

2014 Annual Report

**2014-2017 Institutional Accountability
Plan and Report**



**UNBC
25**

2015

1990

On the Cover: Passing the Torch

In the late 1980s, Wendell and Iris Unger were newlyweds living in Burns Lake. Wendell was working in construction. Their daughter, Jocelyn, was two years old. One day, he was asked to pay five dollars to become a member for something called the Interior University Society. It organized the public campaign to have northerners join forces in advocating for a northern university. As a new father, wishing for a happy future for his daughter and others like her, Wendell joined the campaign.

25 years later, Wendell's leap of faith has completely changed the life of his family. Little Jocelyn became the first in her family to attend university. She graduated with a bachelor's degree from UNBC and then was accepted into the Northern Medical Program. She graduated in 2014 and became a doctor. Her younger brother, Christopher, followed in his big sister's footsteps and came to UNBC. He graduated with a major in Biochemistry and Molecular Biology and followed Jocelyn into the Northern Medical Program. He completed his third year of medical studies in 2014. In addition, Christopher met his wife at UNBC. Also a UNBC graduate, Sophie is pursuing a graduate degree in Natural Resources and Environmental Studies, majoring in Biology. The youngest in the family, Samantha, is a recent graduate of Lakes District Secondary in Burns Lake and is beginning her first year of studies in September, 2014. All of them – Jocelyn, Christopher, and now Samantha – entered the University as UNBC Scholars, a prestigious award for northerners that provides the opportunity to attend UNBC tuition-free.

“That \$5 was the best investment I’ve ever made. It’s been a hugely positive change for the whole North. For our family, it’s been a tremendous blessing.”

This document includes photos of other UNBC founders with their children and grand-children who have graduated from UNBC. Their stories represent a true “passing of the torch” between generations of northerners.

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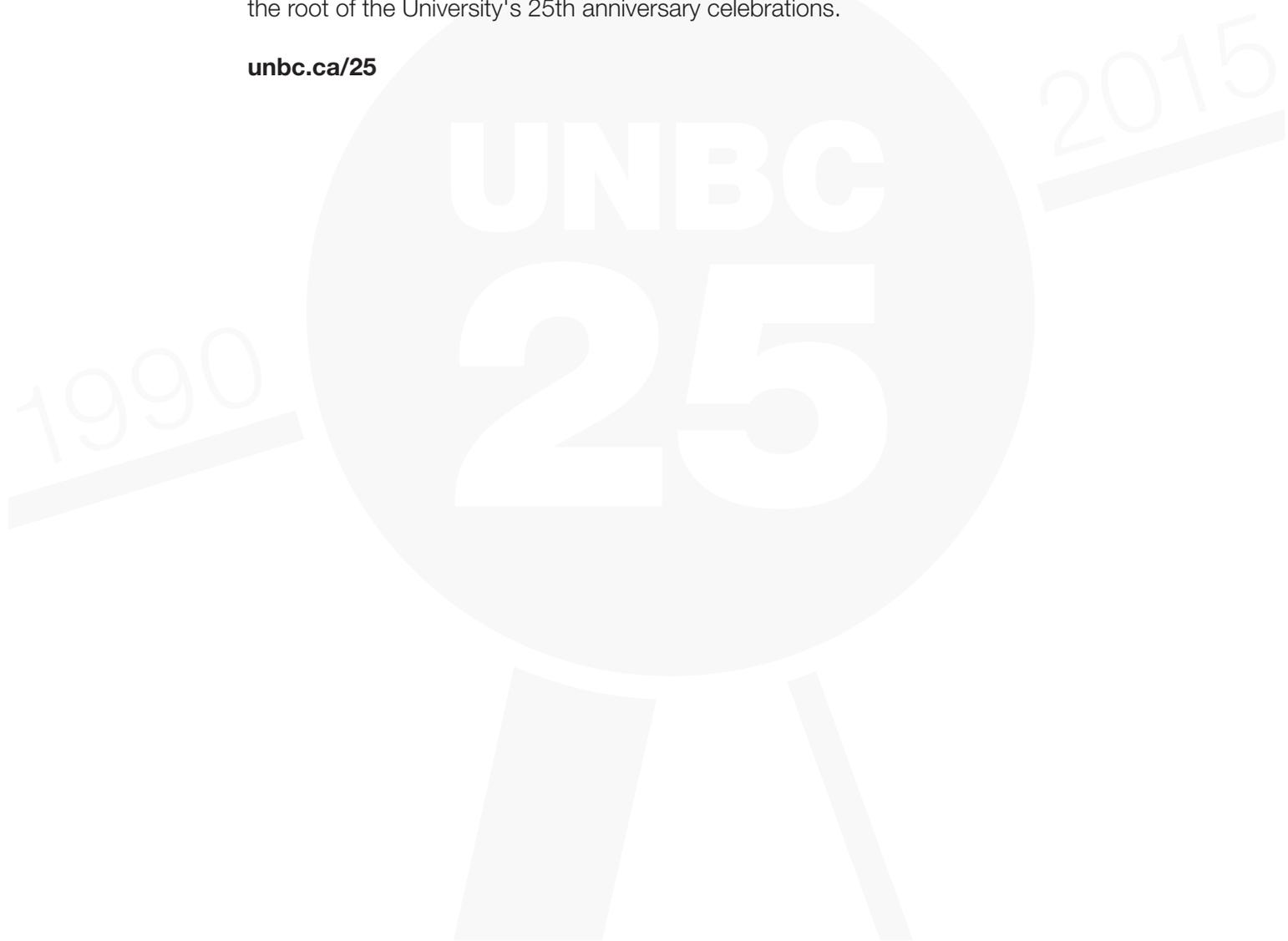
UNBC's 25th Anniversary: September 2014 - June 2015

