

# 2023/2024

# Institutional Accountability Plan and Report



The Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
PO Box 9043, STN Provincial Government  
Victoria, BC, V8S 1V9

We are pleased to present the University of Northern British Columbia's Institutional Accountability Plan and Report for the 2023-24 reporting cycle, for which we take full responsibility. This report outlines our successes and strategic focus, which guides our priority planning in support of Ministry priorities and mandates.

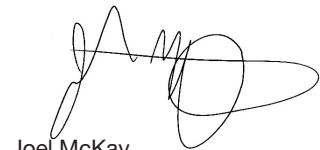
This year saw UNBC embark on the most ambitious strategic planning process since the University's creation. More than 1,000 people shared their thoughts, hopes and aspirations for UNBC through survey responses, participation in town hall events and by submitting online feedback. The result was Ready, a new five-year strategic plan that charts a bold path for UNBC's future. Our new vision, Leading a Sustainable Future, builds on past successes while providing inspiration for future research, learning and operations. UNBC is ready to take on some of the most pressing challenges facing northern B.C., Canada, and the world, ranging from climate change and clean energy production to reconciliation with Indigenous Peoples, sustainable community development, food and water security and many more.

The University has emerged from the shadow of the COVID-19 pandemic, which rapidly introduced us to new ways to deliver classes and meet with people across the vastness of the North. In alignment with British Columbia's exceptional post-secondary sector, UNBC is even better positioned to foster opportunity for all British Columbians.

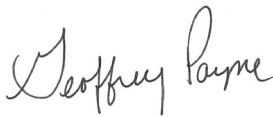
While we continue to face daunting challenges including devastating effects of wildfires or geopolitical strife and instability, UNBC students, faculty and staff are ready to lead dialogue and respond through research, learning and service. Energized by a new mission Ignite. Inspire. Lead Change., we are connected to the communities that call northern B.C. home, and in service to the North, we ignite curiosity, inspire creativity and champion excellence to help the region thrive. We continue to make intentional efforts to build relationships with Indigenous communities and we are collaborating with the northern colleges to expand post-secondary education's impact. We will continue to engage with post-secondary institutions around the world to ensure UNBC's unique perspective can help foster local solutions for global impact.

We look forward to working with the Ministry of Post Secondary Education and Future Skills, partners, and collaborators to advance post-secondary education and research and to contribute to British Columbia's success.

Sincerely,



Joel McKay  
Chair, UNBC Board of Governors



Dr. Geoffrey Payne  
President and Vice-Chancellor



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## Territory acknowledgment

For thousands of years, Indigenous Peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous Peoples and we acknowledge their traditional lands.

The Prince George campus is situated on the unceded traditional territory of the Lheidli T'enneh First Nation. The South-Central campus in Quesnel is situated on the unceded traditional territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and ?Esdilagh First Nation. The Northeast campus in Fort St. John is situated in Treaty 8 territory on the traditional lands of the Dane-zaa peoples of the Doig River First Nation, Blueberry River First Nation, and Halfway River First Nation. The Northwest campus in Terrace is situated on the unceded traditional Tsimshian territory of the Kitsumkalum First Nation and Kitselas First Nation. It includes a satellite campus in Prince Rupert, situated on or near unceded Tsimshian territories including the Lax Kw'alaams band, Metlakatla First Nation, Gitxaala Nation (Kitkatla), Gitga'a First Nation (Hartley Bay), and Kitasoo Band (Klemtu).

In addition to these campus locations, UNBC has a federated agreement with the Wilp Wilxo'oskwhl Nisga'a Institute (WWN). Established by the Nisga'a Lisims Government in 1993 and situated on Gitwinksihlkw Village Lands within Nisga'a Treaty territory, WWN is a fully accredited university-college serving all people in northwestern British Columbia.





# Year in Review

## April 2023

For the first time, a UNBC researcher is named a United Nations Educational, Scientific and Cultural Organization Chair. Global and International Studies Associate Professor Dr. Agnieszka Pawlowska-Mainville and Heritage Saskatchewan Director of Living Heritage Kristin Catherwood are the new UNESCO Co-Chairs in Living Heritage and Sustainable Livelihoods.

The Northern BC Climate Action Network holds its first in-person meeting at UNBC. The network, which launched in 2022, aims to identify and celebrate opportunities for climate action that work for northern B.C., encourage regional innovation and identify funding opportunities.

UNBC announces the two honorary degree recipients for 2023: Garry Gottfriedson, a Secwépemc knowledge holder and cultural leader who is committed to lending his knowledge in both land-based teaching and creative writing; and Selen Alpay, an established Prince George business owner, community leader and philanthropist.

Bachelor of Arts in History student Sean Robinson wins the Canadian Society of Patristic Studies national student essay prize for his paper centred on the early Christian, Ignatius of Antioch.

## May

Two outstanding members of the Class of 2023 deliver valedictory addresses at Convocation celebrations at the Prince George campus. Master of Business Administration graduate Reuben Mann and Master of Social Work graduate Furqana Khan share their experiences with their fellow graduates.

The second largest graduating class in UNBC history celebrates with friends and family at the Prince George Convocation. Among the 843 credentials awarded during the two ceremonies are the first Bachelor of Applied Science in Engineering from UNBC's Civil and Environmental Engineering programs. In addition, the two undergraduate engineering programs receive maximum accreditation from the Canadian Engineering Accreditation board.



## June

UNBC graduates from across northern B.C. celebrate the completion of their programs. In Terrace and Quesnel, the first graduates from the renewed Bachelor of Education program receive their degrees. In Fort St. John, the first graduates from the Bachelor of Science in Nursing cross the stage. In Gitwinksihlkw, Julia Adams, the first matriarch to graduate with a master's degree at the Wilp Wilxo'oskwhl Nisga'a Institute, receives her credential.

Joel McKay, a well-known advocate for northern British Columbia, begins his term at Chair of the UNBC Board of Governors. McKay is the CEO of the Northern Development Initiative Trust, an independent non-profit corporation that stimulates economic growth through investments in grassroots, community-led projects. He is also an author, former journalist, and currently a graduate student at UNBC studying English literature.

## July

Dr. Paula Wood-Adams becomes UNBC's new Vice President Research and Innovation. An engineer with a remarkable 25-year academic career, joins UNBC from Concordia University. In her new role, Wood-Adams will support faculty members in developing outstanding research programs in all disciplines working to enhance partnerships with government and industry collaborators. She also takes on responsibility for a wide range of community engagement portfolios.

Geography, Earth and Environmental Sciences Associate Professor Dr. Joseph Shea receives \$180,000 over three years from the Pacific Institute for Climate Solutions to lead a research project aimed at helping

mountain communities better prepare for geohazards like rockfalls and landslides resulting from changing snowpacks and climate change.

An interactive online map developed by UNBC researchers in collaboration with Environment and Climate Change Canada (ECCC) is making it easier for Canadians to monitor air quality in their community. UNBC graduate Brayden Nilson played a crucial role in developing the map during his time as a student and research associate with Faculty of Environment Professor Dr. Peter Jackson. Nilson now works for ECCC.

## August

Recent Bachelor of Arts in History graduate Rebecca Campbell wins the W. Kay Lamb Award from the B.C. Historical Federation. Campbell's award-winning paper examined the impact women had on history making in B.C. between 1950 and 1970.

Bachelor of Planning undergraduate student Matt Henderson spends the summer engaging with communities in the North Cariboo region to identify potential policies to support the farming and ranching industries. With summer drought conditions underscoring the precarity of the industries, Henderson is leading a project to source long-term, locally focused solutions.

A group of researchers from UNBC secures \$800,000 in funding to embark on the third phase of an interdisciplinary research project exploring critical issues surrounding the Nechako River Basin. The Integrated Watershed Research Group's overarching goal is to enhance readiness for comprehensive responses to the dynamic relationships between climate, water and communities within the basin.

## September

After being among the first cohort to graduate from the School of Nursing's Northern Baccalaureate Nursing Program at UNBC's Peace River-Liard campus in June, life has been a whirlwind for newly Registered Nurse Lexine Giroux. Giroux completed additional training over the summer to move into a position as a Cancer Care-Oncology nurse in her home community of Fort St. John.

A lifelong learner, Dr. Elsie Gerdes was one of the University's Founders. A memorial tea was held in her honour in the Founders Lounge at the Prince George campus in the summer to commemorate her passing in 2021. Her legacy lives on with the creation of the Elsie and Dieter Gerdes Scholarship.

## October

We're Ready! "We're ready to make our mark with this framework for the future," says UNBC President Dr. Geoff Payne in unveiling the University's new strategic plan. Informed by UNBC's new vision, Leading a Sustainable Future, the plan identifies key actions that will allow UNBC to reach its targets through education, research and community engagement.

UNBC places second in the annual Maclean's magazine university rankings. It is the 20th consecutive year UNBC has placed in the top five in the Primarily Undergraduate group.

## November

With support from the Province of British Columbia, the Master of Science in Nursing: Family Nurse Practitioner Program doubles in size from 20 to 40 seats. The increase



provides more opportunities for nurses interested in pursuing advanced education in northern B.C.

Engineering Professor Dr. Jianbing Li's groundbreaking research to advance the science of marine oil spill response and environmental protection will enter its next phase thanks to renewed funding from the Government of Canada's Multi-Partner Research Initiative through the Ocean Protection Plan.

When the quest for so-called civic respectability in the early settlement days of what is now Prince George clashed with reality in the townsites, a reputation was born. History Professor Dr. Jonathan Swainger examines this dichotomy in his new book *The Notorious Georges: Crime and Community in British Columbia's Northern Interior, 1909-25*.

## December

UNBC's research income increased for the fourth straight year in the latest Canada's Top 50 Research Universities rankings produced by Research Infosource Inc. The University earned \$17.7 million in research income in the 2022 fiscal year, marking the second-highest total earnings in UNBC's history.

Natural Resources and Environmental Studies PhD student Annika Putt was drawn to UNBC by the opportunity to work on a unique collaborative fisheries research project. To assist in her research supporting the conservation and recovery of the eulachon fishery population, Putt has been awarded a prestigious Vanier Canada Graduate Scholarship valued at \$50,000 per year for the next three years.

UNBC Athletics in conjunction with the UNBC First Nations Centre, UNBC Office of Equity Affairs, the

Northern Sports Centre, and UNBC Communications and Marketing officially unveil a new 55-foot mural that now adorns the entrance wall of the Charles Jago Northern Sport Centre. The mural acknowledges the traditional territory of the Lheidli T'enneh and showcases the Timberwolves' new Indigenous logo designed by former UNBC student Trevor Angus.

## January 2024

The Lheidli T'enneh Nation accepts a Respectful Acknowledgement pledge from UNBC, recognizing the University's commitment to continue to work in partnership with the Nation on whose traditional territory the Prince George campus sits. UNBC installs 18 plaques written in Dakelh and English explaining the acknowledgment.

Upper-year students in the Bachelor of Planning program apply their knowledge working with the Regional District of Fraser-Fort George (RDFFG) on an Official Community Plan (OCP) for Electoral Area A, which encompasses the areas of Salmon Valley, Nukko Lake, Chief Lake and Ness Lake. Students learn first-hand what goes into an OCP and share their expertise on how to incorporate young adults in the engagement process. Later in the semester, students present their findings to the RDFFG Board of Directors.

## February

UNBC's Men's Basketball team goes on an historic run, earning UNBC its first ever medal in Canada West. The 12th-ranked Timberwolves went on a tear, taking down the No. 2 seed Calgary Dinosaurs, the #4 ranked Manitoba Bisons, and the UBC Thunderbirds, ranked fifth in Canada,

en route to a bronze medal. The run featured huge performances from multiple TWolves, including Justin Sunga, who became the first UNBC men's basketball player to earn the USports Men's Basketball Player of the Week.

UNBC and the College of New Caledonia (CNC) launch the Technology Exploration Dual Credit (TekX) for Grade 11 students in School District 57. The new program gives high school students the chance to learn at UNBC and CNC on topics ranging from drones and 3D printing to computer hardware and cybersecurity. Credits earned in the courses count towards their high school diploma and can also be used at UNBC or CNC once students begin their post-secondary studies.

A new varsity club gives elite cross-country skiing and biathlon student-athletes the chance to suit up in Green and Gold, beginning in the 2024-25 Nordic ski season. UNBC and the Caledonia Nordic Ski Club join forces to create the team, which will allow student-athletes to compete on the regional, national and international stage as Timberwolves.

Ecosystem Science and Management Associate Professor Dr. Lisa Wood earns UNBC's first-ever Natural Sciences and Engineering Research Council of Canada Alliance Society grant to study the effects of glyphosate-based herbicides on ecosystem health. Worth \$1.5 million over five years, Wood and collaborators at UNBC, the University of British Columbia-Okanagan and the B.C. Ministry of Water, Land and Resource Stewardship will examine if, and how, changes to forest vegetation influence the health of wildlife at different levels in the food chain.



## March

Green Day grows into a multi-week sustainability extravaganza focused on UNBC's commitment to the United Nations Sustainable Development Goals. With more than two dozen events, there are opportunities for the entire UNBC community to learn about, get involved in and act on sustainability issues.

Dr. Sarah de Leeuw is re-appointed as the Canada Research Chair in Humanities and Health Inequities. A UNBC Professor in UBC's Northern Medical Program, de Leeuw will focus her research on internationalizing her work in arts-based health research and further examine how this area of study can help improve patient care and address healthcare disparities.

UNBC researchers earn more than \$4.5 million in federal research funds to continue to generate knowledge in topics ranging from new building techniques for mass timber structures to examining how rapid increases in income in developing countries can lead to increases in inequality. The funding also includes support for graduate students at both the master's and PhD levels.





# Strategic Direction & Context

## Motto

'En Cha Huná

UNBC's motto, from the Dakelh (Carrier) Elders, is used to remind us that all people have a voice and a viewpoint. Interpreted as "respecting all forms of life," En Cha Huná encapsulates the spirit of academic freedom, respect for others, and willingness to recognize different perspectives.

## Vision

Leading a Sustainable Future

Education. Research. Community Impact.

## Mission

Ignite. Inspire. Lead Change.

UNBC facilitates learning and generates knowledge through teaching and research. How we do that is unique.

- We are connected to the North and the communities that call northern British Columbia home.
- Supporting the sustainability of these communities is why we exist – this is what drives UNBC.
- In service to the North, we ignite curiosity, inspire creativity, and champion excellence to help the region thrive.
- We lead positive change by sharing what we learn with the world.

# Values

In our workplaces, relationships, and communications, we are committed to positive and productive work and learning environments. Our values inform our lives, our decisions, and our choices. At UNBC we value:

## **Academic excellence**

Excellence in teaching and research is a central tenet of a destination university.

## **Experiential learning and discovery**

Our community celebrates and strives to provide an unparalleled learning experience which ensures that our students are prepared to meet the challenges of a fast-paced modern world, while stepping up and making a difference. UNBC is a champion of intellectual freedom, academic inquiry, learning for its own sake, access to information, learning through applied and best practices in experiential initiatives, and the development and mobilization of new knowledge.

## **Inclusiveness and diversity**

Social and cultural diversity is core to enriching the learning environment of a modern university. The confluence of diversity and respectful discussion stimulates creative thoughts, new ways of thinking, and

new pathways of inquiry. This ensures that our research questions address society as a whole and enables us to train leaders who understand our local and global communities.

## **Community**

UNBC is a place where community thrives and where we strive to understand and care for other members of our University. It is a place where all are welcome and where we commit to being respectful, innovative, resourceful, and responsive in our interactions with others.

## **Integrity**

To succeed we must be true to who we are and focus on where we are now and what we want to be in the future. We are honest, supportive, and forthright in all our interactions, confronting problems and issues openly and constructively.





# Institutional Overview

**Located in the spectacular landscape of northern British Columbia, UNBC has developed into a student-centric, research-intensive University. We have a passion for teaching, discovery, people, the environment, and the North.**

With a team of around 750 faculty and staff, UNBC offers exceptional undergraduate and graduate programs that delve into cultures, health, economies, sciences, and the environment. As one of British Columbia's exceptional research universities, UNBC brings the thrill of new discoveries to students and shares the results of our research and teaching with the global community. Alongside our commitment to academic excellence, we take pride in being an inclusive and supportive institution with a friendly, welcoming learning environment in which students are top of mind in every decision we make.

# Programs

UNBC offers a diverse selection of undergraduate and graduate programs in the arts, commerce, and the sciences including professional programs in areas such as accounting, teacher education, engineering, nursing, planning, social work and more. Academic programs are distributed amongst six academic clusters: Faculty of Human and Health Sciences; Faculty of Indigenous Studies, Social Sciences and Humanities; Faculty of Science and Engineering; Faculty of Environment; Faculty of Business and Economics; and the Division of Medical Sciences.

## Academic Partnerships

### Medical Sciences

UNBC and the University of British Columbia partner to deliver the Northern Medical Program, the Master of Physical Therapy program, and the Master of Occupational Therapy – North that launched in the fall of 2022.

### The Northern Collaborative Baccalaureate Nursing Program

The Northern Collaborative Baccalaureate Nursing Program (NCBNP) is offered collaboratively by UNBC, the College of New Caledonia (CNC), and Coast Mountain College (CMTN). The integrated program of studies leads to a Bachelor of Science in Nursing (BScN), awarded by UNBC. Graduates are eligible to write the National Council Licensure Examination (NCLEX-RN) and to apply for registration with the British Columbia College of Nurses and Midwives (BCCNM).

The program is available at three sites: Prince George, Quesnel and Terrace. CNC provides the initial years in Prince George and Quesnel, while CMTN provides the initial years in Terrace. UNBC provides the final course work at all sites.

### Engineering

In addition to its standalone Engineering degrees, UNBC, in partnership with UBC, offers a joint BASc in Environmental Engineering that features all aspects of environmental engineering with a focus on sustainable development, drinking water delivery to northern communities, wastewater management, and remediation and reclamation of resource extraction sites. The nine-semester program sees students split their time between Prince George and Vancouver; years one and two at UNBC, years three and four at UBC, and the final semester at UNBC. Courses are taught through a variety of methods including group learning, team teaching, and the use of design suites, and optional co-operative work terms are also offered.

### Research

UNBC stands out as one of the four research universities in British Columbia, serving as a focal point for addressing intricate challenges across various domains, including the environment, society, culture, health, and economics. The research community at UNBC fosters a vibrant research culture, supported by state-of-the-art infrastructure and effective services. This commitment empowers UNBC scholars to embark on pioneering research endeavours at local, national, and international levels, thereby contributing significantly to academic, economic, and social advancements in the region, province, country, and beyond.

Moreover, UNBC actively collaborates with other institutions to cultivate fresh insights and disseminate discoveries globally. As a founding member of the Interior University Research Coalition, UNBC strives to expedite research and innovation in the B.C. Interior by pooling resources, enhancing student and faculty mobility, expanding academic opportunities, and establishing strong community ties.



# About the community

UNBC makes meaningful contributions to the socio-economic fabric of the North. Its impact can be witnessed from local communities to the global arena thanks to its commitment to experiential, research-oriented, and personalized learning, exceptional students and alumni, dedicated faculty and staff, and community involvement and support.

UNBC achieved several accolades this year, including the following:

- Reached #2 in Canada in the primarily undergraduate category in the annual Maclean's Magazine university rankings. This marks the 20th consecutive year UNBC has placed in the top five. UNBC placed first for students who win national awards and earned high marks in categories related to faculty excellence, research funding, student services and overall reputation. In addition, UNBC's School of Nursing made its debut on the best nursing schools in Canada list. Based on a survey of faculty and senior university administrators, UNBC's nursing program was ranked 16th in Canada, including tied for 14th with the University of Saskatchewan for its research reputation.
- Top 5% worldwide in the 2023 Times Higher Education World University Ranking (801st to 1,000th) for the sixth consecutive year. UNBC improved in four of the five categories used to determine the rankings.
- Appeared in the 2023 Times Higher Education Young University Rankings (251st to 300th out of more than 960 ranked universities).
- Moved up two spots in Canada's Top 50 Research Universities list (#40); Research funding at UNBC jumped nearly 17 per cent over the previous year, and it earned \$17.7 million in research income, the fourth straight year UNBC's total has increased.
- Named one of B.C.'s Top Employers (the ninth time since 2012), and one of Canada's Greenest Employers (11th time since 2012).
- Won an award from the Council for Advancement and Support of Education for its strategic plan engagement process Your Voice. Your UNBC.



Faculty by Rank

- Assistant Professor 30%
- Associate Professor 29%
- Professor 41%

**3,900 + students**

**21.5%** International  
**11.6%** Indigenous

## Degree Programs

**62 Bachelors**

**29 Masters / 3 PhDs**

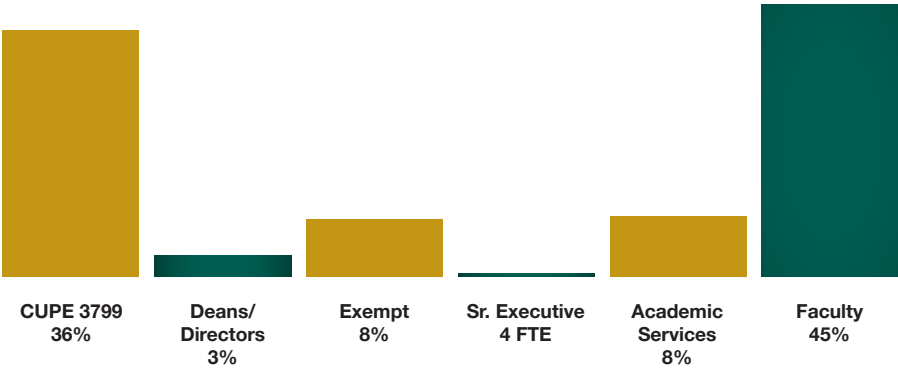
## Total Courses Offered:

**1,636**

**Average first-year  
Class Size:**

**31**

Employee head count



Average Student Age

Undergraduate	23.8
Graduate	34.9
PHD	37.4
Overall Average	32.0

Where our students are from

Northern B.C.	57.9%
Southern B.C.	15.8%
Outside B.C.	6.5%
International	19.8%

Instructional  
Faculty-to-student  
ratio

1:11

support (faculty + staff)  
-to-student  
ratio

1:3

Annualized FTE by area of study – graduate and undergraduate	
Anthropology	25.2
Biochem & Mol Biology	111.6
Business	338.0
Chemistry	9.9
Civil Engineering	76.8
Computer Science	164.7
Conservation Science & Practice	20.4
Economics	12.7
Education	114.0
Engineering	20.7
Engineering & Design	7.0
English	73.6
Environmental Engineering	60.6
Environmental Planning	21.9
Environmental Science	22.1
Biology	110
Environmental Studies	18.0
Forestry	56.8
Wildlife and Fisheries	73
First Nations	38.9
General Arts	46.3
Geography	27.9
Health Sciences	213.2
History	38.0
Integrated Science	14.0
International Studies	22.4
Joint Arts	47.6
Joint Arts & Science	7.5
Joint Science	14.0
Mathematics	14.6
NRES Natural Res & Env Studies	167.6
Nursing	359.0
Outdoor Recreation, Tourism, Parks	7.5
Physics	19.7
Political Science	29.1
Psychology	267.4
Social Work	99.9
Women's & Gender Studies	19.3



# What graduates say about UNBC

UNBC consistently demonstrates comparable or superior performance when compared to other universities, according to the latest results from the Canadian University Survey Consortium (CUSC). The 2021 Graduating Student Survey shed light on several aspects of the student experience at UNBC. Students reported positive interactions with their professors, provided high ratings for the University's response to COVID-19, and provided comparable ratings to other universities in crucial areas such as communication, analytical, learning, and work skills.



