



# Institutional Accountability Plan and Report

2009/10 – 2011/12

## Table of Contents

<b>1. Letter from the Board Chair and President.....</b>	<b>Error! Bookmark not defined.</b>
<b>2. Institutional Overview .....</b>	<b>4</b>
<i>Vision &amp; Mission</i> .....	4
a. Vision .....	5
b. Mission.....	5
<b>Canada's Green University™.....</b>	<b>6</b>
Teaching.....	6
Research.....	6
Living It .....	7
<b>3. Planning and Operational Context .....</b>	<b>7</b>
<i>Budget Planning</i> .....	8
<i>Enrolment Management</i> .....	8
<i>External Relations</i> .....	9
<i>Regional Operations, including First Nations Communities</i> .....	10
<i>Graduate Programs</i> .....	12
<i>Athletics</i> .....	12
<i>Northern University Student Society: Student Centre Building</i> .....	12
<i>New UNBC President</i> .....	13
<i>Convocation</i> .....	13
<b>4. Goals, Objectives, Performance Measures, Targets and Results .....</b>	<b>14</b>
a. Institutional Goals & Objectives .....	14
b. Performance Measures, Targets and Results.....	15
<b>5. Summary Financial Report 2008/09.....</b>	<b>19</b>
<b>6. Degrees, Certificates and Diplomas Offered at UNBC - 2008/09 .....</b>	<b>20</b>



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June 20, 2009

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:

We are pleased to submit the 2009/10 – 2011/12 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 2009/10 – 2011/12 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 be 'C. Jago', written over a light blue horizontal line.

Dr. Charles Jago  
Interim President & Vice-Chancellor

A handwritten signature in black ink, appearing to be 'D. Martin', written over a light blue horizontal line.

Ms. Dawn Martin  
Chair, Board of Governors



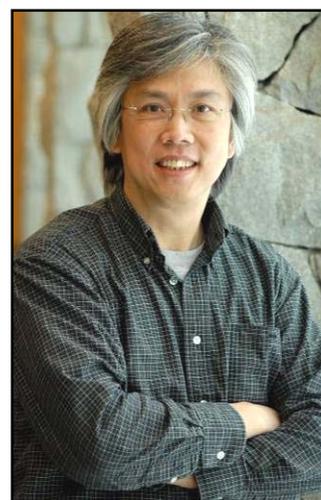
## 2. Institutional Overview

The University of Northern British Columbia (UNBC) offers a wide range of undergraduate and graduate programs in the arts, commerce, and the sciences, including professional programs in areas such as an 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 2008/09.)

The second group of graduates from the Northern Medical Program celebrated their graduation this year. Among the group of 24 grads is Amy Johnson of Houston, BC who will be starting her Family Practice Residency at Prince George Regional Hospital this fall.

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

- Dr. Laurie Chan, who holds the BC Leadership Chair in Aboriginal Environmental Health, was granted \$11 million over ten years for the Aboriginal and Northern Health study and \$100,000 a year ongoing for a network to improve health outcomes in First Nations communities by filling important gaps in research related to food, the environment and health. See more on Dr. Chan on page 10.
- The Sustainable Northern Bioenergy Centre will provide opportunities for integrated, interdisciplinary research on the social, economic, political, biological, health, and technological aspects of bioenergy.



In fiscal year 2008/09, UNBC enrolled 5,038 students (3,054 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>1</sup>

### 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



<sup>1</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.

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 also proud of its national reputation with students and alumni. On November 10, 2008, UNBC achieved its highest ranking ever from Maclean's, placing second among 19 small, Canadian universities (which Maclean's calls "primarily undergraduate" universities).

Also, in the 2008 Undergraduate Student Survey ("CUSC")<sup>2</sup> study of UNBC's Undergraduate students, "the vast majority of students (92%) report being satisfied with their decision to attend their current university, and almost as many (85%) are satisfied with the quality of education they have received from their university."

