

ACTION

ANSWERING THE CHALLENGE
THROUGH INNOVATION,
OPPORTUNITIES AND
NETWORKS:
A STRATEGIC PLAN

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1. MISSION STATEMENT AND VALUES

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 huna' - 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 of 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.

Values

Our values are those select points of belief held in the highest regard at UNBC, and are meant to guide the University, and each member of the University community, in their actions and in fulfillment of their ambitions.

Learning

Learning is a continuous lifelong process, a necessary part of human development. UNBC is about learning - about providing opportunities to learn and assisting and enabling all those who come to the University in achieving personal enrichment through learning. UNBC will champion intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied learning initiatives (e.g., Co-operative Education, Internships and Practica) and the development of new knowledge. UNBC supports research initiatives and the integration of research and teaching so that our students can both profit from, and participate in, the development of new knowledge and new discoveries.

Interdisciplinarity

Scholarship, which spans disciplines and cultures, and programming which cuts across organizational units are to be hallmarks of UNBC. Removal of the barriers to learning, which traditional disciplinary and cultural boundaries often present, is what shapes interdisciplinarity at UNBC. While such areas as Environmental Studies, First Nations Studies, International Studies, Northern Studies, and Women's and Gender Studies underlie the University's commitment to interdisciplinarity, the commitment transcends specific programs and represents the way the University intends to conduct its academic business.

Innovation

UNBC, as a new University, must approach the complexities of its time with responsive and innovative approaches to education. UNBC will offer a modern curriculum and utilize advanced technologies and the most innovative pedagogical methods in teaching. Much of the University's research will be at the intellectual frontier, with the ultimate goal of generating tangible returns to society.

Excellence

UNBC must strive for excellence in the fundamental roles of teaching, research and student service. The University recognizes that the educational enrichment of its students is the ultimate measure of excellence. UNBC is also committed to exemplary standards in service quality, operating effectiveness, and public accountability.

Responsiveness

UNBC's program and course offerings will be based on the needs and preferences of students, the community and society. In particular, the University is committed to providing regional students with a standard of educational and student services equivalent to that of its central campus. Through its teaching and research, the University will continue to contribute to the social, cultural and economic development of the north, and to an improved environment and health for its people.

Leadership

UNBC aspires to intellectual and moral leadership in society. This is a role the University must earn - through the rigorous development of its ideas, through the integrity of its actions, through the trust merited by its officials, through the effectiveness of the services it provides, and through the institutional respect it commands within the community. The University seeks to develop and foster leadership qualities in its students, staff, and faculty.

Diversity and Equity

The University is committed to promoting and increasing diversity among its students, staff, and faculty and to eliminating barriers to the free flow of ideas from the diverse cultures, disciplines, and fields of study which make up UNBC. UNBC celebrates diversity - especially so in its relationship with the aboriginal peoples of the northern region. UNBC is also committed to ensuring fairness in matters relating to gender and social equity, particularly with respect to academic opportunity.

Teaching

Excellent teaching remains crucial if students are to learn and new knowledge is to be carried to the next generation. An excellent learning experience is also crucial if UNBC is to stay competitive and attract excellent students. As we enter a new fee and funding environment in British Columbia we can expect students to be even more demanding about getting value for their money in the classroom. So the quality of teaching and learning will be a vital factor in the strength and growth of UNBC over the next five years.

Research

Knowledge creation is central to the mission and mandate of a university. Excellence requires a university environment that fosters and facilitates the creation of new knowledge. As we enter a more diverse and competitive post-secondary environment, support for research will be critical to the recruitment and retention of excellent faculty at UNBC.

2. INTRODUCTION BRITISH COLUMBIA'S ENVIRONMENTAL SCAN AND THE CHANGING CONTEXT

In the academic year 2001-2002, the University of Northern British Columbia struck a steering committee, chaired by the Vice-President Academic and Provost, to undertake a strategic planning exercise for the period 2002-2007. This plan would constitute the first phase of a new University plan that would replace **Planning for Growth**, the University plan for the period, 1997-2002. Phase 2 will commence immediately following the approval of this academic plan entitled, **ACTION: Answering the Challenge through Innovation, Opportunities and Networks**.

In the months since the Terms of Reference were struck for the University of Northern British Columbia Strategic Academic Plan, 2002-2007 (Appendix I), the province of British Columbia has seen significant changes and challenges. The government is predicting continuing serious economic challenges in the next three years. The estimate of this year's provincial deficit continues to be redrawn in an ever-upwardly shifting direction. The government is committed to balancing the budget within its mandate and such commitment has already brought and will continue to bring with it severe constraints on the public sector. Drastic measures, such as the largest reduction of public employees ever experienced in Canada, have already occurred. The lack of successful resolution of the softwood lumber dispute will further depress the already faltering forestry industry. The universities have been provided with three year budgets of zero, zero, zero increase, with some special funds identified for specific, government-supported initiatives. The tuition freeze which governed the fees in the public, post-secondary system for over six years has been lifted and individual boards have had autonomy restored in deciding the level at which tuition is set. Finally, the current government, consistent with much that is happening in the rest of the world, is committed to opening educational opportunities to students through both a public and a private for-profit post-secondary system. Community colleges have been given degree-granting status in applied fields and university colleges have been given the opportunity to provide graduate education in applied fields. The current government clearly sees universities as addressing only part of the access to education issues and is prepared to look to other sectors to address access as well.

Some key factors influence the number of people accessing post-secondary education. The first is population boom either by increased birth rates or immigration. The increased population of 15 to 24 year olds caused by the echo boom (i.e. children of the 'baby boomers') explains some of the

increased demand that will be a constant throughout the five years of this academic plan. Secondly, British Columbia has traditionally been an attractive destination for immigration from other countries as well as for Canadians from other parts of the country.

Immigrants to Canada strongly encourage their children to access university education as a means to social and economic upward mobility. As well, first generation immigrants frequently seek continuing education to better their economic status. Such factors may be mitigated in British Columbia in the short-term by the down turn in the economy. The third factor that influences participation rates is government policy. Many countries in the Pacific Rim and in Europe have set participation rates for post-secondary education at fifty percent of the graduates of secondary school in the population. If Canada follows this example, the demand for post-secondary education will increase significantly.

Whatever happens, what is clear is that the long-term growth of students in the post-secondary system in British Columbia will be highly dependent on immigration. Birth rates in British Columbia are flat and growth in the foreseeable future will depend on whether the province is seen as a desirable place to study, work and live.

Even if we accept the general assumptions about a significant increase in the number of students seeking post-secondary education, UNBC must not become complacent about the recruitment and retention of its students. During the short five year period for this academic plan when the population of 15 to 24 year olds is at a peak, competition for students will still be a factor that the University of Northern British Columbia must take very seriously and strategically. UNBC will be competing with the increased degree-granting post-secondary system within the province, as well as with the increasing number of private for-profit universities, as well as with those universities from out of province that currently market aggressively within British Columbia. Also, many older universities have been increasing the number of residences on campus and enhancing student services as key elements in university recruitment to those institutions.

It is also going to be important to focus on faculty recruitment and retention in the coming years. University faculty are an aging demographic in Canada and in other industrialized nations. Approximately 30,000 positions will be opening up in the next 5 years for an expected 4,000 PhD graduates. Therefore, the increasing demand on an insufficient supply will make the market very competitive for university employers. UNBC is going to have to be an attractive institution to recruit and retain faculty.

3. UNBC IN THE CURRENT ENVIRONMENT

The University of Northern British Columbia is committed to growth in education and research over the next five-year period. The key issue for this Strategic Academic Plan is in determining what that growth will look like

and how the growth can be made affordable and sustainable for the Institution.

In the nine years since the University opened, UNBC has been in a constant state of growth and development. In the academic year 2001-2002 alone, five new programs - including undergraduate, graduate and professional degrees, have either been approved or are in the process of being approved. At least two new programs are in the planning and development stage. The University will be challenged over the period of this Strategic Academic Plan to sustain and stabilize both its current offerings and new initiatives, such as the Northern Medical Program. In order to accomplish this, the University needs to develop a disciplined program for enrollment management, for appropriate distribution and redistribution of resources, and for an examination and application of a new policy with respect to tuition and fees.

