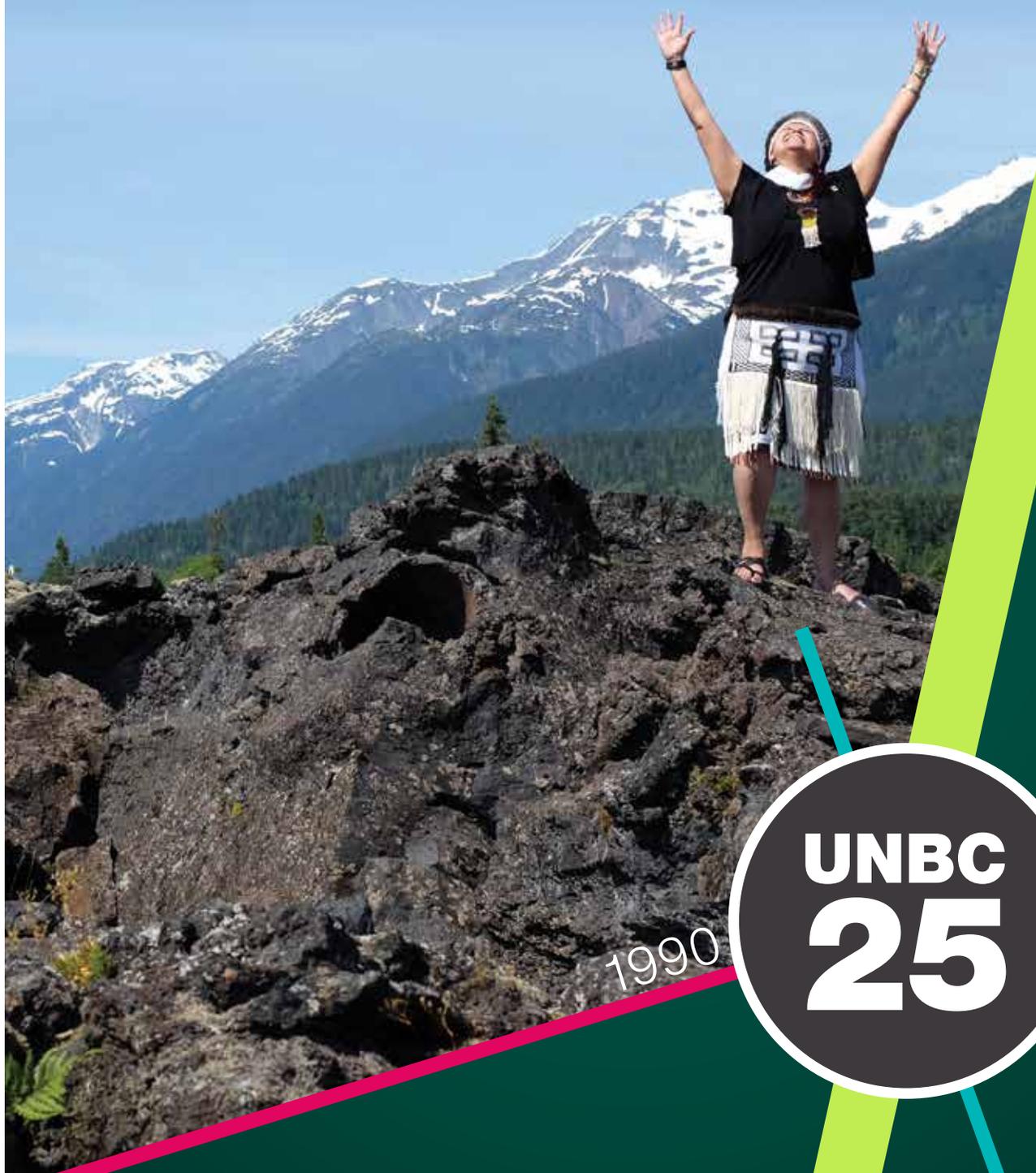


2015 Annual Report

2014/15 Institutional Accountability
Plan and Report



**UNBC
25**

1990

2015

On the Cover

Leading the Way

When Lori Nyce crossed the stage at the Wilp Wilko'oskwhl Nisga'a Institute (WWNI) in Gitwinksihlkw this spring with a Master of Arts in First Nations Studies, she became the first student to earn a graduate degree at the UNBC affiliate campus in the Nass Valley. Nyce is from Skidegate, Haida Gwaii and was born and raised in Prince Rupert, where she graduated high school. She began her post-secondary education studying nursing at Camosun College before moving to Gitwinksihlkw to work at WWNI, the Nisga'a post-secondary institute.

"I encouraged everyone to go to school at WWNI and I decided to take my own advice," she says.

Nyce completed a Bachelor of Arts in First Nations Studies in 2007 and started studying for her Master's degree two years later. She graduated with distinction and her thesis looks at the history of Nisga'a education, from traditional practices to the creation of the WWNI and its ongoing impact.

All the while the mother of three continued to work full-time at WWNI, helping students on their educational journeys. She hopes her story can inspire others to reach their full academic potential.

