

BOARD OF GOVERNORS

PUBLIC SESSION AGENDA

Friday, September 19, 2025

Wilp Wilxo'oskwhl Nisga', Nass Valley campus

10:00am – 11:45 am

Members – Ibolya Agoston, Amanda Alexander, Dennis Callaghan, Joyce Henley, Jim Martin– VICE-CHAIR, Darlene McIntosh - CHANCELLOR, Joel McKay - CHAIR, Trevor Morrison, Phil Mullins, Geoff Payne, Jacqueline Reed, Emily Roberts, Lina Shehata, Gregory Stewart, Todd Whitcombe

Acknowledgement of Territory

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, we acknowledge their traditional lands.

We acknowledge we are gathered on the traditional and unceded territories of the Nisga'a Nation in the Nass Valley, who have stewarded these lands for millennia and whose rights are recognized and protected by the Nisga'a Final Agreement

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

Territorial Welcome - Elder

1. Chair's Remarks

- Declarations of Conflict
- Correspondence Received

2. Approval of Agenda

That, the Agenda for the Public Session of September 19, of the Board of Governors be approved as presented.

3. Approval of Minutes

a. Public Session Minutes of June 26, 2025 – page 4

That, the Public Session Minutes of June 26, 2025, of the Board of Governors be approved as presented.

4. Report from the Closed Session of the Board (June 18, June 26, August 8 and August 25)

- Resignation of the President
- Cybersecurity Update
- Recommendations from the Investment Advisory Committee
- University Advancement Advisory Board Appointment
- UNBC Pension Trust Appointment
- Update Enrollment Management Discussion

- g. Interim President Appointment Process
- h. Terms of Reference – Interim President and Vice-Chancellor Search and Recommendation Committee Terms of Reference
- i. Goals and Objectives – Interim President and Vice-Chancellor
- j. Revised Executive Compensation Disclosure

5. Business Arising from Previous Public Session Minutes

6. Reports of Committees and Related Motions

- (i) **Audit and Risk Committee** – G. Stewart, Chair – **page 9**
 - a. **Financial Information Act Report** – R. Somani – **page 10**
That on the recommendation of the Audit and Risk Committee, the Board of Governors approves the UNBC Statement of Financial Information (SOFI) for the fiscal year ended March 31, 2025 as presented.
 - b. **Executive Summary: 2025 Rich Report Recommendations** – for information -- B. Owen
- (ii) **Finance and Investment Committee** – D. Callaghan, Chair – **page 29**
 - a. **Five Year Capital Plan** – R. Somani– **page 30**
That on the recommendation of the Finance and Investment Committee. the Board of Governors approves the 2026/27 to 2030/31 Five Year Capital Plan for the University of Northern British Columbia, as presented.
 - b. **New Master of Engineering degree program**– B. Owen – **page 79**
That on the recommendation of the Finance and Investment Committee. the Board of Governors approves the new Master of Engineering degree program be approved as recommended and approved by the UNBC Senate.
 - c. **New Minor in Watershed Science and Management**– B. Owen – **page 108**
That on the recommendation of the Finance and Investment Committee. the Board of Governors approves the new Minor in Watershed Science and Management be approved as recommended and approved by the UNBC Senate.
 - d. **Scholarships, Bursaries and Awards** – P. Wood-Adams – **page 123**
That on the recommendation of the Finance and Investment Committee. the Board of Governors approves the scholarships, bursaries and awards as recommended and approved by the UNBC Senate, for the period June 2025 – August 2025, as presented.
 - e. **UNBC Q1 2025-26 Financial Statements** - R. Somani
 - f. **UNBC Q1 2025-26 Forecast** - R. Somani
 - g. **UNBC Pension Trust Standing Report** – R. Somani
 - h. **University Advancement Advisory Board Report** – G. Payne
 - i. **Northern Sport Centre Ltd. Financials and Annual Report** – R. Somani
- (iii) **Governance and Human Resources Committee** – J. McKay, Chair – **page 125**
 - a. **Institutional Accountability Plan and Report** – G. Payne – **page 126**
That on the recommendation of the Governance and Human Resources Committee the Board of Governors approves the 2024/2025 Institutional Accountability Plan and Report (IAPR) as presented.
 - b. **Université de Bourgogne (University of Burgundy)** – B. Owen – **page 198**
That on the recommendation of the Governance and Human Resources Committee the Board of Governors approves that the following exchange agreement with Université of Bourgogne

(University of Burgundy) be renewed and approved under the previously agreed terms and conditions for a period of five (5) years as approved by Senate

c. **UNBC Board of Governors – 2026 Meeting Date** – J. McKay – **page 202**

d. **Human Resources Annual Report** – R. Somani

7. Mandatory and Standing Reports – Public Session

a. **Report of the President** – G. Payne

- Quarterly President Written Report – **page 204**
- Senate Report – **page 210**

b. **Public Reports of the Vice-Presidents, written**

- Interim Vice-President Academic and Provost – B. Owen – **page 211**
 - a. Regional Council Summary Report *(for information)* — **page 213**
- Vice-President, Finance and Administration – R. Somani – **page 221**
- Vice-President, Research and Innovation – P. Wood-Adams – **page 226**

8. Other Business

a. Schedule of Upcoming UNBC Events

For more UNBC events, please visit www2.unbc.ca/events

9. Primary Focus for November Meeting

- University Policies and Procedures Annual Report
- Annual fees Schedule (2% Tuition Fees Increase)
- Delegation of Authority to the President
- Agreements, Scholarship, Bursaries & Awards
- Quarterly Financial reports
- Notification of Upcoming Promotion & Tenure Process
- Summary of Maclean magazine
- Report on Elevating Devices Safety Regulation & Power engineers, Boilers, Pressure Vessel, & Refrigeration Safety Regulation
- Quarterly Board of governors Appointment Delegation Policy Report
- Sexual Violence and Misconduct Prevention and Response policy Report

10. Adjournment

Audit and Risk Committee Report to the UNBC Board of Governors

Dates of meeting(s) since last report: June 16, 2025, September 9, 2025

Topics reviewed and discussed:

- Recommendation of the Information Security Policy
- Reviewed and discussed the *Financial Information Act* Report
- Reviewed and discussed ERM Risk Mitigation Summary Report of September 2025 and June 2025
- Reviewed and discussed the Annual Report from the Chief Information Security and Privacy Officer
 - Update was given on Annual University Records Management and Audit
 - FIPPA – Annual Statistical Report was provided for information
- Received an Update on Cyber Security
 - Discussed the University's cybersecurity initiatives
- Received the Executive Summary: 2025 Rich Report Recommendations

BRIEFING NOTE FOR: AUDIT AND RISK COMMITTEE
UNBC BOARD OF GOVERNORS AND BOARD COMMITTEES

Subject:	Statement of Financial Information (SOFI) March 31, 2025	
Audit & Risk Committee	Meeting Date: September 4, 2025	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input checked="" type="checkbox"/> Approval
Submitted By:	Rahim Somani, Vice-President, Finance and Administration	
Please note other guests to be in attendance:	Kiran Kullar, Director of Finance	
Appendices:	Statement of Financial Information (SOFI) March 31, 2025,	
Motion Number:		

The Statement of Financial Information (SOFI) for the fiscal year ended March 31, 2025, is attached for review and recommendation for approval by the Board.

This is an annual submission made to the Ministry with this year's submission due to the ministry October 1, 2025.

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF CAPITAL DEBT OUTSTANDING
FOR THE YEAR ENDED MARCH 31, 2025**

The University of Northern British Columbia has no outstanding debt.

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS
FOR THE YEAR ENDED MARCH 31, 2025**

List of financial guarantee and indemnity agreements in force which required government approval prior to being given under the *Financial Administration Act Guarantees and Indemnities Regulations* (BC Reg 258/87):

INDEMNITEE	ISSUANCE NUMBER
Alberta Conservation Association	202518571
ATCO Structures & Logistics Ltd.	202517490
B.C.A.A. Holdings Ltd.	202517621
British Columbia Assessment Authority	202518938
British Columbia Transit	202517506
Canarie Inc.	202519140
Canuban Music Publishing Inc.	202518377
Carrier Sekani Family Services (CSFS)	202518900
Cassia Research Inc. dba Copilot AI	202518031
Coast Prince George Hotel by APA	202518904
Community Futures Mount Waddington	202518614
Conseillers en Gestion et Informatique CGI INC.	202518010
Eigen Development Ltd.	202518245
His Majesty the King in Right of British Columbia, as represented by Elections BC	202517619
His Majesty the King in Right of Canada as represented by the Minister of Natural Resources	202518517
His Majesty the King in Right of Canada as represented by the Minister of Natural Resources acting through CanmetMINING	202518729
His Majesty the King in Right of Canada as represented by the Minister of the Environment who is responsible for the Department of the Environment	202518208
His Majesty the King in Right of Canada, as represented by the Minister of Foreign Affairs, acting through the Department of Foreign Affairs, Trade and Development (DFATD)	202517914
His Majesty the King in Right of Canada, represented by the Minister of Post-Secondary Education and Future Skills	202517931
His Majesty the King in Right of the Province of British Columbia, represented by the Minister of Forests	202518324
His Majesty the Queen in Right of Canada, as represented by the Minister of Employment and Social Development	202517542
Katherine (Kate) Jennings dba Jennings International Education Leadership & Training	202518408
KPMG LLP	202518737
LinkedIn Corporation	202518351
Manito TEN4 Inc.	202518030
Marquis Advertising Group Inc.	202518314
MEDTEQ+	202518761
MTFX Inc.	202517726
National Research Council Canada	202517884
Nous Group Holdings (Canada) Ltd	202518389
Salesforce.com Canada Corporation	202517927
SurveyMonkey Europe UC	202517456
Telus Communications Inc.	202517486
The Board of Education of School District No. 82 (Coast Mountains)	202518330
The Board of Governors of Bow Valley College	202517994
The Red Cross Training Society	202517428
United Way British Columbia	202518605
University of British Columbia	202518820
University of Waterloo	202518599
Vancouver Community College (Administrator)	202517381
Williams Petroleum, a division of Bar W Petroleum & Electric Inc.	202518385
Workers' Compensation Board	202517380

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
BOARD OF GOVERNORS
FOR THE YEAR ENDED MARCH 31, 2025**

Name	Type of Appointment	Member at March 31	Expenses
Dr. Geoffrey Payne	President and Vice Chancellor	Yes	
Darlene McIntosh	Chancellor	Yes	3,409
Joel McKay	Order-in-Council	Yes	
Ibolya Agoston	Order-in-Council	Yes	4,369
Amanda Alexander	Order-in-Council	Yes	
Trevor Morrison	Order-in-Council	Yes	5,502
Michael Reed	Order-in-Council, Alumni	Yes	
Gregory Stewart	Order-in-Council	Yes	164
Catherine Wishart	Order-in-Council	No	
Dr. Todd Whitcombe	Faculty Representative	Yes	
Iliyan Lakhani	Undergraduate Representative	Yes	
Eric Dampson	Graduate Representative	Yes	
Dr. Phillip Mullins	Faculty Representative	Yes	
Allison Beswick	Order-in-Council, Alumni	Yes	
Joyce Henley	Staff Representative	Yes	

Board members receive no remuneration. Applicable travel expenses are reimbursed by the University.
Employee travel expenses are reflected on the remuneration schedule.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2025

Employee name	Position	Total remuneration	Total expenses
Abney, Richard	Associate Director, Athletics & Recreation	97,103.31	2,248.06
Adeniyi-Faleye, Anne Adedoyin	Director, Enterprise Risk and Safety	134,809.76	5,413.92
Adesanya, Theresa	Assist Prof - GEES	101,242.31	3,627.47
Agboji, Aderonke	Lecturer - NURS	81,758.95	-
Ali, Khawaja Faran	Assist Prof - GEOG/EENG	123,755.93	1,335.80
Anderson, R. Scott	Maintenance Asst Locksmith	80,537.88	6,893.74
Atkinson, Donna	Research & Operations Manager	115,282.72	8,186.74
Baerwald, Erin	Assoc Prof - ESM(FSTY)	105,369.32	5,235.65
Bai, Ping	Sr Lab Instructor - GIS	112,148.70	-
Bai, Xue	Institutional Programming Lead	85,211.86	31.27
Balliet, Nicole	Manager, Research Administration	117,282.58	1,661.71
Balogh, Sharleen	Research Project Officer	80,736.50	2,266.92
Balthasar Preston, Anne Rathika	Coordinator, Youth and Transition Programs	85,644.48	5,690.29
Banack, Hartley	Assist Prof - EDUC	119,338.41	5,080.17
Bankole, Julius	Senior Instructor - BUSM	193,231.24	10,856.28
Banner-Lukaris, Davina	Interim AVP, Research and Operations	193,545.45	19,273.29
Barnes, Mark	AVP, Strategy & Outreach	206,803.08	43,523.94
Barrett, Tanya	Instructor - NURS	106,517.41	1,475.00
Bartels, Samuel	Assist Prof - ESM(FSTY)	105,719.32	7,716.10
Bast, David	Facilities Services Manager	97,647.56	-
Bayes, Carrie	Research Grants Officer, Post-Award	90,175.78	-
Beaumont, Sherry	Professor - PSYC (SABB)	160,672.03	-
Beeler, Karin	Professor Emerita, English	79,204.46	175.00
Beeson, Mary-Elizabeth	Network Administrator	80,736.50	-
Bell, Michael	Manager, Lab Operations and Infrastructure	93,821.08	4,114.54
Benoit, Shendah	Assist Prof - EDUC	150,949.91	5,680.36
Bernier, Jean-Sebastien	Assist Prof - PHYS	124,761.69	4,411.50
Beveridge, Erin	Sr Lab Instructor - MATH	123,633.54	-
Beyer, Amy	Associate Registrar - Intl	97,707.73	11,555.97
Billups, Michael	Carpenter	82,539.10	-
Binnema, Theodore	Professor Emeritus, History	148,975.76	4,625.53
Bird, Ranjana	Professor - HLSC	186,617.13	950.00
Blair, Glen	Facilities Services Supervisor	91,838.70	-
Blair, Jenia	Sr Lab Instructor - ESM(BIOL)	121,697.12	458.69
Boateng, Kennedy	Greenhouse Curator - EFL	85,503.02	545.00
Bodnarchuk, Joshua	Projects Associate - CIHR-IIPH	80,227.75	13,132.01
Boon, Kristi	Post-RN & Grad Nurs. Prog Adv.	80,604.25	1,454.85
Booth, Annie	Professor - ENVA	171,722.64	946.11
Borgia, Christopher	Assistant Chief Engineer	108,657.64	-
Bouchard, Michel	Professor - ANTH	160,982.48	2,380.74
Bowen, Jean	Access Coordinator	133,962.70	1,784.15
Boyd, Geoffrey	Librarian Metadata	87,747.78	-
Bradshaw, Charles	Analytical Lab Specialist NALS	80,736.50	-
Branscomb, Richard	Senior Instructor - ENGR	105,987.65	4,489.66
Brown, Darren	Assist Prof - BUSM	140,938.64	18.87
Bryan, Heather	Assoc Prof - ESM (BIOL)	90,137.11	125.22
Bryant, Shelley	Admin Coordinator FE	82,388.92	24.03
Buchanan, Teri	Solutions Architect - CRM	82,738.97	3,658.43
Budde, Robert	Professor - ENGL	171,722.64	2,323.80
Burke, Leslie	Purchasing Agent	101,962.05	-
Burke, Susan	Assoc Prof - SOCW (SABB)	155,097.93	8,611.96
Caldwell, Megan	Director, FHHS Administration	121,578.46	10,741.14
Cale, Jonathan	Assist Prof - ESM (FSTY)	101,337.03	760.72
Cameron, Kimberly	Senior Instructor - NURS	135,107.89	6,776.18
Camp II, Ronald	Dean, Business & Economics	216,123.96	31,308.09
Campana, Christine	Assist Prof - ENGL	87,906.90	2,374.88
Campbell, Robert	Manager Marketing	91,971.39	-
Camps, Alicia	Admissions Officer	75,509.49	1,498.25
Carpenter, Crystal	Research Project Officer, Health	80,133.80	3,058.00
Carter, Deborah	Sr Lab Instructor - NURS	114,938.06	-
Casperson, David	Assoc Prof - CPSC	137,510.31	1,323.16
Cauchie, Lesa	Communications Manager - NCCIH	88,574.60	1,394.95
Ceaser, Carla	MBA Program Director	149,579.54	13,441.64
Chandra, Shruti	Assist Prof - CPSC	108,446.16	7,291.49
Chen, Jing	Assist Prof - BUSM	162,817.81	240.20
Chen, Liang	Professor - CPSC	200,868.02	592.93
Cherian, Chinchu	Assist Prof - Geotechnical ENG	109,892.22	3,829.22

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2025**

Chew, William	Treasury Services Manager	112,839.82	5,344.72
Chilanga, Emmanuel	Assist Prof - SOCW	113,610.48	-
Chrobot, Carolyn	Dev Officer - Community Engage	86,977.92	9,727.64
Chun, Wootae	Assoc Prof - BUSM	172,886.80	9,201.92
Clapp, Tara	Chair - Planning & Sustainabil	150,354.37	4,289.75
Claus, David	Director Facilities/Capital Pl	144,971.65	7,191.59
Commanda, Laura	Associate Scientific Director - CIHR-IIPH	161,894.86	12,890.21
Conlon, Aedan	Shift Engineer	86,503.52	-
Connell, David	Professor - ESM	150,768.88	7,547.17
Constantin, Alina	Sr Lab Instructor - NMP	157,004.31	16,073.82
Costello, Bridget	Lecturer - PHYS	105,254.86	-
Coxson, Darwyn	Professor - ESM(BIOL)	95,175.45	15,796.45
Crandall, Joanie	Assist Prof - EDUC	143,133.05	-
Crawford, Geoffrey	Network Administrator	81,277.74	-
Cruch, Sydney	Manager, Animal Care & Welfare	85,116.29	2,273.40
Cuthbertson, Mike	Senior Instructor - BUSM	183,428.26	5,119.91
Cyr-Whiting, Michelle	Communications Officer	85,096.13	1,754.39
Da Silva, Tania	Student Advising Coordinator	96,635.55	1,956.85
Dale, Mark	Special Advisor	213,719.06	8548.69
Daniel Moti Dyang, Ben	Director, Centre for TLT	124,785.11	16,944.10
Daoust, Gabrielle	Assist Prof - INTS	101,976.76	10,730.35
Dawson, Jennifer	Interim Director, Human Resources	144,803.52	5,890.04
Dawson, Russell	Professor - ESM(BIOL)	182,697.29	1,843.10
De Castro Portes, Raquel	Senior Research Scientist	110,849.70	4,514.37
de Leeuw, Sarah	Professor - NMP/HLSC	236,715.72	64,257.09
De Smit, Amanda	Sr Lab Instructor - NURS	126,072.45	8,187.75
Deck, Tracy	Senior HR Partner - Faculty Relations	98,753.05	3,526.71
Den Duyf, Dakota	Student Life & Orientation Coordinator	95,401.45	5,107.17
Denis, Bruce	Campus Dev Liaison & Opp Mangr	103,345.94	19,204.21
Deo, Balbinder	Assoc Prof - BUSM	178,786.04	3,228.69
Dery, Stephen	Professor - ENSC	179,323.33	1,523.63
Deveau, Bradley	Counsellor	81,863.22	686.60
Devlin, Brian	QRRC Facility Maintenance	84,237.00	-
DeWiel, Boris	Assoc Prof - POLS	145,770.47	-
Dewijn, Katherine	Patient Program Supervisor	86,303.35	4,223.12
Dhillon, Manpreet	AVP, People, Equity, and Inclusion	75,227.58	2,869.76
Dickson, Lisa	Professor - ENGL	100,205.36	-
Dino, Sahil	Energy Manager	87,258.13	4,790.99
Dobrowolski, Edward	Senior Instructor - MATH	121,997.22	-
Dockray, Jacqueline	Research Project Officer - Natural Sciences	85,813.80	2,025.87
Dodenberg, Heidi	Sr Lab Instructor - NURS	121,628.59	7,989.35
Doering, Claudia	P/T Instructor - COMM 330	81,057.49	-
Dondale, Bradley	Systems Administrator	81,381.75	1,171.50
Donison, Dillon	Shift Engineer	89,786.20	-
Douglass, Aneta	Access Specialist	84,575.90	0.49
Dovey, Philip	Senior Lab Instructor - NURS	115,847.00	3,061.60
Dowd, Annelise	Librarian Access Services	100,501.27	4,138.18
Duchesne, Annie	Assoc Prof - PSYC	91,232.64	5,892.57
Dunbar, Heidi	Instructor - NURS	89,625.35	-
Duong, Ann	Sustainability Manager	85,438.49	5,266.20
Duperron, Matthew	Classroom Tech Coordinator	89,882.61	2,208.68
Dziedzic, Mauricio	Chair - Engineering	210,771.62	19,991.93
Earley, Sinead	Assist Prof - ENVA	101,876.76	3,928.34
El Smaily, Mohammad	Assoc Prof - MATH	141,561.25	1,136.19
El-Hakim, Mohab	Assoc. Prof - Transportation	130,399.68	3,806.61
Elkin, Che	Assoc Prof - ESM(FSTY)	145,444.43	4,194.48
Empey, Heather	Acquis/Collec & Info Librarian	140,075.14	2,407.38
Erasmus, Daniel	Assoc Prof - BIOCHEM	125,438.53	1,402.91
Evans, Suzanne	Rural Clinical Years Supervisor	78,248.62	5,510.01
Fadock, Kaila	Sr Lab Instructor - CHEM	107,180.19	1,027.53
Farhan, Sara	Assist Prof - HIST	105,469.32	15,673.28
Faust-Kitchenham, Carol	Student Advisor - FHHS	78,861.36	1,602.96
Fehr, Linda	Awards & FA Coordinator	85,925.91	340.00
Foisy, Debbie	Payroll Services Coordinator	87,157.34	8,393.63
Fors, Dianna	Continuing Studies Coordinator	76,424.07	78.82
Foster, Debby	Admin Coordinator - FHHS	98,974.87	3,271.61
Foster, Justin	Director Student Success	122,746.00	8,401.57
Fraser, Tina	Chair - Education	176,437.06	453.86

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2025**

Fredj, Karima	Chair - Economics	159,173.42	2,213.55
Freeman, Shannon	Assoc Prof - NURS (SABB)	155,179.94	60,134.47
Freylejer, Leandro	Assist Prof - ECON	105,369.32	4,162.28
Fu, Chengbo	Assoc Prof - BUSM (SABB)	138,003.03	7,659.15
Fuller, Bonnie	Senior Instructor - EDUC	124,157.41	2,107.31
Fuller, Margaret Ann	Manager, Student Health & Wellness	95,730.95	3,089.13
Furber, Kendra	Assoc Prof - NMP	104,976.75	1,940.59
Fuson, Trevor	Chief Information Officer	160,736.71	3,846.19
Fyfe, Trina	University Librarian	187,462.60	17,879.74
Gadzala, Emily	Student Advisor - FE	77,387.28	1,237.58
Gallant, Angela	Manager, Future Students Office	85,064.59	9,294.50
Garcia-Becerra, Flor	Assist Prof - EENG	111,851.20	289.46
Garraway, Leana	Research Manager HRI	78,295.90	65.16
Ge, Xin	Assoc Prof - BUSM	180,162.74	4,065.50
Gehloff, Maik	Senior Lab Instructor - IENG	120,826.96	3,182.11
Giesbrecht, Erika	Instructor - NURS	85,797.74	-
Gingerich, Andrea	Assoc Prof - NMP	128,405.93	6,093.62
Gobbi, Minpreet	Interim Manager, Equity & Inclusion	94,021.05	4,878.33
Goetzinger, Richard	Maintenance & Proj Supervisor	101,383.26	-
Gooya, Farnaz	Senior Lab Instructor - HLSC	110,322.92	-
Gorrell, Andrea	Assoc Prof - BIOCHEM	153,814.91	-
Graham, Alencia	Security and Parking Officer Lead	84,485.67	-
Graham, Rylan	Assist Prof - ENPL	112,353.73	13,881.04
Gray, Sarah	Research Lead - DMS	169,962.33	6,962.56
Green, Scott	Assoc Prof - ESM(FSTY)	143,659.76	4,496.26
Greenwood, Margo	Professor - EDUC	100,919.29	12,963.24
Groulx, Mark	Assoc Prof - ENPL	118,945.68	8,784.29
Guest, Kristen	Professor - ENGL	155,067.12	71.07
Hagiwara, Tamami	Senior Instructor - INTS	129,473.29	1,971.47
Haines, Lesley	Convocation Coordinator	82,422.23	9,550.34
Halseth, Colin	Senior Software Development Engineer	99,089.25	-
Halseth, Greg	Professor - GEOG	206,616.18	5,428.62
Hamelin, Twylla	Director, Administration, Northern BC & DMS	161,064.50	5,653.58
Hamieh, Alia	Assoc Prof - MATH	109,063.51	8,584.93
Hamon, Michael	Assistant Professor - HIST	94,892.30	5,833.77
Hanlon, Neil	Professor - GEOG	156,713.91	412.00
Haque, Waqar	Professor - CPSC/BUSM	204,643.72	10,455.64
Harder, Jacob	Financial Analyst	79,437.62	4,466.65
Harding, Lauren	Assist Prof - ORTM	101,876.76	26,317.40
Harding, Sara-Lynn	Interim AVP - Indigenous	164,988.17	2,275.40
Harker, Devon	Principal Solutions Architect, Finance Projects	81,448.27	2,115.01
Harris, Robinson	Chair - Health Sciences	142,172.52	244.21
Hartley, Mary	Research Ethics Officer	81,059.10	1,497.37
Haslett, Lisa	Associate VP - Administration	159,378.08	9,649.41
Hawes, Marlina	Deputy Registrar	102,595.76	3,848.42
Hawkins, Adam	Assist Prof - GEES	86,655.67	-
Healy, Theresa	Assist Prof - ENPL	114,482.19	-
Heard, Jennifer	Associate Registrar Records	104,303.38	4,356.25
Helle, Steve	Assoc Prof - EENG	147,277.04	628.14
Henley, Joyce	Counsellor	91,426.40	5,137.82
Herbert, Patrick	Manager Enterprise Syst & Proj	109,461.52	9,144.65
Hernandez-Read, Erica	Head, NBC Archives & Spec Coll	116,769.11	848.89
Hesse, Evan	Systems Administrator	87,096.00	2,029.55
Hilton, Lon	Security and Parking Officer Lead	79,519.08	-
Hirt, Andreas	Assist Professor - CPSC	123,755.93	-
Hofsink, Clarence	Sr Lab Instructor - CTLT	103,301.20	4,648.64
Holler, Jacqueline	Professor - HIST/WMST	167,704.52	1,532.03
Holvick, Zarah	Project and Portfolio Manager, Digital Transformation	93,236.23	603.60
Hossain, Shahadat	Chair - Computer Science	192,667.76	7,403.11
Howard, Julie	Sr Lab Instructor - PSYC	116,769.11	2,604.32
Howitt, Kellie	University Secretary	131,717.26	6,084.48
Huang, Wenwei	Database Administrator	80,665.73	558.06
Huber, Dezene	Professor - ESM(FSTY)	169,460.59	5,677.37
Hutchings, Kevin	Chair - English	160,063.78	2,530.82
Huynh, Ngoc	Lecturer - NURS	125,445.10	2,054.35
Hyndman, Jennifer	Professor - MATH	192,126.50	2,239.89
Ikuta, Kazuya	Booking & Events Coordinator	76,789.36	-
Ingram, Christina	Mgr Curric/Assess Yrs1/2 NMP	88,672.98	60.24

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2025**

Inwood, Stephen	Senior Network Administrator	98,241.42	-
Iorhemen, Oliver	Assist Prof - EENG	116,266.09	28,691.43
Iqbal, MD Asif	Assoc Prof - IENG	130,716.25	3,916.48
Irving, Lauren	Senior Lab Instructor - NURS	135,455.77	2,438.95
Islam, Siraj ul	Assist Prof - ENSC	101,876.76	3,595.92
Jackson, Christine	Sr Lab Instructor - GEOG	123,457.03	95.00
Jackson, Peter	Professor - ENSC	189,717.12	536.12
Jenei, Amanda	Admin Manager - PT & OTP	84,295.85	4,434.71
Jensen, Erik	Professor - PHYS	172,010.90	-
Jiang, Fan	Assoc Prof - CPSC	127,678.90	2,549.16
Johnson, Christopher	Professor - ESM(FSTY) (SABB)	140,293.08	2,511.71
Joly, Tara	Assist Prof - FNST	88,139.10	1,893.10
Jones, George	Sr Lab Instructor - PHYS	114,129.94	-
Jordaan, Natasha	Financial Services Officer	76,513.22	5,011.92
Jordan, Todd	Head Coach - Mens Basketball	93,264.35	20,648.57
Joseph, Geo	Senior Financial Analyst	81,159.71	3,841.16
Josewski, Viviane	Assist Prof - NURS	171,625.12	3,022.55
K C, Luna	Asst Prof - INTS	91,499.56	14,876.16
Kaiser, Amelia	Senior Manager - Med Education	115,977.18	4,004.58
Kamali, Mohammad	Assist Prof - ENG	114,028.58	-
Kaminska, Malgorzata	Assist Prof - NMP	112,063.80	-
Kazemian, Hossein	Assoc Professor - GEES (SABB)	127,107.57	26,895.23
Kean, Douglas	Capital Project/SA Coordinator	77,123.89	368.85
Keen, Kevin	Professor - MATH	161,246.24	-
Kelly, Christopher	Shift Engineer	85,578.28	-
Kelly, Liam	Assist Prof - ECON	94,635.90	2,386.82
Kieta, Kristen	Post Doctoral Fellow	76,729.82	-
King, Catherine	Field Education Coordinator	76,425.34	-
Klassen-Ross, Tammy	Senior Instructor - HLSC	135,331.57	3,227.44
Klepetar, Amy	Senior Instructor - NURS	152,186.95	4,054.04
Koper, Nicola	Dean, Faculty of Environment	204,682.20	26,982.96
Korkmaz, Elie	Professor - PHYS	176,193.49	2,647.84
Kranz, Allan	Sr Lab Instructor - CPSC	108,461.34	4,689.49
Krishnan, Giridhar	Software Development Engineer	75,834.64	-
Kubert, David	Chief Info Security Officer	98,075.59	5,354.12
Kullar, Kiranjit	Director of Finance	152,298.83	9,892.51
Kumar, Pranesh	Professor - MATH (SABB)	178,278.18	-
Kuo, Kuo-Hsing	Assoc Prof - NMP	151,693.74	-
Kusz, Daniel	Associate Director, Ancillary Services	107,228.84	44.54
Kyle, Lisa	Assist Prof - SOCW	153,773.62	355.50
Lacharite, Jason	Senior Instructor - POLS	132,670.77	-
Lansall, Melanie	Senior Lab Instructor - SOCW	100,341.68	-
LaTosky, Shauna	Assist Prof - ANTH	101,876.76	12,035.58
Lavallee, Loraine	Assist Prof - PSYC	93,144.12	145.24
Lee, Chow	Professor - CHEM	179,104.51	16,315.87
Legault, Evelyn	EA - VP Research and Innovation	82,321.63	625.21
Lewis, Kathy	Professor, Natural Resources and Environmental Studies	228,706.50	-
Li, Han	Professor, Health Sciences and Psychology	151,331.58	-
Li, Jianbing	Professor - EENG (SABB)	200,170.70	79,907.59
Li, Meiting	Solutions Architect	81,938.24	608.88
Linklater, Natalie	Sr Lab Instructor - EENG	113,578.52	2,599.40
Linton, Stacey	Continuing Studies Coordinator	81,764.91	9,082.71
Litz, David	Assist Prof - EDUC	120,110.47	15,043.75
Lodge, Abigail	Indigenous Coordinator - DMS	76,395.90	22,611.87
Lucarelli, Arleta	Executive Director	160,318.27	10,995.07
Luo, Zhong Cheng	Strategic Initiatives Lead	114,750.29	3,714.31
MacBlain, Lena	Sr Lab Instructor - NURS	80,945.94	1,115.94
MacDonald, Fiona	Assoc Prof - POLS	130,481.95	8,799.37
Madill, Emilie	Web Manager	90,485.98	-
Mandy, Margot	Professor - CHEM	171,722.64	-
Manyanga, Taru	Assist Prof - MPT-N	127,773.78	14,019.34
Margolin, Indrani	Professor - SOCW	146,874.14	5,137.25
Martins, Eduardo	Assoc Prof - ESM(FSTY)	110,314.62	4,758.71
Matheson, Kimberly	Student Advisor - FSE	78,857.73	519.05
Mattfeld, Monica	Assist Prof - ENGL	112,353.73	958.43
Maurice, Sean	Assistant Professor - NMP	181,752.56	18,161.38
McAloney, Richard	Director - CATANN	135,379.25	12,578.70
McCabe, Kealin	Librarian Research/Learning Sv	116,769.11	274.74

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2025**

McCannon, Jason	Associate Director - Capital Planning	124,117.96	2,927.15
McClaskey, Matthew	Counselling Coordinator	101,595.36	-
McGhee, Lisa	Clinical Placement Liaison	76,379.90	1,788.96
McKellar, Terri	Knowledge Synthesis Librarian	89,116.18	-
McMillan, Scott	Manager, Safety & Security	123,592.16	4,746.89
McNeill, John	Director, Academic Operations & Quality Assurance	110,604.90	1,343.79
Meletis, Zoe	Assoc Prof - GEOG	140,291.99	9,040.35
Menounos, Brian	Professor - GEOG	192,689.35	28,642.70
Migabo, Saphida	Sr Lab Instructor - ESM(BIOL)	121,607.23	69.45
Mitchell Nielsen, Jill	Director, Graduate	113,906.02	7,582.17
Mo, Fiona	Manager, Residence & Rest. Relations	97,711.81	4,877.28
Monu, Kafui	Chair - School of Business	195,885.28	3,396.92
Morgan, Kalindi	Assist Prof - CHEM & BIOCHEM	94,892.30	6,827.09
Morris, Jason	Senior Instructor - POLS	139,505.08	300.00
Morris, Marleen	Associate Director - CDI	116,192.98	-
Mullins, Philip	Assoc Prof - ORTM	135,838.82	5,338.13
Munchinsky, Rachelle	Manager, Student Exper & Plan	94,984.40	11,999.35
Munro, Lisa	Research Finance Officer NCCIH	77,021.71	-
Murdoch, Loralyn	Director Athletics/Recreation	120,346.71	6,499.86
Murphy, Laura	Research Manager	87,983.39	86.16
Murphy, Michael	Professor - POLS	160,869.58	196.00
Murray, Brent	Professor - ESM(BIOL)	165,738.96	821.79
Murrin, Jeremy	Education Tech Administrator	84,059.85	3,342.50
Mutisya, Ann	Controller	121,093.86	6,618.25
Neilson, Tyler	Prin Soln Architect - Reg Office Projects	85,133.82	7,482.38
Neufeld, Nicole	Manager Continuing Studies	80,257.17	1,223.28
Niebergall, Michelle	Manager, Payroll Services	114,520.17	2,880.76
Nolin, Catherine	Professor - GEOG	180,786.63	4,789.06
Noonan, Natascha	Lecturer - BUSM	106,808.90	1,086.75
Norish, Colleen	Undergraduate Nursing Programs Advisor	82,909.75	542.53
O'Connor, Daniel	Sports Information and Marketing Coordinator	89,086.36	1,140.31
Olsen, Aaron	Technical Services Manager	110,764.78	-
Olson, Lori	ITS Process Coordinator	84,289.49	19.36
O'Neill, Linda	Professor - PSYC	143,784.38	1,320.55
Oster, Michelle	Research Manager	95,802.01	4,179.63
Otter, Ken	Chair - Ecosystem Sci & Mgt	185,253.59	5,770.31
Owen, William	Interim VP Academic & Provost	247,267.93	34,959.05
Owens, Philip	Professor - ENSC	168,543.11	25,560.62
Page, Curtis	Systems Administrator	76,217.57	2,895.70
Parent, Alexandra	Associate University Secretary	76,130.25	7,136.82
Parkes, Margot	Professor - HLSC/NMP	177,391.58	19,693.58
Parshotam, Umesh	Sr Lab Instructor - CHEM	129,722.07	13,833.57
Patenaude, Crystal	Instructor - NURS	113,918.27	-
Patenaude, Randy	Security & Parking Officer	75,281.76	-
Payne, Geoffrey	President and Vice Chancellor	350,682.81	76,163.80
Pearce, Tristan	Assoc Prof - GEOG	152,363.22	58,692.98
Pearson, Tammy	Chair - Social Work	180,989.52	6,048.43
Pelletier, Chelsea	Assoc Prof - HLSC	102,077.24	-
Perry, Gretchen	Associate Professor - Social Work	81,068.26	10,703.31
Peters, Heather	Associate Professor, School of Social Work	181,203.10	1,810.84
Petticrew, Ellen	Professor - GEOG	185,613.72	24,825.43
Pettitt, David	Systems Administrator	83,319.40	-
Pihl, Lukas	Senior Software Development Engineer	90,568.92	1,171.49
Popovic, Peter	Electrician	97,082.14	-
Potter, Grant	Sr Lab Instructor - E-Learning	133,630.01	6,881.37
Preston, Michael	Assist Prof - ESM(BIOL)	115,845.69	1,803.31
Prior, Michael	Scheduling & Registration Specialist	79,268.76	0.66
Pruden, Breanna	Enrolment Services Coordinator	75,281.81	2,068.13
Pyke, Laura	Operations Coordinator	80,890.80	-
Rader, Stephen	Professor - CHEM	115,280.25	-
Rahemtulla, Farid	Senior Instructor - ANTH	130,030.49	8,830.59
Raine, Jason	Operations Manager QRRR	112,328.67	5,539.81
Raoufi, Mohammad	Assist Prof - Construction	113,384.72	2,570.72
Raposo, Jim	Solutions Architect	86,882.76	3,629.89
Ray, Christie	Acting Director, Business Services	135,149.56	3,902.91
Raymond, Melanie	Senior Instructor - EDUC	146,231.59	14,733.22
Rea, Roy	Assoc Prof - ESM	119,338.41	22,140.11
Read, Kimberly	University Registrar	162,054.54	10,661.96

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2025**

Rehl, Erwin	Analytical Lab Specialist	80,736.50	-
Reid, Jeffrey	Assistant Professor - PSYC	94,892.30	4,394.15
Reid, Matthew	Professor - PHYS	168,116.30	1,412.82
Reimer, Kerry	Professor - CHEM	145,854.82	-
Relkey, Jordan	Shift Engineer	91,875.21	-
Rennie, Kriston	Dean, Indigenous Studies, SSH	201,961.61	25,720.06
Reynolds, Tannis	Lecturer - FNST	88,831.84	-
Roberts, Deborah	Dean, Science and Engineering	213,392.76	11,650.89
Robinson, Rheanna	Assoc Prof - FNST	115,021.24	9,018.10
Rodgers, Wendy	Vice President, Academic and Provost	152,295.42	1,086.39
Romanets, Maryna	Professor - ENGL/WMST	157,863.97	1,278.42
Ross, Christopher	Chief Information Security & Privacy Officer	100,892.36	3,675.44
Rowlands, Conrad	Student Recruitment Officer	81,376.68	19,816.52
Rowswell, Kristine	Senior Instructor	100,436.46	1,493.60
Rushton, Amber	Prince George Clinical Years Supervisor	93,606.80	718.92
Ryan, Daniel	Chair - Mathematics and Statistics	181,706.96	213.26
Safaei Boroojeny, Jalil	Professor - ECON (SABB)	154,530.17	-
Saha, Sajal	Assistant Prof - CPSC	119,892.34	-
Sanders, Caroline	Professor - NURS	163,082.17	4,823.10
Sanderson, Cheryl	Assoc Prof - HLSC	160,155.43	18,941.21
Sarrazin, Jenny	Awards & Financial Aid Advisor	78,033.91	390.00
Sattari, Parima	Senior Software Development Engineer	83,485.65	847.69
Saunderson, Katherine	Learning Specialist - Sci/Math	75,652.44	271.62
Schiller, Catharine-Joanne	Chair - Nursing	226,589.06	7,684.99
Schlesinger, Brenda	Project Delivery Manager	98,579.04	1,314.79
Schouwenburg, Mya	Analytical Lab Specialist IHCS	80,646.92	-
Schretlen, Kevin	Manager Infrastructure & Ops	106,813.54	6,089.26
Schulmeister, Marc	Shift Engineer	93,402.86	-
Scott, Laurence	Senior Instructor - BUSM	160,882.93	1,539.82
Sedgwick, Neil	Head Coach - Womens Soccer	86,772.53	8,263.56
Seguin, Angela	Undergraduate Nursing Programs Advisor	78,685.46	767.88
Shchepotkin, Sergey	Head Coach - Womens Basketball	92,853.10	23,783.45
Shea, Joseph	Assoc Prof - GEOG (SABB)	126,420.80	22,413.25
Sherry, John	Chair - Psychology	140,675.33	7,297.42
Shrimpton, Mark	Professor - ESM(BIOL)	184,731.00	2,048.59
Shubair, Mamdouh	Assoc Prof - HLSC	122,830.91	2,896.41
Siakaluk, Paul	Professor - PSYC	173,438.20	-
Sidhu, Sonia	Co-op Education Coordinator	78,504.69	3,937.06
Siemens, Breanna	Instructor - NURS	96,588.39	-
Simonson, Stephan	Head Coach - Mens Soccer	87,038.23	12,861.35
Simpson, Andrew	Chief Engineer	103,345.94	3,264.03
Sims, Daniel	Assoc Prof - FNST	119,295.84	50,282.02
Sitter, Brenda	Executive Administrator	75,422.47	-
Sivertsen, David	Senior Systems Administrator	95,480.50	-
Smith, Angele	Chair - Anthropology	161,997.88	2,335.80
Smith, Heather	Professor - INTS	182,796.50	10,706.41
Sobhani, Dorna	Analytical Lab Specialist	79,410.30	681.05
Sokolowski, Valerie	Senior Instructor	111,353.35	630.04
Somani, Rahim	VP Finance & Administration	233,348.59	58,730.69
Spinola, Diogo	Assistant Professor, ESM(FSTY)	99,519.88	-
Sra, Jaspreet	Assistant Professor	443,466.06	-
Stahl, Darian	Research Associate NCCIH	101,119.65	492.64
Standish, Katerina	Vice Provost, Graduate & Post-doctoral Studies	169,225.22	14,332.40
Stanyer, Shauna	Senior Lab Instructor - CTLT	100,662.65	72.61
Stark, Dennis	Senior Director Enrolment Management & Strategy	139,632.78	3,947.09
Stathers, Kimberley	Archivist	98,301.15	622.21
Stephen, Michelle	Graduate Experience Coordinator	78,698.67	4,122.22
Storie, Bryan	DevOps Engineer	87,420.93	-
Sui, Jueyi	Professor - EENG	192,316.65	1,984.93
Swainger, Jonathan	Professor Emeritus, History	138,707.56	-
Sweet, Tamara	Undergraduate Admissions & Articulation Coordinator	82,665.33	1,993.27
Tang, Jia-Jia	Systems Administrator I	76,004.18	1,537.67
Tang, Youmin	Professor - ENSC	113,142.11	12,950.09
Tannert, Thomas	BC Chair - IENG	205,170.25	32,915.92
Tavares Queiroz de Almeida, Pedro Henrique	Assist Prof - MOT-N	82,170.84	-
Taylor, Kimberly	Graduate Admissions & Administration Coordinator	87,657.81	-
Terai, Shauna	Projects & Imple Coordinator	75,898.34	-
Thielmann, Glen	Lecturer - EDUC	106,697.13	1,071.52