## Notable responses:

- 76% reported that their UNBC experiences met or exceeded their expectations; 82% were satisfied or very satisfied with the overall quality of education; 66% reported that Indigenous course content enriched their experience.
- 95% were satisfied or very satisfied regarding their personal safety on campus, eight percentage points more than comparator universities.
- 76% felt a sense of belonging at UNBC.
- 42% of UNBC graduating students have arranged for employment after graduation (national and comparable average: 31%).
- UNBC students have arranged for higher paying jobs than students at other universities. Graduating students are employed with a median monthly income of \$4,777 (the average for all universities is \$4,000).
- 64% agreed that they received good value for their money.

# Degrees offered

## Faculty of Environment

### Bachelor of Arts (BA)

Environmental and Sustainability Studies  
Geography  
Nature-Based Tourism Management \*  
Public Administration and Community Development

### Bachelor of Planning (BPl)

First Nations Planning  
Natural Resources Planning  
Northern and Rural Community Planning

### Bachelor of Science (BSc)

Biology \*  
Conservation Science and Practice  
- Landscape Conservation and Management \*  
- Wildland Conservation and Recreation \*  
Environmental Science \*  
Forest Ecology and Management \*  
Geography \*  
Wildlife and Fisheries \*

### Master of Arts (MA)

Natural Resources and Environmental Studies  
- Environmental Studies  
- Geography  
- Outdoor Recreation and Tourism Management

### Master of Natural Resource and Environmental Studies (MNRES)

### Master of Science (MSc)

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

### PhD Natural Resources and Environmental Studies

## Faculty of Human & Health Sciences

### Bachelor of Education (BEd)

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

### Education Diplomas

First Nations Language and Culture (Elementary years)

### Bachelor of Health Sciences (BHSc)

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

### Bachelor of Science in Nursing (BScN)

Northern Baccalaureate Nursing  
Northern Collaborative Baccalaureate Nursing

### Nursing Certificates

Rural Nursing Certificate Program

### Bachelor of Science (BSc)

Psychology \*

### Bachelor of Social Work (BSW)

### Master of Arts Disability Management (MA)

### Master of Science (MSc)

Health Sciences  
Psychology

### Master of Education (MEd)

Counselling  
Multidisciplinary Leadership

### Master of Social Work (MSW)

### Master of Science in Nursing (MScN)

### Master of Science in Nursing – Family Nurse Practitioner (MScN: FNP)

### Graduate Certificates

Indigenous Child and Youth Mental Health  
Leading for Learning  
Special Education

### PhD Health Sciences

### PhD Psychology

## Faculty of Business & Economics

### Bachelor of Arts (BA)

Economics

### Bachelor of Commerce (BComm)

Accounting \*  
Finance \*  
General Business \*  
Human Resources Management \*  
International Business \*  
Management Information Systems \*  
Marketing \*

### Certificate in Business Administration Fundamentals

### Master of Arts (MA)

Development Economics  
International Studies (International Development stream)

### Master of Business Administration (MBA)

### Master of Science in Business Administration (MSc)

### Graduate Certificate in Change Leadership

## Faculty of Science & Engineering

### Bachelor of Applied Science (BASc)

Civil Engineering  
Environmental Engineering (UNBC)  
4-year degree  
Environmental Engineering (UNBC/UBC) 4.5-year degree

### Bachelor of Science (BSc)

Biochemistry and Molecular Biology \*  
Chemistry \*  
Computer Science \*  
Integrated Science  
Mathematics and Statistics  
Physics \*

### Master of Applied Science Engineering (MASc)

### Master of Engineering (MEng)

Integrated Wood Design

### Master of Science (MSc)

Biochemistry  
Chemistry  
Computer Science  
Mathematics  
Interdisciplinary Studies  
Physics



## **Faculty of Indigenous Studies, Social Sciences & Humanities**

### **Bachelor of Arts (BA)**

Anthropology  
English  
First Nations Studies  
General Arts  
Global and International Studies  
History \*  
Nisga'a Language Fluency  
Northern Studies  
Political Science  
Women's Studies

### **First Nations Certificates**

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

### **Certificates**

Local Government Administration

### **First Nations Diplomas**

Aboriginal/Indigenous Health and Healing  
First Nations Languages  
Nisga'a Language Fluency

### **Master of Arts (MA)**

English  
First Nations Studies  
Gender Studies  
History  
Interdisciplinary Studies  
Political Science

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## **Division of Medical Sciences**

*These degrees are University of British  
Columbia (UBC) degrees delivered in  
partnership with UNBC. Application  
is through UBC.*

### **Northern Medical Program (MD)**

### **Master of Occupational Therapy (MOT-N)**

### **Master of Physical Therapy (MPT-N)**



# Cultivating curiosity

*What began as a spark of curiosity in research collaboration evolved into a significant achievement for undergraduate student Will Hanlon – a published academic paper.*

Hanlon, a Bachelor of Arts student pursuing a joint major in Political Science and Geography, made a connection with Political Science Professor Dr. Gary Wilson when he took Wilson's comparative politics class. The pair had initial discussions about possible research collaborations and through the Undergraduate Research Experience program were able to secure funding.

Less than a year later, Hanlon and Wilson co-authored an article titled "Crown Dependencies in an era of continuity and change" in the journal *Small States and Territories* published by the University of Malta.

"I'm so grateful for the opportunity to participate in this project and I'm so glad I did it," Hanlon said. "The

Undergraduate Research Experience program is a great way to learn more about research and work one-on-one with a professor."

Wilson described the project as a true partnership between professor and student.

"We co-researched, we co-authored and we co-edited," he says. "We both contributed equally to the paper."

From learning new research techniques, to putting together a conference presentation, to writing and editing the paper, Hanlon said the entire experience was eye-opening. He says those skills will be helpful as he continues to apply for law school after he graduates from UNBC this spring.



# Strategic Context

UNBC is undergoing a transformation as part of a constantly evolving, globally connected society. Yet we also remain attentive to the dynamic circumstances of the region where we live, work, and learn. The economic, cultural, and social landscape of the North is foundational to sustaining the aspirations and ambitions of all British Columbians, and UNBC is uniquely positioned to support those aspirations.

UNBC's inception can be attributed to a grassroots initiative that garnered support from 16,000 individuals who each contributed \$5, signed a petition, and joined the Interior University Society. Their collective efforts urged the government to establish a university in the North, for the North. This initial burst of enthusiasm for post-secondary education in the region fostered a distinct relationship between UNBC and northern B.C. communities. Over the past three decades, our connections with industries, benefactors, and advocates have solidified this foundation into a unique bond that enhances

students' learning experience. We conduct research in areas of global significance, from Indigenous matters and sustainable development to resource management and health care. And our community collaborations and UNBC Alumni continue to address needs and challenges, not only those found in northern communities, but across Canada and around the world. That sense of community connection and ownership of UNBC by the North is evident in our student body. More than two-thirds of students come from northern B.C., with the remaining coming from across the province, country, and around

the globe. Recent admissions surveys undertaken by the student recruitment team have clearly identified the top five reasons undergraduate students choose to attend UNBC:

**Recent admissions surveys undertaken by the student recruitment team have clearly identified the top five reasons students choose to attend UNBC:**

- 1. The University offered my program**
- 2. Proximity to home**
- 3. Affordability to attend**
- 4. Award/scholarship/bursary offer**
- 5. Ranking/reputation**

# External impacts on enrolment

## Demographics

The latest population projections for northern British Columbia are promising. While a population demographic of interest for post-secondary institutions (15-24 year olds) has declined in the North over the past several years (by 3.15% over the last five years), this population is forecast to grow modestly over the next five years. For example, the Prince George region is expected to see population growth in this age group by as much as 5.8%.

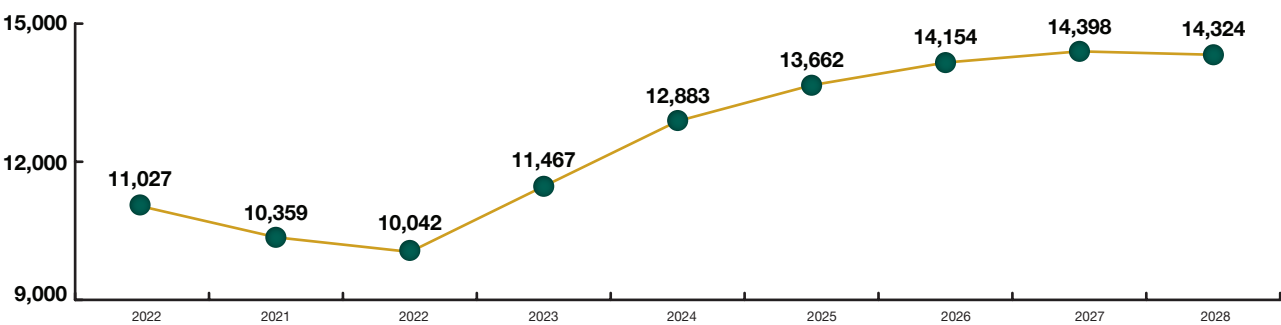


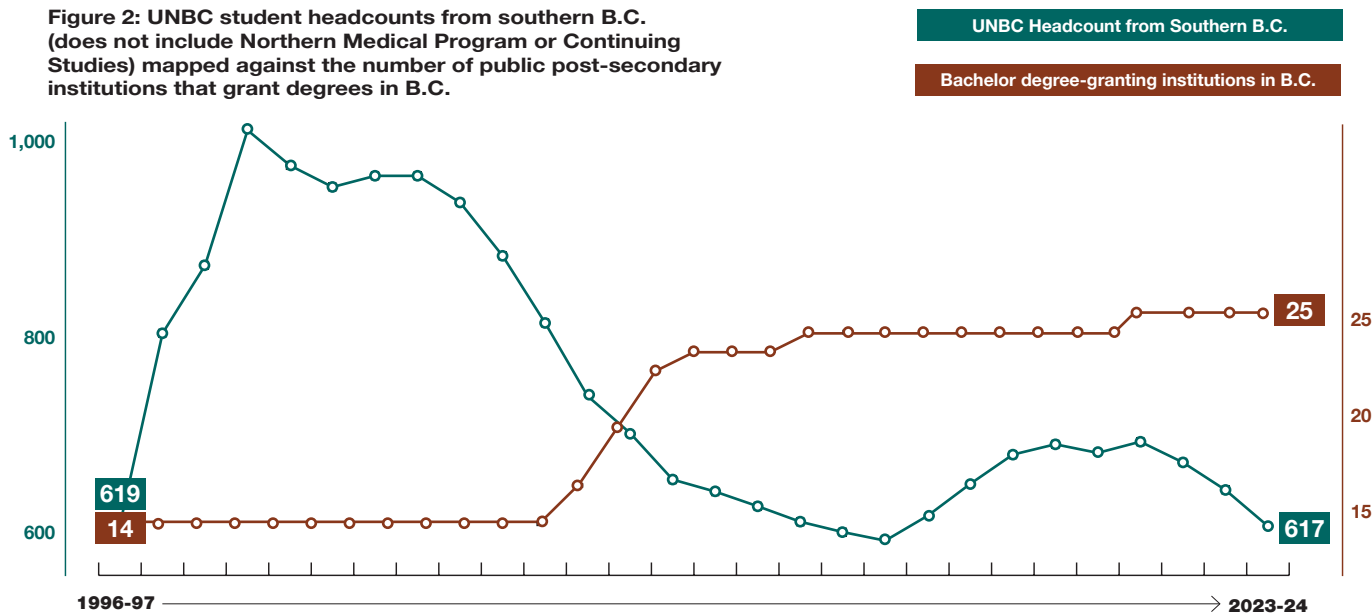
Figure 1: Prince George Population Projections (15-24 year olds)

These projections allow UNBC to better understand population variances across the North and adjust its recruitment and marketing techniques accordingly.

## A competitive landscape

The significant growth in degree-granting institutions in B.C. in the early to mid 2000s continues to have a lingering effect on UNBC’s enrolment, particularly students from Southern B.C.

Figure 2: UNBC student headcounts from southern B.C. (does not include Northern Medical Program or Continuing Studies) mapped against the number of public post-secondary institutions that grant degrees in B.C.



Formerly one of just 14 academic institutions in B.C. to grant degrees, UNBC now operates in an exceedingly competitive recruitment market: UNBC will require resources to maintain its standards of excellence in programming, enhance retention rates, increase student recruitment in alternative catchment regions (such as southern B.C., other parts of Canada, and abroad), and optimize program and schedule offerings to attract mature student categories to achieve enrolment growth. These measures are necessary not only to meet and exceed enrolment goals but also to enrich the diversity of UNBC's student population and ensure a remarkable educational experience.

### **Being in the North, for the North**

UNBC serves a sparsely populated region roughly the size of France. Providing opportunities for a region so large necessitates substantial resources, ingenuity, and collaboration with the three northern colleges and the Wilp Wilxo'oskwhl Nisga'a. UNBC has established a network of campuses across the North where certain programs are taught in an in-class format. UNBC also capitalizes on technological advancements and alternative modes of program delivery and assessment, which we were compelled to implement due to the COVID-19 pandemic. UNBC's faculty executed a monumental feat of rapidly transitioning their courses to the digital realm, with staff providing exceptional support throughout the process. This effort demonstrated that our community could flourish in different modes of program delivery and that with proper investments, UNBC could enhance its original "in the North, for the North" mandate, expand its reach to a global audience, and develop pedagogical models that enable programs to be taught to students whenever and wherever they choose to learn.

### **Global Upheaval – a Time of Uncertainty**

Forestry continues to play a critical role in northern B.C.'s economy, making the region vulnerable to that industry's ups and downs. For more than two decades, discussions have centered on the impact of the mountain pine beetle and other pests, fiber availability, and the unavoidable decline in the region's Allowable Annual Cut levels. Hundreds of jobs have already been lost in UNBC's catchment area, with the potential for thousands of indirect or spin-off jobs to follow. This economic reality affects families' plans for post-secondary education, as they may struggle to afford it. However, it also creates opportunities for individuals to retrain, develop skills and knowledge, and pursue new careers through post-secondary education.

Moreover, new challenges have emerged: climate change; devastating forest fires; severe flooding; supply chain disruptions; ongoing economic disruption; the toxicity of social media; a growing mistrust of institutions; and a highly competitive job market that makes it more challenging to attract new skilled talent.

Beyond the challenges, however, come opportunities. UNBC scientists conduct research each day that contributes to our knowledge base on issues that are of global importance. From learning from and working with Indigenous communities to exploring water and food security; from sustainable resource management to energy production and export; and from biodiversity to community and economic development, faculty and students explore these complex issues. We are uniquely positioned geographically at UNBC to study these issues in the field, just minutes or hours from any of our campuses. UNBC is facing this global upheaval with a renewed sense of purpose.



# Internal factors

## Enrolment

In 2023/24, the University was funded for 3,773 full-time equivalent (FTE) students; enrolment reached 2,420.

Table A: Enrolment FTE and Ministry Targets

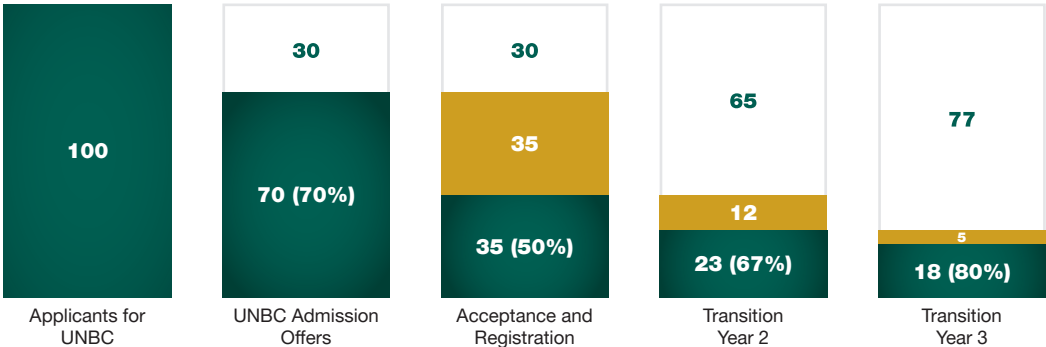
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Target	3455	3455	3455	3455	3443	3424	3429	3505	3575	3663	3752	3773
Actual	2888	2833	2653	2538	2632	2660	2738	2692	2599	2563	2504	2420
Until	83.6%	82%	76.8%	73.4%	76.4%	77.7%	79.8%	76.8%	72.7%	70%	66.7%	64.1%

UNBC is actively addressing its enrolment challenges by implementing strategic measures. We continue to embrace Strategic Enrolment Management principles, leveraging data-driven decision-making to empower the university community with essential insights for optimal planning and project implementation. This approach aims to bolster student success, enhance the student experience, and improve retention rates.

The institution has intensified its recruitment, marketing and social media endeavours, and is innovating ways to deliver programs both in-person and remotely. Moreover, UNBC has forged partnerships with various school districts, providing high school students with the opportunity for “dual-credit” enrolment. This initiative enables students to earn credits towards high school graduation while simultaneously undertaking first-year classes at UNBC, often at minimal or no cost to the students.

Beyond attracting new students, UNBC places emphasis on retaining its current student body. The institution is moving into the third year of its Proactive Student Retention initiative that helps identify students at the highest risk of attrition so that they may be contacted and supported. The institution has also enhanced its Orientation, Move-In Day, and other welcome events, with a pan-institutional approach and culture in place to support these key milestones. Student Health and Wellness also improved their structure in Fall 2023, creating a system that promotes a wider breadth of options for individual students to engage with as part of their ongoing well-being plans. By studying the attrition journey of its students, the university identifies areas for further enhancement to improve retention rates.

Figure 3: Undergraduate attrition Journey at UNBC



The figure above helps the University community understand the importance of investing in retention efforts. We acknowledge the significance of the classroom experience in fostering student success, in addition to the importance of investing in other crucial areas such as student life, support services (including health and counseling resources), and infrastructure upgrades to enrich the on-campus experience.





# Leading a Sustainable Future:

How Canada's Green University is delivering sustainability in action that builds on government's CleanBC strategy and supports a clean economic future.

Since its inception, UNBC has been committed to sustainability. With the launch of UNBC's new strategic plan, Ready, UNBC has a new vision of Leading a Sustainable Future. Sustainability remains an important, foundational element of what UNBC is and what we have to offer. A great deal was accomplished in 2023/24.

## Strategic Planning

- As a frontrunner in sustainability endeavors, UNBC has instituted a Green University Strategic Task Force aimed at bolstering our initiatives in academic programming, research, and operations. Drawing insights from engagement and consultation, the Task Force produced a comprehensive report that serves as a cornerstone for UNBC's ongoing sustainability strategy.
- One of the immediate actions stemming from this report, now successfully executed, was the appointment of a Sustainability Manager. This pivotal role champions environmental, social, and economic sustainability and responsibility across the University. Among the early priorities for the manager are the registration and upkeep of UNBC's presence in sustainability rating systems such as the Sustainability Tracking, Assessment & Rating System (STARS), overseeing the Green Grants program, and facilitating the revival of on-campus composting.
- Additionally, UNBC is poised to institute a Sustainability Council to chart the strategic course for sustainability initiatives, delineating guiding principles and pinpointing key areas for enhancing sustainability practices.
- During the "Leading a Sustainable Future: Countdown to Green Day 2024" series, a Sustainability Policy Roundtable convened to gather invaluable feedback and perspectives. This input is integral to the crafting of two pivotal documents: the UNBC Sustainability Policy and the UNBC Climate and Sustainability Strategy 2025 – 2030, slated for completion by year's end.





## Special Events

- Green Day was bigger than ever in 2024. Instead of one day, Green Day expanded to a 15-day series of events called Leading a Sustainable Future: Countdown to Green Day 2024. More than 30 events took place, including a film screening and presentations and panels on diverse topics from Energy to Empowering Marginalized groups, Youth Leaders, and Indigenous perspectives. Further activities included a Campus Cleanup, Climate Cook In, a Human Library about Climate resilience, a Repair Café on textile repair, and a Group bike ride to explore UNBC's bike infrastructure. As a result of the series, a working group dedicated to Sustainable Labs was formed, and the event marked the first platinum-certified event for a new Sustainable Events Certification program that draws inspiration from a similar initiative at McGill University.
- The Green Fund, relaunched in 2022, remains a popular program supporting research, education, and civic engagement initiatives fostering sustainability at UNBC. This initiative, partially financed through parking revenue, offers one-time seed funding to diverse projects. Notable successes have included the development of Indigenous art decals aimed at mitigating bird strikes, the compilation of a comprehensive book detailing Dakelh plant names, traditional uses, and significance, and a boost to the "Borrow-A-Mug" (BAM) program operated by the Northern Undergraduate Student Society. BAM provides reusable mugs for UNBC students, staff, and faculty as an alternative to single-use cups.

## Research

- Dr. Darlene Sanderson was appointed Dr. Donald B. Rix Leadership Chair for Indigenous Environmental Health at UNBC. Her research connects Indigenous health, education, law, and the environment. She works on projects aimed at enhancing language and cultural knowledge for Indigenous youth, emphasizing the value of traditional knowledge, examining the interactions between health of the land and the health of Elders and work on proactive assertion of Indigenous water laws. She was a leader in presenting an Indigenous Water Ethics event during the United Nations 2023 Water Conference.
- Every winter since the tailings pond breach at the Mount Polley mine in 2014, copper-laden sediment from the bottom of Quesnel Lake has been re-suspended in the water column and has flowed into the Quesnel River affecting aquatic life in the watershed, according to research by Dr. Phil Owens and Dr. Ellen Petticrew. Published in the journal Science of the Total Environment, their research details how this process results in seasonal copper levels in the Quesnel River that at times exceed federal guidelines for the protection of aquatic life.
- Environmental Engineering student Madeline Clarke designed and built a rotating indoor Workplace Atmosphere Sampler (WAM), believed to be the first of its kind in Canada and one of only a handful in the world. Clarke, who will enter her second year this fall, constructed the industrial hygiene air sampling machine at a fraction of the cost of the comparable professionally built WAMS. Funded in part by WorkSafe BC, Canada Summer Jobs and PacifiCan's recently established Environmental Solutions Innovation Hub, Clarke researched, designed and created the WAM in less than four months while working at Northern Analytical Laboratory Services at UNBC.
- Dr. Hossein Kazemian is collaborating with industry to explore ways to use new materials to create a bio-renewable and biodegradable hybrid packaging solution. Kazemian, the head of Northern Analytical Laboratory Services (NALS) and the Lead Principal Investigator of the Materials Technology & Environmental Research (MATTER) team at UNBC, is partnering with Brown's Bay Packaging Company Limited to develop a new kind of foam that will provide the thermal insulation required to keep seafood fresh but have a significantly smaller environmental footprint.
- Department of Geography, Earth and Environmental Sciences Assistant Professor Dr. Siraj ul Islam received \$142,500 in Discovery Grant funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) to fund five interrelated projects with the overarching goal of designing an improved hydrological prediction system capable of forecasting streamflow and river water temperatures on daily-to-seasonal time scales with improved accuracy. The project supports two Master's students and one PhD student at UNBC.

- An international team of researchers, including UNBC Professor and Canada Research Chair Dr. Brian Menounos, used a supercomputer at UNBC to calibrate findings describing in the journal *Science* that by the end of the century, the majority of Earth's remaining glacier ice will exist in southeastern Alaska, the Northern Coast Mountains, Yukon, the northeastern Canadian and Russian Arctic, and mountains that fringe the Greenland and Antarctic ice sheets. The computer, jointly funded by UNBC and the Tula Foundation, allowed researchers to analyze more than 440,000 images.
- An international team of researchers, led by UNBC's Dr. Rajeev Pillay, a Post-Doctoral Fellow working alongside UNBC Ecosystem Science and Management Professor Dr. Oscar Venter, examined the habitat of more than 16,000 mammal, bird, reptile, and amphibian species in tropical rainforests and found that preserving forest integrity is crucial for maintaining biodiversity.
- Students in the ENVS 339 carbon accounting class completed a study on the Scope 3 emissions of the UNBC Timberwolves (all four varsity teams) and presented their findings and recommendations for improvement, not only at the University level but at the Canada West and USports level as well.