"By seeing that one person can do it, they can say 'I can do that,'" she says. "I want it to rub off; I want people to use their skills and utilize our institution."

2015

Honourable Andrew Wilkinson, Minister
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister,

We are pleased to submit this Institutional Accountability Plan and Report (IAPR) in accordance with our governing structure and in fulfillment of the Ministry's requirements with respect to our annual reporting.

This document has been prepared for both the general public and the Ministry of Advanced Education. It includes information about the past academic year (2014/15), some of our results and outcomes in relation to Ministry targets, the University's operational context, and our strategic priorities for the future. In so doing, we are conforming to the Ministry's accountability framework and illustrating how our results and aspirations are consistent with the University's mandate, our capital plan, and the management and advancement of BC's post-secondary system as a whole.

The University's operations and governance are aligned with the Government's Taxpayer Accountability Principles: cost-consciousness, accountability, appropriate compensation, service, respect, integrity. For example, UNBC complies with the compensation mandates provided by the Public Sector Employers' Council, we collaborate with other institutions to deliver academic programming (examples include Nursing, Environmental Engineering, and Medicine) in innovative ways, we openly discuss budget development to maximize transparency and value, and we require senior managers to comply with a code of conduct.

True to its founding a generation ago, UNBC regards itself as a university both in and for the North. The University is committed to serving the needs of a vast region by providing educational opportunities for northerners, including First Nations, through its principal campus in Prince George and regional campuses in Quesnel, Fort St. John, and Terrace. UNBC, however, is also a resource for all British Columbians and, indeed, those from around the world who seek our special educational environment. By being both local and global, engaged in diverse research, and being an active citizen of the North, UNBC is a vital part of a knowledge-based, resource economy connected to the world. We are proud of our history in this regard and eager to play an expanded role over our next 25 years and beyond.

Sincerely,



Ryan Matheson
Chair, Board of Governors



Daniel J. Weeks
President and Vice-Chancellor

Sarah Nickerson, BSW 2015,
of Queen Charlotte.

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Eric and Richard Anderson,
BComm 2015, of Terrace.



UNBC's 25th Anniversary - 2015

June 22, 1990 is the day the BC Legislature passed the University of Northern British Columbia Act, with all-party support.

On June 20, 2015, the University hosted a community celebration with nearly 500 founders, alumni, faculty and staff, students, donors, and government officials in attendance. The event served as a platform for stories: stories about how the founding of UNBC made it into the institution it is today and how students, families, and entire communities have been transformed by the University through its first 25 years.

Highlights of UNBC's 25th anniversary

- A 25th anniversary kick-off in September 2014 included an announcement of a \$2.2 million Sustainable Communities Demonstration Project that is connecting UNBC's award-winning bioenergy systems to the residences, childcare centre, and I.K. Barber Enhanced Forestry Lab. This system will reduce UNBC's consumption of fossil fuel and serve as a demonstration for northern and remote communities.
- 16,000 trees have been planted throughout the North in honour of the 16,000 northerners who became members of the Interior University Society in the late 1980s and demonstrated the public support that preceded the Government's creation of UNBC. The names of the 16,000 are also now on display at the Canfor Winter Garden along with the founding faculty and staff in the Founders Lounge, located on the top floor of the Geoffrey R. Weller Library.
- Special lectures and public presentations were presented as part of the 25th anniversary, including events focused on rural nursing, social development in the North, economic development, and student leadership. Hayley Wickenheiser was the keynote speaker for an Athletics fundraiser.
- \$2,500 tuition credits were offered to the athletes and officials who participated in the 2015 Canada Winter Games in Prince George. A "discovery centre" was also presented on campus during the Games and was funded by the 25th anniversary.
- Every home and business in Northern BC received a booklet highlighting local graduates, award-winners, research projects, and courses as part of a regional outreach campaign in conjunction with the 25th anniversary. This was complemented by local graduation celebrations around Northern BC and an "op-ed" from President Weeks.

- A first-of-its-kind alumni survey was conducted and attracted responses from more than 1,500 alumni from around the world. Alumni gave top marks to the University's small class sizes, accessible and excellent faculty, and the impact UNBC has had on the North. The survey also found that more than two-thirds of alumni are in leadership positions and confirmed an exceptionally low unemployment rate among grads: only about 4%.

The culmination of the 25th anniversary is leading into a comprehensive financial and academic planning process that will help to chart a course for UNBC's future.

unbc.ca/25



UNBC 2014/2015 Year in Review

Beyond the 25th anniversary, the past academic year saw UNBC host multiple activities related to the Canada Winter Games, welcome a new president, and make the play-offs for the first time as a member of Canadian Interuniversity Sport. It was also a year of significant student and faculty awards and successes.