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYEE REMUNERATION
FOR THE YEAR ENDED MARCH 31, 2025**

Thomas, David	Acting Manager Northern Sport Ctr	85,222.88	-
Thompson, Robert	Greenhouse Curator	85,255.22	195.05
Thring, Ronald	Professor - EENG	193,817.12	11,671.41
Tod, April	Student Advisor - FISSSH	77,314.93	4,912.44
Tong, Fei	Assist Prof - ENGR	116,853.94	18,382.17
Toopitsin, Luda	Continuing Studies Coordinator	75,693.03	37.53
Transken, Si	Assoc Prof - SOCW	152,051.74	-
Trujillo, Maria	International Student Retention Coordinator	117,794.21	-
Trujillo, Mateo	Senior Human Resources Partner	99,461.52	537.14
Trusty, Joel	Security & Parking Officer	77,317.54	-
Turner, Nicoline	Learning Specialist - Writing	75,797.74	812.39
Van Pelt, Linda	Senior Instructor - NURS	152,001.51	6,975.66
Venter, Michelle	Senior Research Scientist	96,517.99	-
Venter, Oscar	Professor - ESM(FSTY)	158,380.16	2,806.07
Vicente Gaspar Barreira, Claudia	Manager, Business Development	87,064.87	-
von den Steinen, Karen	Continuing Studies Coordinator	76,822.22	-
Wabegijig, Sharon	Projects Associate - CIHR-IIPH	100,439.39	311.41
Walker, Kirk	Senior Video Producer	87,546.97	3,321.58
Wang, Chenying	E Learning Developer	80,736.50	189.02
Wang, Ke	Educational Technology Manager	93,710.33	267.02
Warren, Thya	Occupational Health & Safety Officer	82,744.73	-
Waters, Nicola	Instructor - NURS	81,668.86	-
Watkins, Kefyn	Admissions Officer	76,818.44	4,272.70
Wessell Lightfoot, Dana	Chair - History	144,935.28	26,556.22
Whalen, Catherine	Assoc Prof - EDUC (SABB)	133,025.79	3,325.91
Wheate, Roger	Professor - GEOG	143,093.13	3,670.26
Whitcombe, Todd	Chair - CHEM/BIOCHEM	195,076.25	3,640.12
Wigglesworth, Jennifer	Assist Prof - ORTM	104,976.75	7,501.56
Wilbey, Jordan	Dispensing Chemist	75,083.86	58.45
Williams, Cynthia	Project Advisor - Equity, Diversity, and Inclusion	78,112.18	3,377.64
Wilson, Erin	Assoc Prof - NURS (SABB)	154,715.30	3,363.20
Wilson, Gary	Chair - Political Science	171,467.82	3,468.57
Wilson, Susan	Librarian Data Services	98,301.15	2,309.26
Wimmers-Klick, Julia	Sr Lab Instructor - NMP	153,933.63	7,917.40
Winwood, Paul	AVP Division of Med Sciences	312,030.46	14,133.96
Wood, Lisa	Assoc Prof - ESM(BIOL)	103,660.28	9,695.75
Wood, Matthew	Director Communications & Mktg	129,757.00	8,804.37
Wood-Adams, Paula	VP Research & Innovation	261,877.67	42,388.49
Woods, Jo-Anne	Scheduling & Registration Coordinator	88,054.04	2,912.98
Wyatt, Meaghan	Senior Executive Administrator	86,760.35	314.53
Xiao, Stanley Yao	Assist Prof - MATH	98,384.80	6,633.73
Yakemchuk, Katherine	Curriculum & Records Coordinator	81,079.79	-
Yoo, Jameson	Client Services Coordinator	95,057.95	4,539.83
Younghusband, Alice	Assist Prof - EDUC	105,369.32	3,686.73
Zajac, David	Senior Institutional Research Analyst	87,498.24	-
Zhao, Shibo	Future Student Liaison - Satellite	76,811.09	10,493.41
Zhao, Zhe	Mechanical Sys & Controls Tech	85,630.26	119.95
Zheng, Wenbo	Assist Prof - EENG	119,976.67	7,464.29
Zhou, Jianhui	Assoc Prof - IENG (SABB)	117,616.35	14,935.00
Zhu, Chengfang	Software Development Engineer	75,257.04	-
Total remuneration > \$75,000		55,345,679.31	2,588,416.01
Total remuneration < \$75,000		30,075,406.10	275,664.11
Grand total remuneration		85,421,085.41	2,864,080.12

Total remuneration does not equal salaries and benefits in the financial statements as it does not include the employer's payments for non-taxable benefits, CPP, EI or WCB. There are also differences that arise as the University of Northern British Columbia uses accrual accounting. Total remuneration does not include payments made with respect to severance agreements.

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
SCHEDULE OF EMPLOYER CONTRIBUTIONS
FOR THE YEAR ENDED MARCH 31, 2025**

Statutory Benefit	Annual Employer Contributions
Employment Insurance Contributions	1,250,410.72
Canada Pension Contributions	3,455,876.74
Total Contributions to Receiver General of Canada	4,706,287.46

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
STATEMENT OF SEVERANCE AGREEMENTS
FOR THE YEAR ENDED MARCH 31, 2025**

There were 7 severance agreements under which payment commenced between the University of Northern British Columbia and its non-unionized employees during fiscal year 2024/2025, five of which are salary continuance agreements.

These agreements represent from 3 to 18 months of compensation.

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENT FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2025

Vendor name	Amount
A Plus Automatic Door and Store Front Ltd.	52,066.58
Aase Roof Inspection Ltd	28,061.25
AccessSMT Holdings Limited	43,139.60
Acquia Inc.	72,378.60
Acro Media Inc.	113,190.00
Admiral Roofing Ltd.	334,558.89
Agilent Technologies Canada Inc.	35,410.42
Aleza Lake Research Forest Society	35,583.43
Alison Roots	25,000.00
All Points Fire Protection Ltd.	157,881.89
All Pro Plumbing and Heating Inc.	220,326.34
Allmar Inc.	91,542.97
Allrite Heating and Ventilation	27,661.40
Amazon Web Services Canada, Inc.	89,409.69
AMJ Campbell Van Lines	156,946.37
AND Implementation Consulting Inc.	68,756.25
Andrew Sheret Ltd.	86,848.65
Apple Canada Inc.	132,333.52
ApplyBoard Inc.	62,741.67
Armstrong Moving and Storage Ltd.	82,495.28
Ascentech Solutions Inc	129,249.75
ATCO Structures	88,466.70
Avensys Solutions Inc.	25,518.08
Bambora	30,992.48
Barry Wong Copy Services Ltd	75,227.44
Bartle & Gibson Co. Ltd.	26,651.23
BC Cancer Agency	115,152.91
BC Hydro	1,004,436.15
BCNET	891,588.78
Beacon North Strategies Inc.	77,970.00
Becton Dickinson Canada Inc.	25,542.72
Bio-Rad Laboratories (Canada) Ltd.	82,508.51
BMO MasterCard	1,913,461.04
Boyden Vancouver, Inc.	110,020.40
Bright Health Solutions Society	35,301.28
Brown's Bay Packing Co Ltd.	60,000.00
Bruker Ltd.	231,737.73
Campbell Scientific Corp.	71,421.44
Canada West Universities Athletic Association	93,475.91
Canadian Research Knowledge Network	1,409,538.67
Carleton Technologies Inc.	33,520.37
Carrier Sekani Family Services	225,271.14
CFUR Radio Society	67,059.35
CG Industrial Specialties Ltd.	60,046.98
Charter Telecom Inc.	992,596.92
Chem-Aqua Canada	30,363.58
Chubb Life Insurance Company	40,673.18
Chuzghun Resources Corp	40,420.00
City of Prince George	371,710.80
Clark Wilson LLP	45,055.80
Coast Mountain College	31,432.03
College of New Caledonia	227,895.99
Compugen Inc.	786,327.78
Contract Furnishings Inc oa MDR Associates	278,900.62
Controlled Environments Ltd	64,957.20
COPPUL	29,840.75
Council of Prairie and Pacific University Libraries	140,963.60
Crego Design Services Inc.	42,603.75
CUPE BC	34,632.64
CUPE Local 3799	173,322.39
CUPE National	210,269.68
Customer Relationship Index Inc.	28,350.00
Dana Hospitality LP	2,698,669.10

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENT FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2025

Delsys, Inc.	28,099.00
Derk Enterprises Ltd.	187,199.22
DiaMedical USA	30,199.06
Digicert Ireland Ltd. (Ireland)	27,154.28
Diversified Transportation Ltd. **DO NOT USE**	38,257.00
Dr Drone Inc.	31,123.05
Dr Gerrard Prigmore Inc.	58,747.15
Dr Jessica Zimble, Inc.	58,905.00
Dr K Closson Inc.	32,736.33
Dr. Kathleen O'Malley Inc.	35,437.50
DSI Industries Inc.	231,515.47
EB Horsman & Son Ltd	54,456.35
EBSCO Canada Ltd	117,297.22
EDI Environmental Dynamics Inc	56,879.01
EECOL Electric Ltd.	688,391.11
Ellement Consulting Group	80,283.00
Ellucian Technologies Canada ULC	98,974.83
Enchainement Productions Inc.	57,955.70
Enginuity Consulting Ltd.	81,308.53
Enlivened Consulting Ltd.	34,650.00
Enviro-Ex Contracting Ltd.	145,578.41
Equity Plumbing & Heating Ltd.	81,458.99
Essential Resources Inc.	32,821.44
Evident Canada Inc	34,828.67
Evisions LLC	30,522.00
Evolution AV Ltd.	429,776.85
Faction Architecture Inc.	28,952.70
Farris LLP	28,397.43
Flywire Payments Canada, Inc.	29,681.30
FortisBC-Natural Gas	341,114.27
GardaWorld Cash Services Canada Corp.	37,761.87
GardWorld	37,761.87
Geoff Tierney Law Professional Corporation	127,119.60
Getinge Canada Ltd.	29,302.15
Global Philanthropic Inc.	67,236.75
GOBI Library Solutions From EBSCO	91,337.56
Goferbroke Investments Inc.	30,755.47
Graphic Office Interiors Ltd.	79,829.10
Gunnar Pacific Agencies, Inc.	220,658.39
Highangle Technical Group Inc.	157,500.00
Hitachi High-Tech Canada Inc.	675,235.49
Homewood Health Inc.	67,473.48
Hoskin Scientific Ltd.	112,372.96
Iconoclast Solutions Inc.	63,157.97
IDL Projects Inc.	2,864,851.73
IDP Connect Inc.	55,000.00
IDP Education Ltd	32,756.79
IEEE Customer Operations	29,237.25
Illume Student Advisory Services	139,206.64
InnovaSea Marine Systems Canada Inc.	29,528.63
Insight Canada Inc.	95,002.47
Integra Forest Consulting Ltd.	168,635.47
ITM Instruments Inc.	92,830.74
KC Overseas Education Pvt. Ltd.	44,630.85
Ketek Group Inc	99,324.79
Keystone Environmental Ltd.	264,939.96
KJM Sales Ltd.	44,971.73
kN Fall Protection Services Ltd.	50,079.76
Kode Contracting Ltd	49,718.80
KONE Inc.	65,794.98
KPMG LLP	90,931.58
Kristen Korberg dba KLK Research Consulting	49,971.68
Laerdal Medical Canada Ltd.	448,560.72
Lakeland Mills Ltd.	324,173.64

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENT FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2025

Laser Pavement Solutions Ltd.	26,615.82
LI-COR, Inc.	76,193.80
Life Technologies Inc.	138,195.19
Linde Canada Inc.	62,408.80
Lions Den Forestry Operations Ltd.	33,312.50
Long View Systems Corp.	218,863.69
Lord of Floors Inc.	121,039.42
Lotek Wireless	86,488.64
Luna Innovations, Inc.	177,050.00
LUXAI S.A	26,936.90
M Square Business Solutions Inc.	351,875.27
M.R. Concepts	41,934.40
Marsh Canada Limited	35,116.00
MasonLift Ltd	31,601.33
MasterCard Inc	156,310.52
McElhanney Associates Land Surveying Ltd	32,880.07
Medline Canada Corporation	39,348.96
Metis National Council	25,000.00
Michael Smith Foundation for Health Research	749,888.00
Microserve/MicroAge	481,206.56
Miley Law	37,168.48
Millennium Computer Systems Ltd	56,997.50
MilliporeSigma Canada Ltd.	42,778.08
Minister of Finance	704,804.37
MITACS Inc.	73,839.02
MNP LLP	48,037.50
MTFX Inc	39,270.00
MTS Testing Systems (Canada) Ltd.	50,002.58
National Bank Financial	30,000.00
Newberry Bros. Contracting	25,375.54
NG2 HVAC & Refrigeration Ltd.	94,202.12
NLFD Auto Ltd.	50,647.84
Nordic Timber Falling Ltd.	30,205.92
Northern BC Graduate Student Society	327,194.35
Northern Health Authority	576,614.59
Northern Lights College Dawson Creek	75,166.63
Northern Undergraduate Student Society	1,301,129.35
Nous Group Holdings (Canada) Ltd.	50,925.00
NUGSS - World University Service of Canada	30,265.90
OCLC Inc	86,667.96
Olympic International Sales Ltd.	45,485.41
Omnicom Advertising Group ULC o/a TBWA Canada	96,279.10
ONETeam Sports Group Inc.	89,421.79
Oracle Canada ULC	62,603.57
Papyrus Printing & Stationery	26,861.64
Pattison Media Ltd.	27,987.31
PayByPhone Technologies Inc.	58,573.70
Pearson Canada Inc.	39,544.86
PG Custom Woodworks Ltd.	42,182.70
PGPIRG	31,832.55
Planit First Consultants Ltd.	126,453.85
Pocket Nurse Canada, ULC	59,575.79
Premier Printing Ltd.	92,697.15
Prime Strategic Planning Inc.	59,348.96
Prince George Transit Ltd *DO NOT USE*	143,820.94
Process Pathways Inc.	28,000.00
Providence Health Care Research Institute	25,020.00
Public Architecture + Design Inc.	413,209.85
Public Health Association of British Columbia	25,000.00
Purolator Inc	35,872.23
Qiagen Inc (Canada)	28,601.07
Qualisys North America, Inc.	67,740.00
Rags 2 Riches Cleaning Services	117,973.67
Ricoh Canada Inc.	102,359.36

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENT FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2025

Roper Greyell LLP	104,695.46
Royal Bank of Canada	102,362.14
Salesforce.org, LLC	43,759.70
Salvelinus Solutions Ltd	61,763.14
Santamoncia Study Abroad Private Ltd.	35,758.66
SGS Canada Inc.	28,009.80
Shandong DK Environmental Systems Co., Ltd.	109,061.00
Sharper Marketing Inc.	31,845.67
Shell Energy North America(Canada) Inc.	111,558.31
Siemens Canada Limited	150,384.91
Silvertip Ecotours Ltd.	76,028.25
Simon Fraser University	252,537.40
Slip Tube Enterprise Ltd.	66,640.00
Sodexo Canada Ltd.	1,299,452.22
Southern Butler Price	65,741.22
Spectrum Educational Supplies Ltd.	46,421.31
Spruce Creative Inc.	62,306.23
Staples Professional	62,972.16
Staples Professional Inc.	58,673.19
Stevens Company Limited	53,364.28
St-Pierre	25,000.00
Sun Life Assurance Company of Canada	9,035,271.32
T2 Systems Canada Ltd	38,402.90
TargetX.com, LLC	101,200.00
TELUS	228,547.67
Terra Law Corporation	58,575.95
TestResources, Inc.	118,495.24
THE World Universities Insights Ltd.	66,704.68
Thermo Fisher Scientific	256,779.16
Thinkspace Architecture Planning Interior Design Ltd.	242,595.22
Thompson, Ahern & Co. Limited	50,208.39
Thorlabs, Inc.	33,949.65
Thurber Engineering Ltd	26,313.00
Titan Sport Systems Ltd.	153,405.00
TouchNet	37,158.56
Trane Canada ULC	566,814.27
Travel Healthcare Insurance Solutions Inc.	133,665.00
TrichAnalytics Inc.	41,002.50
Trident Lock & Security Ltd.	282,366.47
Troy Life & Fire Safety Ltd/Protection incendie Try Ltee	75,688.68
Twin Rivers Developments Ltd	232,446.64
UBC Okanagan	87,501.00
Umano Medical Inc.	100,059.05
UNBC Childcare Society	50,000.00
UNBC Faculty Association	650,299.35
UNBC Over The Edge Newspaper Society	56,840.08
Universite Laval	57,000.00
Universities Canada	46,281.00
University of British Columbia	2,345,891.88
University of British Columbia Okanagan	163,303.60
Valuemed Professional Products Ltd.	57,762.88
Venture Elevator Inc	233,493.36
Vermont Systems, Inc.	38,447.43
Verna St Denis dba Verna St Denis Consulting Services	50,680.00
Visa Inc	205,002.52
VitalSource Technologies LLC	26,230.53
Vox International Translation Services	97,986.48
VWR International Co.	148,589.39
Webb Refrigeration Ltd.	41,714.40
Westbow Systems Ltd.	31,962.17
Westcana Electric Inc.	153,272.53
Western Water Associates Ltd.	44,171.96
Williams Lake First Nation	50,011.50
Wilp Wilxo'oskwhl Nisga'a Institute	309,976.66

UNIVERSITY OF NORTHERN BRITISH COLUMBIA
PAYMENT FOR GOODS AND SERVICES
FOR THE YEAR ENDED MARCH 31, 2025

Xerox Canada Ltd.	68,645.68
0873233 BC Ltd - O/A Fibrenew Prince George	34,063.84
1514682 BC Ltd.	46,419.02
2325487 Ontario Limited dba Tom Wroe Boatbuilding	64,646.40
5th & Carney Auto Sales Inc. dba Subaru of Prince George	50,788.32
627198 BC Ltd - Quesnel Toyota	149,543.73

Total payments to vendors > \$25,000	53,698,343.62
Total payments to vendors < \$25,000	13,727,886.86
Total payments to vendors	67,426,230.48

The University of Northern British Columbia uses accrual accounting, capitalizes the purchase of all assets greater than \$1,000, maintains inventories of salable goods in the bookstore, central laboratories, copy services and central stores, and receives a rebate on the Goods and Services Tax. As a result, total payments made to vendors in a year is not equal to total operating expenditures in the financial statements.

Total payments made to vendors also includes \$0.00 dollars in salaries reimbursed to third party agencies (primarily for research) reported as salaries and benefits in the financial statements.

Total payments to BMO MasterCard does not include travel expenses reported on the Employee Remuneration Schedule.

**UNIVERSITY OF NORTHERN BRITISH COLUMBIA
GRANTS AND CONTRIBUTIONSS
FOR THE YEAR ENDED MARCH 31, 2025**

Name	Amount
Canadian Paediatric Society	45,000.00
Chuzghun Resources Corp	1,050,000.00
Lheidli T'enneh Nation	33,367.93
MITACS Inc	36,256.41
UNBC Childcare Society	52,000.00
University of British Columbia	127,539.97
University of Saskatchewan	40,000.00
University of Victoria	37,013.00
Wilp Wilxo'oskwhl Nisga'a Institute	121,311.11
Total Grants and Contributions > \$25,000	1,542,488.42

Finance and Investment Committee Report to the UNBC Board of Governors

Dates of meetings since last report: September 04, 2025

Topics reviewed and discussed:

1. Motions brought forward to the Board

- a. Five Year Capital
- b. New Master of Engineering degree program
- c. New Minor in Watershed Science and Management
- d. Scholarships, Bursaries and Awards

2. Mandatory and Standing reports discussed

- a. UNBC Q1 2025-26 Financial Statements
- b. UNBC Q1 2025-26 Forecast
- c. UNBC Pension Trust Standing Report
- d. University Advancement Advisory Board Report
- e. Northern Sport Centre Ltd. Financials and Annual Report

3. Other discussed items

- a. Budget Mitigation discussion

REPORT TO:

UNBC BOARD OF GOVERNORS AND BOARD COMMITTEES

Subject:	UNBC 5-Year Capital Plan 2026-2031
Finance & Investment Committee	Meeting Date: September 4, 2025
Submitted By:	Rahim Somani, Vice-President Finance & Administration
Please note other guests to be in attendance:	David Claus, Director, Sustainable Facilities & Ancillary Services
Appendices:	UNBC 5-Year Capital Plan 2026-2031 DRAFT – with attachments

FIVE YEAR CAPITAL PLAN

2026/27 – 2030/31



UNBC –Five Year Capital Plan – June 2025

Board of Governors Approval - Pending

SUMMARY

This document outlines the University's plans for the next five years for the planning and construction of new buildings and the renewal of others.

UNBC has initiated planning discussions with the College of New Caledonia (CNC) regarding a shared student housing initiative. We see significant potential for synergy between our two institutions, and the combined demand further strengthens the business case for student housing in the North.

We are proposing a joint UNBC–CNC occupancy model in both Quesnel and Prince George:

Quesnel: UNBC students would have access to beds in a CNC-constructed facility. This project will be included in CNC's Five-Year Capital Plan submission and will reflect the joint occupancy model.

Prince George: UNBC would construct a new residence on our campus and allocate a portion of the beds to CNC students. This aligns with our existing project submission, for which a detailed business case has already been submitted and is currently waitlisted.

This collaborative approach allows for flexible occupancy between institutions, improving our ability to respond to shifting student needs over time. The UNBC project remains unchanged in terms of bed count and design, but the partnership meaningfully strengthens the occupancy assumptions and overall demand projections. This collaboration enhances the project's utilization profile and reflects a strong commitment to inter-institutional cooperation.

We are excited about the opportunities this partnership presents. Both projects (particularly, the UNBC Prince George project) are ready to engage a construction contractor, benefit from combined demand, and maximize the use of land and institutional strengths across our region.

The top new priority capital project is a new Northern Hub for Health Research (NHHR) building on the Prince George Campus. UNBC is partnering with Northern Health, Lheidli T'enneh, UBC and others to create an Indigenous-informed, purpose-built, technology-leading health research focused building with a primary focus on developing new knowledge and celebrating, amplifying, and disseminating the world-leading health expertise that exists across northern BC.

UNBC is developing a concept for a new engineering building that will support engineering research and academic programming on the Prince George campus. The new building will act as a hub for collaborative research, industry engagement, and experiential learning, preparing graduates for leadership in Northern BC's evolving economy.

UNBC continues to include for a separate multi-use student housing building that would house 200 student beds, the dining hall, the First Nations Centre, student supports and academic programming space. The housing component of this project would continue to diversify the on-campus housing offerings.

UNBC's Vision 'Leading a Sustainable Future' is a key principle behind building renewal projects within the Routine Capital submission. Sustainable renewal of the Research Lab and Agora buildings are two projects that would improve the energy efficiency, resilience and accessibility of these buildings while positioning them for the next three decades of service to research and teaching.

UNBC Office of Indigenous Initiatives has partnered with Facilities Management to progress planning for a memorial to children who died in residential schools and a pilot project focused on indigenization of campus wayfinding. Both projects are currently in a design development phase.

UNBC will also explore options for program expansion and other relevant capital projects that are aligned with its strategic plan and ministry priorities.

The University of Northern British Columbia (UNBC) ITS Team is advancing four strategic projects to strengthen digital infrastructure and accelerate institutional transformation. These initiatives include the Hybrid Classroom Initiative, Core Network Security Refresh, WAN Hardware Refresh, and Diverse Path Fiber Network Expansion. They represent targeted investments in UNBC's digital future, supporting academic excellence, innovation, and accessibility for students and researchers across Northern British Columbia. Budget constraints have resulted in the cancellation of some projects since the previous submission.

Our Priorities

This Plan reflects UNBC's commitment to the internal priorities laid out in our Strategic Road Map.

The 2023--2028 Strategic Plan 'READY' guides the development of these projects as we seek to be ready to cultivate curiosity, act on truth and reconciliation, empower northern communities and foster local solutions for global impact.

Facilities development is guided by the Campus Master Plan, most recently updated in 2019 under the title of Destination 2040.

Our Progress

UNBC has completed projects to increase nursing spaces (both Baccalaureate and Family Nurse Practitioner) in recent years. Additional Routine Capital funding has also allowed timely renewal of multiple roofs, core fibre optic systems and lecture theatre seating. The current level of Routine Capital funding is bare minimum to manage most building FCI at a reasonable rate, given the young age of the campus, though building renewal needs are increasing. Replacement of elevators and roofs will require a significant portion of the funding available through the Routine Capital program for the coming years. Therefore, UNBC is requesting additional Routine Capital funding to continue a multi-year investment in roofing replacements and campus accessibility improvements. We see importance in beginning to address climate risk mitigation. Energy and efficiency projects are important for institutional sustainability, and a suite of potential projects has been included under the Carbon Neutral Capital Program category.

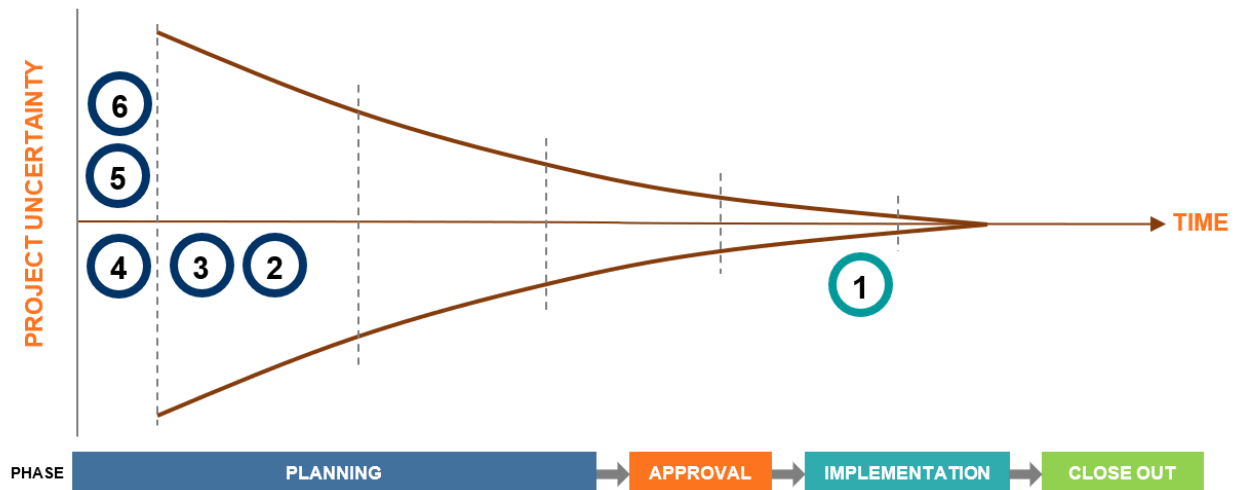
As new programs continue to grow, they will have need for expanded facilities (Civil Engineering, Environmental Engineering, Nursing, Physical Therapy and Occupational Therapy are all expected to see strong enrolment in coming years).

Canada's Green University will continue to lead in the reduction of greenhouse gas emissions. We are developing plans to bring the entire Prince George campus to net zero emissions through building envelope enhancement, heat recovery via low carbon electrification, and local carbon sequestration. These plans continue to be included in capital planning and will build upon the 60% reduction in GHG emissions that UNBC has achieved to date.

Project Overview

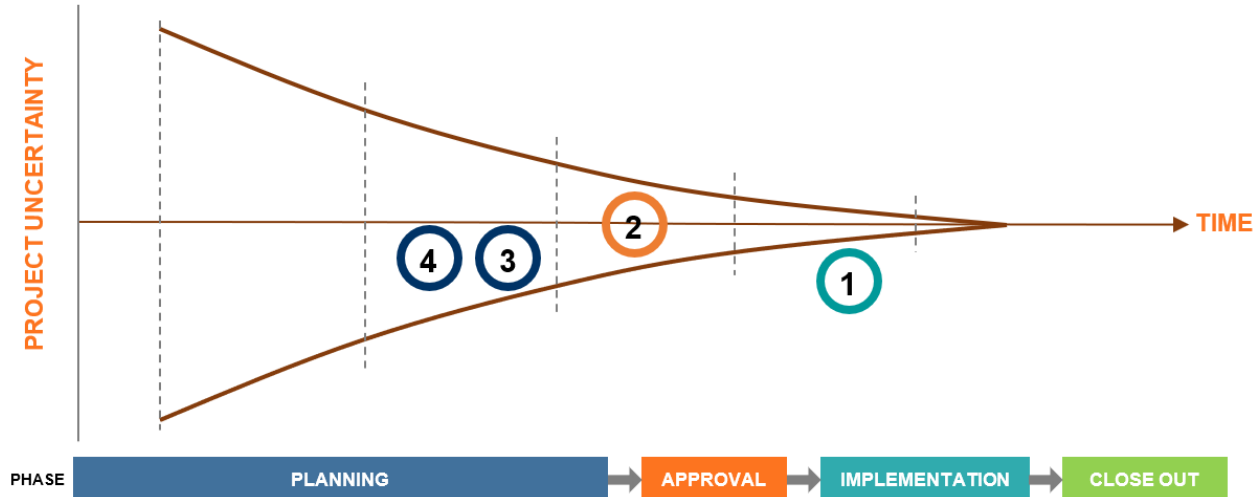
The following graphics and tables outline the Building and IM/IT projects that UNBC has in progress. The objective is to move projects forward in planning and implementation, such that resource bandwidth is not overtaxed while still serving the developing needs of the institution.

Building and Renovation Projects



- 1** Quesnel River Research Center (QRRR) – Lab Expansion: Building expansion at the QRRR site has been approved and is scheduled for construction in 2025/26.
- 2** Northern BC Hub for Health Research - Health Research Centre: focusing on remote and rural health. Partnerships are established and funding applications are in progress.
- 3** Physical Therapy/Occupational Therapy Phase 3 – Clinic: approved in principle, this project involves collaboration with Northern Health and UBC to determine the operating model. Once this is established a business case submission will be made.
- 4** Engineering Building: Increased academic programing, teaching and research laboratories central to UNBC's plan for academic growth, curriculum renewal, and research innovation, as outlined in the university's strategic plan - READY.
- 5** Student Housing / Mixed Use: this building would house students, the cafeteria, the First Nations Centre, student supports and academic space. Planning has not moved beyond initial concept, but a recent demand study has confirmed there is adequate housing demand
- 6** Deep Retrofits of Existing Buildings: Part of the campus decarbonization plan would see buildings retrofitted to recovery heat, improve building envelope and reduce carbon emissions to near zero. First buildings to be examined for this include the Research Laboratory and the Agora.

IM/IT Projects



1

UNBC Hybrid Classroom Initiative: Installations are underway, guided by formal estimates and a clear project scope. This initiative is modernizing classrooms University-wide to enhance accessibility and learning outcomes, with phased completion extending to 2032. The project is primarily institutionally funded, with operating costs absorbed by existing resources through a self-service support model. All academic programs and students will benefit from consistent, high-quality hybrid learning environments across Northern British Columbia.

2

Core Network Security Refresh: We are planning for approval and budget availability by October 2026, with the goal of upgrading our central firewall infrastructure to enhance network security and performance for over 3,000 students, faculty, and staff. The project timeline includes hardware ordering in February 2027, followed by a 10-week lead time, and subsequent phases of installation, integration, testing, commissioning, and cleanup. This structured approach ensures thorough preparation and execution, aiming for completion by mid-2027.

3

Fiber Plant Upgrades Phase 3: We are currently just before the approval stage, with detailed budget estimates and a comprehensive project plan in place. The project is set to enhance the fiber infrastructure at the Prince George campus by installing new fibre in existing paths to critical buildings, improving path diversity and capacity and maintaining a low risk of damage.

4

WAN Hardware Refresh: We are just before the approval stage, with precise budget estimates and a clear project scope. The WAN Hardware Refresh is scheduled to commence in early 2027 and complete by summer 2028. This project aims to upgrade the WAN infrastructure across all UNBC campuses to meet growing performance demands and bandwidth requirements. By ensuring a seamless transition with minimal disruption to services, the project will enhance network speed, reliability, and security, supporting the University's commitment to high-quality education, advanced research, and efficient administrative operations. Most operational changes will be conducted during spring/summer and outside typical work hours to minimize interruptions.

Attachments:

Att 2 – Five Year Capital Plan – Project Overview

New Priority Investment Projects

- Northern BC Hub for Health Research (NHHR)
- Engineering Building

Student Housing

- New Mixed Use Student Housing, Academic Programs, Connection Hub and Food Services Building

Routine Capital

- Campus Accessibility Improvement Program
- Agora Winter Garden Roofing Renewal
- Climate Risk Mitigation Program
- CCTV System Replacement
- Agora Renewal
- Research Lab Renewal

Carbon Neutral Capital Program

- Campus Energy Upgrades Program

IM/IT Projects

- UNBC Hybrid Classroom Initiative
- Core Network Security Refresh
- Fiber Plant Upgrades Phase 3
- WAN Hardware Refresh

Att 3 - Prioritized Proposed Projects

Att 4 - Student Housing Inventory

SUMMARY

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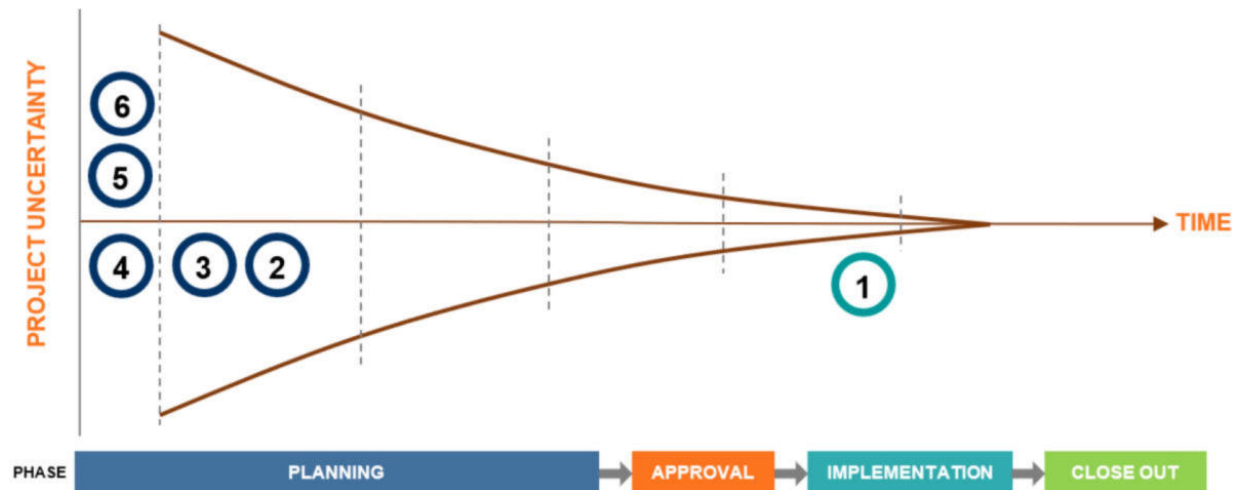
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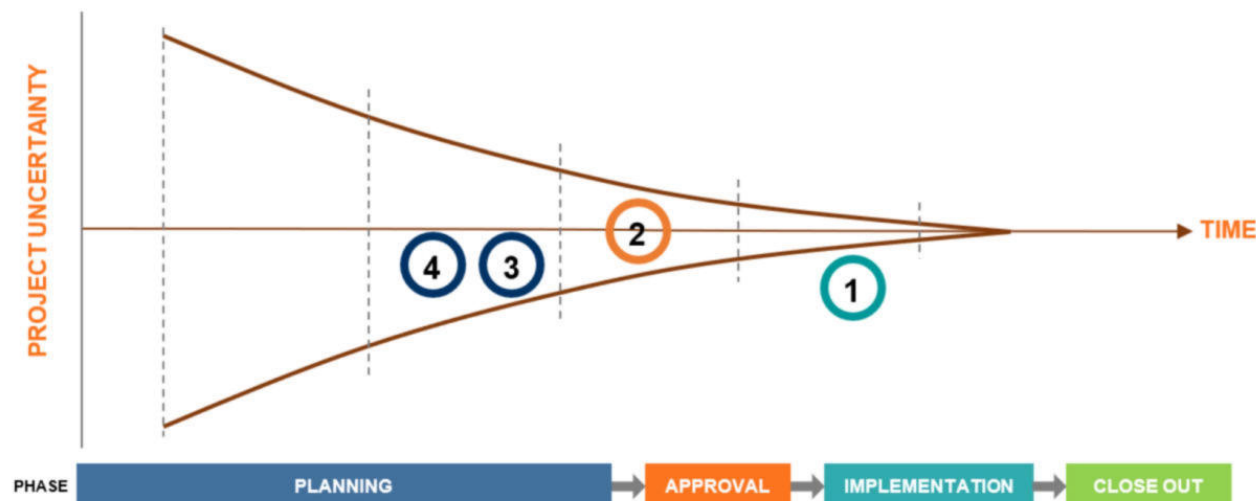
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Core Network Security Refresh: We are planning for approval and budget availability by October 2026, with the goal of upgrading our central firewall infrastructure to enhance network security and performance for over 3,000 students, faculty, and staff. The project timeline includes hardware ordering in February 2027, followed by a 10-week lead time, and subsequent phases of installation, integration, testing, commissioning, and cleanup. This structured approach ensures thorough preparation and execution, aiming for completion by mid-2027.

3

Fiber Plant Upgrades Phase 3: We are currently just before the approval stage, with detailed budget estimates and a comprehensive project plan in place. The project is set to enhance the fiber infrastructure at the Prince George campus by installing new fibre in existing paths to critical buildings, improving path diversity and capacity and maintaining a low risk of damage.

4

WAN Hardware Refresh: We are just before the approval stage, with precise budget estimates and a clear project scope. The WAN Hardware Refresh is scheduled to commence in early 2027 and complete by summer 2028. This project aims to upgrade the WAN infrastructure across all UNBC campuses to meet growing performance demands and bandwidth requirements. By ensuring a seamless transition with minimal disruption to services, the project will enhance network speed, reliability, and security, supporting the University's commitment to high-quality education, advanced research, and efficient administrative operations. Most operational changes will be conducted during spring/summer and outside typical work hours to minimize interruptions.