#### **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.

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

- Appropriate depth and breadth of knowledge in their chosen areas of study

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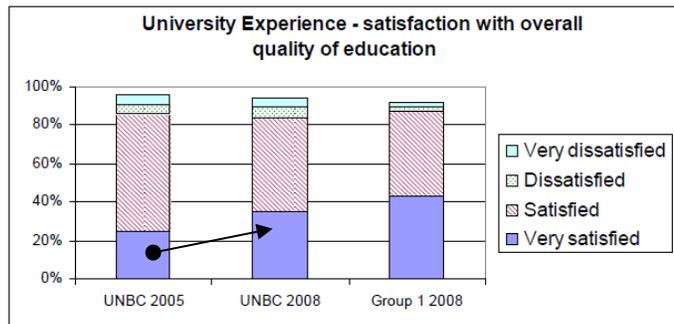
<sup>2</sup> CUSC measures the opinions of students from 28 universities across Canada on varying topics annually.

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

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

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

UNBC participated in the CUSC undergraduate Comparison Survey of University Baccalaureate Students (Years 2005 & 2008). UNBC's participation is part of the University's strategy to understand students' needs, perceptions, and satisfaction with various aspects of their university experience. UNBC saw an increase in the very satisfied response over that three-year period.



## 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.

### Teaching

#### *Environmental courses & degree programs*

The British Columbia and Canadian economies require skilled and creative people who can ensure that our environment continues to sustain jobs and communities. UNBC is educating the next generation of environmental stewards who will take their place as leaders in commerce, industry, and communities. To that end, UNBC engineering students completed projects focussing on sustainable land management plans for the Lheidli T'enneh Lands Authority.

### 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. We also have research stations throughout northern BC.

#### **Sustainable Northern Bioenergy Centre**

UNBC has begun plans for the Sustainable Northern Bioenergy Centre. It will provide opportunities for integrated, interdisciplinary research on the social, economic, political, biological, health, and technological aspects of bioenergy, as well as training opportunities for technologists, potentially in conjunction with the College of New Caledonia.

The research centre will operate a bioenergy pilot plant close to commercial scale. It will be critical for the development of knowledge and the training of highly qualified personnel. The pilot plant will also serve as a demonstration unit for the production of value-added products from biomass. All of these functions will contribute to the economic diversification of forest-dependent communities.

## Living It

### *Being green through our actions*

A strong connection to nature and the environment is simply part of who we are as northerners. Each of the four seasons offers tremendous opportunities for outdoor recreation and enjoying the fresh air. On campus, there are strong recycling and composting programs and student clubs focusing on the environment and sustainability. 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, staff, and faculty are passionate about the environment. Students recently joined the U-Pass program with the highest approval vote in BC and they operate a popular compost demonstration garden.

UNBC will meet the requirements of the *Greenhouse Gas Reduction Targets Act* and strive to become carbon neutral by 2010. UNBC intends to be British Columbia's model for green energy and the first university in Canada to implement major power plant measures to become carbon neutral and operate on renewable energy. UNBC is uniquely positioned to join with governments, communities, the private sector, First Nations, and our educational partners to develop local solutions to these challenges by integrating campus operations, education, and research on a single site.

UNBC is pursuing a bioenergy program that will reduce greenhouse gas emissions and fossil fuel consumption on the Prince George campus. The program will help the University meet its current and future energy needs, reduce or eliminate our greenhouse gas footprint, and reduce energy costs while contributing to research and development, training, student & public education, and the development of bioenergy projects and demonstration opportunities for northern communities.

### **Pacific Institute of Climate Solutions (PICS)**

UNBC is part of the collaborative initiative between the four research intensive universities in British Columbia, the Pacific Institute for Climate Solutions (PICS). Established in 2008, PICS harnesses the Province's intellectual resources to develop innovative climate change solutions, seek new opportunities for positive adaptation, and lead the way to a vibrant low-carbon economy. The UNBC PICS Coordinator, Kyle Aben, supports the work of UNBC faculty, assists in research, organizes related activities and outreach, and fosters a climate researcher network in Northern British Columbia

## 3. Planning and Operational Context

In 2004/05, for the first time in its history, UNBC's total annualized student FTE count was lower than the target prescribed by the Ministry of Advanced Education 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 and 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 an 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 a relatively strong provincial economy and a continuing strong demand for labour in northern B.C. and Alberta.