- A first of its kind in North America, the spectacular Wood Innovation and Design Centre opened in downtown Prince George. Touted as one of the tallest wood buildings in the world, the building will be home to UNBC's new graduate-level engineering programs in integrated wood design.
- UNBC placed second among universities of its size in the annual Maclean's magazine ranking of Canadian Universities. The #2 finish in the "Primarily Undergraduate" category matches UNBC's best-ever ranking. News of the ranking was enthusiastically greeted by members of the UNBC community, who made the Facebook post of the #2 ranking the single-most popular social media post in UNBC history.
- A decision by new UNBC President Daniel Weeks to forego a traditional installation and instead provide the event funding to student leadership awards also attracted considerable support. The president's installation instead took place during the first convocation ceremony in May and \$50,000 in new funding was provided to student awards in 2015/16.
- The UNBC men's basketball team qualified for the playoffs for the first time since joining the Canada West Universities Athletic Association. The Timberwolves finished with a winning record but lost in the quarter-finals to UBC.
- Thousands of athletes, officials, and fans came together in the Agora Courtyard for the first outdoor closing ceremony at a Canada Winter Games. The event capped a successful two weeks of competition during which time the Charles Jago Northern Sport Centre at UNBC hosted five sports (more than any other venue), UNBC presented the Games sustainability program, and students raised more than \$37,000 to make public transit free during the Games.
- Both Lieutenant Governor Judith Guichon and Governor General David Johnston visited UNBC during the Canada Winter Games. His Excellency the Governor General also participated in a panel discussion with President Weeks and Prince George Mayor Lyn Hall about the importance of a university-community relationship.
- UNBC students and members of the Lheidli T'enneh First Nation joined together to build a traditional First Nations pit house through an Undergraduate Experiential and Service Learning Program course. The structure was built in a wooded area behind the campus.
- Research funding in the 2014/15 fiscal year topped \$12 million and researchers produced nationally recognized research on such topics as the Mt Polley tailings pond breach and the impacts of climate change on BC's glaciers. Researchers from UNBC's three institutes – community development, natural resources and environmental studies, and health – are also joining together to form a cumulative and communities impacts research consortium, which is providing a platform for research and dialogue on recent and proposed increases of resource development across Northern British Columbia
- UNBC's annual Green Day in January featured official recognition of UNBC as a Fair Trade Campus. Fairtrade coffee, tea, and chocolate options are available at campus food service providers. Later in the year, UNBC's "bike to work week" team logged more kilometres than any other team in BC.
- The Northern Medical Program is celebrating 10 years at UNBC this year. With the 2015 graduation, the program has produced more than 200 physicians and the majority practice in rural and northern communities once they complete residency.



Kimberly Hoekstra, BEd 2015, of Terrace,
and Kateri Clay, BEd 2015, of Hazelton.

Strategic Direction and Context

Mission

To improve the quality of life in our region, province, and world by attaining the highest standards of undergraduate and graduate teaching, learning, and research. To serve our vast region by nurturing relationships and being innovative, resourceful, and responsive to student and community needs.

Vision

To be a student-centered, research-intensive university, uniquely Northern and personal in character, responsive to the region it serves, of national and international acclaim.

Values

- We excel in our teaching, our research, and our service as well as in the management of the University. We are innovative in all of these efforts. We aspire to the highest standards in all that we do.
- We value our community. We care passionately for the people who make up the UNBC community. We aspire to sustain our culture of mutual respect. We strive to engage students, faculty, and staff in all aspects of university life.
- We value the contribution of indigenous peoples in British Columbia and around the world.
- We are relevant to Northern British Columbia and other like regions in the world. We respond to the needs that arise, according to the talents and resources we have.
- We exercise good governance in the management of the University. In our practices, we aspire to be effective, transparent, and compassionate.

UNBC Overview

Located in the spectacular landscape of Northern British Columbia, UNBC is one of Canada's best small universities. The members of the University community share a passion for teaching, discovery, the environment, and the North and its peoples.

UNBC provides outstanding undergraduate and graduate learning opportunities that explore such topics as health and well-being, economies, cultures, and the environment. Credentials include certificates, diplomas, and bachelor's, master's, and doctoral degrees in two academic colleges: Arts, Social and Health Sciences and Science and Management. The University also has a number of partnerships with the northern colleges and with UBC to provide programs such as Nursing, Environmental Engineering, and Medicine. A full listing of academic programs is provided on page 29 of this document. UNBC is also a member of the University of the Arctic to make university education more accessible around the global North.

In addition to fostering and celebrating academic excellence, UNBC is a welcoming place, with a learning environment that is friendly, inclusive, exciting, and supportive.

UNBC is a university both in and for the North and this has instilled a strong sense of ownership, purpose, and adventure among its students, alumni, faculty, staff, donors, partners, and the communities it serves. As Canada's Green University, UNBC also has a special opportunity related to environmental leadership and the sustainability of resource-based communities.

As one of BC's research-intensive universities, UNBC aims to bring the excitement of discovery to all of its students, and the outcomes of its teaching and research to the world. Research at UNBC is concentrated around four themes:

- Environment and Natural Resources
- Community Development
- Northern, Rural, and Environmental Health
- First Nations and Indigenous Studies

These areas, together with our context in the North, provide a foundation from which teaching and research are conducted.