Attachments:

Att 2 – Five Year Capital Plan – Project Overview

New Priority Investment Projects

- Northern BC Hub for Health Research (NHHR)
- Engineering Building

Student Housing

- New Mixed Use Student Housing, Academic Programs, Connection Hub and Food Services Building

Routine Capital

- Campus Accessibility Improvement Program
- Agora Winter Garden Roofing Renewal
- Climate Risk Mitigation Program
- CCTV System Replacement
- Agora Renewal
- Research Lab Renewal

Carbon Neutral Capital Program

- Campus Energy Upgrades Program

IM/IT Projects

- UNBC Hybrid Classroom Initiative
- Core Network Security Refresh
- Fiber Plant Upgrades Phase 3
- WAN Hardware Refresh

Att 3 - Prioritized Proposed Projects

Att 4 - Student Housing Inventory

Attachment 2a: Project Overview – Priority Investments & Student Housing 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	New Priority Investments	1 of 3	Health Sciences
Project Title				
Northern Hub for Health Research (NHHR)				
Brief Project Description				
Development of a health research hub that is co-led with Indigenous and health system partners to advance research to achieve health equity for rural, indigenous and northern BC. This will entail new health research infrastructure, including a 2460 m ² health research building comprising collaborative spaces, research facilities, and labs.				
Project Definition				
Project Scope				
<p>Building:</p> <p>New purpose-built research building - Estimated total gross area 2660 m² . Will include:</p> <ul style="list-style-type: none"> Entrance/Main floor (~1180m²), HRI Welcome Atrium. Central circular atrium that influences the exterior of the building for informal/formal gathering and meeting. The space would include architecture and works of art acknowledging the Lheidli T'enneh and other Indigenous territories and their connection to health, wellness and healing. Physical space for the HRI reception/office space, a large circular meeting room that has flexible layout options for seminars, maker-labs, knowledge exchange workshops, break-out spaces for small group discussion/meeting. Food service space. Associated equipment and furnishing, including Indigenous works of art, display cases/signage, furniture for gathering/ independent study, moveable meeting tables, furniture, meeting room furniture. Second floor (~740m²), Northern Analytical Laboratory Service for Health (NALS-H). A diagnostics arm of NALS will house analytical and diagnostic equipment that can manage small volume biomedical research samples or be optimized for specialized/academic clinical research measures not performed at UHNBC hospital labs. 4 offices for NALS (2) and HRI (2) staff. Associated equipment and furnishings: office room furniture, safety equipment and specialized research equipment. Third floor (~740m²), Knowledge Synthesis and Exchange Centre. Physical space for the HRI Knowledge Synthesis Centre will include computer workstations for literature searches, desks/tables for consultations (in-person or hybrid). 4 offices for KS Centre staff/faculty. 2 dry labs/meeting space for knowledge exchange activities, equipped for hybrid meetings, workshops, partner research space, research participant interviews. Associated equipment and furnishings: Computer workstations equipped with software for knowledge synthesis, office furniture, meeting room furniture. <p>Staffing:</p> <ul style="list-style-type: none"> Building specific maintenance, research safety, and security staffing will be required. Additional complement of staff, including administrative assistants, IT support, research staff, etc. <p>Governance and Leadership:</p> <p>To support the project, the following teams and resources are in place:</p> <ul style="list-style-type: none"> NHHR Working Group comprising administrative leaders, faculty members and researchers, and health system and Indigenous partners. NHHR Project Management – Coordination and planning of related applications UNBC Facilities – Support for functional planning 				
Project Objectives				

Problem/Opportunity:

Northern British Columbia (BC) currently lacks an Indigenous-informed, purpose-built, technology-leading health research focused building with a primary focus on developing new knowledge and celebrating, amplifying, and disseminating the world-leading health expertise that exists across northern BC. Together, the Heath Research Institute (HRI) and the Northern Centre for Clinical Research (NCCR) are proposing the creation of the Northern BC Hub for Health Research through a large infrastructure investment to collectively advance health research in northern BC. The infrastructure that will create new and reimagined research spaces and equipment will be located on Lheidli T'enneh Territory at the Prince George campus of the University of Northern British Columbia (UNBC) and at the University Hospital of Northern BC (UHNBC). This application focuses specifically on the UNBC elements of the project.

Project Objectives:

- Advancement of Clinical and Health Research to address complex health and social disparities in northern BC and beyond
- Promote access to state-of-the-art research facilities, including diagnostics and translational research infrastructure and support
- Increasing research infrastructure and supports to attract, retain, and advance top researchers from around the world
- Build collaboration between academic, health, Indigenous, private, public, and not-for-profit sectors
- Increased capacity for research training

Key Risks

Project Risk(s)	Proposed Mitigation Strategy
Large scale project requiring significant investment and infrastructure	<ul style="list-style-type: none"> • Potential to explore multiple streams of revenue to support project, including Canada Foundation for Innovation. • Active engagement and support from multiple key partners
Communication and consultation about project and progress does not reach appropriate people within Northern BC	<ul style="list-style-type: none"> • Consultation and communications about the project and its progress with Lheidli T'enneh, other northern communities, health providers, patients, partners and user groups remain regular, timely and meaningful and are disseminated using a variety of media and formats. Integration of Project Manager provides central coordination and support of planning activities
Short timelines for funding do not align with planning/building timelines	<ul style="list-style-type: none"> • Explore options for modular builds or renovations to support and facilitate alignment of the requested infrastructure with future investments in research/innovation infrastructure at UNBC and UHNBC.

Options Considered

A phased approach has been considered. The advantage of a phased approach would be the potential for reduced costs in the short term, however, this approach could also lead to increased costs over the long term. A phased approach would furthermore restrict the scope of use of the building until all phases were complete. A phased approach would also have an impact on the cohesiveness of the spaces.

Current Situation

- Northern British Columbia (BC) currently lacks an Indigenous-informed, purpose-built, technology-leading health research focused building with a primary focus on developing new knowledge and celebrating, amplifying, and disseminating the world-leading health expertise that exists across northern BC.

Strategic Alignment**Institution Priorities**

The NHHR aligns well with UNBC’s Mission, Vision and Master Plan.

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.

The NHHR aims to ‘Ignite. Inspire. Lead Change,’ by advancing clinical and health research in northern BC and beyond; promoting access to research facilities; attracting, retaining and advancing top researchers from around the world; building collaboration between academic, health, Indigenous, private, public, and not-for-profit sectors; and increasing capacity for research training.

The NHHR aims to advance research to achieve health equity for rural, indigenous and northern BC, which aligns with UNBC’s Vision ‘Leading a Sustainable Future.’

Project aligns directly with UNBC Strategic Plan ‘READY’ and is fully supported by UNBC Leadership

Government Priorities: Post-Secondary & Skills Training

The project aligns with the province’s goals to:

- Expand infrastructure and research capacity in northern BC, addressing regional disparities in access to advanced education and health research resources.
- Provide meaningful engagement with Indigenous communities and integrating Indigenous knowledge and perspectives into education and research initiatives.
- Increase access to health research and improve health outcomes for underserved communities.

Supported Provincial Initiatives

- Health Care Expansion: By establishing a Northern Hub for Health Research, the project addresses the need for more health research capacity in northern and rural communities.
- Indigenous Education and Reconciliation: By incorporating Indigenous engagement and knowledge, the project advances the province’s commitment to reconciliation in research.
- Regional Access and Equity: The project addresses regional disparities in access to indigenous based research.

Advancement of These Initiatives

- Research and Development: By expanding health research and development capacity, the project connects indigenous knowledge with advanced technology to improve health objectives in northern and Indigenous communities.
- Indigenous Collaboration: The project’s engagement with Indigenous partners ensures that research development and delivery are culturally relevant and responsive, advancing reconciliation commitments.
- Improved Access: Investments in research infrastructure increase opportunities for students and researchers from diverse backgrounds, reducing barriers to education and supporting regional development.

Environmental, Social, Governance Framework for Capital (ESGFC)

- Project will pursue Passive House certification for energy efficiency
- Mass Timber:
 - Mass timber and Wood First - TBD

Indigenous Reconciliation (*Declaration Act*)

The UNBC Prince George campus is situated on the unceded traditional territories of the Lheidli T’enneh First Nation (LTFN), part of the Dakelh (Carrier) Peoples’ territory. The LTFN has been involved in project planning from the outset. Members of the LTFN, including the Chief, sit on the Oversight Committee.

Project Budget (\$ millions)

Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$68.8 M	\$68.8 M	\$0

Cost Estimate: The total project cost was developed by a Class D estimate prepared by a quantity surveyor. The Class D estimate was prepared on Dec. 20th, 2024.

Capital Funding Assumptions: Research specific equipment may be funded through federal funding applications

Operating Funding Assumptions: Operating costs are anticipated to be funded by project partners and research grants such as CFI and CIHR .

Institution/Partner Contribution: Proposal has been submitted to CFI for capital funding approval in Dec. 2025.

Project Schedule

Target Business Plan Approval Date	Target Construction Start Date	Target Occupancy Date
Apr 2026	Apr 2028	Aug 2030

- **Key Timing Assumptions:** Detailed Design, Class C Cost Estimate and Procurement would be performed over a two-year period allowing for an April 2028 construction start. April is typically the soonest you can break ground in Northern BC without having to use ground thaw techniques which adds costs to civil construction.
- Construction timeline would be over a two-year and four-month period with the plan to occupy the building for the September 2030 semester.

Attachment 2a: Project Overview – Priority Investments & Student Housing 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	New Priority Investments	2 of 3	Sciences & Technology
Project Title				
UNBC Engineering Program expansion				
Brief Project Description				
New building to support UNBC Engineering Program expansion				
Project Definition				
Project Scope				
<p>Civil and Environmental engineering programs at UNBC continue to grow enrollment and require expanded space for both teaching labs and research space.</p> <p>Total estimated NASM for the building is 3400 m². This includes:</p> <ul style="list-style-type: none">• 450 m² for faculty and staff offices• 1,000 m² for new teaching and research laboratories• 100 m² for meeting rooms• 350 m² to accommodate graduate/research students• 200 m² to accommodate post-doctoral fellows/visiting faculty• 1,000 m² for classrooms and design studios• 50 m² for a workshop• 200 m² for collaboration spaces• 200 m² for replacement of existing teaching laboratories				
Project Objectives				
<p>Problem/Opportunity: As the UNBC School of Engineering reaches full undergraduate program implementation and nears a full faculty complement, space limitations are becoming increasingly pressing. National and provincial trends indicate substantial demand for both graduating engineers, and program spaces for prospective students.</p> <p>Research space requirements within Engineering have grown significantly as recently hired faculty continue to attract research funding, develop relationships with industry, and also develop joint applications with other faculty members.</p> <p>Project Objectives: To create the teaching and research spaces required to support continued growth of UNBC Engineering programs</p>				
Key Risks				
Project Risk(s)		Proposed Mitigation Strategy		
Global supply chain and material delivery disruptions		Prioritize local components, and incorporate lead time into estimates		
Availability of skilled trades		Work with contractors well established in local market with strong connections to a broad range of trades		
Options Considered				
Existing labs and other spaces have been re-purposed and co-scheduled as an interim measure. A small annex will likely be pursued as a further measure to relieve space constraints. Partnering with local industries (particularly asphalt, and mass timber) has been explored but will not meet the needs due to specific equipment and protocol needs of the research.				

Current Situation		
<p>Space was repurposed to initiate the engineering program expansion, but this didn't include research space nor all of the teaching laboratories needed for a fully developed program.</p> <ul style="list-style-type: none"> Engineering program capacity is 35 FTE Civil and 35 FTE Environmental per cohort If not funded UNBC may lose faculty to other opportunities due to lack of research space. Existing teaching labs are at risk of damage due to experiments being conducted for which the space was not designed (concrete and asphalt work in particular) 		
Strategic Alignment		
Institution Priorities		
Continued growth of new programs supports expanding engineering will boost enrollment and these spaces will support fulfilling student learning journeys.		
Government Priorities: Post-Secondary & Skills Training		
<p>The project aligns with the province's goals to:</p> <ul style="list-style-type: none"> Expand access to high-demand programs, particularly in science, technology, engineering, and mathematics (STEM) fields. Address workforce shortages in key sectors, including health care, technology, and trades. Foster innovation and support the province's economic recovery and growth <p>The project supports several provincial initiatives related to education and skills training:</p> <ul style="list-style-type: none"> Engineering and Technology Training: The facility will accommodate modern engineering labs and collaborative spaces, supporting hands-on learning and applied research in technology. STEM Growth and Innovation: The project advances the BC government's focus on STEM education to meet future labor market needs and drive innovation. Equity and Access: The building will be designed to be inclusive and accessible, supporting government priorities around equity, diversity, and inclusion in post-secondary education. <p>The engineering building project will advance these initiatives by:</p> <ul style="list-style-type: none"> Increasing student capacity in engineering and related programs as well as addressing skills shortages in critical sectors. Enabling the delivery of new and expanded programs aligned with provincial economic and social priorities. Providing state-of-the-art facilities that support experiential learning, research, and collaboration with industry and community partners, thus fostering innovation and supporting BC's economic development goals. Enhancing the institution's ability to attract and retain top faculty and students, further strengthening BC's talent pipeline in key growth sectors. 		
Environmental, Social, Governance Framework for Capital (ESGFC)		
<ul style="list-style-type: none"> Passive House certification for energy emissions, connection to low carbon district heating loop Mass Timber: <ul style="list-style-type: none"> UNBC favours mass timber implementation but recognizes that structural engineering laboratory requirements will likely require a primarily concrete structure. 		
Indigenous Reconciliation (<i>Declaration Act</i>)		
UNBC coordinates all development on campus with the Lheidli T'enneh.		
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution

\$54.0 M	\$54.0 M	\$0
Class Level and Year of Cost Estimate: Notional Capital Funding Assumptions: N/A Operating Funding Assumptions: Operating funding is expected to primarily come from the operating budgets of the engineering program.		
Project Schedule		
Target Business Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2028	April 2030	April 2032
Key Timing Assumptions: To be determined as project plan is further developed.		

Attachment 2a: Project Overview – Priority Investments & Student Housing 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	Student Housing	1 of 1	Student Housing
Project Title				
New Mixed Use Student Housing, Academic Programs, Connection Hub and Food Services Building				
Brief Project Description				
New dedicated space and Housing beds for Indigenous students, constructing new campus student Housing beds, advanced wood product use in construction, flexible space for work integrated learning and training and employment initiatives, as well as space for professional programs to be determined				
Project Definition				
Project Scope				
<p>Construct a new 8,300 m² mixed use building as the heart of the campus. A mass timber residence would be situated atop a two story conventional construction academic foundation. The housing will be single bedrooms, with central washrooms. Indoor and outdoor social spaces, expansion of our First Nations Centre, new dining hall, and an Innovation Centre incorporated in the lower two floors of the building, along with potential new academic program space.</p> <p>The location for the building is to the west of the Wintergarden, between the existing residences and the Agora/Library. UNBC Planning students put forward concepts to consider. Aspects we like are the integration of First Nations design elements, including notion of a pit house, thoughtful connections with existing buildings and outdoor space to develop thoroughfare from current Residences, and social/innovation space with views of the City (further solidifying in design the relationship with community).</p>				
Project Objectives				
<p>Problem/Opportunity:</p> <p>This building will support existing programs through the provision of space designed for connections: between program areas, faculty and students, students and community, researchers and residents. Space for upskilling and reskilling programs through Continuing Studies is a key consideration at this time. New academic programs will be integrated depending on program type.</p> <ul style="list-style-type: none"> • 4,750 m² housing – 200 beds, single occupancy bedrooms with central washrooms, no kitchens and basement laundry • 1,200 m² food services – cafeteria and kitchen to supports 700 students on campus, plus catering for off campus staff, students and faculty. Seating for 300 in “all you care to eat” plus general access seating for another 150 learners • 1,000 m² new academic programs – new programs to come based on academic priorities; space is needed for labs, distance learning enabled classrooms, faculty offices and problem based learning breakout rooms • 500 m² new Innovation Centre –the Global North Innovation Centre will support all academic programs at UNBC. It will enhance Economic Diversification in northern British Columbia and northern Canada by: <ul style="list-style-type: none"> - Working with northern and Indigenous communities to develop and enhance sustainable economic and commercial opportunities that provide employment and community building. - Creating partnerships with industry to research, develop, demonstrate and commercialize new and innovative processes, technologies and resource management practices that are environmentally sustainable and enhance global competitiveness; - Supporting the green economy, sustainability in the north and diversification of resource-based industries. <p>Market demand studies we have conducted show demand for student housing in our region.</p>				

Project Objectives:

This project will increase student housing available on campus, add a new unit style and shift first and second year students living on campus closer to support services. This building will provide suitable housing options for Indigenous students and co-locates the First Nations Centre to assist with integrated programming. Priority access for former youth in care, Indigenous students, and first year students will be key. The building will develop social space on campus, ideally incorporating elements to promote innovation and work-integrated learning in connection with research, business and industry. A new Dining Hall will allow for meal plan students from existing and new residences to take advantage of informal mentoring opportunities in an “all you care to eat” facility at the heart of campus, along with specific programs to support wellbeing and healthy living. The overall project will demonstrate mass timber construction with high supply chain integration and efficient site construction.

Drawing on our unique geographic perspective and inter-disciplinary approach to research, development, and educational program delivery, the Innovation Centre will:

- Be a catalyst for industrial partnerships that drive research, innovation and commercialization of processes and technologies that are environmentally sustainable and enhance global competitiveness while providing educational and training opportunities for coding and digital skills development to Canadian youth;
- Be a leader in applied research and teaching in civil and environmental engineering for changing northern climates and ecosystems, prepare future engineers for the emerging low-carbon, green economy and climate change, and meet the current shortfall and high forecasted demand for engineers in northern BC;
- Explore how resource-dependent communities in northern British Columbia and around the world can adapt to globalization and changing economic and environmental conditions.

Key Risks

Project Risk(s)	Proposed Mitigation Strategy
Multi-use building with multiple funding sources	Concerted effort to coordinate the design and ensure all funding partners’ needs are met
Tall wood and mass timber construction using prefabricated elements is still an emerging field in BC	Detailed supply chain planning and Building Information Modelling (BIM) to ensure components arrive just in time for short duration construction. BIM will also lower the long term costs of maintaining the building

Options Considered

One and two bedroom suites were considered, but are too low of density to be cost-effective to construct, nor does it provide an advantage to first and second year student retention.

Current Situation

This would be a new building on vacant land adjacent to existing buildings. Current Student Housing is one style (4-room suites) with consistent wait lists during the past 5 (non-COVID) years. Efforts are underway to integrate Housing programming more closely with Student Services on main campus, with a focus on first year experience and retention.

Dedicated space for Indigenous students within and connected to Housing is desired, along with opportunities to increase programs such as Elder in Residence. As work integrated learning matures at UNBC, space for students to innovate alongside business and industry leaders, as well as connect research to communities of practice is essential.

The work of Continuing Studies in upskilling and reskilling also requires additional space, which could be programmed flexibly to optimize space use. Finally, the existing Dining Hall is capable of supporting existing meal plan students, but could not reasonably support the needs of a new Housing development.

The existing Agora Dining Hall would be repurposed as an open access learning commons, with retail food services for Housing residents and commuters.

Strategic Alignment

Institution Priorities		
<p>A signature building that champions Indigenization, sustainability and mass timber construction, and connection to community fits UNBC's vision to be Canada's leading destination University, supports our identity as Canada's Green University, and models our signature areas such as Indigenous priorities and Northern Community Sustainability and Development. The 2019 Campus Master Plan identified the proposed location as a key spot for enhancing the community and culture of the campus.</p>		
Government Priorities: Post-Secondary & Skills Training		
<p>The project aligns with the province's goals to:</p> <ul style="list-style-type: none"> Transformative Learning and Student Experience: The plan supports transformative learning environments and improves the overall student experience, both of which are central to the province's vision for post-secondary education. Sustainability and Modernization: The project includes passive house construction standards to reduce greenhouse gas emissions and resource use, aligning with provincial sustainability goals. Indigenous Engagement: The planning process includes consultation with Indigenous partners, supporting the government's commitment to reconciliation and inclusive education. <p>The project supports several provincial initiatives related to education and skills training:</p> <ul style="list-style-type: none"> Student Housing Expansion: The project addresses the acute shortage of student housing; a priority identified by the provincial government and supports the government's aim to ensure students can focus on their studies rather than being burdened by unaffordable or inaccessible housing. StrongerBC: Future Ready Action Plan: This initiative focuses on making education and training more accessible, affordable, and responsive to labour market needs. The plan specifically calls for investments in student housing and expanded training opportunities. Equity and Access: The project's inclusive approach supports government efforts to broaden participation in post-secondary education and support reconciliation. <p>The mixed-use building will advance these initiatives by:</p> <ul style="list-style-type: none"> Reducing Barriers: Affordable, on-campus housing reduces financial and logistical barriers for students, particularly those from rural, remote, or equity-seeking backgrounds, helping to diversify our communities. Supporting Workforce Development: The additional housing supports students in programs aligned with provincial labour market needs, such as health care expansion and STEM, ensuring a steady pipeline of qualified graduates. Enhancing Student Success: Improved housing and campus facilities contribute to better student retention, academic success, and overall well-being, which are essential for meeting the province's economic and social goals. 		
Environmental, Social, Governance Framework for Capital (ESGFC)		
<ul style="list-style-type: none"> CleanBC: <ul style="list-style-type: none"> As a passive house project this building will use 90% less heat than existing buildings on campus, and will be heated by the Bioenergy facility to further reduce greenhouse gas emissions. Childcare: N/A Mass Timber: <ul style="list-style-type: none"> Mass timber passive house construction will result in lower life cycle costs and GHG emissions. Fast site works will lower overall construction costs. 		
Indigenous Reconciliation (<i>Declaration Act</i>)		
<p>Existing supports for Indigenous students will be enhanced through purpose build housing and social space.</p> <p>Flexible space for work integrated learning and training/skills development programs will enhance existing academic programs and provide connections for students to research and communities of practice.</p>		
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution

\$112.75 M	\$110 M	\$2.75 M
<p>Cost Estimate: Notional</p> <p>Capital Funding Assumptions: N/A</p> <p>Operating Funding Assumptions: Annual operating costs will be cost recovery for the housing and food services portions of the project, new funding sought from government for the operations of the academic programs. The funding for the First Nations Centre will be maintained through internal operating budgets.</p> <p>Institution/Partner Contribution: UNBC would invest \$2.75M into the project over the project timeline.</p>		
Project Schedule		
Target Business Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2028	April 2030	August 2033
<p>Key Timing Assumptions: To be determined as project plan is further developed.</p>		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	Routine Capital	2 of 7	Public Safety / Security
Project Title				
Campus Accessibility Improvement Program				
Brief Project Description				
Multi-year construction program to support campus accessibility improvements				
Project Definition				
Project Scope				
Installation of auto openers on existing doors to improve accessibility on campus. Scope includes 65 washroom doors and 40 building exterior doors. Includes 4 push buttons per door, and exterior envelope restoration as required for exterior doors.				
Project Objectives				
<p>Problem/Opportunity: Access barriers within the existing campus buildings pose a challenge for members of the campus community.</p> <p>Project Objectives: In response to the Accessible BC Act, the UNBC Accessibility Plan aims to reduce accessibility barriers and challenges.</p>				
Key Risks				
Project Risk(s)		Proposed Mitigation Strategy		
Shifting priorities for accessibility upgrades		Frequent coordination with Accessibility Committee		
Options Considered				
This initiative will continue beyond door access phase and will seek grants, internal funding and other sources to improve campus accessibility.				
Current Situation				
Campus accessibility is based on building code from time of construction. Each building has at least one accessible exterior access equipped with an auto operator to assist those with reduced mobility. Many washrooms have barrier free entrance, but some buildings include washrooms with doors equipped with auto closures.				

Strategic Alignment		
Institution Priorities		Government Priorities
Increasing access to education is a key priority, and is coupled with decreasing physical barriers		Accessible BC Act
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$ 4.5 M	\$ 4.5 M	\$0.00
<p>Cost Estimate: Class D estimate completed in 2024 by UNBC Facilities.</p> <p>Capital Funding Assumptions: Assumes that most of the installation is contracted out, rather than relying on in-house crews being available to complete this work.</p> <p>Operating Funding Assumptions: Operational funding will be redirected to support he ongoing maintenance and refurbishment of this additional campus infrastructure.</p> <p>Institution/Partner Contributions: None.</p>		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2026	May 2026	Oct 2035
<p>Key Timing Assumptions: Project will proceed with design and planning in the first year, followed by implementation over several years to distribute the access impediments of construction.</p>		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	Routine Capital	3 of 7	Other
Project Title				
Roofing Replacements				
Brief Project Description				
Roofing renewals for main campus buildings				
Project Definition				
Project Scope				
Replacement of roofs on existing original campus buildings. Roofing condition assessment was completed and identified priority order for replacements.				
2026	Agora Wintergarden North	\$650,000		
2027	Conference Centre	\$650,000		
2028	CJMH Building	\$600,000		
2029	Power Plant	\$275,000		
2030	Teaching Lab	\$675,000		
2031	Medical Building	\$475,000		
Project Objectives				
Problem/Opportunity: Roofs on original campus buildings have reached the point that they require either a complete re-roof or substantial refurbishment				
Project Objectives: Replace roofs based on prioritized need as part of a multiple year initiative				
Key Risks				
Project Risk(s)			Proposed Mitigation Strategy	
Availability of skilled trades – only two RCABC qualified roofing contractors in this market			Post procurement documentation early so that contractors load their summer schedule with this project	
Options Considered				
Individual roof areas can be incorporated into existing Routine Capital funding but will take many years to complete all required areas. There are efficiencies in handling several areas in a single season and the work can stay ahead of roof failures.				

Current Situation		
<ul style="list-style-type: none">Original campus roofs consist of SBS, some green roof and standing seam metal roofs.		
Strategic Alignment		
Institution Priorities		Government Priorities
Maintenance of existing facilities		N/A
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$ 3.325 M	\$ 3.325 M	\$ 0
<p>Cost Estimate: Costs prepared by roofing consultant in 2023</p> <p>Capital Funding Assumptions: Each roof has been estimated as a stand-alone project, so any combination of them could be bundled together.</p> <p>Operating Funding Assumptions: No impact on operating costs</p> <p>Institution/Partner Contribution: None.</p>		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2026	June 2026	October 2031
<p>Key Timing Assumptions: Due to need to procure in advance of the construction season, approval for work in each year is required by December of the prior year.</p>		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	Routine Capital	4 of 7	Other
Project Title				
Climate Risk Mitigation Program				
Brief Project Description				
Risk Mitigation Program including Student Housing A/C, infrastructure upgrades, and exterior building sprinkler system/storm water detention pond pumps study.				
Project Definition				
Project Scope				
<ul style="list-style-type: none"> - Research Lab EnerPHit Upgrade <ul style="list-style-type: none"> o \$30,000,000 o Full envelope and ventilation upgrade, targeting EnerPHit standard. - Cooling System for Housing Buildings <ul style="list-style-type: none"> o \$2,500,000 o Design and installation of a new system to cool the existing housing buildings during the summer. - QRRR Access Road Upgrade <ul style="list-style-type: none"> o \$1,000,000 o Upgrade the existing road to mitigate landslide risk. The road is currently at risk of a slide, which would block off access to the site. - Cooling Tower Replacement <ul style="list-style-type: none"> o \$1,000,000 o Replacement of the existing cooling tower that is nearing end of life. - Server Room UPS Upgrades <ul style="list-style-type: none"> o \$500,000 o Replacement of critical UPS equipment and batteries that are at end of life in the server room. - District Cooling Optimization <ul style="list-style-type: none"> o \$500,000 o Optimization of plant side district cooling system, including variable speed pumps and control optimization. - Energy Storage Project <ul style="list-style-type: none"> o \$500,000 o Potentially paired with new solar generation and demand-side management, this would entail the installation of an energy storage system for use in case of emergencies or peak load reduction. - QRRR Diesel Generator Replacement <ul style="list-style-type: none"> o \$300,000 o Replacement of diesel generator system that is at end of life. - Bioenergy Plant Magnetic Separation System <ul style="list-style-type: none"> o \$250,000 				

- Install new magnetic separation system to remove harmful metal objects from the fuel feed and prevent them from damaging process equipment and causing unexpected outages.
- Research Lab Basement Ventilation Upgrade
 - \$200,000
 - Upgrade ventilation systems in basement lab areas.
- Essential Power for Housing
 - \$150,000
 - Design and install essential power to the existing Housing buildings.
- Study for Exterior Building Sprinkler System
 - \$150,000
 - Conduct study to investigate best approach for fire risk mitigation using a temporary or permanent exterior building sprinkler system. This would include investigating the use a new pumping system for supplying water from the storm water detention ponds in the event that there is no water supply from the city.
- Terrace Campus Controls Upgrade
 - \$75,000
 - Upgrade outdated and discontinued building system controls architecture with new parts and wiring.

Project Objectives

Problem/Opportunity: With the increase in climate risks such as wildfire, there are various opportunities to improve aging campus infrastructure while helping to mitigate these risks.

Project Objectives: Mitigate climate risks and improve key campus infrastructure.

Key Risks

Project Risk(s)	Proposed Mitigation Strategy
Delays due to availability of skilled trades	Develop and post procurement documentation early so that contractors can load projects into their schedules earlier
Delays due to availability of equipment	Develop and post procurement documentation early so that equipment can be procured earlier

Options Considered

Projects could be integrated into larger building or site renewals; however, these will likely take many years to develop and complete, and are likely to be done one at a time. There is a timeline and cost benefit to tackling these upgrades separately.

If no actions are taken, key infrastructure will be more susceptible to climate risks.

Current Situation

Aging physical infrastructure, in most cases not renewed since original construction, and not designed for the increasingly severe climate risks.

Strategic Alignment

Institution Priorities	Government Priorities
Maintenance and improvement of existing facilities; climate risk mitigation.	Climate risk mitigation.

Project Budget (\$ millions)

Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$ 37.125 M	\$ 37.125 M	\$ 0
<p>Cost Estimate: Notional estimates in 2024.</p> <p>Capital Funding Assumptions: Each project has been estimated as a stand-alone project, so any combination of them could be bundled together. There may be other projects that could overlap and if already funded or in progress would partially reduce the funding requirement.</p> <p>Operating Funding Assumptions: A net reduction in operating and maintenance costs is expected due to newer and more efficient mechanical systems.</p> <p>Institution/Partner Contribution: None</p>		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2026	June 2026	April 2036
<p>Key Timing Assumptions: Each project will require varying levels of design and planning work ahead of construction. Larger and more complex projects may span multiple financial years.</p>		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	Routine Capital	5 of 7	Public Safety / Security
Project Title				
CCTV System Replacement				
Brief Project Description				
New CCTV system on main campus				
Project Definition				
Project Scope				
<p>Implement new CCTV system to support security personnel at the Prince George campus. Will include:</p> <ul style="list-style-type: none">- New networked cameras in fixed locations (entrances, retail establishments, research areas with accreditation requirements)- Data collection point on campus but all data stored in data cloud off site- Monitoring station in campus security office to permit surveillance of remote areas on campus- Interface and access protocols for retrieval of archived footage				
Project Objectives				
<p>Problem/Opportunity: Existing CCTV system is out of date and no longer functional. Local union is requesting CCTV to support the work of campus security officers in monitoring remote parts of the campus.</p> <p>Project Objectives: Procure and install a cloud-based security camera system that can be scaled as additional locations are identified.</p>				
Key Risks				
Project Risk(s)		Proposed Mitigation Strategy		
Privacy and security breach or unacceptable impact		Data security protocols, appropriate retention schedule		
Lack of skilled trades for both installation and maintenance		Procurement to focus on available workforce and inherent complexity of system		
Options Considered				
Existing system refurbishment was explored but is not viable due to age of equipment, need for local technician and limitations of original (1994) system design.				

Current Situation		
Cameras and data video recorders were installed in distributed locations on campus but most of them are no longer operational. Footage of security incidents is not available on request, despite visible presence of cameras. Security personnel are only able to monitor the area of campus that is within line of site of their location while conducting periodic patrols.		
Strategic Alignment		
Institution Priorities		Government Priorities
Providing a safe learning and working environment and equipping campus security with the tools to conduct their work		Preservation of assets and providing a safe environment
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$ 1.0 M	\$ 1.0 M	\$0
Cost Estimate: Notional estimate based on scope (number of cameras) at present. Deployment is scalable to meet available budget.		
Capital Funding Assumptions: N/A		
Operating Funding Assumptions: Operating costs (licensing and storage) will be covered within the existing operating budget of UNBC.		
Institution/Partner Contribution: None		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2026	June 2026	March 2027
Key Timing Assumptions: Timeline assumes qualified respondents to procurement.		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Identify location	Routine Capital	6 of 7	Other
Project Title				
Agora Renewal				
Brief Project Description				
Whole building renewal including: building envelope, HVAC efficiency upgrades and finishes				
Project Definition				
Project Scope				
This project will involve an evaluation, repair and upgrade to the mechanical and electrical systems, stabilization of concrete retaining walls, substantial roof repairs (green, BUR, concrete pavers, etc.), and architectural interior work including glazing, doors, accessibility upgrades and access control.				
Project Objectives				
<p>Problem/Opportunity: The building has been in service for 30 years and replacement requirements are increasing. There are synergies in addressing multiple items at one time, and an opportunity to mitigate carbon emissions and potential future climate impacts.</p> <p>Project Objectives: The primary objective of the project would be to repair and/or replace aging infrastructure prior to any further damage taking place. Several of the upgrades will also have energy savings opportunities.</p>				
Key Risks				
Project Risk(s)		Proposed Mitigation Strategy		
The project will need to be completed while the campus is operational		Close cooperation with the scheduling office, night work and swing spaces		
Renovation work has the potential to uncover unknown conditions		Exploratory checks during design and contingency budgeting		
Options Considered				
The only option available is to try to address small parts of this project with the yearly Routine Capital funding. Given the project management resources available and the volume of work required, this would take up to ten years to complete and is not a viable option.				
Current Situation				
<p>One of the original five campus buildings, the Agora was constructed in 1994 and contains Lecture Theatres, Main Entrances, Lobby, Offices and Food Services. It connects all the original buildings and behind all these services is the Utilidor that contains all the campus utility infrastructure.</p> <p>The exterior of the building includes cast-in-place concrete walls, stone and brick cladding finishing's and pre-cast concrete elements. The roof includes adhered built-up-roof with concrete interlocking pavers, metal roof assemblies and green roofs.</p> <p>With a high FCI (at 0.54), and being the heart of the campus, this building has been deemed the highest maintenance priority.</p>				

According to VFA there are \$31.9 million worth of requirements identified in the next five years.

The Agora will continue to serve as the heart and hub of campus – connecting most of the building while providing essential student services and classroom space.

Strategic Alignment

Institution Priorities

Sustainability and efficient provision of campus space are strategic university goals. Maintenance of key campus buildings is a central tenet of the campus master plan. Describe how the project aligns with government priorities investment in new training and employment opportunities

Improved building envelope and advanced heat recovery will enable low carbon electrification of the building heating systems.

Campus infrastructure services would be upgraded to current standards as part of the renewal.

Repairing and renewing the building at this stage in its life is more cost effective than deferring until catastrophic failures occur.

Provides high quality and safe learning environment.

Upgrades to HVAC, lighting, heat recovery and building envelope will be included to further reduce the emissions resulting from operating this building.

Government Priorities

The Agora hosts the First Nations Centre, which will be enhanced as it is included within the scope. Consultation for design and planning will include the staff and participants in the First Nations Centre, as well as the UNBC Office of Indigenous Initiatives. The main campus entrance will enhance the Elder's welcome area and aims to incorporate elements to increase the welcome for Indigenous members of our campus community.

Project Budget (\$ millions)

Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$ 31.75 M	\$ 31.75 M	\$0

Cost Estimate: Notional, based on VFA requirements as listed in 2024.

Capital Funding Assumptions: Assumes this project is funded as a stand-alone initiative. Campus accessibility, carbon emissions reduction and roof replacement projects would all overlap with this project and if already funded or in progress would partially reduce the funding requirement.

Operating Funding Assumptions: A net reduction in operating and maintenance costs is expected due to newer and more efficient mechanical systems.

Institution/Partner Contribution: None

Project Schedule

Target Approval Date	Target Start Date	Target Completion Date
April 2028	April 2030	August 2032

Key Timing Assumptions: A renovation of an existing building such as this requires significant design and planning work ahead of construction. The timeline is based on planning and exploratory investigation in the first year of funding and construction in the second.

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	Routine Capital	7 of 7	Sciences & Technology
Project Title				
Research Lab Renewal				
Brief Project Description				
Whole building renewal including: building envelope, HVAC efficiency upgrades and finishes				
Project Definition				
Project Scope				
This project will involve an evaluation, repair and upgrade to the mechanical and electrical systems, Fire Alarm system renewal, exhaust system renewal (fume hoods), substantial roof repairs (green, BUR, concrete pavers, etc.), and architectural interior work including glazing, doors, accessibility upgrades and access control.				
Project Objectives				
<p>Problem/Opportunity: The building is aging and many systems require replacement. This provides an opportunity to re-envision the thermal and energy functions of the building to simultaneously restore peak functionality and dramatically reduce greenhouse gas emissions. This project also includes the first functional planning exercise for this building since the adjacent Teaching Lab was built in 2002/2004 and the use of this original lab building changed.</p> <p>Project Objectives: The primary objective of the project would be to repair and/or replace aging infrastructure prior to any further damage taking place. A number of the upgrades will also have positive energy savings opportunities.</p>				
Key Risks				
Project Risk(s)		Proposed Mitigation Strategy		
Renovation work has the potential to uncover unknown conditions. Exploratory checks during design and contingency budgeting will reduce this to a manageable level.		The project will need to be competed while the campus is operational – close cooperation with the scheduling office, night work and swing spaces will be utilized to mitigate impacts.		
Options Considered				
The only option available is to try to address small parts of this project with the yearly Routine Capital funding. Given the project management resources available and the volume of work required, this would take up to ten years to complete and is not a viable option.				

Current Situation		
<p>One of the original five campus buildings, this building is a four-storey building with approximately 7,581 square meters of floor space. The “Research Lab” was originally built as the only lab on campus and housed, teaching labs, research labs and graduate space. This building is now used solely for Research and Graduate students and contains a variety of research labs, a greenhouse, an archaeology lab, DNA sequencing lab, loading bay, Chemical Stores, multiple specialized labs and substantial associated mechanical and electrical systems.</p> <p>With UNBC’s highest FCI (at 0.69) this building has been deemed a high maintenance priority.</p> <p>According to VFA there are \$34.4 million worth of requirements identified in the next five years.</p> <p>The Research Lab will continue to provide lab space for research and office space for faculty and graduate students</p>		
Strategic Alignment		
Institution Priorities	Government Priorities	
<p>Sustainability and efficient provision of campus space are strategic university goals. Maintenance of key campus buildings is a central tenet of the campus master plan.</p> <p>Repairing and renewing the building at this stage in its life is more cost effective than deferring until catastrophic failures occur.</p> <p>Improved building envelope and advanced heat recovery will enable low carbon electrification of the building heating systems.</p> <p>Campus infrastructure services would be upgraded to current standards as part of the renewal.</p> <p>Provides high quality and safe learning environment.</p>	<p>Indigenous engagement and consultation for this project will focus on enhancing the Indigenous welcome and sense of place through the interior finishes revitalization.</p>	
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$ 41.75 M	\$ 41.75 M	\$0
<p>Cost Estimate: Notional, based on VFA requirements as listed in 2024.</p> <p>Capital Funding Assumptions: Assumes this project is funded as a stand-alone initiative. Campus accessibility, carbon emissions reduction and roof replacement projects would all overlap with this project and if already funded or in progress would partially reduce the funding requirement.</p> <p>Operating Funding Assumptions: A net reduction in operating and maintenance costs is expected due to newer and more efficient mechanical systems.</p> <p>Institution/Partner Contribution: None</p>		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2028	April 2030	August 2032
<p>Key Timing Assumptions: A renovation of an existing building such as this requires significant design and planning work ahead of construction. The timeline is based on planning and exploratory investigation in the first year of funding and construction in the second.</p>		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	Carbon Neutral Capital Programs	1 of 1	Other
Project Title				
Campus Energy Upgrades Program				
Brief Project Description				
Campus Energy Upgrades Program including various energy efficiency and decarbonization projects.				
Project Definition				
Project Scope				
<ul style="list-style-type: none"> - Bioenergy Plant Revitalization <ul style="list-style-type: none"> o \$5,000,000 o Replacement/rebuild of key equipment such as gasifier and oxidizer. - District Heating Electrification Project <ul style="list-style-type: none"> o \$2,500,000 o Replace an existing boiler in central plant with heat pump system or electric boiler. - NSC Low Carbon Heating Conversion <ul style="list-style-type: none"> o \$2,000,000 o Convert existing gas heating systems to low carbon (electric) systems. - Research Lab Strobic System Conversion <ul style="list-style-type: none"> o \$1,500,000 o Convert to strobic exhaust system and potentially implement other advanced exhaust ventilation (e.g. Aircuity). - Teaching Lab Strobic System Optimization <ul style="list-style-type: none"> o \$750,000 o Implement improved exhaust system to reduce energy usage. - Kitchen Exhaust DCV and Heat Recovery <ul style="list-style-type: none"> o \$350,000 o Install demand-controlled kitchen exhaust fan with integrated sensors. Install heat recovery system for exhaust air. - QRRC Pumping Optimization <ul style="list-style-type: none"> o \$300,000 o Improve efficiency of existing pumping systems with piping and equipment modifications. - Cooling Coil Control Valve Replacement <ul style="list-style-type: none"> o \$250,000 o Complete replacement of aging three-way cooling coil control valves with new two-way valves to allow for variable speed pumping. - Bioenergy Plant Soot Blower System <ul style="list-style-type: none"> o \$250,000 o Install new soot blower system for Bioenergy Plant boiler to automatically clean tubes and prevent ash build-up. This will increase efficiency and reduce outages. 				

