



# Institutional Accountability Plan and Report

20010/11 – 2012/13

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Dawn Martin, Chair  
Board of Governors  
3333 University Way  
Prince George, BC  
V2N 4Z9

June 19, 2010

Hon. Moira Stilwell  
Minister of Advanced Education and Labour Market Development  
c/o Information and Data Management Branch  
Ministry of Advanced Education and Labour Market Development  
PO Box 9883 STN PROV GOVT  
Victoria, BC V8W 9T6

Dear Minister Stilwell:

We are pleased to submit the 2010/11 – 2012/13 Institutional Accountability Plan and Report for the University of Northern British Columbia (UNBC) as required by the Ministry of Advanced Education and Labour Market Development 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 and Labour Market Development the results that UNBC has achieved over the past year with regards to the goals and objectives in its 2010/11 – 2012/13 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,

A handwritten signature in black ink, appearing to read "George Iwama", is written over a light blue horizontal line.

Dr. George Iwama  
President & Vice-Chancellor

A handwritten signature in black ink, appearing to read "Dawn Martin", is written over a light blue horizontal line.

Ms. Dawn Martin  
Chair, UNBC Board of Governors

## 2. Institutional Overview

The University of Northern British Columbia (UNBC) was created 20 years ago on June 21, 1990 with the passing of the *University of Northern BC Act*.<sup>1</sup> UNBC offers a wide range of undergraduate and graduate programs in the arts, commerce, and the sciences, including professional programs in areas such as a MBA program, 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 2009/10.)



UNBC is one of the five BC research-intensive universities. Priority is 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.

In fiscal year 2009/10, UNBC enrolled 5,351 students (3006 FTE), the majority (71%) of whom were from northern BC, with an additional 18% from southern BC, and the remainder (11%) from other locations across Canada and around the world.<sup>2</sup>

This year also marks the tenth anniversary of the healthcare rally that led to the creation of the Northern Medical Program. Major renovations took place at the hospitals in Prince George, Terrace and Fort St John to support clinical clerks and as of May 2010, seventy physicians have graduated from the NMP. It is because of the ongoing support of communities, physicians and other healthcare providers within the Northern Health Region that the partnership with UBC's Faculty of Medicine the Northern Medical Program is succeeding. Medical students are provided with opportunities to learn throughout the Northern Health region while they complete their studies and gain experience in clinical settings. Each year, second year medical students participate in rural rotations which this year include the communities of Valemount, Houston, Vanderhoof and Terrace. During third year, some students can spend the whole of that year in integrated clerkships which have been established in Terrace and Fort St John and during the fourth and final year of their studies, students can participate in electives which can take place in locations throughout the Northwest, Northeast and as far away as Dease Lake.

Additionally, the NMP established the Community Partnership Program which is designed to form a relationship between medical students and the communities of northern BC. The program provides opportunities for participating

### Quick Facts (2009/2010) about the UNBC/UBC Northern Medical Program

Approximately 1800 students applied to UBC's Faculty of Medicine for Admissions this year, however only 256 positions will be filled, giving applicants about a 14% chance of being accepted.

Of the 70 graduates of the Northern Medical Program, thirty-five, or 50% have chosen to become family physicians, well above the national average of about 30%.

As of this coming year, 200 students will have been admitted into the NMP. Of those students, about 50, or 25% attended or graduated from UNBC prior to admission to the NMP.

The NMP has a database of almost 250 local volunteer and standardized patients who assist students in their patient learning and clinical skills.

#### Number of NMP graduates by year:

2008: 23  
2009: 24  
2010: 23

<sup>1</sup> See the recent article in the Vancouver Sun, <http://www.vancouversun.com/life/north+north+UNBC+marks+years/3101121/story.html>

<sup>2</sup> Continuing Studies headcount and FTE was included. International tuition and Northern Medical Program headcount and FTE was excluded. Origin (location) was based on applicant address.

communities to host NMP students during their undergraduate medical training for a short weekend visit. During this visit, students experience first-hand the diversity of northern-rural medicine along with the vast opportunities that rural communities can provide to future physicians. The primary goal of this project is to provide medical students exposure to all the facets of a northern community and not just a medical experience.

## Vision & Mission

With its 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 and 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 who completed a Bachelor's degree consistently show that about 50% of them live in northern BC.