In the broadly consultative process that was a key feature of this plan, one clear message came through. The message was that the University of Northern British Columbia has reached the size at which change has to be managed differently than it has been in the past. Further, it was argued, the introduction of new programs can have staffing implications for existing programs and support, both academic and administrative. Finally, and because of this, to add new programs without affecting the quality of existing activities requires adjusting the staffing and resources in all affected programs. In fact, independent of the introduction of new programs, it is imperative that the University undertake a benchmarking exercise and, where necessary, backfill staffing and increase resources where quality and the delivery of services is currently vulnerable or compromised.

4. STRATEGIC THESIS: ANSWERING THE CHALLENGE THROUGH INNOVATION, OPPORTUNITIES AND NETWORKS

The thesis of this Strategic Plan embodies both a key assumption and a number of strategic responses to that assumption. The key assumption is that the University is at a critical juncture in its growth and development. The "challenge" in the title of the Plan is to sustain and stabilize the quality which it has established and which is, in some quarters, precariously maintained. The strategies for responding to this challenge must be through innovation, seizing opportunities, and partnering through networks in ways that will add value and build on resources rather than further extend and stretch the limited resources that the Institution currently has. UNBC is not without experience in such an approach and has a number of successes to point to in illustrating how partnership pays off for the Institution. One recent example is the broadband connectivity brought initially to Prince George through our membership in BCNet, through the strong support of our community and the city of Prince George, and through common cause with our sister universities. This also brings the potential for broadband connectivity expansion throughout northern BC. The ORAN (Optical Research Advanced Network), is the product of the networking advocacy from all of these contributors and will provide much needed research support for our faculty and

the backbone for teaching in the distributed medical expansion, of which, the Northern Medical Program is a key component.

UNBC continues to strive for innovative approaches to teaching, student support and student learning, technologically-enhanced learning, library services and access to information resources, and research partnership.

To thrive in today's challenging environment, the University must seize opportunities when and where they exist, create opportunities through imagination and initiative, and provide opportunities where it can to facilitate partnership with other educational institutions, with the private sector and communities.

Innovation

From its infancy, UNBC has been committed to interdisciplinarity in both teaching and research. As a young University, UNBC has also been committed to innovative teaching through the incorporation of technologically-enhanced learning. In the next five years, the University will need to explore how innovative approaches to teaching, both through utilizing technology and through adapting classroom formats, can provide increased flexibility to faculty and learners. To this end, this plan makes a number of recommendations for teaching, including an expanded role for the Centre for Teaching and Learning.

Opportunities

Some would say that UNBC has suffered from a wealth of opportunities. The past few years have provided increased opportunities, both through enhanced federal and provincial monies. Such monies have frequently been matched through the support of private sector donations. As well, the communities of northern British Columbia have repeatedly invited the University to participate in new areas of teaching and research. In the year 2000, to cite one example, the city of Prince George turned to the University to be a part of the solution to the health crisis in Northern British Columbia. That partial solution will begin with the first class of the Northern Medical Program in the academic year 2004-05.

Opportunities are not always cost-neutral with respect to the ongoing operations of the University. While many of the opportunities that UNBC has realized to date have made the University an exciting and vital place to work and study, responding to so many new initiatives has placed strain on the successful operation of the Institution. In the next five years, UNBC will have to be strategic in pursuing those opportunities that fit with the mission, values and established strengths of the University, and excluding new opportunities that do not fit and are beyond the resources of the Institution.

Networks

In order to continue to fulfill its commitment to the north, UNBC must further expand the networks it has built with the communities it serves and develop new networks to achieve newly defined goals and objectives.

To date, UNBC has established partnerships with northern colleges, univer-

sity colleges, international post-secondary institutions, First Nations and Aboriginal groups, private sector businesses, community non-governmental agencies, and town and city councils. As well, the University library has taken advantage of resource-sharing consortia to supplement holdings and access to teaching and research materials.

More recently, UNBC has established a joint degree with the University of British Columbia in environmental engineering and is also participating in the medical expansion at UBC through the Northern Medical Program. While such partnerships have been a critical part of UNBC's success to date, far more needs to be done in future, including partnerships with other post-secondary institutions in order to offer new degrees in the north. Many universities have established for-profit continuing education and, more recently, set up for-profit, off-shore universities, the purpose of both being to provide resources to support the core mission of the main institution. The University of Northern British Columbia must also explore the feasibility of similar ventures as a means to providing net additional resources to the University. Currently, the public universities are investigating the merits of such enterprises as a joint effort. In this, as in all things, networks and partnerships are key to success.

5. THE PLANNING PROCESS

During the fall of 2001, a number of taskforce committees undertook broad consultation within the UNBC community. As a result of these consultations, a number of objectives were developed for each of these categories. The seven task forces identified below were then combined into consolidated groups to refine these objectives and develop strategies and measurable outcomes to achieve these objectives:

- Teaching and Learning
- Student Quality of Life
- Applied Learning
- The Wired University
- First Nations
- The Regional Mandate
- Research
- Internationalization of UNBC

The Internationalization of UNBC was addressed by a number of groups and the results combined for reporting purposes. As well, recommendations concerning the library appear in a number of relevant sections of this report.

In total, more than 160 people from the UNBC community, including faculty, staff, students, and members of the Board of Governors were involved in this planning process. The message from that participation, in itself, speaks to the strong commitment that our people feel to the continued success of the University. Pride was expressed in acknowledgement of the success of the University to date. The overwhelming concern expressed was in setting up the conditions to insure that UNBC remains a quality institution that cele-

brates excellence and integrity, and through this, fulfills the University's obligations to our students, research mandate, and the communities that founded and continue to support it. The strength and quality of the participation of individuals contributing to this plan re-affirms the statement in the UNBC mission statement "that the strength of the University is its people."

Findings from the Planning Process

In presenting the Objectives and Strategies which emerged from the work done by the Taskforce committees and the chairs of the committees working over the summer months, a couple of clearly identified issues emerged which deserve separate treatment. Specifically, two strong messages were voiced repeatedly throughout the consultation process and these focused on graduate education and research. In particular, the collective wisdom of a number of members of the University community was that graduate studies has not received the attention that it needs for UNBC to become a strong, graduate educational institution. As well, the University has not fully responded to the prerequisites to achieve its aspired status as a research-intensive, small university.

Since both of these topics involved significant attention in the planning discussions, this report gives due consideration to the sentiments expressed, not only in the recommendations which follow but also in the explicit narrative below.

Finally, it should be noted that the goals and objectives of this plan mainstream the regional mandate of UNBC. That is, because the regional mandate of the University is central to its core values, regionality is incorporated throughout the recommendations of this report rather than separated out as an independent area for recommendations.

Graduate Education

From the beginning, the citizens of northern British Columbia wanted UNBC to be both a graduate and undergraduate post-secondary institution. Many professions require graduate education. As well, citizens wanted not just a teaching institution but also a research institution. The creation of new knowledge is highly dependent upon first-rate graduate students.

The University of Northern British Columbia offers graduate education at both the Masters and Doctoral level in traditional academic disciplines, professional fields and in new interdisciplinary studies.

Although the requirements for graduate students vary by discipline, graduate students in general, have requirements that exceed these of undergraduate students (i.e. space requirements, library and laboratory or technology requirements). To be competitive in attracting excellent graduate students, UNBC needs to offer attractive financial packages (by means of scholarships, research assistantships and teaching assistantships). As well, good study space, access to appropriately resourced library holdings and information resources and stable and predictable graduate course offerings have to be in place.