UNBC will celebrate its 25th anniversary during the 2014-15 academic year, culminating on June 22, 2015, the 25th anniversary of the day the BC Legislature passed the University of Northern British Columbia Act, with all-party support.

The 25th anniversary logo depicted on the cover of this publication features three intersecting lines. This is a graphic representation of the three lines, or axes, that intersect at the centre of the Agora Courtyard on UNBC's Prince George campus. The campus buildings are aligned on these three axes, giving a spatial order to the buildings and reinforcing their relationship to the North, the community, and the surrounding environment. In this way, the campus itself is a manifestation of the UNBC mission and purpose.

This relationship with the North, communities, and the environment is also at the root of the University's 25th anniversary celebrations.

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June 13, 2014
Honourable Amrik Virk
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister,

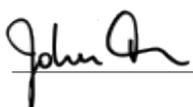
We are pleased to submit the 2014/2015 – 2016/2017 Institutional Accountability Plan and Report for the University of Northern British Columbia (UNBC) as required by the Ministry of Advanced Education of the Province of British Columbia. In accordance with UNBC's governing structure, the President and the Board Chair are accountable for this report.

The purposes of this service plan report are to communicate to the public and to the Minister of Advanced Education the results that UNBC has achieved over the past year; to compare these results with the targets in the previous years' 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. The contents of this document are consistent with our Five-Year Capital Plan.

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. It is this mission that makes UNBC a vital part of supporting this region's evolution as a knowledge-based, resource economy connected to the world.

Overall, the goal UNBC aspires to 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. We are proud of our history in this regard and eager to play an expanded role now and in the future.

