fall and Winter semesters, held Town Hall meetings, received 33 submissions, and released a final report on February 15, 2008. UNBC's Senate received the final report and adopted the recommendations stated within the reports on June 11, 2008. Many creative ideas emerged from the university-wide submissions. These submissions, together with other contextual information, formed the basis for the final report. The AAWG will continue to exist as a Senate-appointed Committee and work to implement academic alignment-related plans by September, 2010.

Pedagogical Academic Theme

The third theme, the *Pedagogical Academic Theme*, is comprised of both expected student outcomes and how those outcomes are to be achieved through the University's approach to teaching and learning. Throughout the AVI consultation process, participants stressed that the University's academic mission must be focused on the student and on how the University of Northern British Columbia delivers academic programs and supports student learning.

Pedagogy Working Group

During the 2007 fall semester the Pedagogy Working Group (“PWG”) consulted with the UNBC community. The committee strongly endorsed five Critical Initiatives which apply to the UNBC AVI goals of pedagogical excellence and that create a clearly defined path towards success. These critical initiatives provide the foundation and scaffolding for all of the initiatives related to the three goals of the PWG’s terms of reference:

- Enhancing our learner-centred educational environment;
- Delivering academic programs that are delivered in accordance with the innovative pedagogical approaches envisioned in the *Academic Visioning Initiative*;
- Graduating students who exhibit the expected student outcomes outlined in the *Academic Visioning*

With these five Critical Initiatives received by Senate on June 11, 2008, UNBC has begun making changes and promoting pedagogical excellence.

On June 21, 2008, the Board of Governors committed \$150,000 for implementation of the recommendations of the two Working Groups as part of the *Strategic Investment Fund*.

Canada’s Green University™

In 2007, UNBC became *Canada’s Green University™*. As such, UNBC is leading northerners in key areas of innovation, environmental management and environmental education, a vital role for fostering the next generation of environmental leaders. This approach to sustainability is the key to much of our teaching, research, campus operations, and community relations.

Teaching

Environmental courses & degree programs

The British Columbia and Canadian economies require skilled and creative people who can ensure that our environment continues to sustain jobs and communities. UNBC is educating the next generation of environmental stewards who will take their place as leaders in commerce, industry, and communities. To that end, UNBC is creating a new joint major: English and Environmental Studies. Students pursuing a vocation in environmental writing, science writing and journalism will find this program highly relevant.

Research

At the forefront of environmental discovery

Northern BC is the perfect living laboratory to study the environment, natural resources, and resource-based communities. In our knowledge-based economy, an era of climate change, and the mountain pine beetle epidemic, applying research and development to the resource sector is key to the region’s sustainability.

Dr. Matt Reid is working to maximize the value of the harvested trees. He is working with UNBC Forestry professor Ian Hartley, student Tara Todoruk, and Del-Tech Manufacturing Industries. Their aim is to create devices that will utilize terahertz waves to provide forest operations with the ability to see inside wood and determine the fibre quality of logs and processed wood products.

Living It

Being green through our actions

A strong connection to nature and the environment is simply part of who we are as northerners. Each of the four seasons offers tremendous opportunities for outdoor recreation and enjoying the fresh air. On campus, there are strong recycling and composting programs and student clubs focusing on the environment and sustainability.

Specifically, UNBC will meet the requirements of the *Greenhouse Gas Reduction Targets Act* and strive to become carbon neutral by 2010. As required by the Act a public report will be made annually, detailing actions the university's actions taken towards carbon neutrality. To this end, UNBC is pursuing a number of energy management and emissions reductions initiatives. The results of these pursuits will be detailed in subsequent Accountability Reports.

3. Planning and Operational Context

In 2004/05, for the first time in its history, UNBC's total annualized student FTE count was lower than the target prescribed by the Ministry of Advanced Education ("MAVED"). This outcome and the external forces that are driving it are affecting how planning, and plan implementation, is done at UNBC.

As of 2007-08, BC saw the creation of five new universities and this has created challenges for UNBC in recruiting and retaining faculty, staff, and students, especially undergraduates.

Another factor affecting UNBC student recruiting and retention is the decline in the high school graduation rate in BC and these smaller graduation classes are expected to continue.⁶ While demographic trends affect the number of students in a cohort⁷, this decline in the graduation rate seems to be partly a result of economic forces. Young British Columbians can command higher wages than their parents at the same age without a high school diploma (and without an undergraduate degree) because of a strong provincial economy and the strong demand for labour in northern B.C. and Alberta.