## Operations

- UNBC is committed to sustainability in its operational practices. The University's foresight over a decade ago on renewable energy resources has paid off, resulting in a consistent reduction of over 60% in annual Scope 1 and Scope 2 greenhouse gas (GHG) emissions compared to the 2007 baseline levels. In addition, UNBC has achieved a 42% reduction in electricity use, a 73% reduction in natural gas consumption, and a 50% reduction in utility costs compared to 2010 baseline levels.
  - Thanks to these endeavours, UNBC has already surpassed the provincial emission reduction goal set for 2040 and has also met the accelerated target for the buildings sector, well ahead of the 2030 target. These accomplishments underscore UNBC's unwavering commitment to lessening its environmental footprint and advancing sustainability practices.
  - UNBC can do more in the realms of emissions reduction and sustainability promotion. In pursuit of these objectives, the University partners with entities such as BC Hydro to sustain its initiatives. For instance, transitioning from natural gas boilers to heat pumps at the Northern Sport Centre exemplifies forthcoming low-carbon electrification projects, aimed at replacing residual fossil fuel consumption. And more recently, UNBC completed the installation of a hybrid heat pump system at its Maintenance Building that will reduce the usage of propane for heating.
  - In tandem with these electrification initiatives, UNBC is instituting energy efficiency enhancements. This includes replacing outdated, less efficient building heating systems with compact, more effective alternatives, setting the stage for potential future heat recovery endeavors. Furthermore, building on the triumph of the two recent Passive House certified structures at UNBC, all forthcoming new constructions will adhere to Passive House standards. The University is also investigating the viability of retrofitting existing buildings with Passive House-inspired envelope and ventilation upgrades to curtail energy consumption.
- Several notable operational activities this year demonstrate UNBC's ongoing commitment to sustainability, including the following:

## Continuous Optimization

UNBC has completed two rounds of the Continuous Optimization program supported by BC Hydro. This program involves investigating and implementing low-cost improvements to building systems to improve energy efficiency. The total savings from energy conservation measures implemented in the first and second rounds of Continuous Optimization include 2,260,421 kWh of electricity per year (enough to power 226 average Canadian homes for a year), 15,189 GJ of fuel per year (enough to power 150 average Canadian homes per year), \$309,466 of cost savings per year, and 343 tonnes of CO<sub>2</sub> equivalent GHG emissions reductions per year.

## Heat Exchanger Upgrades

UNBC is undertaking a multi-year series of heat exchanger upgrade projects. The intent is to replace aging inefficient heat exchanger systems with newer more efficient systems. Each upgrade increases efficiency and results in less electricity and fuel demand. It is a multi-year series of upgrades. In 2023, three system upgrades were completed in the Agora, and additional upgrades are planned for 2024 and beyond. Previously upgraded facilities include the Power Plant, Charles J. McCaffray Hall, Teaching & Learning Centre, Conference Centre, and the Dr. Donald Rix Northern Health Sciences Centre.

## Cooling Upgrades

UNBC is carrying out multiple upgrades to its cooling systems to improve energy efficiency and reliability. In 2023, a cooling coil was installed in the main data centre that will offset the use of aging air conditioning units that have high electrical power consumption. The coil is supplied with chilled water from the district cooling system and will be used when the ambient outside air temperature is too high for free cooling. In addition, the existing two centrifugal chillers that are used for the district cooling loop have been outfitted with new variable speed drives known as Adaptive Frequency Drives (AFDs) that will provide better energy efficiency and prolong equipment life. Additional cooling system upgrades are planned for 2024 and beyond.

## Lighting Upgrades

UNBC continues to implement extensive lighting upgrades to replace linear fluorescent fixtures with new LED fixtures. The most recent upgrade took place in the Teaching Lab building in the south office areas in 2024. Future lighting upgrades planned include the remaining sections of the Teaching Lab and the basketball courts in the Northern Sport Centre. Additionally, lighting continues to be upgraded as part of space renovations where applicable. In certain areas where applicable, networked lighting controls are also implemented as part of the upgrades, to further improve energy savings.

## Energy Management Assessment

BC Hydro conducts an Energy Management Assessment (EMA) session with UNBC representatives roughly every two years to identify areas for improvement in the University's energy management practices. Overall, UNBC scored 94% in its most recent EMA in 2023, which was an improvement on its 91% score in 2021.

## Bioenergy Plant

After major maintenance in recent years, UNBC's Bioenergy Plant ran much closer in 2023-24 to its target of offsetting natural gas use by 85%, resulting in a significant reduction in GHG emissions. The learnings from recent years have also prompted a renewed focus on preventative maintenance planning for the Bioenergy Plant, both in terms of regular short-term and major long-term maintenance activities. After the shutdown of Pacific Bioenergy in 2022, UNBC had to find a new source of wood pellets for the Pellet Boiler. The University successfully established a new agreement with Premium Pellet in Vanderhoof. Like Pacific Bioenergy before them, Premium Pellet donates the wood pellets to UNBC.

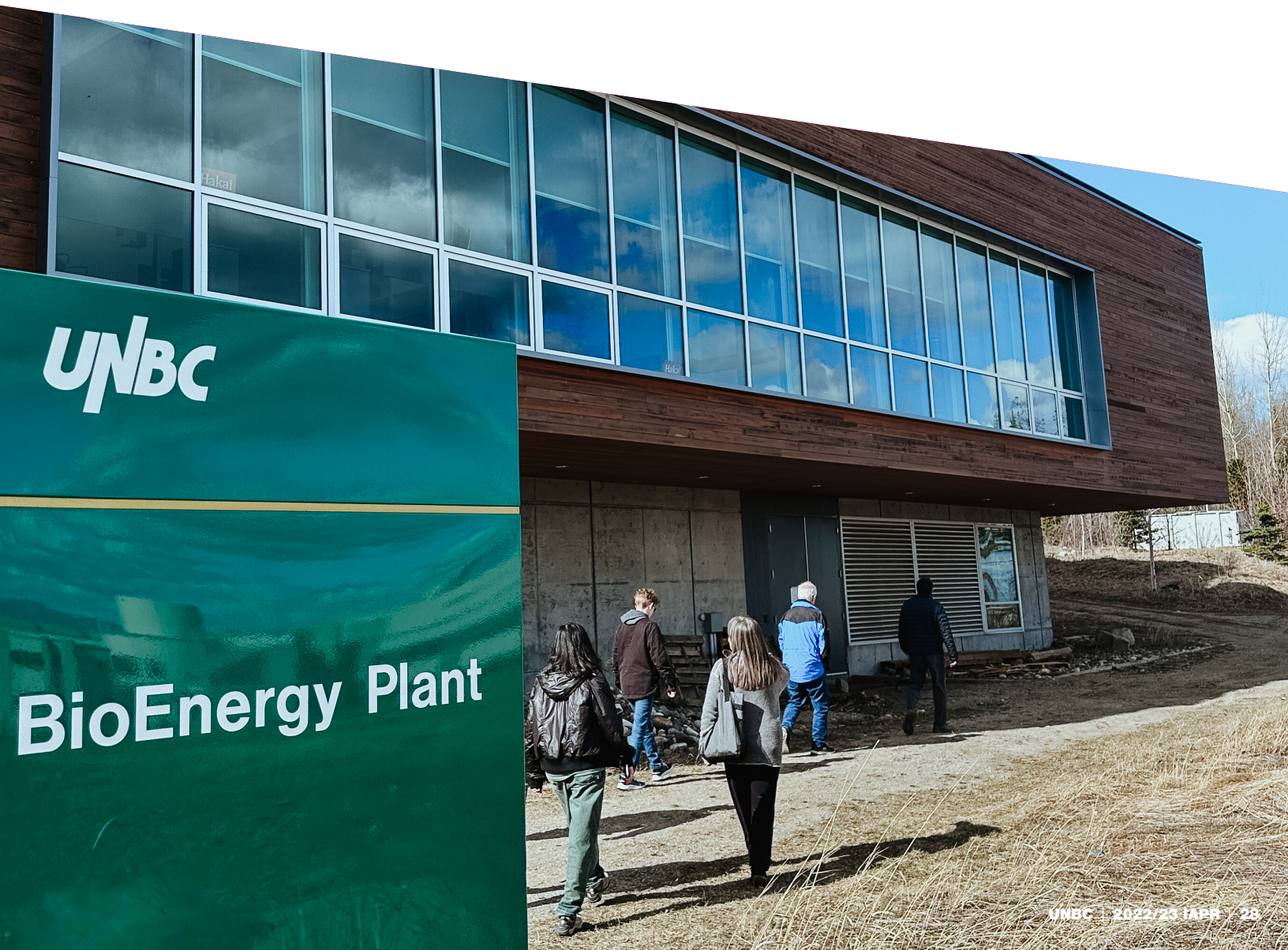
## Fleet Electrification

In support of the adoption of zero emission fleet vehicles, UNBC acquired a used Nissan Leaf in 2024 that will be used by the Facilities Maintenance staff primarily to service the Northern Sport Centre. It was identified as a suitable replacement for a previous internal combustion engine utility vehicle and has proven to be successful in its application thus far. Not only does it provide zero emission transport, it also provides cost savings for maintenance and fuel. It is also usable for travel outside of campus. We continue to look for similar opportunities where it is feasible to adopt zero emission fleet vehicles in our operations.



# Community engagement

- UNBC continues to actively participate in the Northern BC Climate Action Network (NorthCAN), an initiative led by the Community Energy Association. A hub for connecting individuals from local and Indigenous governments, the health and education sectors, business and industry as well as non-governmental organizations, NorthCAN aims to identify and celebrate opportunities for climate action that work for northern B.C., encourage regional innovation, and identify funding opportunities. UNBC students, faculty and staff are all actively involved, a tremendous number of UNBC graduates are network members, and the northern colleges are participating as well.
- UNBC ran its second Energy Wise Thermostat Challenge campaign to encourage the University community to conserve heating energy by reducing thermostat set points. More than 70 community members participated in the challenge, which also provided an opportunity for them to share feedback regarding space heating on campus. UNBC participates in the Energy Wise program each year in partnership with BC Hydro to support community engagement on energy conservation.
- UNBC facilities staff play an active role in engaging with students and the broader community to promote sustainability. They offer tours of various facilities, such as the Bioenergy plant, the Passive House-certified Facilities Maintenance Building, and the solar panels at the Conference Centre. In addition, they contribute to the academic program by delivering guest lectures, collaborating with students and professors on coursework and research, and participating in sustainability-focused discussion panels. Moreover, UNBC facilities staff participate in external sustainability events and groups, strengthening ties with the local community and fostering a culture of sustainability beyond the University.





# Acting on Truth and Reconciliation

*UNBC took another step in its Reconciliation journey in January as President Geoff Payne presented a Respectful Acknowledgment Pledge to the Lheidli T'enneh Nation on behalf of the UNBC community, which Chief Dolleen Logan accepted. In exchange, the Chief presented UNBC with 18 plaques that are now displayed in the different buildings that comprise the UNBC Prince George campus.*

“UNBC’s pledge to respectfully acknowledge our unceded ancestral lands celebrates another positive step forward on the Road to Reconciliation,” said Chief Logan. “Over the past several years, UNBC and the Lheidli T’enneh First Nation have built a truly special partnership.”

That relationship includes several initiatives. The Lheidli T’enneh Northern Promise Partnership Program sees UNBC provides full tuition support for Lheidli T’enneh students while the Nation pays for housing, books, and other costs. With the advent of the UNBC Timberwolves Indigenous logo, a portion of merchandise sales supports Elders Society activities.

Dr. Payne and Chief Logan meet quarterly to discuss issues of mutual interest and partnership-strengthening opportunities.

“Our hope is that these plaques will help students, faculty, staff and community members know how much we appreciate our special partnership with the Lheidli T’enneh,” explained Dr. Payne. “I look forward to continuing to work with Chief Dolleen Logan as UNBC continues its commitment to act on Truth and Reconciliation.”



# Mandate Priority Reporting

The Minister's 2023/24 Mandate Letter provides expectations and a foundation upon which UNBC builds out its strategies and actions. The following highlights illustrate our progress towards meeting those expectations.





## 2023/24 Mandate Priorities | Actions completed in 2023-24

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

<p><b>Micro-credentials</b> Continue to report on progress to introduce and recognize micro-credentials.</p>	<p><b>Faculty of Environment</b></p> <ul style="list-style-type: none"> <li>Developing for-credit micro-credentials that are stand-alone or stackable in Sustainable Forestry to fill knowledge gaps of applicants for Registered Professional Forester using a combination of accessible, flexible online and in-person offerings. UNBC received \$258,000 in funding from the Ministry of Post-Secondary Education and Future Skills to support the project.</li> </ul> <p><b>Faculty of Indigenous Studies, Social Sciences and Humanities</b></p> <ul style="list-style-type: none"> <li>Submitted a funding application to the Ministry for a new micro-credential on the principles, processes and practices of administration to the principles, processes and practices of administration.</li> </ul> <p><b>Continuing Studies</b></p> <ul style="list-style-type: none"> <li>Developed and offered non-credit micro-credentials on topics in natural resources, entrepreneurship, tourism and mass timber.</li> <li>Offer non-credit micro-credentials with partner organizations in machine learning and AI, web, technology and design.</li> <li>Working with academic departments to develop credit or non-credit micro-credentials.</li> <li>Working to create more micro-credentials that can stack into certificates and/or ladder into a degree.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>With Continuing Studies, the School of Education is developing a series of micro-credentials focused on supporting uncertified teachers in K-12 classrooms with pedagogy, assessment, curriculum and instruction, and meeting the needs of diverse learners.</li> <li>The School of Nursing has just launched a course with Continuing Studies for Certified Practice Registered Nurses to become prescribers. This course will be taken by RNs across B.C. in all certified practice areas and is required for recognition as a prescriber with the BC College of Nurses and Midwives.</li> <li>The School of Education is collaborating with the Department of Mathematics &amp; Statistics to develop a micro-credential course to help develop numeracy and math skills for future BEd students.</li> </ul> <p><b>School of Business</b></p> <ul style="list-style-type: none"> <li>Developed a 15 SCH Certificate in Business Administration Fundamentals. This program is intended to help students in professional programs (e.g., Engineering, Physical Therapy, etc.) to develop the skills necessary to successfully operate a new private practice. It is also intended to provide an understanding of key business management principles and practices to small business operators, and to provide an on-ramp to university education.</li> </ul>
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<p><b>Expanded health-seats</b> Continue to report on increases or expansions of health seats.</p>	<p><b>Division of Medical Sciences</b></p> <ul style="list-style-type: none"> <li>• In partnership with UBC's Faculty of Medicine, the Northern Medical Program accepted an additional four learners in September 2023.</li> </ul> <p><b>School of Nursing with Continuing Studies</b></p> <ul style="list-style-type: none"> <li>• Developed BCCNM-approved course Safe Prescribing for Registered Nurses with Certified Practice</li> </ul> <p><b>School of Nursing</b></p> <ul style="list-style-type: none"> <li>• Launched the Prince George site of the Northern Baccalaureate Nursing Program, a 20-month BScN program for those with some undergraduate studies and/or completed degrees in other fields. The program is offered in downtown Prince George at the Wood Innovation and Design Centre. The program has capacity for 24 FTE per year.</li> <li>• Expansion of MScN-Family Nurse Practitioner program from 20 to 40 seats for the Fall 2024 intake, with full FTE acceptances as of April 2024.</li> </ul> <p><b>Future Students Office</b></p> <ul style="list-style-type: none"> <li>• In partnership with School of Nursing, Student Advising, and Marketing, Nursing Recruitment Open Houses were held in both Fort St. John at the Peace River Liard Campus and in Prince George at the Wood Innovation &amp; Design Centre.</li> </ul>
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## Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Continue to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

### FHHS

- The School of Education Indigenous Education Working Group works with local Indigenous community members to enhance the program's engagement with Indigenous ways of knowing and being. Part of this work is to ensure that cultural safety is embedded in all work the School of Education undertakes.
- The School of Nursing Allies and Allyship: Creating and Sustaining Cultural Safety and Cultural Humility, Anti-racist Pedagogies, Research and Practice Standing Committee received funding to host a Community Gathering in October 2023 with members from local Indigenous communities to gather information on lived experiences with the health care system to inform changes in Nursing programs.

### Future Students Office

- Continued as a key steward for the UNBC-Lheidli T'enneh Northern Promise Partnership Agreement that grants Nation members expanded admissions routes to UNBC and a tuition waiver for undergraduate studies.
- UNBC's Future Indigenous Student Liaison shared a seat on School District 57's Indigenous Education Advisory Committee.

**Also, See Appendix B**

## Develop and implement protections for international students that support their fair treatment.

<p>Identify whether your institution has an active international education strategic plan and discuss its goals, objectives and priority actions. If you do not currently have a plan, discuss your process and timeline to develop and implement one.</p>	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• Directly involved with assessing the changes from the federal and provincial governments related to the early-2024 cap on international study permit applications and student visa issuance.</li> <li>• Predicting the impact to UNBC's recruitment, admissions, and enrolment outcomes for 2024/25 and beyond.</li> <li>• Strategizing with the Office of the Registrar, International Education, Office of the Provost, and Finance &amp; Administration to establish criteria for issuing UNBC's allotment of Provincial Attestation Letters (PALs).</li> <li>• Working within the Provost-led committee to develop an International Student Enrolment Plan, which commenced in Q1 2024.</li> </ul>
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Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.	<p><b>International Office</b></p> <ul style="list-style-type: none"> <li>• The Office provides a wide range of supports for international students including, but not limited to, the following: <ul style="list-style-type: none"> <li>o Offer Pre-Arrival Support, including winter preparedness.</li> <li>o Immigration and study permit requirements (One certified Regulated Canadian Immigration Consultant and working towards additional staff being certified as International Student Immigration Advisors)</li> <li>o Provide information regarding working, SIN cards, employment, taxes, and Post-Graduate Work Permit.</li> <li>o Provide information about navigating academic services, Health Insurance, medical services in Prince George, and housing.</li> <li>o Facilitate English conversation classes.</li> <li>o Student Ambassadors provide peer support and help students navigate life in B.C.</li> <li>o Supported events such as the City of Prince George International Student Welcome Event and International Week at UNBC.</li> </ul> </li> </ul> <p><b>Offices of Financial Aid and Development</b></p> <ul style="list-style-type: none"> <li>• Work to provide student awards to international students in need. For example, UNBC created the donor-funded International Student Support Award available to support international students facing significant challenges or financial barriers who may be from a developing country or a country facing economic, political, global, or human rights conflicts.</li> </ul>
	<p><b>Housing Office</b></p> <ul style="list-style-type: none"> <li>• Employ Resident Assistants with an international focus. These upper-year student staff are passionate about supporting International students and help support students' transition while providing specialized programming.</li> </ul>

## Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

Confirm that your institution has met or exceeded the targets identified in your annual institution budget letter.	UNBC continues to work toward meeting the enrolment targets referenced in the annual institution budget letter. UNBC's FTE target for 2023/24 was 3,773 and the actual count was 2,420. UNBC continues to invest in enhanced recruitment and retention initiatives that are highlighted throughout this document in an effort to improve enrolment. UNBC provides all financial reporting required by the Ministry as outlined in the letter, including quarterly reports of actual results, year-to-date actuals and four-year forecasts. UNBC also adheres to the Government's tuition limit policy of a two percent limit on tuition and mandatory fee increases. The University publishes its executive compensation reports annually and aligns with requirements set forth in the letter regarding capital procurement, planning and reporting. Other performance measures are contained in the Performance Measure Results section on page 75.
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## Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

Confirm institutional compliance with the Tuition Limit Policy.	UNBC complies with the Tuition Limit Policy, which limits increases for tuition and mandatory fees to 2%, helping ensure that programs are affordable and accessible for students.
Continue to submit annual tuition and mandatory fees data to the Ministry.	<p><b>Financial Services</b></p> <ul style="list-style-type: none"> <li>• The Finance Office submits the Annual Tuition Data Request and Mandatory Fee Report to the Ministry.</li> </ul>



## Sexual Violence and Misconduct prevention and response.

Outline participation in engagement to validate the Ministry's sexualized violence action plan.	<p><b>Student Success/Response and Support team</b></p> <ul style="list-style-type: none"> <li>UNBC has partnered with REES (Respect, Educate, Empower Survivors) to provide students with a trauma-informed, survivor-centered sexual violence and misconduct reporting tool. REES “bridges online incident reporting with access to critical information about reporting options, resources and support.” As a secure, online platform, REES enables users to create a record of an incident by choosing one or more reporting options, including: Anonymous Reporting (to help facilitate reporting of incidents that might otherwise go unreported); Connect to My Campus (connecting directly with UNBC support staff); and/or Formal Complaint (connecting directly to the UNBC staff who investigate cases of SVM). REES is an addition to UNBC's existing reporting options and support services. The REES tool is currently being customized for UNBC with a go-live date of August, 2024.</li> <li>Planning has begun for the delivery of synchronous and asynchronous training resources made available through BCcampus in relation to preventing and responding to sexualized Violence. Offerings will begin in Fall 2024.</li> <li>20 Residence Assistants, Senior Residence Assistants, and Community Assistants received training on consent and sexualized violence prevention, supporting survivors and how to receive and respond to disclosures.</li> <li>A working group focused on consent and prevention of sexualized violence met throughout the summer and fall to design and deliver the consent campaign at UNBC. This included various educational events, physical materials, information campaigns and tabling. Hundreds of students and staff engaged and participated in consent campaign activities.</li> </ul>
Awareness and prevention activities	<p><b>Student Success, Restorative Relations &amp; Student Support, Equity, Diversity, and Inclusion Office, Communications, Northern Women's Center</b></p> <ul style="list-style-type: none"> <li>An on-going consent campaign was initiated during the summer where educational events were held in Residence, the larger campus, and over social media.</li> <li>A presentation was given at Senate regarding sexualized violence and prevention at UNBC. The presentation focused on reporting and disclosing options, support services and communication, and opportunities for senators (particularly student senators) to get involved.</li> </ul>
Education or training sessions offered to students, staff, and/or faculty.	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>Staff and faculty are provided with a mandatory onboarding module on the Sexual Violence and Misconduct Policy and Procedure.</li> </ul> <p><b>School of Business</b></p> <ul style="list-style-type: none"> <li>Offering COMM 436 Workforce Health and Safety. Provides content on designing, implementing, and evaluating health and safety programs, including workplace investigations for misconduct (e.g., sexual discrimination, sexual harassment, etc.)</li> </ul> <p><b>Student Success</b></p> <ul style="list-style-type: none"> <li>UNBC continues to bolster its engagement with students surrounding consent and awareness of our Sexual Violence and Misconduct Policy and Procedures.</li> <li>UNBC engages with students and staff through the Northern Women's Centre, UNBC's Office of Equity Affairs, and through the Counselling, Human Resources, and Student Success teams.</li> <li>The new Restorative Relations and Student Supports Coordinator, as well as the new Student Supports Team, has added capacity and expertise in supporting students at UNBC.</li> </ul> <p><b>Housing &amp; Residence Life</b></p> <ul style="list-style-type: none"> <li>Training is offered around consent, sexualized violence.</li> <li>Crisis intervention training is provided to Residence Assistants (student staff) prior to move in, that supports students who may experience sexualized violence.</li> <li>Information and resources are provided to students during Housing orientation and in the Housing handbook.</li> </ul>
Progress on the three-year sexualized violence policy review, as required by the Sexual Violence and Misconduct Policy Act	<p><b>Student Success/Response and Support team</b></p> <ul style="list-style-type: none"> <li>The Sexualized Violence and Misconduct policy is currently in the review process. We are working with experts in the field to ensure our policy and procedures follow best practices across the sector. Engagement and feedback processes have occurred and will continue into the fall of 2024 – including legal counsel, students, staff and faculty. We anticipate the approval of the revisions to occur by fiscal year end.</li> <li>The website is being completely redesigned to ensure increased accessibility to key information for students, faculty and staff.</li> </ul>