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 the best small university in western Canada and one of the best overall universities in Canada according to the nineteenth annual Maclean's magazine ranking of Canadian universities. Maclean's has ranked UNBC third in its category of primarily undergraduate universities. As in other years, UNBC achieved the high ranking on the strength of its students, high quality faculty, research activity (number one in Canada) and its growing national reputation. Further to that, the National Post and Ottawa Citizen will include a feature publication highlighting research universities. In achieving a high level of research-intensity, UNBC is being named a "Research University of the Year" for a 20% increase in research funding compared to the previous year.



### 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 Carrier motto – 'En cha huná<sup>3</sup> – UNBC celebrates diversity and intends to reflect and to foster the rich cultural diversity of northern British Columbia and its peoples.

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<sup>3</sup> Translation: *respect for all living things*. Meaning: A fundamental Carrier value which dictates that a person's behaviour towards his/her fellow beings, animals and the environment is "respect."

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 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 Statement*

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, creativity, and responsiveness underpin its mission. To demonstrate accomplishment of its mission, the University of Northern British Columbia's graduates will exhibit the following qualities:

- 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 communicate ideas effectively
- 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 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.

UNBC participates in the CUSC graduate and undergraduate surveys as part of the University's strategy to understand students' needs, perceptions, and satisfaction with various aspects of their university experience.

The Globe and Mail annually publishes a survey of student satisfaction with everything from the overall quality of education to campus technology. This is UNBC's second year in the survey and the University received the top marks in BC for class sizes, the campus, library services, and student services. For overall satisfaction, UNBC received an A-minus.

#### **Canada's Green University™**

UNBC is *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.

#### ***Paying it Forward***

UNBC student Marguerite Collié (BA International Studies '10) has started a bursary for students who come to the University from Africa – the first of its kind in Prince George. "When I came to Canada from the Republic of Guinea twelve years ago I had to depend on services like bursaries until I got on my feet," says Collié. "This is just my way of paying it forward!" Student can begin applying for the African Heritage Bursary this fall.

## Teaching

### *goBEYOND Teach-in*

*goBeyond* is a youth-led project, which works to educate, inspire, engage and support our peers in taking climate action at British Columbia's colleges and universities. BC's campuses can *goBEYOND* climate-neutrality by taking responsibility for social and ecological impacts while taking the opportunity to create climate change solutions for our communities. The *goBEYOND Teach-In* asks faculty to donate class time or assignments to engage their classes in ideas about climate change, and the actions our colleges and universities can take to focus their incredible resources on generating equitable climate solutions. The *Teach-In* is a powerful tool because it unifies so many different schools and disciplines, and builds momentum toward a common vision.

This year, UNBC's Chemistry 302 class, as part of the *goBEYOND Teach-In*, performed a study to estimate the reduction of CO<sub>2</sub> emissions that would result from returning the one-way Ring Road to its original two-way traffic pattern. Currently, vehicles collectively travel a distance on the Ring Road every week that would be equivalent to more than a driving trip across Canada. The results of this study showed a change in traffic pattern from one-way to two-way would lead to a reduction in the CO<sub>2</sub> emissions from 41.2 tonnes to 24.7 tonnes from the first day of classes in September to the last day of exams in April. This estimate of 16.5 tonnes in reduced CO<sub>2</sub> emissions is conservative because travel on the Ring Road in evenings and weekend was not included.

## Research

### *At the forefront of environmental discovery*

Northern BC is the perfect living laboratory to study the environment, natural resources, and resource-based communities. Eleven of UNBC's thirteen research chairs focus on environmental issues, a higher proportion than any other Canadian university. UNBC also has research facilities throughout northern BC. Specifically, the 1.4 million BTU pellet heating system was installed in the I.K. Barber Enhanced Forestry Lab and is expected to decrease CO<sub>2</sub> emissions by 118 tonnes per year. UNBC researchers will be conducting an energy balance on the pellet system to determine the energy value of pellets in a real application. Also, in late 2009, UNBC began installation of a biomass gasification system that will provide heat to the core campus buildings. The facility is expected to displace an estimated 85% of current natural gas consumption and avoid 3,500 tonnes of CO<sub>2</sub> per year. The University's bioenergy program will help the University meet its current and future energy needs, reduce the campus greenhouse gas footprint and reduce energy costs while contributing to research and development, training, student and public education and the development of bioenergy projects and demonstration opportunities for northern communities.