Project Objectives		
Problem/Opportunity: There are various opportunities to improve aging infrastructure that will lead to reduction in energy usage and GHG emissions.		
Project Objectives: Renew aging infrastructure, improve energy efficiency, and decrease GHG emissions.		
Key Risks		
Project Risk(s)	Proposed Mitigation Strategy	
Delays due to availability of skilled trades	Develop and post procurement documentation early so that contractors can load projects into their schedules earlier	
Delays due to availability of equipment	Develop and post procurement documentation early so that equipment can be procured earlier	
Options Considered		
Projects could be integrated into larger building renewals; however, these will likely take many years to develop and complete, and are likely to be done one at a time. There is a timeline and cost benefit to tackling these system upgrades separately from whole building renewals.		
Current Situation		
Aging inefficient physical infrastructure, in most cases not renewed since original construction.		
Strategic Alignment		
Institution Priorities	Government Priorities	
Maintenance and improvement of existing facilities; energy conservation; GHG emissions reduction.	Energy conservation; GHG emissions reduction.	
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$12.9	\$12.9	\$0.00
Cost Estimate: Notional estimates in 2024.		
Capital Funding Assumptions: Each project has been estimated as a stand-alone project, so any combination of them could be bundled together. There may be other projects that could overlap and if already funded or in progress would partially reduce the funding requirement.		
Operating Funding Assumptions: A net reduction in operating and maintenance costs is expected due to newer and more efficient mechanical systems.		
Institution/Partner Contribution: None.		
*Note: Provide a detailed project cashflow forecast in Attachment 3: Prioritized Proposed Projects		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
April 2026	May 2026	October 2032
Key Timing Assumptions: Each project will require varying levels of design and planning work ahead of construction. Larger and more complex projects may span multiple financial years.		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	All Campus Locations	Choose an item.	1 of 4	Other
Project Title				
UNBC Hybrid Classroom Initiative				
Brief Project Description				
Provide a concise high-level description of the project (50 words maximum).				
Project Definition				
Project Scope				
<p>Renewal and Replacement: Replace aging projectors, outdated screens, and other incompatible equipment with new projectors, projector screens, high-quality webcams, and ceiling microphones.</p> <p>Expansion: Implement these upgrades across all classrooms to ensure uniform technology access, supporting flexible and inclusive learning for students throughout Northern British Columbia.</p> <p>Program and FTE Support</p> <p>Programs Supported: All academic programs at UNBC will benefit from the upgraded learning environments, providing a consistent and modern educational experience across disciplines.</p> <p>FTE Support: This project will support the entire student population, ensuring that all students have access to high-quality, hybrid learning environments.</p> <p>The UNBC Hybrid Classroom Initiative will involve replacing outdated classroom equipment with advanced hybrid learning technologies, ensuring cost-efficient, high-quality learning experiences. This expansion will enhance UNBC's ability to reach more students across the north and provide greater flexibility in teaching and learning approaches for faculty.</p>				
Project Objectives				
<p>Problem/Opportunity: The current classroom technology at UNBC is outdated and incompatible with modern devices, hindering educational experiences. Upgrading to modern technology will enhance accessibility, especially for students in remote areas, and meet labor market demands for a well-educated workforce in these rural and remote areas.</p> <p>Project Objectives</p> <ol style="list-style-type: none"> 1. Modernize Technology: Replace aging projectors and screens with new projectors, screens, webcams, and ceiling microphones. 2. Enhance Accessibility: Provide hybrid learning options for remote and rural students. 3. Improve Learning Experience: Facilitate interactive and engaging learning environments. 4. Increase Enrollment: Attract more students with flexible learning options. 5. Support Faculty: Ensure consistent technology in all classrooms. 6. Cost Efficiency: Implement a cost-effective, high-quality solution. 				
Key Risks				
Project Risk(s)		Proposed Mitigation Strategy		
Potential lack of capacity at UNBC to install all required technology.		Subcontract some installations, carefully schedule to avoid resource constraints, augment staffing to include more deployment roles, and train staff for installation tasks.		
Risk of exceeding the allocated budget due to inflationary pressures.		Implement strict budget management, regularly review expenditures, and adjust plans to account for inflation.		
Students in remote areas may lack reliable internet connections.		Outside the use of satellite and cellular internet technologies. While the cost solutions like these are borne by students, it		

	significantly reduces the need for relocation (student housing) and associated expenses, providing overall cost savings.	
Regional Campus Plans are currently in flux.	There are several plans around regional campus expansion and improvements which may require reshuffling and re-prioritizing installation schedules depending on these campus changes. It was identified in the last semester that the regional campuses need more sophisticated capabilities than the standard low cost hybrid configuration, thus the cost per room in the campuses will be higher.	
Options Considered		
Status Quo (No Hybrid Delivery) <ul style="list-style-type: none">• Advantages: No immediate financial investment required, maintains current operations without disruption.• Disadvantages: Does not align with UNBC's strategic plan, limits accessibility for remote and rural students, misses opportunities to modernize and enhance learning experiences.		
Sophisticated Single-Purpose Rooms <ul style="list-style-type: none">• Advantages: High-quality, dedicated spaces for hybrid learning with advanced features.• Disadvantages: Creates scheduling problems and limited access, more complex and expensive than necessary, and restricts flexibility for faculty and students.		
Current Situation		
Number of FTEs and Programs Currently Accommodated: UNBC currently supports approximately 3,500 FTEs across various undergraduate and graduate programs. These programs span multiple disciplines, including arts, sciences, health, and engineering.		
Current Infrastructure Condition: The classroom infrastructure at UNBC is aging, with many projectors, screens, and other equipment nearing the end of their useful life. There is a need for significant upgrades and replacements to maintain functional and modern learning environments.		
Impact if Project Not Funded: <ul style="list-style-type: none">• Limited Accessibility: Students in remote and rural areas will continue to face barriers to accessing quality education.• Reduced Enrollment: Potential students may choose other institutions with more modern and flexible learning options.• Outdated Learning Environment: UNBC will struggle to provide a competitive and engaging educational experience.• Scheduling Challenges: The continued use of outdated single-purpose rooms will exacerbate scheduling difficulties and limit faculty flexibility.		
Strategic Alignment		
Institution Priorities		Government Priorities
Describe how the project aligns with institutional priorities (e.g., mission statement, master planning, etc.)		Describe alignment to key government priorities (as applicable).
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$3.3	\$0 (0.57 for 25/26)	\$3.3

Cost Estimate: These cost estimates are provided by our internal experts that plan, order, and install the technology. The estimates are very accurate and only deviate due to uncontrollable factors such as US exchange rates, or rapid technology changes.

Capital Funding Assumptions

Key assumptions include:

- The capital funding required for the project is based on formal cost estimates obtained recently.
- The orders for the necessary equipment are ready to be placed immediately, ensuring a swift start to the project.
- The total capital funding required is approximately an average of \$610,000 annually for the next five years.
- The timeline to complete all classrooms is greater than 5 years (7 years), as such the larger project will likely continue for 2 more years after this into 2032.

Operating Funding Assumptions

- The operating costs associated with the improved infrastructure will be supported by our existing resources that currently support classroom technologies.
- We will implement a self-service model to maintain efficient operations and eliminate the need for mobile video conferencing technologies that require setup and takedown for each lecture.
- Ensuring the technology is permanently available in classrooms will reduce barriers to use and support.

Institution/Partner Contribution: UNBC is committed to completing this with internal capital funding.

Project Schedule

Target Approval Date	Target Start Date	Target Completion Date
Jan 1, 2025	Mar 1, 2025	Jan 1, 2030

Project Timing Assumptions

1. **Approval Process:** Secure necessary approvals by January 1, 2025, to ensure timely commencement.
2. **Project Start:** Begin installations on March 1, 2025, following the approval.
3. **Phased Implementation:**
 - a. Phase 1 (2025): Pilot installations in select classrooms to test and refine the technology setup. Rooms 5-121, 5-122, 6-305, 6-306, 6-307, 8-362, 10-3034, 8-417, 8-420, 8-421, 8-424, and theatres 7-212 and 7-238.
 - b. Phase 2 (2026-2027): Expand installations to additional classrooms, incorporating feedback and improvements from Phase 1. Rooms 10-4034, 10-4044, 10-4072, 10-4520, 10-4588, 10-4560, WIDC 260.
 - c. Phase 3 (2027-2028): 3-1007, 3-1069, 3-1084, 5-123, 8-118, 8-127, 8-129, 10-2522, 10-4068
 - e. Phase 4 (2028 – 2029): 5-154, 5-158, 5-173, 5-175, 8-164, 8-166, 10-3518
 - f. Phase 5 (2029 – 2030): 5-153, 5-171, 5-174, 5-177, 5-178, 5-183, 5-184, 8-160, 8-161, Terrace 103/104
 - g. Phase 6 (2030 – 2031): Regional Expansion Phase 1
 - h. Phase 7 (2031 – 2032): Regional Expansion Phase 2
4. **Completion:** Finalize all installations and ensure full operational status by January 1, 2030.

These key milestones ensure a structured and manageable implementation process, allowing for continuous assessment and improvement throughout the project's duration.

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	All Location	IM/IT - Security & Privacy	1 of 2	Other
Project Title				
Core Network Security Refresh				
Brief Project Description				
UNBC's core network security platform is due for a refresh in 2027				
Project Definition				
Project Scope				
<p>UNBC's core network security devices are critical for protecting the network infrastructure relied upon by over 3,000 FTE students, 1,200 employees, and numerous community members and visitors. The current Palo Alto equipment, which went End-Of-Sale on August 31, 2023, will be supported until Summer 2028 per Palo Alto's End-Of-Life (EOL) policy. This project aims to replace the existing Palo Alto hardware with the latest generation from the same manufacturer by 2027.</p> <p>Renewal and Replacement Aspects</p> <ul style="list-style-type: none"> • Renewal: Upgrade to current-generation Palo Alto hardware to ensure continued protection and performance. • Replacement: Replace end-of-life Palo Alto equipment to maintain robust network security. <p>Expansion Aspects</p> <ul style="list-style-type: none"> • Consolidation and Optimization: Continue to leverage the benefits of Palo Alto's platform for optimized security operations. • Enhanced Security: Ensure ongoing security enhancements with new features and capabilities of the latest hardware. <p>Rationale for Staying with Palo Alto</p> <ul style="list-style-type: none"> • Substantial Training Investment: UNBC has heavily invested in training its technical staff on the Palo Alto platform. • Experience and Expertise: UNBC's technical staff have extensive experience with Palo Alto, ensuring smooth operation and management. • Vendor Support: Palo Alto has provided reliable support, contributing to the secure and efficient operation of UNBC's network. • Avoiding High Costs and Effort: Switching to a different vendor would require significant time and financial investment for evaluation, integration, and commissioning of a new platform 				
Project Objectives				

<p>Problem/Opportunity: UNBC's existing core network appliance is End-of-Life as of August 31 2028. It should be replaced before its End-of-Life, during a time of the year that is minimally disruptive to students and faculty.</p> <p>Project Objectives: Risk avoidance (running end of life network), Enhanced service capability (increased bandwidth)</p>	
Key Risks	
Project Risk(s)	Proposed Mitigation Strategy
Downtime During transition from Existing to new hardware	UNBC's architectural design is highly available; in addition, major cutover events will happen in the evening to further reduce the likelihood of observable network connectivity outages.
Compatibility Issues	This is unlikely because we plan on staying with the same vendor. It has been UNBC's experience that migrating between different models of hardware from the same vendor has been simple.
Options Considered	
<p>Option 1: Do Nothing</p> <ul style="list-style-type: none"> Advantages: No immediate financial investment required. Disadvantages: Not a viable option as it would be negligent to ignore the need for updating core network security appliances. Failure to upgrade would leave the network vulnerable to security breaches and compromise the protection of data for students, staff, faculty, and visitors. <p>Option 2: Migrate to a Different Vendor</p> <ul style="list-style-type: none"> Advantages: Potential for exploring newer technologies and features from other vendors. Disadvantages: This option significantly increases the complexity of the migration process, extending the project timeline from weeks to over a year. It requires substantial effort in qualifying, evaluating, integrating, and commissioning a new vendor's platform. Additionally, supporting the existing platform while learning a new one increases workload and risks improper configurations that could lead to security regressions. <p>Option 3: Upgrade to Current Generation Palo Alto Hardware (Proposed Solution)</p> <ul style="list-style-type: none"> Advantages: Ensures continuity and leverages the existing investment in training and expertise. The upgrade process will be straightforward, minimizing disruption and maintaining a high security posture with familiar technology. Vendor support remains consistent, reducing the risk of configuration errors and security issues. Disadvantages: Requires financial investment for the new hardware. <p>The proposed solution to upgrade to the current generation Palo Alto hardware provides the best balance of security, efficiency, and cost-effectiveness, aligning with UNBC's operational needs and strategic goals.</p>	
Current Situation	
<p>This project supports the entire UNBC student and employee community, along with all those that visit campus and connect to the digital infrastructure. The existing infrastructure, as already discussed is End of Sale with a End of Life approaching in 2028. While it is currently operational and meeting the needs, it is required to be replaced before it reaches its end of life from the vendor. Should this not be funded UNBC will need to shut down all campus networks.</p>	
Strategic Alignment	
Institution Priorities	Government Priorities

<p>Aligned with UNBC's Strategic Plan 2023 to 2028, this firewall replacement enhances our digital infrastructure, bolstering network security against modern threats and improving speed and capabilities for academic and research activities. The initiative supports over 3,000 students, faculty, and staff, ensuring a secure, resilient environment. It embodies 'En Cha Huná' by safeguarding the digital experiences of all individuals, fostering local solutions with global impact, empowering northern communities, and reinforcing inclusiveness, diversity, and integrity. This upgrade is essential for maintaining UNBC's competitiveness and readiness for future challenges.</p>		<p>The replacement of UNBC's network firewall aligns with the Government of British Columbia's priorities by enhancing cybersecurity, supporting educational excellence, driving innovation, preparing a skilled workforce, and strengthening Indigenous relations. This strategic upgrade not only helps to secure UNBC's digital environment but also reinforces the University's commitment to contributing positively to the Province's broader goals.</p>
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$1	\$.8	\$.2
<p>Level and Year of Cost Estimate: budgetary quote in progress – should have quote estimates by August 2024</p> <p>Capital Funding Assumptions: Capital costs are a portion of this project. Approximately 30%, all other costs are licensing, and UNBC finance department has indicated that licensing is not a capitalizable item</p> <p>Operating Funding Assumptions: This new hardware will be licensed similarly to existing hardware. The vendor controls the price, which has typically seen a 10% lift year over year. In addition, with the hardware being more performant it is expected that the price of the support will go up accordingly beyond just the standard amount for the first support time window.</p>		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
October 2026	May 2027	October 2027
<p>Key Timing Assumptions</p> <p>Approval / Budget availability by October 2026</p> <p>Hardware Order – November 2026</p> <p>Hardware Lead time – 10 weeks</p> <p>Installation – 2 weeks</p> <p>Integration – 16 weeks</p> <p>Testing – 4 weeks</p> <p>Commissioning – 4 weeks</p> <p>Cleanup – 2 weeks</p>		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	Prince George	IM/IT - Increased Delivery Demand	2 of 2	Other
Project Title				
Fibre Plant Upgrade Phase 3				
Brief Project Description				
UNBC ITS is working on updating its fibre infrastructure at the Prince George campus. This is phase three of the overall campus fibre plant upgrade.				
Project Definition				
Project Scope				
<p>This project aims to enhance the network reliability and performance by installing a diverse path fiber connection between two existing buildings at the UNBC Prince George campus. It will support the connectivity needs of 3,000 FTE students and 1,200 faculty and staff members, ensuring robust and uninterrupted network services.</p> <p>The scope includes:</p> <ul style="list-style-type: none"> Contractor Employment and Equipment Use: Engage contractors with specialized equipment to install buried conduit along a diverse path identified by network operations staff as critical for service path diversity. Initial Planning and Assessment: Collaborate with the Facilities Management department to determine optimal routes, ensuring the new path maintains appropriate distances from other utilities. Obtain necessary permits and approvals during the planning and design phase. By extending the RFP process completed in phase 1 of this project we are able to continue to leverage the work done, while ensuring that costs are optimized for UNBC. <p>By enhancing network redundancy and reliability, this project supports UNBC's commitment to providing robust and resilient network infrastructure, essential for academic, research, and administrative operations.</p>				
Project Objectives				
<p>Problem/Opportunity: This project is designed to reduce the network congestion and eliminate single points of failure.</p> <p>Project Objectives: ensuring diverse path, and expanded infrastructure capabilities will enable ITS to support current known needs and many of the growing future needs, even those that aren't well known today</p>				
Key Risks				
Project Risk(s)		Proposed Mitigation Strategy		
Lack of available funding		Modification of work scope, including temporary suspension		
Options Considered				

UNBC has considered the acceptance of the existing infrastructure While that is an option it severely limits what can be reasonably done by ITS and other departments who rely deeply on the on-campus links.		
Current Situation		
Phase three of this project supports the university as a whole, roughly 3000 students, 1000 staff faculty and admin. The current infrastructure is aging, and not able to support the next generation of needed speeds. Failure to progress this project forward will result in a lack of high speed connectivity to four of the buildings on campus.		
Strategic Alignment		
Institution Priorities	Government Priorities	
Installing upgraded fibre on campus aligns with UNBC's Strategic Plan 2023-2028 by ensuring robust, reliable digital infrastructure that supports our commitment to academic excellence, community engagement, and reconciliation with Indigenous Peoples. This initiative enhances our ability to facilitate cutting-edge research and experiential learning, reflecting our value of curiosity and innovation. It strengthens our digital resilience, essential for preparing for a rapidly changing future and addressing global challenges locally. Moreover, it underscores our dedication to inclusiveness and diversity by providing equitable access to digital resources, thereby fostering a more inclusive and accessible university community.	It enhances digital infrastructure development by expanding broadband access, crucial for education, healthcare, and economic growth. This investment also promotes innovation and technological advancement, attracting tech industries and supporting research institutions. Moreover, it contributes to sustainability goals by improving network resilience and reducing service disruptions. Enhanced connectivity fosters educational opportunities and community access to digital resources, aligning with the government's objectives for equitable social development and inclusive growth across the province.	
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$.25	\$.25	\$
This is a nominal estimate based on our experience with the established installation vendor from Phase 1 and Phase 2 in the past years as well as nominal costs increases for materials and labour. There are no operational funding demands for this once complete.		
Project Schedule		
Target Approval Date	Target Start Date	Target Completion Date
March 2026	July 2026	August 2026
Once approved, UNBC will use an established multi-phase multi-year RFP agreement to deliver this project. Lead time for materials is approximately 12 weeks, and can be installed in approximately 4 weeks.		

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT 5-Year Capital Plan (2026/27 – 2030/31)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
UNBC	All UNBC campuses	IM/IT - Security & Privacy	2 of 2	Other
Project Title				
WAN Hardware Refresh / Security Update				
Brief Project Description				
Refresh UNBC's WAN hardware to prepare for increased performance, as well as increased security demands coming for UNBC's campuses all over the North of BC				
Project Definition				
Project Scope				
<p>This project aims to upgrade the Wide Area Network (WAN) infrastructure for UNBC, supporting over 3,000 FTE students and 1,200 faculty and staff members. The scope includes the procurement, installation, configuration, and commissioning of new WAN hardware components. These upgrades are essential to meet the growing performance and security demands along with bandwidth requirements of academic, research, and administrative operations.</p> <p>Key aspects of the project include:</p> <ul style="list-style-type: none"> • Assessment: Evaluate current network capabilities to identify optimal hardware solutions. • Procurement and Installation: Acquire and install new WAN hardware to replace outdated components. • Configuration and Commissioning: Configure the new hardware and commission it for operational use. • Security Enhancements: Implement robust security measures to safeguard network integrity. • Testing and Integration: Conduct thorough testing and integration to ensure a seamless transition and minimal disruption to University services. • Operational Timing: Most changes will be made during spring/summer and outside typical work hours to reduce interruptions. <p>By enhancing our WAN infrastructure, this project supports UNBC's commitment to delivering high-quality education, facilitating advanced research activities, and effectively supporting the University's administrative functions.</p>				
Project Objectives				
<p>Problem/Opportunity: the existing WAN infrastructure, while functional, is not ready to support the projected demands for speed expected at remote sites spread throughout the northern part of the Province. UNBC's locations at Ft. St. John, Terrace, Quesnel, Pr. Rupert, and Likely (QRRR) sites are all seeing more activity in the last few years, with some sites getting additional investments to increase capabilities and research outputs.</p> <p>Project Objectives: This project will identify and leverage opportunities to adopt modern and agile next-generation network security approaches and equipment. This will enhance service delivery, and experience while not compromising on the integrity and security of the network and systems</p>				
Key Risks				

Project Risk(s)	Proposed Mitigation Strategy	
Disruption to Service	Evening and weekend work during critical stages. Planning and communication with the groups will ensure that this is minimized if not eliminated.	
Options Considered		
The existing infrastructure and design with a “castle and moat” architecture can continued to be used. This architecture can meet the needs as they exist, however as more systems are migrated to the cloud, and more systems take advantage of it will no longer meet the experience expectations of the staff, students, and faculty for UNBC that are not in Prince George.		
Current Situation		
This project will support any student, staff, and faculty member at any one of the campus locations that are not on-campus in Prince George. The existing infrastructure is functional but is not capable of increased performance that is projected to be demanded in 2027 and 2028.		
Strategic Alignment		
Institution Priorities	Government Priorities	
The WAN hardware refresh project at UNBC aligns strategically with the university's overarching goals as outlined in its Strategic Plan 2023 to 2028. By upgrading the Wide Area Network infrastructure, the project supports UNBC's commitment to fostering educational excellence and advancing research capabilities. This initiative directly contributes to cultivating a culture of curiosity and expanding experiential learning opportunities for students and faculty. Additionally, enhancing network capabilities strengthens UNBC's role in empowering northern communities by improving access to educational resources and supporting community-based research initiatives. Moreover, the project underscores UNBC's dedication to innovation and sustainability, enabling the university to lead positive change locally and globally. By ensuring robust network performance and operational efficiency, the WAN hardware refresh project reinforces UNBC's mission to provide a supportive learning environment and celebrate achievements across its campuses in northern British Columbia	The WAN hardware refresh project at UNBC closely aligns with the strategic priorities of the Government of British Columbia. By upgrading the university's Wide Area Network infrastructure, the project supports the province's commitment to advancing digital infrastructure development. This initiative enhances broadband access and reliability, crucial for supporting education, healthcare, and economic growth statewide. Furthermore, the project promotes innovation and technological advancement by enabling UNBC to foster research collaborations and attract tech industries. It contributes to enhancing educational opportunities and preparing a skilled workforce, aligning with provincial goals for education and workforce development. Moreover, by improving network resilience and promoting inclusivity, particularly in remote and underserved communities, the project supports community resilience and economic inclusivity objectives. Overall, the WAN hardware refresh project at UNBC plays a pivotal role in advancing British Columbia's strategic priorities for digital infrastructure, innovation, education, and economic sustainability	
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	Institution/Partner Contribution
\$.25	\$.2	\$.05

Cost Estimates: Estimates are projected off quotes delivered by UNBC's VARs through BCNet participation agreements. The costs are largely in hardware and licensing.

Capital Funding will cover the hardware acquisition cost, and lifetime license fees for the equipment.

Operational Funding will observe small increases based on increase performance of the hardware we expect a small increase in operational as we retire less powerful equipment that costs less for maintenance and support, with larger equipment resulting in an expected 7% increase in operational costs for this part of the infrastructure.

UNBC will contribute up to \$50K to this project for travel and associated costs for implementation and migration to the upgraded hardware

Project Schedule

Target Approval Date	Target Start Date	Target Completion Date
October 2026	January 2027	August 2027

Assumption – hardware lead time is 12 weeks or less

Assumption – each site will take two weeks to complete, but will only take on-site technical staff one evening worth of work. Most work can be completed at the central location (Prince George)

Local testing can be achieved before shipping/travel is booked

BRIEFING NOTE FOR:
UNBC BOARD OF GOVERNORS AND BOARD COMMITTEES

Subject:	New Master of Engineering degree program		
Audit & Risk Committee	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
Finance & Investment Committee	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
Governance & Human Resources Committee	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
UNBC Board of Governors	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
Submitted By:	<i>Office of the Provost</i>		
Please note other guests to be in attendance:			
Appendices:	<ol style="list-style-type: none"> 1. <i>Motion submitted to Senate Governance SCAAF202506.37, includes:</i> <ol style="list-style-type: none"> a. <i>New academic program proposal motion form</i> b. <i>Draft Stage 1 submission to Degree Quality Assessment Board for ministry approval. Assesses the need for a new degree program, and to evaluate how it complements other programs currently offered in the BC post-secondary education system.</i> c. <i>Library resource requirements and consultation form.</i> 2. <i>Budget form (for new degree level programs). Demonstrates at a high level the rationale for any budget requests or as to how budget is covered.</i> 		
Motion Number:	To be completed by Office of University Governance		

1.0 MOTION/DISCUSSION/RECOMMENDATION

That the new Master of Engineering degree program be approved as proposed (See *attached new academic program proposal motion form, and library resource requirements and consultation form, in motion SCAAF202506.37*).

2.0 BACKGROUND AND ANALYSIS

This proposed degree program is an essential part of the evolution of UNBC's School of Engineering. The School of Engineering was formed to deliver two new engineering undergraduate programs, civil and

environmental engineering which started in 2019, in conjunction with the joint UNBC/UBC environmental engineering program, which started in 2002. The School of Engineering also offers a Master of Engineering in Integrated Wood Design since 2015, and a Master of Applied Science in Engineering since 2022. A PhD proposal is currently under review by the Provincial Degree Quality Assessment Board, having been approved by the Minister to proceed from Stage 1 (demand analysis) to Stage 2 (quality assessment).

Offering a course-based program at the MEng level will help attract more students without the need to create additional courses, as several graduate-level courses are already offered for the Master of Engineering in Integrated Wood Design and for the several disciplines covered by the MASc. MEng students will be able to select from existing courses to tailor their program towards one engineering discipline. The course-based MEng can also serve as an alternative path for MASc students that decide or are forced to terminate their research projects.

3.0 ANTICIPATED FINANCIAL AND HUMAN RESOURCE IMPACTS:

UNBC will use the current staff and faculty complement and leverage existing resources and facilities to implement and operate the program. No additional budget funding is sought or required. MEng students will be able to select existing graduate-level courses to tailor their program according to specific interests.

In addition to existing academic support and student community infrastructure UNBC's library offers engineering-specific research guidance, and through annual contributions from the SoE to the library it is expected that a part-time subject specialized librarian position will further support the program.

Furthermore, students have access to well-equipped research and teaching laboratories (e.g. WIDC, NALS) that have been supported by the Canada Foundation for Innovation, BC Knowledge Development Fund, and other funders. External research funding comes from many sources, such as NSERC, CFI, and BC Knowledge Development Fund. The total amount of funding received by Engineering faculty is over \$2 Million annually for the last three years, with over 15 applications per year funded.

It is expected that this offering will help attract more engineering students to UNBC with no additional costs, as it broadens opportunities by leveraging existing resources.

(For additional information see attached budget form, providing a rationale for the nominal cost indications, and for the zero additional funding request.)

4.0 LENS OF RECONCILIATION:

The program supports UNBC's strategic priority to act on truth and reconciliation, as it will continue embracing existing knowledge when developing solutions for First Nations communities as part of our research projects. Indigenous content is incorporated through research and course projects that specifically address Indigenous issues, such as water security, and by First Nations consultation in projects that involve their traditional lands. We will continue collaborating with BC's First Nations communities, building on relationships developed during past projects such as: Water security with Lheidli T'enneh First Nation; Wastewater system upgrades for the Stellat'en First Nation community; An agrivoltaics system for the Osoyoos First Nation community.

5.0 OTHER CONSIDERATIONS:

The Master of Engineering is a course-based program designed for engineers wishing to upgrade their training. The aim is to expand the options available for advanced studies in engineering at UNBC, leveraging the breadth of knowledge areas recently established at UNBC with the consolidation of its School of Engineering. The goal is to educate and train graduates through relevant and applicable topics, to build careers in engineering companies, government agencies, NGOs, and academic and research organizations, and to build capacity for the advancement of healthy, productive, thriving communities in the North.

A generalist Master of Engineering program is not currently offered in northern BC. Introducing this program would align with the province's goal of expanding post-secondary opportunities in all regions. It would give northern BC residents access to graduate-level education in Civil and Environmental Engineering close to home, eliminating the need to relocate. This program would fulfill UNBC's commitment to equitable education, support BC's knowledge-based economy, drive regional development, enable research in engineering relevant to northern BC, and strengthen UNBC's research capacity, contributing to the training of researchers for a knowledge-driven society. Besides expanding access to graduate-level engineering education, the program aligns with UNBC's strategic priorities, helps build community partnerships and enhances faculty recruitment and retention. It would allow UNBC to elevate its community profile, and enhance partnerships with other institutions, industries, and communities.

Industry feedback to the proposal has been positive, with 8 local partners responding to our online consultation. They feel it is important to offer this new program and would hire its graduates as either staff members or consultants.

Offering this program in the North will fulfill a significant promise within UNBC's mandate to offer equitable educational opportunities to the people of northern BC. It will support BC's growing knowledge-based economy and act as an engine for development. Students will have the opportunity to pursue advanced training in areas of engineering relevant to northern BC and beyond. The program supports UNBC's mandate to expand programming aligned with high demand occupations and priority sectors. It will strengthen UNBC's presence among Engineering professionals, and students in the program will be trained to contribute to our increasingly knowledge-based society, which is a fundamental mission for UNBC.

Furthermore, the proposed program aligns directly both with UNBC's Academic Roadmap priority of 'Driving Strategic Enrolment Growth and Impact', by focusing on initiatives that will attract and retain UNBC students, and UNBC's Strategic Plan to 'Empower Northern Communities', by ensuring research and academic activity is reflective of the needs of people in the North.

- **NEXT STEPS:**

Following Board approval to proceed - Submission to DQAB for a Stage 1 review and consideration by the Minister for approval to implement (*See attached draft Stage 1 document using the standard template for submitting such proposals for peer review and DQAB consideration*).

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new Master of Engineering be approved as proposed.

A. General Information

Program Title: Master of Engineering

Program Objectives: Upon completion of the program, the student will have a blend of technical expertise, problem-solving skills, and professional competencies.

1. **Technical Expertise:** in-depth understanding of core concepts and practices within one engineering discipline (e.g., structural design, transportation, hydrotechnical, geotechnical, environmental); ability to apply engineering science and techniques to analyse, design, and optimize systems, components, or processes; proficiency in modern engineering tools, software, and techniques used in their field.
2. **Problem-Solving and Innovation:** ability to identify, formulate, and solve complex engineering problems using advanced methodologies; capacity to innovate and develop new solutions, methods, or technologies for emerging challenges in engineering.
3. **Research and Analytical Skills:** proficiency in collecting and analysing data to inform engineering decisions or research projects; ability to evaluate systems, designs, or methods critically and recommend improvements; experience with planning and executing projects, including project-based research or design.
4. **Professional Communication:** ability to produce clear and concise reports, technical documentation, or academic papers; skills to present ideas, designs, and findings effectively to technical and non-technical audiences; ability to work effectively in multidisciplinary teams, often across cultural or organizational boundaries.
5. **Leadership and Project Management:** capacity to lead engineering teams and manage large-scale projects, ensuring timely delivery and adherence to standards; understanding of financial and logistical considerations in engineering projects; commitment to ethical practices and adherence to professional standards in engineering work.
6. **Sustainability and Social Responsibility:** knowledge of how to incorporate environmental and sustainability considerations into engineering designs and processes; awareness of the societal, environmental, and economic implications of engineering decisions.
7. **Lifelong Learning:** ability to learn and adapt to new technologies, methodologies, and trends in the engineering field; commitment to ongoing education, certification, or licensure to maintain and expand expertise.

Credential upon Completion of the Program: Master of Engineering

Program Offering the Degree: School of Engineering

Proposed Start Date: September 2026

Suggested Institutional Priority: High.

This proposed degree program is an essential part of the evolution of UNBC's School of Engineering. The School of Engineering was formed to deliver two new engineering undergraduate programs, civil and environmental engineering which started in 2019, in conjunction with the joint UNBC/UBC environmental engineering program, which started in 2002. The School of Engineering also offers a Master of Engineering in Integrated Wood Design since 2015, and a Master of Applied Science in Engineering since 2022. A PhD proposal is currently under review by the Provincial Degree Quality Assurance Board, having been approved to proceed to Stage 2.

Offering a course-based program at the MEng level will help attract more students without the need to create additional courses, as several graduate-level courses are already offered for the Master of Engineering in Integrated Wood Design and for the several disciplines covered by the MASc. MEng students will be able to select from existing courses to tailor their program towards one engineering discipline. The course-based MEng can also serve as an alternative path for MASc students that decide or are forced to terminate their research projects.

Relationship of Proposed Program to the Mandate of the Institution: The focus of the engineering faculty on sustainable construction, sustainable wastewater treatment, distributed systems, sustainable management of infrastructure, and remediation of contaminated soils is in direct alignment with UNBC's core mission and vision of being in the north and for the north and Canada's Green University. The MEng program will focus on the design of solution for local problems that can also be applied globally.

Implications for the Co-operative Education Option: A co-op option will be offered to MEng students but will not be mandatory.

Specialties within Program: Civil Engineering and Environmental Engineering

Related Programs at Other Institutions in BC: UBC offers MEng programs in Geological Eng, Mining Eng, Biomedical Eng., Civil Eng., Mechanical Eng., Mechatronics Design, Electrical and Computer Eng., Chemical and Biological Eng., Naval Architecture and Marine Eng., and Clean Energy. UVic offers MEng programs in Biomedical Engineering, Electrical and Computer Science Engineering, Mechanical Engineering, Industrial Ecology, Applied Data Science, and Building Envelopes and Structures. SFU offers MEng programs in Sustainable Energy Engineering, Smart Manufacturing and Systems, and Engineering Science.

Relation to Existing Programs: The MEng program will rely on the courses currently offered for the MASc in Engineering and the MEng in Integrated Wood Design. The proposed Master of Engineering program will share resources with the existing graduate programs in the School of Engineering, viz., the MASc in Engineering, the MEng in Integrated Wood Design, and the upcoming PhD in Engineering.

Articulation Arrangement: There are no articulation arrangements.

Consultations with Other Institutions: Consultations will be held prior to submitting the stage 1 review document to DQuAB.

B. Program Description

General Calendar Description: The Master of Engineering at UNBC is a course-based graduate program that allows engineering graduates to specialize in specific topics of Civil Engineering and Environmental Engineering.

More specifically, the objective of the Master of Engineering program is to prepare its graduates for leadership roles in industry or advanced technical positions.

Curriculum: The Master of Engineering is a course-based degree developed for students who wish to upgrade their competencies in specific areas of Civil Engineering and Environmental Engineering. The students will select courses according to their objectives and are required to obtain 30 CH to conclude the program.

The following courses will be available for selection:

ENGR 606-3 Environmental Modelling
ENGR 621-3 Ecological Engineering and Design
ENGR 638-4 Rock Mechanics
ENGR 640- Advanced Structural Concrete Design
ENGR 641-3 Bridge Engineering
ENGR 700-3 Technical Writing
ENGR 798-3 Special Topics: Sustainable infrastructure
ENGR 616-3 Advanced Project Management
ENGR 658-3 Advanced Treatment Processes for Water and Wastewater
ENGR 672- Advanced Pavement Design
ENGR 798-3 Special Topics: Water Resources Engineering and Management
IENG 611-3 Introduction to Wood as a Building Material
IENG 613-3 Wood Design 1
IENG 614-3 Building Acoustics and Vibration
IENG 624-3 Envelope design
IENG 626-3 Sustainable Design 1
IENG 650-3 CAD/BIM
IENG 722-3 Project Design II
IENG 723-3 Wood Design 2
IENG 727-3 Wood Processing
IENG 729-3 Structural Dynamics and Seismic Design
IENG 738-3 Finite element analysis

Students will also be allowed to select up to two 400-level Engineering courses.

Students who do not hold a license to practice engineering in Canada or are not holders of an engineering degree awarded in Canada will be required to take ENGR 410-3 Professional Practice and Law.

C. Need for Program

This program is required to increase student attraction to the School of Engineering. A course-based MEng will also allow MSc in Engineering students an alternative path for degree completion.

Enrolment Projections:

Students will be admitted two times per year, in September and January. Enrolment is estimated at 10 students per year, evenly split between domestic and international, with no viable minimum, since students in the program will take courses that are already offered.

Cultural, Social and Economic Needs: Local professionals will have the opportunity to advance their skills in specific disciplines without the need to travel or relocate.

Labour Market Demands:

The program will equip graduates with the advanced knowledge and skills needed for related jobs (as identified in BC 2024 Labour Market Outlook: Engineering managers, and Civil Engineers) and practical projects. Businesses and employers in the engineering community will have the opportunity to utilize those skills in their projects through these workers. The province will benefit from higher productivity and better quality of service, as program graduates will be able to implement in industry the skills learned as part of their training.

A few examples of specific areas which would benefit are: construction (labour force management and wellbeing, development of new materials and techniques, sustainable buildings), environmental (energy efficiency, remediation, renewable energy, resource recovery from waste, waste management), geotechnical (ground stability), hydrotechnical (dam safety, flood management and prevention), municipal (water and wastewater systems), structural (wood construction, seismic resilience), transportation engineering (pavement resilience in cold regions)

Other Benefits:

The program will support societal and cultural values of protecting the environment and improving infrastructure through the dissemination of knowledge. The program is expected to improve the understanding and collaboration between communities and institutions to better utilize natural resources and provide essential infrastructure to society.

The proposed program is designed to promote the latest knowledge and advanced engineering technology. Consequently, this is expected to fulfill a demand for additional personnel in existing and new businesses to adapt to the new knowledge and technology. Program graduates will help Canada reach the goals established in Canada's Innovation and Skills Plan, as the advanced knowledge and skills gained by the graduates is applied in their professional activities. These skills will help BC meet some of the goals established in the StrongerBC for everyone – Future Ready Action Plan, contributing specifically to develop affordable housing alternatives and improving the resilience of our infrastructure to climate change. At the local government level, the School of Engineering is working with the City of Prince George to develop a digital twin of the city that will support the development and implementation of several improvements to the city's infrastructure. Engineering students at all levels, including the MEng, will participate in this project.

Other areas that are strategic to BC are mining and transportation. Engineering faculty and students currently work in projects to solve problems in the mining industry, such as water management, tailings stability, and tailings decommissioning. Transportation projects currently under development by Engineering faculty include enhancing pavement resilience in cold regions, reusing waste for road construction, and traffic management during natural disasters.

D. Faculty

Faculty list:

Ali, Faran
Branscomb, Richard
Cherian, Chinchu
Dziedzic, Mauricio
El-Hakim, Mohab
Garcia-Becerra, June
Gehloff, Maik
Helle, Steve
Iorhemen, Oliver
Iqbal, Asif
Kamali, Mohammad
Li, Jianbing

Linklater, Natalie
Raoufi, Mohammad
Roberts, Deborah
Sui, Jueyi
Tannert, Thomas
Thring, Ron
Tong, Fei
Wood-Adams, Paula
Zheng, Wenbo
Zhou, Jianhui

Expected Teaching Loads:

Teaching loads are not expected to be affected due to the proposed program, as students will enrol in courses that are already offered.

E. Program Delivery

The program will rely on existing courses.

Distance Learning Components:

All courses will be offered in-person.

Class Size and Structure:

Class size will typically be geared towards classes of 10-30 students.

Experiential Learning:

Most of the courses offered include design problems, thus including experiential learning component.

F. Program Resources

Administrative Requirements:

1. Some of the time of one Administrative Assistant for the School of Engineering will be required to support this program.
2. Resources in the Graduate Office will be required to process applications, admissions, maintenance, and graduation administrative processes.
3. Resources in the International office will be required since we predict that some of our students will be international.

Operating Requirements:

The School of Engineering will support all operational requirements for this program.

Capital Requirements:

There are no capital requirements from UNBC.

Start-up Costs:

There are no start-up costs associated with this program.

Special Resource Requirements:

There are no special resource requirements associated with this program.

G. Library Resource Requirements (See attached form)

H. Evaluation

Academic Quality of Program:

The academic quality of the MEng program will be evaluated using multiple methods.

1. Course feedback from students to professors.
2. Program feedback from students and professors in a yearly survey.
3. Collection and analysis of program outputs (student success in the employment market).

Methods of Internal Institutional Review:

We will follow the internal UNBC DQAB program review policy and procedure.

Relevant External Program Experts:

This is part of the internal DQAB review process.

I. Miscellaneous**Special Features:**

Attachment Pages (in addition to required Library Form): 11 pages

J. Authorization

SCCC Reviewed: March 11, 2025

Faculty: Science and Engineering

Faculty Council Motion Number(s): FSE FC 2025.03.25.15

Faculty Council Approval Date(s): March 25, 2025

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING**Brief Summary of Committee Debate:**

Motion No.: SCAAF 202506.37

Moved by: David Casperson

Seconded by: Ben Daniel

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2025
Date


Chair's Signature

For recommendation to ✓, or information of _____ Senate.

