

BOARD OF GOVERNORS

PUBLIC SESSION AGENDA

Friday, June 16, 2017

Senate Chambers

(Room 1079 Charles J McCaffray Hall)

9:30 AM – 12:00 PM

Members - Hon. James Moore (Chancellor), Daniel Weeks (President and Vice-Chancellor), Karin Beeler (Faculty Member – CASHS), Kathy Lewis (Faculty Member – CSAM), Tim Carmack (Order in Council), Katherine LaForge (Order in Council), Harry Nyce, Sr. (Order in Council), C.E. Lee Ongman (Order in Council), Sean Simmons (Order in Council – VICE-CHAIR), Simon Yu (Order in Council), Tracey Wolsey (Order in Council – Alumni – CHAIR), Julie Ziebart (Order in Council), Arctica Cunningham (Undergraduate Student), Amelia Kaiser (Graduate Student), Carolee Clyne (Employee)

1. **Chair's Remarks**

2. **Approval of Agenda**

That, the Agenda for the Public Session of the June 16, 2017 meeting of the Board of Governors be approved as presented.

3. **Approval of Minutes**

a. **Public Session Minutes of March 31, 2017 – page 4**

That, the Public Session Minutes of the March 31, 2017 meeting of the Board of Governors be approved as presented.

b. **Public Session Electronic Minutes of May 16, 2017 – page 9**

That, the Public Session Minutes of the May 16, 2017 electronic meeting of the Board of Governors be approved as presented.

c. **Public Session Minutes of May 25, 2017 – page 11**

That, the Public Session Minutes of the May 25, 2017 meeting of the Board of Governors be approved as presented.

4. **President's Annual Report on Management's Progress against Strategic Priorities – D. Weeks –
Materials included in Supplemental package for June 2017 Board Meeting - Public Session**

5. **Business Arising from Previous Public Session Minutes**

a. UNBC Fees Schedule – Clarification re: Regional course fees (verbal) – R. Knight

b. Data re: historic conversion rate from admissions to registrations – D. Ryan – **page 14**

6. Motions for Approval

- a. **2017/2018 Board of Governors Meeting Schedule** – H. Sanford – **page 19**
That, on the recommendation of the Governance Committee, the Board of Governors approves the 2017/2018 Board of Governors' meeting schedule, as presented.

7. Mandatory and Standing Reports - Public Session

a. **Report of the President – D. Weeks**

(i) **Reports of the Vice-Presidents**

- Provost and Vice-President Academic
 - o Recruitment & Enrolment Report – **page 21**
 - o Academic Plan / Strategic Enrolment Plan (verbal)
- Vice-President, Finance and Business Operations
 - o Deficit Mitigation and Financial Accountability (verbal)
 - o Capital Projects Update (verbal)
 - o NUGSS Financial Statements (verbal)
- Vice-President, Research and Graduate Programs (verbal)
- Vice-President, University Advancement – **page 26**

b. **Reports of Committees:**

- (i) Human Resources Committee – C. Clyne, Chair
Motions approved or reports received by the Human Resources Committee on behalf of the Board.
 - Annual Harassment and Discrimination Report
- (ii) Governance Committee – K. Lewis, Chair
Motions approved or reports received by the Governance Committee on behalf of the Board.
- (iii) Finance and Audit Committee - S. Simmons, Chair
Motions approved or reports received by the Finance and Audit Committee on behalf of the Board.
 - Finance and Audit Committee approved the establishment of agreements, scholarships, bursaries and awards as recommended by the Senate, for the period of April 2017 to May 2017.

8. Other Business

- a. **2016/17 Institutional Accountability Plan and Report** – D. Weeks – **page 28**

Notice of Motion for July 2017. Special Meeting of the Board, (teleconference) to be scheduled.

That, the Board of Governors approves the 2016/17 Institutional Accountability Plan and Report (IAPR) as presented, and releases it to the Ministry of Advanced Education.

9. Adjournment

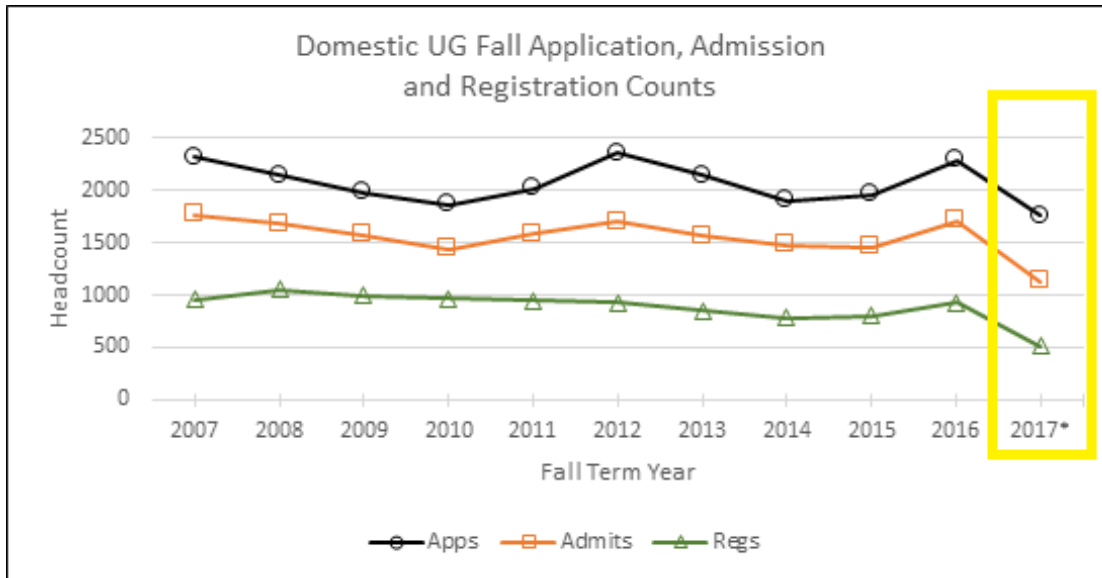
BOARD OF GOVERNORS – PUBLIC SESSION
Approved for Submission:

A handwritten signature in black ink that reads "Heather Sanford". The signature is written in a cursive style with a large initial 'H' and 'S'.

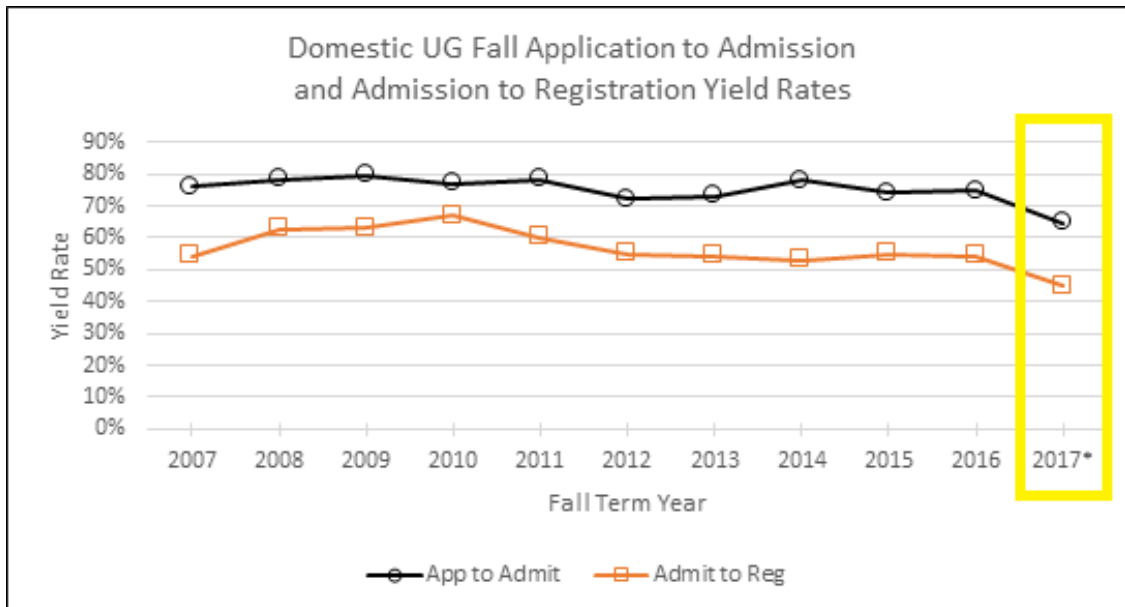
Heather Sanford
University Secretary

Agenda Item:	5.b. Data re: historic conversion rate from admissions to registrations – D. Ryan
Material:	Summary Graphs – Historic Conversion Rate from Admissions to Registrations