Our Roots

UNBC was born from a grassroots social movement among the citizens of northern BC. In the late 1980s, 16,000 of them paid \$5 as part of a public appeal to the Government of BC to create a northern university. In 1990, the legislation creating UNBC passed with all-party support. Four years later, the Prince George campus was opened by Queen Elizabeth II and 1,400 students enrolled. Both the campus and the student body have since

tripled in size and UNBC has added regional operations in Terrace, Quesnel, and Fort St. John. UNBC also has an affiliation agreement with the Wilp Wilxo'oskwhl Nisga'a Institute in the Nass Valley.

This history has a) fostered a strong sense of ownership of UNBC among northerners, and b) shaped UNBC into an institution that feels a responsibility to the North and its peoples. Through its academic programming and research, international relationships, continuing education opportunities, partnerships, and other collaborative initiatives, UNBC aims to serve the needs of people in Northern British Columbia and act as a catalyst and resource for the economic and social development of the region. This is what characterized UNBC's formation in the 1990s.

Building on this foundation, the last decade was characterized by expansion in health science disciplines critical to northern and rural communities. This included the Northern Medical Program, new Nursing specializations, and new bachelor's and doctoral degrees in Health Sciences. In accordance with this expansion, health-related research conducted by UNBC increased in value from \$292,817 in 2000/01 to \$6.3 million in 2010/11.

The current decade is already being defined by a strong and timely focus on sustainability, both for the institution itself and for those families and communities whose well-being is based on natural resources. This theme emerged in a series of internal and public consultations that contributed to the creation of the University Plan 2010. The Plan articulates a number of priorities and goals:

- As Canada's Green University, to be a leader in energy and the environment.
- To engage all students in experiential learning or research.
- To enrich the learning experience through new pedagogical models.
- To increase the impact of research through enhancing capacity and building external linkages.
- To encourage a respectful, supportive, exciting, and friendly environment throughout the University.
- To transform communities through the contributions of our alumni.

UNBC's history has provided it with a tangible social contract accompanied by high expectations for regional engagement through outreach activities, educational programs, research, and alumni retention. UNBC is meeting these challenges, although its large region (roughly the size of France) is served with a relatively small faculty complement.

Participation in Post-Secondary Education

An original goal of UNBC was to improve the participation rate of northerners in university.

Before the start of full operations in 1994, this rate was among the lowest in Canada, and was the subject of considerable analysis by the University's early staff. The following was produced by UNBC in 1993:

"The overall...Northern BC participation rate [is] only 8%, compared to 21% in the south. Further, almost 40% of northern secondary school graduates who are eligible for university do not enrol in any type of post-secondary education. Secondary school student responses to the 1993 UNBC market research study indicate the principal reasons for not participating in university education are prohibitive costs and the lack of accessibility."

Today, nearly 50% of eligible high school graduates from Northern BC enrol in a BC post-secondary institution within one year of graduation. The figure for Metro Vancouver is just over 60%. So while the rise in the participation rate has served to be valuable evidence for UNBC's early success, post-secondary participation rates in Northern BC are still lower than the BC average and much lower than Metro Vancouver.

UNBC and Northern BC

The participation rate in Northern BC would not have increased without a corresponding change in citizen expectations regarding university attendance. In short, UNBC has made university accessible for people who would have previously been unable to attend for various reasons, especially location and cost.

Students: Where they are from (unique students by academic year)

Market Group	2008-09	2009-10	2010-11	2011-12	2012-13
Northern BC	3067	2930	2975	2894	2826 (68.1%)
Southern BC	739	679	674	654	638 (15.4%)
Outside BC	510	560	608	669	682 (16.4%)
International**	306	342	393	456	467 (11.2%)

** Included in above numbers

- UNBC is emerging as the clear "university of choice" for northerners and has been acquiring a greater share of the northern market. UNBC now, in fact, attracts about 85% of the graduates from School District #57 (Prince George) who are bound for a BC university.
- UNBC has been highly successful in attracting Aboriginal students. In 2013/14, 13% of UNBC students self-declared as Aboriginal, First Nations, or Inuit – one of the highest percentages in Canada.
- Graduate students make up nearly 20% of the student body at UNBC, slightly higher than UBC (18%), the University of Victoria (17%), Simon Fraser University (15%), and Thompson Rivers University (less than 1%).
- The number of international students has tripled over the last decade. International students now comprise more than 11% of the UNBC student body.

....And What Are They Studying?

UNBC offers a suite of educational offerings that has been created and deployed in such a way as to appeal to northerners and others from around the world. It leads to highly educated citizens who both sustain communities and enable northern economic development.