## Former Youth in Care

Participation	In 2023/24, UNBC saw 20 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$88,252 distributed, representing an increase of 30% over the previous year.
<b>Supports Provided</b>	
Working or planning to coordinate and augment wrap around supports for former youth in care (FYIC), vulnerable, and under-represented students, both on campus and within the community.	<p><b>Business Services/Housing &amp; Residence Life</b></p> <ul style="list-style-type: none"> <li>Housing and Residence Life have Former Youth in Care as one group of priority students that receive a guarantee so long as the students apply by the July 1 due date. This is a self-identification process within the Housing application.</li> </ul> <p><b>Student Success</b></p> <ul style="list-style-type: none"> <li>UNBC plans to expand support for Former Youth in Care. Initiatives planned include the following: <ul style="list-style-type: none"> <li>Welcome packages and an optional welcome event.</li> <li>Targeted newsletters, workshops and programming.</li> <li>Deploying a survey to help us understand what resources Former Youth in Care would find helpful.</li> <li>Workshops and professional development for UNBC staff to help provide better support.</li> </ul> </li> </ul> <p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>An internal working group met in July 2023 to ensure relevant department representatives understood the changes to the FYIC eligibility because of the expanded access to provincial funding effective Aug. 1, 2023.</li> <li>Training on FYIC and funding support opportunities delivered to campus Student Success Coordinators team at UNBC's Terrace, Fort St John, and Quesnel campuses.</li> <li>Added one Student Recruitment Officer to jointly support UNBC's seat held on the Campus Navigator Community of Practice meetings led by StudentAidBC.</li> </ul>
Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>Research conducted to review peer postsecondary institutions' Financial Aid websites to identify best-practices in displaying information and support opportunities for Former Youth in Care.</li> <li>Worked with Awards and Financial Aid and Web Teams to develop and publish expanded information related to funding for FYIC on the Awards &amp; Financial Aid website, within the general domestic and Indigenous Future Students viewbooks/handbooks, and within our annual Student Recruitment update newsletter to BC high school Counsellors, Indigenous Education Workers, and Band Education Departments.</li> <li>Research conducted to scan for local and regional organizations through which direct contact with potential Former Youth in Care could occur.</li> <li>Distributed SAJE (Strengthening Abilities and Journeys of Empowerment) posters across campus with the intent that current FYIC students who have not yet self-identified would be encouraged to self-identify and access funding.</li> <li>Sent a Future Student's representative to the 2024 Engaging Spirit Cultural Camp held at Camp Friendship to further promote the Provincial Tuition Waiver Program.</li> <li>The internal working group applied for and was granted an extension to the deadline to use the remainder of the one-time funding provided by the Ministry of Postsecondary Education and Future Skills to support the FYIC population eligible for the Provincial Tuition Waiver Program.</li> </ul>

## K-12 Transitions and Dual Credit Programming

<p>How many students took part in dual credit classes, what classes did they take, and what actions were taken to promote the opportunity.</p>	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• 41 students were admitted to Dual Credit in the 2023/24 academic year, up from 37 in 22/23.</li> <li>• A similar approach to 22/23 was taken for promotion of Dual Credit for local high school and district ]] students, and their parents/guardians, including an in-person information session, early distribution of revised application packages, and posters for high schools and social media accounts. SD 57's District Parent Advisory Council helped to amplify the promotion.</li> <li>• Courses taken range across the 100-level approved dual credit course list approved by our partner SD 57.</li> <li>• UNBC's Faculty of Science and Engineering partnered with CNC to develop and launch a provincially approved joint Dual Credit opportunity for Grade 11 students called TekX – Technology Exploration. This innovative partnership offers nominated SD 57 students in Grade 11 the opportunity to take five college/ university level courses on varied themes in technology delivered over a 20-week period. Students earn up to 15 credits of postsecondary transferable course credit and the tuition is funded by the BC Ministry of Education and Child Care and the student fees are funded by the respective postsecondary partners. Fall 2024 will be TekX's inaugural intake and there are 20 seats per intake (two per year).</li> </ul>
<p>Active Minds/Youth Camps statistics</p>	<p><b>Office of Research and Innovation (Youth Programs)</b></p> <ul style="list-style-type: none"> <li>• UNBC's Active Minds Summer Camps are offered in science, technology, engineering, art and math (STEAM).</li> <li>• Eight camps were offered for ages 6-8 (178 youth) and eight camps for ages 9-12 (141 youth).</li> <li>• UNBC also offered a McLeod Lake Spring Break Youth Camp (15 Indigenous youth)</li> </ul> <p><b>Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• The Research &amp; Learning Services Librarian led a UNBC learning experience for five students from Prince George Secondary School. This included a library tour, meeting with a professor, and a session on information literacy. This experience is meant to demystify university for high school students and demonstrate the support they have when they attend UNBC.</li> </ul>
<p>Other youth programming statistics (GoEng Girl, YELL, etc.)</p>	<p><b>Office of Research and Innovation (Youth Programs)</b></p> <ul style="list-style-type: none"> <li>• UNBC's Youth Programming department offered a significant number of events: <ul style="list-style-type: none"> <li>o UNBC Wildlife Society workshop for Nusdeh Yoh (Indigenous choice school) – 28 youth (Grade 4/5)</li> <li>o Teacher Educational Spring Fling - 50 teachers from SD 57, 91, 60</li> <li>o Black Youth in STEM – 5 workshops – 20 youth (ages 9 -14)</li> <li>o UNBC Engineering Careers visit – 6 youth from Fort St. James</li> <li>o National Indigenous Peoples Day Event at Lheidli T'enneh Park on June 21, 2023, ~400 youth, ]]] and ~100 guardians.</li> <li>o Quiz Me Competition - 30 youth from SD57 (Grade 7)</li> <li>o Minerva BC Learn to Lead event for 15 female identifying youth (ages 15 – 17).</li> <li>o Teacher Workshops – 20 teachers in SD 57</li> <li>o Classroom Workshops for SD57 (Prince George) – 364 youth (ages 6 -12)</li> <li>o Engineering Science events Big Brothers and Big Sisters of Northern BC - 42 youth (ages 6-12)</li> <li>o John Prince Research Forest event with Chuntoh Education Society – 10 youth</li> <li>o McLeod Lake Indian Band Annual Summer Celebrations – 36 youth</li> <li>o Go ENG Girl event – 25 youth (Grade 7-10, girls or non-binary)</li> <li>o Technology Integration in Teaching Workshops – 44 teachers</li> <li>o Science and technology exploration event at Prince George Public Library -120 youth.</li> <li>o STEAM Activity boxes for McLeod Lake (Remote programming) - 30 youth</li> <li>o Water Careers workshop for Lheidli T'enneh – 8 youth</li> <li>o Go CODE Girl event – 17 youth Grade 7-10, girls or non-binary)</li> <li>o Koh Learning in our Watershed event with SD 91 - 40 youth</li> <li>o Central Interior Science Exhibition - 70 youth participants (Grade 4-9)</li> <li>o Engineering High-school Design competition – 16 youth</li> <li>o Girl Guides Engineering Everything event – 24 youth</li> </ul> </li> </ul>



**Enrolment Management & Strategy; Future Students Office**

- May '23: Partnered with UNBC Faculty of Health Sciences – Rotary Adventures in Healthcare – 40 high school students
- May '23 - UNBC Future Students team SD 91 Project Health – 24 high school students
- June '23 - Partnered with UNBC Biochemistry & Molecular Biology program as part of RiboWest – Local High School RNA Vaccine Workshop – 16 high school students
- July '23 - Partnered with local PG Kodiaks Football Team – on-campus movie night – 40 student-athletes
- July '23 - Delivered campus familiarization activities and a tour of the Northern BC Archives for students staying on campus as delegates for the BC Heritage Society's Provincial Heritage Fair – 28 students
- Aug '23 - Co-hosted 16 Indigenous Youth with the Outlands Youth Employment Program (OYEP) on campus for a 2-day Science Week consisting of activities and demonstrations led by UNBC BCMB, CHEM, GEOG, BIOL – 16 Indigenous youth
- Nov '23 - Hosted high school students from SD 28, SD 57, Cedars, and Westside for UNBC Discovery Day; participation from UNBC faculty across BCMB, BSW, COMM, CPSC, GEOG, ENPL/ESS, ENGL, ENGR, ESM, HIST, ORTM, and PSYC – 116 students
- Dec '23 - UNBC Future Students Team – SD 91 Project STEEAM – 1.5-day event showcasing UNBC programs in “everything but health (as Project Health is complementary) - ENGR, ECON, CPSC, ENGL, ORTM, and CHEM all participated – 24 students
- Feb '24 - Hosted local PGSS high school students studying Psychology 12 for a half-day learning about UNBC Psychology – 30 students

## Work Integrated Learning

Description of institutional changes, realignments or other concerted action to offer work-integrated learning (WIL) options to students, including Career Services offices where appropriate.

The Career Centre Team, in collaboration with the Manager of Student Experience, has been instrumental in crafting and implementing a Work Integrated Learning (WIL) strategy that aligns with UNBC's strategic plan, Ready. The aim is to expand WIL opportunities across the University by tracking student engagement and participation in partnership with faculty and various programs. This strategy is part of a broader initiative that seeks to enhance experiential learning, ensuring that WIL initiatives are effectively integrated into the classroom and connected with industry needs. The establishment of a Customer Relationship Management ecosystem to track and enhance employer relationships has been a key priority, enabling the university to strategically manage and expand its network of external learning partners and co-op placements, thus addressing critical gaps and setting a foundation for accredited and recognized WIL experiences at UNBC.

**Student Success / Career Centre**

- Evolved the Student Career Centre Coordinator role into the Career Readiness Coordinator to focus more on WIL and strengthen ties between students and industries.
- Introduced a new role, the Work Integrated Learning Projects Coordinator, to oversee WIL project planning, management, and execution with an emphasis on digital enhancements and data-driven career services.

**Expanded Career Readiness Initiatives in 2023:**

- The Northworks Career Fair on the Prince George campus featured 79 employers, an increase from 50, providing networking and career opportunities for students.
- Hosted industry nights in Accounting, Finance, Engineering, and Planning, in collaboration with respective faculties and student associations.
- Conducted 16 Career Readiness Workshops to provide essential job search skills and insights.
- Launched personalized job seeking and preparation assistance through the Career Centre.
- Created the Career Ambassador role to promote WIL and integrate academic learning with professional development.

**School of Business**

- COMM 498-3 Business Clinic 12 students were involved in consulting projects supervised by faculty and MNP. Projects provided business advice to two not-for-profit organizations in Prince George.
- COMM 498-2 Family Support Business and social work students worked to provide short-term resources to support families in crisis in and around Prince George.

<p>Number of students involved in WIL options, and, if possible, by type of WIL.</p> <p><b>NOTE:</b> Not all forms of WIL need be reported. For example, nursing practicum numbers are partially collected by HSPNet. For guidance and definitions of WIL please refer to Co-operative Education and Work-Integrated Learning Canada (CEWIL).</p>	<p>The UNBC Career Centre focuses mainly on co-operative education, with participation metrics available solely from co-op programs. As outlined above, the strategic direction for the upcoming year is to broaden the scope and understanding of WIL across the entire campus. The goal of the strategic WIL strategy is not only to expand these opportunities but also to harness and measure their impact comprehensively.</p> <p>Co-operative education program statistics for the 2023-2024 school year:</p> <ul style="list-style-type: none"> <li>• <b>Information Sessions Attendance:</b> More than 120 students.</li> <li>• <b>Applicants:</b> 86 students applied for the co-op program.</li> <li>• <b>Accepted into Program:</b> 49 students were fully accepted.</li> <li>• <b>Completed Online Training:</b> 48 students completed the required online training.</li> <li>• <b>Completed Work-terms:</b> 18 students completed work terms between May 2023 – April 2024</li> </ul>
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# UNBC Strategic Priority Areas of Focus

Actions completed in 2023-24	
Strategy and Governance	
Develop and launch UNBC's next five-year strategic plan.	<p>Informed by consultations with individuals and communities from across the region, the University of Northern British Columbia released its new strategic plan in October 2023. Titled, Ready, the five-year plan includes a renewed mission and vision, four overarching themes, and specific goals the University aims to achieve. Anchored by UNBC's new mission, Ignite. Inspire. Lead Change., and informed by UNBC's new vision, Leading a Sustainable Future, the plan identifies key actions that will allow UNBC to reach its targets through education, research and community engagement.</p> <p>The plan is centered around four themes, each with their own strategic goals:</p> <ul style="list-style-type: none"> <li>• Cultivate Curiosity—UNBC will excel at teaching, learning, and inquiry, while supporting, encouraging, and inspiring learners.</li> <li>• Act on Truth and Reconciliation—UNBC will continue on its path to advance and meaningfully enact reconciliation with Indigenous Peoples, through dialogue, education, research, relationships, and service.</li> <li>• Empower Northern Communities—UNBC will collaborate, partner, generate knowledge and build capacity for the advancement of healthy, productive, thriving communities.</li> <li>• Foster Local Solutions for Global Impact—UNBC will leverage its unique position to mobilize knowledge for local and global change.</li> </ul> <p>UNBC won an award from the Council for the Advancement and Support of Education for its engagement process that led to the creation of Ready. More than 1,000 people shared their thoughts, hopes and aspirations for UNBC through survey responses, participation in town hall events and by submitting online feedback.</p>

<p>Develop an Integrated Planning (including Budget) Framework, including the following elements:</p> <p>1. Unit-wide strategic action plans</p>	<p><b>Business Services</b></p> <ul style="list-style-type: none"> <li>• Every department within Business Services has developed or updated their Strategic Action Plan in alignment with the institutional READY Strategic Plan. From these Action Plans, annual Operational Plans have also been developed to ensure operational efforts work toward achievement of strategic goals.</li> </ul> <p><b>Information Technology Services</b></p> <ul style="list-style-type: none"> <li>• Strategic action plan development is in progress.</li> </ul> <p><b>Student Success</b></p> <ul style="list-style-type: none"> <li>• Strategic action plan development is in progress in all units: Student Experience and Planning; Student Health and Wellness; Restorative Relations, Student Supports and Housing.</li> </ul> <p><b>Faculty of Science and Engineering</b></p> <ul style="list-style-type: none"> <li>• Strategic action plan development is in progress</li> </ul> <p><b>Continuing Studies</b></p> <ul style="list-style-type: none"> <li>• Moved from VP Finance &amp; Administration's portfolio under Business Services to Provost's portfolio as a direct report</li> <li>• CS Expansion listed as a priority in the 2024 Academic Plan Refresh</li> <li>• Unit strategic action plan and annual operational plan development are in progress</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• FHHS launched a strategic planning process in October 2023; engagement sessions have been held in Prince George, Quesnel, Terrace, and Fort St. John. A draft strategic plan is prepared in alignment with the Ready Plan, to be taken up and finalized by the next Dean of FHHS</li> </ul> <p><b>Communications and Marketing</b></p> <ul style="list-style-type: none"> <li>• Moved into the VP Research and Innovation's portfolio in January 2024.</li> <li>• Completed and implemented a new social media strategy. UNBC's social media performance meets or exceeds industry benchmarks.</li> <li>• Drafted a Research communications strategy designed to raise the profile of UNBC's research community. Elements of that strategy have been implemented.</li> <li>• Developed an initial internal communications strategy to help identify needs, tactics and resources for future implementation.</li> <li>• Developed an Emergency Operations communications plan.</li> <li>• A comprehensive communications and marketing strategy is under development that will incorporate the above as components of same.</li> </ul> <p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• The SEM planning process will identify areas of greatest opportunity along the student life cycle, to which collaborative action plans can be developed and deployed.</li> <li>• The Future Students team will prepare and provide information to the UNBC community about our previous, current, and proposed student recruitment strategies and tactics to raise awareness and garner feedback, ideas, and further support.</li> </ul> <p><b>Faculty of Business and Economics</b></p> <ul style="list-style-type: none"> <li>• Strategic action plan development is in progress.</li> </ul>
<p>2. Indigenous Action Plan</p>	<p><b>Office of Research and Innovation (Youth Programs)</b></p> <ul style="list-style-type: none"> <li>• Continued relationship building with Indigenous communities to provide youth and post-secondary transition programming. <ul style="list-style-type: none"> <li>o Participation in National Indigenous Peoples Day Event at Lheidli T'enneh park ~400 youth, ~100 guardians</li> <li>o Collaboration with Chuntoh Education Society for John Prince Research Forest event.</li> <li>o Participation in McLeod Lake Indian Band Annual Summer Celebrations.</li> <li>o Supporting Indigenous knowledge transfer and learning in collaboration with SD91 through the Koh Learning in our Watershed event - 40 youth.</li> <li>o McLeod Lake Indian Band Spring Break Youth Camp for 15 Indigenous youth.</li> </ul> </li> <li>• Continued collaboration and discussions with Lheidli T'enneh Education Coordinator for youth event opportunities. <ul style="list-style-type: none"> <li>o Wildlife Education event hosted in collaboration with UNBC Wildlife Society for 28 youth from Nusdeh Yoh (Indigenous Choice School).</li> <li>o Water Careers workshop for Lheidli T'enneh - 8 youth.</li> </ul> </li> </ul>



### **Athletics and Recreation**

- Worked in partnership with the Northern Sport Centre to install an Indigenous-themed mural highlighting the Timberwolves' Indigenous logo created by former UNBC student Trevor Angus.
- Working with the Northern Sport Centre to redo the gymnasium floor featuring the same logo above as well as other Indigenous elements in the design.
- Graduating seniors received handmade, hand-painted drums with the Indigenous logo on them.
- Continued growth of the Indigenous Student Award through sales of Indigenous logo clothing.
- Relationship building with Lheidli T'enneh Elders through annual donation of shared proceeds from Indigenous clothing sales.
- Developed a forward-facing departmental Equity Statement.

### **Office of Indigenous Initiatives/First Nations Centre Spring/Summer 2023 (April to August)**

- Introduced the Guideline for Honorariums for Indigenous Elders and Knowledge Holders.
- Appointed a new Manager, Indigenous Student Empowerment to revitalize and oversee the First Nations Centre.
- Relaunched the Office of Indigenous Initiatives in May 2023, beginning with a search for the new Associate Vice-President, Indigenous.
- Added an Administrative Assistant to the Office of Indigenous Initiatives team.
- The First Nations Centre hosted the FNC Graduation Ceremony for Indigenous students graduating from UNBC.
- UNBC and FNC/OII attended and had a tent at National Indigenous Peoples Day at Lheidli T'enneh Memorial Park in June.

### **Fall 2023 (September to December)**

- In partnership with Nadleh Whut'en First Nation, the Office of Indigenous Initiatives sponsored the Returning to Spirit Reconciliation Workshops.
- The Campus Cousins organized the UNBC National Day for Truth & Reconciliation events featuring the re-launch of the 1000 Ravens for Reconciliation initiative. This initiative has been emulated by at least two K-12 schools elsewhere in Canada.
- A new Graduate Teaching Assistant joined the First Nations Centre, tasked with offering peer mentorship, leading guest lectures, and completing one major project per year.
- An Indigenous Student Life Navigator was appointed to fill in during a leave of absence, ensuring continued support for students.
- The First Nations Centre took on a pivotal role in the Inspiring Women Among Us (IWAU) Gathering, both by sponsoring the event and by contributing to the planning committee.
- The inaugural Associate Vice-President, Indigenous began her tenure on Dec. 11, 2023, taking the helm of the Office of Indigenous Initiatives at UNBC.
- OII funded the NSC mural, which was developed in collaboration between Athletics, Office of Equity Affairs, and the First Nations Centre.

### **Winter 2024 (January to March 30)**

- Established a task force on Indigenous Identity Verification under the Senate Committee on Indigenous Initiatives (SCII).
- Reinvigorated the Lheidli T'enneh Translation Initiative and developed a two-year plan for signage installation.
- Dr. Daniel Sims completed a series of Indigenous 101 workshops

### **Enrolment Management & Strategy; Future Students Office**

- Developed and deployed a recruitment action plan for undergraduate Indigenous student recruitment that included the following:
  - Collaborative meetings with SD 57's Indigenous Education Department.
  - Sharing a seat on School District 57's Indigenous Education Advisory Committee.
  - Deploying various tactics related to raising awareness of the Northern Promise Partnership Agreement to Lheidli T'enneh members in partnership with LTFN Education Department.
  - Coordinating joint UNBC-CNC Pizza Lunches to local high school Indigenous Education Resource Centres.
  - The Future Indigenous Student Liaison planned and performed week-long consortium recruitment travel to Northwest B.C., Prince George, and the Central Interior of B.C. as Planner for Strengthening Connections.
  - The Future Indigenous Student Liaison participated in an additional Strengthening Connection in the Shuswap area.
  - The Future Indigenous Student Liaison attended numerous First Nation Community education and career fairs including those hosted by Gitaaanmaax, Lheidli T'enneh, Gitanyow, McLeod Lake, and Saulteau First Nation.