Program Overview – University of Northern British Columbia _ MEng in Engineering

- a) An overview of the organization's history, mission, and academic goals;

UNBC was envisioned as a University "in the North – for the North" and built to transform the quality of life in Northern B.C., the province, and beyond. The University was founded in 1990 and opened the doors of its Prince George Campus in 1994. It has grown significantly over the past 34 years to be an institution with over 16,000 graduates offering various types of programming on campuses throughout Northern B.C. In the spirit of its Carrier motto - 'En cha huna' - UNBC celebrates diversity and intends to reflect and foster the rich cultural diversity of Northern B.C. and its peoples. UNBC is committed to serving a vast region by building partnerships and by being innovative, resourceful, and responsive to student and community needs. In 2023 UNBC launched its 5-year Strategic Plan, 'Ready', defining our mission to, 'Ignite, Inspire. Lead Change', and to focus on four themes through which this can be achieved; *Cultivate Curiosity, Act on Truth & Reconciliation, Empower Northern Communities, and Foster Local Solutions for Global Impact.*

The *School of Engineering's* vision aligns directly with Ready, fostering disciplinary progress while exploring emerging areas of scholarship at interfaces between disciplines, providing unique insights into and solutions for global questions, and engaging in ways that are recognized internationally through contribution to the advancement of knowledge, and its value to rural and remote communities, citizens and industries.

- b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;

Credential: Master of Engineering / Level: Master's / Discipline: Engineering

- c) Location of where the proposed degree program will be offered;

University of Northern British Columbia, Prince George campus.

- d) Faculty or school(s) offering the proposed degree program;

School of Engineering, Faculty of Science & Engineering.

- e) Anticipated program start date;

September 2026.

- f) Anticipated completion time in years and semesters;

1 to 2 years (up to 5 Semesters).

- g) Expected number of students at launch and at steady state;

At launch: 10 / Steady state: 40

- h) A summary of the proposed program, including:

- Aims, goals, and/or objectives of the proposed program;

The Master of Engineering is a course-based program designed for engineers wishing to upgrade their training. The aim is to expand the options available for advanced studies in engineering at UNBC, leveraging the breadth of knowledge areas recently established at UNBC with the consolidation of its School of Engineering. The goal is to educate and train graduates through relevant and applicable topics, to build careers in engineering companies, government agencies, NGOs, and academic and research organizations, and to build capacity for the advancement of healthy, productive, thriving communities in the North.

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;

A generalist Master of Engineering program is not currently offered in northern BC. Introducing this program would align with the province's goal of expanding post-secondary opportunities in all regions. It would give northern BC residents access to graduate-level education in Civil and Environmental Engineering close to home, eliminating the need to relocate. This program would fulfill UNBC's commitment to equitable education, support BC's knowledge-based economy, drive regional development, enable research in engineering relevant to northern BC, and strengthen UNBC's research capacity, contributing to the training of researchers for a knowledge-driven society. Besides expanding access to graduate-level engineering education, the program aligns with UNBC's strategic priorities, helps build community partnerships and enhances faculty recruitment and retention. It would allow UNBC to elevate its community profile, and enhance partnerships with other institutions, industries, and communities.

- Linkages between the learning outcomes and the curriculum design and whether a work- integrated learning experience is required for degree completion;

Standard	Learning Outcomes	Curriculum Design
Depth and Breadth of Knowledge	<u>Depth of Knowledge</u> 1. Advanced Engineering Expertise <u>Breadth of Knowledge</u> 3. Interdisciplinary Engineering Applications 4. Global and Societal Impact 5. Systems Thinking 6. Engineering Policy and Standards	Depth of knowledge is achieved through advanced coursework on specific engineering topics. Breadth of knowledge is also through a student's being able to select courses in diverse topics and attending interdisciplinary seminars while enrolled in the program.
Knowledge of Methodologies	1. Critical Evaluation of Methodologies 2. Emerging Methodologies	Each advanced course will present different problem-solving methodologies as well as allow the students to become acquainted with the latest trends in engineering design.
Application of Knowledge	1. Problem-Solving Excellence 2. Knowledge Translation and Application	Most courses will be design-based and focus on solving real problems, therefore contributing to achieving these learning outcomes.
Communication Skills	Effectively communicate engineering concepts, methodologies, and design findings to diverse audiences, including technical experts, policymakers, and non-specialist public.	Delivery of seminars, course reports, as well as presentation to diverse audiences, both on and off-campus will be part of a student's activities during the program.
Awareness of Limits of Knowledge	Critical Evaluation of Engineering Knowledge: Critically assess current literature and identify limitations.	Each course will present the limits of current knowledge in the discipline and build awareness of limitations and current research trends to expand the limits of knowledge in the specific topic.
Professional Capacity/ Autonomy	<u>Professional Capacity</u> 1. Leadership in Engineering Practice 2. Application of Engineering Knowledge 3. Professional Collaboration 4. Knowledge Mobilization <u>Autonomy</u> 1. Independent Leadership 2. Ethical Decision-Making 3. Responsibility and Accountability 4. Continual Professional Development	Master of Engineering students will gain professional capacity and autonomy by developing independent solutions to real problems by applying the knowledge gained from each course and using state-of-the art methods and tools.

Work-integrated learning experience is not required for degree completion but may be part of a student's path when a course project includes close collaboration with industry. The program has been structured to allow its graduates to

pursue diverse career pathways: industry, government, and consulting.

- Delivery methods (in-person, online, combination of in-person and online (provide ratio of each delivery method), or other (explain));

A range of in-person delivery methods will be utilized including classroom and laboratory instruction, group seminars, discussion groups, and industry collaboration. The program is essentially 100% in-person.

- Program strengths; and,

A broad selections of advanced engineering courses to choose from. Students will be encouraged to focus on one major area in Civil or Environmental Engineering, and select a few courses in another area to fulfill program requirements and broaden their expertise; Course projects focused on societal and economic issues relevant for Northern communities with solutions that can also be applied globally; Strong experiential learning, as most of our courses involve laboratory and/or field components; Exposure to disciplinary and interdisciplinary environments, as students from different areas will learn about each other's projects in diverse opportunities, such as interdisciplinary seminars and institutional events showcasing their work.

- Classification of Instructional Program (CIP) Code (minimum 4-digit; 6-digit preferred).

14.0101 Engineering, general

i) Name, title, phone number, and e-mail address of the institutional contact person if more information is required.

Dr. Deborah Roberts, Dean, Faculty of Science and Engineering, Deborah.Roberts@unbc.ca, 250 960 5205

Prof. Mauricio Dziedzic, Chair, School of Engineering, Mauricio.Dziedzic@unbc.ca, 250 960 5114

Standard 1 Benefits to Students

The institution must demonstrate that the proposed degree will provide benefits to students.

Criterion Question	Institution Response
Who is the targeted student population?	Direct graduates from Bachelor of Applied Science, especially from Civil and Environmental disciplines, both domestic and international, and also industry professionals looking to advance their education.
What specific need is there for the proposed program and how will it benefit the targeted student population?	<p><u>Specific need:</u></p> <p>This program meets the needs of northern BC students, in the provision for the first time of regionally local access to dedicated advanced level engineering training opportunities.</p> <p>This proposed program directly fulfils the need identified at the provincial level for advanced skills in Civil Engineering and Environmental Engineering in Canada, as highlighted in the Government of Canada job outlook, and applicable to BASc, MASc and PhD graduates. The program broadens the scope of graduate instruction available to Advanced Wood Engineering, Cold Regions Engineering, Environmental Engineering, Environmental Remediation, Geotechnical Engineering, Hydrotechnical Engineering, Structural Engineering, Transportation Engineering.</p> <p>At UNBC, the program meets the needs of an expanding School of Engineering faculty, and the specific needs of students currently graduating from UNBC's Bachelor of Applied Sciences programs with little option for continued studies at UNBC.</p> <p><u>Benefit to students:</u></p> <p>The students will directly benefit by being able to continue their professional training in Civil Engineering and Environmental Engineering at UNBC, rather than having to seek opportunities far away from the region.</p> <p>Furthermore, a Master's degree is often required for engineers in consulting and research jobs to advance their careers. Students in this program will graduate with the qualities and skills needed for employment requiring the ability to make informed judgements on complex issues in specialist fields, and innovate in tackling and solving problems, in line with degree level standards.</p>
Will the proposed program provide specific benefits to Indigenous students in BC's post-secondary system and/or at your institution? If so, describe.	UNBC's connection to Indigenous communities and focused student supports will help attract Indigenous students to the proposed program, thereby creating more opportunities in advanced studies for Indigenous people. UNBC's First Nations Centre offers a wide variety of programs, services, and activities that help to improve educational outcomes for Indigenous students, create awareness and understanding of Indigenous perspectives and worldviews, and celebrate Indigenous culture. Engineering faculty will continue engaging with Indigenous communities to explore research topics that are relevant and valuable to these communities and may also help attract Indigenous students to the proposed program.

Will the proposed program specifically benefit those traditionally underserved and underrepresented students in BC's post-secondary system and/or at your institution? If so, describe.	UNBC has been striving to promote equity, diversity and inclusion in all its programs. Program students will be asked to consider all impacts of their research, including social, economic, and environmental, when they propose solutions to design problems posed in course work, and in all communications of their results. Awareness of these impacts can lead to designing solutions that promote EDI. UNBC programs have a lower tuition fee for domestic students than other programs in the province, and the students would also avoid the cost of moving away from the region to attend other universities.
What specific opportunities are available to program graduates for further study, and at which institutions? If the expectation is that the degree is terminal, state that is the case. Provide evidence of discussions with other post-secondary institutions with regard to advanced degree opportunities in an appendix.	At UNBC, MEng graduates would be able to do further studies at the Master of Applied Science in Engineering, a thesis-based program, and at the PhD in Engineering currently pending approval for implementation. In other Higher Education Institutions, MEng graduates would also be able to continue their studies at MASc thesis-based and PhD programs, such as those offered at the University of British Columbia, University of Victoria, and Simon Fraser University, in British Columbia. They would also be able to continue their studies at these levels at other universities in Canada and abroad. <i>Correspondence is included in an appendix for Standard 1</i>
What is the anticipated tuition fee for the program by year and by credit/unit? Include both proposed domestic and international tuition.	The expected tuition fee should align with that currently practiced for UNBC's Master of Engineering in Integrated Wood Design, i.e., \$512.00 and \$716.80 per credit hour for domestic and international students, respectively. This corresponds to full costs of \$16,896.00 and \$23,645.00, respectively.
What are the tuition fees for similar programs at this degree level at other post-secondary institutions in the province? If the tuition fee is higher than fees for similar programs in BC, what is the rationale for the higher rate and what actions will the institution take to mitigate student tuition costs?	Domestic and <u>international</u> students fees: UBC: \$20,000- \$30,000 / year UVic: \$19,485 - \$27,060 / year SFU: \$8,430 - \$27,154 / year

Standard 2 System Coordination and Program Duplication

The institution must establish that the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.

A. System Context

Use the table below to list all similar degree programs at the same level at other private and public post-secondary institutions in BC. (Add as many lines as required.)

Institution offering similar program	Name of degree program	How the proposed program differs
University of British Columbia, Vancouver	Master of Engineering in: Geological Eng, Mining Eng, Biomedical Eng., Civil Eng., Mechanical Eng., Mechatronics	There is some overlap in the coverage of the proposed program with the MEng in Civil Engineering and in Clean Energy. UNBC courses will focus on northern issues and

	Design, Electrical and Computer Eng., Chemical and Biological Eng., Naval Architecture and Marine Eng., Clean Energy	cover specific areas not currently emphasized at UBC, such as river ice hydraulics, pavement engineering, oil spills, and first nations water security.
University of Victoria	Master of Engineering in: Biomedical Engineering, Electrical and Computer Science Engineering, Mechanical Engineering, Industrial Ecology, Applied Data Science, Building Envelopes and Structures	The disciplines covered are different.
Simon Fraser University	Master of Engineering in: Sustainable Energy Engineering, Smart Manufacturing and Systems, Engineering Science	The disciplines covered are different.

B. Consultation with Other BC Post-Secondary Institutions

For each institution in the preceding list that offers a similar program at the same level, summarize the form of consultation that occurred with that institution and materials used, and briefly describe the institution's feedback. (Add as many lines as required.)

Name, position, and institution of person consulted	Method of consultation and materials used	Feedback and applicant's response
Dr. James Olson, Dean of Engineering, University of British Columbia	Contact by email, SCAAf approved motion will be shared.	UBC indicated ...
Dr. Mina Hoorfar, Dean, Faculty of Engineering & Computer Science, University of Victoria	Contact by email, SCAAf approved motion will be shared.	UVic indicated ...
Dr. Eugene Fiume, Dean, Faculty of Applied Sciences, Simon Fraser University	Contact by email, SCAAf approved motion will be shared.	SFU stated that ...

C. Rationale for Duplication

If programs with similar learning objectives are currently available in the region or online within the province, what is the specific rationale for establishing another program?

No similar program is available in northern British Columbia or online within the province.

D. Collaboration

Describe how the institution will collaborate and/or share resources with other institutions offering related programs, including articulation and laddering agreements. Provide resource sharing agreements and articulating and laddering agreements in the appendix.

The current collaborations with UBC, UVic, and SFU establish the goodwill necessary to pursue future collaborations that will evolve organically once interests arise about each other's course offerings to be pursued by students under the Western Deans agreement. These collaborations may then lead to formal agreements.

Standard 3 Social and Economic Benefits

The institution must demonstrate that the proposed program will serve the economic and social needs of British Columbians.

A. Social and Economic Benefits

Criterion Question	Institution Response
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<p>What social and economic benefits would the program offer the community, region, or province?</p>	<p>The program will support societal and cultural values of protecting the environment and improving infrastructure through the dissemination of knowledge. The program is expected to improve the understanding and collaboration between communities and institutions to better utilize natural resources and provide essential infrastructure to society.</p> <p>The program will equip graduates with the advanced knowledge and skills needed for related jobs (as identified in BC 2024 Labour Market Outlook: Engineering managers, Civil Engineers, and post-secondary researchers, teachers, and instructors), and practical projects. Businesses and employers in the engineering community will have the opportunity to utilize those skills in their projects through these workers. The province will benefit from higher productivity and better quality of service, as program graduates will be able to implement in industry the skills learned as part of their training.</p> <p>A few examples of specific areas which would benefit are: construction (labour force management and wellbeing, development of new materials and techniques, sustainable buildings), environmental (energy efficiency, remediation, renewable energy, resource recovery from waste, waste management), geotechnical (ground stability), hydrotechnical (dam safety, flood management and prevention), municipal (water and wastewater systems), structural (wood construction, seismic resilience), transportation engineering (pavement resilience in cold regions).</p>
<p>Reference specific government and community initiatives, plans, and priorities that the proposed program supports.</p>	<p>The proposed program is designed to promote the latest knowledge and advanced engineering technology. Consequently, this is expected to fulfill a demand for additional personnel in existing and new businesses to adapt to the new knowledge and technology. Program graduates will help Canada reach the goals established in Canada's Innovation and Skills Plan, as the advanced knowledge and skills gained by the graduates is applied in their professional activities. These skills will help BC meet some of the goals established in the StrongerBC for everyone – Future Ready Action Plan, contributing specifically to develop affordable housing alternatives and improving the resilience of our infrastructure to climate change. At the local government level, the School of Engineering is working with the City of Prince George to develop a digital twin of the city that will support the development and implementation of several improvements to the city's infrastructure. Engineering students at all levels, including the MEng, will participate in this project.</p> <p>Other areas that are strategic to BC are mining and transportation. Engineering faculty and students currently work in projects to solve problems in the mining industry, such as water management, tailings stability, and tailings decommissioning. Transportation projects currently under development by Engineering faculty include enhancing pavement resilience in cold regions, reusing waste for road construction, and traffic management during natural disasters.</p>

What occupations are students most likely to seek or advance in immediately after graduating (limit to 2-3 occupations)? In an appendix, provide written correspondence from a number of potential employers supporting the proposed degree program, stating their organization's total staff numbers and how many of their current staff positions could be filled by program graduates.	<p><i>0016 Senior Managers</i> – Construction, transportation, production, and utilities which includes various senior leadership roles.</p> <p><i>0211 Engineering Managers</i> which includes engineering research and development directors, Engineering department managers and engineering managers.</p> <p><i>4012 Post-secondary teaching and research assistants</i>, which will be available to interested students once they are engaged in the program.</p> <p><i>Correspondence with potential employers is included in an appendix for Standard 3</i></p>
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B. Engagement with Indigenous Peoples

Criterion Question	Institution Response
What is the institution's plan to incorporate Indigenous content in the program?	The program supports UNBC's strategic priority to act on truth and reconciliation, as it will continue embracing existing knowledge when developing solutions for First Nations communities as part of our research projects. Indigenous content is incorporated through research projects that specifically address Indigenous issues, such as water security, and by First Nations consultation in projects that involve their traditional lands. We will continue collaborating with BC's First Nations communities, building on relationships developed during past projects such as: Water security with Lheidli T'enneh First Nation; Wastewater system upgrades for the Stellat'en First Nation community; An agrivoltaics system for the Osoyoos First Nation community.
How did the institution work on this application with local First Nations on whose territory the institution is located, and with other First Nations or Indigenous groups or experts?	<p>The <i>Lheidli T'enneh</i> are an Indigenous community of people in and around the city of Prince George, British Columbia. The consultation process involved reaching out by email to their educational coordinator to explain the scope of the proposed program and how it may affect the Lheidli T'enneh community.</p> <p>Additionally, the School of Engineering reached out to the <i>Stellat'en</i> and the <i>Osoyoos</i> First Nations, previous research project partners, via their respective websites, indicating our intent on submitting the current proposal, seeking their input, and a strengthened collaboration.</p> <p>No responses had been received at the time of submission.</p> <p><i>Correspondence is included in an appendix for Standard 3</i></p>

C. Engagement with Employers, Community Groups, and Professional Organizations

Criterion Question	Institution Response
Describe the engagement process with relevant employers, community organizations, professional bodies, and program advisory committees. Summarize the materials used and the feedback received from these groups, and state how the proposed program changed in response to feedback. Provide documented evidence of engagement in an	<p>An online survey was conducted and sent to the UNBC School of Engineering Industry Advisory Board members and other local practitioners. ?? responses were obtained from ?? different organizations. <i>The survey questions and full results are presented in an appendix for Standard 3.</i></p>

appendix.	
If the program is primarily relevant to public sector employment, describe the support the program has from government ministries or other public sector employers and explain how the proposed program changed in response to feedback. Provide documented evidence of engagement in an appendix.	Not applicable.
If the program relates to a regulated profession, summarize the feedback provided by the regulatory or licensing bodies and the responsible Ministry. Provide documented evidence of engagement in an appendix or state "Not Applicable".	Not applicable.

Standard 4 Institutional Resources

The institution must show it has access to sufficient resources to implement and sustain the program.

Criterion Question	Institution Response
Explain how the proposed program relates to the overall academic plan of the institution or advances the mandate of the institution.	<p>Offering this program in the North will fulfill a significant promise within UNBC's mandate to offer equitable educational opportunities to the people of northern BC. It will support BC's growing knowledge-based economy and act as an engine for development. Students will have the opportunity to pursue advanced training in areas of engineering relevant to northern BC and beyond. The program supports UNBC's mandate to expand programming aligned with high demand occupations and priority sectors. It will strengthen UNBC's presence among Engineering professionals, and students in the program will be trained to contribute to our increasingly knowledge-based society, which is a fundamental mission for UNBC.</p> <p>Furthermore, the proposed program aligns directly both with UNBC's Academic Roadmap priority of 'Driving Strategic Enrolment Growth and Impact', by focusing on initiatives that will attract and retain UNBC students, and UNBC's Strategic Plan to 'Empower Northern Communities', by ensuring research and academic activity is reflective of the needs of people in the North.</p>
Briefly summarize how well program areas related to the proposed program performed over the last four years and describe how successful performance was defined and measured.	<p>UNBC's School of Engineering (SoE) has grown considerably in the past four years due to the implementation of the new Civil Engineering and Environmental Engineering BASc programs. We went from 8 faculty members, originally in the Joint UNBC/UBC Environmental Engineering and Master of Engineering in Integrated Wood Design programs to 21 full-time faculty members.</p> <p>Our performance was defined and measured by program implementation, accreditation, and external program quality assurance review success. The undergraduate programs achieved full implementation and were accredited. The MASc was approved and implemented. A PhD proposal received internal approval and was submitted to DQAB. The SoE programs underwent an external quality</p>

	<p>assurance review and received strong praise. Student attraction has increased for the undergraduate programs after a challenging period following the COVID-19 pandemic. Outreach actions are being developed, and significant growth was seen in the 2024-25 intake, and further growth is expected for the next few years. The Master of Engineering in Integrated Wood Design has experienced fluctuations in student intake, reaching its lowest point in the 2024-25 cohort, as most admitted students applied to a deferral due to not obtaining a visa. Additionally, with the inception of our MASc in Engineering, some of the students have opted for the MASc instead of the MEng. Graduates from our BASc programs have had great success in finding jobs. This is observed first-hand with the senior students of our undergraduate programs, where most graduating students have job offers by the start of their senior year. The same holds true for our MEng and MASc graduates, and we expect that graduates from the proposed program will also be successful in finding jobs. Adding more options at the MEng level will strengthen the graduate programs in general by attracting more students to all graduate courses we already offer, providing a richer classroom environment and also helping create a better community of practice associate with each cohort.</p>
<p>If the proposed program builds on existing programs, how will the existing programs be affected?</p>	<p>The proposed Master of Engineering will enhance the existing programs of UNBC's School of Engineering by attracting professionals to our classrooms who can help enhance the discussions with their experience.</p> <p>This new program will offer students completing a BASc in Engineering the option to advance their training in specific areas. It will also strengthen collaborations between UNBC's engineering faculty and local businesses, fostering design projects that benefit both graduate students and the community.</p>
<p>Identify operation resources required to launch and maintain the program (e.g., faculty, staff, student services, capital equipment, classroom/laboratory space, learning resources), and explain how these needs will be met. Provide a budget.</p>	<p>UNBC will use the current staff and faculty complement and leverage existing resources and facilities to implement and operate the program. No additional budget funding is sought or required. MEng students will be able to select existing graduate-level courses to tailor their program according to specific interests.</p> <p>In addition to existing academic support and student community infrastructure UNBC's library offers engineering-specific research guidance, and through annual contributions from the SoE to the library it is expected that a part-time subject specialized librarian position will further support the program.</p> <p>Furthermore, students have access to well-equipped research and teaching laboratories (e.g. WIDC, NALS) that have been supported by the Canada Foundation for Innovation, BC Knowledge Development Fund, and other funders. External research funding comes from many sources, such as NSERC, CFI, and BC Knowledge Development Fund. The total amount of funding received by Engineering faculty is over \$2 Million annually for the last three years, with over 15 applications per year funded.</p>

Provide an enrolment plan for the program over the next four years, identifying projected number of students (full-time and part-time; domestic and international), minimum viable enrolment, and anticipated number of credentials to be awarded each year.

Students will be admitted two times per year, in September and January. Enrollment is estimated at 10 students per year, evenly split between domestic and international, with no set minimum viable enrolment number, since students in the program will take courses that are already offered.

DRAFT

Library Resource Requirements and Consultation Form
(to be submitted with SCAAF New Academic Program Proposal Motion Form)

(Please complete the sections highlighted in blue in the footer of this document)

Completing the Library Resource Requirements and Consultation Form is a critical step in ensuring that the Library can support the program through its resources, teaching, and services. The Library is committed to identifying existing and needed resources that support students in their educational journeys at UNBC.

This form must be submitted to the Library **21 days (3 weeks)** prior to SCAAF New Program Approval deadline.

NEW ACADEMIC PROGRAM PROPOSAL *(to be completed by Faculty Member/Chair/Dean)*

Name of proposed Program or degree: Master of Engineering

Anticipated start date of program: September 2026

Anticipated enrolment:

Are the SCAAF Program forms attached: x YES _____ NO

Please provide keywords associated with the discipline:

Engineering, Civil, Construction, Environmental, Hydraulic, Hydrotechnical, Geotechnical, Transportation, Pavement, Water Resources, Energy, Water, Wastewater, Waste, Soil, Structural, Building, Timber, Concrete, Steel, Materials

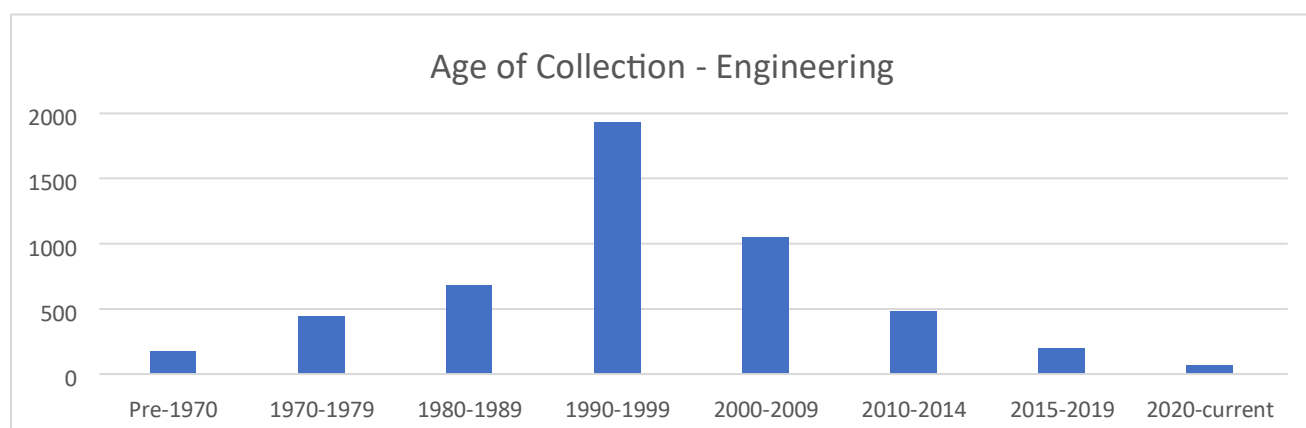
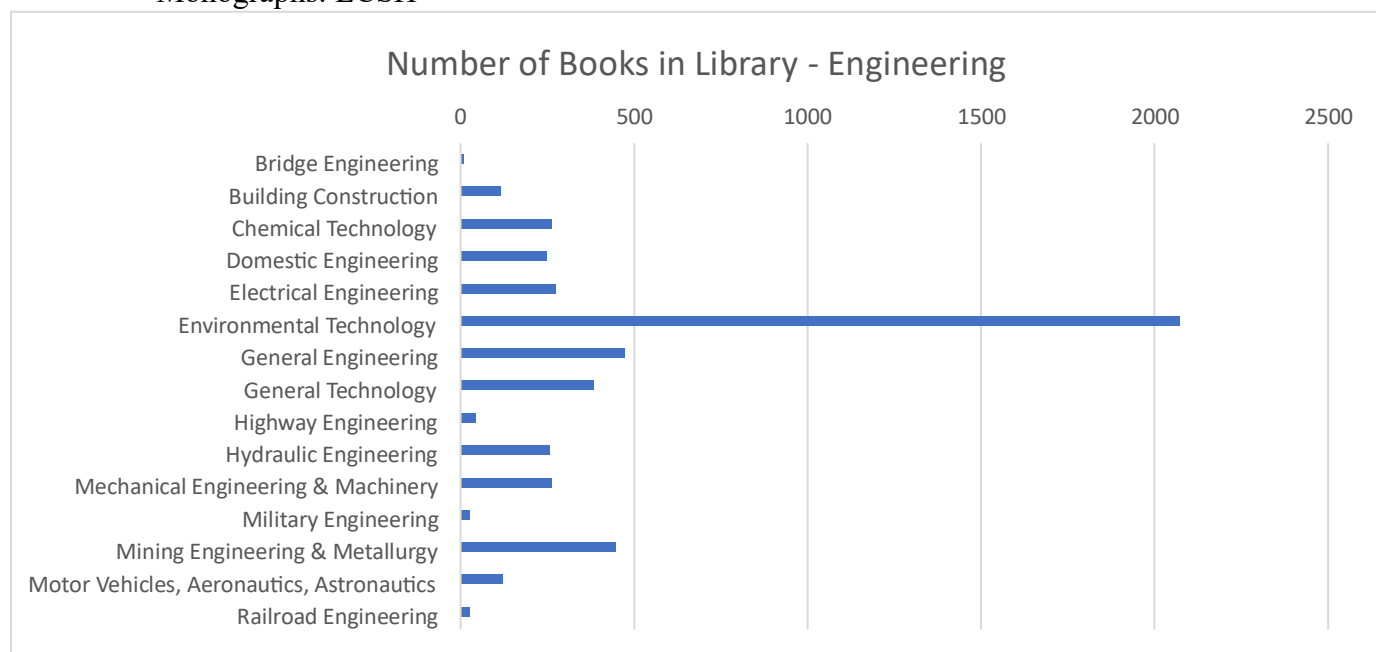
Library Resource Requirements *(to be completed by Librarians)*

Please describe the impact of the following Library service(s) or resource(s):

1. Collections:

- a) Required and/or recommended readings and course reserves.
- b) Depth of the collection in relevant areas.

- Monographs: LCSH



- Electronic resources (*Will the addition of this program impact the electronic resources required and licenses, ex. impact on simultaneous users, contract considerations:*
- Available Databases:

Name	Description	Cost
Academic Search Complete	A large multidisciplinary resource that includes the full text for most of the publications in its index	~\$31,000/yr
ASTM Compass	Access to standards published by the American Society for Testing and Materials	~\$12,000/yr

CSA Online	Standards developed by the Canadian Standards Association	~\$7500/yr
IEEE Xplore	IEEE journals and conference proceedings	~\$42,000/yr
Science Direct	Elsevier journals	~\$247,000/yr
SpringerLink	Springer journals	~\$102,000/yr
Web of Science	Current and retrospective bibliographic information, author abstracts, and cited references	~\$23,000/yr
Wiley Online Library	Wiley journals	~\$149,000/yr

It is possible that the IEEE Xplore subscription may increase by ~\$11,000/yr because of additional engineering usage. Our current subscription includes engineering content at significantly reduced costs due to negotiation related to our small number of students and low usage of that content. If our usage of engineering content increased significantly, IEEE would reach out to upwardly adjust our subscription based on standard costs for engineering content.

- Available online journals available by subject:
 - Engineering - General: 258 online journals
 - Civil Engineering: 396 online journals
 - Environmental Engineering: 226 online journals
 - Mechanical Engineering: 349 online journals
 - Hydraulic Engineering: 30 online journals
 - Transportation Engineering: 81 online journals
- UNBC's journal collection is adequate to support the proposed MENG program in the areas of civil and environmental engineering. According to JCR, UNBC has access to all the most highly cited journals in both civil and environmental engineering, mostly due to our ongoing subscriptions to ScienceDirect and IEEE.

Top highest impact journal in Civil Engineering (from JCR based on 2023 JIF)

Journal Title	UNBC Availability
Construction and Building Materials	1995-present
Journal of Hydrology	1997-present
Engineering Structures	1995-present
Energy and Buildings	1995-present
Building and Environment	1995-present
Ocean Engineering	1995-present

IEEE Transactions on Intelligent Transportation Systems	2000-present
Journal of Building Engineering	2015-present
Automation in Construction	1995-present
Thin-walled Structures	1995-present

Top highest impact journal in Environmental Engineering (from JCR based on 2023 JIF)

Journal Title	UNBC Availability
Chemical Engineering Journal	1997-present
Journal of Cleaner Production	1995-present
Environmental Science and Technology	1967-present
Journal of Hazardous Materials	1995-present
Applied Catalysis B-Environmental	1995-present
Water Research	1995-present
Journal of Environmental Chemical Engineering	2013-present
Building and Environment	1995-present
Waste Management	1995-present
Resources Conservation and Recycling	1995-present

- Are there discipline or subject specific resources (databases, software) required for pedagogical and/or accreditation purposes? Yes ____ No X

No additional subject specific resources are required for the proposed MENG program assuming the topics stay within our current resources. However, there are a couple of recommended resources if the Engineering program continues to expand and become more comprehensive.

○ If yes, provide name of resource(s) required and total cost:

- Compendex
 - Comprehensive engineering bibliographic index covering journal articles, technical reports, conference papers and proceedings. This is a standard resource in most institutions with comprehensive engineering programs. UNBC has not subscribed to it in the past due to the extreme cost and the fact that the current engineering programs are quite narrow in focus. If the Engineering program expands their offerings to become more comprehensive, this resource is highly recommended.
 - Ongoing annual cost: ~\$50,000/yr
 - One-time cost for backfile: ~\$33,000

- Techstreet or IHS Standards
 - An information management system for standards to build a collection of selected standards from selected organizations. UNBC has a subscription to CSA Standards, but there are many other international standards bodies (e.g., ISO, ASCE, etc.) Currently the Library has purchased requested standards (other than through CSA) on an as-requested basis. However, these are static (not updated) and usually in print. If the program desired expanded access to standards, a subscription to a standards management system is recommended.
 - Annual cost: unknown as this is dependent on number of publishers and standards

2. Human Resources:

a) Instruction (*i.e. research guide development, online tutorials, embedded instruction, tours, etc*):

Currently, the instruction support for the Engineering program is minimal with ~2-3 instruction sessions/year and a basic libguide. The MENG program is not expected to add to that as the program is using existing courses.

b) The level of expertise required to support the program (*please provide rationale*):

 X Generalist

 X Subject Specialist (*i.e. specific skills and/or knowledge are required to support the program*)

The majority of the existing library support work (ad hoc instruction sessions, purchasing resources as needed, providing Library- or research-related advice, etc.) to support the Engineering program is being done by a Generalist librarian who has competing priorities. The MENG and recent PhD proposal can be minimally accommodated within the current ad hoc support. However, if the Engineering program would like a more comprehensive bibliographic instruction program tied to curricular needs or there is an expectation that PhD students will do in-depth research projects, then additional subject specialist support will be needed. The School of Engineering has provided annual funding to help support the library and it is anticipated that the funding will be put toward a parttime subject specialized librarian position that can further support the program. The library is currently seeking further funding to ensure that this is a full-time position (with additional responsibilities) for recruitment purposes and to meet the growing needs of the library.

c) Reference assistance (*i.e. individual or group support, ongoing support*)

Reference assistance for the Engineering program is currently provided by the main Library reference desk. It is expected that this will continue with the proposed MENG.

3. Physical space (i.e. sufficient collaborative study space, individual study areas in the library, etc):

Students in the proposed MENG program will compete with other students for space in the Library. Group study and collaboration space is likely to be the most desirable.

4. Collaboration with other libraries or institutions (i.e. regional programs, distributed programs, libraries in the community, etc):

Unknown

5. Other (i.e. special equipment and/or software):

Unknown

Library's recommendation (check one option):

☒ Proposal has an impact on the Library and can be supported within the Library's current budget.

☐ Proposal cannot be supported without additional budgetary resources; see details above or appended.

☐ Proposal has no impact on the Library.



University Librarian (or designate) signature

June 3, 2025

Date

University of Northern British Columbia
Degree program: Master of Engineering
Budget prepared by: Dr. Maurizio Dziedzic, Chair, School of Engineering
Date of last revision: 13 August 2025

Table of Contents

UNBC New program budget – [for submission to Board] 1

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Cost Overview

Please provide a budget overview for the proposed program. This should include annual direct costs, estimated indirect costs, one-time expenditure (set-up costs, capital), any revenue projections, and an indication of funding sources.

General assumptions made in calculations should be listed. It is acknowledged some costs will be estimates or nominal values.

In preparing for submission to the UNBC governance approvals process, the Department Chair and/or Faculty Dean must engage with Provost's Office at degree.ga@unbc.ca to discuss potential budgetary implications. The Provost's Office can also provide advice on the completion of this template.

a) Complete the cost table (adapt cost items as necessary);

(CAD\$)	Guidance	One time start-up costs	Year N – At capacity
Annual direct costs			
- Salary*	See footnotes	0	0
- Non-salary	Sundries, equipment	0	0
Annual indirect costs			
- Average costs**	Year N = 50% of direct costs	0	500
Other			
- Capital assets	Year N = Maintenance costs	0	0
- External review/approval/accreditation		0	0
- Internal program review		0	500
- Library holdings		0	0
TOTAL BUDGET		0	1000
- Of which requires additional funding***		0	0

* For new programs not requesting additional funding or new salaried positions, and proposing to use existing UNBC resources, please nonetheless indicate the direct costs involved i.e. the costs of instruction, supervision, TA/SAs etc. This may include course development costs.

** Includes central operational costs (Recruitment, Academic Support, Library, ITS etc.)

***Additional funding components are those that cannot be financed from existing budget allocation to the program/department. List these below:

- Not applicable

b) List relevant assumptions used in calculating the above budget;

- No hires will be made, and no new courses created, as the program is based on existing courses that will be taught even if the program is not created. Any associated salary costs will be insignificant.
- A nominal cost of \$500 has been included here to acknowledge the administrative work generated by additional enrollment.
- A nominal cost of \$500 is listed for internal review, as such a review will be part of the regular UNBC degree program review through the School of Engineering/Office of the Provost.
- c) Where no additional funding is required, please provide a rationale for how the required instruction and other costs are accommodated;
- The program is based on existing courses.
- d) Where additional funding is required, please describe the expected funding source;
- No additional funding is required.
- e) Indicate expected enrollment projection, and tuition and fees revenue expectation;

(CAD\$)	Year 1	Year 2	Year 3	Year N (At capacity)
Tuition per student*	\$14,267.81	\$14,553.17	\$14,844.23	\$15,141.12
Enrollment	5	10	15	20
Other revenue**				

Tuition estimates are based on an average of 20 credits per year, assuming most students will spread the 30 credits over two years.

* If a tuition waiver is granted to students please indicate here, yes-or-no, and under what conditions:

- No.

** If other direct or indirect revenue is expected please describe the source:

- None.

f) Other comments;

-

Review

(for use by the Faculty Dean)

Please sign to indicate the above new program budget has been reviewed and is considered a reasonable estimate of expected costs and enrollment forecast.

a) Faculty Dean;

Faculty: Science and Engineering

Printed Name: Deborah Roberts

Date: August 13, 2025

Deborah Roberts

Signature:

BRIEFING NOTE FOR:

UNBC BOARD OF GOVERNORS AND BOARD COMMITTEES

Subject:	New Minor in Watershed Science and Management		
Audit & Risk Committee	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
Finance & Investment Committee	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
Governance & Human Resources Committee	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
UNBC Board of Governors	Meeting Date:	Purpose: <input type="checkbox"/> Information <input type="checkbox"/> Discussion <input type="checkbox"/> Seeking Direction <input type="checkbox"/> Approval	
Submitted By:	<i>Office of the Provost</i>		
Please note other guests to be in attendance:			
Appendices:	<ol style="list-style-type: none"> 1. <i>Motion submitted to Senate Governance SCAAF202506.20, includes:</i> <ol style="list-style-type: none"> a. <i>New academic program proposal motion form</i> b. <i>Library resource requirements and consultation form.</i> 2. <i>DQAB program proposal – New Minors require DQAB review and ministerial approval prior to implementation. This form is a required step in that process, whereby the proposal is presented for peer review on the ministry relevant webpages.</i> 		
Motion Number:	To be completed by Office of University Governance		

1.0 MOTION/DISCUSSION/RECOMMENDATION

That the new Minor in Watershed Science and Management be approved as proposed. (See attached new academic program proposal motion form, and library resource requirements and consultation form, in motion SCAAF202506.20).

2.0 BACKGROUND AND ANALYSIS

Offered by the Environmental Science program, the new minor can accompany any undergraduate major and be so indicated on transcripts.

The program objectives are to provide students with a holistic understanding of how watershed systems function and how they can be managed. Emphasis is given to hydrological and ecological processes in watersheds, and the policy and regulatory requirements for effective and meaningful management. The minor is aimed at students who wish to pursue careers in watershed management, or related fields, including those within provincial government, community organizations, First Nations, NGOs and consultant companies.

UNBC has great strength in research and existing courses in the study of watershed systems that crosses departments and faculties from perspectives in science, engineering, planning and health. The proposed minor will allow students interested in this important area to take a concentration of existing courses (plus one new course, ENSC 402 which replaces an existing course) and obtain a credential (minor) recognizing this.

3.0 ANTICIPATED FINANCIAL AND HUMAN RESOURCE IMPACTS:

The proposed minor will not require any additional resources. The proposed minor uses existing courses that are already being taught (except one new course that replaced an existing course). As this new Minor is not a full new degree program, no budget table is provided, and there is no notable financial impact of the proposed credential.

4.0 LENS OF RECONCILIATION:

It is expected that this minor will be of relevance and interest to First Nation students, as well as other students interested in the management of First Nations natural resources. It is the intention of instructors teaching the required Environmental Science core courses to integrate First Nations perspectives on watershed science and management into those courses, and the minor also includes a number of electives that emphasize First Nations perspectives.

5.0 OTHER CONSIDERATIONS:

The study of watershed science and management fits well within current and future institutional priorities as laid out in Ready: UNBC's Strategic Plan. It also fits soundly within the current and draft future strategic research plan by being highly relevant to the areas of climate action, sustainable environments, natural resources, northern and rural communities, health, society and science.

- **NEXT STEPS:**

Following Board approval to proceed - Submission to DQAB for a public peer review and consideration by the DQAB Secretariat / Minister for approval to implement (*See attached the draft program proposal using the standard template for submitting such proposals for peer review and DQAB consideration*).