Canadian Summary – Undergraduate

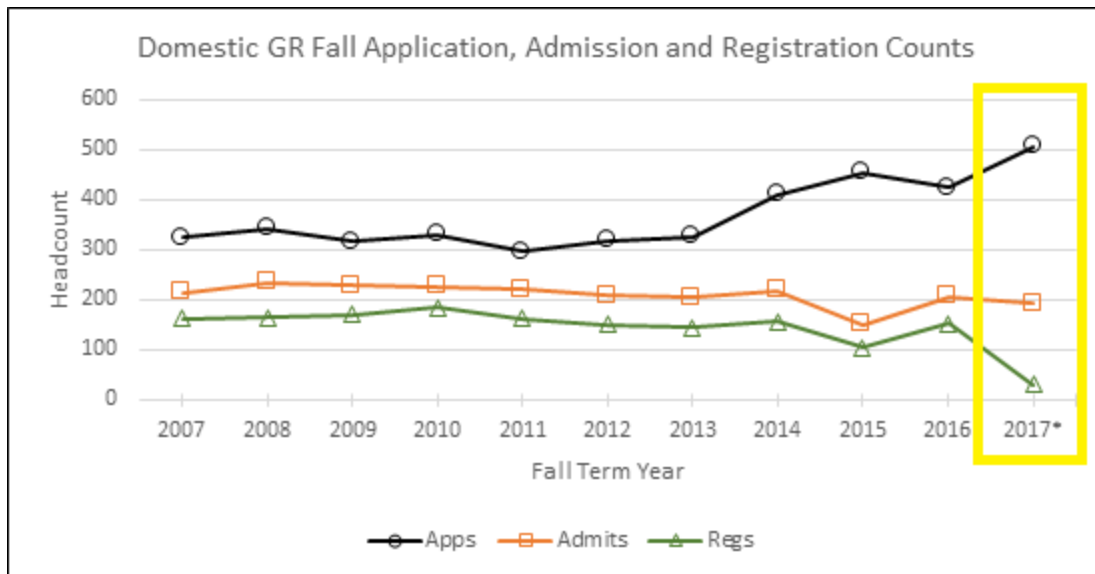


* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017

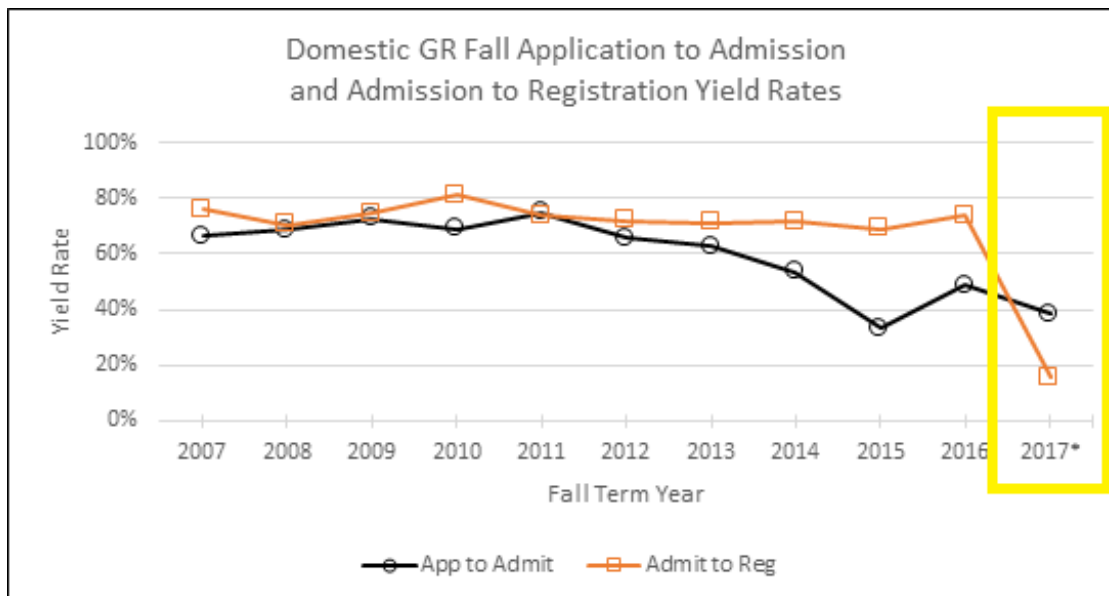


* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017

Canadian Summary – Graduate

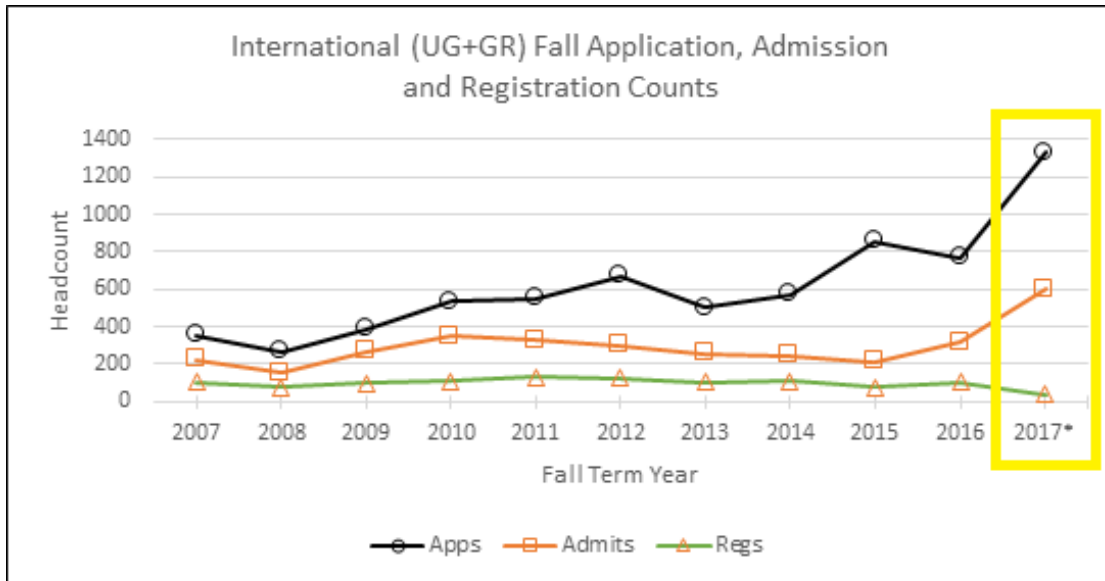


* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017

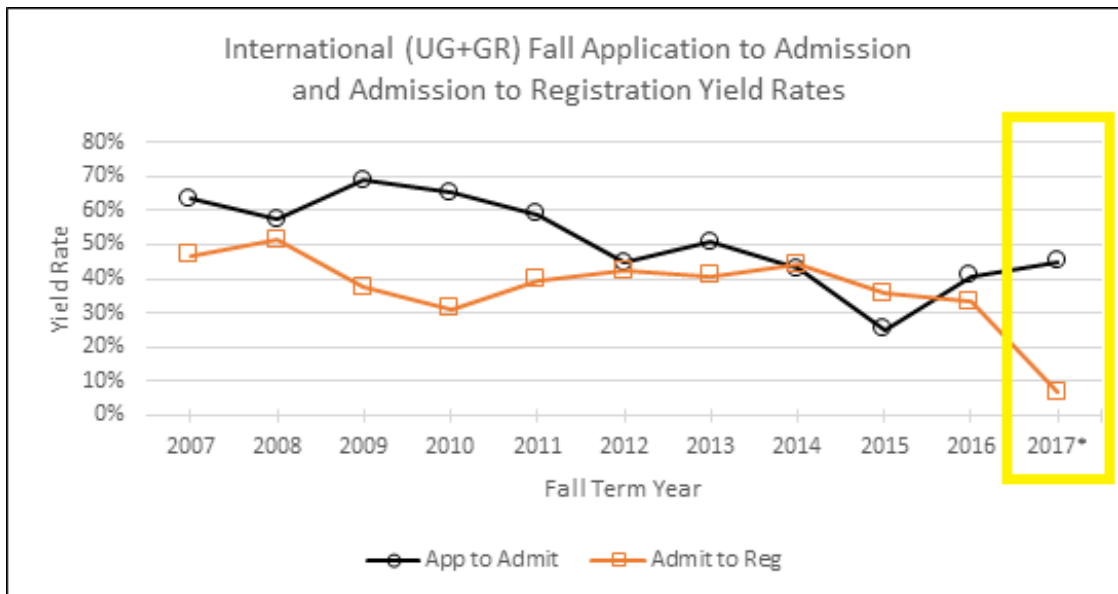


* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017

International Summary:

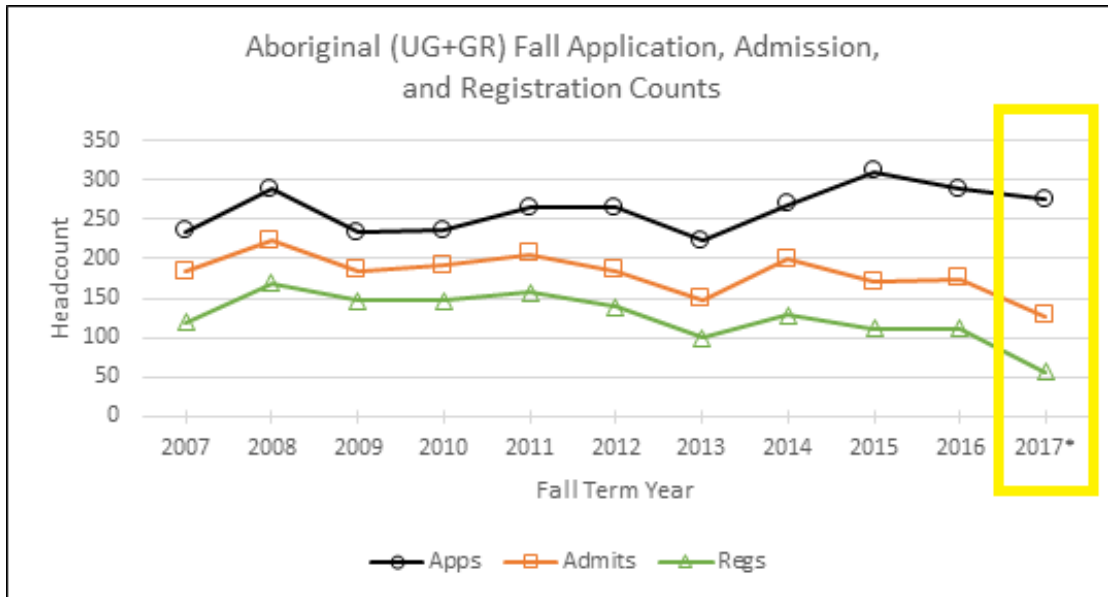


* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017

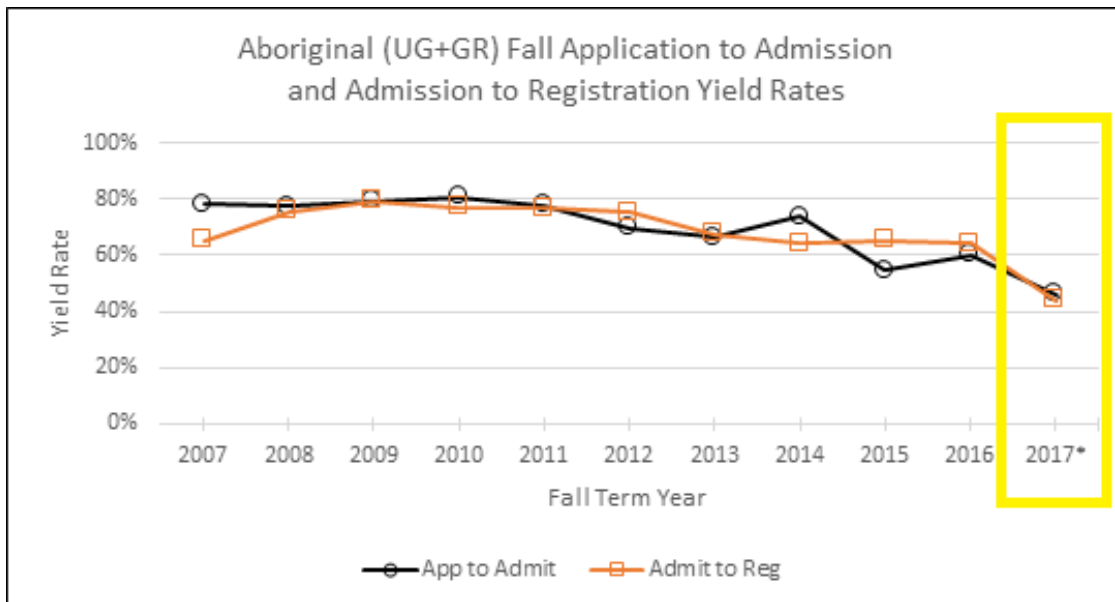


* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017

Aboriginal Summary:



* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017



* the 2017 fall application cycle has not completed yet, these numbers are current as of June 1, 2017

Agenda Item:	6.a. 2017/2018 Board of Governors Meeting Schedule – H. Sanford
Material:	2017/2018 Board of Governors Meeting Schedule
Motion:	<i>That, on the recommendation of the Governance Committee, the Board of Governors approves the 2017/2018 Board of Governors' meeting schedule, as presented.</i>

UNBC Board of Governors – 2017 / 2018 Meeting Dates

Date	Type of Board Meeting	Committee Meetings
Friday, September 15, 2017	Regular Quarterly Board Meeting (Regional) 2017 South Central (Quesnel)	Yes – all Committees Wednesday September 13, 2017
Friday, November 17, 2017	Regular Quarterly Board Meeting	Yes – all Committees Wednesday, November 15, 2017
Friday, January 26, 2018	<u>Special Meeting</u> – Joint Board & Senate Joint Board & Senate Dinner – January 25, 2018	None
Friday, March 23, 2018	<u>Regular Quarterly Board Meeting</u> (Budget)	Yes – all Committees Wednesday, March 21, 2018 *plan for extended session for FAC
Thursday, May 24, 2018	<u>Special Meeting</u> - Approval of Financial Statements Convocation Friday, May 25 th Chancellor’s Dinner evening of May 25 th	FAC only Wednesday, May 23, 2018
Friday, June 15, 2018	<u>Regular Quarterly Board Meeting</u> (Institutional Accountability Report)	Yes – all Committees Wednesday, June 13, 2018
Friday, September 14, 2018	<u>Regular Quarterly Board Meeting</u> (Regional) 2018 Fort St. John	Yes – all Committees Wednesday, September 12, 2018
Friday, November 23, 2018	<u>Regular Quarterly Board Meeting</u>	Yes – all Committees Wednesday, November 21, 2018

Agenda Item:	7.a.(i) Reports of the Vice-Presidents – Provost & Vice-President Academic
Material:	Recruitment & Enrolment Report

June 1st Snapshot

Summer FTE Summary 2017 vs. 2016 and Fall Applications 2017 vs. 2016

The following summary compares Summer 2017 Full Time Equivalents (FTE) and headcounts as of June 1, 2017 to Summer 2016 numbers. Fall 2017 application numbers are also compared to Fall 2016 numbers as of the June 1st snapshots.