Research

The University of Northern British Columbia calls itself a small, research-intensive university. By doing so, it clearly articulates an ambition to have a higher research profile and level of productivity than is characteristic for small universities. The characterization implies priorities and actions that require balance among the three foci of universities to provide teaching, research and service to the University and beyond. Changes in federal support have created an environment of:

- heightened opportunity for direct funding
- unevenly distributed funding among disciplines, favouring applied sciences
- much stronger demand within institutions for research infrastructure and other support (indirect costs of research)
- multiple, new programs of funding with short application timelines
- greater pressure to extend the results of research beyond the traditional venues
- increasing complexity in partnerships, collaborations and the management of intellectual property
- greater regulatory and compliance reporting complexity

At the same time, provincial support for research has declined. While the University recognizes that the provincial government has provided critical support through the BC Knowledge Development Fund, economic recovery is the provincial government's primary focus.

Since the University of Northern British Columbia opened in 1994, the environment for university research has changed dramatically. Change has been generated by forces external to the university and by internal forces.

Throughout all of these changes, the research profile at UNBC has been, relatively speaking, high and successful. Such success has happened in the absence, for many, of significant teaching relief, appropriate research space and infrastructure support, and in some cases, inadequate library resources. The University has recognized this recently through building and appropriation of space dedicated to research activities. The University has also made a commitment to additional information resources available through the Canadian National Site Licensing Project. Finally, the establishment of research chairs has resulted in the reduction of teaching for some highly productive researchers. Such beginnings are good but more attention needs to be paid to recognizing the necessary support for research productivity, both in terms of teaching loads and in the allocation of research space.

6. OBJECTIVES AND STRATEGIES OF ACTION

Throughout the treatment of the objectives and strategies identified here, particular positions or groups are identified as responsible for achievement of those objectives. However, the overall monitoring responsibility for the achievement of the objectives of the plan will reside with President's Council.

A. Teaching and Learning

Teaching and learning is central to the mission and mandate of universities. The purpose of a public university is to disseminate knowledge, consistent with the highest standards of integrity and scholarship. The University of Northern British Columbia offers education at both the undergraduate and graduate level. For the University to remain competitive in attracting students, resources to sustain excellence in teaching is required. Objectives related to teaching and learning were addressed by a number of taskforce committees. These include:

Objective #1:

Further develop and sustain a culture of excellence in teaching by:

Strategies:

- a) Establishing a faculty discussion and action group to advocate for best practices in teaching and learning.
- b) Recognizing the importance of teaching by:
 - increasing the number of annual teaching awards to four, two university wide awards and one award from each college.
 - combining celebration of excellence in teaching with celebration of excellence in student achievement.
 - giving prominence on the UNBC web page to teaching award recipients.
 - evaluating class-size in lower-level courses and establishing, through benchmarking, the appropriate level of teaching assistant support to facilitate quality interactions and meaningful assignments.
 - evaluating class-size in upper-level courses to ensure adequate numbers of upper-division seminars, discussion and student presentations.
 - evaluating physical classroom space to match teaching objectives and design by faculty.
 - benchmarking library resources to evaluate gaps that constrain the type of research projects assigned to students.
 - submitting one name annually for prestigious national or international teaching awards such as the 3M Teaching Fellowships.
- c) Reviewing teaching evaluation tools and methodology.
- d) Combining all the functions, both technological and pedagogical, relating to teaching and learning within a single centre and appointing a director for that centre.
- e) Reviewing programs with a view to reducing the number of majors where necessary to maintain and/or promote quality.

- f) Undertaking an analysis of diversity issues in the curriculum with a view to generating an informed discussion of the issues.
- g) Examining cultural opportunities and activities that will complement academic programs and support a culture of excellence in teaching.

Measureable Outcomes:

- a) A faculty discussion and action group in place by January 2003 with a mandate to develop a process and manual that advocates for the best practices in teaching and learning by June 2003.

Responsibility: College Deans, Educational Media Services.

- a)(i) Benchmark class size, including physical structure of classrooms and laboratories, as part of overall benchmarking exercise.

Responsibility: Director of Institutional Analysis & Planning, College Deans, Space Committee, Program Chairs, Educational Media Services.

- b) Expansion of the current Centre for Teaching and Learning to include all related functions. Appoint a Director for this centre.

Responsibility: Director Regional Operations and University/College Relations, Educational Media Services, University Librarian.

- c) A teaching evaluation committee in place by Spring 2003 to review and, if it is deemed necessary, develop a new evaluation tool and methodology approved and in place for fall evaluation time.

Responsibility: College Deans.

- d) Increased teaching awards (from 2 to 4) and a schedule or process in place by which to submit names for prestigious national and international awards. To be in place by Spring 2003 (before the end of winter semester).

Responsibility: College Deans.

- e) An internal program review will be completed with recommendations on the reduction of majors where warranted. To be completed by January 2004.

Responsibility: Senate Committee on Academic Policy and Planning (SCAPP).

- f) A position paper on diversity in the curriculum will be developed and tabled at Senate by January 2004.

Responsibility: Subcommittee of SCAPP and Senate Committee on First Nations and Aboriginal Peoples.

- g) A Cultural Affairs Committee will be struck and report on needs and opportunities for UNBC activities in areas such as, drama, fine art, music and dance. To be completed by January 2004.

Responsibility: Vice-President Academic and Provost, President's Council, UNBC Press.

Objective #2:

Develop and sustain a culture of lifelong learning (Continuing Education) by:

Strategies:

- a) Broadening the range of continuing education credit and non credit course offerings and workshops.

- b) Expanding the range of continuing professional education certification/diploma programs/courses.
- c) Providing the professions of northern BC with high quality, cost effective lifelong learning opportunities.
- d) Broadening the learning opportunities for personal development and enrichment.
- e) Establishing links with both public and private industry to identify collaborative training priorities. Deliver quality continuing education programs that address these training priorities/deficiencies in the north.
- f) Developing and delivering programs and courses that capitalize on University expertise.
- g) Establishing closer links with academic programs at UNBC.
- h) Increasing continuing education course deliveries at UNBC's regional campuses.

Measureable Outcomes:

- a) Data from surveys will identify and establish various needs and markets in northern British Columbia.

- b) UNBC will provide a significant increase in the number of courses/certificates/diplomas and continuing education programs offered in Prince George and the regions.

Responsibility: Vice-President Administration and Finance, Director of Regional Operations and University/College Relations, and where programs are credit-based, Vice-President Academic and Provost, College Deans and Dean of Graduate Studies.

B. Research and Graduate Studies

The objectives, strategies and measurable outcomes for research and graduate studies have been combined in this report because of the inter-dependence of graduate student research and research generally. While a considerable amount of research is completed independent of graduate education, the research of graduate students strongly complements and contributes to the research mandate of a university.

Objective #1:

Support the University's ambition to have a high research profile and level of productivity by:

Strategies:

- a) Increasing administrative support to faculty (e.g. purchasing, budgeting, report preparation, etc.).
- b) Introducing more modularized, or 3 week courses to enable faculty to have more flexible teaching schedules.
- c) Continuing to fundraise and apply for endowed chairs/ internal chairs.
- d) Increasing the research and working space available to faculty.
- e) Decreasing the number of faculty required on committees and where possible, decrease the total number of committees.
- f) Allocating research space based on demonstrable need and productivity.
- g) Increasing the number of graduate students in the current graduate programs.

- h) Emphasizing research in undergraduate teaching.
- i) Reducing teaching load based on scholarly productivity.
- j) Supporting and sustaining research resources, such as, the Northern British Columbia Archives and library information services.