Yours sincerely,



John Turner
Chair, Board of Governors

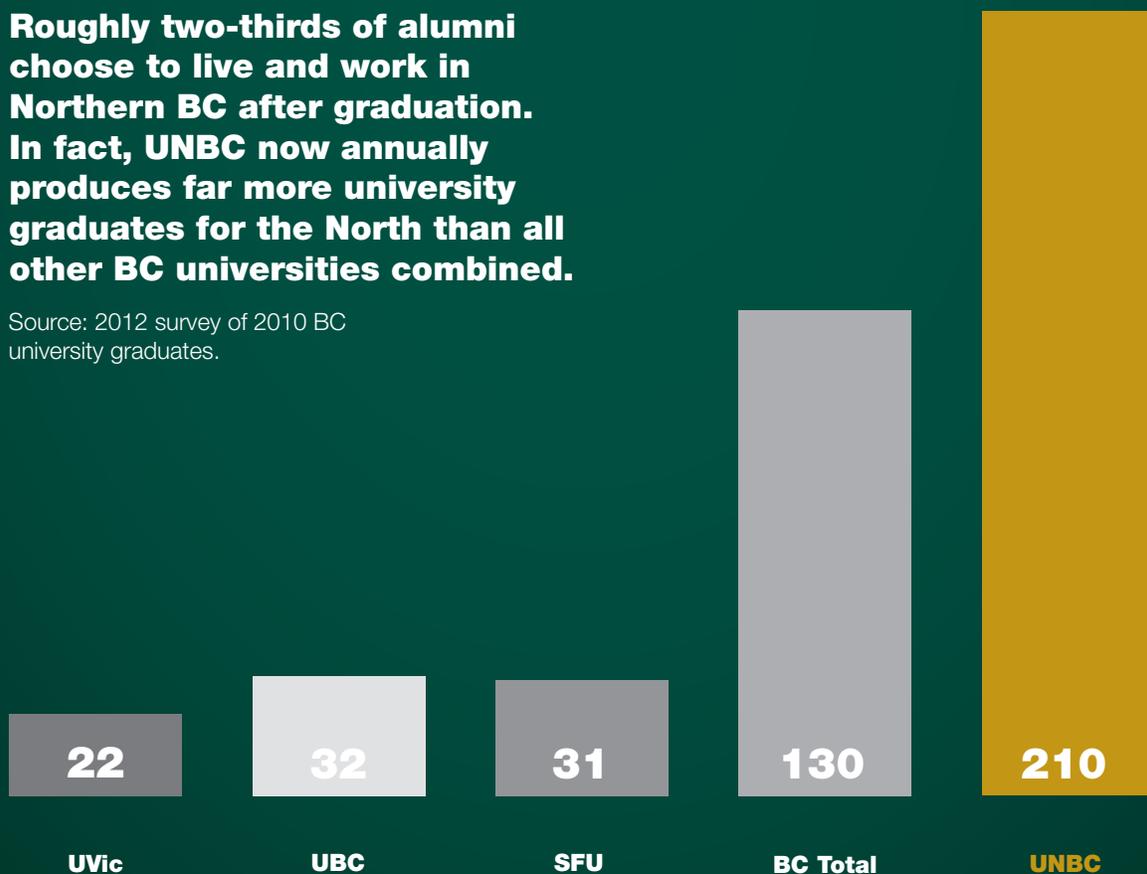


Mark Dale, Ph.D.
Interim President and Vice-Chancellor

UNBC Today

Roughly two-thirds of alumni choose to live and work in Northern BC after graduation. In fact, UNBC now annually produces far more university graduates for the North than all other BC universities combined.

Source: 2012 survey of 2010 BC university graduates.



UNBC 2013/2014 Year in Review

From faculty and student research awards to athletic and cultural milestones, it has been another busy and successful year at UNBC.

- Construction of the Wood Innovation and Design Centre in Prince George began. It will house a proposed new UNBC engineering program in wood design.
- UNBC's Bioenergy Plant received LEED Platinum certification, the first university building in the province and only the fourth in the country to garner the prestigious sustainability designation. It is also the first building in Northern BC to be awarded a national award from the Canada Green Building Council.
- In September, Lheidli T'enneh elders launched a traditional cottonwood dugout canoe in the Nechako River for the first time in about 60 years. The canoe was built by students as part of a course at UNBC.
- UNBC student Mireille Rizkalla received a Vanier Canada Graduate Scholarship worth \$50,000 a year for up to three years to continue her study of diseases such as Alzheimer's and dementia. It is the most valuable award ever received by a UNBC student.
- UNBC tied for third with the University of Lethbridge in the Maclean's rankings of 19 primarily undergraduate universities. Strong marks in the student awards, student/faculty ratio, and research funding categories helped boost UNBC's score.
- UNBC professors Brian Menounos and Natalia Loukacheva were named Canada Research Chairs. Dr. Menounos researches glacier change, while Dr. Loukacheva's work focuses on Aboriginal governance and law.
- UNBC's basketball and soccer teams became full members in Canadian Interuniversity Sport.





“I’m really thankful and proud that he had a vision and expressed it at the time”

As the son of a university administrator, Peter Walsh grew up in an environment of higher learning. Moving from Quebec to Northern BC was a shock for him, especially the distance students had to go to attend university. Peter became an advocate for UNBC and eventually became a graduate along with his daughter Mary. She has an environmental science degree and now works with geographic information systems in Williams Lake.

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Each year, the Government of British Columbia requires that public post-secondary institutions prepare an annual accountability document that includes a three-year plan and report. This is UNBC's document for 2014-17. It is organized broadly into the following sections: an institutional overview, our planning and operational context, and strategic priorities.

Following the narrative, a number of statistics and measures are presented, related to various University and Government goals and objectives. The planning horizon for this document includes 2015, the 25th anniversary of the establishment of UNBC. While this represents a time to celebrate what has been accomplished, it is also a time to imagine a future for UNBC within the region, the province, and Canada.

1. Institutional Overview

Mission

To improve the quality of life in the region, the province, and the 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

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.

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.

Introduction

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 partner with 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 grass-roots 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 addition, 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, particularly for those families and communities whose well-being is based on natural resources. This opportunity will be presented more fully in the section on UNBC's Strategic Direction, starting on page 23.

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 has been 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 percent, 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, 47% 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 nearly 61%. 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.

Who Is UNBC....?

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.

Over the last decade, while the overall student population at UNBC has been stable, there has been an increase in the number of First Nations students, graduate students, and international students. There has been a corresponding drop in undergraduate students, primarily from southern BC. This will be outlined in the next section on Planning and Operational Context.

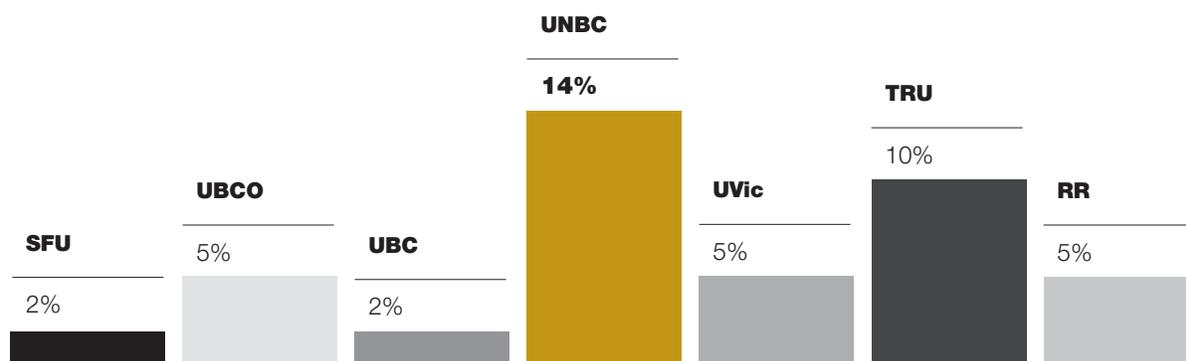
Students: Where they are from (unique students by academic year)

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 more than 80% of the graduates from School District #57 (Prince George) who are bound for a BC university. The pattern is similar elsewhere in the North.
- UNBC is tops among provincial universities in the proportion of students who are First Nations, with 14% of its student body self-declared as Aboriginal, First Nations, or Inuit.