Finally, student applications from the Lower Mainland have dropped by 34%. This fact seems to be a culmination of all the above external forces, whereby Lower Mainland students have more choices of universities, fewer cohort members, and higher paying employment. Thus for the second year, UNBC experienced only a modest increase in enrolment in 2007/08, substantively achieving the MAVED enrolment goal.

Budget Planning

Budget planning at UNBC commenced in November 2007 in preparation for the 2008-09 fiscal year with the continuation of the previously approved three year budget planning process, that was designed to achieve a long-term sustainable budget for the institution formed the planning framework. A balanced budget was completed and prepared for approval at the March 2008 Board of Governors meeting. When the institutions across British Columbia were advised of an across-the-board 2.6% reduction of base funding on March 12, 2008, additional work was required to find over \$1,000,000 in order to balance within the new funding allocation.

The Board of Governors approved the revised budget at their June 2008 meeting with the acknowledgement that further work will be required in the next round of budget meetings in order to achieve on-going balanced budgets. Reduced enrolments combined with this base funding reduction are

⁶ Ministry of Education, *Grade 12 Graduation Rates 2002/03 - 2006/07*

⁷ Ministry of Education, *2005/06 Summary of Key Information*

creating challenges to all post secondary institutions across the Province and are predicted to remain an issue into the foreseeable future.

As part of its long-term budget plan, the University has allocated over \$500,000 of its *Strategic Investment Fund* (“SIF”) to investments in areas of strategic importance for the 2008/09 fiscal year.

Strategic investments approved by the Board of Governors in June 2008 include:

- \$300,000 per year for four years to create a new administrative unit called “UNBC International.”
- \$150,000 of one time funding to assist in implementation of recommendations from the AVI.
- \$31,000 of one time funding to develop a certificate and course curriculum related to a proposed Legal Studies Institute at UNBC. This is a joint initiative of the History and Political Studies Programs.

Strategic Planning: Embracing Change; Promoting Excellence

The Embracing Change; Promoting Excellence initiative (“ECPE”) identified six strategic priority areas for UNBC, based on the University’s mission and vision:

- Enrolment management, with an emphasis on FTE growth;
- Implementing the *Academic Visioning Initiative*;
- External relations, including fundraising and alumni;
- Research, business and industry partnerships;
- Regional operations, including Aboriginal communities; and
- Athletics, including health and wellness.

The ECPE strategic planning initiative has guided and informed the three-year budget planning process. In all six areas progress has been made. Working groups for each of the six strategic priority areas of ECPE have been established to oversee and guide the strategic planning and implementation process.

Enrolment Management

As identified in its previous Institutional Service Plans and Reports, over the past few years UNBC has undertaken a number of activities to address enrolment issues given the recent external forces creating enrolment challenges for the University. While UNBC’s undergraduate enrolment is stable, the number of graduate studies enrolments continues to climb, creating a need to address the internal systems that provide support to registration.

With the ECPE strategic planning initiative, the University has placed even greater emphasis on all aspects of enrolment management, including student recruitment and retention. Enrolment planning forecasts slowed growth at the undergraduate level and more substantial growth at the graduate level. With the continued implementation of the *Academic Visioning Initiative* and the enhanced offering in research-intensive graduate programs UNBC’s future enrolments look positive. UNBC is projecting a three year cumulative increase in enrolments of approximately 4.0% at the undergraduate level and approximately 24% at the graduate level.

To meet the enrolment plan, UNBC has reconciled the costs and benefits of its spending on recruitment for 2007/08. Emphasis has been on converting applications to registrations rather than simply recruiting. First, the Vancouver recruitment position has been moved back to UNBC campus. Instead of expending funds off-campus, the focus will be on further developing web-based communications tools, for example, E-newsletters, online school finders, social networks (MySpace, Facebook), podcasts, and video sites like YouTube. These methods are far more efficient but are also effective as today’s high school students live online.

Implementation of the Academic Visioning Initiative

As discussed above, the two Working Groups (Academic Alignment Working Group and the Pedagogy Working Group) have completed their reports to Senate. Senate received the reports and accepted the recommendations of the Working Groups. The University *Strategic Investment Fund* committed \$150,000 for implementation of these recommendations.

External Relations

The University's goal of implementing an external relations culture, philosophy and attitude across the entire university community has taken several steps based on a shared understanding of what UNBC is and leading to an enabling, engaging approach and structure.