Measureable Outcomes:

- a) Evaluate administrative support model through benchmarking and increase administrative support to faculty where warranted and appropriate.
Responsibility: Vice-President Administration with support from the Director of Institutional Analysis and Planning.
- b) Minimally increase the number of 3 week or modularized courses by 1 per College per year of the Plan.
Responsibility: College Deans working with faculty.
- c) Increase the number of endowed/internal chairs by three over the life of the plan.
Responsibility: President's Executive Council working with College Deans and faculty
- d) Evaluate research space through benchmarking and increase its overall space allocation of research space as appropriate throughout the duration of the plan.
Responsibility: Vice-President Research.
- e) Reduce the number of non-legislated committees and reduce membership on these committees.
Responsibility: Vice-President Academic and Provost and Registrar will strike a committee to evaluate all university committees and recommend streamlining and elimination of committees where possible.
- f) Conduct an annual evaluation of space based on research need and productivity.
Responsibility: College Deans, Dean of Graduate Studies and Vice-President Research will make recommendations to the Space Committee.
- g) Increase the number of excellent students entering the programs by providing funding required (i.e. fundraising for scholarships and increasing TA's/RA's, etc.).
Responsibility: President and Vice-Chancellor, Director of Development, President's Council.
- h) Increase faculty depth in program expertise through hiring strategy to provide possibilities for reduction in teaching load.
Responsibility: College Deans, Dean of Graduate Studies, Vice-President Academic and Provost, Program Chairs.
- i) Establish operating budget for the Northern British Columbia Archives and provide budgetary support to retain UNBC's commitment to library information resources, such as, the Canadian National Site Licensing Project. To be completed as part of the 2003-04 budget cycle.
Responsibility: University Librarian, President's Executive Council.

Objective #2:

Recognize the importance and scope of graduate education and the role of graduate students in supporting research by:

Strategies:

- a) Creating adequate levels of financial support through Research Assistantships, as well as Teaching Assistantships.
- b) Providing an increased allocation of dedicated space for graduate students to foster the academic culture among the students (e.g. reserving study carrels in the Library for Graduate students).
- c) Having the Dean of Graduate Studies:
 - Review and revise teaching assistant programs to assure equitable treatment of graduate students.
 - Develop strategies to minimize disruptions in continuity of supervision during sabbaticals or due to faculty turnover.
 - Promote teaching skills among graduate students and develop, in conjunction with the Centre for Teaching and Learning, Teaching Certificates for graduate students to enhance their CVs, and to nurture a culture that values teaching in a tangible way.
- d) Developing more versatile and accessible programs.
- e) Acknowledging and crediting the time that faculty spend on graduate teaching.
- f) Benchmarking and reviewing library information resources for graduate studies.

Measureable Outcomes:

- a) Increase the financial support provided for RA's and TA's by 2% per year for the duration of this Strategic Academic plan.
Responsibility: Dean of Graduate Studies and President's Executive Council.
- b) Every fulltime graduate student engaged in a thesis based program will have assigned office space by 2007. Study carrels in the library will be assigned to graduate students at a ratio of one carrel for every three graduate students by 2007.
Responsibility: Space Committee, University Librarian, Graduate Student Society.
- c) An active task force will be in place by January 2003 to further the goals of and provide recognition of graduate students.
Responsibility: Dean of Graduate Studies, Graduate Student Society
- d) Graduate web and summer courses will increase at a rate of two courses per year beginning in 2003.
Responsibility: Dean of Graduate Studies, College Deans, Program Chairs, Director of Regional Operations and University/College Relations.
- e) Graduate teaching will be a formal part of teaching load for faculty.
- f) A comprehensive library information resource plan to support graduate studies will be developed. To be completed by December 2003.
Responsibility: University Librarian, Vice-President Academic and Provost, Senate Committee on the Library, Graduate Student Society.

Objective #3:

Develop a graduate students and research ethos by:

Strategies:

- a) Increasing speaking opportunities, journal clubs, seminars and

- increased classroom teaching opportunities, for example.
- b) Assigning space to the GSS for a grad student lounge.
- c) Providing comparable infrastructure, space and service to regional graduate students.
- d) Supporting internal Program Research and Working paper seminars.
- e) Establishing more public lecture series by eminent scholars.
- f) Continuing to reconfigure library space in the Geoffrey R. Weller Library for library purposes.

Measureable Outcomes:

- a) The University will work with graduate students to develop, at a minimum, one new journal club or graduate student conference every 2 years for the duration of the Plan.
Responsibility: Dean of Graduate Studies and Program Chairs, Graduate Student Society.
- b) There will be space allocated for a graduate student lounge by 2004.
Responsibility: Space Committee, Graduate Student Society.
- c) The University will carry out an analysis of existing infrastructure, space and services for regional graduate students.
Responsibility: Dean of Graduate Studies and Director of Regional Operations and University/College Relations and University/College Relations.
- d) Budget will be established to support internal research colloquia.
Responsibility: College Deans, Dean of Graduate Studies.
- e) The University will seek external funds to support high profile public lecture series.
Responsibility: College Deans, Dean of Graduate Studies, Director of Development.
- f) The University will continue to plan for the library reconfiguration as office and classroom space becomes available. A space plan for the library will be developed to support graduate research. To be completed by Spring 2004.
Responsibility: Space Committee, University Librarian, Senate Committee on the Library, Graduate Student Society.

Objective #4:

Normalizing the teaching load of graduate teaching assistants to insure consistent loads and expectations by:

Strategies:

- a) Defining and developing a standardized teaching load for all graduate students who hold TA positions.

Measureable Outcomes:

- b) A template will be developed to define legitimate work and a consistent load.
Responsibility: Dean of Graduate Studies, College Deans and Program Chairs, Graduate Student Society.

Objective #5:

Build depth in existing programs where enrolment and research productivity warrant by:

Strategies:

- a) Evaluating existing programs to identify appropriate depth.
- b) Developing hiring practices to achieve this depth.

Measureable Outcomes:

- a) An increase in the number of faculty members available to teach courses in the identified programs.
Responsibility: Vice-President Academic and Provost, College Deans and Program Chairs
- b) New faculty positions will be approved according to this development program.
Responsibility: Vice-President Academic and Provost, College Deans and Program Chairs

Objective #6:

The Institution will engage in a benchmarking exercise to determine comparable institutions for the purpose of establishing appropriate research and graduate education support by:

Strategies:

- a) Evaluating which Canadian institutions most closely resemble UNBC (according to Macleans ratings and other variables) and contacting those institutions to participate in a benchmarking exercise
- b) Identifying which international institutions most closely resemble UNBC (e.g. through the comprehensive annual review of the Chronicle of Higher Education, UNESCO reports) and contacting those institutions to participate in a benchmarking exercise

Measureable Outcomes:

- a) A comparative data base will be established by September 2003 with comparative national and international benchmarks for UNBC.
Responsibility: Director of Institutional Analysis and Planning and President's Council.

C. Student Quality of Life

The Quality of Student Life taskforce addressed the issues of educating the whole person, intellectually, spiritually and socially. The necessary and sufficient conditions for student success include but are not limited to the learning that takes place in the classroom. Much of the discussion and consultation within this taskforce was framed by the concept of a learning community as a retention strategy for UNBC students.

Objective #1:

To educate and support students, intellectually, spiritually, physically, socially and culturally by:

Strategies:

- a) Giving high priority to the building of an athletic facility.
- b) Continuing the provision of effective services (counseling, athletics, residence programming, financial aid, health & wellness resources, etc.) and that further service and resources increase incrementally with enrolment growth.
- c) Providing effective services to special needs students and committing to the incremental growth of these services with enrolment growth.
- d) Continuing to evolve and enhance student leadership and mentoring programs.
- e) Developing evaluation criteria and standards for assessing efficacy of student services for student performance.
- f) Examining the social space with the goal of improving student, faculty and staff informal exchanges.
- g) Giving high priority to reconfiguring the Geoffrey R. Weller Library for library space.
- h) Examining residential space for medical students, graduate students and married students.

Measureable Outcomes:

- a) Construct an Athletic Facility that reflects the goals of the University
Responsibility: Director of Student Services, Director of Development, President, Vice-President Administration and Finance, Northern Undergraduate Student Society (NUGSS).
- b) Benchmark and evaluate programs and support to establish effectiveness and success of programs. Dependent upon success of programs, increase resources incrementally where warranted.
Responsibility: Director of Student Services and Director of Institutional Analysis and Planning.
- c) Benchmark and evaluate programs that support special needs students to establish their effectiveness and success. Dependent upon success of programs, increase resources incrementally where warranted.
Responsibility: Director of Student Services and Director of Institutional Analysis and Planning.
- d) Based on comparative analysis of other campuses and benchmarking, increase or reconfigure social space where warranted.
Responsibility: Director of Student Services, Director of Institutional Analysis and Planning and Space Committee, President's Executive Council.
- e) Develop a library space use plan that supports teaching, learning and research. To be completed by Spring 2004.
Responsibility: University Librarian, Vice-President Academic and Provost, Senate Committee on the Library.