<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*

Finally, student applications from the Lower Mainland dropped by 34% in 2007/08 and another 30% in 2008/09. This fact seems to be a culmination of all the above external forces, whereby Lower Mainland students have more choices of universities, fewer cohort members, and higher paying employment. Thus for the third year, UNBC experienced only a modest increase in enrolment substantively achieving the ALMD enrolment goal.

### **Budget Planning**

Budget planning at UNBC commenced in November 2008 in preparation for the 2009/10 fiscal year with the continuation of the previously approved three year budget planning process, that was designed to achieve a long-term sustainable budget for the institution formed the planning framework. A balanced budget was completed and prepared for approval at the March 2009 Board of Governors meeting.

- \$250,000 toward the UNBC International administrative unit created last year.
- \$30,000 for ongoing costs of Digital Media initiative

### **Enrolment Management**

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

The University has placed even greater emphasis on all aspects of enrolment management, including student recruitment and retention. Enrolment planning forecasts slowed growth at the undergraduate level and a more substantial growth at the graduate level. 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 4.0% at the undergraduate level and approximately 24% at the graduate level.

To meet the enrolment plan, UNBC has reconciled the costs and benefits of its spending on recruitment. Emphasis has been on converting applications to registrations rather than simply recruiting. First, the Vancouver recruitment position was moved back to UNBC campus. Instead of expending funds off-campus, the focus will be on further developing web-based communications tools, such as E-newsletters, online school finders, social networks (MySpace, Facebook), podcasts, and video sites like YouTube.<sup>6</sup> These methods are far more efficient but are also effective as today's high school students live online.

The University is growing its international student enrolment. The Winter 2009 international student enrolment increased by 30% since the winter semester in 2008. UNBC currently maintains 46 bi-lateral international exchange agreements in 18 countries, and two multi-lateral exchange agreements, with representation in 18 different countries.

#### **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
- Council of Forest Industries (COFI) Natural Resources Management Field Camps
- Girl Guides of Canada Exploring Science and Technology Program
- We Did That – Inventions and Innovations – Celebrating B.C. Spirit in Forestry
- EXPOFOR, Association of British Columbia Professional Foresters AGM
- Adventures in Forestry Program, Prince George Rotary

<sup>6</sup> For an example of UNBC on YouTube, see: **So You Think You Can Dance Your Thesis? Out of Bounds: The effect of heliskiing disturbance on movements and habitat use of Mountain Goats in Northwest BC.** <http://www.youtube.com/watch?v=IquDN3BFY1E>

## External Relations

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

The Aboriginal community is very supportive of the Aboriginal Gathering Places initiative and the artwork that will be displayed will honour local First Nation artists. The proposed plan artwork submission will see local First Nation artists submit proposals for artwork that will be permanently housed in the Aboriginal Gathering Place. The Gathering Place also 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.

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.

## Research, Business and Industry Partnerships

Research is an important part of the vision of UNBC which states that “[t]he University of Northern British Columbia aspires to be Canada’s premier small research-intensive university, with internationally recognized academic and research programs that prepare its graduates in select areas of high relevance to the peoples of our region, province, and beyond.” UNBC’s research accomplishments were recognized recently when the institution was honoured as one of Canada’s *Research Universities of the Year* by RESEARCH InfoSource Inc. Universities ranking in the top three in research intensity in their size category receive this designation, and UNBC ranked second out of 20 small institutions. Furthermore, UNBC’s ranking of 37<sup>th</sup> amongst all universities in Canada placed the institution ahead of several older and larger institutions.

As a result of the research funds attracted to UNBC, the region has seven research institutes, two research forests, a landscape ecology research centre on the Quesnel River, and 13 endowed research chairs who lead research on such diverse topics as forest insects and community development. UNBC now has nine, federally-funded Canada Research Chairs. UNBC was allocated its most recent Canada Research Chair position, an NSERC Tier 1 Chair, as part of CRC’s 2009/10 re-allocation exercise. UNBC earned this position based in large part on the Tri-Council previous funding received by UNBC faculty members, relative to the total Tri-Council funds distributed across the country.