UNBC is raising funds for a First Nations Gathering Place. The Gathering Place presents an opportunity for UNBC to bring a physical reality to the University's commitment to the communities of Northern British Columbia and to its Carrier motto, "En cha huná." A properly designed and welcoming Gathering Place will become a focal point for aboriginal learners, teachers and elders and will highlight the university's commitment to honouring the culture and traditions of First Nations peoples in the North. It will primarily serve as a space for Indigenous ceremonial and cultural events, including art and material culture, language revitalization, ceremonial practices, sharing of oral traditions, and circle teachings. It will serve as a space to host local, provincial, national and international gatherings in a culturally specific environment and will be available as a ceremonial and spiritual place for Indigenous people from across the North.

UNBC's Northern Medical Trust is on track for collecting pledges made recently. When the pledges are in, the University will have a \$6.25 million endowment. This permanent fund will generate approximately \$300,000 in annual interest that will be used to provide financial assistance to medical students who are interested in practicing in rural communities.

UNBC is in the planning process, working with NHA and the British Columbia Cancer Agency, on staffing, recruiting and retaining cancer researchers at the Northern Cancer Centre that should be operating in 2012 in Prince George.

Research, Business and Industry Partnerships

Research is an important part of the vision of UNBC which states that "[t]he University of Northern British Columbia aspires to be Canada's premier small research-intensive university, with internationally recognized academic and research programs that prepare its graduates in select areas of high relevance to the peoples of our region, province, and beyond." UNBC's research accomplishments were recognized recently when the institution was honoured as one of Canada's *Research Universities of the Year* by RESEARCH InfoSource Inc. Universities ranking in the top three in research intensity in their size category receive this designation, and UNBC ranked third out of 20 small institutions. Furthermore,

Community Relationships in the Sciences

- Central Interior Science Exhibition ("CISE") participation as judges, organizers and venue host
- Collaborated in Northwest Science and Innovation Society initiatives such as school science fairs in Kitimat and Terrace, and Scientists in the Schools program
- CISE Gold medal winners celebration
- Collaboration in Natural Resource Management outreach with Council of Forest Industries
- *GeneSkool* in partnership with Genome BC
- Quesnel River Research Centre mentoring program in partnership with Baker Creek Enhancement Society, SD 27, and Scout Island Nature Centre. Students are working with professors and graduate students at Quesnel River Research Center
- *Quantum Leaps* to support high school girls in science and technology
- Adventures in Forestry
- Sponsorship of BCIC Student Career Development Program. Participants are selected from top students who represent British Columbia at the regional and Canada-wide Science Fairs. The program allows them to explore B.C. post-secondary institutions and career opportunities in science and technology.
- *Summer University for Northern Youth (SUNY)*, collaboratively with Science Alliance in Prince George and at regional locations

UNBC's ranking of 29th amongst all universities in Canada placed the institution ahead of several older and larger institutions.

UNBC reached a milestone as a result of applying the vision for research: aspiring as a small, research-intensive university. The University has surpassed the \$100 million mark in total research funding to date. Many of these research projects are undertaken in partnership with regional businesses and public organizations including the Northern Health Authority, West Fraser Timber, Carrier Sekani Family Services, and federal and provincial government ministries. As a result of the research funds attracted to UNBC, the region has seven research institutes, two research forests, a landscape ecology research centre on the Quesnel River, and 13 endowed research chairs who lead research on such diverse topics as forest insects and community development. UNBC also has eight, federally-funded Canada Research Chairs – more than many universities that are larger than UNBC.

Convocation 2008 marked the inauguration of the UNBC Research Excellence Awards. The awards recognize the contributions of two outstanding researchers nominated by their Program Chairs and adjudicated by a committee of their peers. This year's recipients were Martha MacLeod and Ken Prkachin from the College of Arts, Social and Health Sciences, and Ken Otter and Mark Shrimpton from the College of Science and Management.

Research Grants - Western Economic Diversification

UNBC, in conjunction with the Wood Pellet Association of Canada, received \$361,301 to undertake a wood pellet pilot project and study the feasibility of using bioenergy on a larger scale on the UNBC Prince George campus.

Dr. Matthew Reid received \$403,720 from WED and \$200,000 from Northern Development Initiatives Trust to study applications of terahertz radiation for imaging in the forest industry as mentioned above.

Dr. Greg Halseth and the UNBC Community Development Institute were granted \$58,000 to investigate forest and fibre uses after the mountain pine beetle epidemic has run its course including preparing a background report and hosting an "Expert Dialogue on Future Forest and Fibre Use Opportunities". This regional research project will be conducted in collaboration with the Omineca Beetle Action Coalition.