Domestic Student Headcount by Aboriginal Identity 2012/13



- Graduate students make up nearly 18% of the student body at UNBC, second to UBC (20%) and higher than both the University of Victoria (16%) and Simon Fraser University (15%). Thompson Rivers University has fewer than 1% of its students at the graduate level.
- The number of international students has increased by 373% over the last decade and they now comprise about 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 among recent university graduates:

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 is particularly effective at attracting students to programs focused on the environment and natural resources, and illustrates a critical area of strength related to the Province's projections for economic development:

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

This relationship with the North, particularly demonstrated in environmental and resource programs but also evident in Health Science programs and elsewhere around the University, 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 and the University is currently home to 11 CRCs and a total of 16 chairs. Among the 19 universities in UNBC's category in the Maclean's magazine ranking of universities, none has a greater number of CRCs than UNBC, and importantly, three-quarters of UNBC's research chairs focus on environment or resource topics, the highest proportion among universities in Canada. Further, among current research projects, approximately 80% are being conducted in the North and nearly 40% are being conducted with a regional partner.

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, 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 being built in 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.

“When the 40th anniversary rolls around she’ll be ready to go there, and by then it will have expanded into something completely different from what it is now, just like it has done before.”

Allan Stroet remembers when Queen Elizabeth II officially opened UNBC on Aug. 17, 1994, unaware that his parents Peter and Mary were two of 16,000 people who signed a petition calling for the creation of a northern university in the late 1980s. UNBC would go on to play an important part in his life. He earned a Bachelor of Commerce and met his wife there. They now have a young daughter together, a potential UNBC grad of the future.

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2. Planning and Operational Context

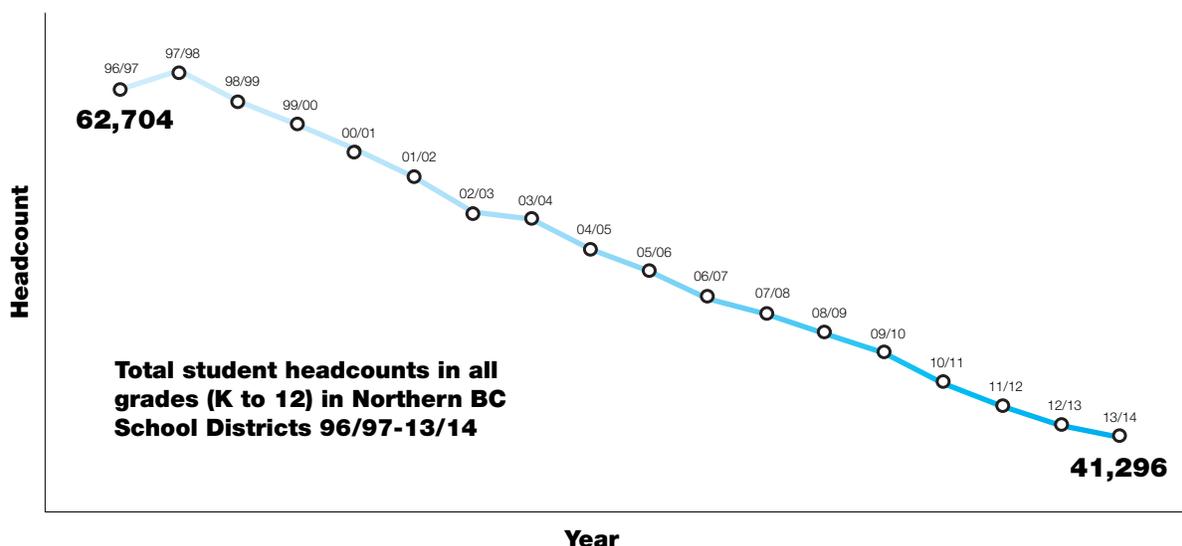
Through its short history, UNBC has been a national success story and a source of pride for the citizens of the region as well as the University's alumni. Its success should also be a source of pride for Government: UNBC's creation should be considered as one of the greatest public investments in the 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 the northern region. This commitment to be a true citizen of the North is at the foundation of UNBC's "social license to operate" and is the factor that shapes UNBC's planning and operations more than any other.

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

In the Region

First, Northern BC is experiencing a consistent and dramatic decline in the number of youth. As represented by the total enrolment in Northern BC school districts, the population of young people in the region has declined by more than 41% over the past 17 years.



This decline 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 are expected to 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.