## Living It

### *Being green through our actions*

UNBC recently increased parking fees to create an incentive to carpool and use transit. The funds from the increase are being used to create the Green Fund which will provide funding for green projects submitted by UNBC staff, faculty and students. See <http://www.unbc.ca/green/fund.html>.

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 – Students for a Green University. UNBC's Prince George campus is a showpiece for the use of natural materials in architecture and none of the buildings is taller than the surrounding trees. The Quesnel campus was built to a LEED Gold standard.

Students recently joined the U-Pass program with the highest approval vote in BC and they operate a popular compost demonstration garden.

### 3. Planning and Operational Context

In 2005-06, for the first time in its history, UNBC's total annualized FTE enrolment was lower than the target prescribed by the Ministry of Advanced Education and Labour Market Development (ALMD). This outcome and the external forces that are driving it are affecting how planning, and plan implementation, is done at UNBC.

In 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. These smaller graduation classes are expected to continue.<sup>4</sup> While demographic trends affect the number of students in a cohort<sup>5</sup>, this decline in the graduation rate seems to be partly a result of economic forces. Although there is a general economic downturn, young British Columbians can still command higher wages than their parents at the same age without a high school diploma (and without an undergraduate degree) because of the continuing demand for labour in northern B.C. and Alberta.

Finally, the number of student applications in 2009-10 continued to decline compared to 2008-09, but at a lower rate than in previous years. This fact seems to be a culmination of all the above external forces, whereby BC students have more choices of universities, fewer cohort members, and higher paying employment. Thus for 2009-10, UNBC did not achieve the ALMD enrolment target.

#### Budget Planning

Budget planning for the 2010/11 fiscal year commenced in December 2009 with the issuance of the Budget Planning Framework. In the context of a struggling economy, no significant increase in funding and relatively overall enrolment levels, departments were asked to plan for no increases to overall budgets; however, critical needs and special project requirements were also identified. A balanced budget was completed and approved at the March 2010 Board of Governors meeting. The approved budget included new, ongoing funding for required faculty and staff positions, additional allocations to the Capital Equipment Replacement Reserve and for costs of greenhouse gas emissions charges, as well as:

- \$75,000 for planning to achieve "carbon neutrality"
- \$75,000 for other opportunities arising from University Plan (below)
- \$150,000 additional funding for improved videoconferencing capability
- \$200,000 additional one time funding for several critical projects

#### 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 relatively stable, the

#### Community Relationships in the Sciences

- Central Interior Science Exhibition ("CISE") participation as judges, organizers and venue host
- Collaborated in Science and Innovation Society initiatives such as school visits - 11 school visits (1188 students in 51 classes Prince George, Quesnel, Dawson Creek, Chetwynd, Groundbirch and Farmington)
- CISE Gold medal winners celebration
- *Geneskool* hosted several hundred high school students from Prince George and UNBC's region
- Council of Forest Industries (COFI) Natural Resources Management Field Camps
- We Did That – Inventions and Innovations – Celebrating B.C. Spirit in Forestry
- Adventures in Forestry Program, Prince George Rotary

<sup>4</sup> Ministry of Education, *Grade 12 Graduation Rates 2002/03 - 2006/07*

<sup>5</sup> Ministry of Education, *2005/06 Summary of Key Information*

number of graduate program enrolments continues to climb, creating a need to address the internal systems that provide support of graduate students.

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 due to the decrease in the high school populations in northern school districts. A more substantial growth at the graduate level and for International student is predicted to continue for the next several years. By continuing its enrolment interventions 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 2.0% at the undergraduate level and approximately 20% at the graduate level.

**Summit of Graduate Students' Societies at UNBC**

The Northern BC Graduate Students' Society hosted the annual summit meeting of executives from other BC graduate students' societies on June 11-13 on the UNBC Campus and included a visit to Barkerville.

To meet the enrolment plan, UNBC has reconciled the costs and benefits of its spending on recruitment. Emphasis has been on converting applications to registrations rather than simply recruiting. Instead of expending funds off-campus, the focus will be on further developing web-based communication tools, such as 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 spend more and more of their time online.

The University is growing its international student enrolment. The Winter Semester 2010 international student enrolment increased by 15% compared to the Winter Semester in 2009. UNBC currently maintains 46 bi-lateral international exchange agreements, and two multi-lateral exchange agreements, with representation in 18 different countries.