Regional Operations, including First Nations Communities

Regional operations and partnerships with First Nations communities are an important part of UNBC's activities. Compared to other BC public universities, UNBC has a high percentage of Aboriginal student enrolment, and sees this as an important growth area for both enrolment and promoting cultural diversity on campus. The University has an ongoing commitment to encourage further implementation of First Nations perspectives into the UNBC curricula through the implementation of the *Academic Visioning Initiative*. Some examples include a new Masters degree in First Nations Studies being introduced in the Nass Valley in 2008/09; the UNBC Education Program implementing the Developmental Standard Term Certificate in Burns Lake, Prince Rupert, Ft. St. James, and the Nass Valley; UNBC partnering with Nicola Valley Institute of Technology to create a collaborative Public Administration and Community Development degree for 2008/09.

The University provides support and bridging options to Aboriginal students entering university studies, in order to increase the number of aboriginal school teachers by assisting students with developing study skills and providing some courses required for the teacher education program.

UNBC's Regional and First Nations foci have also led to a protocol agreement signed recently with the Treaty 8 Tribal Association in Ft. St. John to encourage exchange of information, research and education, and increase the tribal membership's health and economic sustainability.

UNBC's Aboriginal and Small Business Leadership Program will build economic capacity and help diversify the economy within three rural communities hardest hit by the mountain pine beetle epidemic in British Columbia. UNBC's Continuing Studies program in Prince George, the UNBC School of Business on main campus, and UNBC's South-Central regional campus in Quesnel have been funded by Western Economic Diversification to develop the business and entrepreneurship skills of individuals who are interested in beginning small business initiatives in northern BC and enhance the abilities of

small businesses operators already in existence in those communities. This program will be offered in three of the communities hardest hit by the mountain pine beetle epidemic, Quesnel, Williams Lake, and Vanderhoof. First Nations people, in particular, in these three communities will benefit in terms of developing their own capacity-building initiatives. The program will act as a jumping-off point for further First Nations and other initiatives as it prepares individuals for business success in a post-mountain pine beetle world.

Because the University's service area is large and the local populations sparse, UNBC has experienced challenges in finding a cost-effective way to deliver high quality academic programs and services to its regional campuses, students and a broad range of First Nations communities. Using high-definition videoconference equipment has provided some opportunities as UNBC piloted a Continuing Studies course in mental health and addictions to students in Prince George, Quesnel, Terrace, and Fort St. John. Building on that successful pilot, UNBC will put in place classroom high-definition technology in three sites: 1) UNBC Terrace campus, 2) Prince George campus and, 3) in partnership with Northern Lights College, at the Fort St. John campus. \$210,000 of one time funding has been allocated to purchase videoconference equipment (similar to that used in the delivery of the Northern Medical Program) in 2008/09. This equipment allows UNBC to build capacity to deliver high quality academic programs simultaneously across the three sites.

With a growing number of Bachelor of Social Work graduates across northern BC, the School of Social Work has responded to a demand by social workers and employers for Masters of Social Work ("MSW") education. Masters-educated social workers are increasingly in demand for a wide range of clinical, supervisory and administrative positions across northern BC. Although the MSW has been available to students in Prince George since 1994 when UNBC opened, the MSW Program has not been available at the other UNBC campuses. MSW classes will commence in September 2008 region-wide: in Fort St. John/Dawson Creek; Quesnel/Williams Lake; and Terrace/Prince Rupert. More than 15 students outside of Prince George have already been made offers to begin their studies in September.

Another achievement within the School of Social Work is the development of a post-baccalaureate Child Welfare Certificate in partnership with the Ministry for Children and Family Development ("MCFD") and delegated aboriginal agencies in northern BC. The Certificate makes it possible for social workers with a BSW, but who did not take the Child Welfare Specialization stream, to be able to obtain education with a child welfare focus. It is important to note that the current offerings of the Certificate are part of MCFD's Aboriginal Recruitment Strategy. Specifically, aboriginal social workers are being hired by MCFD with their first task being completion of the Child Welfare Certificate. Social workers already employed at delegated aboriginal agencies have also completed the Certificate. The third cohort of aboriginal social workers taking the Child Welfare Certificate takes place in September 2008 with 16 aboriginal social workers having already completed the certificate in its first two offerings at UNBC in January 2007 and 2008. This innovative partnership received the Premier's Gold Excellence and Innovation Award for the North Region in January 2008 as well as being a provincial finalist at a special awards and recognition ceremony in Victoria in March 2008.