Objective #2:

Commit to developing and actualizing the potentialities of all UNBC students by:

Strategies:

- a) Establishing and evaluating the needs of the Learning Skills Centre services and ensuring that services are resourced appropriately.

- b) Continuing to foster and support the Learning Community Initiative.
- c) Continuing Student Success Week with consideration given to making changes regarding when it is held, the length and events offered.
- d) Continuing to survey and assess the needs of regional students, including counselling services, through a consultative process.
- e) Developing an evaluation tool and regularly surveying students who do not return to UNBC to assess reasons for drop-outs and stop-outs.
- f) Continuing to develop support programs for First Nations and Aboriginal Students through the First Nations Centre.
- g) Supporting students to develop information literacy skills.

Measureable Outcomes:

- a) Benchmark and evaluate success of all strategies a) through f) and if warranted resource appropriately with enrolment growth.
- b) Develop a plan for the incorporation of appropriate information literacy skills into student learning experience.
Responsibility: College Deans, Program Chairs, University Librarian working with Librarians.

Objective #3:

Further foster and develop an open line of communication and consultation with all student groups through:

Strategies:

- a) Meetings with senior academic administrators and through President's Forum.

Measureable Outcomes:

- a) President's Executive Council and President's Council will provide an activity/information update to students bi-monthly via an article in the student newspaper and online.
Responsibility: President's Executive Council and President's Council.
- b) Continuation of regularly scheduled President's Forum.
Responsibility: President's Council.

Objective #4:

Reward the scholastic achievement and recognize the financial need of UNBC students by:

Strategies:

- a) Continuing and constantly improving fundraising strategies that will give priority to increasing student awards (both scholarships as well as bursaries) at UNBC.
- b) Giving serious consideration to the creation of athletic scholarships and bursaries.

Measureable Outcomes:

- a) Increased scholarship and bursary support at least equivalent to tuition and fee increases.
Responsibility: President and Vice-Chancellor, Director of Development.

- b) Evaluate advisability of creation of athletic scholarships and bursaries.
Responsibility: Director of Student Services, Director of Development, President's Council.

D. Applied Learning

In the changing context of the global economy, applied learning complements learning in the classroom. The University of Northern British Columbia includes a number of types of applied learning, including practica, student employment, internships and co-operative education placements. In recognition of the integrated nature of these two task forces, joint objectives and strategies have been developed.

Objective #1:

Develop and recognize the value of external and internal partnerships in support of student applied learning by:

Strategies:

- a) Collaborating on applied learning strategies to maximize the benefits of internal expertise.
- b) Consolidating the planning and implementation of student practica to avoid redundancy.
- c) Coordinating UNBC employer liaison in order to better serve the needs of all UNBC students.
- d) Enhancing the promotion/marketing of UNBC students to employers through a collective approach.

Measureable Outcomes:

- a) Develop a generic course content that prepares students with the skills required to succeed in the applied learning work environment. Topics to include cover letter and resume/portfolio preparation, effective interviewing, work place protocol, etc. Individual programs may require additional student preparation unique to the discipline. To be in place by August 2004.
Responsibility: Director of Co-operative Education, Program Chairs
- b) Bring together similar disciplines to investigate feasibility of coordinating student practica placements. To be in place by August 2005.
Responsibility: Director of Co-operative Education, Program Chairs in relevant programs.

E. Staying Focused on Technology

One critical theme resonates through many of the reports - UNBC must stay focused on technology as an important tool for delivery of teaching, research, information and service. The particular recommendations vary by taskforce but the emphasis on technology to keep students, researchers and community and institutional partners connected and collaborating is key to UNBC's current and future success.

Objective #1:

Clarify UNBC's role and commitment to distance and technology enhanced learning education by:

Strategies:

- a) Developing and publishing a policy which clearly delineates the services offered.
- b) Developing a plan for the delivery of adequate and acceptable computer services to regional campuses including, students, faculty and staff, including software licensing.

Measureable Outcomes:

- a) Have two policies, one on distance delivery and one on technology enhanced learning education developed by June 2003.
Responsibility: Director of Academic Computing, Director of Regional Operations and University/College Relations and College Deans, Registrar, University Librarian, Educational Media Services.
- b) Have a plan in place, complete with funding proposal by September 2003.
Responsibility: Director of Academic Computing, Director of Regional Operations and University/College Relations, College Deans, Director of Student Services, Registrar, Dean of Graduate Studies, Program Chairs, Director of Administrative Computing, University Librarian.

Objective #2:

Stay at the forefront of using technology to enhance teaching and learning by:

Strategies:

- a) Monitoring and building on current successes and making changes where necessary.
- b) Designing and incorporating smart classroom spaces for successful teaching and learning.
- c) Increasing quality online teaching support by expanding the role of the Centre for Teaching and Learning.
- d) Improving bandwidth between UNBC, other institutions and the internet and developing and implementing a plan to provide reliable networking services to the regions.
- e) Increasing technological innovation for library and archival service delivery and identifying necessary system support staff, where warranted.

Measureable Outcomes:

- a) Document the current successes (by May 2003) and develop a review timeline and evaluation structure by which to gauge successes and address those not as successful.
Responsibility: Director of Academic Computing, Director of Regional Operations and University/College Relations, Centre for Teaching and Learning, Educational Media Services, University Librarian.
- b) Develop a definition of a "smart classroom", determine which classes need "smart classrooms" and have the appropriate number of classrooms outfitted by 2005.
Responsibility: Director of Academic Computing, Vice-President Academic and Provost, Director of Institutional Analysis and Planning, Centre for Teaching and Learning, College Deans, Faculty, Registrar, Educational Media Services.

- c) Expand staffing and develop service plan and mission statement for Centre for Teaching and Learning.
Responsibility: Director of Regional Operations and University/College Relations, Director of Academic Computing Services, College Deans, Educational Media Services, University Librarian.
- d) Design and incorporate wireless access academic support plan to library information resources, electronic reserves and other technological innovations. To be completed by Spring 2004.
Responsibility: University Librarian, Vice-President Academic and Provost, Senate Committee on Library, Director of Academic Computing, Educational Media Services

Objective #3:

Establish ubiquitous access to reliable, flexible and innovative information technology at UNBC by:

Strategies:

- a) Developing and implementing a network plan to ensure high availability.
- b) Developing and implementing a server plan to ensure high availability in core services.
- c) Developing and implementing a staffing plan for maintenance of current levels of frontline support.
- d) Developing and implementing a staffing plan for high availability network and core services.
- e) Improving and formalizing communications between IT departments by:
 - Coordinating the timing of major upgrades
 - Cross-training between departments
 - Creating efficiencies in the use of IT resources wherever possible
- f) Studying student access to computing resources and making recommendations for improvements.

Measureable Outcomes:

- a) Have a network plan in place by March 2003.
- b) Have a server plan in place by June 2003.
- c) Have a staffing plan for maintenance of current levels of frontline support in place by September 2003.
- d) Have a staffing plan for high availability network and core services in place by September 2003.
- e) Develop a communications and cross-training plan between IT departments by June 2003.
- f) Study student access to computing and make recommendations for change by September 2003.
Responsibility (for all measurable outcomes in this section): Director of Academic Computing, Director of Administrative Computing, Director of Institutional Analysis and Planning, President's Council, Registrar, Director of Regional Operations and University/College Relations, Educational Media Services, University Librarian.

F. First Nations

The education of First Nations is central to the mission and mandate of the University of Northern British Columbia. UNBC services an area that includes 16 Tribal Councils, 78 First Nations Bands, 4 Metis organizations, and 10 Friendship Centres. It is important that UNBC strive to incorporate a First Nations and Aboriginal world view perspective, and to provide an inclusive and culturally safe environment for First Nations students staff and faculty. First Nations ways of knowing, values, principles and belief systems are an integral component of UNBC as a research intensive university.