	<ul style="list-style-type: none"> <li>o The Future Indigenous Student Liaison hosted numerous groups from First Nation communities for tours and other campus activities including Takla Nation, Witsset First Nation, Wetsuweten First Nation, Metlakatla First Nation, Babine Elementary Secondary School, Metis Nation BC, Lheidli T'enneh, and Kitselas.</li> <li>o The Future Indigenous Student Liaison attended various large-scale Indigenous cultural events including All Native Basketball Tournament, National Indigenous Peoples Day, and Gathering our Voices.</li> <li>o The Future Indigenous Student Liaison coordinated and hosted an Indigenous Education Worker Update and Appreciation Brunch at the Prince George campus in Jun '23.</li> <li>o Student Success Coordinator staff at the Northwest, South-Central, and Peace River-Liard Campus supported First Nation community education fairs and community events if the Future Indigenous Student Liaison was unable to attend and the SSC team had capacity.</li> </ul>
Refresh UNBC's Emergency Response Plan	<p><b>Enterprise Risk and Safety</b></p> <ul style="list-style-type: none"> <li>• Developed a comprehensive Emergency Response Plan document.</li> <li>• Core members of the Emergency Operations Centre program were trained by Justice Institute of BC on emergency response.</li> <li>• Conducted the woodlands fire assessment with input from community partners</li> <li>• Created sample awareness posters to be displayed around UNBC campuses.</li> </ul> <p><b>Communications and Marketing</b></p> <ul style="list-style-type: none"> <li>• A draft Crisis Communications Plan has been developed that outlines the guiding principle of being “accurate and quick” in times of crisis to ensure any required action on the audience’s part (such as a “hold and secure”). It outlines key message areas, the communications response team makeup, channels and tactics, and draft messaging to be used in certain circumstances, such as inclement weather or power outages.</li> </ul>
Review and update UNBC policies, procedures, and guidelines.	<p><b>Board of Governors</b></p> <ul style="list-style-type: none"> <li>• The Board of Governors developed and approved new Board Appointment Delegation Policy, Appeals to the Board of Governors Policy and Procedures, Appointment and Reappointment of the President and Vice-Chancellor Policy, Review of the President and Vice-Chancellor Prior to Reappointment, and Review of the President and Vice-Chancellor Policy and Procedures.</li> </ul> <p><b>Senate and Board of Governors</b></p> <ul style="list-style-type: none"> <li>• Senate and the Board approved the new Search and Recommendation for the Selection of the President and Vice-Chancellor Procedures.</li> </ul> <p><b>Office of University Governance</b></p> <ul style="list-style-type: none"> <li>• The Office of University Governance continues to develop important components of the organization’s Privacy Management Program, aligning with the new FOIPPA, related government regulations, and the University’s Protection of Privacy Policy. <ul style="list-style-type: none"> <li>o The new Responding to a Privacy Incident or Breach Procedures document has been developed ]] and implemented.</li> <li>o A new Employee Privacy Handbook was developed.</li> <li>o A mandatory online employee privacy training module has been developed and is in the implementation stage.</li> <li>o Developed guidance around understanding artificial intelligence, privacy management and records management for UNBC employees.</li> <li>o Privacy Impact Assessment Procedures have been drafted and will move ahead for approval in 2024.</li> </ul> </li> <li>• Since May 2021, 74 outdated University policies and procedures have been repealed by the respective approval authority.</li> <li>• The University Governance Team continues to provide direction and advice to all units on the development and renewal of University policies and procedures.</li> </ul> <p><b>Financial Services</b></p> <ul style="list-style-type: none"> <li>• A new Travel and Business Expense Policy and Procedures came into effect in June 2023. We committed to reviewing Travel Expense Rates annually and did so in March 2024.</li> <li>• Working to update all other policies over the next year.</li> </ul> <p><b>Student Success / Office of the Registrar</b></p> <ul style="list-style-type: none"> <li>• The Academic and Non-Academic Misconduct Policy and Procedures is being reviewed by an oversight committee.</li> </ul>

Develop and implement a university-wide records management framework and strategy.	<b>Office of University Governance</b> <ul style="list-style-type: none"> <li>• The Records Management Policy, Responding to Requests for Access to or Correction of Information Procedures, Records Classification Index, File Storage Guidelines, Information and Record Classification Levels document, and Records Management and Digitization Guidelines have been drafted and will move ahead for approval in 2024.</li> <li>• Resources and continued website development will proceed in 2024-25.</li> <li>• University Governance is recruiting a Governance Coordinator to support records management work.</li> </ul>
Develop and implement by December 2024 a university-wide strategy and framework to provide a safe, legally protected way for current and former UNBC employees to report serious or systemic issues of wrongdoing at UNBC aligning with the Public Interest Disclosure Act (PIDA).	<b>Office of University Governance</b> <ul style="list-style-type: none"> <li>• The President designated the Senior Governance Officer as the designated officer to receive requests for advice and receive and investigate disclosures by employees under PIDA.</li> <li>• The University Governance Team have been completing relevant training offered by the BC Ombudsperson's Office.</li> <li>• The Procedures enacted under PIDA are in the draft stage.</li> </ul>

## Improved student enrolment and a transformative student experience.

Continue implementing Strategic Enrolment Management principles to attract and retain students, substantially increase student success, and reduce attrition rate over time.	<b>Enrolment Management &amp; Strategy; Future Students Office</b> <ul style="list-style-type: none"> <li>• The Director, Student Recruitment role was expanded in late-summer 2023 to formalize coordinating responsibility for UNBC's SEM Planning Process.</li> <li>• Additional staffing was approved including an operational lead for the Future Students team in the Manager, Future Students Office and a Director for Institutional Research, Analysis, and Performance plus an additional staff data expert within Institutional Research. Development of positions and recruitment for all three roles is underway.</li> <li>• Investment was made to fully fund or subsidize SEM conference travel for UNBC staff including QS Quacquarelli Symonds Edudata Summit, Ruffalno Noell Levitz National Conference, ACCRAO SEM Conference, Canadian SEMM Forum, and an Academic Impressions Retention Plan Development Workshop.</li> <li>• Key priorities for 2024/25 involve rounding out the necessary staffing complement and refocusing the SEM Committee and SEM Working Groups by performing necessary foundational steps in the SEM planning process.</li> </ul> <b>School of Planning and Sustainability</b> <ul style="list-style-type: none"> <li>• Restructuring Planning program to maximize student participation in community-based studio courses, both to increase benefits of education to communities, and to maximize student exposure to real-world problem-solving and planning; will increase attraction to this program, student academic success, and student career placements following graduation.</li> <li>• Curriculum refresh of the Bachelor of Planning, which directs resources/investment to courses that engage students with community and emphasize experiential learning. This is intended to improve learning and engagement – emphasizing student success and improving existing student retention. The community engagement aspect is expected to increase program visibility, a factor in recruitment. Community engaged courses have been reported in local and provincial media.</li> <li>• Retention activities include the ENVS Fall event, where faculty organize a social event with students, and ENPL support of the Student Planning Association as it organizes social and professional development events.</li> </ul>
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#### **Department of Geography, Earth and Environmental Sciences**

- Host regular events, communications, sessions with our undergraduate students.
- Work closely with the GEES Student Club on their events and activities, and help them promote events in classes.
- Maintain an empathetic environment to offer supports for student success.
- Ensure that every Spring semester we offer at least one field school opportunity.

#### **Department of Ecosystem Science and Management**

- Use the feedback from the last CFAB (Canadian Forestry Accreditation Board) review in 2021 to address concerns raised by students transferring from various college programs into UNBC professional degrees (Forest Ecology and Management and Wildlife and Fisheries, primarily).
  - o Most were based around transfer credits and course progression once at UNBC, so we have reviewed our primary transfer arrangements and the curriculum committees have worked with the Undergraduate Coordinator, Advising and the Registrar's Office to use combinations of courses currently receiving unspecified credit (e.g. FSTY 2XX; can only be used as elective course) to increase the amount of useable credits to allow transfers to be used as required courses (e.g. FSTY 201 equivalency).
  - o This increases the number of functional course credit students receive, and we have found these extra efficiencies in most agreements reviewed.
- Creating suggested pathways for students to complete their degrees so they encounter less conflicts. Using this approach to reduce attrition rate and increase student satisfaction.
- Refining existing arrangements, which have been very successful in recruitment, and working with partnering colleges (College of New Caledonia, Coast Mountain College) to create new laddering pathways into degree programs such as Biology, Conservation Science & Practice and Nature-based Tourism Management.

#### **Natural Resources and Environmental Studies Graduate Programs**

- Improving the online application and acceptance process, focusing on improving processing times, clarity of forms and communications, tailored offer letters and responses to applicants.
- Advocating for more graduate student funding, particularly international student funding, via multiple venues. We also share award information we receive with students and encourage them to apply.
- Regularly meet with and advise students about different degree, progression, and leave options so they are aware of ways to alleviate strain as they progress through their degrees.

#### **Faculty of Indigenous Studies, Social Sciences and Humanities**

- Dedicated financial resources for first-year undergraduate instruction to assist with intentional retention strategies within all academic programs.

#### **Department of Chemistry and Biochemistry**

- The Biochemistry degree review was completed. The reviewers had several very good things to say about the program and suggested a few improvements which are being adopted.
- Created a degree map revealing course dependencies that has been shared with advisors.
- Degree administration is now housed wholly in the Department of Chemistry and Biochemistry within the Faculty of Science and Engineering, reducing confusion for students.
- The curriculum committee is examining curricular changes to improve the student experience.
- Additional course sections have been added so CHEM 100, 101 and 201 are all offered in fall and winter semesters.

#### **Department of Computer Science**

- Computer science has begun a curriculum review and refresh using guidance and learning outcomes from the Association of Computing Machinery. This curriculum refresh will increase enrolment and student satisfaction in the program.
- Specific to retention efforts, CPSC 100 and 141 will both be offered in the fall and winter terms in the upcoming academic year. These courses are bottlenecks in the computer science program.

#### **Department of Mathematics and Statistics**

- A major focus in Mathematics and Statistics has been to address incoming students' preparedness for courses. A specific retention effort involves ensuring that students are enrolled in the course that they are prepared for. A Math Readiness program has been developed in collaboration with the Student Success Centre. This program assesses the students' mathematics knowledge and results in a recommendation for which Math course they are prepared to take. This was done as a pilot in the beginning of the fall and winter semesters and will be continued in the next academic year.

- The department has developed a Math Success stream which will be presented to Senate in April 2024. This stream develops a lower-level remedial course to replace the XMAT series to allow for a more strategic and coordinated offering of courses that will set less-prepared students up for success in University-level courses.

### **School of Engineering**

- A student was hired to develop videos and student friendly material for the web site.
- Two faculty members have adjusted workloads so that they have time to put efforts into recruiting and outreach. These two ran a high school engineering competition which brought several high school students campus.
- Engineering has hosted several tours by high school students that have been organized by high schools and/or recruiting.

### **Faculty of Human and Health Sciences**

- The School of Nursing is working with UNBC Communications & Marketing to collaborate with peers at CNC and CMTN on a collaborative approach to marketing for the Northern Collaborative Baccalaureate Nursing Program to increase the profile of the program.
- The School of Nursing and the School of Education have worked with Communications & Marketing to advertise the Northern Baccalaureate Nursing Program (NBNP) and BEd programs (respectively).
- The School of Nursing is moving forward with a new LPN Pathway program for the NBNP, which will provide an easier entry route for LPNs with practice experience to enter the BScN program – this is currently at the Faculty level for consideration before onward movement to Senate and the Degree Quality Assessment Board.
- The School of Nursing has received funding to develop and implement a plan for Internationally Educated Nurses to access education upgrading in the North to allow registering as RNs with the BC College of Nurses and Midwives. The program launch target is by Fall 2025 or Winter 2026.
- The School of Nursing is working with its collaborative partners (CNC and CMTN) on a full curriculum redevelopment for the NCBNP to make the curriculum more relevant and attractive to learners.
- The Psychology Department has restructured courses in the MEd Counselling and those changes are currently with Senate committees for consideration. Psychology is also preparing for its Degree Program Review for Fall 2024. Program changes are anticipated as a result of this process.
- The School of Health Sciences is engaged in curriculum review and revisions to make their programs more relevant and attractive to current learners.
- The School of Education undertook its Structured Dialogue with BC Teachers' Council in February 2024 (report to be delivered at BCTC meeting in June 2024); it is scheduled for a full Maintenance Review in late 2025.
- The School of Nursing is undergoing Phase 3 recognition process with the BC College of Nurses and Midwives for the NBNP—this will provide up to five years recognition for this new program. Result to be delivered in December 2024 followed by the program's required Degree Program Review within 5 years of implementation to be completed in 2025.
- The School of Nursing received renewed CASN Accreditation for the NCBNP (along with CNC and CMTN) in early 2023 for a five-year period.
- In June 2023, the NCBNP recognition with BCCNM was renewed for a five-year period.
- The NCBNP is undergoing a Degree Program Review in October 2024.
- The School of Nursing received renewed BCCNM recognition for its Certified Practice courses in early 2023, as well as recognition for the new Prescribing course for Certified Practice RNs in April 2024.

### **Student Success**

- Heading into year three of the Proactive Student Retention program – a retention initiative that helps determine which students are at the highest risk of attrition so that students are proactively contacted and supported.
- The 2023 Orientation Days, Welcome Weeks and Residence Move-In Days were larger in scale and intended impact by way of commitment to a culture of pan-institutional collaboration.
- To better support the student body's growing needs, Student Health and Wellness areas use a new model (Touchpoint Structure) that promotes a wider breadth of options for individual students to engage with as part of their ongoing well-being plans. This new model was rolled out in the fall of 2023

Develop and implement short-term improvements that improve enrolment.

#### **School of Planning and Sustainability**

- The school of planning and sustainability's strategic plan identifies opportunities to increase course-based enrolment in non-studio courses by increasing flexibility in delivery and more responsive scheduling. These principles have been newly applied to two courses in ENPL for 2024/2025.
- Measures to increase enrolments in ENV5 and ENPL courses include working with the School of Business to explore how existing third-year courses may fit the new School of Business curriculum.

#### **Department of Geography, Earth and Environmental Sciences**

- Reviewed course titles to be more appealing/relevant, and reviewing prerequisites to ensure that they are appropriate and necessary.
- Made an introductory course available twice per year, which doubled enrolments.
- Made another introductory course available in two versions, offered at the same time (in-person & online only)—almost doubled enrolment.
- Merged two courses (ENSC 250 & GEOG 250) to avoid cancelling one or both for low enrolment.

#### **Department of Ecosystem Science and Management**

- Promote outreach programs to high schools and participate in multiple workshop engagements with groups coming to campus.
- Expanding engagement with feeding institutions (CNC, CMT, Selkirk, BCIT, NAIT and others) to promote opportunities for students transferring from a wider array of college programs into UNBC degrees.
- Identify colleges offering diplomas in recreation-based natural resources programs and promote movement into the Wildland Conservation and Recreation major, or targeting programs that match well into the Landscape Conservation & Management major. Promoting the latter to students in the Coast Mountain College Environmental Geosciences program in person.
- Witnessed growth in the Biology major and rebound in our Wildlife and Fisheries major post COVID and are beginning to see a rebound in the Forest Ecology & Management program as well.
- Promoting similar growth in Conservation Science & Practice degrees and Nature-based Tourism Management degrees, where potential exists to take advantage of new college diploma and high school programs focused in these areas.

#### **Natural Resources and Environmental Studies Graduate Programs**

- Program Committee meets regularly and the entire NRES graduate group meets twice annually to integrate student, staff, and faculty input into program improvements.
- Improved webpages and to the process mentioned above to direct students to resources, forms, and processes needed to facilitate application into the program and progression through it.

#### **Faculty of Science and Engineering**

- Many of the items outlined in previous sections apply here.

#### **Communications and Marketing**

- Implemented multiple, targeted marketing campaigns aimed at increasing enrolment in specific programs, including engineering, nursing, and education.
- Continued evolution of UNBC's social media use, employing recruitment and retention-centred messaging across all channels. UNBC's social media presence outperforms education sector benchmarks (as measured by Hootsuite) on Instagram and Facebook, two key channels for current and prospective students.

#### **Faculty of Human and Health Sciences**

- Many of the items outlined in the previous section also apply here – especially things like the LPN pathway and the program curricular reviews for relevancy / matching student interest.

#### **School of Business**

- Developed Certificate in Business Administration Fundamentals. Program intended to support non-business undergraduate majors, small business operators, and provide a manageable low-investment on-ramp to university education for people who may be wary of investments required for a traditional degree program.
- Developed and delivered two work-integrated-learning courses, COMM 498-2 Northern Family Support Clinic, and COMM 498-3 Business Clinic.

#### **School of Economics**

- Reframed BA in Economics to focus on applied economics for economic development officer positions in northern B.C.



	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• A SEM initiative originating from the Recruitment, Outreach, and Engagement Working Group was the Start Strong Tuition Draw, which incentivized early course registration for 2023/24 with draws for \$200 tuition waivers or Bookstore gift cards. While originally designed to improve new student admit-to-registrant yield, the draws were opened up to returning/continuing students, too, providing both a recruitment and retention benefit. In addition to improvements across the marketing, recruitment, admissions, financial aid, and advising touchpoints along the new student lifecycle, an almost 4% increase in domestic undergraduate admit-to-registrant yield occurred for Fall 2023 compared to Fall 2022. Had yield remained the same, 50 fewer domestic undergraduate admits would have registered in Fall 2023.</li> <li>• For the 2024/25 intake year, a full recruitment outreach travel schedule was assigned and completed, which involved the Future Student Liaison team visiting 239 high schools across B.C., Yukon, Alberta, and Ontario. In addition, students from 40 more high schools attended these visits as “joiners,” expanding the recruitment reach to 279 high schools over a period of 11 weeks from September ‘23 to December ‘23.</li> <li>• A major on-campus high school recruitment event was planned and delivered in November ‘23 called High School Discovery Day. At this event, UNBC’s Future Students team hosted high school students from SD 28, SD 57, Cedars Christian School and Westside Academy; participation from UNBC faculty across BCMB, BSW, COMM, CPSC, GEOG, ENPL/ESS, ENGL, ENGR, ESM, HIST, ORTM, and PSYC – 116 students</li> </ul>
Explore themes and topics brought forward by the SEM Committee.	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• Completing the hiring for the staffing needs within the Future Students Office and Institutional Research are necessary to ensure regular tactical operations of the Future Students team can persist at a high level, and so we possess the ability to prioritize, collect, present, and analyze our key enrolment data to generate themes.</li> </ul> <p><b>Faculty of Science and Engineering</b></p> <ul style="list-style-type: none"> <li>• Members of the Faculty of Science and Engineering are on the SEM committee. No specific themes and topics were brought forward other than the need for a general increase in recruiting and retention of students, which we are working on.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• Programs in FHHS are participating in the SEM committee and working to implement changes to curriculum as outlined above.</li> </ul>
Develop longer-term strategies to improve student recruitment and retention, looking particularly at four topic areas: 1. Data	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• As mentioned, completing the hiring for the Director, Institutional Research, Analysis, and Performance and the additional Institutional Research roles are required to move toward the level of data bench strength required to meaningfully perform SEM.</li> <li>• UNBC’s TargetX CRM package includes the Insights tool which, when mapped fulsomely with UNBC’s Student Information System, produces use-friendly dashboards with functionality for target-setting. The ITS group dedicated to the CRM are currently onboarding Admissions and Student Success to the Recruitment and Retention tools,</li> </ul> <p><b>Faculty of Science and Engineering</b></p> <ul style="list-style-type: none"> <li>• We have analyzed the data and created a baseline description of the strengths and weaknesses within all of the programs in FSE.</li> </ul>
2. Curricula/ Programs	<p><b>Faculty of Science and Engineering</b></p> <ul style="list-style-type: none"> <li>• The computer science curriculum committee is revitalizing the computer science curriculum.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• The School of Social Work launched its renewed BSW program in Prince George in Fall 2023. The renewed program has a more focused pedagogy focused on northern and rural practice, has increased the hands-on experience students gain before beginning practicum, and has integrated Indigenous content more fulsomely across the program.</li> <li>• The renewed MEd is currently with DQAB for consideration, and if successful will be launched July 2025.</li> <li>• As outlined above, other programs in FHHS are undergoing curricular and program reviews.</li> </ul> <p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• The Northern BC Archives facilitated two experiential learning opportunities via UNBC’s HIST 440 Internship course. Through these unique learning experiences, students received hands-on instruction in archival practice and theory from professional NBCA Archivists. Students then applied this training and newfound knowledge towards processing a particular set of archival records.</li> </ul>

<p>3. Recruitment, Outreach, Engagement</p>	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• Effort has been made to link Office of Research &amp; Innovation's Youth Engagement programs with Future Students Office's recruitment initiatives through mutual sharing of age-aligned opportunities for collaboration, and a proposed plan to integrate youth program participant tracking into the CRM to better evaluate the impact of youth programming's influence on attending postsecondary at UNBC. Further partnership projects are in talks.</li> <li>• The Future Students team supports the Office of Research &amp; Innovation's Research Ambassador program by connecting with the Ambassadors and involving them in recruitment outreach events and communications where possible. The Ambassadors join Future Student Liaisons on high school visits, help at campus events, deliver talks and lead programming for events, participate on student panels for prospective students, and share testimonial content for marketing and recruitment tactics.</li> <li>• The Future Students team have partnered with numerous UNBC programs to support faculty-borne recruitment and outreach ideas: <ul style="list-style-type: none"> <li>o Partnering with Computer Science to complete high school visits and to host a group of high school students to campus for Computer Science activities.</li> <li>o Providing the Mathematics and Statistics Department with branded pencils to distribute to students across 14 schools through outreach as part of the Scientists and Innovators in Schools (SIS) program.</li> <li>o Partnering with Biochemistry &amp; Molecular Biology to advertise and host local high school students for an RNA Vaccine lab workshop tied to UNBC hosting the 2023 RiboWest Conference.</li> <li>o Partnering with graduate students from Engineering to host local Lheidli T'enneh First Nation high school students for tour, lab demonstrations, food, and a Q&amp;A.</li> </ul> </li> </ul> <p><b>Faculty of Science and Engineering</b></p> <ul style="list-style-type: none"> <li>• There are many recruitment, outreach, and engagement events within FSE. Notably the efforts within engineering as described above and chemistry.</li> <li>• Computer Science</li> <li>• CPSC 499 Tech Entrepreneurship (W2024): This course is a joint offering with School of Business with cooperation from Prince George HubSpace where CPSC and Business students work in collaboration to develop a business plan for software solutions constructed by CPSC student participants. The course is unique and cuts the traditional disciplinary boundary.</li> <li>• Workshop on Cybersecurity and Risk Management (CPSC499/699, Fall 2023) organized by Dr. Baljeet Malhotra, at the conclusion of the course taught by him with the same title. With an introduction to Cybersecurity by Dr. Malhotra, the student groups in the class presented their final projects on cybersecurity in the real world.</li> <li>• Mathematics and Statistics.</li> <li>• The Department of Mathematics and Statistics offered a MATH Kangaroo contest for aspiring mathematicians and their families.</li> <li>• Chemistry and Biochemistry</li> <li>• Members of the Department of Chemistry and Biochemistry participate in many outreach activities. The most notable being the Central Interior Science Exhibition, hosted at the Prince George campus. The Department Chair participates in many science magic shows around B.C. and is very active in the Active Minds program as well as many events in the community.</li> </ul> <p><b>Department of Political Science</b></p> <ul style="list-style-type: none"> <li>• Launched a Model Parliament with local high schools.</li> </ul> <p><b>Office of Research and Innovation (Youth &amp; Transition Programs)</b></p> <ul style="list-style-type: none"> <li>• UNBC Active Minds ongoing science, technology, engineering, arts and math (STEAM) programming for youth ages six to 16. Hosted on UNBC's Prince George campus and delivering into regional communities. More than 1,700 youth participants were reached in 2023. For detailed statistics, please see the K-12 Transitions and Dual Credit Programming section of this report.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• Support the Adventures in Healthcare program. In Spring 2023 both Prince George and Terrace campuses participated; in Spring 2024, Prince George, Terrace, and Fort St. John are hosting high school students to learn about health-related fields. Social Work, Nursing, Health Sciences, and Psychology participate in this program, along with the Division of Medical Sciences and partners from Northern Health.</li> <li>• Hosted an open house in Fort St. John for the NBNP and BSW programs in November 2023 – staff and faculty participated in the event.</li> <li>• Participated in open house events in Quesnel (NCBNP) and Terrace (BEd, BSW, NCBNP).</li> </ul>
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#### **Office of University Governance**

- University Governance will develop an Ombudsperson's Office in 2024-25 to address student inquiries and complaints by providing information and guidance regarding student rights and responsibilities, as well as university resources, policies, and procedures. The office will be a resource to other members of the University community, where appropriate.

#### **Faculty of Business and Economics**

- Faculty working with Advising to ensure appropriate program information is provided to students.
- Working with Student Success Office to provide appropriate support to students at risk.

#### **School of Planning and Sustainability**

- SPS faculty work closely with Advising to ensure students access good information about course offerings.
- ENPL faculty 'teaching conversations' include discussions about ensuring that students have good information about where to access supports for success.

#### **Department of Geography, Earth and Environmental Sciences**

- Ensure that we commit financial resources and faculty time each year to prepare students for regional conference. Make it predictable and knowable for all students. Rotate faculty commitments each year.
- Regular events, communications, sessions with undergraduate students.
- Work closely with the GEES Student Club on their events and activities and help them promote events in classes.
- Maintain an empathetic environment to offer supports for student success.
- Ensure that every Spring semester at least one field school opportunity is offered.

#### **Department of Ecosystem Science and Management**

- Use the feedback from the last CFAB (Canadian Forestry Accreditation Board) review in 2021 to address concerns raised by students transferring from various college programs into UNBC professional degrees (Forest Ecology and Management and Wildlife and Fisheries, primarily).
  - o Most were based around transfer credits and course progression once at UNBC, so we have reviewed our primary transfer arrangements and the curriculum committees have worked with the Undergraduate Coordinator, Advising and the Registrar's Office to use combinations of courses currently receiving unspecified credit (e.g. FSTY 2XX; can only be used as elective course) to increase the amount of useable credits to allow transfers to be used as required courses (e.g. FSTY 201 equivalency).
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- Regularly meet with and advise students about different degree, progression, and leave options so they are aware of ways to alleviate strain as they progress through their degrees.

#### **Business Services – Shared Services Model Exploration**

- Tasked by UNBC with developing and incubating a shared services model for student supports from the FAS portfolio (ITS, HR, Finance, etc), Business Services has put in place preliminary structural changes to set up for best success in the exploration and eventual implementation of such a shared services approach.