Athletics

The final Embracing Change; Promoting Excellence initiative is athletics, including health and wellness. The Charles Jago Northern Sport Centre opened on September 21 2007 at the entrance of the UNBC Prince George campus. The 145,150 square foot facility sits at the entrance of the UNBC campus. From general memberships to rental space for minor sport groups, to training opportunities for high-performance athletes, the Northern Sports Centre is the University's centrepiece for sport development. As an example, nearly 2,000 people – the most ever to watch a UNBC basketball game – packed into the new facility to see the UNBC women's basketball team capture the provincial title for the BC Colleges' Athletic Association.

The Charles Jago Northern Sport Centre allows UNBC to pursue opportunities related to the recruitment of student athletes, greater participation by students in inter-university athletics, increased intramural and recreation opportunities for students, staff and the community, capitalization on the 2010 Olympics and Paralympic Games and development of new and increased academic programs and research opportunities and partnerships related to athletics, health and wellness. UNBC Athletics has produced four Athletic All-Canadians: Dean Whalen (basketball), Nikki Kassel (skiing), Dana Larsen (basketball), and Lindsay Anderson (basketball).

4. Goals, Objectives, Performance Measures, Targets and Results

This section reports on UNBC's performance in regards to its 2008/09 Annual 3-Year Institutional Service Plan.

a. Institutional Goals & Objectives

A number of UNBC's goals and objectives are set out above in relation to the ECPE strategic planning initiative and almost all of these goals and objectives align in some way with Ministry of Advanced Education's goals and objectives. The following table illustrates some of UNBC's institutional goals and their integration with Ministry goals and objectives:

Ministry Goals	Ministry Objectives	Accountability Framework Performance Measures	Institutional Goals
Excellent public and private post secondary education that meets the	Capacity	Student spaces in public institutions <ul style="list-style-type: none"> • Total spaces • Student spaces in computer science, electrical and computer engineering • Student spaces in nursing and other allied health programs • Student spaces in medical school programs 	Enrolment undergraduate growth stabilizes as external forces impact enrolment effort but marked increases in graduate and Continuing Studies enrolments move toward the targets
		Total credentials awarded	
		Percent of annual educational activity occurring between May and August	
		University admissions GPA cut-off	
			Further capital expansion in Prince George and on regional campuses to better meet the space requirements of UNBC students, faculty and

needs and aspirations of British Columbians.			staff.
			Operation of athletic and recreational facilities on the UNBC Prince George campus and continuing development of athletic programming.
			Progress towards the development of an integrated open and flexible delivery model for the <i>Academic Visioning Initiative</i> .
		Number and percent of public postsecondary students that are Aboriginal	Continuing success in increasing enrolment levels among First Nations and aboriginal students in all academic program areas.
		Student spaces in developmental programs	Increase student retention by bridging math and literacy deficits through specialized instruction.
			Introduce new degree programs, such as a Bachelor of Health Sciences and others where demand warrants.
			Progress towards increasing the number of professional programs delivered outside of the Prince George campus in the regions, notably Child Welfare Certificate and additional cohorts as demand warrants.
			Expand the number of (credit and non-credit) courses, certificate and diploma programs offered through Continuing Studies and further grow Continuing Studies as an earnings centre for the University
			Increase the number of international students
			Increase the number of Web courses delivered annually.
			Increase student access to online admission and registration processes and electronic library resources
	Efficiency	Degree completion rate	Increase student retention rates between 1st and 2nd year and beyond
		Student satisfaction with transfer	Continuation of successful student outcomes as indicated by graduating class surveys
	Quality	Student assessment of quality of education <ul style="list-style-type: none"> • Satisfaction with education • Skill development 	Continuation of successful student outcomes as indicated by graduate surveys
Student assessment of quality of instruction		Continuation of successful student outcomes as indicated by graduate surveys	
		Develop, evaluate and promulgate educational practices for active learning	
Relevance	Student outcomes: unemployment rate.	Continuation of successful student outcomes as indicated by graduate surveys	
	Student assessment of usefulness of knowledge and skills in performing job	Continuation of successful student outcomes as indicated by graduate surveys	

Ministry Goals	Ministry Objectives	Accountability Framework Performance Measures	Institutional Goals
Excellent research and innovation	Capacity	Research capacity <ul style="list-style-type: none"> • Sponsored research funding from all sources 	Maintain a high level of excellence in overall research intensity, as indicated by a nationally recognized ranking system

that supports economic and social development.		<ul style="list-style-type: none"> Number of highly qualified personnel 	
			Continuation of offering office space and providing suitable office space for graduate students.
			Expand student spaces to implement the Ministry of Advanced Education's graduate student research initiatives.
	Relevance	Number of licences, patents, start-up companies	Increase partnerships between researchers, business, industry and community.

b. Performance Measures, Targets and Results

This section is organized to follow the Ministry of Advanced Education's Accountability Framework established for 2006/07 – 2008/09.