## External Relations

The University implemented change in its external relations university wide, including creating the position of VP External Relations. The University has taken several steps through the Office of External Relations based on a shared understanding of what UNBC is and leading to an enabling, engaging approach and structure.

The Aboriginal community is very supportive of the Aboriginal Gathering Places initiative and the ceremony to open UNBC's Gathering Place is expected to take place in September 2010. The Gathering Place will be used for traditional events like Aboriginal writers and storytelling festivals, elder gatherings, youth gatherings, traditional drumming and singing, cultural events, cultural workshops, smudging ceremonies and other Aboriginal events. UNBC's Gathering Place will be used by both the First Nations Centre and the First Nations Studies Program that offers both B.A. and M.A. degrees. In addition, the Gathering Place will display the artwork donated to UNBC by local Aboriginal artists. In the proposed plan, local First Nation artists will submit proposals for artwork that will be permanently housed in the Aboriginal Gathering Place. The Aboriginal community and the UNBC community acknowledge that the space will help with Aboriginal programs, support services, and students and will also benefit the larger Aboriginal community.

**A Graduation Highlight**

It has become an annual tradition in Quesnel: local students and their families celebrating their success during Convocation.

For Rose Higgins, graduation day at the Quesnel campus "was the best day of her life." An exaggeration? Maybe, but not when you consider Rose's story. She quit school in grade 6, was married at the age of 14, and had the first of two children at 15. She always planned to go back to school but when her husband had a stroke at the age of 30, she had to focus on taking care of him and the kids. It was UNBC's new business leadership certificate that finally provided the opportunity she wanted, while also being relevant to her career as manager of the Barkerville campground. "Getting the certificate was the best experience I've had and I have a new love of learning," says Rose. What's next? She's exploring her options, but it might be UNBC's MBA program.

## City of Prince George

UNBC's roots and its ongoing operations have created a unique relationship between the University and the City of Prince George. Some examples of the close working relationship include the co-management of the Charles Jago Northern Sport Centre (NSC). The City and UNBC partnered to host the workshop and conference on Aboriginal Tourism Development in Northern BC, bringing together representatives from over 30 First Nations.

## Research, Business and Industry Partnerships

Research is an important part of the vision of UNBC which states that "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." Research at UNBC is concentrated in three broad interdisciplinary research themes that are highly relevant to the economic and social well-being of the constituency that UNBC is mandated to serve:

- Natural Resources and the Environment
- Sustainability of Communities
- Rural, Remote and Northern Health

These priorities, together with the two cross-cutting foci of Northern and First Nations issues, provide a foundation from which research issues are pursued.

UNBC's was again honoured as one of Canada's *Research Universities of the Year* by RESEARCH InfoSource Inc, remaining in the top three in research intensity in the size category to receive this designation, and ranked third out of 20 small institutions. UNBC's ranking climbed from 37<sup>th</sup> to 36<sup>th</sup> amongst all universities in Canada, ahead of several older and larger institutions.

UNBC now maintains seven research institutes, two research forests, and a landscape ecology research centre on the Quesnel River that has been named in honour of the man who helped secure the station near Likely, BC. Dr. Max Blouw was UNBC's first Vice President of Research and a champion of connecting the needs of communities, industry, and government to research and development.

In addition to 5 endowed research chairs, UNBC this year added a ninth Tier 2 Canada Research Chair in Health, Ecosystems, and Society to New Zealander, Dr Margot Parkes, creating a position that is an excellent example of the type of integrative research for which UNBC is becoming recognized. UNBC is currently recruiting to fill

a prestigious Tier 1 Canada Research Chair that was awarded based upon growth in overall research funding. This growth occurred in all thematic areas. Dr Alex Avarind attracted a new grant in computer science from NSERC, demonstrating that UNBC has depth beyond its very successful natural resources and environmental research.

New SSHRC grants covered the spectrum from influences of colonialism on aboriginal health (Dr Sarah De Leeuw), indigenous-state relations (Dr Michael Murphy) and Canadian foreign policy (Dr Heather Smith). In addition to the CRC chair listed above, Dr Heather Peters become the first UNBC faculty member based at one of our regional campuses to be awarded a very competitive CIHR grant for community HIV research out of Quesnel.