Programs of study:

Program Cluster	UBC, UVic, SFU (Average)	UNBC
Arts & Sciences	51%	37%
Business & Management	11%	17%
Education	12%	8%
Engineering & Applied Sciences	11%	8%
Health	6%	21%
Human & Social Services	6%	9%
Visual & Performing Arts	3%	0%

UNBC has been particularly successful in attracting students to study topics related to the environment and natural resources:

	09/10	10/11	11/12	12/13	13/14
Institution	Percentage of students majoring in Natural Resource degrees				
UNBC	7.3%	7.8%	7.7%	8.3%	8.4%
SFU	1.1%	1.1%	1.3%	1.4%	1.4%
UBC Okanagan	1.4%	1.6%	1.6%	1.7%	1.8%
UBC Vancouver	1.8%	1.8%	2.0%	2.1%	2.2%
UVic	.9%	1.0%	1.0%	.9%	0.8%
TRU		.8%	.8%	.8%	0.8%

A relationship with the North is also integral to the University's research profile. The creation of the Canada Research Chairs (CRC) program provided UNBC with the means to enhance its capacity for research. The University is currently home to 6 CRCs and a total of 11 research chairs. Three-quarters of UNBC's research chairs focus on environment, natural resource, or health topics, the highest proportion among universities in Canada. UNBC has established itself as a research intensive university with exemplary research in natural resources and the environment. Further, among current research projects, approximately 80% are being conducted in the North and nearly 40% are being conducted with regional partners in surrounding communities.

Canada's Green University

This phrase was trademarked by UNBC in 2008 because of the academic strengths – in programming and research – that UNBC had developed in the environment, natural resources, and sustainability. At a more fundamental level, however, the Green University initiative is rooted in the North.

The region is characterized by the presence of natural resources at a scale and diversity not seen in other parts of North America. At the same time, the region is home to spectacular landscapes and communities – both Aboriginal and non-Aboriginal – that rely on the environment for jobs, recreation, and cultural sustenance. Balancing these values, identifying and understanding cumulative effects, and fostering development defined by northerners is at the core of UNBC's relationship to the region and the aspirations of its people.

These themes have been central to UNBC since its establishment and are also manifest on campus. The Prince George campus has been a

showpiece for wood and energy efficiency since its construction, and these attributes have recently been enhanced. Today, the Wood Innovation and Design Centre is a showpiece for Prince George and the campus bioenergy systems have reduced reliance on fossil fuels by more than 80% for campus heating while attracting more awards than any other initiative in UNBC's history.

Today's Priorities

1. Develop a New Academic Plan

Teaching and research define UNBC's "core business". Renewing the academic plan will provide a clear direction that will enhance areas of excellence and leadership, inform budget planning, strengthen regional relationships, and serve to both attract and retain students. The updated academic plan will celebrate the contributions and expertise of our faculty, identify opportunities for collaboration, leading to more robust and relevant academic programs for 21st century research. It will also enhance regional relevance, with consideration for financial sustainability. It will focus on a number of areas of academic activity, including enrolment planning, faculty renewal, administrative support, and organization, the student experience and pedagogy, and academic structures. The goal is to deliver academic programs that reach more students and enhance their learning experiences. Ultimately, the academic plan will build upon UNBC's strengths, not just what it does currently.

2. Expand Engineering education into the Wood Innovation and Design Centre

As the Wood Innovation and Design Centre grew on the site at 5th and George in downtown Prince George, people from around the world tuned in more than 30,000 times to watch the construction progress via live webcams. WIDC is a showpiece, and UNBC has begun to occupy the first three floors for its Master of Engineering program. The first academic positions have been filled and the process is underway to fill the remaining faculty positions and finalize the program content and curriculum. The University's programming will be the foundation for how the WIDC can be a catalyst for the development of new forest products and the construction of more multi-storey wood buildings. UNBC is working with the Emily Carr University of Art and Design on complementary programming.

Labour market surveys show considerable demand for engineers involved with resource development projects in Northern BC. Further, engineers are critical to increasing the capacity of the region and its industries to innovate

in creating new products (especially from forest resources) and participate in emerging sectors such as energy. Expanded engineering programs at the graduate and undergraduate levels would complement both an existing bachelor's degree in environmental engineering that UNBC delivers in partnership with UBC as well as UNBC's strengths in forest ecology and the sustainability of resource-based communities.

3. Enhance leadership in local energy

In 2009, UNBC added bioenergy on its Prince George campus. It was a wood pellet system at the I.K. Barber Enhanced Forestry Laboratory funded by the Government of Canada's pine beetle recovery program. This was followed by a biomass gasification system that is the primary source of heat on campus. Over the last five years, UNBC has saved nearly \$3 million in fuel costs and built out its energy system to the point that it is now a model for integrating renewable energy in a northern context. No UNBC initiative has won more awards than the bioenergy project.

Over these same five years, Northern BC has been the site of proposed energy projects that have the potential to bring significant and lasting effects to the region along the lines of nothing the region has ever seen. It is serendipity that this has occurred simultaneously with UNBC's energy roll-out, providing a unique opportunity for leadership and capacity-building within the region. UNBC has an extremely high proportion of students in natural resource and environmental programs (about 10 times the national average for universities) along with a broad range of programming and expertise focused on the environment, wellness and well-being, and rural, resource-based communities. These can be leveraged to support additional teaching and research capacity in related areas, student projects, and public education.

A new district energy system connecting the Bioenergy Plant and wood pellet system to the two student residences and daycare will be completed in 2015, reducing fossil fuel consumption in those buildings by approximately 50%. It's expected that this infrastructure will be integrated with on-campus food production in the future as another step in modelling sustainable and healthy northern communities, and serving as a platform for education, research, and student engagement.