#### **Faculty of Science and Engineering**

- The support and success of students is a pillar of FSE. In addition to the efforts described above for Math readiness and Math success, programs hire tutors and TAs. Physics and mathematics provide office hours in the Mathematical Academic Center for Excellence (MACE) and in Chemistry, Biochemistry, and Biology, students are supported in the Nucleus study space.



	<p><b>Student Success/Restorative Relations &amp; Student Supports Team</b></p> <ul style="list-style-type: none"> <li>• The Restorative Relations &amp; Student Supports department was created within the last year to address concerns in all areas related to non-academic misconduct, students experiencing distress, and concern for students.</li> <li>• The Restorative Relations &amp; Student Supports department created an inter-professional/-disciplinary team to provide holistic support to students experiencing distress, and concern for students. The core members of this team are trained in areas of Restorative Justice, Crisis intervention, Health &amp; Wellness, and Safety and Security. This team operates from a restorative framework to meet students where they are.</li> </ul> <p><b>Continuing Studies</b></p> <ul style="list-style-type: none"> <li>• The StrongerBC future skills grant, almost \$400,000, resulted in 10 approved courses and 161 funded students. This was the first opportunity to gain post-secondary education for many of those students.</li> <li>• Added a second Learning Support Specialist to assist learners completing self-paced online programs.</li> <li>• Created the Institutional Programming Lead position to liaise with UNBC departments and support program development.</li> </ul> <p><b>Office of Research and Innovation (Youth &amp; Transition Programs)</b></p> <ul style="list-style-type: none"> <li>• Improving the undergraduate and graduate student experience through specialized programming, such as the Research Ambassadors and Indigenous Research Ambassadors.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• Host program-specific orientations in addition to UNBC orientation to ensure students are well informed on program requirements, where to get support, expectations for work integrated learning (WIL)/practica experiences and have a chance to connect with continuing students for mentorship opportunities.</li> <li>• The School of Education worked with UNBC's Access Resource Centre and School District 57 to accommodate students on practicum, creating a more accessible BEd program that is inclusive of a diversity of learners and ensures that students are successful in the program.</li> </ul> <p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• Provided consultative support to the Student Success team and their great work on the CRI Student Readiness Survey project.</li> <li>• A key SEM priority is ensuring we establish and collect the right data to identify strengths, issues, and opportunities across the student life cycle and across the numerous teams at UNBC. Student experience feedback data is missing, and the development and deployment of a student experience survey will be a proposed priority initiative on the Student Success/Support front.</li> </ul>
Develop UNBC's Key Enrolment Indicators	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• While demonstrations of starting-point Key Enrolment Indicator frameworks have been presented to the SEM Committee and Collaborative Leadership Forum, the SEM Committee must still convene to establish UNBC's KEIs. An essential part of this process involves both Institutional Research and the Office of the Register in confirming that the KEIs established are currently captured and can be gathered, reported on, and provided to the UNBC Community on an ongoing basis. This work will resume upon the successful hiring of management positions within the Future Students Office and Institutional Research.</li> </ul>
Continue implementing an effective student recruitment plan to increase applicants and substantially improve offer, acceptance, and registration rates.	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• For Fall 2023 and Winter 2024 intakes, a SEM initiative originating from the Recruitment, Outreach, and Engagement Working Group was the Start Strong Tuition Draw, which incentivized early course registration for 2023/24 with draws for \$200 tuition waivers or Bookstore gift cards. While originally designed to improve new student admit-to-registrant yield, the draws were opened to returning/continuing students, too, providing both a recruitment and retention benefit. In addition to improvements across the marketing, recruitment, admissions, financial aid, and advising touchpoints along the new student lifecycle, an almost 4% increase in domestic undergraduate admit-to-registrant yield occurred for Fall 2023 compared to Fall 2022. Had yield remained the same, 50 fewer domestic undergraduate admits would have registered in Fall 2023.</li> <li>• Effort has been made to link Office of Research &amp; Innovation's Youth Engagement programs with Future Students Office's recruitment initiatives through mutual sharing of age-aligned opportunities for collaboration, and a proposed plan to integrate youth program participant tracking into the CRM to better evaluate the impact of youth programming's influence on attending postsecondary at UNBC. Further partnership projects are in talks.</li> </ul>

- The Future Students team supports the Office of Research & Innovation's Research Ambassador program by connecting with the Ambassadors and involving them in recruitment outreach events and communications where possible. The Ambassadors join Future Student Liaisons on high school visits, help at campus events, deliver talks and lead programming for events, participate on student panels for prospective students, and share testimonial content for Marketing and Recruitment tactics.
- The Future Students team have partnered with numerous UNBC programs to support faculty-borne recruitment and outreach ideas:
  - o Partnering with Computer Science to complete high school visits and to host a group of high school students to campus for Computer Science activities
  - o Providing the Mathematics and Statistics Department with branded pencils to distribute to students across over 14 schools through outreach as part of the Scientists and Innovators in Schools (SIS) program
  - o Partnering with Biochemistry & Molecular Biology to advertise and host local high school students for an RNA Vaccine lab workshop tied to UNBC hosting the 2023 RiboWest Conference
  - o Partnering with graduate students from Engineering to host local Lheidli T'enneh First Nation high school students for tour, lab demonstrations, food, and a Q&A.
- For the 2024/25 intake year, a full recruitment outreach travel schedule was assigned and completed which involved the Future Student Liaison team visiting 239 high schools across BC, Yukon, Alberta, and Ontario. In addition, students from 40 more high schools attended these visit as "joiners" expanding the recruitment reach to 279 high schools over a period of 11 weeks from September '23 to December '23.
- A major on-campus high school recruitment event was planned and delivered in November '23 called High School Discovery Day. At this event, UNBC's Future Students team hosted high school students from SD 28, SD 57, Cedars, and Westside Academy; participation from UNBC faculty across BCMB, BSW, COMM, CPSC, GEOG, ENPL/ESS, ENGL, ENGR, ESM, HIST, ORTM, and PSYC – 116 students.
- Partnered with Student Success Coordinators to perform recruitment outreach to Terrace-, Quesnel-, and Fort St. John-area high schools and colleges on a more regular basis than what was possible from the Prince George-based Future Students team.
- Delivered Postsecondary Planning presentations to all local Career Life Education (CLE 10) classes in Prince George and expanded our delivery of this presentation to a number of other schools in the UNBC Region.
- Attended local high school parent-teacher interview nights and Career Life Connections (CLC 12) capstone project presentations.
- From April 1 '23 - March 31 '24, the Future Students team received 108 requests for a tour of the Prince George campus. 897 prospective students took part in the tours held in 2023-24.

#### **Athletics and Recreation**

- Hold quarterly meetings with the Registrar's Office, streamlining the flagging of prospects with appropriate varsity team coding at point of application for domestic and international students.
- Created identification markers within the system for ease of identification and tracking of the registration process for varsity athletes.

#### **Faculty of Human and Health Sciences**

- Work closely with the Future Students team to respond to student inquiries, host in-person and virtual open house recruitment sessions, and to strategize on future opportunities for student recruitment.

#### **Communications and Marketing**

- Work with multiple departments, particularly the Future Students Office, on developing high-quality collateral, including print and web material, that supports recruitment efforts.
- Support Future Students Office by promoting open houses, and other sessions with a prospective student audience.
- Develop digital marketing campaigns that regularly surpass industry benchmarks for effectiveness in key metrics such as click-throughs and conversions.

## Teaching and research excellence, innovation, and impact

<p>Renew and refresh academic programming: i. Accreditation, curriculum review and refresh.</p>	<p><b>Department of Ecosystem Science and Management</b></p> <ul style="list-style-type: none"> <li>Natural Resources and Environmental Studies graduate program review.</li> <li>Biochemistry and Molecular Biology (BSc) curriculum review and governance restructuring to increase efficiency and streamline student pathways.</li> </ul> <p><b>School of Planning and Sustainability</b></p> <ul style="list-style-type: none"> <li>Curriculum review and refresh, and restructured many courses to increase work-integrated learning and update programming.</li> </ul> <p><b>Faculty of Science and Engineering</b></p> <ul style="list-style-type: none"> <li>Refer to the section on SEM in this report.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>Much of this is laid out above; several programs have recent or in-progress curricular reviews. Nursing has CASN Accreditation for the NCBNP, and recognition from BCCNM for the NCBNP, NBNP, MScN-FNP, and Certified Practice courses. Education is recognized by the BC Teachers' Council for its BEd programs in Prince George and Terrace &amp; Quesnel. Social Work is recognized by CASWE for its BSW and MSW programs. MEd Counselling program (Psychology) underwent a program review to increase its credits for accreditation.</li> <li>The School of Education has reviewed the renewed BEd program curricula that was implemented beginning in 2020 and is making course changes based on feedback from students and School District partners to better situate learning in key areas (eg, numeracy, literacy, health and wellness) into the core of the program.</li> </ul> <p><b>Faculty of Business and Economics</b></p> <ul style="list-style-type: none"> <li>Renewing and refreshing academic programming.</li> <li>Developed two courses in business sustainability of Bachelor of Commerce program.</li> </ul>
<p>ii. New academic programs and learning pathways.</p>	<p><b>Department of Ecosystem Science and Management</b></p> <ul style="list-style-type: none"> <li>Developing pathways to streamline student progress into UNBC programs from environmental associate degrees and other programs at College of New Caledonia and Coast Mountain College, especially into UNBC's Nature-based Tourism Management program.</li> </ul> <p><b>Faculty of Indigenous Studies, Social Sciences and Humanities</b></p> <ul style="list-style-type: none"> <li>Developed a new BA in Nisga'a Language Fluency.</li> <li>New joint majors in Anthropology/First Nations Studies, History/Geography, and Anthropology/English.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>LPN Pathway in development for the NBNP (at Faculty level for consideration); first intake planned Fall 2025.</li> <li>LPN Pathway in development for the NCBNP alongside that program's curriculum renewal; first intake planned for Fall 2026.</li> <li>School of Education has presented an online BEd program to the BC Teachers' Council and is currently working to revise the proposal based on their feedback for resubmission. This will increase accessibility for learners who are unable to relocate for a BEd program.</li> <li>School of Nursing has received funding to develop an Internationally Education Nurse (IEN) program to support education upgrade opportunities specifically for nurses in the North.</li> <li>Working collaboratively with CNC, CMTN and NLC on pathways (LPN, EA, ECE) into UNBC programs.</li> </ul> <p><b>Faculty of Business and Economics</b></p> <ul style="list-style-type: none"> <li>Developed certificate program appropriate for needs of non-Commerce majors at UNBC business., Certificate in Business Administration Fundamentals. Program development incorporated input from faculty members in Nursing, Medicine, Engineering, etc.</li> <li>Developed two new business courses appropriate for Certificate in Business Administration Fundamentals.</li> </ul> <p><b>Continuing Studies</b></p> <ul style="list-style-type: none"> <li>Working with academic departments to develop short-term programming that can stack into certificates and/or ladder into a degree.</li> <li>Looking into opportunities to offer existing courses in multiple delivery formats.</li> </ul>



<p>iii. Increased collaboration and integration among academic programs and five Faculties plus one Division.</p>	<p><b>Faculties of Business and Economics, and Environment</b></p> <ul style="list-style-type: none"> <li>Developing collaborations to bring together business, economics, and environmental sustainability; examples include co-developing new course and joint programs in Sustainability.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>The MSc and PhD in the School of Health Sciences are interdisciplinary and involve a significant degree of collaboration across the units, both within FHHS and with other faculties.</li> <li>Psychology is establishing a shared term appointment with Gender and Women's Studies.</li> <li>All programs collaborate across UNBC on graduate student committees as appropriate given expertise and student projects.</li> </ul> <p><b>Faculty of Business and Economics</b></p> <ul style="list-style-type: none"> <li>COMM 498-2 Northern Family Support Clinic. Program jointly delivered by School of Business and School of Social Work with seed funding from the Schwab family.</li> </ul> <p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>Working in collaboration with the School of Education on the creation of archives-based education kits to support elementary and secondary students learn about northern B.C. history as gleaned from archival records. This collaboration provides Etudents with hands-on experience in curriculum development and allows the NBCA to tap into this font of pedagogical knowledge.</li> </ul>
<p>Explore effective institutional partnerships for joint courses, programs, research projects, and student and faculty exchanges.</p>	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>NBNP/BSW Open House held at UNBC Peace River Liard Campus located at Fort St John Northern Lights Campus</li> <li>Coast Mountain College representatives were invited to UNBC's Northwest Campus Open House in Q1 2024.</li> </ul> <p><b>Faculty of Environment</b></p> <ul style="list-style-type: none"> <li>Streamlining pathways with College of New Caledonia and Coast Mountain College, into UNBC BSc and BA programs.</li> <li>Collaborating with Thompson River University to enhance joint research projects e.g. in wildlife and forestry, and in offering graduate programs in collaboration, e.g. PhD programs.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>Working with Aurora College to deliver BEd and BSW programs in the Northwest Territories; planned start Fall 2025 or Fall 2026; MOU under consideration at Faculty level to formalize relationship and move process forward.</li> </ul>
<p>Explore micro-credentials in coordination with Continuing Studies.</p>	<p><b>Faculty of Environment</b></p> <ul style="list-style-type: none"> <li>Developing micro credentials in Sustainable Forestry.</li> </ul> <p><b>Faculty of Indigenous Studies, Social Sciences and Humanities</b></p> <ul style="list-style-type: none"> <li>Developed a Fundamentals of Administration micro credential.</li> </ul> <p><b>School of Education</b></p> <ul style="list-style-type: none"> <li>Developed three micro credentials: Enhancing Your STEM Skills, Alternative Learning Design, and Linking Curriculum with Class Engagement.</li> <li>Working with Mathematics and Statistics on a micro credential to build up numeracy/math skills in future BEd students (to take before applying to BEd).</li> </ul> <p><b>School of Nursing</b></p> <ul style="list-style-type: none"> <li>Exploring restructuring the Rural Nursing Certificate Program as a micro credential or similarly structured program to create better access to those learners who are only seeking to take part of the program vs. the full certificate.</li> </ul>
<p>Update and extend the existing Strategic Research Plan.</p>	<p><b>Research and Innovation</b></p> <ul style="list-style-type: none"> <li>A Strategic Research Plan renewal process will begin in May 2024.</li> </ul>

## Effective community service, outreach, and engagement.

Continue relationship building with Indigenous communities across northern B.C. to identify needs and ways to advance conversations around decolonization and reconciliation.

### **Research and Innovation**

- Youth Programs, Collaborative Research Projects underway. Please refer to the Indigenous Action Plan section for details regarding Youth Programs.

### **School of Planning and Sustainability**

- Faculty working with First Nations continue to build relationships, visiting in-person and with technology assistance. Over the past year, this has included following up with Nak'azdli Whut'en and Nazko, and having first conversations with Kitselas and Gitxamliiks.

### **Department of Geography, Earth and Environmental Sciences**

- Long-term connection with T̓silhqot'in National Government (TNG) via Dr. Catherine Nolin. Growing to include other faculty members, graduate students, and field school preparation and planning.
- Co-hosting a new GEOG 298 course with the Nisga'a Nation via Wilp Wilxo'oskwhl Nisga'a (House of Wisdom).
- Canadian Association of Geographers report on how geography departments are doing this work—and advised the need for supports from offices such as Office of Indigenous Initiatives.

### **Department of Ecosystem Science and Management**

- Many faculty have research and teaching partnerships with Indigenous communities in B.C. This has led to faculty bringing Indigenous knowledge holders into classrooms to advance conversations around Indigenous perspectives on conservation and natural resources management integral to UNBC degree programs.
- Actively promoting faculty to look for opportunities to bring these alternate perspectives to their classes, many of which are developed around a traditional course developed in a colonial university structure.
- Where there is natural fit, such as the approach employed for more than two decades of viewing forest and natural-space management within the context of a sustainable ecosystem model, there is a lot of potential to bring in Indigenous perspectives in such fields as forestry, wildlife and fisheries management and conservation management.

### **Natural Resources and Environmental Studies Graduate Programs**

- A diversity of Indigenous students, including prominent leaders, is among the programs' graduate student ranks.
- Flexible application processes empower students who have faced systemic barriers in attaining a higher education and/or high GPA. Considering requests for admission of Indigenous candidates and others who might not meet some conventional requirements but bring a wealth of talent, knowledge, and experience is an honour.
- Promote efforts to advance conversations on decolonization and reconciliation, including recent popular workshops organized by Drs. Annie Booth (FE) and Daniel Sims (FISSH) about working with Indigenous communities.
- The Graduate Coordinator holds office hours in the First Nations Centre to draw people into this welcoming space, key resource, and sense of community.
- Recognize and appreciate the student and faculty researchers who work with Indigenous communities, and accommodate relationship building timelines into degree timelines as needed.

### **Athletics and Recreation**

- Conduct community outreach in Prince George, Quesnel, Vanderhoof, Mackenzie and Terrace.
- Visit elementary schools engaging in classrooms and providing physical activities with a message of "Healthy mind, healthy bodies."
- Offer summer sport camps
- Collaborate with UNBC Active Minds on active mind/active body summer programming.
- Offer specialized sport camps in Prince George and Quesnel.
- Have a presence at Indigenous Peoples Day in Lheidli T'enneh Memorial Park and present Elders with financial support through proceeds of the Indigenous logo sales.
- Host School District 57 Day game: 1,200 youth attend a noon-hour varsity game on the Prince George campus.

	<p><b>Continuing Studies</b></p> <ul style="list-style-type: none"> <li>• Work with First Nations and Indigenous employment agencies such as the Prince George Nechako Aboriginal Employment and Training Association to offer training for their members.</li> <li>• Work with industry groups wanting to support Indigenous training opportunities in regions in which they operate.</li> <li>• Offer the Indigenous Entrepreneurship Micro-credential.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• The School of Education Indigenous Education Working Group engages with community members to provide feedback and guidance for the program.</li> <li>• The School of Nursing Allies &amp; Allyship committee hosted a workshop in Fall 2023 to engage with Indigenous community members to inform work on integrating decolonization and cultural safety and humility into programs.</li> <li>• Dr. Darlene Sanderson, School of Health Sciences and BC Rix Chair in Indigenous Environmental Health is working with communities to create new course offerings that are reflective of their needs.</li> <li>• Psychology is working with an Educator who received a grant to address these concerns and is working collaboratively to offer training to improve future work in this area.</li> </ul> <p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• The NBCA continued its relationship-building mandate through participation in the following activities: <ul style="list-style-type: none"> <li>o Providing assistance, as requested, to members of the Lake Babine Nation Language Technology Project Team in their digitization work</li> <li>o Serving as consultant on the MacLeod Lake Indian Band Community Commemoration Project</li> <li>o Assisting the Nadleh Whut'en Nation in undertaking a condition assessment of NWN materials on loan back to the nation from the Canadian Museum of History; working with the Métis Nation of B.C. to fulfill their request for the digitization of a significant amount of NBCA archival records</li> <li>o Facilitating a tour and hosting a discussion with representatives from Inuit Tapirit Kanatami interested in setting up an Inuit University, archives, and records management program</li> <li>o Meeting the communication team for Carrier Sekani Family Services to discuss their digital preservation issues</li> <li>o Providing assistance, as requested, to members of a Nak'azdli Whut'en Nation research team regarding project planning.</li> </ul> </li> </ul>
<p>Develop a regional outreach and engagement strategy.</p>	<p>UNBC hosts a series of Community Engagement Forums (CEF) twice a year (Fall and Spring). These gatherings are instrumental in fostering robust relationships between UNBC and local communities in the Prince George, South-Central, Northwest, and Northeast regions. The CEFs provide a platform for sharing updates on UNBC activities with regional collaborators, and obtaining community input on programs, projects, and potential partnerships. With the objective of forging meaningful integrations within local communities, the CEFs play a pivotal role in UNBC's goal of serving and empowering northern British Columbia communities.</p> <p><b>Office of Research and Innovation – Youth and Transition Programs</b></p> <ul style="list-style-type: none"> <li>• Continued strengthening relationships with Indigenous communities such as McLeod Lake Indian Band, Nisga'a Nation, and Lheidli T'enneh First Nation.</li> <li>• Laid the groundwork for youth program expansion onto multiple UNBC campuses for 2024/2025.</li> <li>• Strategic planning for a revised Northern Transitions Program.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• Actively engaged on campuses throughout northern B.C. through the four programs situated as regular offerings – BEd (Quesnel/Terrace), NCBNP BScN (Quesnel/Terrace), NBNP BScN (Fort St. John), BSW (Fort St. John/Quesnel/Terrace).</li> <li>• Psychology is working to re-establish a regional MEd Counselling cohort – demand has been consistent to bring this offering back across the North.</li> <li>• Education is working on an online BEd program that would serve students across the North.</li> <li>• FHHS Strategic Planning sessions took place at the Northwest, Peace River-Liard and South-Central campuses.</li> </ul> <p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• The NBCA continued towards the finalization of a Statement of Cooperation which would see the allocation of reciprocal staffing resources to signatory partner institutions in the event of a disaster that required immediate collections salvage activities. Signatory institutions to include Huble Homestead, Prince George Public Library, Two Rivers Gallery, Carrier Sekani Tribal Council, The Exploration Place, Central BC Railway and Forestry Museum and the NBCA.</li> </ul>

	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• The Future Students team performed numerous in-person visits to high schools, colleges, and community events across the UNBC region.</li> <li>• The Student Success Coordinators have received training and became able to conduct recruitment outreach to high schools and colleges near the satellite campus locations, increasing the frequency of recruitment touchpoints with prospective students, and the ability to respond to short-notice opportunities in and around these communities. This has added at least an additional 45 in-person outreach opportunities to prospective students in the UNBC Region outside of Prince George.</li> <li>• The Northwest Campus team hosted its first in-person Open House since pre-pandemic. BEd, BSW, NURS (available at the NW Campus), and all of the Prince George campus programs were showcased.</li> </ul>
Develop and continually implement outreach, youth, and community engagement programs including events celebrating Indigenous cultures.	<p><b>Department of Ecosystem Science and Management</b></p> <ul style="list-style-type: none"> <li>• Increasing collaborations with Forest Professionals of B.C. by bringing professionals into the classroom and into UNBC workshops, linking together community, forest professionals, and students.</li> </ul> <p><b>Office of Research and Innovation – Youth and Transition Programs</b></p> <ul style="list-style-type: none"> <li>• UNBC Active Minds ongoing science, technology, engineering, arts and math (STEAM) programming for youth ages six to 16. Hosted on UNBC's Prince George campus and delivering into regional communities. More than 1,700 youth participants were reached in 2023. For detailed statistics please see the K-12 Transitions and Dual Credit Programming section of this report.</li> </ul> <p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• Partnered with the Office of Indigenous Initiatives, First Nations Centre, Youth Engagement, and Timberwolves Athletics to setup a large booth footprint and presence at 2023's National Indigenous People's Day at Lheidli T'enneh Memorial Park.</li> <li>• The Future Indigenous Student Liaison attended the All-Native Basketball tournament in Prince Rupert.</li> </ul>
Continue working with northern colleges to identify opportunities and initiatives that contribute to stronger communities and a stronger post-secondary network in northern B.C.	<p><b>Faculty of Environment</b></p> <ul style="list-style-type: none"> <li>• Streamlining pathways with College of New Caledonia and Coast Mountain College, into UNBC BSc and BA programs.</li> <li>• Collaborating with Thompson River University to enhance joint research projects e.g. in wildlife and forestry, and in offering graduate programs in collaboration, e.g. PhD programs.</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• Work closely with CMTN and CNC for the NCBNP, and NLC for the NBNP</li> <li>• Working to establish clearer pathways for all programs from the Colleges to UNBC.</li> <li>• Working with Aurora College to deliver UNBC BEd and BSW programs.</li> </ul> <p><b>Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• Interim University Librarian pulled together the Directors of Northern Post-Secondary Libraries in 2023. They have met five times and co-funded a webinar series hosted by the library at UNBC. The webinar series focused on the ethical impacts of AI. This group continues to meet regularly and is looking forward to more opportunities for collaboration.</li> </ul> <p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• The NBCA continued to serve on the Indigitization Steering Committee of the Indigitization program. This program is an internationally renowned collaborative initiative between BC Indigenous groups and academic partners from the University of British Columbia and the University of Northern British Columbia (NBCA) to facilitate capacity building in Indigenous information management.</li> </ul> <p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• Partnered with Northern Lights College, Coast Mountain College, CNC, and northern B.C. Credit Unions to promote the Canada Learning Bond and the Northern Promise funding available for qualifying families. The CLB provides up to \$2000 of RESP grant funding for parents of children who open an RESP and complete the paperwork.</li> <li>• Northern Lights College Fort St. John Campus space was used to host the Northeast Campus Open House featuring the Northern Baccalaureate Nursing Program and Bachelor of Social Work, both offered at the NE UNBC Campus.</li> <li>• Coast Mountain College representatives were invited to the NW Campus Open House in Feb 2024.</li> <li>• UNBC, CNC, and SD 57 have partnered to offer TekX</li> <li>• CNC Prince George invited UNBC's Future Students team to attend their weekend open house in March 2024</li> </ul>