### Academic of the Year

This year Dr. Margo Greenwood was named the "Academic of the Year" by the Confederation of University Faculty Associations for her contributions to the translation of research into usable knowledge and policy for Aboriginal Peoples through her leadership of the National Collaborating Centre for Aboriginal Health (NCCAH). NCCAH is housed at UNBC and which recently had its mandate for the Public Health Agency of Canada renewed for another five years in response a highly favourable high level review.

This adds to the over \$1,000,000 in research funding awarded to faculty working within and with the Northern Medical Program, a joint program with UBC and Northern Health, as well as the very successful activities of the BC Leadership Chair in Aboriginal Environmental Health, which in the past year has negotiated ground breaking research collaborations with First Nations across Canada for new community based research in the area of environmental contamination and food security. UNBC continues to play a growing international role in circumpolar research encompassing a number of social science, natural science and humanities disciplines, and is very active member institution of the Pacific Institute for Climate Solutions.

Convocation saw researchers receive the UNBC Research Excellence Awards for contributions for outstanding research. Nominated by their Program Chairs and adjudicated by a committee of their peers, this year's recipients were Henry Harder and Andrew Kitchenham from the College of Arts, Social and Health Sciences, and Jian Bing Li and Han Donker from the College of Science and Management.

### **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. Some examples include the Masters degree in First Nations Studies 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.

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.

The Aboriginal and Small Business Leadership Program builds economic capacity and helps diversify the economy within three rural communities hard hit by the mountain pine beetle epidemic in BC. 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 entrepreneurial 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. The focus of the program has moved into the advanced areas of project management, GIS and occupational health and safety. This program is offered in 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

#### **First Graduates of UNBC Master of Education Honoured at Grande Prairie Regional College**

The first-ever graduates of the Master of Education program offered on campus at Grande Prairie Regional College by the University of Northern British Columbia received their degrees yesterday amidst congratulations and speeches from numerous dignitaries attending the Peace River-Liard Regional Convocation. Several members of UNBC faculty and administration were present for the occasion, bringing greetings to the graduates and recognizing the vision and years of hard work which culminated in the establishment of the collaborative program.

The Master of Education Multidisciplinary Leadership program began studies in May 2007 when the first class of the collaborative program was offered. In 2009/10 UNBC also began offering this program in collaboration with Yukon College.

videoconference equipment has provided opportunities as UNBC has offered some Continuing Studies course (e.g. mental health and addictions) to students in Prince George, Quesnel, Terrace, and Fort St. John. UNBC has classroom high-definition technology in four sites: UNBC Terrace campus, Prince George campus and, in partnership with Northern Lights College, at the Fort St. John campus. The Quesnel campus classroom is now complete. UNBC can now deliver high quality academic programs simultaneously across all four sites.

Another regional success is the continuing 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, 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. A fourth cohort of aboriginal social workers taking the Child Welfare Certificate ran in September 2009.

### Graduate Programs

As UNBC’s graduate program enrolments continue to climb, UNBC is building and enhancing current and new offerings in all areas, most notably the submission of the Health Sciences PhD program for review by the Degree Quality Assessment Board, and the submission of the M.Sc. in Business Administration to the Minister of Advanced Education. Funding programs like Graduate Entrance Scholarships, CRCs, Pacific Institute of Climate Solutions, the Tri-Council agencies, Michael Smith Foundation for Health Research, MITAC, and BC Leadership Chairs have all contributed to the growth of graduate level expertise in northern and rural BC. Specifically, two UNBC graduate students received awards from PICS (\$18,000 each) and one CIHR, six NSERC, and five SSHRC awards (totalling \$234,000 ) helped boost UNBC’s total graduate awards. For 2009/10, Graduate Programs granted \$219,000 in Graduate Research awards, \$147,000 in scholarships and bursaries, and \$60,000 in student conference travel awards.

#### BC Cancer Agency Student Award

Dustin King, a Biochemistry and Molecular Biology student has won a Studentship from the BC Cancer Agency to conduct Molecular Biology research at the University this summer. This student from Burns Lake will be carrying out cancer research under UNBC Chemistry professor Chow Lee, and investigating the way certain RNA molecules create conditions conducive to the spread of the disease in the body. King has designed molecules in the lab, which inhibit a protein interaction that promotes cancer. Dr. Lee says he expects the research to be completed this summer and to have the results published in an academic journal sometime in the fall.

### Athletics

The Charles Jago Northern Sport Centre opened in September 2007. 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 NSC is the University’s centrepiece for sport development.