Executive Summary:

Summer 2017 FTE summary:

- Total FTE (excluding international fee paying FTE) down -2.6% (-17.4)
 - At 74.1% of estimated summer portion of ministry FTE targets
 - At 89.2% of Measure (M)
- Overall unique registrations up 2.5% (35hc)
 - At 79.4% of estimated summer portion of head count needed to meet ministry FTE targets
 - At 107.6% of Measure (M)

Fall 2017 applications summary:

- Total applications up 18.3% (555 h.c.) from Fall 2016
 - At 111.9% of Measure (M)
- Total admissions up 3.9% (73 h.c.) from Fall 2016
 - At 96.4% of Measure (M)
- Total registrations up 8.6% (46 h.c.) from Fall 2016
 - At 54.2% of Measure (M)

June 1st snapshot FTE Summary Summer 2017 vs. Summer 2016

More detailed:

Full Time Equivalents (FTE)

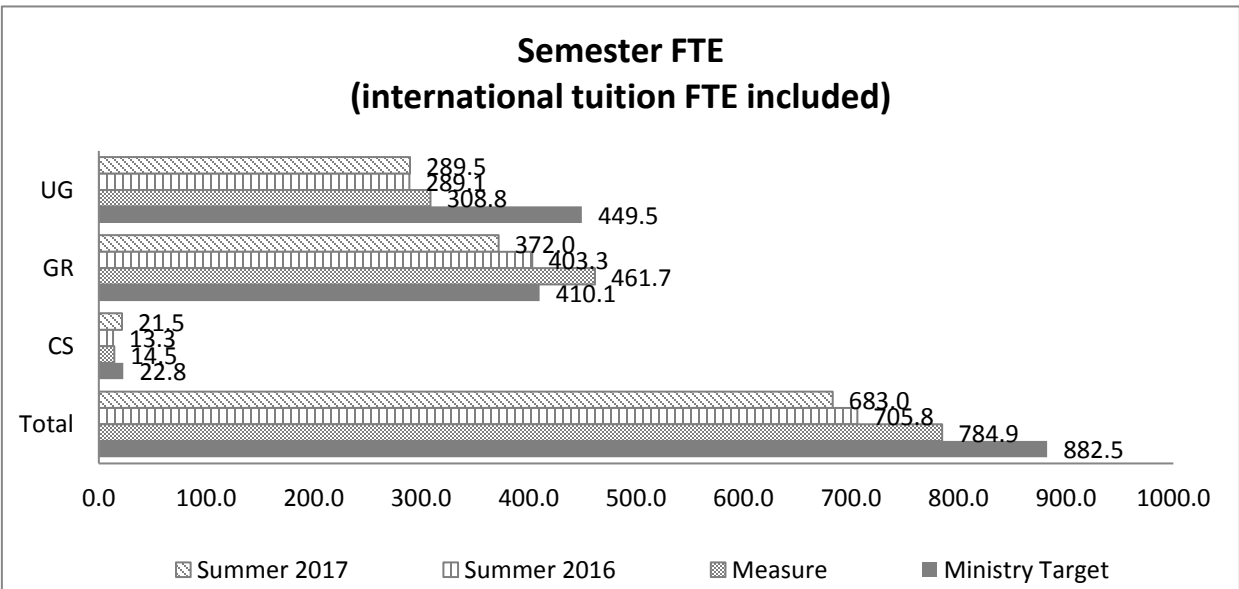
- Undergraduate FTE up 0.1% (0.4).
 - At 60.8% of estimated summer portion of ministry FTE targets.
 - At 93.8% of Measure (M).
- Graduate FTE down -7.8% (-31.3).
 - At 90.7% of estimated summer portion of ministry FTE targets.
 - At 80.6% of Measure (M).
- Continuing Studies FTE up 61.0% (8.1).
 - At 94.1% of estimated summer portion of ministry FTE targets.
 - At 148.4% of Measure (M).

Included in above numbers:

- International (domestic tuition paying) FTE down -0.3% (-0.3).
 - At 88.5% of Measure (M).
- International (international tuition paying) FTE down -15.6% (-5.4).
 - At 56.5% of Measure (M).

Total FTE change with international tuition paying FTE removed is down -2.6% (-17.4).

College breakdown (FTE)	
<ul style="list-style-type: none"> • CASHS <ul style="list-style-type: none"> ○ Overall FTE down -0.5% (-2.1) ○ Undergraduate up 20.4% (28.6) ○ Graduate down -12.8% (-30.7) 	<ul style="list-style-type: none"> • CSAM <ul style="list-style-type: none"> ○ Overall FTE down -10.5% (-31.3) ○ Undergraduate down -21.0% (-28.3) ○ Graduate down -1.8% (-3.0)



** estimated portion of the ministry yearly annualized target needed to meet final FTE target

Registrations (hc)

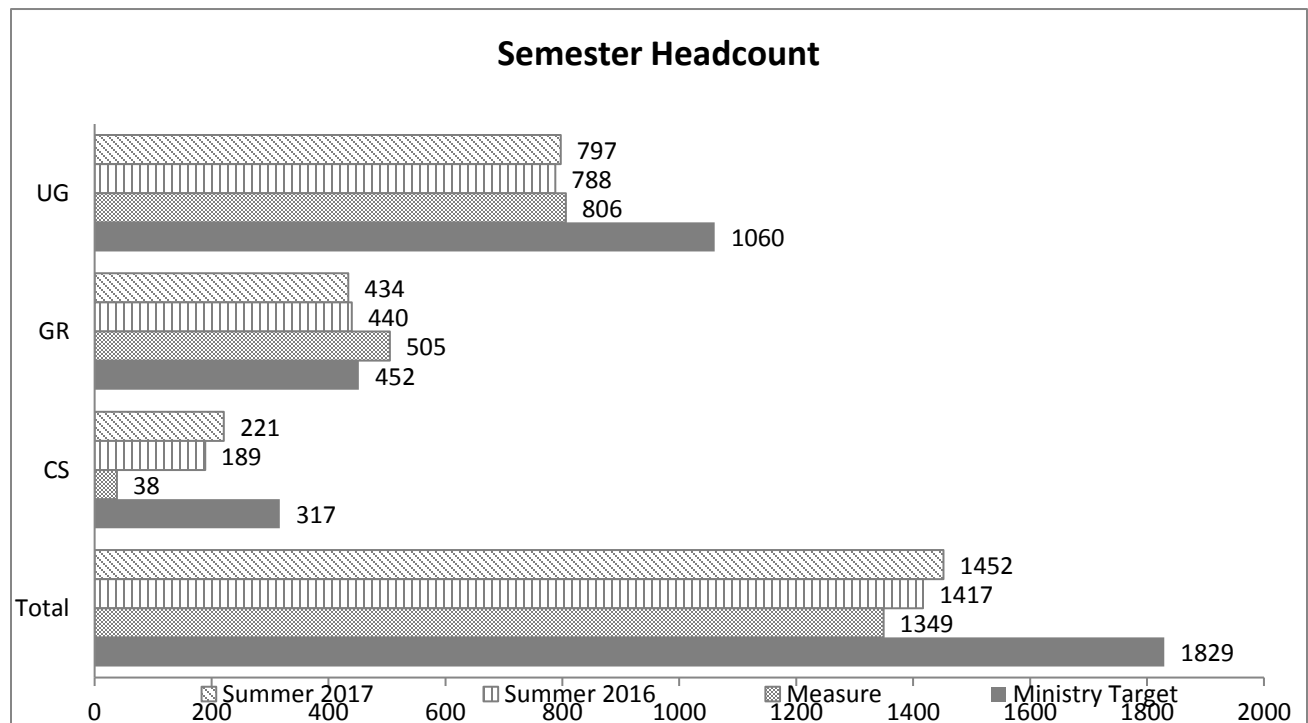
- Undergraduate registrations up 1.1% (9hc).
 - At 75.2% of estimated summer portion of head count needed to meet ministry FTE targets.
 - At 98.9% of Measure (M).
- Graduate registrations down -1.4% (-6hc).
 - At 96.0% of estimated summer portion of head count needed to meet ministry FTE targets.
 - At 85.9% of Measure (M).
- Continuing Studies registrations up 16.9% (32hc).
 - At 69.8% of estimated summer portion of head count needed to meet ministry FTE targets.
 - At 576.5% of Measure (M).

Included in above numbers:

- International (domestic tuition paying) registrations 0.0% (0hc).
 - At 88.8% of Measure (M).
- International (international tuition paying) registrations down -17.2% (-16hc).
 - At 69.0% of Measure (M).

Total unique registration up 2.5% (35hc).

<i>College Breakdown (hc)</i>	
<ul style="list-style-type: none"> • CASHS <ul style="list-style-type: none"> ○ Overall hc up 8.0% (52) ○ Undergraduate up 17.1% (64) ○ Graduate down -4.4% (-12) 	<ul style="list-style-type: none"> • CSAM <ul style="list-style-type: none"> ○ Overall hc down -10.0% (-52) ○ Undergraduate down -13.8% (-49) ○ Graduate down -1.8% (-3)



Notes:

1. Measure (M) is a comparator number derived from the average of the last three years official final numbers for the semester being reported on. For example the Measure (M) for a summer 2011 FTE report would be based on the official numbers from the summer 2010, 2009 and 2008 terms.
2. Ministry targets are based on final year end annualized numbers; in order to come up with estimated term targets the ministry target was broken down based on the average split of FTE UNBC sees between summer, fall and winter terms. Further to this the estimated headcount targets were determined by using the average number of students it takes to generate 1FTE in a given semester and at a given student level.
3. The ministry targets proved to UNBC includes a portion of “undesigned” FTEs; for the purpose of this report these “undesigned” FTE are used as the targets for continuing studies.