## Inclusive people development and employee success.

<p>Recruit key faculty and staff including the Associate Vice-President Indigenous, Vice-President Research &amp; Innovation, and University Registrar.</p>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>The following key faculty and staff positions have been successfully recruited: <ul style="list-style-type: none"> <li>Vice President, Research and Innovation</li> <li>University Registrar</li> <li>Dean, Faculty of Environment</li> <li>Director of Centre of Teaching and Learning</li> <li>Vice Provost Graduate and Post Doctoral Studies</li> <li>Director of Finance</li> <li>Associate Vice President, Administration</li> <li>Associate Vice President, Indigenous</li> <li>Director, Enterprise Risk and Safety</li> <li>Director, NCCIH</li> </ul> </li> </ul>
<p>Implement a performance management and succession planning framework.</p>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>Restructured the Human Resources department to facilitate the development of an Organizational Development stream.</li> </ul> <p><b>Provost</b></p> <ul style="list-style-type: none"> <li>Hosted the Inaugural three-day Academic Leadership Development Retreat for Chairs and Deans with a focus on leaderships skills through scenario reviews and discussion and keynote speaker Toni De Mello, an expert in Equity and community inclusion. Other topics included the following: <ol style="list-style-type: none"> <li>Formal and Informal Responsibilities of leaders</li> <li>Mentoring New Faculty</li> <li>Conflict resolution</li> <li>Appointment and Selection Processes – EDI &amp; Hiring (Scenario Play)</li> <li>Addressing Behaviours of Concern</li> <li>Understanding budgets</li> <li>Enrolment, Recruitment, Retention and Curricular Planning</li> <li>Clarity – Proper “No” and “Yes”</li> <li>Community Engagement Strategy Development</li> </ol> </li> <li>Developed a three-module Executive Leadership Development program for academic and administrative leadership: <ol style="list-style-type: none"> <li>Active Leadership (3 days) - The Active Leadership course provides the concepts and the practices of leadership in a high-impact learning environment to help leaders effectively coach, empower and lead individuals and teams to higher levels of performance.</li> <li>Align for Results - This course enables leaders to learn a three-step process to connect their performance objectives to organizational goals, add value by embedding their personal passions and talents to enhance their commitment to achieving those objectives, and structure a clear and compelling story to mobilize employees to work in alignment with organizational goals.</li> <li>Leading Transformation - Leading Transformation is designed for those leading others through change. It combines the latest ideas, models, tools, and adult learning techniques into one powerful business education package that gives leaders the skills they really need to lead transformation-online and on the ground.</li> </ol> </li> </ul> <p><b>Faculty of Business and Economics</b></p> <ul style="list-style-type: none"> <li>Provided faculty workshops in Teaching with Cases and Writing Business Cases to support upgrading teaching ability of regular and sessional instructional members of Business and Economics, and to reinvigorate place-based research in northern B.C. communities through the development of a bank of teaching and research cases.</li> </ul> <p><b>Continuing Studies</b></p> <ul style="list-style-type: none"> <li>Created onboarding training with HR that is mandatory for all employees.</li> <li>Working with departments to create role-specific employee training.</li> <li>CS courses offered to employees, paid for by the CUPE Training Fund.</li> <li>Trained exempt staff through a new Executive Leadership program.</li> </ul>
<p>Implement a performance management and succession planning framework.</p>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>Developed a performance review framework and review process for exempt staff for implementation in 2024.</li> </ul>

<p>Implement procedures, training, and education to support two new policies: the Employment Equity Policy and the Intentional Diversity, Hiring and Selection Policy.</p>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>Both policies were implemented; training and procedures have been reviewed with the Deans.</li> </ul> <p><b>Faculty of Business and Economics</b></p> <ul style="list-style-type: none"> <li>Provided in-house training through CPHR-certified MBA Director to Economics and Business ASCs to develop faculty recruitment and selection matrices consistent with best practices in employment equity. Developed and used matrix for hiring Assistant Professor in Macro-Economics. Developed and used matrices for recruiting and selecting Assistant/Associate Professors in Sustainable Business and Leadership and Change in the School of Business. These position searches are being conducted following the Intentional Diversity, Hiring and Selection policy to increase the proportion of female faculty members in the School of Business.</li> </ul>
<p>Process optimization and digital transformation.</p>	
<p>Data Collection and Digital Infrastructure Committee and Action Group to investigate themes and University needs for prioritization.</p>	<p><b>Business Services / Digital Transformation Unit</b></p> <ul style="list-style-type: none"> <li>Developed Terms of Reference for committee and action group. The committee meets monthly to discuss current project progress, upcoming projects, and potential cross-departmental innovations.</li> <li>A new Project Portfolio Management tool is being implemented to ensure governance for intake, prioritization, and approval, as well as performing project management tasks, which will increase effectiveness and process transparency.</li> </ul> <p><b>Financial Services</b></p> <ul style="list-style-type: none"> <li>This department has been an area of focus and prioritization.</li> <li>Working closely with the new Manager of Projects and Digital Transformation to move on various projects.</li> <li>Implemented electronic purchasing card system in November 2023. Users can now reconcile purchasing card transactions and attach receipts electronically and then submit them electronically for approval.</li> <li>Completed implementation of CaseWare in February 2024 allowing quick generation of financial statements and quarterly financial reporting to the ministry.</li> <li>Engaged Ellucian to complete a system analysis and provide recommendations on how to better use Banner in day-to-day activity. Developing a plan on how and when to implement the recommendations.</li> </ul> <p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>The Future Students team provides updates to the DCDI group on their CRM work, projects, and desired future functionality.</li> </ul>
<p>Develop a disaster recovery plan for information technology.</p>	<p><b>Information Technology Services</b></p> <ul style="list-style-type: none"> <li>A disaster recovery plan is in progress and anticipated to be completed in the 2024-25 reporting cycle.</li> <li>The cyber incident response plan will be completed this year as well.</li> </ul> <p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>As a co-chair of the CRM Oversight Committee, a template CRM outage recovery plan was developed with input from Information Technology Services and is now being completed by all users of the CRM.</li> </ul>
<p>Digitize paper records and Implement Banner Document management in select units.</p>	<p><b>Business Services / Digital Transformation Unit</b></p> <ul style="list-style-type: none"> <li>Facilitating a consultation process for Human Resources and Finance departments on Banner Document Management implementations, currently scheduled to be completed before the end of summer 2024.</li> </ul> <p><b>Office of University Governance</b></p> <ul style="list-style-type: none"> <li>Work on digitizing Board of Governors paper records began in 2023 and will continue throughout 2024.</li> </ul> <p><b>Financial Services</b></p> <ul style="list-style-type: none"> <li>Implementing Banner Document Management in April 2024, with staff training planned for June 2024.</li> </ul>

<p>Continue implementing the CRM.</p>	<p><b>Enrolment Management &amp; Strategy; Future Students Office</b></p> <ul style="list-style-type: none"> <li>• The CRM Oversight Committee continues to meet monthly.</li> <li>• Graduate Admissions began using the graduate applicant dashboard to good success.</li> <li>• Graduate admissions report their internal processing timelines have greatly improved, speeding up the time it takes to send applicant packages to programs and for admitted candidates to receive admission offers.</li> <li>• Undergraduate admissions are completing data integration mapping for needed Banner fields to correctly populate decision letters and automate flows.</li> <li>• UNBC's CRM implementation team successfully onboarded Target X's Insights tool. Future refinements are required before broader campus use becomes available.</li> <li>• Student Success (Orientation, Student Life, Student Advising, Academic Success Centre) are meeting weekly to prepare for onboarding of the Retention Suite starting in September '24 and completing in 2025.</li> <li>• The Future Students team partnered with Student Life and Advising to design communication plans for May Orientation and new student advising. Deployed March to May 2024.</li> </ul> <p><b>Business Services / Digital Transformation Unit</b></p> <ul style="list-style-type: none"> <li>• Assisting current phase of feature integration for student facing areas (i.e. Student Success and Office of the Registrar), as well as providing support for the implementation of the new Retention Suite functionality, slated for 2025.</li> </ul>
<p>Move admissions applications from EPBC 2.0. to 3.0</p>	<p><b>Office of the Registrar</b></p> <ul style="list-style-type: none"> <li>• This upgrade was significant. It required a complete application rebuild, which included investigating the new functionality, remapping XML codes, remapping program codes, creating offerings, developing new business practices, and testing.</li> <li>• Notable improvements and learnings from this project include the following: <ul style="list-style-type: none"> <li>o UNBC uses the new functionality in the application system to create rules, which allows applicants to see programs and questions suitable for their admissions type.</li> <li>o Improved applicant segmenting—previously, admissions received many erroneous applications from high school students applying to programs requiring post-secondary, such as the Bachelor of Education, Bachelor of Social Work and Bachelor of Science in Nursing – in fact, of the received applicants, 10% were erroneous. The resulting process was cumbersome. The new application system reduces erroneous applications and confusion in the applicant's experience.</li> <li>o EPBC 3.0's new document upload capabilities allow Admissions staff to make faster admission decisions.</li> </ul> </li> </ul>

# Appendix B

## Progress on the Truth and Reconciliation Calls to Action and UNDRIP

Progress on the Truth and Reconciliation Calls to Action and UNDRIP	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
Complete	<p>The School of Social Work's renewed BSW program eliminated the Indigenous Child and Youth Certificate because of feedback from local Indigenous communities and Indigenous organizations. The feedback indicated that the certificate focus separated content focused on learning to support Indigenous children, youth and families from the overall BSW degree. By making it a separate, optional certificate, the learning was not central to all BSW students' experiences.</p> <p>The renewed BSW resituated much of the learning from the courses in the certificate program into required courses to ensure that all graduates are equipped with the knowledge and skills to work with Indigenous children, youth and families, while maintaining additional electives for those who want to learn more in this area.</p>
Indigenous language degree and diploma programs	
<p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	
Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
<p>Complete</p> <p>Complete</p> <p>In progress</p> <p>Ongoing</p>	<p><b>Faculty of Indigenous Studies, Social Sciences and Humanities/Department of First Nations Studies</b></p> <ul style="list-style-type: none"> <li>• New Bachelor of Arts, Nisga'a Language Fluency</li> <li>• Certificate in Language, Gitksan</li> <li>• Language certificate in development with Haisla Nation</li> </ul> <p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>• While not a language degree/diploma program, the School of Education is working with School District 57 to offer its course on second language curriculum and instruction focused on the Dakelh language. In addition to being a required course in the BEd-Elementary Years program, the course will be made available to current SD 57 teachers who wish to learn how to better integrate Dakelh language learning in their classrooms using the language tools that SD 57 is working with Dakelh communities to build.</li> </ul>



## Health-care professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the healthcare field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

<b>Progress – Ongoing, In progress, complete</b>	<b>New and/or continuing initiatives and partnerships</b>
<i>Complete</i>	<b>Faculty of Human and Health Sciences</b> <ul style="list-style-type: none"> <li>The MEd Counselling Degree has made its Indigenous Counselling course mandatory for the degree to ensure all graduates have received training in culturally appropriate counselling strategies for Indigenous patients.</li> </ul>

## Medical and nursing schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

<b>Progress – Ongoing, In progress, complete</b>	<b>New and/or continuing initiatives and partnerships</b>
<i>Ongoing</i> <i>Ongoing</i> <i>Ongoing</i>  <i>In Progress</i>  <i>Ongoing</i> <i>Ongoing</i> <i>Ongoing</i>  <i>Ongoing</i> <i>Ongoing</i> <i>Ongoing</i>  <i>In progress</i>	<b>Faculty of Human and Health Sciences</b> <ul style="list-style-type: none"> <li>NCBNP <ul style="list-style-type: none"> <li>Has a required Indigenous health course at the second-year level (offered by CNC/CMTN).</li> <li>A fourth-year focus course on Indigenous Health Nursing.</li> <li>Working with Indigenous patients is situated into multiple courses across the program to ensure that students understand Indigenous experience and perspectives for all patient groups / practice areas.</li> <li>Further integrating Indigenous perspectives and experiences is a key component of the curriculum review this program is currently undertaking.</li> </ul> </li> <li>NBNP <ul style="list-style-type: none"> <li>Students are required to take an Indigenous Studies course for admission.</li> <li>Has a fourth-year focus course on Indigenous Health Nursing.</li> <li>Working with Indigenous patients is situated into multiple courses across the program to ensure that students understand Indigenous experience and perspectives for all patient groups / practice areas.</li> </ul> </li> <li>MScN programs <ul style="list-style-type: none"> <li>Students are required to have completed a cultural safety course before beginning the program.</li> <li>An Indigenous Health course is a requirement of either stream (thesis/project or FNP).</li> <li>Working with Indigenous patients is situated into multiple courses across the program to ensure that students understand Indigenous experience and perspectives for all patient groups / practice areas.</li> </ul> </li> <li>SON Allies and Allyship committee is collecting information to inform this work across all programs. This work takes time as it requires sensitivity and a culturally focused, trauma-informed approach to understanding lived experiences of health care (good and bad) and building culturally appropriate educational materials that are responsive to those experiences will take time and extensive collaboration and feedback processes.</li> </ul>

## Public servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

<b>Progress – Ongoing, In progress, complete</b>	<b>New and/or continuing initiatives and partnerships</b>
<i>In Progress</i>	<b>Division of Medical Sciences</b> Staff are working through the Pulling Together: A Guide for Indigenization of Post-Secondary Institutions Series available through BC Campus.

## Teacher education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

<b>Progress – Ongoing, In progress, complete</b>	<b>New and/or continuing initiatives and partnerships</b>
	<b>Faculty of Human and Health Sciences</b> <ul style="list-style-type: none"> <li>• The BEd program has two courses focused on Indigenous education – an Introduction to Indigenous Education that surveys the history of education since colonization including the ongoing impacts of the Residential School system; and, introduces students to Indigenous ways of knowing and Indigenous epistemologies. A second course is integrated across the program, and ‘weaves’ in Indigenous perspectives and knowledge to all areas of teacher education – eg, bringing in Indigenous science and math examples, understanding how Indigenous epistemologies might impact assessment, etc.</li> <li>• As noted above, SOE is working with SD 57 to provide a Dakelh language focus to its second-language course to provide students with the skills to integrate Indigenous language materials into their K-7 classrooms.</li> <li>• SOE is working to develop an online teacher education program – this will increase accessibility to people who are unable to relocate to PG/Terrace/Quesnel to take the BEd program – this will include Indigenous communities across Northern BC. The program is actively engaging with communities for feedback on the program proposal.</li> </ul>

## Business schools

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

<b>Progress – Ongoing, In progress, complete</b>	<b>New and/or continuing initiatives and partnerships</b>

Ongoing	<p><b>Strategic Visioning Process</b></p> <p>The School of Business is implementing a strategic visioning process to better align its curricula with the overall UNBC vision such as the concepts of “In the North for the North” and “A Green University.” The school will continue this process to further integrate the concepts into the curricula, particularly sustainability and Indigenous peoples as UNBC serves the needs of northern people, significantly amongst northern Indigenous people.</p>
Ongoing	<p><b>Bachelor of Commerce</b></p> <p>1. Bachelor of Commerce students must take FNST 100-3 (The Aboriginal Peoples of Canada) as part of their degrees. This course introduces the languages, history, culture, and enduring presence of the aboriginal people of Canada, intended to explore the range of aboriginal social formations, both past and present, and to consider the future. Oral, written, and archaeological records are examined. Special attention is given to the crucial economic, social, and spiritual contacts that exist within aboriginal societies and the changes that have occurred since contact with Europeans. This course ensures that Indigenous perspectives are incorporated and reflected in students’ learning.</p>
Ongoing	<p>2. COMM 302 (Entrepreneurship) has two elements of connection to Indigenous communities in our region.</p> <ul style="list-style-type: none"> <li>a. Examples of entrepreneurial development included tools provided by entities such as the Aboriginal Business and Community Development Corp., an Indigenous-led, Indigenous-run entity that assists prospective entrepreneurs to explore business viability.</li> <li>b. Examples of innovation included the efforts by “Band-Owned Enterprises” to develop economic activity and meet needs in the community through extensions of the Nation, rather than individual entrepreneurs.</li> </ul>
Ongoing	<p><b>MBA Program Requirement</b></p> <p>1. MBA students are required to successfully complete COMM 690 (Economic and Business Development). This course explores topics about the economic development of areas in which the program is being offered. This includes Vancouver and Prince George. This course discusses partnerships with local Indigenous communities and how community engagement is important for both economic and business development. The course shows through engagement, the positive and negative impacts of development on First Nations communities and how reconciliation currently fits within economic and business development.</p>
Ongoing	<p>2. All MBA Students are required to complete COMM 702 Sustainability Management. The course focuses on sustainability from three perspectives: social, economic and environmental. Due to the localized nature of the program, this course will focus on issues of reconciliation with First Nations communities.</p>
Ongoing	<p>3. We are developing an MBA Certificate in Indigenous Leadership. The Program would include Leadership, Change management, and Organizational Design from a First Nations standpoint. We are consulting with members of the Faculty of Indigenous Studies, Social Sciences and Humanities.</p>
Implemented	<p><b>Development of Indigenous Entrepreneurship in Continuing Studies</b></p> <p>Members of the School of Business were involved in developing and delivering an Indigenous Entrepreneurship class for continuing studies. This ensures that knowledge and learning opportunities in this area are available to students outside of our degree programs. Also, since the course was developed for online delivery, it can be made available to students remotely.</p>

## Museums and Archives

We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to: 1) Determine the level of compliance with the United Nations Declaration on the Rights of Indigenous People and the United Nations Joinet-Orentlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in residential schools; and 2) Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian Archives.

<b>Progress – Ongoing, In progress, complete</b>	<b>New and/or continuing initiatives and partnerships</b>
<p><i>Complete</i></p> <p><i>In progress</i></p>	<p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• In 2018, the Head of the Northern BC Archives, as principal investigator, received a SSHRC grant for “Establishing a Framework for Reconciliation Action &amp; Awareness within the Canadian Archival System.” The result of this national research initiative was a “Reconciliation Framework” which was released in Feb. 2022.</li> <li>• The final deliverable from this grant titled “Caretaking Memory – A Resource Guide for Archival Practitioners Working in Indigenous Archives” is set for completion June 2024.</li> </ul>

## United Nations Declaration on The Rights Of Indigenous Peoples Implementation

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

### Article 11

<p>1. Indigenous peoples have the right to practise and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artefacts, designs, ceremonies, technologies and visual and performing arts and literature.</p> <p>2. States shall provide redress through effective mechanisms, which may include restitution, developed in conjunction with indigenous peoples, with respect to their cultural, intellectual, religious and spiritual property taken without their free, prior and informed consent or in violation of their laws, traditions and customs.</p>	<p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>• The NBCA has continued to support Indigenous intellectual sovereignty over information by, or about them. This is demonstrated most strongly through the ongoing facilitation of MOUs in the form of Storage and Access Agreements between the NBCA and seven regional First Nations which provides that nation with safe, secured storage of fragile archival records, without the need for a transfer of ownership.</li> <li>• The NBCA upholds the OCAP Principles, and if the ownership of an incoming or existing donations is in anyway tied to an Indigenous community, organization, family or individual, NBCA archivists actively reach out to those represented to seek permission to deposit/make accessible the donation in question, or to facilitate repatriation of the material. This activity is ongoing.</li> <li>• In 2023, the NBCA developed a Statement on Language in Archival Descriptions and a mechanism through which members of the public can contact the archives to request changes be made to terminology used, or descriptions be removed from our website.</li> </ul>
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## Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.	<p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>The School of Education Indigenous Working Group includes members from local Indigenous communities so that they may provide feedback and collaborate on improvements to the BEd and MEd programs.</li> </ul> <p><b>Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>The Library offered 4 Seasons of Reconciliation. This multi-media teaching unit can be integrated into course work and/or taken as professional development for students, staff and faculty.</li> <li>In consultation with the First Nations Centre, it was identified that having a subject guide on Allyship would benefit students and the Data Services Librarian created a resource guide to support this.</li> <li>All staff were invited to attend a Land Acknowledgement workshop hosted online by the Saskatchewan Library Association.</li> </ul>
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.	<p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>The BEd and BScN programs have targeted seats for Indigenous learners to better access these programs (BEd "Access Initiative" – no cap, open to all equity-deserving groups).</li> <li>If approved, the in-development online BEd will increase accessibility to teacher education, and will support certification of teachers who may already be in classrooms without a teacher education background – this in turn will support better outcomes for K-12 learners across northern B.C.</li> </ul>

## Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.	<p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>Psychology, Education, Social Work and Nursing have integrated Indigenous and multi-cultural components into many of their graduate and undergraduate courses.</li> <li>The School of Education Indigenous Education Working Group and the School of Nursing Allies and Allyship Committee are working to ensure that this article is upheld across their programs.</li> </ul> <p><b>Northern BC Archives, Geoffrey R. Weller Library</b></p> <ul style="list-style-type: none"> <li>In 2023, the NBCA developed a Statement on Language in Archival Descriptions and a mechanism through which members of the public can contact the archives to request changes be made to terminology used, or descriptions be removed from our website.</li> </ul>
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## Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.	<p><b>Faculty of Human and Health Sciences</b></p> <ul style="list-style-type: none"> <li>Online BEd development responds in part to this article by making teacher education more accessible.</li> <li>Targeted seats for Indigenous learners in the BScN programs and the Access Initiative for priority admission in the BEd Program seek to address this by removing barriers imposed by competitive entry programs.</li> </ul> <p><b>Faculty of Business and Economics</b></p> <ul style="list-style-type: none"> <li>Established Advisory Board to the Dean. Members include representatives from the Kitsumkalum Economic Development Corporation, the Yekooche Band Development Corporation, and the Lheidli T'enneh band Council.</li> <li>COMM 690 Strategy Implementation – MBA group projects focused on supporting assessment of economic development opportunities for the Kitsumkalum Economic Development Corporation.</li> </ul>
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# In Plain Sight Report Recommendations Reporting

## Recommendation #8

List all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program name	Accreditation Standard details (if none exist, indicate N/A)
Respectful Relationships	Created a course with the National Collaborating Centre for Indigenous Health for Northern Health employees and expanded access to UNBC employees and students. Northern Health is seeking accreditation.
NCBNP – BScN	BC College of Nurses and Midwives (BCCNM) – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism Canadian Association of Schools of Nursing (CASN)– Standard 4, Key Element 14: For Canadian Schools of Nursing: The curriculum implements Action 24 of the Truth and Reconciliation Commission’s call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism. CASN – Standard 5, Key Element 5: Baccalaureate nursing students engage in relational practice and advocacy and provide culturally safe care.
NBNP - BScN	BCCNM – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism
MScN-FNP	BCCNM – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism
RN Certified Practice Courses (NURS 451/461, NURS 458)	BCCNM – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism
BSW/MSW	Canadian Association for Social Work Education (CASWE-ACFTS) – Core Learning Objective 4: Colonialism and social work Social work students have opportunities to: <ul style="list-style-type: none"> <li>a. Recognize the multiple expressions and experiences of colonialism that exist within Canada and globally.</li> <li>b. Understand that colonizing narratives have been and continue to be embedded in social work practice, policy, research, and education.</li> <li>c. Recognize and challenge how social work practitioners and the profession have been complicit in historical and current expressions of colonial violence and injustice.</li> <li>d. Explore a plurality of worldviews and the implication of the dominance of a Euro-Western worldview.</li> </ul> CASWE-ACFTS – Core Learning Objective 5: Indigenous Peoples and Communities Social work students have opportunities to: <ul style="list-style-type: none"> <li>a. Incorporate The Royal Commission on Aboriginal Peoples, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), the Calls to Action of the Truth and Reconciliation Commission, Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, and the Viens Report from the Commission of inquiry into Aboriginal Relations and certain public services in Quebec: listening, reconciliation and progress in the development of their professional practice.</li> <li>b. Demonstrate relational solidarity with the self-determination of Indigenous Peoples.</li> <li>c. Affirm the distinct nature of Indigenous social work and Indigenous healing practices.</li> <li>d. Understand the role and importance of Indigenous languages in decolonizing.</li> <li>e. Affirm the resilience, resistance, and resurgence of Indigenous Peoples, communities, and languages.</li> <li>f. Develop the knowledge and skills required to recognize and resist all forms of racism, particularly anti-Indigenous, anti-Black and anti-Asian racism, with attention to issues of power and positionality.</li> </ul>

CASWE-ACFTS – Core Learning Objective 10: Values and ethics in professional practice  
 Social work students have opportunities to...