Universities must be centers of inclusivity where many values, including values of openness and accessibility, are respected. In considering values that are culturally safe, the university also affirms its commitment to an environment that respects academic freedom.

Objectives related to these goals include:

Objective #1:

Incorporate First Nations and Aboriginal world view perspectives and values into academic policies, programming and services so that First Nations and Aboriginal cultures are a pillar of the institution by:

Strategies:

- a) Promoting principles of inclusiveness, equity, success and respect as the foundation of all UNBC academic policy, programming and services.
- b) Developing academic programming that supports the expansion and delivery of specific programs relevant to the interests, needs and desires of First Nations and Aboriginal communities.
- c) Further developing a faculty/staff employee orientation and training program that promotes culturally safe environments.

Measureable Outcomes:

- a) A task force committee will be established by December 2002 to review all current UNBC academic policies, programs and services to evaluate the level to which the principles of inclusiveness, equity, success and respect are included and make recommendations for change where needed by December 2003. In undertaking such a review, the taskforce will also affirm the value of academic freedom in academic programming, teaching and research.
Responsibility: Vice-President Academic and Provost, Senate Committee on First Nations and Aboriginal Peoples.
- b) Development of an advanced interdisciplinary degree in First Nations (PhD).
Responsibility: College Dean, Chair of First Nations Program, Dean of Graduate Studies.
- c) Development of a certificate and diploma in Aboriginal Health Sciences.
Responsibility: Chair of First Nations Program, College Dean, Program Chairs of health related programs.
- d) Incorporation of cultural diversity and culturally safe environments into Human Resources orientation and training programs, to be in place by September 2003.

Responsibility: Director of Human Resources, Coordinator of First Nations Centre.

Objective #2:

Increase representation of First Nations and Aboriginal students at UNBC. The long term goal is to enroll a proportion of First Nations students comparable to the rate of participation of all Canadians and permanent residents in post-secondary education in Canada.

Strategies:

- a) Designing an integrated program for the recruitment and retention of First Nations students in all programs at UNBC.

Measureable Outcomes:

- a) Develop a First Nations student recruitment and retention strategy by September 2003. This strategy will be integrated into the overall UNBC recruitment and retention plan.

Responsibility: Registrar, Student Recruitment and Retention Committee, Coordinator of First Nations Centre, Graduate Students Society, T'Seba Society.

Objective #3:

Support research relationships and opportunities with First Nations peoples where there is reciprocal respect for First Nations communities and researchers.

Strategies:

- a) Develop a research strategy by September 2003 that encourages and promotes First Nations initiated research opportunities between First Nations community partners and researchers at UNBC.
- b) Develop a statement and set of principles directed to identifying the foundations of reciprocal respect.
- c) Actively seek out and promote research partnerships in all fields and disciplines between First Nations communities, UNBC researchers and collaborators at other Colleges and Universities.

Measureable Outcomes:

- a) A First Nations research plan to be developed by September 2003 with a focus on promoting First Nations research priorities.

Responsibility: Vice-President Research, Vice-President Academic and Provost, Senate Committee on First Nations and Aboriginal People, Senate Committee on Graduate Studies and Research.

- b) A statement on reciprocal respect to guide positive and integrity-based research relationships between First Nations communities and researchers.

Responsibility: Vice-President Academic and Provost, Senate Committee on First Nations and Aboriginal People, Vice-President Research, Senate Committee on Research and Graduate Studies.

Objective #4:

Promote diversity in the faculty that includes First Nations and Aboriginal people by:

Strategies:

- a) Developing a plan for the recruitment and development of First Nations and Aboriginal faculty positions throughout the University.

Measureable Outcomes:

- a) Development of a First Nations faculty recruitment and retention strategy by December 2003. This strategy will be integrated into the overall UNBC faculty recruitment and retention plan.

Responsibility: Vice-President Academic and Provost, Vice-President Administration and Finance, Director of Human Resources, College Deans, Dean of Graduate Studies.

G. Recruitment, Retention of Students and Enrollment Management

The University of Northern British Columbia has, to date, had no strategic and clearly articulated plan for recruitment of students, other than the general goal of growth. UNBC has also not had a retention plan or a systematic approach to enrollment management. Given the competitive nature of recruitment and retention strategies for students, this is no longer acceptable.

For Recruitment

Objective #1

Gather more information from applicants, so that decisions can be made based on facts as opposed to merely intuition or anecdotal information by:

Strategies:

- a) Conducting "exit" type of interviews with people who have applied to UNBC but have chosen to attend another institution.
- b) Redesigning our student surveys to include specific questions about recruitment and retention.

Measureable Outcomes:

- a) The development of a database on which to base recruitment and retention strategy.

Responsibility: Institutional Analysis and Planning.

Objective #2:

Develop a clear "branding" of UNBC that is coherent, defensible, and credible. Use this branding as much more than a promotional tool and link it with the University mission and mandate. Develop strategies to ensure "branding" filters down throughout the institution.

Objective #3:

Develop a marketing plan/template by March, 2003. In meeting Objective #2 and #3, focus on quality by:

Strategies:

- a) Focusing marketing plans on new "branding" (identity).
- b) Including community input in developing "branding".
- c) Setting both overall and program specific enrolment targets.
- d) Reviewing admissions criteria.

- e) Developing strategies to collaborate/partner with other educational institutions to be able to respond to communities and student needs.

Measureable Outcomes:

- a) A recruitment plan that brands the University, with a focus on quality that is reflected in all publications and recruitment material and is internalized and communicated by liaison officers, all staff in the Registrar's office, and all members of the university by fall 2003.

Responsibility: Registrar, Director of Student Services, Vice-President Academic & Provost, President's Council, Student Recruitment and Retention Committee, Director of Media and Public Relations.

- b) Review the existing English as a Second Language Agreement with College of New Caledonia and Northern Lights College.

Responsibility: Coordinator, International Centre, Director of Regional Operations and University/College Relations.

Objective #4:

Manage recruitment and retention to plan strategically for academic and administrative delivery by:

Strategies:

- a) Evaluating and increasing, where necessary and appropriate, support staff as new programs are introduced, particularly as it relates to the admission, evaluation and student services for new students.
- b) Developing a comprehensive recruitment and retention plan in the growing, high priority program areas.

Measureable Outcomes:

- a) The support staff model in all key areas (e.g. Registrar, Finance, Academic and Administrative computing) will be comparatively evaluated as part of the benchmarking exercise and the implication for every new major program will be evaluated as part of the new program approval.

Responsibility: President's Council.

- b) Recruitment and retention plan for Faculty and academic Support staff will be developed.

Responsibility: Vice-President Academic and Provost, Vice-President Administration and Finance, Director of Human Resources, College Deans and Dean of Graduate Studies.

For Student Retention

As noted above, UNBC has to date had no clearly articulated student retention plan. It is far more expensive to recruit than retain students. As well, the University needs to know why students leave and if there are particular issues for the University in retaining students. As part of the overall recruitment and retention strategy, the University must have the following objectives.

Objective #5:

Develop a student retention strategy for the University by:

Strategies:

- a) Gathering information and analyzing the reasons students give for leaving UNBC before degree completion.

Measureable Outcomes:

- a) Database on student recruitment and retention issues.

Responsibility: Registrar, Vice-President Academic and Provost, Director of Student Services, Recruitment and Retention Committee, Program Chairs, Director of Administrative Computing, Director Institutional Analysis and Planning.

For the Internationalization of the Student Body at UNBC

There are three broad categories into which Internationalization of the Student Body falls; 1. International self-enrolled students (i.e. not part of an UNBC exchange agreement), 2. International Student and Faculty Exchange Agreements, and 3. Internationalization of the campus.