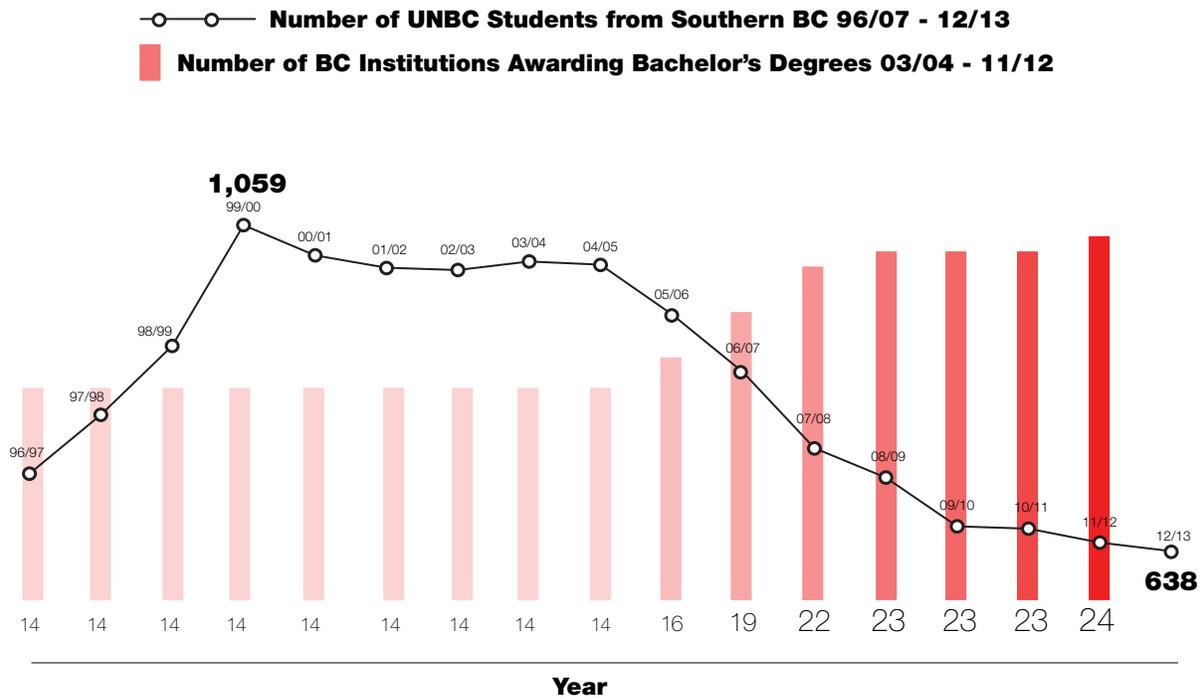
Outside the region

Government policy and priorities are a significant external factor for UNBC. Recent examples have included the focus on skills/trades training, fees related to greenhouse gas and carbon emissions, and projects such as the Wood Innovation and Design Centre (and subsequent investment in graduate Engineering). In particular, 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 and by a further \$512,000 in this fiscal year. The University is expecting a further grant reduction of \$584,000 in 2015-16.

Skills Blueprint: The 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. While UNBC is already a British Columbia leader in educating future health practitioners and resource managers, for example, the University is also interested in providing more capacity in the areas of energy and engineering, given appropriate funding.

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 less than 15%. This decline almost perfectly correlates 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. While Prince George can be the subject of negative stories featured in the news media, it is also simply distant from major population centres. UNBC's location is the top reason prospective students choose not to attend UNBC.

Within UNBC

The search for a President to replace George Iwama has been underway since the Fall of 2013. Mark Dale, who arrived at UNBC from Edmonton in 2008 to serve as Vice-President Academic and Provost, is the Interim President. Long-time Political Science professor John Young, himself a former Dean, is Acting Provost.

While the University searches for a President, it is involved with labour issues on two other fronts:

- Faculty conducted a certification vote in early 2014 and are now unionized. The faculty and administration are pursuing a first collective agreement.
- The support staff represented by CUPE Local 3799 are also negotiating a new contract. The current collective agreement expired on July 1, 2014.

2014-15 marks the first time that a UNBC operating budget is smaller than the previous year. This is, in part, due to a reduced government grant, but is also a result of static enrolments and declining research revenue. Therefore, attracting more students, attracting more research funding, and attracting more financial resources through fundraising are important parts of the planning and operational context. An expansion of Ancillary Services is also underway to support additional Continuing Studies courses, increase revenue from conferences and events, enhance housing and food services, and strengthen operations, such as the Charles Jago Northern Sport Centre, that serve as magnets for the entire region. In 2013, more than 1,300 students participated in Continuing Studies courses in 36 communities.

Prompted by an imperative to both attract more students and enhance the University's financial sustainability, UNBC is conducting its own academic review. Initiated by former President George Iwama in early 2013, the process began with a series of conversations involving all members of the UNBC community. A number of "priority principles" emerged: building on our strengths and focusing our efforts, strengthening linkages between academic programs, being open to change, attracting resources, and recognizing the indivisibility of academic and non-academic functions in carrying out UNBC's mission. The Senate, the Board of Governors, governments, and various educational and regional partners will all participate in advancing an academic plan for UNBC that is sustainable, practical, imaginative, and responsive.