A table illustrating the overall linkage between UNBC's institutional goals and the Accountability Framework goals, objectives, key criteria, and performance measures is set out above.

The baseline and target for each Ministry performance measure is dictated by UNBC's 2007/08 Budget and Accountability letter from the Ministry of Advanced Education. The reference period used for each Ministry performance measure is as directed by the Ministry's 2006/07 Standards Manual for Accountability Framework Performance Measures for the B.C. Public Post-Secondary System.

i. Accountability Framework 2007/08 Performance Results

Performance Measures	Actual	Target	Actual	Target Assessment
	2006/07	2007/08	2007/08	2007/08
Student spaces in public institutions	Data from Fiscal 2006/07		Data from Fiscal 2007/08	
<i>i. Total Student Spaces</i>	2929	3268	2976	Substantively Achieved
<i>ii. Student spaces in computer science, electrical and computer engineering</i>	98	246		
<i>iii. Student spaces in nursing and other allied health programs</i>	199	277	252	Substantively Achieved
Total credentials awarded ⁸	Data from 2005/06 Academic Year		Data from 2005/06 Academic Year	
	736	731	746	Achieved

⁸ Annual performance is measured using a rolling three year average of the most recent academic years, e.g., the 2006/07 results are a three year average of the 2003/04, 2004/05 and 2005/06 academic years. Academic years start in September of one year and end in August of the next year.

Number and percent of public post-secondary students that are Aboriginal	Data from 2005/06 Academic Year	Data from 2005/06 Academic Year	Data from 2006/07 Academic Year	
<i>Total number (#)</i>	504	≥ previous year	586	Exceeded
<i>Percent (%)</i>	12.1%		13.5%	Exceeded
Degree completion rate	Data from 2005/06 Academic Year	Data from 2005/06 Academic Year	Data from 2006/07 Academic Year	
<i>Direct Entry Students (%)</i>	38.4%	≥ previous year	47.2%	Exceeded
<i>Transfer Students (%)</i>	68.6%		66.9%	Substantively Achieved
Baccalaureate graduate assessment of quality of education	2006 BGS Survey Data % +/-		2007 BGS Survey Data % +/-	
<i>i. Satisfaction with Education (%)</i>	97.0 1.0	≥ 90%	97.7% 0.9%	Achieved
<i>ii. Skill Development (avg. %)</i>	85.5 2.1	≥ 85%	88.1% 1.9%	Achieved
<i>Written Communication</i>	82.4 2.3		84.0% 2.3%	n/a
<i>Oral Communication</i>	82.6 2.3		88.2% 2.0%	
<i>Group Collaboration</i>	83.8 2.2		88.2% 2.0%	
<i>Critical Analysis</i>	89.4 1.8		91.5% 2.0%	
<i>Problem Resolution</i>	80.6 2.4		79.8% 2.6%	
<i>Reading and Comprehension</i>	89.2 1.9		91.4% 1.8%	
<i>Learn on your own</i>	90.4 1.8		93.7% 1.5%	
Baccalaureate graduate assessment of quality of instruction	2006 BGS Survey Data % +/-		2007 BGS Survey Data % +/-	
	94.2 1.4	≥ 90%	96.4 1.1%	Achieved
Student satisfaction with transfer	2006 CISO Survey Data %		2007 CISO Survey Data %	
Receiving %	91.4	Contribute toward system level target ≥ 90%	87.2%	Contributed toward substantive achievement of system level target ≥ 90%

Baccalaureate graduate outcomes – unemployment rate ⁹	2006 BGS Survey Data %		2007 BGS Survey Data %	
	5.1	≥ 6.5%	4.3%	Exceeded
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	91	≥ 90%	90.9%	Achieved
Percent of annual education activity occurring between May and August	Data from 2006/07 Fiscal Year		Data from 2007/08 Fiscal Year	
	9.3%	Contribute toward system level target of 21%	9.0%	Contributed toward achievement of system level target of 21%
Research Capacity	Data from 2004/05 Academic Year	Data from 2004/05 Academic Year	Data from 2005/06 Academic Year	
<i>Sponsored research funding from all sources (000,\$)</i>	\$8,365 Federal: \$4146 Provincial: \$2408 Other: \$1811	≥ previous year	\$15,909 Federal: \$6838 Provincial: \$5728 Other: \$3343	Exceeded
<i>Number of highly qualified personnel (#)</i>	775	≥ previous year	874	Exceeded
Number of licences, patents, start up companies	Data from 2004/05 Academic Year	Data from 2004/05 Academic Year	Data from 2005/06 Academic Year	
Number of Licence/Option agreements	0	≥ previous year	0	Achieved
Total US patents issued	0		0	Achieved
Total start up companies	1		0	Not Achieved
Total licence income received	0		0	Achieved