BRIEFING NOTE

Date:	June 5, 2017		
Agenda Item / Prepared For:	Office of University Advancement – Public Session		
Purpose:	<input checked="" type="checkbox"/> Information	<input type="checkbox"/> Discussion	
	<input type="checkbox"/> Seeking Direction	<input type="checkbox"/> Decision/Approval	
Prepared by:	K Scouten/M Wood		
Reviewed by:	Tim Tribe		

1. Development and Alumni Relations

Distribution of Donations	April 2015 – March 2016		April 2016 – March 2017	
	Total Giving	Donor Count	Total Giving	Donor Count
Student Awards	\$1,017,553	431	\$574,704	425
General	\$119,500	181	\$352,074	155
Athletics	\$167,325	248	\$242,647	411
Northern Medical Program Trust	\$212,286	501	\$171,038	448
First Nations	\$25,575	4	\$965	6
Library	\$98,690	24	\$44,215	23
Green Initiatives	\$3,105	7	\$119,357	6
General Research	\$87,001	14	\$116,018	11
Area of Greatest Need	\$67,041	148	\$41,756	116
Gift in Kind	\$179,914	62	\$217,977	42
Office of Research	\$255,347	2	\$529,706	3
Total	\$2,333,337	1622	\$2,410,557	1646

Giving by Constituency	April 2015 – March 2016		April 2016 – March 2017	
	Total Giving	Donor Count	Total Giving	Donor Count
Association / Organization	\$,656,817	35	\$247,079	50
Business / Corporation	\$377,237	179	\$714,150	191
Foundations	\$536,790	14	\$748,908	15
Government	\$65,239	10	\$37,159	10
Individuals (non-UNBC)	\$460,984	866	\$521,977	757
UNBC Individuals	\$95,974	191	\$81,180	190
Alumni	\$40,296	198	\$60,004	235
Total	\$2,233,337	1493	\$2,410,457	1448

- i. Total annual giving for F 17 increased over F16 – annual increase of \$1m from F12 to F17.
- ii. Northern Leadership Campaign successfully launched May 25th

2. Communications and Marketing

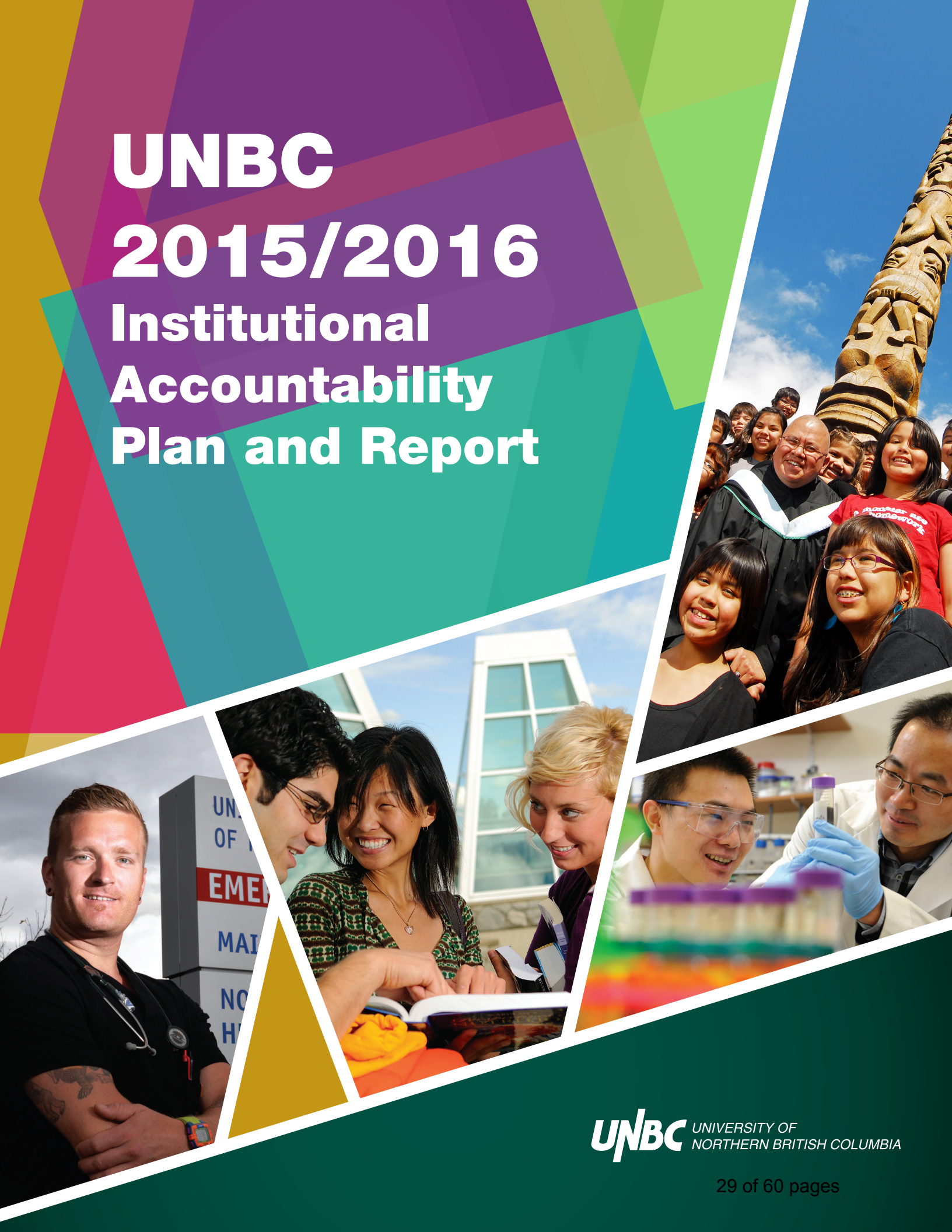
- i. Supported launch of campaign by providing new website, display materials, brochures and publications.
- ii. First phase of marketing program largely complete.
- iii. New marketing manager began work June 12.
- iv. Extensive communications work around convocation with support from Athletics office (their videographer came on the trip and produced a series of videos).

Agenda Item:	8.a. 2016/17 Institutional Accountability Plan and Report – D. Weeks
Material:	2015/2016 Institutional Accountability Plan and Report for reference and information.
Motion:	<p>Notice of Motion for July 2017. Special Meeting of the Board, (teleconference) to be scheduled.</p> <p><i>That, the Board of Governors approves the 2016/17 Institutional Accountability Plan and Report (IAPR) as presented, and releases it to the Ministry of Advanced Education.</i></p>

UNBC

2015/2016

Institutional Accountability Plan and Report



July 15, 2016
Honourable Andrew Wilkinson, Minister
Ministry of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria, B.C. V8W 9E2

Dear Minister,

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

This document has been prepared for the general public and the Ministry of Advanced Education. It includes information about the past academic year (2015/16), results and outcomes in relation to Ministry targets, the University's operational context, and our strategic priorities.

The Ministry outlines a series of strategic objectives and performance measures guiding the province's public post-secondary education institutions: Capacity, Access, Quality, Relevance and Efficiency. This document demonstrates how our mandate, governance, aspirations, operations and results align with those measures.

It also shows how the University is aligned with the Government's Taxpayer Accountability Principles: cost-consciousness, accountability, appropriate compensation, service, respect, and integrity. For example, UNBC complies with the compensation mandates provided by the Public Sector Employers' Council, collaborates with other institutions to deliver academic programming in innovative ways, openly discusses budget development to maximize transparency and value, and requires employees to comply with a code of conduct.

UNBC is committed to serving the needs of a vast region by providing educational opportunities for northerners, including First Nations, through its principal campus in Prince George and regional campuses in Quesnel, Fort St. John, and Terrace. UNBC, however, is also a resource for all British Columbians, as well as those from around the world who seek a highly ranked, world-class educational environment.

By serving as a local and global university, engaging in diverse research, providing exceptional teaching, and being an active citizen of the North, UNBC is a vital part of a knowledge-based, resource economy connected to the world. We are proud of our history in this regard and eager to have an expanded role in the coming decades.

Sincerely,



Ryan Matheson
Chair, Board of Governors



Daniel J. Weeks
President and Vice-Chancellor

Table of Contents

1	UNBC 2015/2016 Year in Review	4
2	Strategic Direction and Context	8
3	UNBC Overview	8
4	UNBC: An Academic Institution Like No Other	11
5	Today's Strategic Priorities	12
	Evolving as a Destination University	12
	Cultivating Global Leadership	12
	Setting the Stage for Future Growth	13
	Becoming a World-class Research Institution	13
	Creating a Culture of Service and Leadership	13
	Financial Sustainability	14
	Engaging Aboriginal Communities	14
6	Strategic Context	15
	In the Region	15
	Outside the Region	16
	Within UNBC	17
7	Ministry Reporting Requirements	18
	Goals and Objectives	18
8	Performance Targets and Results	24
9	Financial Information	27
10	Degrees, Certificates, and Diplomas Offered at UNBC	29

UNBC 2015/2016 Year in Review

The past academic year was marked by a multitude of first-time achievements for UNBC. From its first comprehensive alumni survey to its first-time top ranking in Maclean's Magazine, UNBC expanded its reputation as a leading local, national and global university.

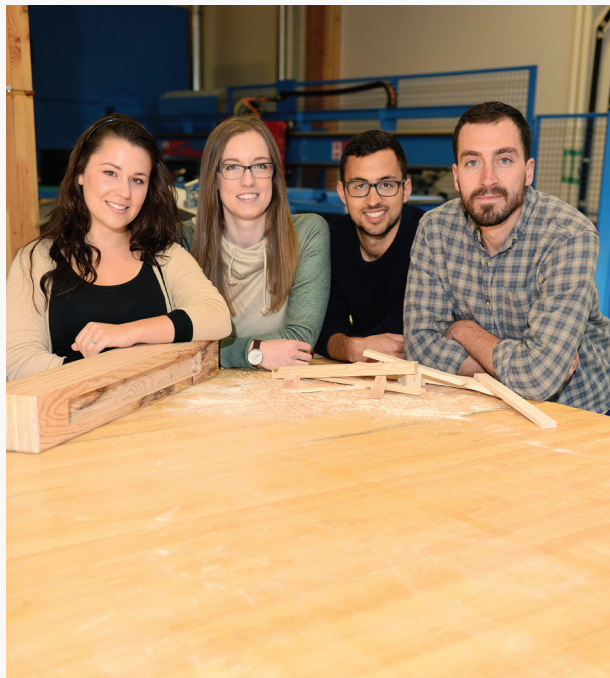
- Maclean's Magazine named UNBC the top university in the Primarily Undergraduate category, which included 19 universities. The school finished in the top five in seven different categories, including Student Awards, Total Research Dollars, Library Acquisitions, Student/Faculty Ratio, Faculty Awards, Operating Budget per full-time student and Library Expenses.



- According to UNBC's first comprehensive survey of its alumni, more than 90% of graduates are satisfied with their university experience. As well, more than 80% are employed in fields related to their area of study.
- On June 22, 2015, UNBC marked its 25th anniversary with a community gathering that celebrated the University's founding and its many achievements, while charting a course for its future.
- Métis scholar and UNBC graduate Rheanna Robinson was named the University's first Senior Advisor to the President on Aboriginal Relations. In her new role, Robinson advances aboriginal programs at the University, works with the Senate Committee on First Nations and Aboriginal People, and helps develop standardized aboriginal protocols at UNBC.
- The North Cariboo Community Campus in Quesnel, home to UNBC and College of New Caledonia campuses, celebrated its 10th anniversary. Since the campus opened, more than 350 credentials have been awarded there by UNBC, including certificates, and undergraduate and graduate degrees in areas such as social work, education and First Nation studies.