4. Strengthen regional linkages and programming

Demographic change and economic development are heightening the importance of education, training, research, and innovation that will prepare the region for its future, enable local people to access new employment opportunities, and provide British Columbia with the capacity to leverage new projects for the growth of communities and diversification of the

economy. UNBC is an active participant in the Northern Post-Secondary Council (UNBC, the northern community colleges, and the Government of BC) to ensure that programming is enhanced and duplication is reduced. Further, the University is reviewing and renewing its own structures to ensure personnel and technologies are deployed effectively throughout the region. This includes programming at both the undergraduate and graduate levels, offerings in Continuing Studies, and research activity.

5. Expand health education and research programs aimed at enhancing wellness in Northern British Columbia and beyond

The University is keen to work with its partners to take knowledge learned in the classroom and lab, and deploy it in rural and northern health care settings. This would increase the pool of workers in various health care professions, enhance service, and ultimately improve the health status of citizens. Like Engineering, where there is evidence of the need for additional regional capacity, the education of health care practitioners of all kinds is critical to communities and regional economic development. Priorities for expansion include Physiotherapy, Nursing in the North East, a centre for rehabilitation sciences potentially located at the Charles Jago Northern Sport Centre, and expansion into other allied health professions such as occupational therapy, speech pathology, and audiology.

Strategic Context

Through its short history, UNBC has been a national success story and a source of pride for the citizens of the region as well as the University's alumni. Its success should also be a source of pride for Government: UNBC's creation should be considered as one of the greatest public investments in the North.

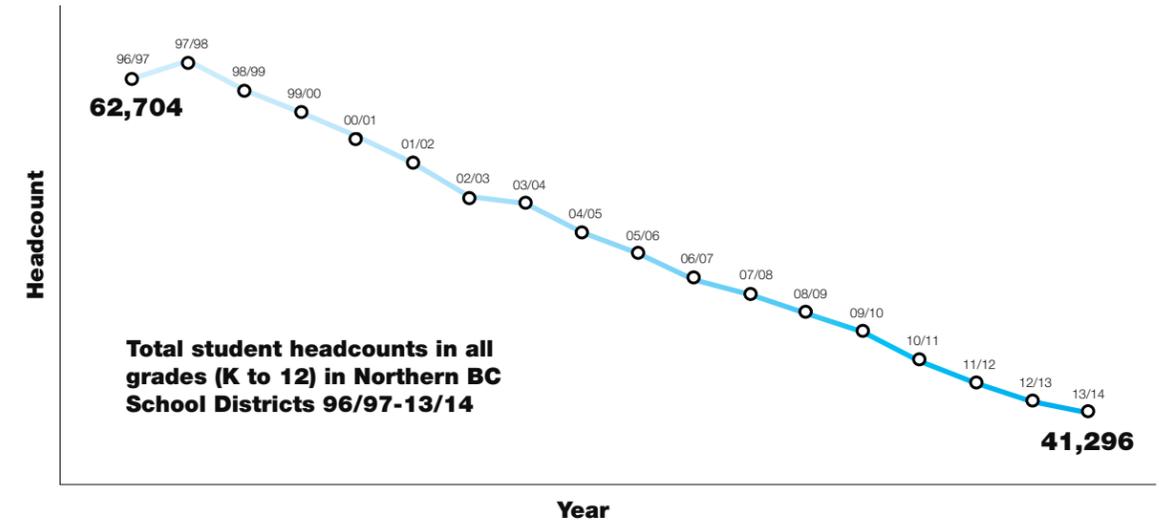
The history of UNBC has instilled in the institution a strong sense of responsibility to the northern region: its communities and industries, its citizens and cultures, its challenges and opportunities. Rather than work to "build bridges" with the non-campus community, as many other universities do, UNBC feels as if it is embedded within its region. This is at the foundation of UNBC's "social license to operate" and is a foundational factor that shapes UNBC's planning and operations.

There are, however, a multitude of other factors that affect UNBC and its planning for the future. These are presented below in three categories: **In the Region, Outside the Region, and Within the University.**



In the Region

Northern BC is experiencing a consistent and dramatic decline in its population count. As represented by the total enrolment in Northern BC school districts, the population of young people in the region has declined by 38% since the peak enrolment in the late 1990s.



This decline is expected to continue for a decade more and is contributing to discomfort about the North's preparedness for what is expected to be a period of significant growth and economic development in the region. Current skills shortages will likely worsen in coming years, with critical needs in both trades and vocations as well as in professional occupations that typically require university education. In fact, the Government of BC labour market outlook for this decade projects that 78% of jobs will require a post-secondary credential.

Nevertheless, growth will not be uniform, and jobs and needs within the region will fluctuate, both over time and from place to place. Contributing to community and regional resiliency is a critical element in UNBC's planning and operational context.