⁹ BC rate for those (age 18 to 29) with high school credentials or less (2007).

ii. Accountability Framework Performance Targets – 2008/09 to 2010/11

Performance Measure	Performance Targets		
	2008/09	2009/10	20010/11
Student spaces in public institutions			
<i>Total Student Spaces</i>	3354	3409	3464
<i>Student spaces in nursing and other allied health programs</i>	327	TBD	TBD
Total credentials awarded	771	799	823
Number and percent of public post-secondary students that are Aboriginal			
<i>Total number (#)</i>	≥ 586	Maintain or increase	Maintain or increase
<i>Percent (%)</i>	≥ 13.5%		
Degree completion rate			
<i>Direct Entry Students (%)</i>	≥ 47.2%	Maintain or increase	Maintain or increase
<i>Transfer Students (%)</i>	≥ 66.9%		
Baccalaureate graduate assessment of quality of education			
<i>i. Satisfaction with Education (%)</i>	≥90%		
<i>ii. Skill Development (avg. %)</i>	≥85%		
<i>Written Communication</i> <i>Oral Communication</i> <i>Group Collaboration</i> <i>Critical Analysis</i> <i>Problem Resolution</i> <i>Reading and Comprehension</i> <i>Learn on your own</i>	≥85%		
Baccalaureate graduate outcomes – employment rate	Maintain unemployment rate of former UNBC students below rate for persons with high school credentials or less		
Research Capacity			
<i>Sponsored research funding from all sources (000,\$)</i>	Total: \$15,909 Federal: \$6838 Provincial: \$5728 Other: \$3343	Maintain or increase	Maintain or increase
<i>Number of highly qualified personnel (#)</i>	≥ 874		

Number of licences, patents, start up companies* * data from 2004/05			
<i>Number of Licence/ Option agreements</i>	≥0		
<i>Total US patents issued</i>	≥0	Maintain or increase	Maintain or increase
<i>Total start up companies</i>	≥1		
<i>Total licence income received</i>	≥0		
Percent of annual education activity occurring between May and August	Contribute toward achievement of system level target of 21%		
Baccalaureate graduate assessment of quality of instruction	≥90%		
Student satisfaction with transfer	Contribute toward achievement of system level target of ≥90%		
Baccalaureate graduate assessment of usefulness of knowledge and skills in performing job	≥90%		

The UNBC Office of Research works with industry partners to commercialize innovations created by UNBC researchers. The myriad steps of steps involved in commercialization are underway and do not coincide with an annual cycle. In 2007/08 staffing changes in the Office of Research interrupted progress in commercialization. However, this has been resolved and the process is on track with a new industry partner.

5. Summary Financial Report 2007/08

The results presented below represent a summary of the audited consolidated financial statements for the University. The complete financial statements may be found online at:

www.unbc.ca/finance_dept/statements.html.

In the fiscal year 2007/08, the overall total revenues were 8.7% higher than forecast and the overall total expenditures were 4.8% higher than the forecast. Since the positive variance in revenues was larger than the positive variance in expenditures, the overall consolidated net result was approximately \$3.5 million more than forecast.

Within each category there are some significant variances. Provincial revenues were significantly lower than forecast and federal revenue significantly higher, primarily due to a change in the expected sources of research funding. Tuition and fees were also higher than anticipated largely due to an increase in revenues from graduate student registrations. A significant portion of the positive variance in revenue from sales of goods and services resulted from a GST recovery. Higher than predicted cash balances relating to research and construction funding contributed to the positive variance in investment earnings. Salaries and benefits and other operating costs were higher than anticipated mainly due to the level of research activity.