- For the first time in its history, the UNBC Board of Governors included a Chair who is also a UNBC graduate. Ryan Matheson had previously been a provincially appointed alumni representative on the Board of Governors for more than four years and Vice-Chair since 2013.
- The Honourable James Moore, who served in Canada's House of Commons for 15 years, including a number of senior cabinet roles, and who graduated from UNBC in 2001, was named UNBC's sixth chancellor, the first time a UNBC graduate has filled the role.
- In February 2016, the University Senate approved the planning framework for a revitalized academic plan, representing completion of Phase 1 of the academic planning process. Phase 1 included a review of previous academic plans and input from the University community. The planning framework outlines the "road map" to guide Phase 2 of the academic planning process, which will begin this year.
- The professional, course-based degree, Master of Engineering – Integrated Wood Design, was given final Degree Quality Assessment Board approval in September 2015, with the first cohort of four students starting the program in early January 2016. This first intake of students demonstrated exceptional and exemplary academic performance and the University plans to double the overall numbers from the first cohort during this next year.



- UNBC and the Northern Undergraduate Student Society (NUGSS) partnered to offer full sponsorship for five refugees fleeing conflict and uncertainty in Syria. The initiative will be run through the World University Service of Canada's Student Refugee Program.

- Since October 2015, UNBC's First Nations Centre has welcomed one Elder per month from the various First Nations across the wide region UNBC serves for a week-long stay. During that time, students, staff and faculty have an opportunity to meet and learn from the Elders as they share their traditional knowledge and expertise. This initiative was funded through the Government of BC Aboriginal Service Plan program.
- UNBC took its status as Canada's Green University one step further on Aug. 18, with the installation of 25 solar panels on the roof of the Conference Centre and Northern University Student Centre building. The panels generate clean electricity and serve as an educational tool.



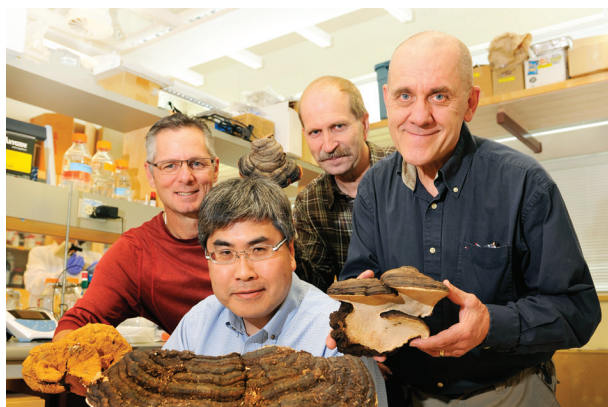
- UNBC prides itself on its diverse community, and its continual work to increase understanding, tolerance, and a sense of belonging for all who study and work at the University. From its early beginnings as a student club, the Northern Pride Centre has been invaluable in raising awareness of, advocating for and representing people in the LGBTQI community. In support of these efforts, the University provided a one-time grant that will help develop a sustainable financial model to continue this important work.
- Shirley Bond, MLA for Prince George-Valemount, recently announced that the first biobank of its kind in the province is coming to Northern B.C. Led by Dr. Nadine Caron, the Northern Biobank Initiative Phase 2 will improve access for B.C.'s northern population to participate in, and reap the benefits of clinical research. UNBC is the lead academic institution managing the research administration for the \$1.25 million project.
- UNBC researchers secured a combined \$436,000 in funding through the Natural Sciences and Engineering Research Council of Canada (NSERC) to support research projects in health care, biology, and computer science, the purchase of new imaging equipment, and scholarships and fellowships for high-calibre students in eligible master's or doctoral programs.

- The internal Rapid Access Research funding opportunity from the Office of Research saw more than 25 applications from faculty members of both colleges apply in the areas of Natural Sciences and Engineering Research Council of Canada and Social Sciences and Humanities Research Council (SSHRC) research activities. The objective of this funding opportunity is to support faculty members acquiring data to support a larger external grant application. Following a review by the research councils, 20 applications were awarded funding totaling \$115,105. One of the benefits of this funding is that it increases the opportunities for faculty members to be part of larger external grant applications.

- Internationally acclaimed author Patrick Lane and Aboriginal educator Dr. Leroy Little Bear received honorary degrees from UNBC at the 2016 convocation in Prince George on May 27. Both gave captivating presentations that spoke about their careers, passions, and their hopes for the future.

- The Sustainable Communities Demonstration Project is building on UNBC's Energy Initiative and further demonstrating the potential for sustainable energy. Phase 3 of the project involves connecting UNBC's low-temperature, hot water district energy system (fueled by the award-winning Bioenergy Plant and wood pellet system) to the student residences, campus daycare, and I.K. Barber Enhanced Forestry Lab to the. The SDCP is expanding UNBC's renewable energy production, reducing greenhouse gas emissions and fuel purchase costs, and expanding capacity for research, education, and demonstration. It is a model of energy security for Canada's off-grid communities, many of which are located in British Columbia.

- Led by Dr. Chow Lee, a team of UNBC researchers recently received \$389,908 from Canada Foundation for Innovation's John R. Evans Leaders Fund to study local mushrooms as a potential cancer and diabetes prevention or treatment. This study also received matching funds of \$389,908 from the B.C. Knowledge and Development Fund.



- UNBC researchers Dr. Ellen Peticrew and Phil Owens were awarded \$797,580 through the NSERC Strategic Grant on Environmental Damages to evaluate the resiliency of aquatic systems in response to a catastrophic mine tailings spill event.

- Dr. Henry Harder was awarded \$436,000 from the Canadian Institutes of Health Research Pathways, granted to the Health Equity for Aboriginal Signature Initiative to assess suicide prevention in Northern British Columbia.

- Research conducted by University of Northern British Columbia professors was one of the reasons behind Chun T'oh Wudujut / the Ancient Forest the being named B.C.'s newest Class A provincial park.



- The Tri-institute (Community Development Institute, Health Research Institute and Natural Resources and Environmental Studies Institute) Cumulative Impacts Research Consortium (CIRC) recently awarded a grant from the SSHRC as part of the Knowledge Synthesis Competition entitled *A scoping review on the community impacts of unconventional natural gas development in northern British Columbia*.

- Maria Mongomo's strong first season with the UNBC women's basketball Timberwolves team garnered national recognition. A week after being named to the Canada West Universities Athletic Association All-Rookie Team, Mongomo's stellar play earned a place on the CIS All-Rookie Team at the Canadian Interuniversity Sport Final 8 All-Canadian Awards Celebration in Fredericton, NB, a first for UNBC athletics.





BIOLOG

2

Strategic Direction and Context

Mission

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

Vision

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

Values

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

3

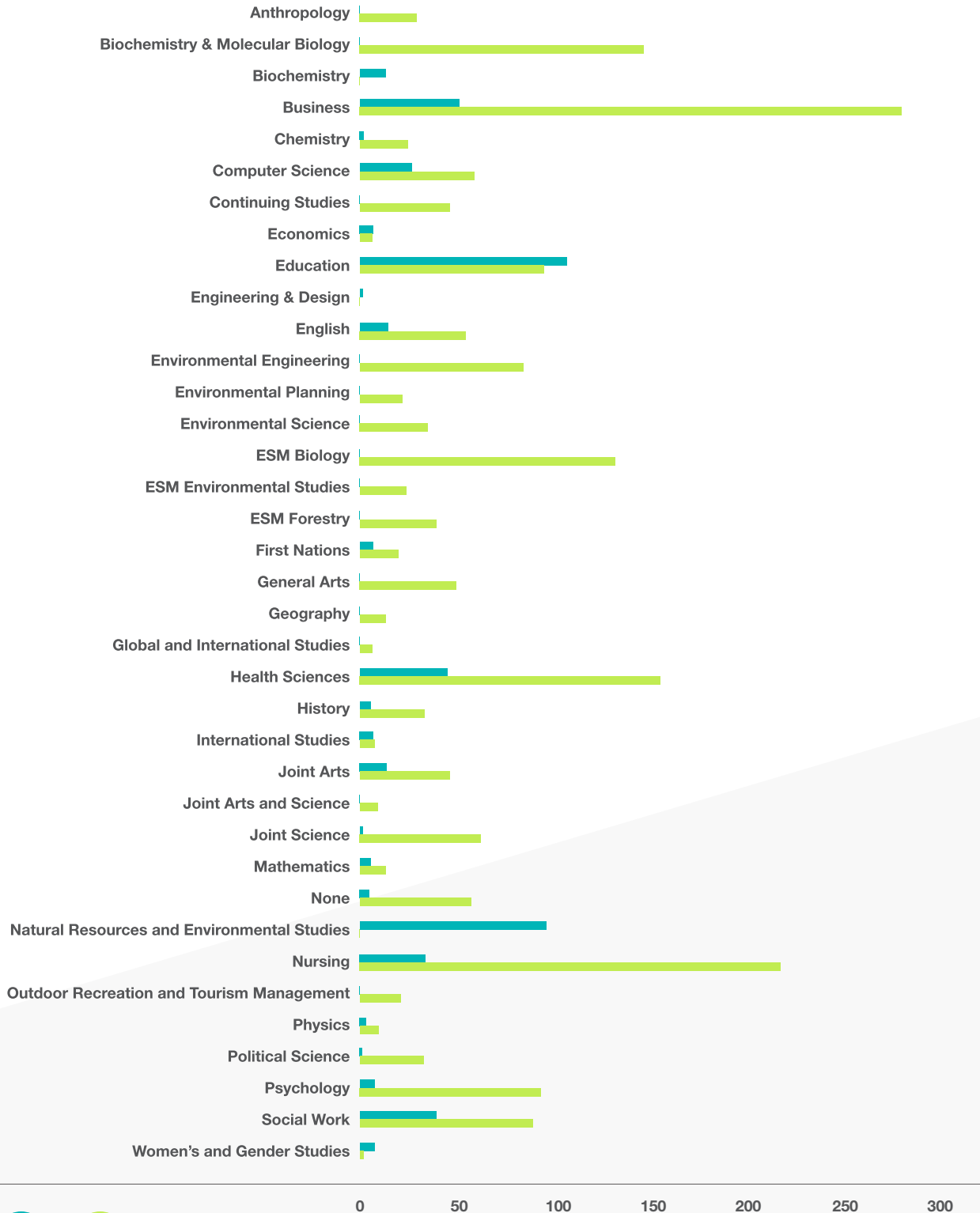
UNBC Overview

Located in the spectacular landscape of Northern British Columbia, UNBC is one of Canada's best small universities. The University features a main campus in Prince George, with regional facilities around Northern B.C. including campuses in Quesnel, Terrace and Fort St John. The members of the University community share a passion for teaching, discovery, the environment, and the North and its peoples.

The faculty complement sits at around 365, serving the needs of approximately 2,500 FTE, or full-time equivalent, which converts the enrolment head count to the number of students carrying a normal full credit load. Total enrolment headcount of the University is 3,250 full-time and part-time students.

The following graph illustrates the current full time equivalent (FTE) enrolment by Program. The areas of highest demand demonstrate an alignment with the BC Skills for Jobs Blueprint and high-demand occupations in the province:

2015/16 Fiscal Annualized FTE (international tuition FTEs excluded)



UNBC offers a wide range of programming, providing outstanding undergraduate and graduate learning opportunities that explore programs of study in the Arts and Sciences, Business and Management, Education, Engineering and Applied Sciences, Health, Human and Social Services, and Visual and Performing Arts, among others. Credentials include certificates, diplomas, bachelors, masters, and doctoral degrees in two academic colleges: Arts, Social and Health Sciences; and Science and Management.