The 2014-15 season marks the debut of UNBC Athletics as an official member of the Canada West conference in Canadian Interuniversity Sport. The costs and opportunities associated with membership are an important aspect of the University's planning and operational context.

Finally, realizing benefits of the University's 25th Anniversary is a unique element for UNBC this year. The anniversary coincides with Prince George's centennial and the local hosting of the 2015 Canada Winter Games. All of these have the potential to raise the profile of the community and the University significantly, and to expose several thousand young athletes to the possibility of attending UNBC. The 25th anniversary is being planned with the following target outcomes:

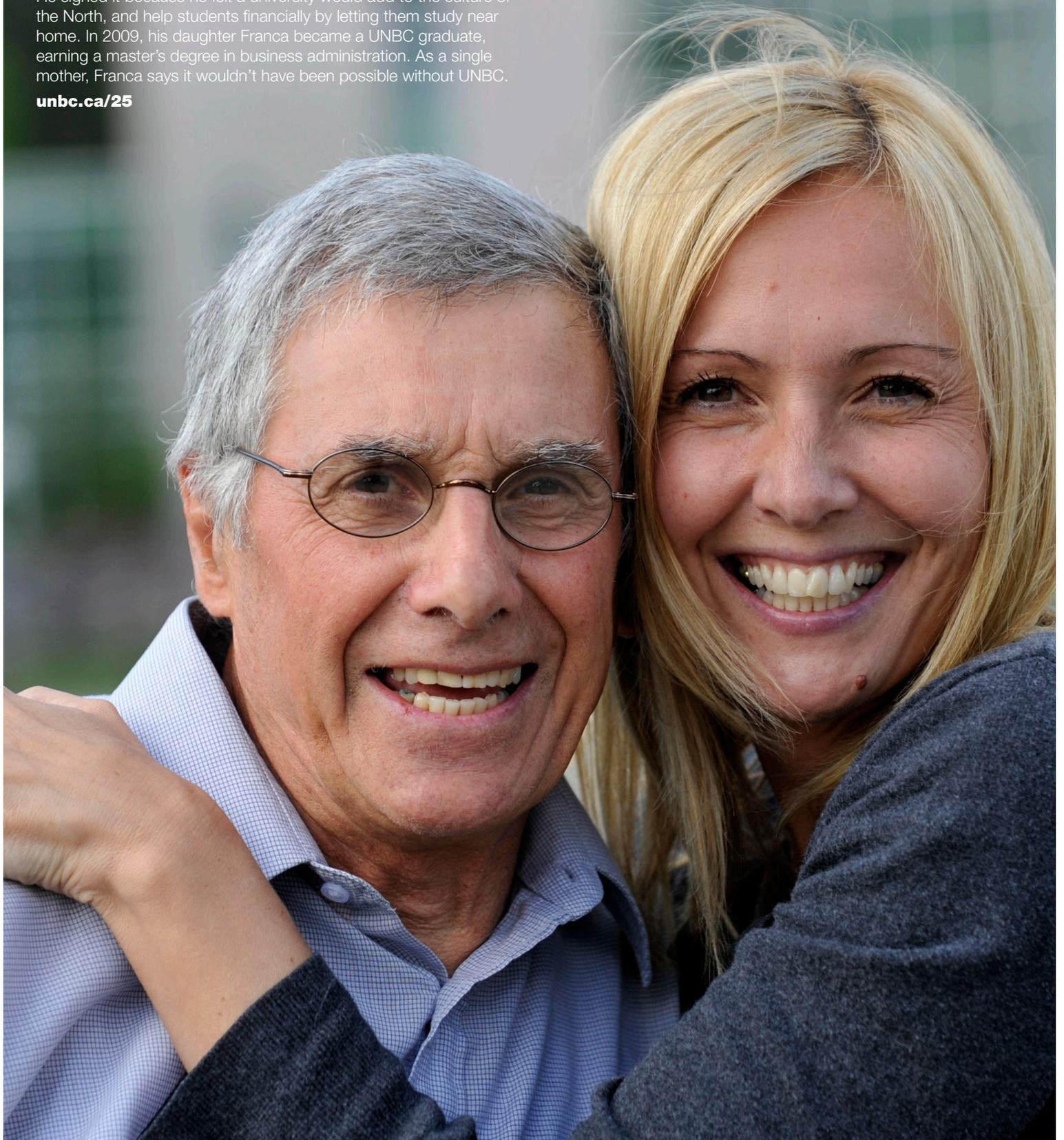
- Engaging faculty, staff and students in hosting a celebration of UNBC's anniversary
- Bringing founders and alumni together as ambassadors for the University
- Deepening the relationships that will enhance the financial capacity and sustainability of the University
- Making UNBC's history tangible and permanent
- Contributing to the success of the 2015 Canada Winter Games and Prince George's 100th anniversary
- Enhancing UNBC's regional, provincial, and national reputation

The theme of the anniversary celebration is "Canada's Green University," where the letters in the word GREEN stand for Growth, Renewal, Engagement, Energy, and Nature.