Motion Number (assigned by
Steering Committee of Senate): SCAAF202506.20

SENATE COMMITTEE ON ACADEMIC AFFAIRS

NEW ACADEMIC PROGRAM PROPOSAL

Motion: That the new Minor in Watershed Science and Management be approved as proposed.

1. General Information

Program Title: Minor in Watershed Science and Management

Program Objectives: To provide students with a holistic understanding of how watershed systems function and how they can be managed. Emphasis is given to hydrological and ecological processes in watersheds, and the policy and regulatory requirements for effective and meaningful management. The minor is aimed at students who wish to pursue careers in watershed management, or related fields, including those within provincial government, community organizations, First Nations, NGOs and consultant companies.

Credential upon Completion of the Program: The new minor can accompany any undergraduate major and be so indicated on transcripts.

Program Offering the Degree: Environmental Science

Proposed Start Date: September 2025

Suggested Institutional Priority: High. UNBC has great strength in research and existing courses in the study of watershed systems that crosses departments and faculties from perspectives in science, engineering, planning and health. The proposed minor will allow students interested in this important area to take a concentration of existing courses (plus one new course, ENSC 402 which replaces an existing course) and obtain a credential (minor) recognizing this. The proposed minor will not require any additional resources.

Relationship of Proposed Program to the Mandate of the Institution: The study of watershed science and management fits well within current and future institutional priorities as laid out in Ready: UNBC's Strategic Plan. It also fits soundly within the current and draft future strategic research plan by being highly relevant to the areas of climate action, sustainable environments, natural resources, northern and rural communities, health, society and science.

Implications for the Cooperative Education Option: none

Specialties within Program: none

Related Programs at Other Institutions: we are not aware of any other Minors in Watershed Science and Management in BC.

Relation to Existing Programs: The BSc Major in Environmental Science requires that students select a minor, it is anticipated that this new minor will be a popular choice. It is also anticipated that the new minor will be popular among students enrolled in other majors, especially those in the Faculty of Environment, such as: Forest Ecology, Planning, Wildlife and Fisheries, Conservation Science and Management,

Geography, Outdoor Recreation, etc.

Articulation Arrangement: none

Consultations with Other Institutions: none

2. Program Description:

General Calendar Description:

Minor in Watershed Science and Management

The minor in Watershed Science and Management provides students with an opportunity to obtain a holistic understanding of how watershed systems function and how they can be managed. Emphasis is given to hydrological and ecological processes in watersheds, and the policy and regulatory requirements for effective and meaningful management. The minor is aimed at students who wish to pursue careers in watershed management, or related fields, including those within provincial government, community organizations, First Nations, NGOs, and consultant companies.

Students are required to take a minimum of 21 credit hours. Of these, 15 credit hours are required core courses and 6 credit hours are electives relevant to watershed science and management. The required core courses include 12 credit hours introducing ecology, physical science, policy, and Indigenous perspectives relevant to water, plus a 3-credit-hour capstone course. Students may use up to 6 credit hours of core courses and 3 credit hours of electives to meet the requirements of a major or another minor. **Note:** Some courses may be taught in alternate years; students should consider this when planning their course sequences.

Curriculum:

Required Courses

Lower-Division Requirement

BIOL 110-3 Introductory Ecology
or BIOL 201-3 Ecology*
ENSC 202-3 Introduction to Aquatic Systems
ENVS 230-3 Introduction to Environmental Policy
or NREM 101-3 Introduction to Natural Resources Management and Conservation

Upper-Division Requirement

GEOG 403-3 Indigenous Geographies of Climate Resilience
or NREM 303-3 Aboriginal Perspectives on Land and Resource Management
ENSC 402-3 Watershed Science and Management

Elective Courses

A minimum of 6 credit hours from the following list:

BIOL 302-3 Limnology
BIOL 402-3 Aquatic Plants*
BIOL 409-3 Conservation of Aquatic Ecosystems
BIOL 414-3 Fisheries Management*
ENGR 498-3 Special Topics (when offered as Water Resources Engineering and Management)* [will eventually be converted in a regular course and have its own code]
ENPL 401-3 Environmental Law

ENPL 409-4 Indigenous Planning Studio*
 ENSC 454-3 Snow and Ice
 ENSC 308-3 Northern Contaminated Environments
 ENVE 351-4 Groundwater Flow and Contaminant Transport*
 GEOG 310-3 Hydrology*
 GEOG 311-3 Drainage Basin Geomorphology*
 GEOG 315-3 Earth's Critical Zone*
 GEOG 405-3 Fluvial Geomorphology*
 GEOG 333-3 Geography Field School* (when offered as Methods and Techniques in Ecohydrology) can also include GEOG 498 for additional 3 credits
 HHSC 440-3 Special Topics in Health Sciences* (when offered as Indigenous Perspectives; the Power of Water)

*Students must ensure that all prerequisites are fulfilled prior to registering in any course.

3. Need for Program:

Enrolment Projections: 5-10 students per year

Cultural, Social and Economic Needs: Watershed science and management is a growing area with careers in watershed management, or related fields, including those within provincial government, community organizations, First Nations, NGOs and consultant companies.

Labour Market Demands: see above

Other Benefits: see above

4. Faculty:

Faculty list:

The proposed minor is made of existing courses (except its capstone course, ENSC 402 which replaces an existing course, NREM 410) that are part of current degrees and already taught. The required courses are currently taught by:

BIOL 110-3 Introductory Ecology [Caitlin Pitt, Faculty of Environment]
 OR *BIOL 201-3 Ecology [Jaimie Gorrell, ESM]
 ENSC 202-3 Introduction to Aquatic Systems [Siraj ul Islam, Environmental Science]
 ENVS 230-3 Introduction to Environmental Policy [Sinead Earley, School of Planning and Sustainability]
 OR NREM 101-3 Introduction to Natural Resources Management and Conservation [Zehra Zawawi, ESM]

 GEOG 403-3 Indigenous Geographies of Climate Resilience [TBA, Geography]
 OR NREM 303-3 Aboriginal Perspectives on Land and Resource Management [Scott Green, ESM]
 ENSC 402-3 Watershed Science and Management [Siraj ul Islam and Phil Owens, Environmental Science]

Expected Teaching Loads: not applicable, courses are taught under existing teaching loads or with existing sessional instructor resources as applicable.

Research Funding: not applicable, the area of Watershed Science and Management is a strong research area at UNBC across the Faculties of Environment, Science and Engineering, Health and Human Science.

5. Program Delivery:

Distance Learning Components: none

Class Size and Structure: as currently exists

Experiential Learning: many of the required and elective courses have strong experiential learning components.

4. Program Resources:

Administrative Requirements: the minor will be administered by the existing Environmental Science program in the Department of Geography, Earth, and Environmental Sciences. No new administrative requirements or support are needed.

Operating Requirements: as the minor is made up of existing courses (except ENSC 402 which is replacing NREM 410, an existing course) there are no additional or new operating requirements.

Capital Requirements: no additional capital requirements

Start-up Costs: no start-up costs

Special Resource Requirements: no special resource requirements

7. Library Resource Requirements: (See attached form)

8. Evaluation:

Academic Quality of Program: not applicable

Methods of Internal Institutional Review: not applicable

Relevant External Program Experts: not applicable

9. Miscellaneous:

Special Features: none

Attachment Pages (in addition to required Library Form): 0 pages

10. Authorization:

SCCC Reviewed: April 15, 2025

Program / Academic / Administrative Unit: Environmental Science

Faculty(ies): Faculty of Environment

Faculty Council Motion Number(s): FEFC 2025:05:08:14

Faculty Council Approval Date(s): May 8, 2025

Senate Committee on Indigenous Initiatives Motion Number: not applicable

Senate Committee on Indigenous Initiatives Meeting Date: not applicable

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF 202506.20

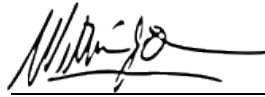
Moved by: Bill Owen

Seconded by: Allan Kranz

Committee Decision: CARRIED

Approved by SCAAF: June 12, 2025

Date



Chair's Signature

For recommendation to ✓, **or information of** _____ **Senate.**

Library Resource Requirements and Consultation Form
(to be submitted with SCAAF New Academic Program Proposal Motion Form)

Completing the Library Resource Requirements and Consultation Form is a critical step in ensuring that the Library can support the program through its resources, teaching, and services. The Library is committed to identifying existing and needed resources that support students in their educational journeys at UNBC.

This form must be submitted to the Library **21 days (3 weeks)** prior to SCAAF New Program Approval deadline.

NEW ACADEMIC PROGRAM PROPOSAL *(to be completed by Faculty Member/Chair/Dean)*

Name of proposed Program or degree: Minor in Watershed Science and Management

Anticipated start date of program: September 2025

Anticipated enrolment: 5-10

Are the SCAAF Program forms attached: ☒ YES ☐ NO

Please provide keywords associated with the discipline: watershed, aquatic science, management, planning, environment

Library Resource Requirements *(to be completed by Librarians)*

Please describe the impact of the following Library service(s) or resource(s):

This minor is comprised of courses that are already supported by the Library and can support the proposed additional 5-10 students enrolled in this minor.

1. Collections:

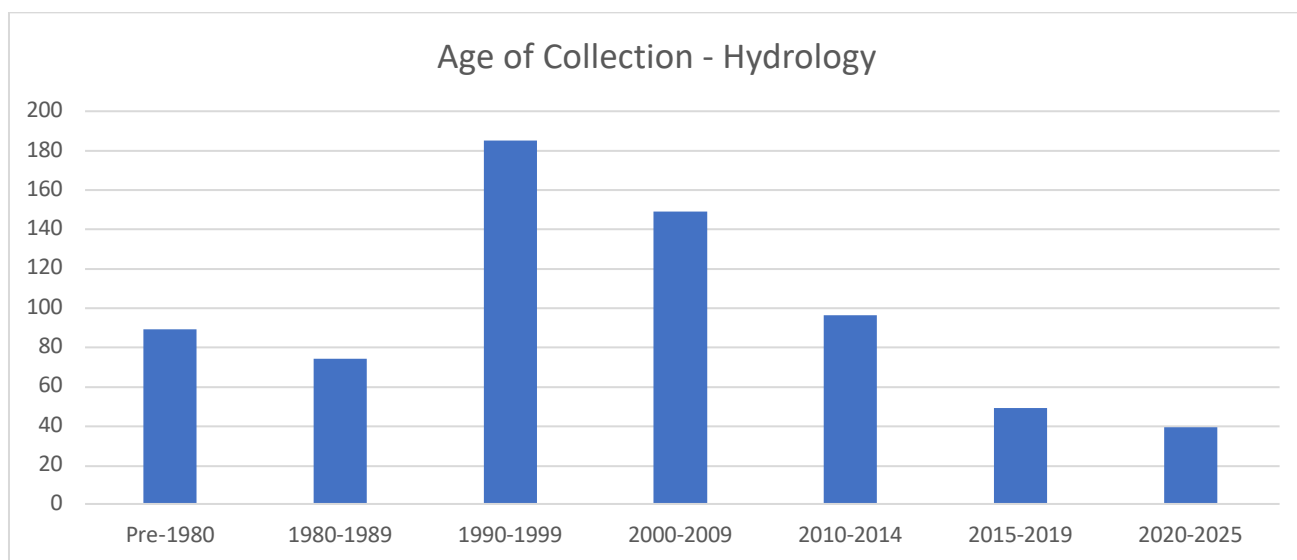
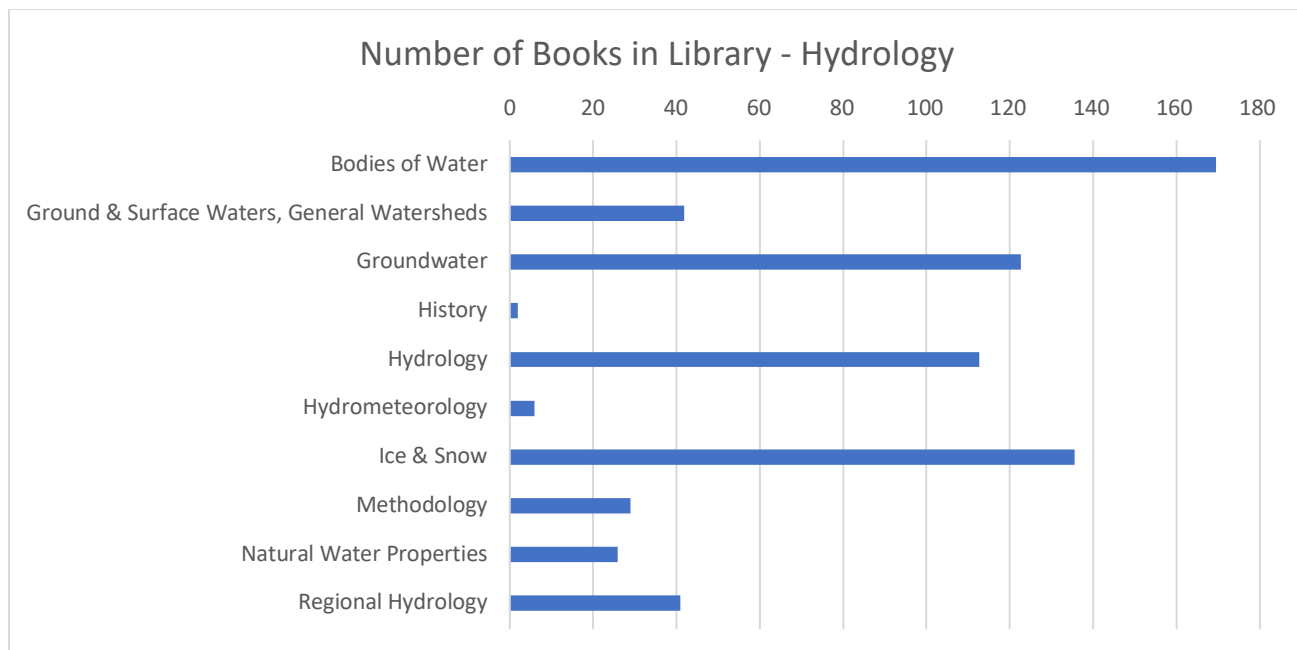
a) Required and/or recommended readings and course reserves.

Scientific articles from journals such as: *Environmental Science & Technology*, *Journal of Environmental Management*, *Nature*, *PLOS-Water*, *Science of the Total Environment*, *Water Resources Research*

Government and NGO watershed management and policy documents (e.g., BC Ministry of Water, Lands and Resource Stewardship, Environment and Climate Change Canada, Fraser Basin Council, Nechako Watershed Roundtable)

b) Depth of the collection in relevant areas.

- Monographs: LCSH



- Electronic resources (*Will the addition of this program impact the electronic resources required and licenses, ex. impact on simultaneous users, contract considerations:*)
- Available Databases:

Name	Description	Current Subscription Cost
Academic Search Complete	Large, multidisciplinary EBSCO database, covering a wide range of disciplines	~\$32,000/yr

BioOne Digital Library	Index covering topics in biology and environmental sciences	Publicly available
Gale Academic OneFile	Large, multidisciplinary Gale database	~\$2,600/yr
GreenFile	EBSCO database covering topics on the human impact on the environment	Publicly available
Nature Journals	Online platform for journals from Springer Nature. Full text access limited to titles UNBC subscribes to.	~\$25,000/yr
Science Direct	Information platform of scientific, technical, and medical research content from journals, books, series, and reference works published by Elsevier	~\$255,000/yr
Web of Science	Index of scholarly literature covering a wide range of topics. Includes current and retrospective bibliographic information, cited reference searching and bibliometric searching	~\$24,000/yr

- Available online journals available by subject: (from JCR based on 2023 JIF)

Journal Title	UNBC Availability
Water Research	1995-current
Npj Clean Water	OA 2018-current
International Soil and Water Conservation Research	OA 2013-current
Water Research X	OA 2018-current
Desalination	1995-current
Wiley Interdisciplinary Reviews Water	2014-current
Journal of Water Process Engineering	2014-current
Hydrology and Earth System Sciences	2012-current
Applied Water Science	OA 2011-current
Agricultural Water Management	1995-current (OA 2022-current)

- Are there discipline or subject specific resources (databases, software) required for pedagogical and/or accreditation purposes? Yes ____ No X
 - If yes, provide name of resource(s) required and total cost:

2. Human Resources:

a) Instruction (*i.e. research guide development, online tutorials, embedded instruction, tours, etc*):

Currently, there is good instruction support for the ENSC program, and thus this minor. This minor proposal is not expected to add any additional instruction sessions.

b) The level of expertise required to support the program (*please provide rationale*):

X Generalist

 Subject Specialist (*i.e. specific skills and/or knowledge are required to support the program*)

c) Reference assistance (*i.e. individual or group support, ongoing support*)

Reference assistance is currently provided by the main Library reference desk. It is expected that this will continue with this proposed minor.

3. Physical space (*i.e. sufficient collaborative study space, individual study areas in the library, etc*):

Students in the proposed program will compete with other students for space within the Library. Group study and collaboration space are likely to be the most desirable.

4. Collaboration with other libraries or institutions (*i.e. regional programs, distributed programs, libraries in the community, etc*):

unknown

5. Other (*i.e. special equipment and/or software*):

unknown

Library's recommendation (*check one option*):

 X Proposal has an impact on the Library and can be supported within the Library's current budget.

 Proposal cannot be supported without additional budgetary resources; see details above or appended.

 Proposal has no impact on the Library.



University Librarian (or designate) signature

March 31, 2025

Date

UNBC New minor program proposal– [for public peer review via PSIPS]

University of Northern British Columbia
Degree program: Minor in Watershed Science and Management
Date of last revision: 2025-08-19

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UNBC New minor program proposal– [for public peer review via PSIPS] 1

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Part 2 - Documentation used in the institution’s internal program approval process 4

Overview

UNBC has exempt status with the Ministry. An institution with exempt status has demonstrated that it has rigorous, ongoing program and institutional quality assessment processes, both internal and external. The *Exempt Status Criteria and Guidelines* provide that when an institution has been granted exempt status to a certain degree level, proposals submitted for new degree programs at or below that level are posted for public review and comment for 30 days. This includes new minors programs.

The program proposal consists of an executive summary and the documentation used in the internal program approval process (i.e., Senate motions).

Please submit any further requests for information to degree.ga@unbc.ca.

Part 1 - Executive Summary

The executive summary must present, in a succinct manner, the purpose of the proposal and a summary of the key objectives and outcomes of the proposed degree program. The following information must be provided:

- a) An overview of the organization's history, mission and academic goals;

UNBC was envisioned as a University "in the North – for the North" and built to transform the quality of life in Northern B.C., the province, and beyond. The University was founded in 1990 and opened the doors of its Prince George Campus in 1994. It has grown significantly over the past 34 years to be an institution with over 16,000 graduates offering various types of programming on campuses throughout Northern B.C. In the spirit of its Carrier motto - 'En cha huna' - UNBC celebrates diversity and intends to reflect and foster the rich cultural diversity of Northern B.C. and its peoples. UNBC is committed to serving a vast region by building partnerships and by being innovative, resourceful, and responsive to student and community needs.

In 2023 UNBC launched its 5-year [Strategic Plan](#), 'Ready', defining our mission to, 'Ignite, Inspire. Lead Change', and to focus on four themes through which this can be achieved; *Cultivate Curiosity, Act on Truth & Reconciliation, Empower Northern Communities, Foster Local Solutions for Global Impact.*

In 2025 UNBC launched its 6-year [Academic Plan](#), a 'Ready' Roadmap, addressing the following priorities:

- Driving Strategic Enrolment Growth and Impact
- Empowering Indigenous Voices & Knowledge at UNBC
- Transforming Curriculum and Pioneering Pedagogical Innovation
- Building a Bold and Inclusive Regional Strategy
- Expanding Global Impact through International Strategy
- Optimizing Resource Allocation for Maximum Academic Impact
- Empowering Lifelong Learning and Enhancing the Role of Continuing Studies
- Championing Faculty Excellence and Development

Focusing on these core commitments to students and the community will ensure UNBC continues to lead as an institution of academic and regional excellence.

The Environmental Science Program in the Department of Geography, Earth and Environmental Sciences vision aligns directly with all four themes of Ready.

- b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;

Minor in Watershed Science and Management. *[Note that a Minor is not a stand-alone credential, but is awarded in conjunction with an existing undergraduate Major]*

- c) Location of where the new degree program will be offered;

Primarily at the UNBC Prince George campus, since the majority of the required and elective courses in the minor are only available there.

- d) Faculty or school(s) offering the proposed new degree program;

Faculty of Environment; Department of Geography, Earth and Environmental Sciences; Environmental Science Program.

e) Anticipated program start date;
September 2026.

f) Anticipated completion time in years or semesters;

The minor is completed in conjunction with an existing undergraduate major. The normal completion time for a major is four years (8 semesters).

g) A summary of the proposed program, including:

- Aims, goals, and/or objectives of the proposed program;

The Minor in Watershed Science and Management provides students with an opportunity to obtain a holistic understanding of how watershed systems function and how they can be managed. Emphasis is given to hydrological and ecological processes in watersheds, and the policy and regulatory requirements for effective and meaningful management.

- Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;
The study of watershed science and management fits well within current and future institutional priorities as laid out in 'Ready', UNBC's Strategic Plan, aligning with UNBC's foundational goal to support fulfilling student learning journeys. It also fits soundly within UNBC's current [Research Plan](#) by being highly relevant to the areas of climate action, sustainable environments, natural resources, northern and rural communities, health, society and science. Offering this new minor aligns with UNBC's academic priorities of enrolment growth and transforming curriculum to attract and retain learners.

- Linkages between the learning outcomes and the curriculum design, and whether a work experience/work place term is required for degree completion. If a work experience/work place term is required, provide a description of the purpose and role of the work experience within the program;

The required courses constituting the minor are designed to introduce watershed science from physical and ecological perspectives, watershed management from policy, planning and conservation perspectives, and also to cover First Nations perspectives in land and resource management. A capstone course integrates all these areas. In selecting their electives, students can choose to additionally emphasize any of these areas. The minor is designed to be accessible by students enrolled in any UNBC major since the required courses either have no prerequisites or have prerequisites that are required by the minor. There are no work experience / work place term requirements in the minor.

- Potential areas/sectors of employment for graduates and /or opportunities for further study;

The minor is aimed at students who wish to pursue careers in watershed management, or related fields, including those within provincial government, community organizations, First Nations, NGOs and consulting companies. The minor would also contribute to a suitable background for students interested in graduate studies in watershed science and management areas at UNBC or elsewhere.

- Delivery methods (in-person, online, combination of in-person and online (provide ratio of each delivery method), or other (explain));

In-person.

- Program strengths; and,

The minor in Watershed Science and Management builds upon UNBC's great strength in research and existing courses in the study of watershed systems that crosses departments and faculties from perspectives in science, engineering, planning and health. The proposed minor will allow students interested in this important area to take

a concentration of existing courses (plus one new course, ENSC 402 which replaces an existing course) and obtain a credential (minor) recognizing this. The proposed minor will not require any additional resources. Watershed science and management is a growing area with careers in watershed management, or related fields, including in the government, private and community sectors listed above, and as such it is expected this minor will be a popular choice for students.

- An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable and plans for admissions and transfer within the British Columbia post-secondary education system; and,

The minor will be available for admission by any UNBC student and also transfer within the BC post-secondary education system like all majors, depending on the articulation of individual (existing) courses within the minor.

- Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any,

We are not aware of any other minors in Watershed Science and Management in British Columbia.

h) Name, title, phone number and e-mail address of the institutional contact person in case more information is required;

John McNeill. Director, Academic Operations and Quality Assurance. E: john.mcneill@unbc.ca. P: (250) 960 6774

Part 2 - Documentation used in the institution's internal program approval process

a) The following items have been included in an appendix;

- Senate/Board motion material indicating approval.
 - o Senate Approval: S-202506.22, June 2025
 - o Board Approval: xxx



Motion Number (assigned by SCSB): SCSB20250623.03

SENATE COMMITTEE ON SCHOLARSHIPS AND BURSARIES (SCSB)

PROPOSED MOTION

Motion: That the new Terms and Conditions for the Sue Grainger JPRF Bursary be approved.

Rationale: To activate the Sue Grainger JPRF Bursary commencing the 2025-2026 Academic Year.

Proposed By: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Research & Innovation Contact: Harpreet Kaur, Scholarships Awards and Internal Grants Officer

Faculty/Academic Department: N/A

Indigenous Content: No

Date to SCSB: May 28, 2025

TO BE COMPLETED AFTER SCSB MEETING

Brief Summary of Committee Debate: The committee endorsed the motion.

Motion No.: SCSB20250623.03

Moved by: Maik Gehloff

Seconded by: Kim Stathers

Committee Decision: Carried

Attachments: 1 Page

Approved by SCSB: June 27th, 2025
Date


Chair's Signature

For Information of Senate & Board

AWARDS GUIDE INFORMATION:

Award Category: In-course

Award Name: Sue Grainger JPRF Bursary

Awards Guide Description/Intent: This bursary was established to honour Sue Grainger's pivotal contributions to the creation and growth of the John Prince Research Forest (JPRF). Over her 27-year tenure as forest manager, Sue played a foundational role in shaping the JPRF into a unique and innovative research institution. This bursary recognizes undergraduate students who have demonstrated exceptional commitment to advancing natural resource conservation and management through innovative and integrative approaches at the JPRF. Their work reflects the spirit of collaboration, intercultural learning, and respect that defines the John Prince Research Forest.

Donor: John Prince Research Forest (JPRF)

Value: \$1,000

Number: One

Award Type: Bursary

Eligibility: Available to a full-time or part-time undergraduate student involved in project work at the research forest.

Criteria: Demonstrated financial need, satisfactory academic standing

Note: Successful applicants cannot receive this award more than once. This award is renewable for up to one year, subject to the recipient maintaining the criteria of satisfactory academic standing for this award.

Effective Date: Endowed 2025

Recipient Selection: Senate Committee on Scholarships and Bursaries on recommendation by the Awards and Financial Aid Office and the JPRF Staff and Board

Governance and Human Resources Committee Report to the UNBC Board of Governors

Date(s) of meetings since last report: June 23, July 28, August 6,

Topics reviewed and recommendations made:

1. Governance

- Recommendations to the Board:
 - Initiation of the Search Process for the Appointment of the President and Vice-Chancellor
 - Exchange Agreement Université de Bourgogne (University of Burgundy)
 - Appointment of a President under the *University Act*
 - Institutional Accountability Plan and Report
 - Governance Action Plan 2025/26
- Reviewed board agendas June 23, July 28 and August 6
- Discussed the Transition Plan for Outgoing President
- Reviewed the draft Timeline for Appointment of a New President
- Development of Job Profile for Interim Position
- Reviewed Characteristics, Goals, Objectives, Action Items for an Interim President
- Reviewed the Job Profile President and Vice-Chancellor
- Reviewed and discussed the Regional Council Summary Report
- Reviewed and discussed the draft template for Institutional Quarterly Progress Reporting
- Discussed the Board Strategic Planning Session
- Presentation from Boyden Executive Search and Consulting

2. Human Resources

- Recommendations to the Board:
 - Interim Presidential Search Committee Terms of Reference
 - Motions related to the Vice President Finance and Administration portfolio
- Reviewed the Appointment Delegation Report 2025
- Reviewed the Annual Human Resources Dashboard and Annual Report 2025
- Reviewed and Discussed the Presidential Search and Appointment Process
 - Search Committee Composition

2024/2025

**Institutional
Accountability
Plan and Report**



The Honourable Jessie Sunner
PO Box 9056, STN Provincial Government
Victoria, B.C., V8W 9E2

The University of Northern British Columbia's Institutional Accountability Plan and Report for the 2024-25 reporting cycle outlines our successes and strategic focus, which guide our priority planning in support of Ministry priorities and mandates.

UNBC's strategic plan Ready is our most ambitious strategic plan since the University's inception. More than 1,000 people contributed their insights, aspirations, and feedback, shaping a bold, five-year vision for UNBC's future. Ready has set a clear direction, and we are actively implementing its goals and objectives through a structured and ongoing planning cycle. This approach, which is centred on a "student-first" mentality, ensures that our strategic priorities remain responsive to emerging opportunities and challenges and align with the evolving needs of students, communities, and partners.

Our vision, Leading a Sustainable Future, continues to build on past successes while providing a roadmap for research, learning, and operations. UNBC remains committed to addressing some of the most pressing issues facing northern B.C., Canada, and the world, from climate change and clean energy to reconciliation with Indigenous Peoples, sustainable community development, food and water security, and beyond.

As we navigate a rapidly changing landscape, we recognize new and evolving challenges, including geopolitical and economic instability, shifting student demographics, and the increasing frequency of climate-related events such as wildfires. Despite these uncertainties, UNBC remains steadfast in its commitment to fostering dialogue, advancing research, and equipping students with the knowledge and skills to lead change.

Energized by our mission—Ignite. Inspire. Lead Change.—we are deeply connected to the communities of northern B.C. and committed to igniting curiosity, inspiring creativity, and championing excellence to support the region's growth. Our ongoing efforts to strengthen relationships with Indigenous communities and northern colleges expand the impact of post-secondary education, while our collaborations with institutions worldwide ensure that UNBC contributes to global solutions with a northern perspective.

As we present this document, taking full accountability for it, we look forward to working alongside the Ministry of Post-Secondary Education and Future Skills, as well as our partners and collaborators, to advance post-secondary education, research, and innovation—helping to shape a thriving and resilient British Columbia.

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'at 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 2024

Geography students earn accolades at the Western Division of the Canadian Association of Geographers Symposium for their outstanding presentations and research posters.

The Interior Research Coalition renews its collaboration with UNBC, Thompson Rivers University and UBC Okanagan, strengthening a partnership that addresses regional challenges through impactful research initiatives.

Honorary degrees are announced for conservationist Jim Good, musician Alex Cuba, and athlete Carey Price, recognizing their remarkable contributions to their respective fields and communities.

May

UNBC researchers led by Dr. Stephen Déry analyze the effects of the 2021 heat dome and atmospheric rivers on B.C. waterways, shedding light on how extreme weather events impact aquatic ecosystems and highlighting innovative resilience strategies to mitigate future risks.

History student Meagan Yaskow earns the prestigious W. Kaye Lamb Award for her essay exploring Prince George's evolving identity during the 1958 centennial. Her work underscores the importance of

archival research and public history in understanding regional development.

UNBC celebrates its 31st Convocation, honouring more than 900 graduates from across Northern B.C., including valedictorians Behrouz Danesh (pictured left) and Will Hanlon. Their speeches highlight themes of innovation, community, and the transformative power of education, marking a significant milestone in the lives of the Class of 2024.

June

Graduates from the Northwest, South-Central and Northeast campuses celebrate their achievements, showcasing resilience and a commitment to their communities. From careers in health and social work to impactful local roles, these graduates reflect UNBC's dedication to fostering opportunities across northern B.C.

Eleven UNBC researchers secure nearly \$2 million in NSERC Discovery Grant funding for projects such as Dr. Chris Johnson's wildlife adaptation research and Dr. Chinchu Cherian's work on eco-friendly road construction. These grants enhance innovative research and student learning opportunities.

A team of four UNBC engineering students earns second place at the 2024 Canadian Society for Civil

Engineering Capstone Competition. Their project, upgrading the Stellat'en First Nation wastewater treatment system, highlights their ability to tackle real-world engineering challenges.

July

Elder Darlene McIntosh is reappointed as UNBC Chancellor, continuing her impactful leadership within the university community. Known for her advocacy and commitment to education, McIntosh has played a vital role in fostering connections across the institution.

UNBC President Dr. Geoffrey Payne begins his second term, continuing to lead the university with a vision centered on students, innovation, inclusivity, and strengthened community ties. Under his guidance, UNBC prioritizes initiatives that address regional challenges while fostering global impact through research and collaboration.

UNBC launches a unique geography course in the Nass Valley, co-led by Natural Resources and Environmental Studies PhD candidate Harry Nyce Jr. This innovative program integrates Indigenous knowledge and geological studies, providing students with hands-on opportunities to explore volcanic sites.

August

MBA students embark on Foundation Week in Northwest B.C., where they explore regional economic and cultural initiatives, enriching their academic experiences. During the week, students visit key industries such as forestry and tourism, engage with community leaders, and participate in workshops that emphasize the importance of sustainable economic development.

UNBC researchers, led by Dr. Ellen Petticrew and Dr. Jason Raine, secure a \$5 million grant from the British Columbia Salmon Restoration and Innovation Fund to study climate change impacts on salmon habitats in the Quesnel watershed. The funding supports infrastructure improvements at the Quesnel River Research Centre, including upgraded labs, hatchery facilities, and a new teaching building.

The Northern Sport Centre's court is renamed Brownridge Court, honouring a longstanding partnership with the Brownridge family. This renaming recognizes the family's enduring support for UNBC through significant contributions that have enhanced student-athlete programming and improved athletic facilities.

September

Jim Martin joins UNBC's Board of Governors, bringing valuable governance expertise to the institution. With decades of experience in public administration and education, Martin is well-equipped to strengthen the university's leadership and strategic decision-making.

Two UNBC researchers secure more than \$300,000 in federal funding. Dr. Dana Wessell Lightfoot and Dr. Hartley Banack received funding through SSHRC grants to support projects in history and education, demonstrating UNBC's commitment to impactful research.

UNBC and LaSalle College Vancouver announce a new academic partnership that expands academic pathways and sees LCV serve as the Vancouver location for UNBC's MBA program. The partnership facilitates seamless transitions for students from LCV

to UNBC and introduces innovative academic offerings in Vancouver, incorporating LCV's focus on design with the sustainable business and economic development focus of the programs in UNBC's Faculty of Business and Economics.

October

UNBC continues to improve in the Times Higher Education World University Rankings, showcasing its commitment to academic excellence, impactful research, and meaningful contributions to society. These rankings highlight UNBC's success in addressing global challenges while staying deeply connected to Northern British Columbia. Meanwhile, UNBC places second in Maclean's Annual Rankings, marking its 21st consecutive year in the top five of the Primarily Undergraduate category.

Dr. Nadine Caron's induction into the Canadian Medical Hall of Fame recognizes her pioneering work in Indigenous health and education, reflecting UNBC's leadership in fostering innovation and inclusivity.

A Reconciliation panel hosted at UNBC emphasizes the institution's dedication to advancing Reconciliation through dialogue and collaboration.

November

UNBC's leadership in sustainability is showcased in The Commonwealth at 75, reflecting its collaborative efforts with Indigenous communities and innovative approaches to climate resilience. This recognition underscores the university's commitment to sustainable development and environmental stewardship.

Alex Cuba returns to UNBC for an intimate concert, celebrating his cultural contributions and the enduring legacy of his honorary degree. The event provides students and community members a unique opportunity to engage with Cuba's artistry in a vibrant, personal setting.

The 10th Annual Timberwolves Legacy Night raises \$230,000, directly supporting scholarships and student-athlete programming. This milestone event reflects the strength of community partnerships and ongoing investment in athletic excellence.

Dr. Tristan Pearce is reappointed as a Tier 2 Canada Research Chair, continuing his impactful work on climate change and Indigenous knowledge systems. His research bridges scientific innovation and traditional ecological practices, contributing to global efforts in environmental resilience.

UNBC Student Advisor Emily Gadzala earns a British Columbia Council on Admissions & Transfer Service Award. She is recognized for helping create a wide range of new transfer pathways, working constructively and proactively with faculty to support transfer opportunities, and for her dedication to supporting students' educational journeys.

December

UNBC's research income reaches \$17.7 million, reaffirming its role as a leader in impactful research. This funding supports projects addressing critical challenges such as climate change, health sciences, and community resilience.

A global biodiversity study co-authored by UNBC researchers reveals that only 25% of tropical

rainforests remain intact, emphasizing the urgency of conservation efforts to protect these vital ecosystems. The study highlights the role of tropical rainforests in biodiversity, climate regulation, and supporting Indigenous livelihoods, calling for immediate global action.

Students in the Geography and Rights Action Field School to Guatemala gain immersive learning experiences, exploring themes of justice, memory, and human rights. Through direct engagement with local communities and organizations, participants deepen their understanding of historical conflicts and their ongoing impacts, reinforcing UNBC's focus on global and community-connected learning.

January 2025

The University of Northern British Columbia and Rio Tinto expand a partnership to advance vital research into the impacts of climate change on water security and freshwater fishes in the Nechako Watershed. The \$1.75 million in research funding from Rio Tinto supports two Research Chairs at UNBC— Environmental Science Professor Dr. Stephen Déry and Ecosystem Science and Management Associate Professor Dr. Eduardo Martins—for the next five years.

Researchers at the University of Northern British Columbia will have new capacity to see their innovative ideas mobilized from the laboratory to marketplace through a federal funding program designed to develop the next generation of Canadian innovators. UNBC is a co-applicant in two national networks involving post-secondary institutions that have been awarded Lab to Market grants totalling \$54.9 million from the Natural Sciences and Engineering

Research Council of Canada in collaboration with the Canadian Institutes of Health Research and the Social Sciences and Humanities Research Council.

UNBC receives a Canadian Institutes of Health Research planning and dissemination grant to fund an initiative focused on developing solutions to address inequities in health research infrastructure for Indigenous, rural, remote and northern communities.

February

UNBC is named one of B.C.'s top employers for the 11th time since 2012. The recognition is due to UNBC's events that celebrate professional achievements and career milestones, supportive maternity and parental leave programs, including provisions for those who are adoptive parents, and other benefits such as exceptional educational incentives for employees, including tuition waivers for employees and their family members.

Carrier Sekani Family Services releases findings of a research project conducted in partnership with the University of Northern British Columbia. The report, titled When Is the Solution Going to Start Happening? Missing and Murdered Indigenous Women, Girls, and LGBTQ2S+ People: Moving from Tragedy to Prevention through Community Knowledge and Action focuses on sharing and evaluating best practices for reducing the incidence of violence against Indigenous women, girls and LGBTQ2S+ people (MMIWG+) along Highway 16 in north-central B.C.

Participants in the Indigenous Cultural and Spiritual program at the Prince George Regional Correctional Centre (PGRCC) present a significant

and meaningful gift of 22 handcrafted drums to UNBC's First Nations Centre. The drums will provide students with new opportunities to increase cultural awareness, participate in traditional practices and foster connections to community.

Two University of Northern British Columbia researchers are recognized for their outstanding contributions to environmental conservation and management. Environmental Science Professor Dr. Philip Owens and Geography Professor Dr. Ellen Petticrew receive the Paz Buttedahl Career Achievement Award from the Confederation of University Faculty Associations of British Columbia (CUFA BC), recognizing their decades of work in sediment dynamics and aquatic ecosystems.

March

Dr. Heather Smith, a Global and International Studies Professor at UNBC, is named the 2024 recipient of the ELIAS Distinguished Scholar Award by the International Studies Association. The award highlights Smith's three-decade-long impact on global and international studies education and her ongoing efforts to enhance student learning experiences.

The Lheidli T'enneh First Nation (LTFN) and the University of Northern British Columbia sign a Memorandum of Understanding (MOU) to support the educational success of Lheidli students at UNBC. The MOU builds on the success of a 2019 pilot agreement and formalizes a tuition waiver from the University in concert with substantial financial support from the LTFN to cover student needs such as living expenses, course-related fees, textbooks and tutoring services.



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 dedicated team of approximately 750 faculty and staff, UNBC delivers outstanding undergraduate and graduate programs that explore cultures, health, economies, sciences, and the environment. As one of British Columbia's leading research universities, we inspire curiosity, drive innovation, and share our discoveries with the global community. Beyond academic excellence, we are committed to fostering an inclusive, supportive, and welcoming learning environment—where 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 is one of British Columbia's four research universities, serving as a hub for tackling complex challenges across the environment, society, culture, health, and economics. Our dynamic research community thrives on cutting-edge infrastructure and comprehensive support services, enabling scholars to pursue groundbreaking research at local, national, and global levels. Through this commitment, UNBC drives academic, economic, and social progress across the region, province, and beyond.

Collaboration is at the heart of our research efforts. For example, as a founding member of the Interior University Research Coalition, UNBC works alongside partner institutions to accelerate research and innovation in B.C.'s Interior. By sharing resources, enhancing student and faculty mobility, expanding academic opportunities, and strengthening community connections, we shape a future of discovery and impact.

About the community

UNBC plays a vital role in shaping the socio-economic landscape of northern B.C., making a lasting impact from local communities to the global stage. This influence is driven by our commitment to experiential, research-focused, and personalized learning, the achievements of exceptional students and alumni, faculty and staff's dedication, and the strong support and engagement of communities.

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 21st 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, and student services and overall reputation.
- Top 6% worldwide in the 2024 Times Higher Education World University Ranking (1,001st to 1,200th) for the sixth consecutive year. UNBC received its highest-ever scores in three of the five pillars that are used to determine the rankings, and matched its second highest in a fourth.
- Appeared in the 2024 Times Higher Education Young University Rankings (251st to 300th out of 673 ranked universities).
- Placed 41st in Canada's Top 50 Research Universities list as research funding remained at near-record levels. UNBC earned \$17.7 million in research income in fiscal year 2023. This matched earnings for 2022 and marked the second-largest total in UNBC history, just shy of the \$17.8 million earned in 2010.
- Named one of B.C.'s Top Employers (the 11th time since 2012), and one of Canada's Greenest Employers (12th time since 2012). UNBC was the only employer primarily based in northern British Columbia to obtain a spot on the Canada's Greenest Employers list, which recognizes the employers that lead the nation in creating a culture of environmental awareness.