The following table highlights what students are studying at UNBC

Program Cluster	UBC, UVic, SFU (Average)	UNBC
Arts and Sciences	49%	40%
Business and Management	11%	15%
Education	6%	7%
Engineering and Applied Sciences	18%	17%
Health	8%	12%
Human and Social Services	5%	5%
Visual and Performing Arts	2%	2%
Other	2%	4%

The University also partners with the northern colleges and with the Lower Mainland post-secondary institutions to increase the outreach of UNBC academic programming (Medicine, Nursing, Environmental Engineering, and Social Work). A full listing of academic programs can be found on page 29 of this document.

4

UNBC: An Academic Institution Like No Other

In addition to fostering and celebrating academic excellence, UNBC is a welcoming place, with a learning environment that is friendly, inclusive, exciting, and supportive. Initially launched as a university for and in the North, a strong sense of ownership, purpose, and adventure has been instilled among UNBC's students, alumni, faculty, staff, donors, partners, and the communities it serves.

UNBC's roots were also characterized by the goal of improving the participation rate of Northern British Columbians in university education. Prior to the start of UNBC's full operations in 1994, this rate was among the lowest in Canada, and was the subject of considerable analysis by the University's early staff. Today, nearly 50% of eligible high school graduates from Northern B.C. enroll in a BC post-secondary institution within one year of graduation. For UNBC, the majority of its students come from Northern B.C., as illustrated by the table below.

Market Group	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Northern B.C.	71.5%	71.9%	72.2%	71.2%	71.0%	69.5%	69.1%	68.7%	67.9%
Southern B.C.	19.3%	17.6%	16.2%	15.4%	15.2%	14.9%	15.0%	15.1%	16.10%
Outside B.C.	9.2%	10.4%	11.6%	13.4%	13.9%	15.5%	16.0%	16.3%	16%
International**	5.7%	6.4%	7.1%	8.1%	9.1%	10.9%	11.1%	11.5%	11.10%

***The international market group has been shown separately to demonstrate the international student presence at UNBC. However, the percentages shown represents student numbers that have already been accounted for in the other three market groups and depend on the address information provided at time of application*

UNBC was also trademarked in 2008 as Canada's Green University in light of its leadership in environmental and social sustainability, as well as its academic strengths in the environment, natural resources and sustainability.

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

- Environment and Natural Resources
- First Nations and Indigenous Studies
- Health and Quality of Life
- Northern Community Sustainability and Development

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

5

Today's Strategic Priorities

UNBC will begin developing an Integrated University Plan over the 2016/17 academic year, reflecting its goal to align all academic and operational activities to support the Academic Mission of the University. Each academic and administrative unit of the University will develop and integrate their individual action plans. Accountability for each of the action plans will be included through projected outcomes and measures.

All action plans described in this Accountability Report will be integrated – no action plan will stand on its own, but instead will support the University's Academic Mission. A wide cross-section of the University community, including students, faculty and staff, will be engaged in the development of this plan to ensure that its input is reflected in its development. A few of the action plans that will be integrated are described below:

Evolving as a Destination University

Prioritizing Recruitment as a Top Imperative

As UNBC works towards becoming a destination university, a critical priority for UNBC is improving student recruitment numbers that have been on a steady decline. Over the past few years, that decline has sharpened, and status quo recruitment is no longer an option. The University is at a tipping point, and we must undertake significant efforts to halt that decline and reverse the trend of shrinking enrolment.

There are a number of external factors for this decline, including increasing competition from post-secondary institutions across the province and an aging demographic in Northern B.C. Furthermore, while the overall rise in UNBC's enrolment rates since its inception has served as valuable evidence for its success, post-secondary participation rates in Northern B.C. are still lower than the provincial average and much lower than Metro Vancouver.

To address this issue, UNBC will prioritize recruitment as a key imperative, all the way to the top levels of the University's administration, placing student recruitment and retention squarely in the centre of senior leadership's portfolio, supported by enhancing collaborations between departments. Additionally, the University will establish a dedicated Recruitment Task Force to refine and facilitate achievement of enrolment targets.

UNBC will also develop an Enrolment Action Plan that addresses recruitment, retention, marketing tactics and materials, and multi-channel outreach with current and prospective students. This action plan is intended to increase recruitment of transfer students, Aboriginal students, and international students, while expanding the University's reach into other domestic and international markets. The activities in this action plan will be complemented by continual retention efforts to support the academic, personal, and social growth of current students.

The University will also make structural changes to support enrolment management and analytics (e.g. predictive models such as logistic regression, regression analysis, predictive analysis), realign support services, and develop a suite of transition and retention programming.

Cultivating Global Leadership

Global leadership is integral to UNBC's mission. Diversity in perspectives, culture and traditions enriches the lives of students, faculty and staff and exposes the University community to the realities of operating educational and business ventures on a global scale.

UNBC's commitment to elevating its global presence will inform the development of a progressive international action plan that will focus on student enrolment, mobility, sustainability, and research engagement. These priorities will help incorporate international and comparative perspectives throughout the teaching, research and service missions of UNBC, enhance the University's value proposition globally, respond to international student demand for Canadian learning opportunities, and increase cultural engagement, education and awareness within the University community. Working with the Ministry, this action plan will also support B.C.'s International Education Strategy, which aims to position the province and its residents to benefit from the resulting socio-cultural and economic opportunities.

Setting the Stage for Future Growth

Renewing Our Vision, Mission and Values

Recognizing that the University has evolved as a world-class institution since its inception 25 years ago, UNBC is preparing ourselves for growth and expansion in all ways, including in its strategic direction. This includes renewing the Vision, Mission and Values to reflect our growth as a University and establish a well-defined path for the future. Changes made to the Vision, Mission and Values will reflect feedback from a comprehensive engagement process undertaken in 2015/16, and will be used to guide decision-making and formulate priorities at every level of the institution.

Enhancing Technology in a Digital Age

As the University evolves, so does our supporting services and infrastructure. Reflecting the technological needs in this digital age, the University will undertake significant initiatives to provide digital services that will improve students' academic and personal experiences. One such effort is the design and development of a student portal that will provide a "one-stop shop" for digital academic and social support, including student registration, student profiles with courses, grades and contact information, email service, calendar, a social connector to student clubs, and a central point of communications contact.

The University will also develop a responsive UNBC website that can be optimally viewed on a wide range of mobile devices, including mobile phones, tablets and computers.

Additionally, adoption of innovative media streaming services that record lectures for numerous courses has facilitated opportunities and flexibility in distance and online learning.

Becoming a World-class Research Institution

UNBC's focus on research is one of the attributes that sets the institution apart as a world-class leader. The University will immediately begin updating its Research Action Plan to reflect the ongoing direction of existing areas of research, add new areas of focus, and align with the development and implementation of an Academic Action Plan. For more information on our research action plans, see the Ministry Reporting Requirements section of this document on page 17.

Creating a Culture of Service and Leadership

To advance the academic mission, facilitate communication and engagement at all levels of the University community, build accountability, and create organizational efficiencies, the University will implement a Senior Leadership Forum to provide oversight and prioritization of strategic business opportunities, projects and initiatives that will inform the context in which the college, academic, and administrative support units will develop their individual action plans. The forum will inform the development of the University's Integrated Plan.

A further expectation of the Senior Leadership and administration leaders will be to cultivate, at all levels of the organizations, leadership capacity through a robust internal engagement process within the University community on emerging and ongoing planning needs (e.g. budget). A primary example of this is the active leadership role of the University Senate and academic planning groups in the Phase 2 development of the academic plan, a top strategic priority and key tenet of the Ministry Reporting Requirements.

These efforts will complement realignment of institutional, operational and support services within senior leadership, in particular with the newly positioned Vice-President Finance and Business Operations and Vice-President University Advancement, who will shift their focus to areas that require their expertise and oversight.

Student recruitment and retention will now become a key priority of the Vice-Provost of Student Recruitment (formerly Vice-Provost, Student Engagement), with the support of cross-departmental collaboration.

Financial Sustainability

As UNBC focuses on renewing its Academic Action Plan, the ability to set the direction of the academic mission and move UNBC toward a sustainable financial model that aligns with the academic priorities is limited. Therefore, the University implemented a status quo budget for 2016/17, allowing time to continue the development of the Academic Action Plan.

The University remains committed to developing a new budget model that will lead to less centralization and greater accountability, and providing enhanced financial forecasting models for planning and controls, monitoring, and reporting. For example, the new model will include production of a seven-year historical trend analysis of major revenue and expense items on a monthly basis and more statistically significant forecasting models. In addition to the development of a consolidated budget, the University will present supplemental reporting that will provide in-depth detail. For example, the University will provide information regarding actual performance relative to budgets over a five-year period. To ensure consistency and comparability of data over time, the University will publish supplemental reports by September 30 of each year, based on final March 31 fiscal year-end information.

Engaging Aboriginal Communities

As a northern university committed to local, national and global leadership, true engagement and understanding of Aboriginal communities and their educational needs is critical. To help advance this priority, the Senior Advisor to the President on Aboriginal Relations will actively engage community partners to develop strategic Aboriginal programs and services as part of an Aboriginal governance and community relations action plan. This action plan is intended to provide valuable cultural, academic and social services to current and prospective Aboriginal students, elevate understanding of Aboriginal culture and issues within the University community, and support Aboriginal recruitment and retention efforts. More information can be found in the Performance Plan section of this document on page 17.

6

Strategic Context

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

The history of UNBC has instilled in the institution a strong sense of responsibility to the northern region: its communities and industries, its citizens and cultures, its challenges and opportunities. UNBC is embedded within the northern communities with a strong "social license to operate" – this integration within the region is a foundational factor that shapes the University's planning and operations.

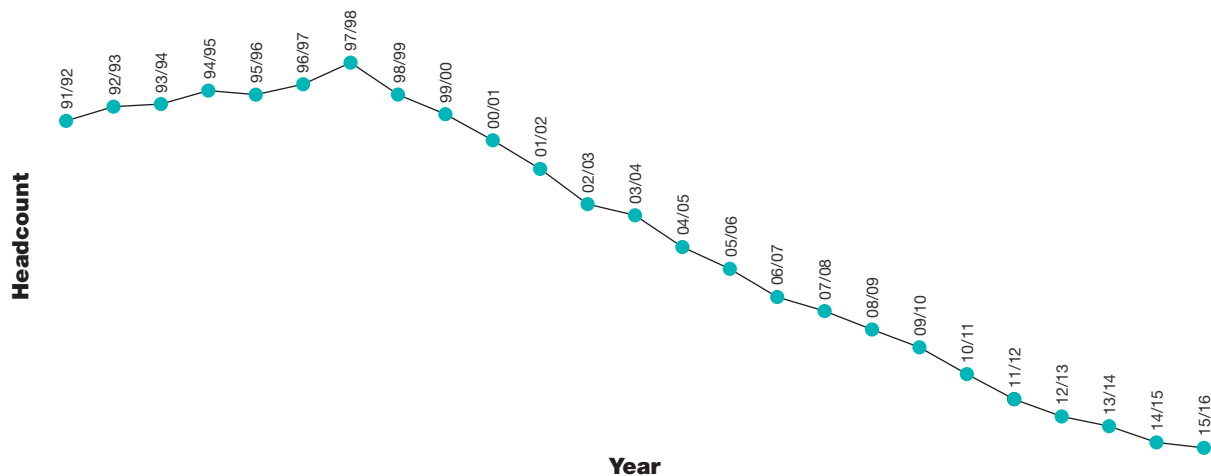
Yet a multitude of factors in the region, outside the region, and within the University may affect UNBC and its planning for the future.