“It’s pretty cool. Who knew that he would sign and then and it would benefit me 25 years later?”

Sergio Petrucci was a small-business owner in Fraser Lake during the late 1980s when the petition to create UNBC was circulating. He signed it because he felt a university would add to the culture of the North, and help students financially by letting them study near home. In 2009, his daughter Franca became a UNBC graduate, earning a master’s degree in business administration. As a single mother, Franca says it wouldn’t have been possible without UNBC.

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3. Strategic Direction

UNBC's history, the aspirations of the region, and the imperative for enrolment growth formed the context for 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. For example, the Plan suggests that UNBC must continue to demonstrate excellence in the areas of the environment and natural resources, First Nations and indigenous issues, health and quality of life, northern community sustainability and development, and the innovative distributed delivery of programs. From these, a number of goals emerged:

- 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

Following the Board of Governors' approval of the 2013-14 operating budget, the University embarked on a planning exercise to ensure the ongoing financial viability of UNBC relative to its ambitious mission. This will include an academic plan that will provide direction to UNBC's academic programming and research activity, and will be supported by budget planning that will reflect financial circumstances and opportunities.

Today's Priorities

UNBC is guided by its mission to be a university in and for the North and it is this mission that gives it value to the entire province. Doing so means bringing the best of what universities are and do to the region. At the same time, it means being responsible to the particular needs and opportunities of the North through relevant education and research.

This often means providing the North with skilled employees. In fact, approximately 75% of the post-secondary graduates working in the North

now annually come from UNBC and the three northern colleges, even though the four institutions together only account for 5% of the provincial post-secondary capacity. This is lower than the region's share of the total provincial population and much lower than the region's contribution to British Columbia's economic prosperity.

As northern BC prepares to celebrate UNBC's 25th Anniversary, the University recognizes that it needs more students and greater capacity for delivering on an educational mission that is needed more than ever.

1. Update the Academic Plan

Teaching and research is UNBC's "core business" and a clear direction 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, and enhance regional relevance together with consideration of financial sustainability. The University will bring this plan to the Senate and Board of Governors for approval and implementation. It will include programs of study and methods for delivering these programs in ways that reach more students and enhance their learning experiences. Ultimately, it will build upon why UNBC exists; not just what it does.

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 through this year, the building will be completed. UNBC will occupy the first three floors for its Master of Engineering program. The first academic position has 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.

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 built out its energy system to the point that it is now a model for integrating renewable energy and natural gas 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 it 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. As Canada's Green University, 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.

The next step will be installation of a new district energy system through 2014-15 to connect the Bioenergy Plant and wood pellet system to the two student residences and daycare to reduce 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 modeling a sustainable and healthy northern community, and serving as a platform for education and research.

4. Strengthen regional linkages and programming

Massive resource development projects have been proposed for northern BC. Some of them are already underway. This has focused attention on the necessary education, training, research, and innovation that will prepare the region for a predicted boom, enable local people to access new employment opportunities, and provide the region with the capacity to leverage these 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 Fort St. John, 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.

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

This section is organized in accordance with the Accountability Framework provided by the BC Ministry of Advanced Education. The categories and data are provided by the provincial government in order to enable transparent reporting within the public post-secondary system.

Performance Measure	2012/13 Actual		2013/14 Target	2013/14 Actual		2013/14 Assessment
Student Spaces²						
Total student spaces	2,888		3,455	2,833		Not achieved
Nursing and other allied health programs	339		363	339		Not achieved
Credentials Awarded³						
Number	851		840	801		Substantially achieved
Sponsored research funding⁴						
Sponsored research funding from all sources (million \$)	\$11.9	≥ previous year		\$10.1		Not achieved
Federal sources (million \$)	\$9.0			\$7.5		
Provincial sources (million \$)	\$1.0			\$0.6		
Other sources (million \$)	\$1.9			\$2.0		
Aboriginal Student Spaces⁴						
Total Aboriginal student spaces	350		N/A	348		Not Assessed
Ministry	350			348		
Industry Trainity Authority (ITA)	N/A			N/A		
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	93.9%	1.5%	≥ 90%	94.0%	2.4%	Achieved
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	92.5%	1.6%	≥ 90%	94.4%	2.3%	Achieved
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	84.8%	2.2%	≥ 85%	87.5%	3.4%	Achieved
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	83.0%	2.8%	≥ 90%	92.0%	3.1%	Substantially Achieved
Unemployment Rates^{5,6}						
	%	+/-		%	+/-	
Bachelor degree graduates	7.0%	1.7%	≤ 12.4%	5.1%	2.3%	Exceeded

2013/14 Accountability Framework Performance Measure Results

Performance Measure	Reporting Year					
	2012/13 Actual		2013/14 Target	2013/14 Actual		2013/14 Assessment
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	84.8%	2.2%	≥ 85%	87.5%	3.4%	Achieved
Written communication	81.4%	2.4%		86.8%	3.5%	
Oral communication	87.0%	2.1%		86.5%	3.5%	
Group collaboration	85.5%	2.1%		90.0%	3.0%	
Critical analysis	85.9%	2.1%		88.4%	3.2%	
Problem resolution	80.3%	2.5%		81.6%	4.0%	
Learn on your own	88.0%	2.0%		89.7%	3.1%	
Reading and comprehension	84.3%	2.3%		89.9%	3.1%	

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 2013/14 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 2012/13 reporting year are based on data from the 2012/13 fiscal year; results from the 2013/14 reporting year are based on data from the 2013/14 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2012/13 reporting year are a three-year average of the 2009/10, 2010/11 and 2011/12 fiscal years.