The Office of Research continues its work on commercializing technologies developed at UNBC. In 2008/09 they invested a further \$76,000 in seven technologies under development at UNBC. Two market

### **Visual Field Device Cooperation Project**

UNBC’s Dr. Liang Chen and Dr. Lo, a local optometrist, have co-developed a patent pending demonstration version of a visual field device to improve testing for visual deficiencies. A cooperative arrangement with the School of Optometry at Hong Kong Polytech University is being developed to facilitate clinical trials that are a prerequisite for manufacture of a medical device for commercial use. The collaboration will define clinical trial methods, patterns and protocols for fast and accurate machine testing and use.

### **Terahertz Commercialization**

As part of \$937,000 investment in a terahertz applications development by Drs. Reid and Hartley at UNBC, Oriented Strand Board tests will be done at the Ainsworth plant near 100 Mile House in conjunction with Deltech Manufacturing Inc. of Prince George.

### **Professional Social Work in Remote, Northern Communities**

UNBC’s Dr. Glen Schmidt has researched the unique challenges of professional social work practice in a northern environment. He discovered that the challenges include factors such as high visibility, high accessibility, dual or multiple relationships, access to too much information, heightened scrutiny by community members, increased responsibility, and limited access to professional development. He found that these challenges are common to a range of professions.

These challenges in a social work practice make it difficult to recruit and retain good employees to the northern and remote parts of Canada. Dr. Schmidt speculates that part of the difficulty might be attributed to the urban base of most professional education programs. However, whether education is based in the urban south or in the north, he encourages students in professional education programs to learn what it is like to work in an isolated community.

studies were undertaken to assess potential markets. Finally, six intellectual property agreements were made with UNBC faculty in 2008/09.

Convocation will see researchers receive the UNBC Research Excellence Awards for a second time. The awards recognize the contributions of two outstanding researchers nominated by their Program Chairs and adjudicated by a committee of their peers. This year's recipients were Paul Bowles and Fiona MacPhail from the College of Arts, Social and Health Sciences, and Chris Johnson and Brian Menounos from the College of Science and Management.

Dr. Laurie Chan, as BC Leadership Chair in Aboriginal Environmental Health, works to develop innovative approaches to improving diagnostic aspects of ecosystem management and to understand the relationship between ecosystem health and human health. He also works extensively to promote the wellness of Aboriginal Peoples by filling important gaps in research related to their food, environment and health.

His research team has grown to three post-doctoral fellows, two PhD students, four MSc students, three research associates, four research assistants, five contract researchers and 37 community research assistants. He has added 12 First Nations communities in southern BC to his research and over the next ten years he aims to collect samples in 100 First Nations communities across the country. These studies will provide invaluable results on the state of knowledge of the environment and the health status of Aboriginal peoples throughout the country.

In the laboratory, his team has developed various new tools and collaborations to study the relationships between exposure to environmental toxicants and obesity, diabetes and neurodegenerative diseases such as Parkinson Disease.

***Dr. Chan's Community Outreach Projects with Aboriginal communities:***

1. Pinchi Mine closure external review with the T'azt'en Nation
2. Food Security Project with the Nak'azdli Nation
3. Climate change effects on traditional food use with Teslin and Old Crow, Yukon
4. Traditional food use in 4 communities in northern Alberta
5. PCBs in fish in Big Trout Lake, Ontario
6. Food security intervention with Cape Dorset, Nunavut
7. Environmental Impact Assessment with Takla Lake First Nation
8. Traditional Food safety with Siska First Nation
9. Mercury exposure in Native Tribes in Four Corners, US

### **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 a new 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; UNBC partnering with Nicola Valley Institute of Technology to create a collaborative Public Administration and Community Development degree for 2008/09.

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

UNBC's Aboriginal and Small Business Leadership Program will graduate its first students in May 2009. The 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. 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 videoconference equipment has provided some opportunities as UNBC piloted a Continuing Studies course in mental health and addictions to students in Prince George, Quesnel, Terrace, and Fort St. John. Building on that successful pilot, UNBC has put in place classroom high-definition technology in three sites: 1) UNBC Terrace campus, 2) Prince George campus and, 3) in partnership with Northern Lights College, at the Fort St. John campus. The Quesnel campus classroom remains to be done in the coming year. UNBC allocated \$210,000 to purchase videoconference equipment (similar to that used in the delivery of the Northern Medical Program). UNBC can now deliver high quality academic programs simultaneously across three of the sites, and soon the fourth site.