In the Region

Reflecting our Vision, Mission and Values, UNBC is serving the advanced educational needs of the northern region, with 67.9% of post-secondary students in Northern B.C. enrolling at the institution. Within one year of graduation, 80% of UNBC graduates are employed – 69% at management levels or higher.

Despite these successes, Northern B.C. is experiencing a consistent and dramatic decline in its population count, and a shift in its demographics. In particular, the population of young people in the region has declined by 38% since peak enrolment in the late 1990s.

Total student headcounts in all grades (K to 12) in Northern B.C. School Districts 1991/92 - 2015/16



This decline is expected to continue for another decade, and is contributing to concerns regarding the North's preparedness for what is anticipated to be a period of significant economic development in the region in the coming years.

Current skills shortages will likely worsen in coming years, with critical needs emerging in both the trades as well as professional occupations that typically require university education. In fact, the Government of BC Labour Market Outlook for this decade projects that 78% of jobs will require a post-secondary credential.

Nevertheless, the job outlook and needs within the region will fluctuate, both over time and from place to place. Contributing to community and regional resiliency is a critical element in UNBC's planning and operational context.

UNBC cannot address regional resiliency alone and therefore works in collaboration with others. Partnerships exist with the northern colleges through the Northern Post-Secondary Council, which is a forum for program planning, course delivery and transfer, research collaboration, and professional development. UNBC also works in collaboration with First Nations, local and regional governments and development agencies (City of Prince George Education Committee, beetle action coalitions, Northern Development Initiative Trust, etc.), and businesses and industry, all aimed at ensuring the University continues to be responsive and relevant.

Outside the Region

Three areas of action by the Government of BC that are core to UNBC's planning and operations:

- **Grant reduction:** The Government of BC reduced UNBC's operating grant for 2013-14 by \$128,000, an additional \$512,000 in 2014/15, and a further \$665,000 in 2015/16 (excluding an amount for new programming and funded compensation increases).
- **Skills blueprint:** The Government's strategy to re-direct funding to the education and training of "high-demand occupations" has the potential to shape UNBC's future academic profile in significant ways.
- **New universities:** The expansion of degree-completion options in Southern B.C. has had the effect of eroding UNBC's ability to attract students from that region. In the 1990s, close to one-third of UNBC students were from Southern B.C.; the percentage now is about 17%. This decline is aligned with the increase in the number of B.C. institutions awarding bachelor's degrees.

Another factor outside the region that may affect UNBC's planning and operations concerns the public perception of Prince George, and Northern B.C. more broadly, along with the distance of Prince George from major population centres. Being "close to home" is the most popular reason students identify for choosing UNBC. Location, however, is also a top reason prospective students decide to not attend UNBC.

Below are some key actions the University is taking to address these external factors:

- **Partnerships with other universities**
While, to a certain extent, UNBC operates in competition with other institutions, it is also critical that it works in partnership with other universities. Similar to the relationship with the northern colleges, UNBC is also an active member of the Research Universities Council of B.C.. Through this body, UNBC connects with other universities about program offerings, research, and the relationships between universities and the Government of BC, which helps to provide additional support and resources for the University's research initiatives.
- **Enrolment action plan**
The University will focus on the development of an enrolment action plan that addresses recruitment, retention, marketing tactics, and multi-channel outreach with current and prospective students.
- **Use of one-time allocations**
The University continues to generate surpluses, primarily through vacancy management within the current budget. However, the availability of one-time allocations for short-term priorities, issues and projects at the department and institutional level will become more limited over time as vacancies are refilled.

Within UNBC

The University is working to address the following internal issues to minimize impact on the institution's planning and operations:

- *Labour issues:* UNBC reached a first collective agreement with its Faculty Association, which organized a union in the spring of 2014. Following a two-week strike in early March 2015, an arbitrator was brought in to issue a decision. In December 2015, the arbitrator awarded a five-year contract, running from July 1, 2014 to June 30, 2019. The award includes a wage increase of 10% over the duration of the agreement. Members of the UNBC Faculty Association are also eligible to receive the Economic Stability Dividend if provincial economic growth exceeds Economic Forecast Council forecasts.

The total cost of the increase contained in the new agreement over the five-year contract is approximately \$5.6 million. Of this, \$5 million represents the value of the University's final proposal under the Economic Stability Mandate. The additional \$600,000 will be spread out over the course of the five-year contract, allowing UNBC to budget for this increased cost.

In addition, the arbitrator recommended the parties engage in the Labour Relations Board's Relationship by Objectives mediation program, and required the establishment of advisory committees to recommend a new compensation model and to review post-retirement benefits. These actions will assist in strengthening the relationship between the two parties before the agreement expires in 2019.

UNBC's support staff, members of the Canadian Union of Public Employees (CUPE), settled with UNBC in May 2015 on a five-year agreement that is aligned with the Government of BC's Economic Stability Mandate.

- *University finances:* Today, the University faces financial challenges resulting from relatively flat government grants, declining enrolments (and the related drop in tuition fee revenues), and increasing compensation costs. Over the next three years, the base operating budget projections identify a potential deficit of approximately \$4.2 million (5% of the operating budget) if current revenue and expense plans remain unchanged.

A significant factor leading to the potential deficit is declining tuition revenue. It is therefore critical to halt the current downward enrolment trend and increase full-time equivalent student enrolment towards Ministry-defined targets.

To help improve student recruitment and retention rates, UNBC is in the process of re-aligning its enrolment services team and function to foster more collaboration and cooperation towards efforts to improve student recruitment and retention rates. This work includes streamlining and improving admission processes, developing an integrated marketing plan, and providing easier access to institutional data to allow units to make better-informed decisions (see the Ministry Reporting Requirements section of this report for more information).

In conjunction with current academic and financial planning, the University is also exploring options for strengthening its regional delivery. Dean of Regional Programs will help to strengthen regional program delivery.

- *Internal culture:* One of the University's strategic priorities is creating a culture of support, service and leadership. Building trust, encouraging forward thinking and creating energy through meaningful conversations will help to support this priority.

Discussion within the UNBC community began last fall with regards to the introduction of integrated planning at UNBC, as well as extensive engagement. Additionally, Town Hall sessions have enabled the University to further engage with the UNBC community, respond to emerging issues, provide clarity and understanding around financial information, and develop an environment of openness and cooperation.

In keeping with this theme, the Board of Governors and Senate are collaborating on better ways to move the University's mission forward through effective governance. The University's efforts to restructure lines of communication at the senior administrative levels will help streamline the flow of information as well as fulfill any gaps in resources required to advance the academic mission of the University.

The University has also launched an Employee Opinion Survey to establish baseline data with respect to how faculty and staff view their work environments. The University will use this data to provide feedback to unit leaders and to develop a people plan that will inform the Integrated University Plan.

To support positive and productive work environments, a performance framework will be developed for senior administrative leaders and exempt staff to identify job-specific accountabilities and competencies and promote feedback and development. This work will begin with the leaders of the organization in 2016, and will build over a multi-year timeline.

7

Ministry Reporting Requirements

UNBC was established in 1990 as Canada's Northern University, and invested its formative years laying the groundwork for success and putting its mission into action. During the intervening 25 years, UNBC has grown to become a leader in education and research in the province, and in particular, in the Northern B.C. community.

In 2016/17, work will begin to integrate priority components of the Ministry's Reporting Requirements into the long-term Integrated University Plan, which will demonstrate UNBC's commitment to the government's mandate priorities. This will be an important transition year as the University forges ahead with the development of a revitalized, effective and meaningful academic action plan that will help transform the institution into the UNBC of tomorrow.

Goals and Objectives

This section outlines UNBC's institutional goals and objectives and how they support the Ministry's performance measures, in accordance with its reporting requirements:

Goal: Enhance the quality and impact of academic programming and delivery, further elevating the University's standards for academic excellence.

Supports Ministry Strategic Objective(s): Quality, Relevance

Objectives:

- Streamline, integrate and enhance academic programming and delivery.
- Ensure Academic programs are of the highest quality and meet recognized standards of excellence.

Actions:

- Revitalize UNBC's Academic Action Plan – building on the Phase 1 planning framework approved by UNBC's Senate in February 2016, mobilize Phase 2 Action Planning Groups to develop the academic plan focused on faculty renewal, student experience and pedagogy, enrolment initiatives, academic structure and academic administrative organization

- Provide additional Instructional Skills Workshops through the Centre for Teaching, Learning and Technology for faculty and graduate student instructors.
- Evaluate the teaching assistant training program to assess effectiveness of workshops and its application in the classroom.
- Ensure degree programs remain relevant, engaging and of high quality by conducting external reviews of programs.
- Develop programs and implement actions that promote and support student engagement and student success.
- Incorporate international engagement and raise cultural awareness among the UNBC community through exchange opportunities for students, faculty and staff, and expansion of international programming and services.

Outcomes:

- Completion of the first component of the integrated university planning process in 2016/17, with full implementation expected in 2018/19.
- Report summarizing evaluation of teaching assistant training programs.
- Evaluation Report from External Reviewers providing the Academic program with the knowledge and insight essential to evolve their programs.
- Increased retention rates from first to second year.

Measures:

- Baccalaureate Graduate Survey
- National Survey of Student Engagement Results (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- External Academic Program Reviews
- Academic Support Centre utilization rates

Goal: Strengthen and expand UNBC's academic offerings and credentials to equip graduates with real-life job skills and meet the evolving employment needs of the province.

Supports Ministry Strategic Objective(s): Access, Capacity, Relevance

Objectives:

- Offer student academic programming that supports the economic, social and employment needs of Northern British Columbia and the province in high-demand fields.
- Provide experiential learning and equip students with relevant job skills and to help fulfill employment demands in the province and in the North.
- Strengthen regional collaborations and programming.
- Support enrolment, recruitment and retention efforts to increase student enrolment and retention FTE figures.

Actions:

- Approve and implement a proposed undergraduate degree program in Bachelor of Applied Science in Civil Engineering.
- Develop a comprehensive plan for a 20-seat Master of Physical Therapy program based at UNBC, in partnership with UBC by fall 2016, and receive program approval by the Ministry of Advanced Education, Technology and Innovation (AVED) by 2017.
- Implement the approved Associate of Arts and Associate of Science degrees, and develop comprehensive implementation plans and pilot streams for each college.
- Develop an enhanced Co-operative Education Program at UNBC that is innovative, financially sustainable, and responsive to academic programming, students, partners and community needs.
- Continue to collaborate with other academic institutions in the province on complementary course offerings and degree programs.
- Broaden course delivery modes to include hybrid or blended approaches (e.g. a pilot of “web and coach” delivery for MATH 220/Linear Algebra).
- Operational and budgetary commitment to the Ministry’s Skills Gap Plan.