#### Canada West Membership

UNBC applied for membership in 2008 and hosted a Canada West review team that fall. In early 2009, UNBC presented its application to the full Canada West membership in Calgary. Canada West delayed a decision on new members for one year. At the request of Canada West, UNBC President George Iwama met again with Canada



West members in Victoria but the disappointing news was that UNBC was denied membership in the Canada West University Athletics Association. The Canada West members' decision came down to a vote during the Association's annual meetings in Victoria in May 2010.

### **New University President's Planning Process**

In the fall of 2009 Dr. George Iwama began a planning process to review all previous plans, including the university founders' original proposal for a university in the north (Building a Future of Excellence (1989)). He then began an extensive consultation process on the future plans for UNBC, speaking with regional and PG campus faculty and staff, community members, economic development agencies, chambers of commerce and the general public. Using a website created to provide two way consultation and feedback, Dr. Iwama drafted a new plan charting the next five years and giving the University's vice-presidents a starting point for their planning processes. This website is available to the public at <http://www.unbc.ca/plan/>



### **Convocation**

Since May 2008, UNBC's Prince George graduates have convocated in the gymnasium at the Northern Sport Centre. Because of the size of the NSC, the ceremony is broken up into three events — one ceremony for the College of Management and Science, and two ceremonies for the College of Arts, Social, and Health Sciences — to ensure that the graduating students, their friends and family can all attend.

The May 2010 convocation day saw the second-largest graduating class in UNBC's history (822 students earning a total of 832 credentials). UNBC's regional ceremonies saw 80 students convocate at five regional venues: Prince Rupert, Terrace, Gitwinksihlkw, Quesnel and Grande Prairie. Four PhDs were conferred at this year's Convocation, one in Psychology and three in NRES.

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

This section reports on UNBC's performance in regards to its 2010/11 Annual 3-Year Institutional Service Plan.

### a. Institutional Goals & Objectives

A number of UNBC's goals and objectives are set out above and almost all of these goals and objectives align in some way with the Ministry'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 Objectives	Accountability Framework Performance Measures	Institution Performance Measures
Continuation of successful student outcomes as indicated by graduate surveys Develop, evaluate and promulgate educational practices for active learning Continuation of successful student outcomes as indicated by graduate surveys	Objective 1.1: British Columbians are able to fulfill their potential through access to quality educational and training opportunities.	Access	Number and percent of students who are Aboriginal  Transition rate of high school students to public post-secondary education	Increase domestic undergraduate enrolment rates to 100% of funded Full Time Equivalent levels in three years
				Continuing success in increasing enrolment levels among First Nations and aboriginal students in all academic program areas.
				Introduce new degree programs where demand warrants.
				Progress towards increasing the number of professional programs delivered outside of the Prince George campus in the regions as demand warrants.
				Expand the number of 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
		Capacity	Student spaces  University admissions  GPA	Increase the number of Web courses delivered.
				Increase student access to online admission and registration processes and electronic library resources
				Continuation of successful student outcomes as indicated by graduate surveys
		Quality	Student satisfaction with education	Develop, evaluate and promulgate educational practices for active learning
Increase student retention in the				

				sciences by bridging literacy through specialized instruction
				Continuation of successful student outcomes as indicated by graduate surveys
		Efficiency	Student satisfaction with transfer	Increase opportunities for undergraduates to be involved in current research
	Objective 1.2: BC's post secondary education sector fosters creativity, innovation and knowledge development.	Capacity	Sponsored research funding	Develop the Wood Innovation and Design Centre as a platform to nurture UNBC's partnerships with industry and communities in next two years
				Continuation of successful community science events
Relevance		Student assessment of the usefulness of knowledge and skills in performing job	Increase student retention in the sciences by bridging math through specialized instruction	
Quality		Student assessment of the quality of instruction	Continuation of successful student outcomes as indicated by graduate surveys	
Efficiency		Bachelor degree completion rate	Double retention rate in two years	

**b. Performance Measures, Targets and Results**

This section is organized to follow the Ministry's Accountability Framework.