- d. Understand the ethical responsibility to rectify the historical and current social injustice experienced by Indigenous Peoples and members of equity-seeking groups; and
- e. Understand the ethical responsibility to respond to and address racism and colonialism.

CASWE-ACFTS – Core Learning Objective 12: Policy analysis and development  
 Social work students have opportunities to...

- b) develop the knowledge and skills to identify positive/negative or equitable/inequitable policies and their implications and outcomes, especially for Indigenous Peoples and members of equity seeking groups, and to participate in efforts to change these.

## Recommendation #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

*For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.*

Program	Progress	Actions
School of Nursing	New	The School of Nursing is working on a recruitment strategy for a targeted or preferred Indigenous scholar at the Assistant/Associate Professor level to join the School of Nursing. The anticipated start date for this position will be July 1, 2025. As part of their assigned workload, this individual would take up the role of "School Lead – Indigenous Health Nursing" and provide leadership and advise on how to better integrate Indigenous perspectives and lived experiences into the educational programs across the School of Nursing.
School of Social Work	Completed	The School of Social Work has hired a new Field Education Director (Senior Laboratory Instructor position). While not a targeted hire, the individual recruited into this role is Indigenous from Northern BC and has extensive social work experience with Indigenous communities in Northern BC. They will bring their lived and professional experience to their work as Field Education Director and as a leader in the School of Social Work is positioned to employ their expertise to improving process and procedure in the BSW and MSW programs related to the recommendations of the In Plain Sight report.

## Recommendation #18

The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

*Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight Reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.*

Strategies	Targets by Program Area	Outcomes
Reserved Seats for Indigenous Applicants – BScN programs	<p>25% of seats reserved Northern Collaborative Baccalaureate Nursing Program – PG = 26/104 FTE</p> <p>Northern Collaborative Baccalaureate Nursing Program – Quesnel = 8/32 FTE</p> <p>Northern Collaborative Baccalaureate Nursing Program – Terrace = 8/32 FTE</p> <p>Northern Baccalaureate Nursing Program – PG = 6/24 FTE</p> <p>Northern Baccalaureate Nursing Program – FSJ = 4/16 FTE</p>	<p>NCBNP Fall 2023 Admission – 6 indigenous students Fall 2022 Admission – 3 indigenous students Fall 2021 Admission – 10 indigenous students</p> <p>NBNP PG Fall 2023 Admission – 1 Indigenous student</p> <p>NBNP FSJ Fall 2023 Admission – 1 Indigenous Student Fall 2022 Admission – 1 Indigenous Student Fall 2021 Admission – 1 Indigenous Student</p>

## Recommendation #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

*For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.*

Program	Progress (New, Ongoing or Completed)	Actions
MScN FNP	Ongoing	Requirement for admission – Indigenous cultural safety training within the last two years – San'yas course or similar
MScN FNP and MScN Thesis/Project	Ongoing	Both programs require NURS 604 – The Healing and Well-being of Indigenous Peoples
NCBNP BScN	Ongoing	<p>Required coursework includes NURS 205 – Introduction to First Nations Health; 3 credit hours in First Nations Studies Elective coursework includes NURS 422 – Indigenous Health and Nursing; NURS 457 – Living and Working in a Rural Community (Includes a focus on living and working with Indigenous communities)</p> <p>Indigenous perspectives on health and wellbeing, and Indigenous People's experiences with health care are covered across the curriculum in population-specific / practice area-specific coursework.</p>
NBNP BScN	Ongoing	<p>Required pre-admission coursework includes 3 credit hours in Indigenous Studies Elective coursework includes NRS 422 – Indigenous Health and Nursing</p> <p>Indigenous perspectives on health and wellbeing, and Indigenous People's experiences with health care are covered across the curriculum in population-specific / practice area-specific coursework.</p>



NBNP BScN	<i>Ongoing</i>	<p>Required pre-admission coursework includes 3 credit hours in Indigenous Studies</p> <p>Elective coursework includes NRS 422 – Indigenous Health and Nursing</p> <p>Indigenous perspectives on health and wellbeing, and Indigenous People's experiences with health care are covered across the curriculum in population-specific / practice area-specific coursework.</p>
MEd-Counselling	<i>Ongoing</i>	<p>Required course – EDUC 619 – Counselling for Aboriginal/Indigenous Peoples</p> <p>Indigenous perspectives and experiences with counselling and other mental health experiences are embedded across the curriculum.</p>
Bachelor of Social Work	<i>Ongoing</i>	<p>Requirement for admission: FNST 100 – The Aboriginal Peoples of Canada</p> <p>Required coursework – SOCW 310 – Social Work and Indigenous Peoples</p> <p>As well, Indigenous perspectives of and experiences with social work are embedded across the curriculum.</p> <p>Elective coursework: SOCW 455 – Indigenous Governance and Social Policy; SOCW 456 – Indigenous Wellness: Individuals, Families and Communities</p>
Master of Social Work	<i>Ongoing</i>	<p>Required course – SOCW 602 – Indigenous Peoples: Advanced Social Work Practice</p> <p>Elective coursework includes SOCW 670 – Indigenous Peoples in Canada: Past/ Present/Future; SOCW 671 – Reflections on Practice: Indigenous Child/Youth Mental Health; SOCW 672 – Social Work/Counselling Skills with Indigenous Children/Youth; SOCW 673 – Mental Illness and Addictions Among Indigenous Children/Youth; SOCW 674 – Crisis Work with Indigenous Children/Youth: Restoring Balance; SOCW 675 – Community-Based Prevention with Indigenous Peoples: Creating Balance</p>
Indigenous Child and Youth Mental Health Graduate Certificate	<i>Ongoing</i>	<p>A certificate program for those hold BSW or Bachelor of Child and Youth Care degrees.</p> <p>Required coursework: SOCW 670 – Indigenous Peoples in Canada: Past/Present/ Future; SOCW 671 – Reflections on Practice: Indigenous Child/Youth Mental Health; SOCW 672 – Social Work/Counselling Skills with Indigenous Children/ Youth; SOCW 673 – Mental Illness and Addictions Among Indigenous Children/ Youth; SOCW 674 – Crisis Work with Indigenous Children/Youth: Restoring Balance; SOCW 675 – Community-Based Prevention with Indigenous Peoples: Creating Balance</p>

# Empowering northern communities

*Forestry has long served as the economic backbone in northern B.C. With the industry constantly evolving, it's hard to argue there's a better place positioned as a source of knowledge and expertise than a research forest.*

Staff at UNBC's Aleza Lake Research Forest (ALRF), located approximately 60-kilometres east of Prince George, have been working closely with Dunkley Lumber for the past several years to implement and test partial-cutting methods — that is, careful logging to remove some trees, while leaving others standing — in new ways.

Aleza staff, including ALRF Manager and Registered Professional Forester Mike Jull, developed plans and prescriptions for three unique areas and worked closely with Central Interior logging contractor Jason Krueger, utilizing his expertise and understanding of harvester-forwarder machines, to meet their forestry goals in each area.

"It has been a really interesting partnership that has drawn on the strengths and experiences of everybody involved in this process," says Jull. "This winter, we've been successful in implementing a range of partial-cut silvicultural and harvesting prescriptions, including single-tree selection, commercial thinning and 'variable retention' treatments that we think protect a wide range of forest values in different and interesting ways."

UNBC Ecosystem Science and Management Assistant Professor Dr. Samuel Bartels points to both an increasing demand for wood and fibre alongside growing calls for the protection of forests with increasing scrutiny on the harvesting of forest

resources in the past several decades. He believes it is possible to balance these competing economic, ecological and environmental interests if timber harvesting is done right.

"As a research forest, the ALRF has the flexibility to design harvesting systems that meet both economic and ecological interests and therefore could be used as a model for case study," he says. It's this type of research that can help inform land base decision making and empower communities with the information needed to make decisions appropriate for their specific circumstances.



# Performance Plan & Report

Goals and Objectives:

B.C. Post-Secondary System Objectives

- 1. Capacity - The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.**
- 2. Access - The B.C. public post-secondary system provides equitable and affordable access for residents.**
- 3. Efficiency - The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.**
- 4. Quality - The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.**
- 5. Relevance - The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.**

# UNBC's Strategic Priority Areas of Focus 2024-25

Coordinated strategic planning helps the University in its pursuit of ideas, the creation and dissemination of knowledge, and in meeting the needs of the communities we serve through teaching, research, and service. This helps retain the vision of the 16,000 people who came together in the late 1980s to create a University in the North, for the North as a core value.

Be it long-term, community-oriented strategic planning, mid-term financial and capital planning, or integrated operational planning supporting day-to-day activities, strategic planning helps set the goals and directions that support current and future students, professors, staff, programs, research, community partnerships, and more.

UNBC launched its new strategic plan Ready on October 13, 2023, following a process that saw input received from more than 1,000 individuals and communities across the North. The new vision, Leading a Sustainable Future, and mission, Ignite. Inspire. Lead Change, led to the creation of four strategic themes to which UNBC's strategic plan is anchored:

## **1. Cultivate Curiosity:**

We will excel at teaching, learning, and inquiry. We will welcome, support, encourage, and inspire learners.

## **2. Act on Truth and Reconciliation:**

We will continue on our path to advance and meaningfully enact reconciliation with Indigenous Peoples, through dialogue, education, research, relationships, and service.

## **3. Empower Northern Communities:**

We will collaborate, partner, generate knowledge and build capacity for the advancement of healthy, productive, thriving communities.

## **4. Foster Local Solutions for Global Impact:**

We will leverage our unique position to mobilize knowledge for local and global change.



These themes lead to a set of strategic focal points and actions for 2024/25:

### **Raising UNBC's Profile**

Elevating UNBC's visibility and reputation is essential for attracting top talent, fostering research collaborations, and securing sustainable resources. A heightened profile will position UNBC as a leading institution in academia, research, and innovation.

#### **Actions:**

- Participating in the Times Higher Education (THE) Impact Rankings, the only global performance tables that assess universities against the United Nations' Sustainable Development Goals (SDGs) to benchmark UNBC against global standards.
- Developing a comprehensive research plan that aligns with sustainability goals.
- Fostering collaborative partnerships and interdisciplinary approaches to research and academic programs.
- Creating a sustainability plan for UNBC to demonstrate commitment to environmental stewardship.
- Investing in branding and marketing strategies for student recruitment and retention, including digital platforms.
- Developing effective internal communication strategies to ensure alignment and cohesion.
- Establishing a government relations strategy to advocate for UNBC's interests at all levels.
- Enhancing external relations functions to foster partnerships and collaborations.

### **Strategy for Northern Communities**

Strengthening UNBC's ties with the Northern communities is paramount for regional development, cultural enrichment, and social well-being. By fostering partnerships and engagement, UNBC can contribute to the growth and prosperity of the Northern region.

#### **Actions:**

- Establishing community engagement initiatives, including outreach programs and knowledge-sharing events.
- Collaborating with Indigenous communities to integrate Indigenous knowledge and perspectives into academic and research activities.
- Developing partnerships with local businesses and organizations to address regional challenges and opportunities.

### **Academic Renewal and Research Intensity**

Renewing academic programs and intensifying research efforts are critical for fostering innovation, academic excellence, and student success. A strong emphasis on research intensity enhances UNBC's reputation as a hub for cutting-edge scholarship.

#### **Actions:**

- Refreshing the Academic Plan to align with Ready.
- Developing strategies to support students' academic experience, particularly international students.
- Conducting comprehensive curriculum reviews for degrees and programs.
- Refreshing academic offerings, including new programs and partnerships.
- Infusing Equity, Diversity, and Inclusion (EDI) principles across the academic portfolio.
- Innovating in academic programming, focusing on pedagogies, curriculum design, and accessibility.
- Enhancing graduate student experience through supervisor training and support packages.

### **Digital Transformation & Administrative Excellence**

Embracing digital technologies and optimizing administrative processes are essential for enhancing efficiency, transparency, and service quality and consistency across UNBC. Digital transformation enables UNBC to meet the evolving needs of its stakeholders.

#### **Actions:**

- Implementing digital tools for streamlined student services and administrative workflows and data management.
- Providing training and support for staff to effectively leverage digital tools.
- Enhancing online services and communication channels for students, faculty, and staff.
- Implementing service excellence strategy to enhance user experience.
- Progressing the Cloud Adoption Strategy with a focus on accessibility, efficiency, effectiveness, cybersecurity, disaster recovery and business continuity.

### **People and Culture**

Nurturing a diverse, inclusive, and supportive organizational culture is paramount for attracting and retaining talent, fostering innovation, and promoting employee well-being. A positive organizational culture enhances UNBC's reputation and competitiveness.

#### **Actions:**

- Developing and implementing a talent acquisition and recruitment strategy.
- Enhancing employee experiences, with a focus on onboarding, training, and development.
- Enhancing performance management and feedback mechanisms.
- Implementing equity, diversity, and inclusion training for faculty, staff, and students.
- Enhancing leadership development initiatives to foster a culture of accountability and continuous improvement.
- Strengthening support services and resources for employee well-being and professional development.

### **Diversifying Revenue**

Developing sustainable revenue streams beyond traditional sources is essential for funding strategic initiatives, supporting growth, and mitigating financial risks. Diversifying revenue enhances UNBC's financial sustainability and resilience.

#### **Actions:**

- Launching fundraising campaigns to solicit support from alumni, donors, and philanthropic organizations.
- Exploring opportunities for revenue generation through continuing education programs and industry partnerships.
- Progressing UNBC's land trust development to diversify revenue sources.



# Financial Information

For the most recent financial information, please view the audited financial statements available on our website at [unbc.ca/finance/statements](https://unbc.ca/finance/statements)

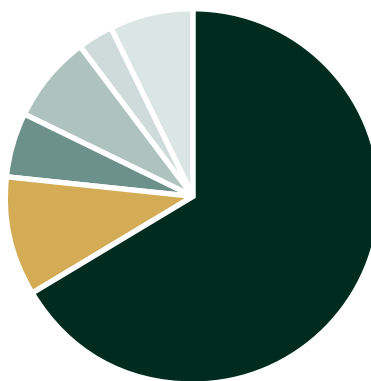
**Table C: Final audited results for the year ending March 31, 2024 (in \$ M)**



**Consolidated revenue: 2023-24 \$144.9**

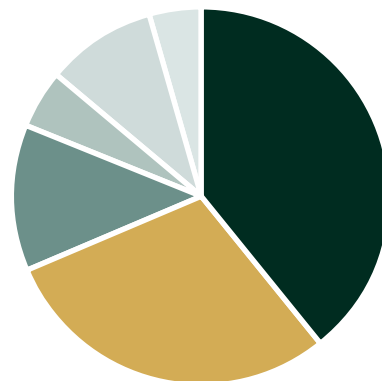
Provincial grants	\$69.0
Other grants *	\$25.7
Tuition & fees	\$26.7
Other income	\$23.5

\* Includes federal grants, gifts, bequests, non-government grants and contracts



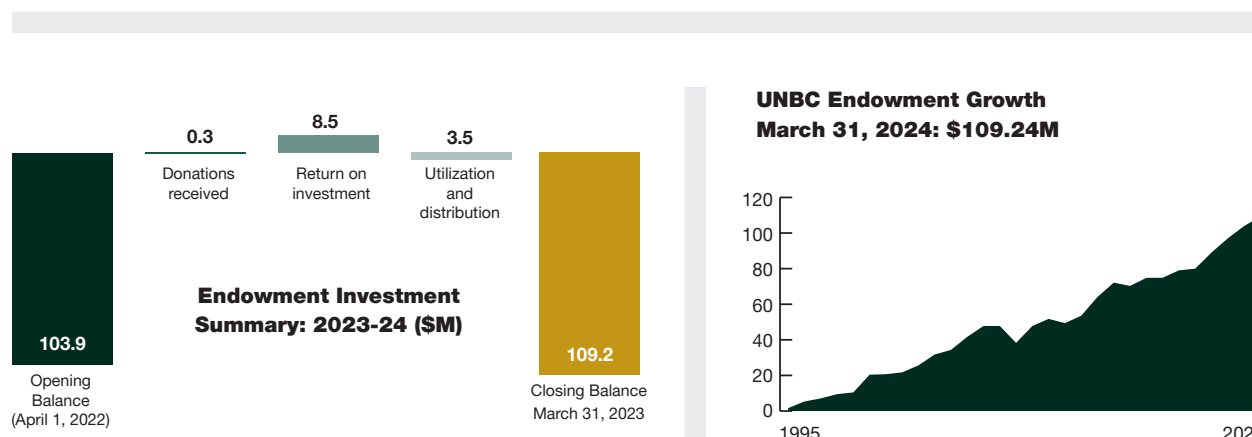
**Consolidated expenses by object \$146.6**

Employee costs	\$97.6
Travel, operating supplies and expenses	\$15.2
Property upkeep and utilities	\$8.0
Contracted services and other costs	\$10.9
Scholarships and bursaries	\$4.4
Amortization	\$10.5



**Consolidated expenses by function \$146.6**

Instruction	\$57.4
Institutional Support	\$43.2
Facilities Management	\$18.2
Ancillary Operations	\$7.6
Sponsored Research	\$14.1
Specific Purpose	\$6.1







# Local solutions with a global impact

*After studying the persistence and residues of glyphosate-based herbicides (GBH) in forests for the past 10 years, new research led by UNBC's Dr. Lisa Wood aims to unearth new insight into the effects of GBH residues on ecosystem health, work that could have an impact across the globe.*

"This knowledge is urgently needed, given the large-scale use and persistence of GBH in the natural systems humans and wildlife rely on," says the associate professor in UNBC's Ecosystem Science and Management program. "We will generate and transfer knowledge to our partners and to the public, who use the land to obtain food and medicines and to recreate."

Wood and her team of seven researchers, including UNBC colleagues Dr. Heather Bryan and Dr. Dezene Huber, earned a Natural Sciences and Engineering Research Council of Canada (NSERC) Alliance grant worth more than \$1.5 million for the five-year project. The researchers have partnered with the Swan River First Nation (a member of the Treaty 8 First Nations), the Alberta Trappers Association, the British Columbia Trappers Association and the British Columbia Wildlife Federation.

The Alliance grant is a first for UNBC. With rigorous criteria, it is only awarded to projects addressing significant societal challenges. It will help support at least nine graduate students, five undergraduate research students and three research technicians over the next five years.

"Healthy lands for First Nation communities equate to areas where food can be harvested without the risk of contamination from chemicals like glyphosate. These food harvesting practices lead to good health, cultural wellness and food sovereignty," says Wood. "Providing research to amplify Indigenous voices on issues of concerns supports reconciliation efforts."



# Performance Measure Results

		2021/22	2022/23	2023/24	2023/24	2023/24
		Actual			Target	Assessment
Student spaces	Total student spaces (PSFS)	2,563	2,504	2,420	≥3,773	Not Achieved
	Nursing and other allied health programs	375	410	393	≥432	Substantially Achieved
Credentials awarded	Total Credentials	760	797	765		Not Assessed
	Bachelor			522	≥585	Not Achieved
	Certificate			28	≥14	Achieved
	Diploma			*	N/A	Not Assessed
	Graduate, First Professional and Post-Degree			209	≥192	Achieved
Indigenous student spaces	Total Indigenous student spaces	392	374	369	392	Substantially Achieved
	Ministry (PSFS)	392	374	369		
Student satisfaction with education	Bachelor degree graduates	89.4% +/- 2.8%	80.4% +/- 4.0%	87.3% +/- 3.9%	≥90%	Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	85.3% +/- 3.2%	84.6% +/- 3.6%	88.0% +/- 3.8%	≥90%	Achieved
Student assessment of skill development	Bachelor degree graduates	84.9% +/- 2.7%	78.5% +/- 3.8%	80.9% +/- 3.8%	≥85%	Achieved
Student assessment of usefulness of knowledge and skills in performing job	Bachelor degree graduates	90.6% +/- 3.1%	87.7% +/- 3.7%	86.3% +/- 4.8%	≥90%	Achieved
Unemployment Rate	Bachelor degree graduates	5.3% +/- 2.3%	3.0% +/- 1.9%	8.9% +/- 3.7%	≤9.2%	Achieved
Sponsored Research Funding	Sponsored research funding from all sources (million \$)	15.2	17.7	17.7	≥17.7	Substantially Achieved
	Federal sources (million \$)	11.5	11.7	12.2		
	Provincial sources (million \$)	1.2	2.2	3.2		
	Other sources (million \$)	2.5	3.8	2.3		
Bachelor degree graduates	Skill development	84.9% +/- 2.7%	78.5% +/- 3.8%	80.9% +/- 3.8%	≥85%	Substantially Achieved
	Written Communication	85.2% +/- 3.4%	75.3% +/- 4.5%	81.8% +/- 4.6%		
	Oral Communication	83.4% +/- 3.5%	75.6% +/- 4.4%	79.5% +/- 4.8%		
	Group collaboration	87.7% +/- 3.1%	80.4% +/- 4.0%	78.0% +/- 4.8%		
	Critical Analysis	87.1% +/- 3.1%	82.7% +/- 3.8%	85.7% +/- 4.1%		
	Problem resolution	80.7% +/- 3.7%	70.4% +/- 4.6%	73.8% +/- 5.2%		
	Learn on your own	88.9% +/- 2.9%	84.8% +/- 3.6%	86.5% +/- 4.1%		
	Reading and comprehension	81.8% +/- 3.7%	83.2% +/- 3.8%	85.2% +/- 4.3%		

Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure. Institutional Accountability Plans and Reports, which report on and provide context on these performance measures, are also published at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

**Student Spaces**

Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

**Indigenous Student Spaces**

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

**Credentials Awarded**

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

Note: The three-year reporting cycle that informs UNBC’s target for this reporting year includes a year in which UNBC had one of its largest graduating classes. This class size increased for several reasons, including the pandemic’s impact that caused some students to delay classes while awaiting a return to normal. UNBC expects to get closer to meeting its credential targets in the coming years as a result of expanded retention efforts.

**Student Outcomes Measures**

Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 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 margin of error is greater than 10%.

**Credentials Awarded to Indigenous Students**

The target for this measure is currently under review. Assessment will show as “Increased” or “Decreased” over the previous year.

**Assessment Scale**

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved . N/A = not assessed

Target assessment scale	Description
Achieved	100% or more of the target
Substantially Achieved	90% - <100% of the target
Not achieved	<90% of the target