The goals of the University with respect to these three categories for the next five years are:

- To increase the level of international admissions to 5 percent of the student enrolment. This provides the University with a diverse student body while enabling the University to provide adequate services.
- To increase modestly the number of International Exchange Agreements which provide students, staff and faculty exposure and collaboration opportunities with other universities with a similar focus, both geographically and programmatically.
- To enhance the experience for both international and domestic students of international issues and cultural contexts by internationalization of the campus.

International Self-enrolled Students

Objective #6:

To increase the level of self-enrolled international students (i.e. not part of exchange programs) at UNBC to 5% of overall enrollment by:

Strategies:

- a) Developing a recruitment plan to increase enrollment of international self-enrolled students, including a rationale for the recruitment plan fit with UNBC.
- b) Reviewing the existing English as a Second Language Agreement with College of New Caledonia and Northern Lights College to evaluate impact of these agreements on recruitment of international students.

Responsibility: Coordinator of International Centre, Director of Regional Operations and University/College Relations, SCAPP sub-committee on International Agreements (SCIA).

Measurable Outcomes:

- a) Formalize recruitment plan for international students by June 2003

and track points of contact. Evaluate results on a yearly basis.

Responsibility: Coordinator of International Centre, Registrar.

- b) Establish a base line enrollment number and record enrollment annually including the number of applicants, country of origin, program of interest, TOEFL score and GPA.

Responsibility: Coordinator of International Centre, Registrar.

Recruitment and the International Student and Faculty Exchange Agreements

Objective #7:

To increase (modestly) the number of international partnerships UNBC participates in, while focusing expansion into areas mandated by UNBC through:

Strategies:

- a) The establishment of an expansion policy by the Senate Committee of Academic Policy and Planning Subcommittee on International Agreements that provides geographic and programmatic focus, while being conscious of the incremental student services required.

Measurable Outcomes:

- a) An approved policy and an enrollment tracking system by June 2003.

Responsibility: Vice-President Academic and Provost, SSCIA, Coordinator of International Centre, Registrar.

Internationalization of the Campus

Objective #8:

To establish an internationalization mandate that includes the infusion of an international dimension throughout the Institution's primary functions of teaching and learning, research and service by:

Strategies:

- a) Identifying champions among faculty.
- b) Maintaining and promoting international student clubs.
- c) Supporting international research collaborations.

Measurable Outcomes:

- a) A list of faculty interested, involved and supportive of international students and activities will be developed by December 2002.

Responsibility: Coordinator of International Centre, SCAPP subcommittee on International Agreements.

- b) A list of current clubs will be developed which support international student activities.

Responsibility: Coordinator of International Centre.

- c) Document support provided for international research collaborations and assess whether support level is adequate and appropriate.

Responsibility: Coordinator of International Centre, Program Chairs, Vice-President Research.

H. Tuition: Keeping Pace with Growth and Protecting Excellence

The University of Northern British Columbia has found it increasingly difficult to continue to build in new areas within its mandate and to support those program areas currently offered at the University. Growth and development has been a constant feature of the University since its opening in 1994. As stated, the strategy of ACTION is to build vertically rather than horizontally. Further, it is to build depth, support quality, and increase programming and enrollment in those areas where the University currently has quality programming and research. As well, it is to be very strategic in introducing new areas of programming, limiting those to areas which fit the mission and mandate of the University and can be achieved either through partnership or through sufficient resources so as not to compromise our current programs of study and research.

The market and the number of positions for faculty is significantly increasing across Canada and throughout the world during the period of this Strategic Academic Plan, and support for quality faculty is essential to faculty retention.

The University received a three year budget in 2002-03. This budget is a zero-based budget for three years, but in fact, involves a serious reduction in funding in year 3 given the University commitment to the government for program growth.

In 2002, the provincial government lifted a tuition freeze which had been in place in British Columbia for six years. During that period, the tuition in British Columbia became anomalously low compared with the rest of Canada. During the academic year 2002-03, the University of Northern British Columbia increased its tuition by approximately 22% with some modest differential increases for some professional graduate programs. As well, the University increased the differential tuition for international undergraduate students from 2.25 to 2.75 and imposed this differential tuition on international graduate students for the first time. Despite these increases, the gap between budget resources and budget requirements has been significant in some areas during the current fiscal year. If the University were to increase tuition by the same 22% for the next two years, tuition would be close to the current national average (which continues to migrate upwards).

Comparative data (next page) show the current gap between university tuition in British Columbia and the rest of the country.

Given the direction of tuition increases across the country, and given the current budgetary stresses at the University of Northern British Columbia, it is reasonable to anticipate considerable and continued tuition fee increases throughout the province and at UNBC in particular. It could be argued that to do anything else would have many more significant and negative impacts on the students of the future. It becomes primarily a question of access and availability of program offerings in a timely manner to students. This is

Summary of file received from AUCC

Weighted Average Domestic Tuition Fees for Canada by Faculty and Province, 1990-2002¹

Province	Year	UG	GR	UG\$ Increase	GR\$ Increase	UG% Increase	GR% Increase
Newfoundland	1990-1991	1344	977				
	2001-2002	3089	2451	1745	1474	130%	151%
Prince Edward Island	1990-1991	1874	2238				
	2001-2002	3710	2424	1837	186	98%	8%
Nova Scotia	1990-1991	1941	2051				
	2001-2002	4850	8309	2910	6258	150%	305%
New Brunswick	1990-1991	1925	2052				
	2001-2002	3863	3850	1938	1798	101%	88%
Québec ²	1990-1991	904	1016				
	2001-2002	1867	2012	963	996	106%	98%
Ontario	1990-1991	1680	1821				
	2001-2002	4433	6968	2753	5148	164%	283%
Manitoba	1990-1991	1512	1819				
	2001-2002	3243	3695	1732	1876	115%	103%
Saskatchewan	1990-1991	1545	1609				
	2001-2002	4152	3171	2607	1562	169%	97%
Alberta	1990-1991	1286	1709				
	2001-2002	4026	4247	2740	2537	213%	148%
British Columbia ³	1990-1991	1808	1778				
	2001-2002	2491	3542	683	1764	38%	99%
Canada	1990-1991	1464	1529				
	2001-2002	3528	4360	2064	2831	141%	185%

¹ Using the most current enrolment data available, average tuition fees have been weighted

² Fees for both in and out of province students are included in the weighted average calculation.

³ Fees at both public and private institutions are included in the weighted average calculation.

already an issue that UNBC is facing given limited resources, and this pressure will continue into the foreseeable future.

Objective #1

Develop a recommendation for domestic student tuition for the period covered by the Plan. This Plan will consider, among other things, differential tuition for some undergraduate programs by:

Strategies:

- Participating in a provincial study evaluating the impact of this year's tuition increase on student participation in university.
- Consulting with students.
- Fundraising to increase bursaries to offset impact of tuition increases.
- Fundraising to create a UNBC Work Study Program.
- Consulting with students elected to Senate and Board of Governors.

Measureable Outcomes:

- Tuition plan completed by December 2002.
Responsibility: Recruitment and Retention Committee, President's Executive Council, Fees Committee.

- Increased bursaries.

Responsibility: President and Vice-Chancellor and Director of Development.

Objective #2

Develop a recommendation for international undergraduate students for the period covered by the plan.

Measureable Outcomes:

- Tuition plan to be completed by December 2002.
Responsibility: Recruitment and Retention Committee, Coordinator of International Centre, President's Executive Council, Fees Committee.

Objective #3

Develop a recommendation for graduate tuition fees for domestic students, including differential fees for the period covered by the plan.

Measureable Outcomes:

- Tuition plan to be completed by December 2002.
Responsibility: Dean of Graduate Studies, President's Executive Council, Fees Committee.

Objective #4

Develop a recommendation for international graduate tuition fees for the period covered by the plan.

Measureable Outcomes:

- a) Tuition plan to be completed by December 2002.

Responsibility: Dean of Graduate Studies, President's Executive Council, Fees Committee.

7. APPENDIX TERMS OF REFERENCE

Purpose:

To develop a strategic academic plan to ensure the success of UNBC for the period 2002-2007 including, but not limited to, an identification of academic priorities, and a critical evaluation of costing and infrastructure support (both human resource and Capital) necessary for the achievement of those priorities.