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 *2009/10 Budget and Accountability* letter from the Ministry. The reference period used for each Ministry performance measure is as directed by the Ministry's 2009/10 Standards Manual for Accountability Framework Performance Measures for the B.C. Public Post-Secondary System.

i. 2009/10 Accountability Framework Performance Measure Results<sup>1</sup>

Performance measure	Reporting year					
	2008/09 Actual	2009/10 Target	2009/10 Actual	2009/10 Target assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	3,054	3,396	3,005	Not achieved		
Nursing and other allied health programs	315	333	334	Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	776	under review	829	Not assessed		
<b>Sponsored research funding<sup>4</sup></b>						
Sponsored research funding from all sources (million \$)	\$16.6	≥ previous year	\$17.8	Achieved		
Federal sources (million \$)	\$9.6		\$10.8			
Provincial sources (million \$)	\$2.5		\$2.1			
Other sources (million \$)	\$4.4		\$4.9			
<b>Aboriginal student headcount<sup>5</sup></b>						
Number	508	≥ previous year	575	Exceeded		
Percent	12.6%		14.3%	Exceeded		
<b>Bachelor's degree completion rate<sup>5</sup></b>						
Direct entry students (%)	44.4%	≥ previous year	45.1%	Achieved		
Transfer students (%)	77.8%		70.6%	Substantially achieved		
<b>Student satisfaction with education<sup>6</sup></b>						
	%	+/-		%	+/-	
Baccalaureate graduates	96.3%	1.1%	≥ 90%	95.3%	1.1%	Achieved
<b>Baccalaureate graduates' assessment of skill development<sup>6</sup></b>						
	%	+/-		%	+/-	
Skill development (avg. %)	87.6%	2.0%	≥ 85%	87.3%	1.9%	Achieved
Written communication	86.6%	2.2%		85.9%	2.1%	
Oral communication	85.8%	2.2%		85.1%	2.1%	
Group collaboration	87.1%	2.1%		88.2%	1.9%	
Critical analysis	92.2%	1.6%		91.6%	1.5%	
Problem resolution	80.3%	2.4%		77.8%	2.4%	
Learn on your own	92.1%	1.7%		92.2%	1.6%	
Reading and comprehension	89.4%	1.9%		90.0%	1.7%	

<b>Student assessment of the quality of instruction<sup>6</sup></b>						
	%	+/-		%	+/-	
Baccalaureate graduates	96.0%	1.2%	≥ 90%	94.6%	1.2%	Achieved
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>6</sup></b>						
	%	+/-		%	+/-	
Baccalaureate graduates	90.1%	2.2%	≥ 90%	88.1%	2.2%	Achieved
<b>Unemployment rate<sup>6,7</sup></b>						
	%	+/-		%	+/-	
Baccalaureate graduates	5.4%	1.6%	≤ 13.4%	4.8%	1.3%	Exceeded

**Notes:**

<sup>1</sup> There have been a number of changes to the performance measures for the 2009/10 reporting cycle. Please consult the standards manual for a description of each measure. See [http://www.aved.gov.bc.ca/framework/documents/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf).

<sup>2</sup> Results from the 2008/09 reporting year are based on data from the 2008/09 fiscal year; results from the 2009/10 reporting year are based on data from the 2009/10 fiscal year.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent academic years, e.g., the results for the 2009/10 reporting year are a three-year average of the 2006/07, 2007/08 and 2008/09 academic years. Revisions are incorporated once a year based on October 2009 CDW data and January 2010 RUCBC data. The formula for the credentials target is currently under review. In the interim, the 2009/10 result has not been assessed.

<sup>4</sup> Results from the 2008/09 reporting year are based on data from the 2007/08 fiscal year; results from the 2009/10 reporting period are based on data from the 2008/09 fiscal year.

<sup>5</sup> Results from the 2008/09 reporting year are based on data from the 2007/08 academic year; results from the 2009/10 reporting year are based on data from the 2008/09 academic year.

<sup>6</sup> Results from the 2008/09 reporting year are based on 2008 survey data; results from the 2009/10 reporting year are based on 2009 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.