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

Another achievement within the School of Social Work is the development of a post-baccalaureate Child Welfare Certificate in partnership with the Ministry for Children and Family Development ("MCFD") and delegated aboriginal agencies in northern BC. The Certificate makes it possible for social workers with a BSW, but who did not take the Child Welfare Specialization stream, to be able to obtain education with a child welfare focus. It is important to note that the current offerings of the Certificate are part of MCFD's Aboriginal Recruitment Strategy. Specifically, aboriginal social workers are being hired by MCFD with their first task being completion of the Child Welfare Certificate. Social workers already employed at delegated aboriginal agencies have also completed the Certificate. A third cohort of aboriginal social workers taking the Child Welfare Certificate ran in September 2008.

Thirteen of the M.Ed. in Counselling graduates from the Northwest Region have co-authored an article with Dr. Judith Lapadat titled "*An Identity Montage Using Collaborative Autobiography: Eighteen Ways to Bend the Light*," which has been just published in the *International Review of Qualitative Research*. As well, they were invited by Dr. Norman Denzin to present a spotlight panel on this work at the International Congress of Qualitative Inquiry. Judith Lapadat, Sue Viveiros, Marja Burrows, and Susan Greenlees travelled to the University of Illinois at Urbana Champlain in May 2009 to present the panel. This study, which began as a class research project, contributes insights about role and identity as experienced by northern helping professionals. It also pioneers a new approach to qualitative data collection — collaborative autobiography — and models the use of montage for qualitative write-ups.

## Graduate Programs

As UNBC's graduate program enrolments continue to climb, UNBC is building and enhancing current and new offerings in all areas and especially in Health Sciences. Funding programs like Graduate Entrance Scholarships, CRCs, PICS, 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.

For example, since 2005 Canada's Tri-Council graduate scholarships have contributed over \$1,600,000 to graduate programs. Graduate entrance scholarships have contributed a further \$915,000.

## 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 Northern Sports Centre is the University's centrepiece for sport development.

### Canada West Membership

UNBC officially submitted its application for Canada West men's and women's basketball in July, 2008. In November the University hosted a Canada West membership committee that explored the potential for expansion. In February UNBC made a presentation in Calgary to the full Canada West membership. This presentation featured President Jago, Prince George Mayor Dan Rogers, Canadian Olympian (and former UNBC Board member) Charmaine Crooks, and MLA Shirley Bond (via video message) who all strongly supported the University's bid for membership. Canada West chose to delay their decision for one-year to consider the applications from UNBC, Vancouver Island University and UBC-Okanagan. Canada West is continuing to evaluate the implications of expansion, which include the additional financial cost to current members and the long term competitiveness of teams.

## Northern University Student Society: Student Centre Building

The Northern University Student Centre (NUSC) is a new addition to campus, opening officially in October 2008. The former Athletics facilities were renovated to create the NUSC after the opening of the Charles Jago Northern Sport Centre. NUSC is operated by the Northern Undergraduate Student Society (NUGSS) and houses much needed offices of the Student Society, UNBC's Clubs, Student newspaper, "Over the Edge," Student Radio Station, "CFUR" and PG Public Interest Research Group. NUSC also has three student lounges, meeting rooms, and event space. There are two food outlets in the Student Centre: *Degrees Coffee Co.* serves a variety of grab-and-go sandwiches, hotdogs and other treats, fair-trade organic coffee and espresso; and the *Thirsty Moose Pub*, a restaurant-style pub that has a daily menu as well as a nightclub atmosphere in the evenings.

### **MITAC Graduate Student Award: Effectiveness Monitoring of Native Vegetation Trials in Mine Soils**

Over the past decade, investment in mineral exploration and new mines in BC has increased dramatically. Heavy metal mining of metals such as gold, silver and copper, and coal can have significant impacts on the surrounding environment. MITAC, in collaboration with Manning, Cooper and Associates is funding a three year study to evaluate the performance of selected local native plant species within mine tailings as well as describe the biogeochemistry of these substrates during plant establishment at Huckleberry Mines, Houston, BC.