Terms of Reference:

- 1) To review the academic strategies and recommendations of 1997 report of the University Planning Committee "Planning for Growth" (1997-2002) to revise, delete and augment as appropriate for the continued academic success of the University of Northern British Columbia.
- 2) To assess and analyze those strategic reviews and plans of particular areas of academic programming and support which have been developed since the approval of "Planning for Growth" (e.g. Report of the Regional Strategic Review Committee, UNBC Strategic Research Plan, etc.) with a view to revision, deletion, augmentation and incorporation of the salient and appropriate recommendations into the new Strategic Academic Plan.
- 3) To integrate developments and new initiatives in research and program planning which have arisen since the approval of "Planning for Growth".
- 4) To propose guidelines for estimating and evaluating costs necessary for program growth and program stabilization.
- 5) To review and re-affirm the academic direction of UNBC as a University "in the north, for the north".
- 6) To assign responsibility for the further development and implementation of strategies and recommendations of the plan.

It should be noted that while the Strategic Academic Planning process is underway, the normal processes and procedures of the University, including responses to ongoing external and internal changes, will continue.

Process and Structure:

In fulfilling the terms of reference, the Strategic Academic Plan will adopt a structure of a steering committee and a number of area specific taskforce committees, each chaired by a Dean or senior academic Director.

Composition of the Steering Committee:

- the Vice-President Academic and Provost as Chair
- the College Deans
- the Director of Regional Operations and University/College Relations

- the Director of CTS
- the University Librarian
- the Vice-President Research
- the Coordinator, First Nations Centre
- the Associate Vice-President Student Services/Registrar
- the Director of Co-operative Education
- three faculty members, two of whom are senators
- two faculty members who are program chairs, one from each college
- one student senator
- one graduate student, nominated by the Graduate Student Society
- two external members of the Board of Governors
- the President (ex officio)

Taskforce Committees:

These committees have intentionally been broadly construed. However, it should be noted that two items of central importance to the mission and mandate of the University of Northern British Columbia are part of the terms of reference of each committee; First Nations and the regional nature of the University. Taskforce committees have also been struck to address these areas as well.

Because the terms of reference of each committee are likely to overlap in some areas, it will be useful for committees to meet occasionally. It would also be useful for committees to conduct some of the consultation fora together. This will also cut down on workload on what is to be a labour-intensive set of tasks.

Membership on each committee will be organized on the principle of inclusivity. In particular, we will attempt to have representation from among academic administrators, non-academic administrators, staff, students, faculty, Board of Governors and alumni, as appropriate.

The seven academic taskforce committees are:

1. Student Quality of Life:

Lyn Benn	Learning Skills Centre
Randall Brazzoni	Housing and Conference Services
James Campbell	Graduate Student Society
Jessica Derksen	NUGSS
Regan Garbutt	NUGSS
Louise Gorton	Board Member
Troy Hanschen	Liaison Office
Dexter MacRae	Co-op Education
Len McNarama	Recreation/Athletics
Godfrey Medhurst	Facilities
Alex Michalos	Faculty, Political Science
Michelle Oster	Academic Advising
Glenda Prkachin	Faculty, Psychology
Carol Sigurdson	Student Success Centre
Ralph Wright	First Nations Centre
R. Alex Reed	Registrar's Office

2. UNBC: A Small Research-Intensive University;

Max Blouw	VP Research
Ahmed Hussein	Faculty, Physics
Alison Nussbaumer	Librarian
Deborah Poff	VP Academic and Provost
Keith Egger	Faculty, Biology
Ken Prkachin	Faculty, Psychology
Maggie Hutton	NRC/IRAP
Nate Bello	Board Member
Ted Binnema	Faculty, History
Tom Berekoff	Development Office
Tracy Summerville	Faculty, Political Science

3. The Wired University;

Patrick Mann	Computing and Telecommunications Services (CTS)
Peter Jackson	Faculty, Environmental Studies
Todd Whitcombe	Faculty, Chemistry
Jon Swainger	Faculty, History
Dee Horne	Faculty, English
Charles Hogg	Library
David Kubert	Computer Science
Linda Williams	Centre for Teaching and Learning
Andrew Snih	Educational Media Services
Lynda Pattie	Administrative Computing Services (ACS)
Paul Stokes	CTS
Blair Craft	ACS
Dennis Macknak	Regional Operations
Robert Slaven	ACS
Shelley Rennick	President's Executive Council
Sabina Mann	CTS

4. Applied Learning:

Dexter MacRae	Co-op Education
Les Waldie	Human Resources, Canfor
Ravi Duhra	Student, Commerce
Megan Hunter	Student, Nursing
Twylla Hamelin	Co-op Education
Kathy Kielly	Registrar's Office
Ernest Freeman	Student, Social Work
Sandra Kioke	Faculty, Nursing
Boris DeWiel	Faculty, Political Science
Linda Roa	Awards & Financial Aid
Myron Gordon	Small Business Account Manager, CIBC
Gerard Bellefeuille	Faculty, Social Work
Jackie Podger	Human Resources
Louise Gorton	Board Member
Jeff Boeckler	Student, NRES/Environment
Terri Giesbrecht	Political Science Internship
Sandra Earle, Recorder	Co-op Education
Bryan Hartman	Faculty, Education

5. The Regional Mandate;

Dennis Macknak	Regional Operations
Bryan Hartman	Education
Charles Jago	President, UNBC
Clara Antoniazzi	Regional Student, Quesnel
Colin Griffith	Board Member
Greg Poelzer	Political Science
Heather Myers	Faculty, International Studies
Jon Swainger	Faculty, History
Joy Sather	Regional Student, Fort St. John
Kathy Kielly	Registrar's Office
Kelli Atkinson	Regional Student, Quesnel
Kwong Tang	Faculty, Social Work
Lynda Williams	Centre for Teaching and Learning
Max Blouw	VP Research
Melissa Munn	Regional Student, Terrace
Nancy Black	Library
Patrick Mann	CTS
Paul Madak	Faculty, Education
Perry Shawana	Faculty, First Nation's Studies
Shelley Rennick	President's Executive Council

6. Teaching and Learning:

Boris de Wiel	Faculty, Political Science
Heather Smith	Faculty, International Studies
Rick Tallman	Faculty, Business
Sanjay Nepal	Faculty, Resource Recreation & Tourism
Gail Curry	Library
Linda Williams	Centre for Teaching and Learning
Tracy Thornton	Masters Student
Cori Clark	Undergraduate Student
Lana Sullivan	Alumni
Robin Cawood	Alumni
Paul Madak	Faculty, Education
Ron Thring	Faculty, Chemistry
Bill McGill	Dean, CSAM
Robin Fisher	Dean, CASHS
Deborah Poff	VP Academic & Provost
Wendy Neff	Secretary

7. First Nations:

Ralph Wright	First Nation's Centre
Perry Shawana	Faculty, First Nation's Studies
Maurice Squires	Board Member
Deanna Nyce	Wilp Wilxo'oskwhl Nisga'a CEO
Leslie King	Regional Chair
Deborah Jeffrey	Tsimshian Tribal Council President
Harvey Thommasen	Faculty, Community Health
Carol Sigurdson	Student Success Center
Paul Madak	Faculty, Education
Lyn Benn	Learning Skills Center

Gloria Benazic	Office of Development
Donna Hebert	First Nations Center
Denise Marcotte	First Nations Centre
Heather Harris	Faculty, First Nations Studies
Margaret Anderson	Faculty, First Nations Studies
Margo Greenwood	Faculty, Social Work
Julia Emberly	Faculty, Women's Studies
Sandra Kioke	Faculty, Nursing
Jim Sherritt	Faculty, Business Administration
Toni Carlton	Graduate Student
Warner Naziel	T'Seba Student Society
Kathleen Kielly	Registrar's Office
Robin Johnson	Health & Wellness Centre
William Chew	Treasury Services
Jim MacDonald	Faculty, Anthropology
Dennis Macknak	Regional Operations