<sup>7</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

<b>Target assessment scale</b>	<b>Description</b>
Exceeded	More than 10% above target
Achieved	Up to 10% above target
Substantially achieved	Up to 10% below target
Not achieved	More than 10% below target

ii. Accountability Framework Performance Targets: 2010/11 - 2012/13

**University of Northern British Columbia**  
**Accountability Framework Performance Targets: 2010/11 - 2012/13**

Performance measure	2010/11	2011/12	2012/13
<b>Student spaces</b>			
Total student spaces	3,431	3,431	3,431
Nursing and other allied health programs	339	339	339
<b>Credentials awarded</b>			
Number	TBD		
<b>Aboriginal student headcount</b>			
Number	575	≥ previous year	
Percent	14.3%	≥ previous year	
<b>Bachelor's degree completion rate</b>			
Direct entry students (%)	45.1%	≥ previous year	
Transfer students (%)	70.6%	≥ previous year	
<b>Student satisfaction with education</b>			
Baccalaureate graduates	≥ 90%		
<b>Baccalaureate graduates' assessment of skill development</b>			
Skill development (avg. %)	≥ 85%		
<b>Student assessment of the quality of instruction</b>			
Baccalaureate graduates	≥ 90%		
<b>Unemployment rate</b>			
Baccalaureate graduates	≤ unemployment rate for individuals with high school credentials or less		
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Baccalaureate graduates	≥ 90%		
<b>Research capacity</b>			
Sponsored research funding from all sources (million \$)	\$17.8	≥ previous year	

**Notes:**

TBD - to be determined

*Performance Measures Not Achieved*

**Total student headcount**

As mentioned earlier, BC students have more choices of universities than ever before closer to their residences, Canadian demographic trends show there are fewer cohort members, and higher paying employment while harder than in some years, attracts BC's high school graduates to Alberta's oil patch, for example. UNBC did not achieve the ALMD enrolment target for these reasons. Another possible reason for enrolment declines is the impact of the emigration of families from UNBC's region since before the US housing meltdown. It may be that the region has been losing not only these workers but also their high school-aged children. Each lost job in the region means on average 1.7

children emigrating from the region. Because of its rural and resource character, the region will see more emigration after job loss than the Lower Mainland.

## 5. Summary Financial Report 2008/09

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](http://www.unbc.ca/finance_dept/statements.html).

In the fiscal year 2009/10, the overall revenue was nearly 21% higher than 2008/09 and the overall expenditure was only about 3% higher than the previous year. As a result, the net total went from a deficiency in 2008/09 of \$4.206 million to an excess of \$13.001 million in 2009/10.

The changes occurred for many reasons. The primary change in revenue was as a result of the turnaround in financial markets. In 2009/10, The University experienced an investment loss of nearly \$5.5 million but in 2009/10 saw income of \$8.7 million. Provincial revenues increased in 2009/10, mostly due to increased operating funding for negotiated salary increases and targeted funding for graduate student spaces. A small decrease in federal research funding was more than offset by increases in the indirect costs of research grant and special project funding. Expenses increased by about 3.5% overall, driven by a 4.5% increase in salaries and benefits, a 36% increase in scholarships, fellowships and bursaries, and 11% decrease in travel and utilities, and smaller fluctuations in other expenses. The increase in salary costs resulted mostly from negotiated increases and regular progression, fellowships increased substantially from a onetime project and utility costs were lower due to a warmer than normal winter.

## 6. Degrees, Certificates and Diplomas Offered at UNBC - 2009/10

### 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 & Environmental Studies  
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\*  
BSc (Integrated)  
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><b>Bachelor of Applied Science (BASc)</b></p> <p>Environmental Engineering**</p> <p><b>Bachelor of Planning (BPl)</b>  Natural Resources Planning  First Nations Planning  Northern and Rural Community Planning  Natural Resource Planning – Energy Specialization</p> <p><b>Bachelor of Commerce (BComm)</b>  Accounting  Finance  General Business  International Business  Marketing</p> <p>Human Resources Management</p>	<p><b>Bachelor of Fine Arts and Creative Writing ****</b></p> <p><b>Bachelor of Education (BEd)</b>  Elementary (K-7)  Secondary (8-12)</p> <p><b>Bachelor of Science in Nursing (BScN)</b></p> <p><b>Bachelor of Social Work (BSW)</b></p> <p><b>Northern Medical Program (MD)***</b></p> <p><b>Bachelor of Health Sciences</b>  Biomedical Studies  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><b>Diplomas</b>  Aboriginal Health Sciences  First Nations Language  - Carrier  - Gitksan  - Nisga'a  - Tsimshian Sm'algyax</p> <p><b>Post-Baccalaureate Diplomas</b>  Curriculum and Instructional Studies  Montessori Education</p> <p><b>Post-Baccalaureate Certificate</b>  Aboriginal Child and Youth Mental Health  Child Welfare Certificate</p>	<p><b>Certificates</b>  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 Nursing</p>
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## Graduate Degrees

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