UNBC cannot address regional resiliency alone and therefore works in collaboration with others. Partnerships exist with the northern colleges through the Northern Post-Secondary Council, which is a forum for program planning, course delivery and transfer, research collaboration, and professional development. UNBC also works in collaboration with First Nations, local and regional governments and development agencies (beetle

action coalitions, Northern Development, etc.), and businesses and industry, all aimed at ensuring the University continues to be responsive and relevant.

Outside the region

Three areas of action by the Government of BC have had a profound effect on UNBC's planning and operations:

- **Grant reduction:** The Government of BC reduced UNBC's operating grant for 2013-14 by \$128,000, a further \$512,000 in 2014/15, and \$665,000 in 2015/16 (excluding an amount for new programming and funded compensation increases).
- **Skills Blueprint:** The Government's promise to re-direct funding to the education and training of "high-demand occupations" has the potential to shape UNBC's academic profile in significant ways.
- **New Universities:** The expansion of degree-completion options in southern BC has had the effect of eroding UNBC's ability to attract students from southern BC. Whereas in the 1990s, close to one-third of UNBC students were from southern BC, the percentage now is about 15%. This decline is aligned with the increase in the number of BC institutions awarding bachelor's degrees.

While, to a certain extent, UNBC operates in competition with other institutions, it is also critical that it works in partnership with other universities. Similar to the relationship with the northern colleges, UNBC is also an active member of the Research Universities Council of BC. Through this forum for collaboration, UNBC is able to connect with other universities about program offerings, research, and the relationships between universities and the Government of BC.

Another key external factor that affects UNBC's planning and operations concerns the public perception of Prince George, and Northern BC more broadly, along with the distance of Prince George from major population centres. UNBC's location is the top reason prospective students decide to not attend UNBC. However, being "close to home" is the most popular reason students identify for choosing UNBC.

Within UNBC

A critical achievement in 2014/15 concerned the appointment, and subsequent installation, of Daniel J. Weeks as UNBC's fifth president. President Weeks is a prolific researcher, gifted communicator, and former Vice-President Research at the University of Lethbridge. He is launching a planning process that will align UNBC's academic mission and priorities with its finances, annual budget planning, and personnel.

While this planning begins, UNBC is continuing to pursue a first collective agreement with its Faculty Association, which unionized in the spring of 2014. The Faculty Association exercised a strike vote in early 2015 and began a two-week strike in early March. The job action ended when the University sought a specialized process through the Labour Relations Board that is only accessible when parties have been unable to reach a first collective agreement through negotiations. This process led to a recommendation for binding arbitration, which will begin in 2015. UNBC's support staff, unionized with CUPE, settled with UNBC in May for a five-year agreement that is aligned with the Government of BC's economic stability mandate.

2014-15 marked the first time that a UNBC operating budget was smaller than the previous year. Today, the University's financial position continues to be challenged due to reduced government grants, declining enrolments and a related drop in tuition fee revenues, and increasing compensation costs. Over the next three years, the base budget projections identify the need for a reduction of approximately \$4 million (or 4-6% of the operating budget). The single biggest contributing factor is declining tuition revenue. Therefore, attracting more financial resources is an important part of the planning and operational context. Increased capacity in Ancillary Services is supporting additional Continuing Studies courses, increased revenue from conferences and events, and enhanced housing and food services. During the 2014-15 academic year, more than 1,700 students participated in Continuing Studies courses in 37 communities.

Along with the academic and financial planning that is underway, the University has been exploring options for strengthening its regional delivery. This has included creating a new position of Dean of Regional Programs, held by former Provost Mark Dale, to strengthen regional program delivery.



Many in northeast BC were celebrating when the Northern Medical Program held its eighth graduation ceremony this May. Of 30 graduates, five were from the Peace region. The Class of 2015 included 14 students from Northern BC. Representing the northeast were Taya O'Neill-Haugland (Fort St. John); and Omesh Syal, Jayden McIntyre, Elizabeth Weninger and Sheldon Clark, all from Dawson Creek.

Performance Plan: Goals, Objectives, Performance Measures, and Targets

Performance Measure	2013/14 Actual	2014/15 Target	2014/15 Actual	2014/15 Assessment		
Student Spaces²						
Total student spaces	2,833	3,455	2,653	Not achieved		
Nursing and other allied health programs	339	363	305	Not achieved		
Credentials Awarded³						
Number	801	790	786	Substantially achieved		
Sponsored research funding⁴						
Sponsored research funding from all sources (million \$)	\$10.1	≥ previous year	\$12.3	Exceeded		
Federal sources (million \$)	\$7.5		\$7.3			
Provincial sources (million \$)	\$0.6		\$1.0			
Other sources (million \$)	\$2.0		\$4.0			
Aboriginal Student Spaces⁴						
Total Aboriginal student spaces	348	N/A	294	Not Assessed		
Ministry (AVED)	348		294			
Industry Trainity Authority (ITA)	N/A		N/A			
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	94.0%	2.4%	≥ 90%	92.2%	2.5%	Achieved
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	94.4%	2.3%	≥ 90%	95.3%	2.0%	Achieved
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	87.5%	3.4%	≥ 85%	89.1%	3.0%	Achieved
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	92.0%	3.1%	≥ 90%	91.3%	3.1%	Achieved
Unemployment Rates^{5,6}						
	%	+/-		%	+/-	
Bachelor degree graduates	5.1%	2.3%	≤ 12.4%	5.7%	2.4%	Exceeded

Notes:

TBD - For measures where results are still to be received, the fields have been labelled as "To Be Determined".
N/A - Not applicable

¹ Please consult the 2014/15 Standards Manual for a current description of each measure. See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

² Results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year; results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year. Excludes Industry Training Authority student spaces.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2014/15 reporting year are a three-year average of the 2011/12, 2012/13 and 2013/14 fiscal years.