The Student Centre offers part-time employment opportunities to students. These positions help students earn extra money while going to school, which is part of the NUSC mandate: “to offer student pricing and student employment to help provide more opportunities for UNBC students on campus.”

The years of hard work and dedication for NUGSS has paid off and students can now take time to relax and enjoy all the services *their* building has to offer.

### **New UNBC President**

Dr. George Iwama will be UNBC’s fourth president. Dr. Iwama, who has had a successful career as a university professor, administrator, and public servant, comes to UNBC from the Faculty of Science at Carleton University, where he has spent the past two years as Dean of the Faculty of Science. He previously held the same position at Acadia University, where he also served for a year as Vice-President Academic. Dr. Iwama will begin his new position at UNBC on July 1, 2009. President-Elect Iwama will be attending all regional graduation ceremonies.



### **Convocation**

Since UNBC opened its doors in 1994, its convocation ceremonies have been held off campus at the CN Centre, as there was not a location on campus large enough. In the fall of 2008 the Charles Jago Northern Sports Centre was completed and open its doors to UNBC students and the community of Prince George. Because UNBC wanted to showcase the new sportsplex, and to showcase our campus, it was decided to begin a new tradition of holding convocation on the UNBC Prince George campus. Therefore, the May 2008 Convocation was held for the first time in the gym at the Northern Sports Centre (NSC). Because of the size of the NSC, the ceremony was broken up into two events to ensure that the graduating students, their friends and family could all attend.

The May 2009 Convocation saw the largest graduating class in UNBC’s history (approximately 795 students). Therefore, in order to accommodate that number of students it was decided to have three convocation ceremonies; one ceremony for the College of Management and Science, and two ceremonies for the College of Arts, Social, and Health Sciences. Again, this was done to ensure that the graduating students, their friends and family could all attend. Both the May 2008 and 2009 Convocations were very successful.

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

This section reports on UNBC's performance in regards to its 2009/10 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 Performance Measures	Institutional Goals
British Columbians have opportunities to attend post-secondary education.	Capacity	Student spaces in public institutions <ul style="list-style-type: none"> <li>Total spaces</li> <li>Student spaces in nursing and other allied health programs</li> </ul> Student spaces in medical school programs	Undergraduate growth stabilizes as external forces impact enrolment effort but marked increases in graduate and Continuing Studies enrolments move toward the targets
		Total credentials awarded	
		Percent of annual educational activity occurring between May and August	
		University admissions GPA cut-off	
		Research capacity <ul style="list-style-type: none"> <li>Sponsored research funding from all sources</li> <li>Number of highly qualified personnel</li> </ul>	Maintain a high level of excellence in overall research intensity, as indicated by nationally recognized ranking systems
Post-secondary education is accessible and affordable for students	Access	Student spaces in developmental programs	Increase student retention by bridging math and literacy deficits through specialized instruction.
			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, notably Child Welfare Certificate and additional cohorts 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
			Increase the number of Web courses delivered.
			Increase student access to online admission and registration processes and electronic library resources
	Number and percent of public postsecondary students that are Aboriginal	Continuing success in increasing enrolment levels among First Nations and aboriginal students in all academic program areas.	

B.C.'s public post-secondary institutions provide a high quality learning environment and meet standards of excellence	Quality	Student assessment of quality of education <ul style="list-style-type: none"> <li>• Satisfaction with education</li> <li>• Skill development</li> </ul>	Continuation of successful student outcomes as indicated by graduate surveys
		Student assessment of quality of instruction	Continuation of successful student outcomes as indicated by graduate surveys
			Develop, evaluate and promulgate educational practices for active learning
		Student outcomes: unemployment rate	Continuation of successful student outcomes as indicated by graduate surveys
	Relevance	Student assessment of usefulness of knowledge and skills in performing job	Continuation of successful student outcomes as indicated by graduate surveys
			Integrate learning outcomes in the curricula, especially the teaching and research initiative
		Number of licences, patents, start-up companies	Increase partnerships of researchers, with business, industry and community.