Faculty by Rank

- Assistant Professor 37%
- Associate Professor 27%
- Professor 36%

3,700 + students

20.4% International
11.8% Indigenous

Degree Programs

62 Bachelors

29 Masters / 3 PhDs

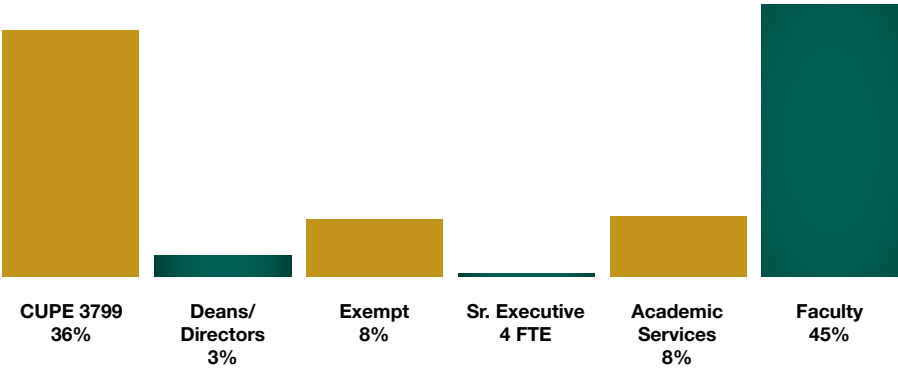
Total Courses Offered:

1,652

**Average first-year
Class Size:**

30

Employee head count



Average Student Age

Undergraduate	23.8
Graduate	34.9
Overall Average	29.3

Where our students are from

Northern B.C.	59.3%
Southern B.C.	16.0%
Outside B.C.	5.8%
International	18.9%

Instructional
Faculty-to-student
ratio

1:11

support (faculty + staff)
-to-student
ratio

1:4

Annualized FTE by area
of study – graduate and
undergraduate

Anthropology	22.5
Biochem & Mol Biology	103.2
Business	336.0
Chemistry	15.6
Civil Engineering	97.5
Computer Science	167.0
Conservation Science & Practice	16.4
Economics	15.3
Education	127.4
Engineering	28.3
Engineering & Design	3.3
English	66.7
Environmental Engineering	40.4
Environmental Planning	23.4
Environmental Science	21.5
ESM Biology	172.0
ESM Environmental Studies	19.0
ESM Forestry	52.9
First Nations	38.9
General Arts	52.1
Geography	23.4
Health Sciences	225.2
History	36.1
Integrated Science	16.7
International Studies	20.6
Joint Arts	47.2
Joint Arts & Science	4.2
Joint Science	16.7
Mathematics	13.9
none	49.9
NRES Natural Res & Env Studies	167.7
Nursing	382.7
ORTM Outdoor Rec & Tour Mgmt	7.4
Physics	20.5
Political Science	28.1
Psychology	258.4
Social Work	102.8
Women's & Gender Studies	11.7

What graduates say about UNBC

The British Columbia government surveys graduates from B.C. institutions two years after graduation. Results show that roughly 80% of UNBC graduates are in positions directly related to their field of study (the provincial average is 75%), 90% work full time (on par with the provincial average), 90% said the knowledge and skills they obtained are useful (86% provincial average), and the median salary sits at \$70,666, compared to the provincial average of \$71,127.

Based on the 2024 student outcomes data (Baccalaureate graduates),

Education-related job:

UNBC - 80%;
BC - 75%.

Work full time:

UNBC - 90%;
BC - 87%

Usefulness:

UNBC - 90%;
BC - 86%

Full time employees' median annual salary:

UNBC - \$70,666;
BC - \$71,127

Additionally, according to results from the Canadian University Survey Consortium (CUSC), UNBC continues to perform on par with or better than other universities. The 2021 Graduating Student Survey highlighted key aspects of the student experience, with students reporting positive interactions with professors, high satisfaction with the University's response to COVID-19, and strong ratings in essential areas such as communication, analytical thinking, learning, and work-related skills.



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 (BPI)

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

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)



From Curiosity to Discovery: UNBC Student Tiffany Kuku Embraces Research Excellence

Tiffany Kuku has always been interested in research, especially in understanding the intersectionality of mental health through a cultural and psychological lens. That interest has grown significantly since Kuku became a Bachelor of Science Psychology student at UNBC.

As an international student from Abuja, Nigeria, Kuku sought a university that offered the right balance between academic excellence and personal growth. She chose UNBC for its strong academic environment, smaller class sizes and overall supportive community, but she now finds that the direct engagement with faculty is an unexpected yet invaluable factor in shaping her career development.

“Being in an academic environment that emphasizes undergraduate research and faculty mentorship has deepened my curiosity and made research feel more accessible at this stage,” says the second-year student.

Kuku’s earned a UNBC Undergraduate Research Experience Award, an opportunity that arose while

volunteering in Psychology Associate Professor Dr. Annie Duchesne’s research lab.

“Being in an academic environment that emphasizes undergraduate research and faculty mentorship has deepened my curiosity and made research feel more accessible at this stage.”

“One of the most unique and rewarding aspects of being at UNBC is the diversity and richness of research opportunities at the undergraduate level. The commitment to integrating students into top-tier research programs from the start of their academic journey is what sets the University apart,” says Duchesne. “Seeing students like Tiffany thrive and develop their research skills reinforces the importance of fostering these opportunities early on.”

Kuku works on research projects in the Psychology lab, while simultaneously developing the skills needed to conduct her own research in the future.

“With the dedicated time for research this award provides, I will have the opportunity to gain deeper knowledge and hands-on experience in psychological research,” she says.

Kuku’s goal is to design a research project focused on mindfulness practices to mitigate stressors faced by international students living in northern regions. She notes the many challenges facing international students in navigating academic expectations while managing cultural transitions and feelings of isolation.

“This research is important to me because I recognize the unique stressors that come with cultural transitions, acclimation and academic pressures,” she says. “By learning and exploring different research methods, I hope to contribute to the development of more tailored mental health interventions to address these unique experiences.”

Strategic Context

UNBC is evolving and responding to the emerging challenges of a rapidly changing world. The University community does so while remaining attuned to the shifting economic, cultural, and social landscape of northern B.C. The North plays a vital role in shaping the aspirations of all British Columbians, and UNBC is uniquely positioned to support and advance those ambitions.

Our origins stem from a powerful grassroots movement that saw 16,000 individuals each contribute \$5, sign a petition, and join the Interior University Society, advocating for a university in the North, for the North. This collective passion for post-secondary education created a lasting bond between UNBC and northern communities. Over the past 35 years, our connections with industries, donors, and supporters have strengthened this foundation, enriching students' learning experiences and fostering a university

deeply rooted in its region. At UNBC, we conduct research with global impact—ranging from Indigenous studies, sustainable development, and environmental issues to resource management, health care, and more. Through strong community partnerships and the impact of UNBC alumni, we continue to address challenges not only in northern communities but across Canada and around the world. This deep sense of connection between UNBC and the North is reflected in our student body, with

more than two-thirds of students coming from northern B.C. Others join us from across the province, country, and the globe. Recent admissions surveys conducted by our student recruitment team have highlighted the top five reasons why undergraduate students choose UNBC:

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



External factors

The Demographic Challenge:

Shifting demographics will continue to play a role in UNBC’s enrolment. The latest population projections for northern British Columbia indicate a 14.5% decline in the number of 15-24 year olds in the region until at least 2027, before a partial recovery occurs.

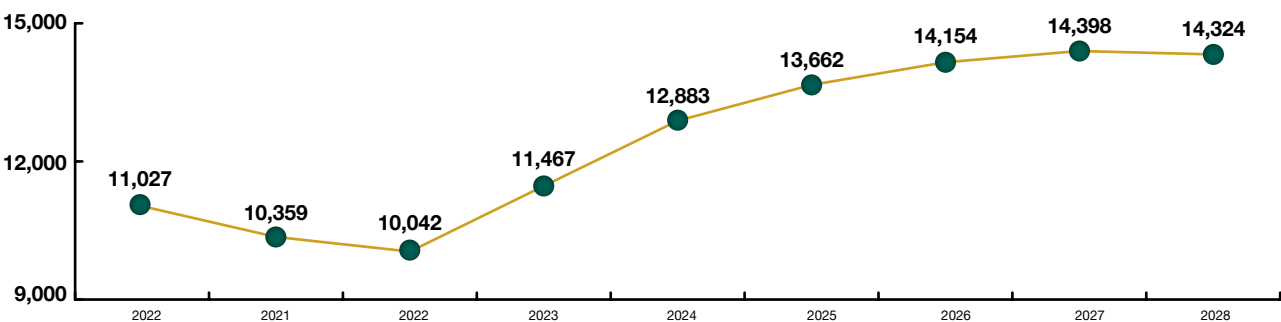
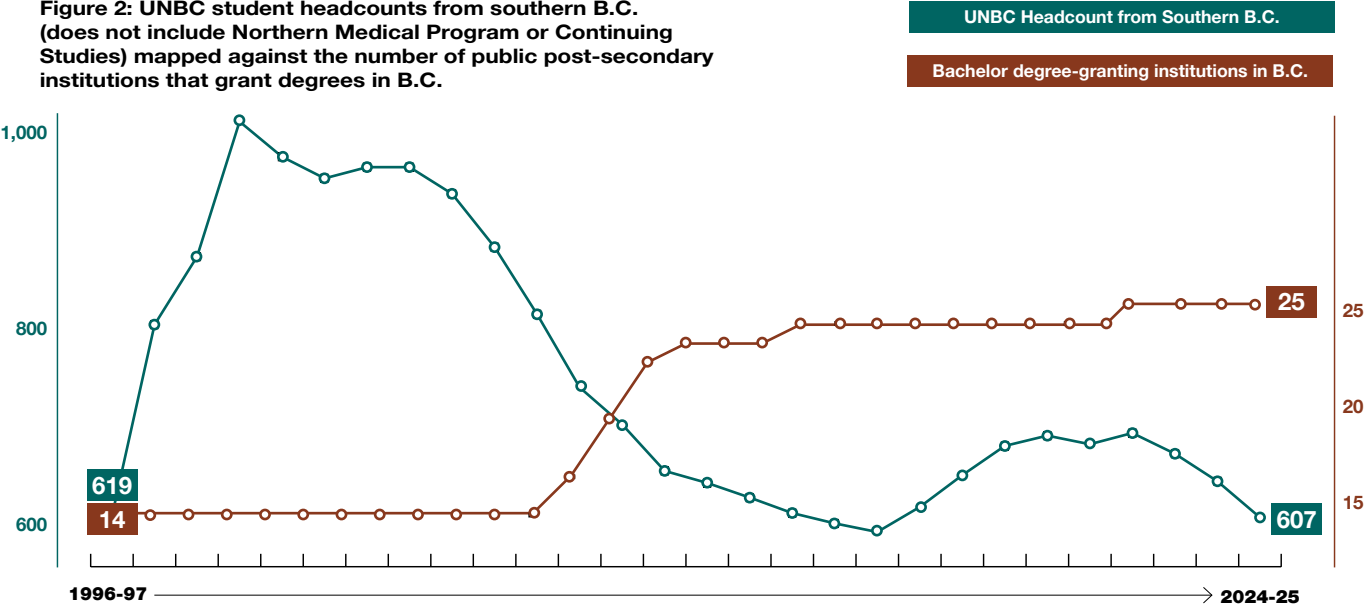


Figure 1: Prince George Population Projections (15-24 year olds)

Additionally, 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 with 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.



Once one of only 14 degree-granting institutions in B.C., UNBC now operates in an increasingly competitive recruitment landscape. The University will require resources to strengthen student retention, expand recruitment efforts beyond its traditional catchment areas—including southern B.C. and other parts of Canada—and optimize program and scheduling options to attract mature learners. These efforts are essential not only to achieving and surpassing enrolment targets but also to enhancing student diversity and ensuring an exceptional educational experience.

Policy Change that Affects International Student Enrolment

UNBC, like all other Canadian post-secondary institutions, continues to feel the effects of Canadian federal government policies regarding international student attraction and retention, particularly at the undergraduate level.

The Government of Canada introduced changes to the International Student Program in late 2024, resulting in a 35% reduction to the number of approved study permits compared to the previous year. Additionally, international students seeking to change their designated learning institution must now apply for a new study permit.

As a result, international student applications at UNBC declined by 39%, resulting in a 49% drop in new international student registrations. International students make up 20.4% of UNBC's total student body, with international tuition revenue accounting for 8% of UNBC's general operating revenue. While the immediate financial impact of the policy change may be limited due to UNBC's smaller international student population, a broader decline in international applications and potential reputational effects on Canada's post-secondary sector pose long-term risks including the following:

- Frequent adjustments to visa and study permit regulations negatively impact Canada's reputation as a preferred destination for international education.
- A decline in applications to Canadian universities could further affect UNBC's ability to attract international students.
- Research programs are negatively impacted by fewer international graduate students.

Ready for Uncertain Times: Responding to Global Upheaval

B.C.'s post-secondary landscape is changing due to several external factors such as global political developments, broader economic uncertainties, rising costs, and shifts in the labour market. Additionally, macroeconomic factors, such as U.S. tariffs, could affect B.C.'s economy, impacting provincial revenues. These tariffs may also lead to supply chain disruptions and increased costs for construction, maintenance, and capital projects, further straining financial resources.

Forestry remains central to northern B.C.'s economy, leaving the region vulnerable to industry fluctuations. For more than two decades, concerns about pests, fiber availability, and declining Allowable Annual Cut levels have persisted, leading to significant job losses. This economic strain affects families' ability to afford post-secondary education but also creates opportunities for retraining and career shifts.

Further challenges—climate change, wildfires, flooding, economic instability, social media toxicity, institutional mistrust, and a competitive job market—add complexity. Yet, UNBC researchers actively tackle globally relevant issues, from Indigenous knowledge and resource management to food security and sustainable energy. Our location provides unique access to study these challenges firsthand, reinforcing UNBC's role in navigating this evolving landscape with renewed purpose.

Serving the Needs of B.C. and the North

UNBC serves a vast and sparsely populated region comparable in size to France. Delivering educational opportunities across such a large area requires significant resources, innovation, and collaboration with northern colleges and the Wilp Wilxo'oskwhl Nisga'a. To meet these challenges, UNBC has established a network of campuses across the North, offering in-person instruction for select programs while also leveraging technological advancements to expand access through alternative delivery and assessment methods.

With strategic investment, UNBC can further our In the North, For the North mandate, extend our reach to a global audience, and develop flexible, student-centered models that support learning anytime, anywhere.

Internal factors

Enrolment

In 2024/25, the University was funded for 3,832 full-time equivalent (FTE) students; enrolment reached 2,422

Table A: Enrolment FTE and Ministry Targets

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Target	3455	3443	3424	3429	3505	3575	3663	3752	3773	3,832
Actual	2537.7	2631.6	2709.7	2737.6	2691.8	2598.8	2562.6	2504.2	2420.0	2422.5
Utilization	73.4%	76.4%	77.7%	79.8%	76.8%	72.7%	70.0%	66.7%	64.1%	63.2%

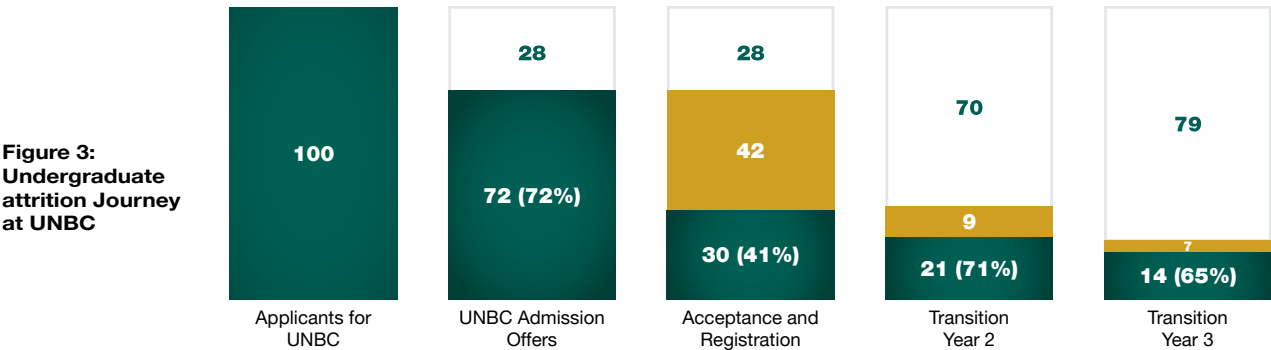
UNBC is taking proactive steps to address its enrolment challenges through strategic initiatives. The university continues to apply strategic enrolment management principles, using data-driven insights to inform planning and decision-making. This approach focuses on enhancing student success, improving the overall student experience, and increasing retention rates.

Bolstering recruitment initiatives

UNBC has expanded its recruitment efforts, strengthened its marketing and social media strategies, and introduced innovative methods for delivering programs both in-person and remotely. Additionally, the university has partnered with various school districts to offer dual-credit enrolment, allowing high school students to earn high school and university credits simultaneously, often at little or no cost.

A focus on retention

Student attrition patterns, as seen in the following figure, help inform UNBC’s strategies to improve retention rates.



UNBC places a strong focus on retaining its current student population. While the classroom experience plays a key role in student success, we also recognize the value of investing in other essential areas, such as student life, support services (including health and counseling resources), and infrastructure enhancements to improve the on-campus experience.

The university is now in the fourth year of its Proactive Student Retention initiative, which identifies at-risk students and provides targeted support. UNBC has also improved its Orientation, Move-In Day, and other welcome events, creating a culture of support across the institution. In Fall 2023, Student Health and Wellness restructured to offer a broader range of services for students' ongoing well-being. UNBC also developed a “350 x \$350 for UNBC’s 35th Anniversary” initiative in 2024 providing tuition credits to new and returning students to help ease financial pressures and encourage student retention.

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 2024/25.

Strategic Planning

- As a frontrunner in sustainability endeavors, UNBC has instituted a Sustainability Advisory Council in summer 2024 aimed at bolstering our initiatives in academic programming, research, and operations. Drawing insights from engagement and consultation, the Sustainability Advisory Council helped with developing a Sustainability Strategic Plan (2025 – 2035), a 10-year plan to chart the strategic course for sustainability initiatives, delineating guiding principles and pinpointing key areas for enhancing sustainability practices.
- 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.
- The Sustainability Strategic Plan (2025–2035) was introduced during Green Week: Act for Sustainability in March 2025. The previous sustainability roadmap, the UNBC Green Strategy, Phase 1 (2009–2011), laid the groundwork for sustainable initiatives at UNBC. Building on that foundation, this new plan sets ambitious goals and directs sustainability efforts for the next decade. As a living document, it will adapt over time, incorporating continuous feedback and featuring annual reports to track progress and maintain accountability.
- In 2024, the University of Northern British Columbia (UNBC) participated in the Times Higher Education (THE) Impact Rankings, a prestigious global assessment that evaluates universities based on their contributions to the United Nations' Sustainable Development Goals (SDGs). This submission allowed UNBC to demonstrate its commitment to sustainability, social responsibility, and positive global impact.

Special Events

- UNBC's Green Day was a yearly sustainability event that had grown into a multi-week celebration. The 2025 edition, held from March 17–21, focused on the theme of Act on Sustainability at UNBC. This theme emphasized hands-on, engaging experiences that aimed to support civic and community involvement, while showcasing the efforts of student and community activists committed to sustainability. Some events which were organized as part of Green Week were a Hydroponics and Vermicomposting workshop, Spectrum Street Epistemology, and a Sustainability Bingo night.
- 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.
- The Sustainability Office received Emotive BC funding in 2024 and worked in partnership with the Prince George Electric Vehicle Association and Energy Transition Group to organize various events to support electric vehicle adoption in Northern BC. Among the 9 activities they organized was a highly successful Outdoor Movie Night complete with popcorn making and drinks powered by UNBC's Ford Lightning EV.
- UNBC was only one of a few Canadian universities that participated in the Campus Race to Zero Waste Competition, a nationwide initiative that challenges colleges and universities across North America to reduce their waste and improve sustainability practices on campus. The competition, which focuses on waste diversion, encourages participating institutions to develop and implement comprehensive waste management strategies aimed at minimizing landfill waste and maximizing recycling, composting, and other sustainable practices.

Research

- As timber engineering continues to evolve, research that strengthens sustainable construction practices is gaining recognition. Laura Walters' work in this field has earned her the 2024 Catherine Lalonde Memorial Scholarship from the Canadian Wood Council (CWC), making her the first UNBC-trained graduate student to receive the award.
- A team of researchers has secured one of the largest competitive grants in University of Northern British Columbia history to study the impacts of climate change and human activity on salmon habitat and ecosystems in the Quesnel watershed and support the raising of Chinook salmon from northern Fraser River stocks. Led by Department of Geography, Earth and Environmental Sciences (GEES) Professor Dr. Ellen Petticrew and Quesnel River Research Centre (QRRC) Manager Dr. Jason Raine, the research group received \$5 million from the British Columbia Salmon Restoration and Innovation Fund (BCSRIF). The funding will support ongoing research into the impacts of drought, flooding and wildfires on salmon habitat, ecosystems and egg survival as well as infrastructure improvements at the QRRC in Likely, B.C.
- UNBC researcher Dr. Brian Menounos is part of an international team that led a comprehensive assessment of global glacier mass loss. The findings, published in the journal Nature, highlight the accelerating rate of glacier loss worldwide due to climate change and the implications for local geohazards, marine and terrestrial ecosystems, and sea-level rise.
- The University of Northern British Columbia and Rio Tinto have expanded a partnership to advance vital research into the impacts of climate change on water security and freshwater fishes in the Nechako Watershed. The \$1.75 million in research funding from Rio Tinto will support two Research Chairs at UNBC for the next

five years, generating regional knowledge critical to the long-term sustainability of the watershed while informing global water management and climate resilience efforts. Environmental Science Professor Dr. Stephen Déry has been named Rio Tinto Research Chair in Climate Change and Water Security, while Ecosystem Science and Management Associate Professor Dr. Eduardo Martins has been appointed Rio Tinto Research Chair in Climate Change and Freshwater Fish Ecology.

- A global research team led by University of Northern British Columbia Post-Doctoral Fellow Rajeev Pillay has provided a comprehensive assessment of tropical rainforest integrity and its critical role in safeguarding biodiversity. The study titled “Global rarity of high-integrity tropical rainforests for threatened and declining terrestrial vertebrates,” published in the Proceedings of the National Academy of Sciences (PNAS), reveals that only 25 per cent of the world’s tropical rainforests remain in high integrity—structurally intact and free from significant human pressures—while three-quarters are suffering from degradation.
- A new, multi-party research project funded by the BC Salmon Restoration and Innovation Fund (BC-SRIF) is taking action to restore the Deadman River, located west of Kamloops, while simultaneously investigating how mitigation measures following severe wildfires can help protect landscapes and important salmon habitats. Tsecmenúl?ecwem-kt (We Repair the Land) is a three-year, \$4 million project led by the Skeetchestn Indian Band in collaboration with Skeetchestn Natural Resources Corp., University of Northern British Columbia, University of British Columbia, Thompson Rivers University, BC Ministry of Forests, Fisheries and Oceans Canada, Pacific Salmon Foundation, SLR Consulting, Secwépemc Fisheries Commission and Urban Systems.
- Associate Professor in the Department of Geography, Earth and Environmental Sciences Dr. Tristan Pearce has been reappointed as a Tier 2 Canada Research Chair (CRC) in Cumulative Impacts of Environmental Change. This reappointment recognizes Pearce’s continued leadership in addressing the complex challenges posed by climate change and his commitment to developing meaningful adaptation strategies for communities around the world. Building on his previous work, Pearce is now leading an ambitious international study that links climate change, food systems and health among Indigenous peoples across 13 different countries. This multi-university, multi-national initiative, known as the Indigenous Peoples Observatory Network (IPON), is funded by the Social Sciences and Humanities Research Council (SSHRC) with a \$1.5 million grant over three years.

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 reduction of 70% in annual Scope 1 and Scope 2 greenhouse gas (GHG) emissions compared to the 2007 baseline levels. In addition, UNBC has achieved a 40% reduction in electricity use, a 70% reduction in natural gas consumption, and a 40% 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.
- In September 2024, UNBC launched an innovative Compost program aimed at diverting campus generated organic waste. Central to the program is the use of an in-vessel composter, an efficient system designed to process food waste in a controlled, enclosed environment. This method accelerates the decomposition process, turning organic waste into nutrient-rich compost more quickly than traditional composting methods. Through this initiative, UNBC has successfully diverted over 13 metric tons of food waste from the landfill, significantly reducing its waste sent to disposal. The compost produced will be used on-campus for landscaping, gardening, and other sustainability-related projects.

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 2,438,456 kWh of electricity per year (enough to power 222 average Canadian homes for a year), 15,691 GJ of fuel per year (enough to heat 178 average Canadian homes per year), \$322,921 of cost savings per year, and 370 tonnes of CO₂ 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. The latest project was completed in 2023, when three system upgrades were completed in the Agora, and additional upgrades are planned for future years. 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. UNBC will commission a new adiabatic fluid cooler system in 2025 that will offset usage of the refrigerant based and power intensive centrifugal chillers for district cooling. Additional cooling system upgrades are also planned in 2025 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 2024, when the lighting for the entire building was updated. In addition, all of the lighting fixtures for the squash and basketball courts at the Northern Sport Centre were upgraded in 2024. The next comprehensive lighting upgrade planned in 2025 is for the

Teaching and Learning Centre. Additionally, lighting continues to be upgraded as part of space renovations 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 2024-25 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 three battery electric vehicles in 2024 for its fleet. This includes a used Nissan Leaf that will be used by the Facilities Maintenance staff primarily to service the Northern Sport Centre. UNBC also purchased a Ford Lightning truck to replace the aging heavy-duty vehicle. In addition, a Subaru Solterra was purchased for Parking and Security Services. These vehicles were identified as suitable replacements for previous internal combustion engine vehicles and have proven to be successful in their application thus far. Not only do they provide zero emission transport, they also provide cost savings for maintenance and fuel. They are 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 participates in BC Hydro's Energy Wise Network, which supports organizations in promoting energy conservation through training, resources, and campaign funding. In 2025, UNBC launched the Residence Building Challenge—a four-week competition between Neyoh and Keyoh residence halls to reduce energy use related to heating, lighting, and hot water. Students took pledges, completed surveys, and competed for prizes while tracking electricity and water savings. The initiative created sustainability awareness, encouraged behavior change, and highlighted UNBC's ongoing commitment to 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.



UNBC and Lheidli T'enneh Strengthen Partnership with Groundbreaking Tuition Initiative

Lheidli T'enneh students now have access to comprehensive financial assistance thanks to a new Memorandum of Understanding signed between the Lheidli T'enneh First Nation and University.

The two parties launched a pilot agreement in 2019 that saw students receive free tuition at UNBC, with additional costs paid for by the Nation. At the time, the agreement was believed to be the first of its kind in Canada.

The new Lheidli T'enneh Tuition Initiative, signed in March 2025, ensures eligible students have access to post-secondary education at UNBC at no cost. The agreement formalizes a tuition waiver from the University in concert with substantial financial support from the LTFN to cover student needs such as living expenses, course-related fees, textbooks and tutoring services.

"This initiative opens pathways and empowers Lheidli T'enneh students to pursue educational goals by addressing the financial barriers before them, offering tools to support their success," said Lheidli T'enneh Chief Dolleen Logan. "By deepening our collective responsibility

to support the academic success of Indigenous students, we continue walking the long road to Reconciliation together. Our ongoing partnership with UNBC is crucial to ensuring that all voices and perspectives are considered as we work together to ignite the next generation of Indigenous leaders in British Columbia, Canada and globally."

The agreement follows the Respectful Acknowledgement pledge the University made last year and is another significant milestone in the enduring partnership between the LTFN and UNBC.

"This initiative is a powerful reflection of the mutual respect and open dialogue between the Lheidli T'enneh First Nation and UNBC. It reinforces our existing ties and honours the history of our relationship," says UNBC President Dr. Geoff Payne. "As an institution, UNBC has a responsibility to act on the Truth and Reconciliation Commission's Calls to Action. This is another tangible and important step in that ongoing process and will uplift and elevate Indigenous voices and perspectives within the University community for generations to come."



Mandate Priority Reporting



Mandate Priority Reporting | Actions completed in 2024-25

Climate Change Accountability

Implement targets and strategies for minimizing greenhouse gas emissions and managing climate risk including the following:	<p>School of Planning and Sustainability</p> <ul style="list-style-type: none"> Engaging students and businesses in reducing greenhouse gas emissions, addressing community energy transitions, and reducing risk in food systems. <p>Business Services Business Development Land Trust</p> <ul style="list-style-type: none"> The Land Trust integrates climate-conscious planning and infrastructure development that supports emissions reductions and climate risk management. The Land Trust master planning process includes environmental assessments and geotechnical evaluations that ensure proposed developments avoid climate-vulnerable areas and support nature-based infrastructure solutions. Stormwater management strategies, including the integration of natural drainage systems and green corridors, help mitigate risks associated with climate-related flooding and extreme weather events.
Achieving carbon neutrality each year	<p>School of Engineering</p> <ul style="list-style-type: none"> Engaging with owners of greenhouses to examine heat recapture and heating efficiencies to reduce the carbon footprint of greenhouses. <p>Business Services Business Development Land Trust</p> <ul style="list-style-type: none"> As part of a broader institutional strategy to maintain carbon neutrality, the Land Trust development emphasizes sustainable land use and compact, pedestrian-friendly urban design. This approach reduces reliance on vehicles, promotes active transportation, and supports future public transit connectivity—all contributing to reduced carbon emissions over time.
Aligning with the clean BC target of a 50% reduction in public sector building emissions	<p>Business Services Business Development Land Trust</p> <ul style="list-style-type: none"> The Land Trust project advances sustainability through energy-efficient buildings, low-carbon construction, and natural stormwater systems. Future developments, including student housing, childcare, and mixed-use spaces, will align with CleanBC targets by incorporating high-performance building envelopes, energy recovery systems, and, where feasible, mass timber. The plan also includes parks, trails, and green corridors to support biodiversity and community well-being, while smart growth principles help reduce urban sprawl and preserve surrounding natural areas. <p>See also the Leading a Sustainable Future section of this report on Page 23.</p>
A 40% reduction in public sector fleet emissions by 2030	

StrongerBC Future Ready Action Plan

Deliver educational and training programming as described in the plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change.	<p>School of Planning and Sustainability</p> <ul style="list-style-type: none"> Restructuring programming with greater emphasis on community engagement to better prepare students for dealing with real-world challenges upon graduation, while concurrently addressing community planning needs. New cross-cutting themes in climate action and the housing crisis. <p>Faculty of Environment</p> <ul style="list-style-type: none"> Partnering with Pacific Institute for Climate Solutions to develop networks of academics, professionals, government, and the public to share knowledge and increase capacity in environmental sustainability and responding to wildfire-climate change interactions in the north.
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	<p>Research and Innovation</p> <ul style="list-style-type: none"> A new partnership with SFU for the i2I Entrepreneurship program will equip UNBC researchers with the entrepreneurial skills and mentorship needed to leverage their academic research into innovations. Expanding on a program established in 2015, the National Invention to Innovation Network (i2I) will further training initiatives designed to close the gap between research discoveries and innovation in science, technology, engineering and math (STEM) and healthcare fields. UNBC will lead i2I's North Strategy in collaboration with Lakehead and Yukon Universities to develop commercialization and entrepreneurship training across Canada's North and engagement with Indigenous communities. <p>Business Services Business Development ECE Framework and Education at UNBC</p> <ul style="list-style-type: none"> UNBC is committed to becoming a regional leader in Early Childhood Education by expanding pathways that support ECE professionals throughout their careers. The university is exploring mechanisms to assign academic credit for college-level ECE training, allowing professionals to advance into UNBC's Bachelor of Education and Bachelor of Social Work programs. In collaboration with Continuing Studies, UNBC is also developing micro-credential courses in key areas such as Leadership and Operations in ECE, Child Development and Safety, and Outdoor and Indigenous Ways of Learning. These initiatives aim to broaden access to professional development, support the province's goal of professionalizing the ECE sector, and retain qualified educators in northern B.C. by providing the best possible opportunities for education, career growth, and long-term employment. <p>Faculty of Human and Health Sciences (FHHS) – Department of Psychology</p> <ul style="list-style-type: none"> Active work underway to restart regional face-to-face offering of the MEd Counselling program, equipping northern British Columbians for mental health service roles. <p>FHHS – School of Nursing</p> <ul style="list-style-type: none"> Work is underway to develop an RN Re-Entry program for Internationally Education Nurses, focused on delivery across the north to meet the needs of local learners and increase health care capacity locally.
Report on progress to introduce and recognize micro-credentials	<p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> Members from the Department of Political Science are developing a micro-credential on the Fundamentals of Public Administration, specifically designed for training administrators in First Nations' governments and organizations. With support from Continuing Studies, and possible funding from the First Nations Finance Authority, the outcome of this proposal is still pending. <p>Ecosystem Science and Management</p> <ul style="list-style-type: none"> Partnering with Forest Professionals of BC to develop microcredit certificate in sustainable forestry with flexible, remote and short-term learning options to maximize accessibility, especially to non-traditional learners. <p>Faculty of Science and Engineering (Computer Science and Mathematics and Statistics)</p> <ul style="list-style-type: none"> Developing three stackable micro credentials in Integrative Data Science.
Report on increases or expansions of health seats	<p>Division of Medical Sciences</p> <ul style="list-style-type: none"> In partnership with University of British Columbia, the Northern Medical Program admitted 40 students to the Undergraduate Medical program in September 2024 up from 36 in the previous academic year. <p>FHHS – School of Nursing</p> <ul style="list-style-type: none"> Launch of MScN FNP Seat Expansion in September 2024; increase from 20 FTE to 40 FTE annually. Full implementation of NBNP Expansion to Prince George with second cohort intake in September 2024. Anticipating full seats in both Fort St. John and Prince George September 2025 intake.

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>UNBC International</p> <ul style="list-style-type: none"> • The Strategic Goals of the International Strategic Plan are centered around four main themes: Services, Student Life, Programs and Supports. Our Global Engagement Plan can be found here. We aim to enhance services for international students from pre-arrival to graduation, to ensure that our services reflect the diverse student body, and to align with government standards. Student engagement is essential to ensure students are welcomed as both short and long-term members of our communities, and to support housing and food security services. • Enhance experiential learning opportunities both inward and outward bound across all levels of study, including reviewing and enhancing Indigenous global learning opportunities. • Develop work-integrated learning opportunities that are grounded locally and globally and are inclusive to all students. • Create a culture of continuous business process improvement, collaboration, and transparency of services and supports for students, staff, faculty, and institutional partners. • Ensure that global engagement priorities reflect UNBC's commitment to climate action and sustainability.
<p>Identify actions your institution has taken to develop and implement protections for international students that support their fair treatment.</p>	<p>UNBC International</p> <ul style="list-style-type: none"> • UNBC has done a thorough analysis of the BC EQA Code of Practice and worked to meet or exceed all requirements; as well as ensuring continuous improvements to ensure international students are supported and well informed from application through to graduation. • UNBC has implemented support programs for international students including English conversations courses and peer mentorship. UNBC is working to increase the number of RISIA trained staff members. • UNBC International works closely with admissions, enrolment, and student life teams to ensure that international student perspectives and immigration regulations are taken into consideration when making decisions on student issues. • A review and overhaul of the UNBC International Website is almost complete and it will include enhanced information and guidance for students, including a budget calculator for updated and accurate tuition information. <p>Faculty of Environment and Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • Developed and offered program that identifies numeracy challenges faced by students early in key first year courses and provides students facing challenges with additional learning opportunities to upskill, ensuring they can be successful in their courses. <p>Natural Resources and Environmental Studies Graduate Program</p> <ul style="list-style-type: none"> • Added celebration of graduate students focusing on celebrating cultural diversity <p>Student Success – Student Health and Wellness</p> <ul style="list-style-type: none"> • BIPOC Counsellor Position. This is a permanently funded role in counselling services which is available to all students who may choose to seek counselling support from a person of colour. <p>Housing and Residence Life</p> <ul style="list-style-type: none"> • 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.

Meet or exceed financial targets identified in the Ministry Service Plan.

<p>Confirm that your institution has met or exceeded the targets identified in your annual institution budget letter.</p>	<ul style="list-style-type: none"> • UNBC continues to work toward meeting the enrolment targets referenced in the annual institution budget letter. UNBC's FTE target for 2024/25 was 3,832 and the actual count was 2422. 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.
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Confirm institutional compliance with the Tuition Limit Policy.	<ul style="list-style-type: none"> 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>Financial Services</p> <ul style="list-style-type: none"> The Finance Office submits the Annual Tuition Data Request and Mandatory Fee Report to the Ministry.

Sexual Violence and Misconduct prevention and response

Provide an overview on any awareness and prevention activities	<p>Faculty of Environment</p> <ul style="list-style-type: none"> Provided training for Early Career Researchers on safety in working alone on campus, with a focus on reducing risks of sexual violence and misconduct. <p>Student Success / Restorative Relations and Student Supports / Response and Support Team</p> <ul style="list-style-type: none"> REES (Respect, Educate, Empower Survivors) has gone live as of September 1, 2024. In addition to existing reporting options and support services, students are now able to access the REES platform from UNBC's Sexual Violence and Misconduct Prevention and Response website. The REES tool provides 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. Two student and two staff and faculty information sessions have been held to inform and teach the UNBC community about the supports and services available to students as well as the functionality of the REES reporting tool. Roughly 15 students attended the student info sessions, and 50 faculty and staff attended the faculty/staff sessions. One session was recorded and is available for faculty and staff who were unable to attend. An educational campaign focused on sexualized violence awareness and prevention was launched in the winter of 2024, and included interactive tabling events, passive tabling, social media posts and the creation of posters and business cards. A graduate student was hired to provide guidance and support with the educational campaign as well as lead the peer-to-peer components. A working group was struck to reexamine and rebuild the Sexual Violence and Misconduct Prevention and Response website with the goals of ensuring clearer information on supports, improving resources for those who have experienced Sexualized Violence, as well as for those who are looking to provide support. The redesigned webpages are nearly complete. <p>Student Success / Office of Equity and Inclusion / Northern Women's Centre / Marketing and Communications</p> <ul style="list-style-type: none"> An on-going consent campaign was initiated during the summer where educational events were held in Residence, the larger campus, and over social media <p>Athletics and Recreation</p> <ul style="list-style-type: none"> Adopting Safe Sport Framework for University Programs. UNBC recognizes its responsibility and role in fostering a sport environment that ensures positive and healthy experiences. A safe sport environment is one that does not jeopardize a participant's mental, physical, emotional or sexual health and well-being, but instead promotes self-confidence, resilience and strength. By prioritizing the safety and rights of participants, UNBC is able to demonstrate our ongoing commitment to address the needs of the sporting community in relation to safety in sport. <p>1. Education. Activities that enhance knowledge, develop reasoning and judgement, educate on current policies and issues, and ensure prevention is entrenched in daily interactions.</p> <p>2. Prevention. A set of principles that establish expected behavior, guide decision making, and promote accountability for all individuals associated with Varsity sport.</p> <p>3. Complaints and Response. A clear pathway to identify and address concerns that integrates and aligns with UNBC's policies.</p>
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<p>Provide information on the type and number of education or training sessions offered to students, staff and/or faculty, including the type and number of sessions offered, the audience (e.g., student/staff), and the number of participants. Institutions are encouraged to provide details on how they incentivize and/or require participation in training activities.</p>	<p>Human Resources</p> <ul style="list-style-type: none"> • Staff and faculty are provided with a mandatory onboarding module on the Sexual Violence and Misconduct Policy and Procedure as well Privacy fundametals <p>Student Success / Response and Support Team</p> <ul style="list-style-type: none"> • Two student and two staff and faculty information sessions have been held to inform and teach the UNBC community about the supports and services available to students as well as the functionality of the REES reporting tool. Roughly 15 students attended the student info sessions, and 50 faculty and staff attended the faculty/staff sessions. One session was recorded and is available for faculty and staff who were unable to attend. • An educational campaign focused on sexualized violence awareness and prevention was launched in the winter of 2024, and included interactive tabling events, passive tabling, social media posts and the creation of posters and business cards. • Snacks were provided for the information sessions. Snacks and prizes were provided for the interactive tabling sessions to incentivize participation. • 15 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 <p>Housing and Residence Life</p> <ul style="list-style-type: none"> • Training is offered around consent, sexualized violence. • Crisis intervention training is provided to Residence Assistants (student staff) prior to move in, that supports students who may experience sexualized violence. • Information and resources are provided to students during Housing orientation and in the Housing handbook
<p>Provide an update on their progress on their three-year sexualized violence policy review, as required by the Sexual Violence and Misconduct Policy Act (e.g., may include the date of next policy review, plans for consultation, partners consulted, or key updates anticipated or made)..</p>	<p>Student Success / Response and Support Team</p> <ul style="list-style-type: none"> • The Sexual Violence and Misconduct Prevention and Response 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 2025 – including legal counsel, students, staff and faculty. We anticipate the approval of the revisions to occur by fiscal year end.
<p>Provide an overview of how the results from the Student Perceptions of Sexualized Violence Survey will be used to inform awareness, prevention, and education activities, and/or policy updates.</p>	<p>Student Success</p> <ul style="list-style-type: none"> • Once the results are received, UNBC will review the information and determine what actionable insights have been gained. We will use this information to help inform our approach to ongoing awareness, prevention and educational activities at UNBC. We will also use the information gleaned from the SPSVS to inform our policy revisions where applicable
<p>Former Youth in Care</p>	
<p>Statistics</p>	<ul style="list-style-type: none"> • In the 2024/25 Fiscal Year, the institution saw 20 former youth in care benefit from the BC Government's tuition waiver program, with a total of \$95,485 distributed in waivers, representing an increase in program recipients of 1% over the previous fiscal year.