⁴ Results from the 2013/14 reporting year are based on data from the 2012/13 fiscal year; results from the 2014/15 reporting period are based on data from the 2013/14 fiscal year.

⁵ Results from the 2013/14 reporting year are based on 2013 survey data; results from the 2014/15 reporting year are based on 2014 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁶ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

Performance Measure	Reporting Year					
	2013/14 Actual		2014/15 Target	2014/15 Actual		2014/15 Assessment
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	87.5%	3.4%	≥ 85%	89.1%	3.0%	Achieved
Written communication	86.8%	3.5%		87.1%	3.3%	
Oral communication	86.5%	3.5%		89.5%	3.0%	
Group collaboration	90.0%	3.0%		90.0%	2.9%	
Critical analysis	88.4%	3.2%		94.3%	2.2%	
Problem resolution	81.6%	4.0%		86.1%	3.4%	
Learn on your own	89.7%	3.1%		89.5%	3.0%	
Reading and comprehension	89.9%	3.1%		87.5%	3.2%	

Target Assessment Scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Financial Information

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

Degrees, Certificates, and Diplomas Offered at UNBC

Undergraduate Degrees

Diplomas

Education Diploma Program

First Nations Language and Culture (Elem)

First Nations Diploma Programs

Aboriginal/Indigenous Health and Healing
First Nations Languages

Post-Baccalaureate Diplomas

Curriculum and Instructional Studies
Montessori Education

Certificates

First Nations Certificate Programs

Aboriginal Community Resource Planning
Aboriginal/Indigenous Health and Healing
First Nations Language
First Nations Public Administration
General First Nations Studies
Métis Studies
Nisga'a Studies
Traditional Ecological Knowledge

Nursing Certificate Program

Rural Nursing

Public Administration Certificate Program

Public Administration

Social Work Certificate Programs

Aboriginal Child and Youth Mental Health
Child Welfare

Northern Medical Program(MD)

A UBC degree delivered in partnership with UNBC

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*Honours Offered**

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

Commerce (BComm)

Accounting
Finance
General Business
Human Resources Management
International Business
Marketing

Education (BEd)

Elementary (K-7) | Secondary (8-12)

Fine Arts (BFA)

Fine Arts and Creative Writing
A UNBC/Emily Carr University joint degree

Health Sciences (BHSc)

Biomedical Studies*
Community and Population Health: Aboriginal and Rural Health*
Community and Population Health: Environmental Health*

Science (BSc)

Biology*
Biochemistry and Molecular Biology*
Chemistry*
Computer Science*
Environmental Science*
Geography
Integrated Science
Mathematics
Natural Resources Management
• Forest Ecology and Management*
• Outdoor Recreation and Conservation*
• Wildlife and Fisheries*
Physics*
Psychology*

Applied Science (BASc)

Environmental Engineering*
A UBC/UNBC joint degree

Nursing (BScN)

Northern Collaborative Baccalaureate Nursing
Post-Diploma Baccalaureate Nursing

Planning (BPI)

First Nations Planning
Natural Resources Planning
Northern and Rural Community Planning

Social Work (BSW)

Child Welfare Specialization
First Nations Specialization

Master's Degrees

Business Administration (MBA) (MSc)
Development Economics (MA)
Disability Management (MA)

Education (MEd)

- Counselling
- Multidisciplinary Leadership
- Special Education

English (MA)

First Nations Studies (MA)

Gender Studies (MA)

Health Sciences (MSc)

History (MA)

Interdisciplinary Studies (MA) (MSc)

International Studies (MA)

- Global Environmental Policy
- International Development
- Regional Relations

Mathematical, Computer,Physical, and Molecular Sciences (MSc)

- Biochemistry
- Chemistry
- Computer Science
- Mathematics
- Physics

Natural Resources and Environmental Studies (MA)

- Environmental Studies
- Geography
- Outdoor Recreation, Conservation and Tourism

Natural Resources and Environmental Studies (MNRES)

Natural Resources and Environmental Studies (MSc)

- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation, Conservation, and Tourism

Nursing (MScN) (MScN: FNP)
Political Science (MA)
Psychology (MSc)
Social Work (MSW)

Doctorate Degrees

Health Sciences (PhD)
Natural Resources and Environmental Studies (PhD)
Psychology (PhD)

Graduate Certificate
Leading for Learning



Alexandra Oskey, BA 2015,
of Prince Rupert.