### 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 *2008/09 Budget and Accountability* letter from the Ministry. The reference period used for each Ministry performance measure is as directed by the Ministry's 2008/09 Standards Manual for Accountability Framework Performance Measures for the B.C. Public Post-Secondary System.

#### i. 2008/09 Accountability Framework Performance Measure Results

Performance measure	Reporting year			
	2007/08 Actual	2008/09 Target	2008/09 Actual	2008/09 Target assessment
<b>Student spaces</b>				
Total student spaces	2,976	3,354	3,054	Substantially achieved
Nursing and other allied health programs	252	327	315	Substantially achieved
<b>Credentials awarded</b>				
Number	746	771	776	Achieved

<b>Aboriginal student headcount</b>						
Number	586		≥ previous year	508		Not achieved
Percent	14.2%			12.6%		Not achieved
<b>Bachelor's degree completion rate</b>						
Direct entry students (%)	50.5%		≥ previous year	44.5%		Not achieved
Transfer students (%)	70.8%			81.6%		Exceeded
<b>Student satisfaction with education</b>						
	%	+/-		%	+/-	
Baccalaureate graduates	97.7%	0.9%	≥ 90%	96.3%	1.1%	Achieved
<b>Baccalaureate graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	88.1%	1.9%	≥ 85%	87.6%	2.0%	Achieved
Written communication	84.0%	2.3%	n/a	86.6%	2.2%	n/a
Oral communication	88.2%	2.0%		85.8%	2.2%	
Group collaboration	88.2%	2.0%		87.1%	2.1%	
Critical analysis	91.5%	1.7%		92.2%	1.6%	
Problem resolution	79.8%	2.6%		80.3%	2.4%	
Learn on your own	93.7%	1.5%		92.1%	1.7%	
Reading and comprehension	91.4%	1.8%		89.4%	1.9%	
<b>Student assessment of the quality of instruction</b>						
	%	+/-		%	+/-	
Baccalaureate graduates	96.4%	1.1%	≥ 90%	96.0%	1.2%	Achieved
<b>Unemployment rate</b>						
	%	+/-		%	+/-	
Baccalaureate graduates	4.3%	1.4%	≤ 7.7%	5.4%	1.6%	Exceeded
<b>Student assessment of usefulness of knowledge and skills in performing job</b>						
	%	+/-		%	+/-	
Baccalaureate graduates	90.9%	2.1%	≥ 90%	90.1%	2.2%	Achieved
<b>Research capacity</b>						
Sponsored research funding from all sources (million \$)	\$15.9		≥ previous year	\$13.8		Not achieved
Federal sources (million \$)	\$6.8		n/a	\$7.2		n/a
Provincial sources (million \$)	\$5.7			\$1.8		
Other sources (million \$)	\$3.3			\$4.8		

<b>Licences, patents, and start up companies</b>				
Number of licence/option agreements	0	≥ previous year	0	Not assessed
Total US patents issued	0		0	
Total start up companies	0		0	
Total licence income received (million \$)	\$0.0		\$0.0	
<b>Highly qualified personnel</b>				
Number	874	≥ previous year	933	Achieved

ii. *Accountability Framework Performance Targets – 2009/10 to 2011/12*

<b>Performance measure</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
<b>Student spaces</b>			
Total student spaces	TBD		
Nursing and other allied health programs	TBD		
<b>Credentials awarded</b>			
Number	TBD		
<b>Aboriginal student headcount</b>			
Number	508	≥ previous year	
Percent	12.6%	≥ previous year	
<b>Bachelor's degree completion rate</b>			
Direct entry students (%)	44.5%	≥ previous year	
Transfer students (%)	81.6%	≥ 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 \$)	\$13.8	≥ previous year	

<b>Licences, patents, and start up companies</b>	
Number of licence/option agreements	TBD
Total US patents issued	TBD
Total start up companies	TBD
Total licence income received (million \$)	TBD
<b>Highly qualified personnel</b>	
Number	TBD

*Performance Measures Not Achieved*

**Aboriginal student headcount**

Financial need may be reducing Aboriginal student enrolments. As employment opportunities (both full-time and part-time) decline, many Aboriginal students cannot afford to attend post-secondary education. This is exacerbated by the general need for Aboriginal students to upgrade their secondary school math, science or English to qualify for entry into university.