Financial Report	2007/08 Actual (\$000)	2007/08 Forecast (\$000)	2006/07 Actual (\$000)
Consolidated Revenues			
Operating contributions – Provincial	45,503	47,435	41,408
Federal	8,573	3,420	6,702
Other	6,694	5,500	5,829
Recognition of deferred contributions	6,394	7,136	6,889
Sales of goods & services	8,676	6,840	7,590
Tuition & other fees	16,746	16,169	15,802
Investment earnings	4,220	2,565	2,798
Other revenue	66	50	95
Total Revenues	96,872	89,115	87,113
Consolidated Expenditures			
Salaries and benefits	54,248	50,884	50,087
Cost of goods sold	2,476	3,078	2,476
Other operating costs	25,372	23,904	22,467
Capital asset amortization	8,660	8,664	9,462
Debt service costs	1,350	1,340	1,337
Total Expenditures	92,106	87,870	85,829
Consolidated Net Results	4,766	1,245	1,284
Consolidated Net Assets	92,863	88,331	86,286

6. Degrees, Certificates and Diplomas Offered at UNBC - 2007/08

Undergraduate Degrees

Bachelor of Arts (BA)

Majors

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

Joint Majors

Economics & Political Science
English & History
English & Political Science
English & Women's Studies
First Nations Studies & Women's Studies
History & Political Science
History & Women's Studies
International Studies & Political Science
Political Science & Women's Studies
Anthropology & Geography

Bachelor of Science (BSc)

Majors

Biology
Biochemistry & Molecular Biology
Chemistry
Computer Science
Environmental Science*
Bachelor Integrated Science
Geography
Mathematics
Natural Resource Management
Forest Ecology & Management*
Outdoor Recreation & Conservation
Wildlife & Fisheries
Physics
Psychology*

Joint Majors

Chemistry & Computer Science
Chemistry & Mathematics
Chemistry & Physics
Computer Science & Mathematics
Computer Science & Physics
Economics & Mathematics
Mathematics & Physics

* Honours offered

<p>Bachelor of Applied Science (BASc) Environmental Engineering**</p> <p>Bachelor of Planning (BPl) Natural Resource Planning First Nations Planning Northern and Rural Community Planning Natural Resource Planning – Energy Specialization</p> <p>Bachelor of Commerce (BComm) Accounting Finance General Business International Business Marketing Human Resources Management</p> <p>Bachelor of Fine Arts and Creative Writing ****</p>	<p>Bachelor of Education (BEd) Elementary (K-7) Secondary (8-12)</p> <p>Bachelor of Science in Nursing (BScN) Northern Collaborative Baccalaureate Nursing Post-Diploma Baccalaureate Nursing</p> <p>Bachelor of Social Work (BSW) Child Welfare Specialization First Nations Specialization</p> <p>Northern Medical Program (MD)***</p> <p>Bachelor of Health Sciences Biomedical Community and Population Health – Aboriginal and Rural Health Community and Population Health – Environmental Health</p>
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* Honours offered

** A joint UBC/UNBC degree

*** A UBC degree offered in partnership with UNBC

**** A joint Emily Carr /UNBC degree

<p>Diplomas Aboriginal Health Sciences First Nations Language - Carrier - Gitksan - Nisga'a - Tsimshian Sm'algyax</p> <p>Post-Baccalaureate Diplomas Aboriginal Child and Youth Mental Health Curriculum and Instructional Studies Montessori Education</p> <p>Post-Baccalaureate Certificate Child Welfare Certificate</p>	<p>Certificates Aboriginal Health Sciences Aboriginal Community Resource Planning First Nations Language - Carrier - Gitksan - Nisga'a - Tsimshian Sm'algyax First Nations Public Administration General First Nations Studies Métis Studies Nisga'a Studies Traditional Environmental Knowledge Public Administration Rural Acute Care Nursing</p>
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Graduate Degrees

Business Administration (MBA)	Natural Resources & Environmental Studies (MA)
Community Health Science (MSc)	<ul style="list-style-type: none">• Geography• Environmental Studies• Tourism
Disability Management (MA)	Natural Resources & Environmental Studies (MSc)
Development Economics (MA)	<ul style="list-style-type: none">• Biology• Environmental Science• Forestry• Geography• Recreational Resource Management
Education (MEd)	Natural Resources & Environmental Studies (MNRES)
<ul style="list-style-type: none">• Counselling Specialization• Multidisciplinary Leadership Specialization	Natural Resources & Environmental Studies (PhD)
English (MA)	Nursing (MScN, MScN: FNP)
First Nations Studies (MA)	<ul style="list-style-type: none">• Academic Masters Program• Family Nurse Practitioner
Gender Studies (MA)	Political Science (MA)
History (MA)	Psychology (MSc & PhD)
Interdisciplinary Studies (MA & MSc)	Social Work (MSW)
International Studies (MA)	
<ul style="list-style-type: none">• Regional Relations• International Development• Global Environmental Policy	
Mathematical, Computer & Physical Science (MSc)	
<ul style="list-style-type: none">• Mathematics• Computer Science• Chemistry• Physics	