Outcomes:

- Proposed Bachelor of Applied Science in Civil Engineering program – approval of undergraduate degree program in by the Province’s DQAB, with a projected implementation start date of September 2017.
- Offer Associate of Arts and Associate of Science degrees at UNBC.
- Co-operative Education Program Plan – research existing models, facilitate focus groups with industry partners and potential donors, facilitate internal engagement sessions, develop process guidelines, develop a sustainable financial business model, design and deliver pilot employment readiness program, present final report to UNBC President’s Executive Council, prepare final report to Ministry by July 2017.
- Achieve Ministry’s Skills Gap Plan targets.

Measures:

- Course Evaluation Surveys (CES)
- National Survey of Student Engagement Results (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- External Academic Program Reviews
- Baccalaureate Graduate Survey
- Applications, Registrations and Admissions Report
- Annual Audited FTE Report
- 2017/18 Skills Gap Plan

Goal: Improve the cultural and academic experience of current and prospective Aboriginal students within UNBC's region.

Supports Ministry Strategic Objective(s): Access, Efficiency

Objectives:

- Facilitate cultural and academic development, growth and success for current and prospective Aboriginal students.
- Support enrolment goals by improving enrolment and retention of Aboriginal students.
- Support the Ministry of Advanced Education's Aboriginal Service Plan objectives.

Actions:

- Develop strategic Aboriginal programs and services as part of an Aboriginal governance and community relations action plan, to achieve the following:
 - Facilitate a strategic renewal of the First Nations Centre to ensure Aboriginal students' academic, personal, community, and cultural needs are being addressed.
 - Create a university partnership agreement with the National Centre for Truth and Reconciliation, following the 94 recommendations put forward from the Truth and Reconciliation Commission.
 - Renew the Aboriginal Transitions program to enable success for Aboriginal students acclimating to the University.
 - Implement the Lheidli T'enneh Translation Initiative to have UNBC's Prince George campus signage incorporate the Lheidli dialect of the Dekelh (Carrier) language.
- Continue to deliver on an Aboriginal Service Plan for the 2015/16 to 2017/18 academic years, which includes new and continuing initiatives to provide support, services and cultural opportunities to current Aboriginal students; support Aboriginal recruitment and retention efforts; and ensure the successful transition from high school to university for Aboriginal learners.
- Initiate the planning for the replacement of one-time funding with base budget for the Spring into Transitions: High School to University via Experiential Learning, and continue to support the seven-day, three-credit university course to successfully transition students into post-secondary education.
- Successfully implement the Tsilhqot'in and Carrier Language programs, operating out of the Quesnel campus.

Outcomes:

- Increased student support towards achieving their academic goals.
- Increased programming relevant to achieving the Truth and Reconciliation recommendations.
- Increased number of Aboriginal students enrolling at the University.
- Improved retention rates of Aboriginal students.
- Improved relationships with Aboriginal communities in UNBC's region.

Measures:

- UNBC Student Survey on impact of First Nations Centre renewal
- Participation rates of services and programs
- Student Transitions Project
- BC Student Outcomes Surveys

Goal: Establish reputation of UNBC as a world-class research institution and university.

Supports Ministry Strategic Objective(s): Capacity, Quality

Objectives:

- Continue and increase trend of additional research dollars coming to UNBC.
- Improve level and quality of student participation in research initiatives.
- Expand dissemination and impact of UNBC's research at the regional, national and international level.

Actions:

- Update UNBC Research Action Plan to reflect the ongoing direction of existing areas of research, add new areas of focus, and align with the goals of the Academic Plan.
- Ensure the successful launch and operation of UNBC's inaugural Research Data Centre.
- Successfully implement the Centre for Teaching, Learning and Technology's Open Educational Resource Grant program.
- Increase submission rate of research grant and contract applications.

Outcomes:

- Target of \$15 million in research funding by 2016/17.
- A 30% increase of research grant and contract applications submitted in 2016/17, compared to previous year.
- Continue to increase donor funding for research compared to previous years.
- An increase by 30% of undergraduates engaged in research through awards or volunteers compared to the previous year.

Measures:

- Total funding dollars received by UNBC.
- Total number of students and faculty participating in research initiatives.
- Research metrics and publications databases.
- Post-program assessments.



8

Performance Targets and Results

University of Northern British Columbia 2015/16 Accountability Framework Performance Measure Results

Performance Measure	Reporting Year					
	2014/15	2015/16	2015/16	2015/16		
	Actual	Target	Actual	Assessment		
Student spaces²						
Total student spaces	2,653	3,455	2,538	Not Achieved		
Nursing and other allied health programs	305	363	282	Not Achieved		
Credentials awarded³						
Number	786	766	786	Achieved		
Sponsored research funding⁴						
Sponsored research funding from all sources (million \$)	\$12.3	≥ previous year	\$11.3	Substantially Achieved		
Federal sources (million \$)	\$7.3		\$6.1			
Provincial sources (million \$)	\$1.0		\$1.6			
Other sources (million \$)	\$4.0		\$3.6			
Aboriginal student spaces⁴						
Total Aboriginal student spaces	294	N/A	329	Not assessed		
Ministry (AVED)	294		329			
Industry Training Authority (ITA)	N/A		N/A			
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	92.2%	2.5%	≥90%	94.0%	1.9%	Achieved
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	95.3%	2.0%	≥90%	94.0%	1.9%	Achieved
Student assessment of skill development⁵						
	%	+/-		%	+/-	
Bachelor degree graduates	Results not Comparable ⁷		≥85%	88.7%	2.5%	Achieved

Student assessment of usefulness of knowledge and skills in performing job⁵

	%	+/-		%	+/-	
Bachelor degree graduates	91.3%	3.1%	≥90%	87.9%	3.2%	Achieved

Unemployment rate^{5,6}

	%	+/-		%	+/-	
Bachelor degree graduates	5.7%	2.4%	≤10.5%	8.4%	2.5%	Achieved

Notes:

TBD - for measures where results are still to be received, the fields have been labelled as “To Be Determined”.

N/A - Not applicable

1 Please consult the 2015/16 Standards Manual for a current description of each measure.
See http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf

2 Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

4 Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

5 Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 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%.

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

7 In 2015 the wording of the skills development questions changed. Until 2014, respondents were asked to indicate the “extent to which their in-school training provided them with opportunities to develop various professional skills” and used a five-point scale. In 2015, respondents were asked “how helpful their program was at developing a number of professional skills” and used a four-point scale.

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

Appendix
University of Northern British Columbia
2015/16 Accountability Framework Performance Measure Results

Performance Measure	Reporting Year					
	2014/15		2015/16		2015/16	
	Actual		Target		Actual	
Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skill development (avg. %)	89.1%	3.0%	≥85%	88.7%	2.5%	Achieved
Written communication	87.1%	3.3%		84.8%	3.0%	
Oral communication	89.5%	3.0%		89.8%	2.5%	
Group collaboration	90.0%	2.9%		86.5%	2.8%	
Critical analysis	94.3%	2.2%		94.3%	1.9%	
Problem resolution	86.1%	3.4%		84.2%	3.0%	
Learn on your own	89.5%	3.0%		92.6%	2.1%	
Reading and comprehension	87.5%	3.2%		88.7%	2.6%	

University of Northern British Columbia
Accountability Framework Performance Targets: 2016/17 to 2018/19

Performance measure	2016/17	2017/18	2018/19
Student spaces			
Total student spaces	3,455	3,455	TBD
Nursing and other allied health programs	363	363	TBD
Credentials awarded³			
Number	761	TBD	TBD
Student satisfaction with education			
Baccalaureate graduates		≥90	
Student assessment of the quality of instruction			
Baccalaureate graduates		≥90	
Students' assessment of skill development (average %)			
Baccalaureate graduates		≥85	
Student assessment of usefulness of knowledge and skills in performing job			
Baccalaureate graduates		≥90	
Unemployment rate			
Baccalaureate graduates	10.8%	≤ unemployment rate for individuals with high school credentials or less	
Sponsored research funding			
Funding from all sources (million \$)	\$11.3M	≥previous year	

9

Financial Information

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



10

Degrees, Certificates, and diplomas Offered at UNBC

Diplomas

Aboriginal Health Sciences
First Nations Language
First Nations Language and Culture
(Elem)

Post-Baccalaureate Diplomas

Curriculum and Instructional Studies
Montessori Education

Certificates

Aboriginal Community Resource Planning
Aboriginal Health Sciences
Aboriginal / Indigenous Health and Healing
First Nations Languages
First Nations Public Administration
General First Nations Studies
Métis Studies
Nisga'a Studies
Traditional Ecological Knowledge
Traditional Environmental Knowledge
Rural Nursing

Post-Baccalaureate Certificates

Child Welfare

Public Administration Certificate Program

Public Administration

Bachelor's Degrees

**Honours Offered*

Arts (BA)

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

Joint Majors

Anthropology / Geography
Economics / Global and International Studies
Economics / Political Science
English / Environmental Studies
English / History
English / Political Science
English / Women's Studies
Environmental Studies / Political Science
First Nations Studies / Women's Studies
Global and International Studies / Political Science
History / Political Science
History / Women's Studies
Political Science / Women's Studies

Commerce (BComm)

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

Education (BEd)

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

Fine Arts (BFA)

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

Health Sciences (BHSc)

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

Science (BSc)

Biochemistry and Molecular
 Biology*
Biology*
Chemistry*
Computer Science*
Environmental Science*
Geography
Integrated Science
Mathematics and Statistics
Natural Resources Management

- Forest Ecology and Management*
- Outdoor Recreation and Conservation*
- Wildlife and Fisheries*

Physics*
Psychology*

Joint Majors

Chemistry / Computer Science
Chemistry / Mathematics
Chemistry / Physics
Computer Science / Mathematics
Computer Science / Physics
Economics / Mathematics
Mathematics / Physics

Applied Science (BASc)

Environmental Engineering*
A UBC/UNBC joint degree

Nursing (BScN)

Northern Collaborative
Baccalaureate Nursing
Post-Diploma Baccalaureate Nursing

Planning (BPI)

First Nations Planning
Natural Resources Planning
Northern and Rural Community Planning

Social Work (BSW)

Child Welfare Specialization
First Nations Specialization

Master's Degrees

Business Administration (MBA) (MSc)**Development Economics (MA)****Disability Management (MA)****Education (MEd)**

- Counselling
- Multidisciplinary Leadership
- Special Education

Engineering (MEng)

Integrated Wood Design

English (MA)**First Nations Studies (MA)****Gender Studies (MA)****Health Sciences (MSc)****History (MA)****Interdisciplinary Studies (MA) (MSc)****International Studies (MA)**

- Global Environmental Policy
- International Development
- Regional Relations

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

- Biochemistry
- Chemistry
- Computer Science
- Mathematics
- Physics

Natural Resources and Environmental Studies (MA)

- Environmental Studies
- Geography
- Tourism

Natural Resources and Environmental Studies (MNRES)

Natural Resources and Environmental Studies (MSc)

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

Nursing (MScN) (MScN: FNP)

Political Science (MA)

Psychology (MSc)

Social Work (MSW)

Doctorate Degrees

Health Sciences (PhD)

Natural Resources and Environmental Studies (PhD)

Psychology (PhD)

Graduate Certificate

Aboriginal Child and Youth Mental Health
Leading for Learning

Northern Medical Program(MD)

A UBC degree delivered in partnership with UNBC

For complete program listings, please visit
www.unbc.ca/calendar



rodd Alec, MD

Nathaniel Teegee, MD

Ster Alec

Dr. Nathan Teegee