**Bachelor's degree completion rate**

Again, financial need may also be affecting direct entry student completion rates. Students stay closer to home for their post-secondary education when it is harder to fund their education. Tougher economic realities will see UNBC's students tending to take longer to complete their degrees as they are required to work part-time. Another consideration to the direct entry student completion rate measure is that the five new universities in BC have increased the competition for students at a time when the high school enrolments in BC are decreasing.

**Sponsored research funding from all sources (million \$)**

Research funding fluctuates from year to year, with the number of applications submitted, the percentage of those successful and the size of successful grants all contributing to each year's number. UNBC saw a small decrease in its research intake in the past year, which will likely be offset by gains in this coming year.

## 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: [http://www.unbc.ca/finance\\_dept/statements.html](http://www.unbc.ca/finance_dept/statements.html).

In the fiscal year 2008/09, the overall total revenues were 4.0% higher than forecast and the overall total expenditures were 4.8% higher than the forecast. Since the positive variance in expenditures was larger than the positive variance in revenues, the overall consolidated net result was approximately \$0.9 million less than forecast.

Within each category there are some significant variances. Provincial revenues were slightly lower than forecast and federal revenue significantly higher, primarily due to a change in the expected sources and level of research funding. The majority of the positive variance in other operating contributions resulted from higher than anticipated non-government grants, primarily for research. The recent economic downturn was the principal cause of the negative variance in investment earnings. Deferral of discretionary debt servicing lead to the positive variance in debt service costs.

Investment income from operating funds exceeded forecast due to higher than anticipated cash balances. However, investment income for endowments is negative as a result of the credit crisis in global financial markets. Overall, net investment income for the institution is negative.

## 6. Degrees, Certificates and Diplomas Offered at UNBC - 2008/09

### Undergraduate Degrees

#### Bachelor of Arts (BA)

##### Majors

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

##### Joint Majors

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

#### Bachelor of Science (BSc)

##### Majors

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

##### Joint Majors

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

\* Honours offered

**Bachelor of Applied Science (BASc)**

Environmental Engineering\*\*

**Bachelor of Planning (BPl)**

Natural Resource Planning

First Nations Planning

Northern and Rural Community Planning

Natural Resource Planning – Energy Specialization

**Bachelor of Commerce (BComm)**

Accounting

Finance

General Business

International Business

Marketing

Human Resources Management

**Bachelor of Fine Arts and Creative Writing \*\*\*\*****Bachelor of Education (BEd)**

Elementary (K-7)

Secondary (8-12)

**Bachelor of Science in Nursing (BScN)**

Northern Collaborative Baccalaureate Nursing

Post-Diploma Baccalaureate Nursing

**Bachelor of Social Work (BSW)**

Child Welfare Specialization

First Nations Specialization

**Northern Medical Program (MD)\*\*\*****Bachelor of Health Sciences**

Biomedical

Community and Population Health – Aboriginal and Rural Health

Community and Population Health – Environmental Health

\* Honours offered

\*\* A joint UBC/UNBC degree

\*\*\* A UBC degree offered in partnership with UNBC

\*\*\*\* A joint Emily Carr /UNBC degree

**Diplomas**

Aboriginal Health Sciences

First Nations Language

- Carrier
- Gitksan
- Nisga'a
- Tsimshian Sm'algyax

**Post-Baccalaureate Diplomas**

Aboriginal Child and Youth Mental Health

Curriculum and Instructional Studies

Montessori Education

**Post-Baccalaureate Certificate**

Child Welfare Certificate

**Certificates**

Aboriginal Health Sciences

Aboriginal Community Resource Planning

First Nations Language

- Carrier
- Gitksan
- Nisga'a
- Tsimshian Sm'algyax

First Nations Public Administration

General First Nations Studies

Métis Studies

Nisga'a Studies

Traditional Environmental Knowledge

Public Administration

Rural Acute Care Nursing

## Graduate Degrees

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