⁴ Results from the 2012/13 reporting year are based on data from the 2011/12 fiscal year; results from the 2013/14 reporting period are based on data from the 2012/13 fiscal year.

⁵ Results from the 2012/13 reporting year are based on 2012 survey data; results from the 2013/14 reporting year are based on 2013 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.

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

5. Financial Information

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

6. Degrees, Certificates, and Diplomas Offered at UNBC, 2014-15

Undergraduate Degrees

Bachelor of Arts (BA) Majors

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

Joint Majors

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

Bachelor of Science (BSc) Majors

Biology *
Biochemistry & Molecular Biology *
Chemistry *
Computer Science*
Environmental Science *
Geography
Integrated Science
Mathematics*
Natural Resources 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 program offered*

Bachelor of Applied Science (BASC)

- Environmental Engineering**

Bachelor of Commerce (BComm)

- Accounting
- Finance
- General Business
- Human Resources Management
- International Business
- Marketing

Bachelor of Education (BEd)

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

Bachelor of Fine Arts (BFA) ****

- Fine Arts & Creative Writing

Bachelor of Health Sciences (BHSc)

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

Bachelor of Planning (BPI)

- First Nations Planning
- Natural Resources Planning
- Northern & Rural Community Planning

Bachelor of Science in Nursing (BScN)

- Northern Collaborative
- Post-Diploma

Bachelor of Social Work (BSW)

- Child Welfare Specialization
- First Nations Specialization

Northern Medical Program (MD) ***

* Honours offered

** A joint UNBC/ UBC degree

*** A UBC degree offered in partnership with UNBC

**** A joint ECUAD/ UNBC degree

Diplomas

Aboriginal/Indigenous Health and Healing
Education Diploma in First Nations
Language and Culture

First Nations Language

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

Post-Baccalaureate Diplomas

- Curriculum & Instructional Studies
- Montessori Education

Certificates

Aboriginal Community Resource Planning
Aboriginal/Indigenous Health and Healing
First Nations Language

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

First Nations Public Administration

General First Nations Studies

Metis Studies

Nisga'a Studies

Traditional Ecological Knowledge

Public Administration

Rural Nursing

Post-Baccalaureate Certificates

- Aboriginal Child & Youth Mental Health
- Child Welfare

Graduate Degrees

Business Administration (MBA)

Business Administration (MSc)

Community Health Science (MSc)

Development Economics (MA)

Disability Management (MA)

Education (MEd)

- Counselling
- Multidisciplinary Leadership
- Special Education

Engineering (MEng)

English (MA)

First Nations Studies (MA)

Gender Studies (MA)

Health Sciences (PhD)

History (MA)

Interdisciplinary Studies (MA)

Interdisciplinary Studies (MSc)

International Studies (MA)

- Global Environmental Policy
- International Development
- Regional Relations

Mathematical, Computer, & Physical Sciences (MSc)

- Chemistry
- Computer Science
- Mathematics
- Physics

Natural Resources & Environmental Studies (MA)

- Environmental Studies
- Geography
- Tourism

Natural Resources & Environmental Studies (MNRES)

Natural Resources & Environmental Studies (MSc)

- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation and Tourism Management

Natural Resources & Environmental Studies (PhD)

Nursing (MScN)

- Academic Masters
- Family Nurse Practitioner

Political Science (MA)

Psychology (MSc)

Psychology (PhD)

Social Work (MSW)

Graduate Certificates

Leading for Learning

Other Programs

Integrated Analytical Skills and Knowledge Program

An enhanced first-year program

Northern Advancement Program

Transition year of study for students from rural communities and/or First Nations communities

A photograph of three people standing in front of a modern university building. On the left, an older man in a red polo shirt and black shorts stands with his hands in his pockets. In the center, a younger man in a dark blue polo shirt and khaki shorts sits on a large rock with his arms crossed. On the right, a woman in a bright yellow long-sleeved top and black pants stands with one leg on a rock. The building behind them has a mix of wood paneling, white horizontal siding, and large glass windows. The sky is overcast.

“When I look up at the hill, it almost brings me to tears. When the university opened and they asked me what my wish was - it was to see my grandchildren attend this university”

Betty-June Gair gets emotional when she talks about UNBC and how far it has come since she signed the petition for its creation. Gair was involved in UNBC from the start, canvassing to collect signatures for the petition and fundraising. She even helped name the university. Like many petition signers, Gair has had family members attend UNBC. Her son-in-law Bill received his master's degree in counselling, and her grandson Josh is now also a graduate.