<p>Describe how your institution is 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>	<ul style="list-style-type: none"> • UNBC is committed to supporting Former Youth in Care (FYIC), vulnerable, and under-represented students through a comprehensive approach that includes housing guarantees, academic advising, financial supports, student life programming, and community collaboration. Efforts are both proactive and responsive, shaped by direct student feedback and evolving provincial policy. <p>Housing & Residence Life</p> <ul style="list-style-type: none"> • FYIC students continue to receive guaranteed on-campus housing if they self-identify and apply by the July 1 deadline. This initiative ensures access to stable housing and is embedded in the Housing application through a self-identification question. <p>Student Success Initiatives</p> <ul style="list-style-type: none"> • FYIC students benefit from direct access to Student Advisors, who offer personalized, one-on-one advising. Advisors also attend FYIC networking events to foster connection and reduce barriers to service. • Programming is being expanded to include targeted emails campaigns, welcome packages, and a feedback forums to assess student needs, which will inform further service development. • A peer mentoring program specifically for PTWP students is in development for Fall 2025, with a dedicated FYIC Student Ambassadors who will act as support and catalyst for inclusive student success programming. <p>Institutional Collaboration</p> <ul style="list-style-type: none"> • A cross-departmental working group including Student Success, Financial Aid, and the Future Students Office, meet and align services and messaging related to FYIC and PTWP eligibility. • FYIC support is embedded into the training provided to staff and regional Student Success Coordinators across campuses. <p>Community & Experiential Opportunities</p> <ul style="list-style-type: none"> • UNBC attended the 2024 Engaging Spirit Cultural Camp, promoting post-secondary opportunities and PTWP directly to prospective FYIC students. • Collaboration with the BC Technology for Learning Society and Ministry of Social Development & Poverty Reduction enabled eligible students to receive donated laptops, distributed during a Fall 2024 welcome event. Branded UNBC laptop bags were also provided. • Liaised with community-based agencies in Prince George and throughout the North who support FYIC to promote the tuition waiver and campus support services.
<p>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>	<ul style="list-style-type: none"> • UNBC employs a variety of strategies to encourage identification and ensure FYIC students—whether currently enrolled or exploring post-secondary—can access supports early and without stigma. <p>Promoting Self-Identification & Awareness</p> <ul style="list-style-type: none"> • FYIC students are encouraged to self-identify during the housing application process, as well as through interactions with Financial Aid, Student Advising, and the Future Students Office. • The Awards and Financial Aid website includes a clearly visible FYIC/Provincial Tuition Waiver Program (PTWP) section, built from best-practice research across peer institutions. • FYIC funding information is also included in UNBC's viewbooks and recruitment newsletters sent to BC high school counsellors, Indigenous Education Workers, and Band Education Departments. <p>Creating Connection & Normalizing Supports</p> <ul style="list-style-type: none"> • A Welcome and Information Session was hosted in Fall 2024 for both current and prospective FYIC students. In addition to sharing PTWP information, the event prioritized connection and belonging, featuring social time, food, and technology distribution (laptops for PTWP-eligible students). • Two Winter 2025 peer networking events offered space for FYIC students to share their experiences, connect with staff and each other, and express interest in future peer programming. • These events were co-attended by Student Advisors, helping break down service access barriers and foster trust in UNBC's support network. <p>Outreach & Engagement</p> <ul style="list-style-type: none"> • Posters for the SAJE (Strengthening Abilities and Journeys of Empowerment) initiative were widely distributed across campus to encourage FYIC students who had not yet come forward to connect with support services. • UNBC staff attended the Engaging Spirit Cultural Camp, engaging youth who may be eligible for the PTWP and sharing pathways into post-secondary education at UNBC. • The institution also conducted an environmental scan of regional organizations for future outreach opportunities to engage FYIC youth who may not yet be enrolled. • Distributed SAJE Kits throughout Prince George and Northern BC, at high schools, community agencies and centres.

K-12 Transitions and Dual Credit Programming

How many students took part?	Enrolment Management & Strategy: Future Students Office <ul style="list-style-type: none"> • Grade 11 Technology Exploration (TekX): In Fall 2024, 19 high school students enrolled in the TekX program. • Traditional Grade 12 Dual Credit: In Fall 2024 and Winter 2025, 94 high school students took a variety of 100-level courses. • In total, 113 high school students across School District 57, Cedars Christian School, and Westside Academy took part in Dual Credit in the 2024/25 academic year, a 140% increase over 2023/24.
What classes did they take?	Enrolment Management & Strategy: Future Students Office <ul style="list-style-type: none"> • Grade 11 Technology Exploration (TekX): In Fall 2024, 19 high school students enrolled in the TekX program, enrolling in UNBC's Computer Science 127 course. • Traditional Grade 12 Dual Credit: In Fall 2024 and Winter 2025, 94 high school students took a variety of 100-level courses, including the subject areas of Astronomy, Biology, Commerce, Economics, Mathematics, English, First Nations Studies, Geography, Health Sciences, Natural Resources Management, Physics, Political Science, Psychology, and Women's Studies. <p>JE Kits throughout Prince George and Northern BC, at high schools, community agencies and centres.</p>
What classes are in development?	Enrolment Management & Strategy: Future Students Office <ul style="list-style-type: none"> • UNBC has partnered with School Districts 57, 28, and 91 and with CNC on an approved provincial Dual Credit Expansion with goals to sign new agreements with additional Districts and explore new programs, such as additional "Exploration"-type programs in Health or Engineering-related subject areas. • Early discussion about additional accessible 100-level course offerings which help scale Dual Credit programming across Northern BC School Districts outside of Prince George.
What actions were taken to promote the opportunity.	Enrolment Management & Strategy: Future Students Office <ul style="list-style-type: none"> • In partnership with Admissions and Web teams: Dual Credit webpage created and launched. • Distribution of new application package and approved course lists sent to all partners, including Dual Credit posters and one-page handouts • Promotion to SD 57 students and families through District Parent Advisory Council-support information night followed by an online webinar for families outside of Prince George in McBride, Mackenzie, and Valemount. • UNBC has partnered with School Districts 57, 28, and 91 and with CNC on an approved provincial Dual Credit Expansion grant to coordinate promotion and streamline application materials, increase awareness of Dual Credit, and sign new agreements with Districts. • Cedars Christian School was added as an eligible participant in the newly launch Technology Exploration (TekX) Dual Credit program delivered in partnership with CNC. • Supported by SDs 57 and 91, roughly 2,000 SD 57 and 110 SD 91 students taking Career Life Education 10 visited UNBC's Prince George campus in Fall '24 and Winter '25, learning about Dual Credit and full-time studies at UNBC.
Active Minds/Youth Camps statistics	UNBC Active Minds delivered workshops and community events focused on the following areas. All-Girls, Black Youth, InSTEM, Go Where Kids Are, General. More than 1700 students were reached in communities across Northern BC.
Other youth programming statistics (GoEng Girl, YELL, etc.)	UNBC Library High School Outreach <ul style="list-style-type: none"> • Number of sessions: 22 - Critical Thinking, Research Day @UNBC and Literature Review • Number of students: 417 • Direct emails to teachers, teacher librarians and principals.

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.

Natural Resources and Environmental Studies Graduate Program (NRES)

- Worked with community partners to develop, organize, host, and/or promote numerous events linked to the professional development of graduate students, and linking them to related employed individuals, e.g. Applied Analysis Hub.
- NRES Partnered with Inspiring Women Among Us and the Natural Resources and Environmental Institute to host panels of current and former students, as well as professionals employed in related fields, to create unique access for students to such leaders, and their work-related experience.
- NRES Initiated development of a peer-to-peer mentoring program in collaboration with UNBC Career Centre.

Faculty of Environment

- Offered Internship courses in Geography, Outdoor Recreation and Tourism Management, and other programs so students can gain course credit while gaining work experience.

Department of Ecosystem Science and Management

- Co-sponsored Industry Career Fair in Forestry with College of New Caledonia, including career fair and networking opportunities. Almost 100% hiring rate of graduates from Forest Ecology and Management program as a result of this program

Faculty of Science and Engineering

- Developed work integrated learning Industry project sheet and distributed to industry.

School of Engineering

- The senior capstone design courses focus on having the students work with industry to develop a design solution for an industry project.

Student Success - Career Centre

The Career Centre has continued to lead the advancement of Work Integrated Learning (WIL) at UNBC through intentional collaboration with faculty, the Office of Research and Innovation, and Alumni Relations. Together, these partnerships have supported the growth of experiential learning opportunities that connect students to their academic disciplines, professional fields, and alumni networks. Over the past year, efforts have focused on embedding WIL within the student journey by co-developing targeted initiatives that prepare students for career success and connect them with real-world experiences. Through joint programming, career readiness workshops, and industry-aligned events, the Career Centre is helping students translate their learning into career pathways while strengthening ties between UNBC and community partners.

Digital Enhancement Software for Industry Engagement and WIL Tracking

- A key milestone this year was the development of a new digital platform to support the growth and strategic coordination of Work Integrated Learning at UNBC. This system is designed to:
 - o Comprehensively track industry partnerships across programs and disciplines
 - Coordinate and host employer engagement activities and industry events
 - Support the progression and tracking of co-op and other WIL experiences for students
- This new system lays the groundwork for scalable, data-informed decision making and relationship management—enabling the Career Centre and its partners to ensure that students benefit from relevant, timely, and high-quality experiential opportunities.

Career Readiness Initiatives (2024–2025)

- Industry Nights:
 - Twelve targeted industry nights were hosted throughout the year, each designed to foster faculty-specific networking opportunities for students and alumni with industry professionals.
 - o Average student attendance: 30
- Average alumni panelists: 4 per night
- Industry participation: up to 10 partners per event

Career Fairs:

- Fall Career Fair: 40 industry partners
- Spring Career Fair: 70 industry partners

2024-2025 saw a total of 240 industry partners visits to the Prince George UNBC campus; an increase of 200% (80 Industry visits in 2023-24). This was made possible by the StrongerBC: Future Ready Action Plan Work-Integrated Learning Initiative.

Experiential Learning Outreach and Opportunities Program

This year, the Career Centre partnered with the Office of Research and Innovation to collaboratively launch the Experiential Learning Outreach and Opportunities program, working to provide a unified, strategic approach to preparing students for off-campus learning and networking experiences.

- Students were prepped with professional development workshops, business cards, and name tags
- 45 students represented UNBC at the BC Natural Resources Forum, gaining direct exposure to key stakeholders in the province's natural resource sector

Career Ambassador Program

The Career Centre hired and trained 10 Career Ambassadors to support peer-to-peer student development and outreach.

- Over 150 one-on-one resume and interview prep sessions were delivered to graduate and undergraduate students
- 80 students participated in drop-in resume review sessions held in the UNBC Learning Commons.
- Delivered 4 collaborative resume workshops with faculty and student-led organizations

Co-operative Education Program Highlights (2024–2025)

The Career Centre continues to strengthen the Co-operative Education (Co-op) program by enhancing student preparation and increasing employer engagement. In September 2024, a newly designed Career Readiness Course was launched to better equip students with the tools and confidence needed to navigate their co-op journey.

- Career Readiness Course Launch: Over 150 students have self-enrolled since September 2024
- New Co-op Admissions: 45+ students admitted into the program since September 2024
- Work Terms Completed: 26 students engaged in co-op work terms between May 2024 – January 2025
- Job Postings: Between September 3, 2024, and April 4, 2025, there were 227 unique co-op job postings on the Career Centre job site, spanning a wide range of disciplines:
 - o 28 – Physical Sciences
 - o 53 – Business
 - o 29 – Computer Science
 - o 66 – Engineering
 - o 7 – Humanities
 - o 32 – Environmental-related fields

This growth reflects the Career Centre's commitment to providing high-quality, discipline-specific work experiences that align with student learning outcomes and industry needs. The increased breadth of postings demonstrates expanded employer engagement and continued momentum in supporting career-aligned student employment opportunities

FHHS – Department of Psychology

- Graduate-level students in Psychology and Counselling engage in practicum, internships, and thesis-based research with applied components. Faculty facilitate community-based research and supervision.

First Nations Centre (FNC) and Office of Indigenous Initiatives (OII)

- Added two paid Grad Student Assistantships for elf-identifying Indigenous graduate students to gain work experience in the Frist Nations Centre, learn to lead events and conduct cultural event planning, providing peer mentorship to the undergraduate Campus Cousins (student volunteers) and job shadow FNC and OII staff.
- Created two Graduate Research Assistantships in the Office of Indigenous Initiatives (OII), one of these positions was adapted to hire an International, Self-Identifying Indigenous graduate student. Conducted a literature review and prepared a manuscript on Indigenous Pedagogies for publication. Gained experience in Canadian Indigenous cultural protocols for events, gatherings, and project management. Received mentorship from the Interim Associate Vice-President, Indigenous and both managers of the FNC and OII.

<p>Number of students involved in WIL options, and, if possible, by type of WIL. <i>Apprenticeship numbers are reported separately to SkilledTradesBC and 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).</i></p>	<p>School of Planning and Sustainability</p> <ul style="list-style-type: none"> • 10% of students enrolled in for-credit internship learning, another 20% with relevant work opportunities without academic credit. <p>Student Success – Career Centre</p> <p>CO-OP:</p> <ul style="list-style-type: none"> • 26 students in co-op work terms May 2024- January 2025 <ul style="list-style-type: none"> o 8 placements for engineering o 8 placements for finance/accounting o 4 placements for wildlife and fisheries o 3 placements for computer science o 1 placement each for health sciences, physics, and rural planning <p>This represents a 44% increase in the number of Co-op placements from last year.</p>
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UNBC Strategic Priority Areas of Focus

<p>Actions completed in 2024-25</p>	
<div> <div>Raising UNBC’s Profile</div> <div> <p>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.</p> </div> </div>	
<p>Participate 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.</p>	<p>In 2024, UNBC participated in the Times Higher Education (THE) Impact Rankings, a prestigious global assessment that evaluates universities based on their contributions to the United Nations’ Sustainable Development Goals (SDGs). This submission allowed UNBC to demonstrate its commitment to sustainability, social responsibility, and positive global impact.</p>

<p>Develop a comprehensive research plan that aligns with sustainability goals.</p>	<p>Research and Innovation</p> <p>A new strategic research plan “Advancing Knowledge, Inspiring Discovery, and Empowering Tomorrow” was prepared with a robust consultation process in the fall of 2024. Sustainability, in its broadest sense weaves through-out the entire plan with our 5 focus areas:</p> <ul style="list-style-type: none"> • Indigenous Peoples, Place, and Leadership • Climate Action, Sustainable Environments, and Natural Resources • Northern and Rural Community Engagement and Empowerment • Health, Society, and Wellbeing • Science and Technology.
<p>Foster collaborative partnerships and interdisciplinary approaches to research and academic programs.</p>	<p>Research and Innovation</p> <ul style="list-style-type: none"> • At the University of Northern British Columbia, research is transforming lives and shaping a more sustainable, inclusive future. UNBC researchers lead groundbreaking work across climate change, health, Indigenous collaboration, and innovation, tackling critical challenges from glacier loss to rural health care equity. Major initiatives such as the \$5 million Quesnel River salmon project and the Northern Centre for Clinical Research show the power of partnerships with Indigenous communities, governments, and industry. Students are at the heart of this research ecosystem, gaining hands-on experience alongside world-class faculty recognized nationally and internationally for their impact. With near-record research funding and growing national influence, UNBC continues to inspire discovery, drive change, and create solutions rooted in the unique realities of northern, remote, and Indigenous communities. <p>Through 29 compelling research stories shared between July 2024 and February 2025, UNBC proudly showcases the strength, creativity, and impact of its research community. These stories highlight powerful themes, including climate change resilience, Indigenous leadership and collaboration, health and biomedical innovation, student research excellence, and research commercialization. Together, they demonstrate UNBC’s commitment to collaborative, interdisciplinary approaches, community-driven discovery, forging solutions rooted in the North that resonate across Canada and around the world.</p> <p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • Development of joint majors, cross-listed courses, and the creation of UNIV-103 – Introduction to Indigenous Studies, Social Sciences and Humanities, which is intended to address skills gaps and foster a stronger community and cohort of incoming undergraduate students that fosters interdisciplinarity throughout the undergraduate student learning experience. <p>FHHS</p> <ul style="list-style-type: none"> • Work continues to develop a partnership with Aurora College to deliver UNBC’s BEd and BSW programs; interest is high in faculty from both institutions in also exploring areas of collaboration for both research and scholarship of teaching and learning activities.
<p>Create a sustainability plan for UNBC to demonstrate commitment to environmental stewardship.</p>	<p>Sustainability Office</p> <ul style="list-style-type: none"> • The Sustainability Strategic Plan (2025–2035) was introduced during Green Week: Act for Sustainability in March 2025. The previous sustainability roadmap, the UNBC Green Strategy, Phase 1 (2009–2011), laid the groundwork for sustainable initiatives at UNBC. Building on that foundation, this new plan sets ambitious goals and directs sustainability efforts for the next decade. As a living document, it will adapt over time, incorporating continuous feedback and featuring annual reports to track progress and maintain accountability. <p>Business Services Business Development Land Trust</p> <ul style="list-style-type: none"> • The Land Trust project plays a key role in raising UNBC’s profile as Canada’s Green University by demonstrating a strong, visible commitment to environmental stewardship. Through sustainable land use planning, low-carbon building design, and integration of green infrastructure, the project showcases UNBC’s leadership in climate-resilient development. By aligning new campus growth with environmental best practices, the Land Trust enhances UNBC’s reputation as an institution that not only teaches sustainability—but actively practices it.

<p>Invest in branding and marketing strategies for student recruitment and retention, including digital platforms</p>	<p>Communications, Marketing and Web</p> <ul style="list-style-type: none"> • A review of UNBC's brand identity was completed in 2024, with multiple revisions made to improve accessibility, add audience personas, refresh elements such as departmental logos, and firmly define appropriate colour usage. This will result in the next phase, which involves onboarding a robust design software for use by employees and students that encourages adherence to UNBC's brand identity. • UNBC completed multiple digital marketing campaigns focused on a wide range of audiences, from prospective students and parents to lifelong learners and those interested in specific programs such as engineering or nursing. All campaigns exceeded industry benchmarks for key measurables such as click-through rates, cost-per-click, and engagement rates. • UNBC invested in enhanced "traditional" marketing across northern B.C. including digital signage, in-school posters, radio/television advertising, and sponsorship with an eye to improving UNBC's brand presence and recognition across northern B.C. • UNBC invested in a new, robust social media management tool, greatly enhancing the institution's ability to disseminate, analyze and adjust its social content based on real-time analytics. <p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • Appointment of a Graduate student to serve as the Faculty's social media content creator. This position has helped grow our social media presence, defining our branding, enabling some active recruitment initiatives, and broadcasting more broadly the variety of activities and accomplishments in the Faculty. <p>Athletics and Recreation</p> <ul style="list-style-type: none"> • Re-brand of Brownridge Court at the Charles Jago Northern Sport Centre utilizing the art of Trevor Angus and included Dakelh language. This design won an award for best Gym in Western Canada. • Athletics and Recreation unveiled a new website. The emphasis is on real-time, up-to-date information with a deep archive of our history (emphasizing alumni), all in a package that is modern and easily consumable. <p>Enrolment Management & Strategy – Future Students Office</p> <ul style="list-style-type: none"> • EM&S work closely with Marketing and Web to maximize our presence on external postsecondary aggregate site Schoolfinder.com. Investment into this platform allows us to showcase programs, entrance awards, and institutional attributes to an external audience of postsecondary education-seekers. Roughly 1,600 prospective student leads are generated via this external site for each intake year. • The TargetX Client Relationship Management (CRM) tool allows for personalized, just-in-time communications and relationship building with prospective students from the point of inquiry to matriculation. Additional email marketing flows were developed to include more program-specific touchpoints, including calls to apply, congratulations on acceptance, and alumni testimonials. <p>Office of Equity and Inclusion</p> <ul style="list-style-type: none"> • Developed a Researcher amplification marketing strategy through an equity lens to uplift UNBC's profile, disseminate knowledge, recruit students and faculty to UNBC.
<p>Develop effective internal communication strategies to ensure alignment and cohesion.</p>	<p>Communications, Marketing and Web</p> <ul style="list-style-type: none"> • An internal communications strategy framework document was created that includes an environmental scan, high-level goals, SWOT analysis, tactic list, and recommended next steps for advancing a more fulsome internal communications strategy. <p>Enrolment Management & Strategy</p> <ul style="list-style-type: none"> • Future Students, Student Experience & Planning, and Marketing began mapping important dates and timed messaging to be delivered across multiple channels to coordinate timing, remove redundant communication, and to unify branding and messaging. <p>Enrolment Management & Strategy – Future Students Office</p> <ul style="list-style-type: none"> • The Future Students Team has provided training to and combined outreach schedules with the Regional Student Success Coordinators (SSCs) to empower locally situated SSCs to perform recruitment outreach to high schools, colleges, and community events and make referrals to the Future Students Team.

Establish a government relations strategy to advocate for UNBC's interests at all levels.	<p>President's Office</p> <ul style="list-style-type: none"> • In collaboration with Research and Innovation, provided high-level leadership by serving as the primary voice of the university to municipal, provincial, and federal governments. • Built and sustained relationships with elected officials and senior public servants to advance UNBC's interests. • Positioned UNBC as a trusted partner in addressing regional, provincial, and national priorities. <p>Research & Innovation</p> <ul style="list-style-type: none"> • Established relationships with government partners by supplying evidence-based insights, data, and success stories to strengthen advocacy efforts. • Highlighted UNBC's research impact and alignment with government priorities, including reconciliation, health equity, climate resilience, and regional development. • Coordinated with faculty, students, and external partners to build compelling cases for investment and collaboration.
Enhance external relations functions to foster partnerships and collaborations.	<p>Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)</p> <ul style="list-style-type: none"> • Interim AVPI was accepted as a member of the National Indigenous University Senior Leaders' Association (NIUSLA) where she represents UNBC and the OII/FNC. There are currently 49 members from Canadian Universities who are part of this organization. • FNC's annual Welcome Back Garden Party in the Wabooz Garden received 120~ visitors, including members of Lheidli T'enneh leadership, elders, Metis Nation of BC (MNBC), local youth coordinators, members of the UNBC community and at least two classes from the NRES program. • The FNC Graduation Celebration had 24 Indigenous graduates register to participate in the celebration events and 21 who were present on the day. MNBC gifted a Metis Sash to each of the Self-Identifying Metis graduates. • Welcomed the first guest through the new Visiting Knowledge Keepers Program, Te Aturangi, a Māori Elder, artist and master carver during the annual Weaving Words Festival and for the month of March 2025.

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.

Establish community engagement initiatives, including outreach programs and knowledge-sharing events.	<p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • Hosting of the annual Northern Days, in partnership with Northern Studies and other academic programs in FE. Regular Global Fridays Speakers Series, which includes experts with a northern community focus. Faculty participation in the Arctic Congress in Bodø, Norway; and student participation in the circumpolar Arctic through the Travelling Knowledges program. <p>Athletics and Recreation</p> <ul style="list-style-type: none"> • Shoot for the Cure project. Custom jerseys with both sides of the jersey featuring names of parents, grandparents, siblings, friends and colleagues who have been affected by cancer. Some have survived, some have lost their lives, but all have left a lasting impact and are now immortalized on the latest UNBC jersey creation. All of the names listed on the jersey were chosen by current and former UNBC Women's Basketball players. This project was a combination of alumni relations, fundraising for a cause, and has never been done in the country before. We utilized several digital pieces of content to tell those stories and stand out among institutions across Canada • The Run As One school program continued, which is an opportunity for recruiting, and expanding the walls of our campus to include underserved communities. • Timberwolves Tour this summer into a number of communities, adding Nass Valley, Houston, Terrace and Dawson Creek. • The SD57 Game happened twice, with a combined 2500 students attending a varsity basketball and varsity soccer game. <p>FHHS – School of Education</p> <ul style="list-style-type: none"> • One-time offering of BEd program in Prince Rupert starts September 2025. The offering is in response to requests from the local school district and learners to bring the Regional BEd offering to their community. We are estimating ~15 Teacher Candidates to participate in the Regional BEd from Prince Rupert, joining classes with learners in Terrace and Quesnel via video conferencing.
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	<p>Research and Innovation</p> <p>At the heart of UNBC's strategy is the Youth Outreach Program, which serves as a dynamic platform for connecting Northern and Indigenous youth to academic, research, and innovation pathways. This program is not simply about recruitment—it is a long-term, research-informed engagement model that spans early exposure to hands-on STEM experiences, mentorship programs linking youth to UNBC students and faculty, and collaborative partnerships with Indigenous communities, industry, and regional school districts.</p> <p>UNBC's Research and Innovation team plays a pivotal role in coordinating and delivering these efforts. Through initiatives like Active Minds, the Indigenous Research Ambassadors program, and STEM workshops tailored for underserved populations, UNBC creates tangible opportunities for young people to engage with university-level knowledge systems in culturally relevant and accessible ways. These initiatives are complemented by seasonal events such as Go ENG Girl and Go CODE Girl, which celebrate diversity in STEM and empower young women and girls to envision futures in technology and engineering fields.</p> <p>In addition to youth-focused outreach, UNBC's research community is expanding its knowledge-sharing footprint through public talks, regional research showcases, and community-based participatory research events. Spark Discovery Week and the Breaking Barriers Summer Program are just two examples of how the university translates complex research into engaging formats for broader audiences, particularly in rural and Indigenous communities. These initiatives ensure that knowledge generated at UNBC is mobilized beyond the academy and co-developed with the people it seeks to benefit.</p>
<p>Collaborate with Indigenous communities to integrate Indigenous knowledge and perspectives into academic and research activities.</p>	<p>Department of Ecosystem Science and Management</p> <ul style="list-style-type: none"> • Developing collaboration with Williams Lake First Nation to assess impacts of their forest thinning practices on wildlife. • Working with Weaving Knowledges program within the Indigenous Sciences Division of Environment and Climate Change Canada to develop research hub collaboration with UNBC, with vision to nationalize program in the future. <p>School of Planning and Sustainability</p> <ul style="list-style-type: none"> • 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 Gitxanliiks. <p>Geography, Earth and Environmental Sciences</p> <ul style="list-style-type: none"> • Continued to build on long-term connection with Tsilhqot'in National Government (TNG) via Dr. Catherine Nolin. Growing to include other faculty members, graduate students + field school preparation and planning. Collaborated with TNG to hold several information sessions to recruit UNBC to fill TNG job opportunities and increase capacity within TNG. • Collaborated with Nisga'a Nation – via Wilp Wilxo'oskwhl (House of Wisdom) co-hosting new GEOG 298 course on Volcanology, which weaves together Indigenous and western knowledges about volcanos. • Ongoing updating of course materials to Indigenousize courses. <p>Ecosystem Science and Management</p> <ul style="list-style-type: none"> • Facilitating faculty bringing Indigenous Knowledge Holders into classrooms to advance conversations around Indigenous perspectives on conservation and natural resources management integral to our degree programs. This included the Department and Faculty providing funding for honoraria for elders and knowledge holders. • Started hiring process for Assistant/Associate Professor in Indigenous or Aboriginal Forest Sciences. • Collaborating with Tl'azt'en First Nation to manage the John Prince Research Forest to address research questions of relevance to forest management, forest sustainability, community interests, and in terms of adapting to climate change. <p>Natural Resources and Environmental Studies Graduate Program</p> <ul style="list-style-type: none"> • Increasing flexibility in application process and guidelines to accommodate students who have faced systemic barriers to higher education. • Facilitated and promoted participation in efforts to advance conversations on decolonization and reconciliation, e.g. Indigenousization in Action Speaker Series. • The Graduate Coordinator holds weekly office hours in the First Nations Centre to meet students in their own safe space and on their terms. • Increased flexibility into degree timelines to recognize and facilitate the relationship building with Indigenous communities that is necessary when students partner with Indigenous communities <p>FHHS – School of Education</p> <ul style="list-style-type: none"> • Partnered with WWNI in a successful application for funding for development of a one-time offering of theBEd program in Nisga'a territory. We are currently working on regulatory approval, with an intended start in 2026.

Develop partnerships with local businesses and organizations to address regional challenges and opportunities	<p>Ecosystem Science and Management</p> <ul style="list-style-type: none"> Partnering with Forest Professionals of BC to develop microcredit certificate in sustainable forestry with flexible, remote and short-term learning options to maximize accessibility, especially to non-traditional learners. <p>Business Services Business Development Land Trust</p> <ul style="list-style-type: none"> Housing is a key challenge in Northern BC, affecting student recruitment and workforce retention. The Land Trust project addresses this by enabling student, market, and non-market housing near campus, easing rental pressures and supporting regional growth. It creates local jobs in the short term and, over time, helps attract and retain skilled professionals in Prince George.
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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.

Refresh the Academic Plan to align with Ready.	<p>Office of the Vice-President Academic and Provost</p> <p>The READY Roadmap: Academic Plan 2025-2031 was approved by Senate in March 2025. Following engagement across the UNBC community in Fall 2024 key themes emerged on the need to focus on the core foundations of UNBC's mandate to the region, on curriculum renewal and pedagogical innovation, and on fulfilling student learning journeys. In alignment to the UNBC Ready Strategic Plan the refreshed Academic Plan addresses eight priorities;</p> <ol style="list-style-type: none"> 1. Driving Strategic Enrolment Growth and Impact 2. Empowering Indigenous Voices and Knowledge at UNBC 3. Transforming Curriculum and Pioneering Pedagogical Innovation 4. Building a Bold and Inclusive Regional Strategy 5. Expanding Global Impact Through International Strategy 6. Optimizing Resource Allocation for Maximum Academic Impact 7. Empowering Lifelong Learning and Enhancing the Role of Continuing Studies 8. Championing Faculty Excellence and Development
Develop strategies to support students' academic experience, particularly international students.	<p>Department of Geography, Earth and Environmental Sciences</p> <ul style="list-style-type: none"> Committed financial resources and faculty time prepare students and bring them to regional conference to increase professional development and networking opportunities, showcase UNBC research and academic success, and enhance learning opportunities. <p>Faculty of Environment and Faculty of Science and Engineering</p> <ul style="list-style-type: none"> Developed and offered program that identifies numeracy challenges faced by students early in key first year courses, and provides students facing challenges with additional learning opportunities to upskill, ensuring they can be successful in their courses. <p>Faculty of Environment</p> <ul style="list-style-type: none"> Introduced student-coordinated workshop series and one-on-one tutoring to increase communication skills (oral, written, graphical communication) and academic success <p>Department of Ecosystem Science & Management</p> <ul style="list-style-type: none"> Co-sponsored student participation in the Western Canada Chapter Meetings for the Wildlife Society to facilitate student networking, skills development, professional development Co-ordinated the participation of Forest Ecology & Management students to the Council of Forest Industries (COFI) student/industry leaders luncheon at the COFI annual meeting in Prince George to increase networking opportunities, skills and professional development <p>Natural Resources and Environmental Studies Graduate Program</p> <ul style="list-style-type: none"> Hosted 2 social events this year, to encourage community building, taking a break, meeting peers, etc. Students attend weekly colloquia, which provide learning and skills development opportunities, portals into professional development, and networking activities. The NRES Coordinator spoke at the student-led Graduate Week to reinforce the importance of graduate students in general, and international graduate students in particular, at UNBC.

<p>Develop partnerships with local businesses and organizations to address regional challenges and opportunities</p>	<ul style="list-style-type: none"> • Introduced program to ensure graduate students understand their rights, resources and services available to them. • Collected input from graduate students about student life and academic training at UNBC, and responded to feedback by refining graduate-related offerings and programming. • Offered several various training sessions for early career faculty and new NRES supervisors to ensure supervisors understand duty of care, student rights, supervisor responsibilities, administrative processes, and supervision-related best practices. • Added content to required PhD seminar course to increase focus on Truth and Reconciliation, along with decolonization and indigenization, linking theory, practice, and facilitating skills development. • Offer Indigenous-generated resources and reference materials to graduate students <p>Office of the Vice-President Academic and Provost</p> <ul style="list-style-type: none"> • Developed guidance on the acceptability of using generative AI (GenAI) in coursework. The online information provides key guidance for students around their responsible use of GenAI, and for instructors around their communication to students on GenAI use and its acceptability in their course. <p>Office of Equity and Inclusion</p> <ul style="list-style-type: none"> • Developed and successfully launched the Magnifying Black Voices Program to support students through financial aid, mentorship and community. • Program is open to Black students that are either domestic or international and undergraduate and graduate level.
<p>Conduct comprehensive curriculum reviews for degrees and programs.</p>	<p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • External reviews of the History, Anthropology, and Political Science units/disciplines took place and are all in the process of developing and/or implementing their respective actions plans. Additionally, the programs of Global and International Studies, and English, are likewise reviewing their whole curricula in response to previous external reviews, new faculty hires, and disciplinary standards. <p>Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • The Chemistry Undergraduate and Graduate programs underwent an external review. The Engineering and Biochemistry program are acting on the suggestions from the reviewers from their external reviews. Engineering is preparing for the next Canada Engineering Accreditation Board (CEAB) review. <p>Faculty of Environment</p> <ul style="list-style-type: none"> • An external review of the Forest Ecology and Management program took place and the unit is in the process of developing an action plan. <p>Faculty of Human and Health Sciences</p> <ul style="list-style-type: none"> • An external review of the Psychology program, and Northern Collaborative Baccalaureate Nursing Program and BScN Completion program took place and are all in the process of developing their respective actions plans. • The Department of Psychology has refreshed its undergraduate curriculum and continues curriculum reviews across graduate programs. Revisions incorporate multicultural principles and expanded Indigenous content. • The Northern Collaborative Baccalaureate Nursing Program is nearing the end of its curriculum review, in partnership with the College of New Caledonia and Coast Mountain College, who deliver Years 1 and 2 of the program. • The School of Education has received DQAB approval for its renewed MEd program. The first intake will be for July 2026 into this cohort-based, action-based research program intended to develop educational and other leaders across the North.
<p>Develop strategies to support students' academic experience, particularly international students.</p>	<p>Department of Geography, Earth and Environmental Sciences</p> <ul style="list-style-type: none"> • Committed financial resources and faculty time prepare students and bring them to regional conference to increase professional development and networking opportunities, showcase UNBC research and academic success, and enhance learning opportunities. <p>Faculty of Environment and Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • Developed and offered program that identifies numeracy challenges faced by students early in key first year courses, and provides students facing challenges with additional learning opportunities to upskill, ensuring they can be successful in their courses. <p>Faculty of Environment</p> <ul style="list-style-type: none"> • Introduced student-coordinated workshop series and one-on-one tutoring to increase communication skills (oral, written, graphical communication) and academic success

	<p>Department of Ecosystem Science & Management</p> <ul style="list-style-type: none"> • Co-sponsored student participation in the Western Canada Chapter Meetings for the Wildlife Society to facilitate student networking, skills development, professional development • Co-ordinated the participation of Forest Ecology & Management students to the Council of Forest Industries (COFI) student/industry leaders luncheon at the COFI annual meeting in Prince George to increase networking opportunities, skills and professional development
Refresh academic offerings, including new programs and partnerships.	<p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • Curriculum and program changes have taken place in all academic programs in FISSSH, including the creation of two new programs (joint major in ANTH-FNST, and ANTH-ENGL), 11 program revisions, the creation of 6 new courses, 69 course revisions, and 3 course deletions. <p>Natural Resources and Environmental Studies Graduate Program</p> <ul style="list-style-type: none"> • Refreshed its two required PhD seminar courses. • Integrated Inspiring Women Among Us events in graduate programming as part of gaining equity, diversity, and inclusion training and experiences, and as a way of learning through extra-course university activities. • Introduced interdisciplinary, day-long workshop on Wildfire Resilience in the North (Wildfire Friday), which linked students, academics, and community professionals to increase networking, skills development, and co-develop community capacity. <p>Computer Science Program</p> <ul style="list-style-type: none"> • Completed a refresh of the program that removed redundant courses and added more selection of applied vs. theoretical computer science courses in the upper years. <p>Geography, Earth and Environmental Sciences</p> <ul style="list-style-type: none"> • Developed a new Minor in Watershed Science and Management along with a capstone course ENSC 402/602 Watershed Science and Management that is accessible to majors from across UNBC, for implementation in September 2025. • Developing a new undergraduate and graduate course, ENSC 400/600 Environmental Instrumental Analysis for implementation in Fall 2026 <p>FHHS – School of Education and School of Social Work</p> <ul style="list-style-type: none"> • Work continues on MOU for partnership with Aurora College to deliver the BEd and BSW programs in the Northwest Territories. MOU Recently passed at Faculty Council for onward approvals process through Senate and Board. Target implementation date is September 2027.
Develop strategies to support students' academic experience, particularly international students.	<p>Faculty of Environment</p> <ul style="list-style-type: none"> • Developed and implemented speaker series on 2SLGBTQIA+ issues aimed at bringing together members of the community and allies to understand and make space for students, faculty, and staff who are members of the queer community. <p>Faculty of Environment and Provost's Office</p> <ul style="list-style-type: none"> • Hosted half-day workshop on responding constructively to microaggressions. <p>Faculty of Environment and Office of Equity, Diversity and Inclusion</p> <ul style="list-style-type: none"> • Co-hosted workshop on increasing inclusion in UNBC hiring process • Co-led workshop on writing effective EDI statements for graduate students • Hosted workshop on increasing accessibility for graduate students with disabilities • Offered week-long programming (Inspiring Women Among Us) to celebrate contributions of women and gender minorities, and to increase capacity and skills development of all students, faculty, and staff. <p>Faculty of Environment</p> <ul style="list-style-type: none"> • Sponsored Women in Science, Technology, Engineering, Environment, and Math Event at the Canadian Society for Ecology and Evolution meeting. <p>FHHS</p> <ul style="list-style-type: none"> • Administrative Staff across all FHHS programs participated in Equity as Technical Skills workshops with QuakeLab Inc. The workshop is intended to build capacity for integration of EDIA lens in process development. As FHHS works to on continuous improvement processes related to administrative operations, the learnings from these sessions will be invaluable.

<p>Innovate in academic programming, focusing on pedagogies, curriculum design, and accessibility.</p>	<p>Information Technology Services (ITS)</p> <ul style="list-style-type: none"> ITS is upgrading aging classroom technologies to support hybrid course delivery in a cost-effective manner. These upgrades will significantly enhance the classroom experience and promote more inclusive and accessible course content delivery. <p>Department of Geography, Earth and Environmental Sciences</p> <ul style="list-style-type: none"> Third-year course integrated experiential learning through internal field trips to determine how campus places and activities are related to the course topics in Gender, Environment, and Sustainability, to help students connect theory and concepts to gender-related work on campus. <p>Department of Ecosystem Science and Management</p> <ul style="list-style-type: none"> Partnered with Centre for Teaching, Learning and Technology to develop skills in managing AI in teaching
<p>Enhance graduate student experience through supervisor training and support packages.</p>	<p>Graduate and Post-doctoral Studies</p> <ul style="list-style-type: none"> Developed several tools and opportunities for the community: <ul style="list-style-type: none"> Supervision Faculty Self-Training for faculty development (in progress) <ul style="list-style-type: none"> Module 1: Fundamentals of Graduate Supervision Module 2: Graduate Supervision at UNBC, and Module 3: Conflict in Graduate Supervision Supervision Cafe monthly drop-in developmental discussion group facilitated by VPGPS-CTLT-Grad Office (commenced 02-2025) Postdoctoral Fellowship Guidelines (new training document for faculty brining in PDFs) (complete) Postdoctoral Wayfinding Toolkit (Onboarding for PDFs according to immigrations status complete) <p>Natural Resources and Environmental Studies Graduate Program</p> <ul style="list-style-type: none"> Provided training to all faculty members on grad program processes and responsibilities Provided numerous training workshops on specific topics (e.g. defense chairing; supervision best practices; administrative processes) Streamlining and revising internal processes to improve clarity and provide greater structural support to students, particularly with respect to admissions and awarding. <p>UNBC Library</p> <ul style="list-style-type: none"> The library has created a pan-institutional Steering Committee to develop a Research Commons with the purpose of supporting graduate students with their research. <p>FHHS – School of Education</p> <ul style="list-style-type: none"> The program is in its final stages of developing EDU-PODS for the Master of Education. The intent of this process is to focus on the needs of the students, the support of the faculty members/staff with the overarching Supporting Educational Graduate Advancement (SEGA). Each pod will allow the student to select a topic from the three pods. This is where faculty members within the program and who has the expertise, knowledge, skills or experience can choose to work with that student in their respectful topics.
<h2>Digital Transformation & Administrative Excellence</h2> <p>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.</p>	
<p>Implement digital tools for streamlined student services and administrative workflows and data management.</p>	<p>Information Technology Services (ITS)</p> <ul style="list-style-type: none"> ITS is advancing the digitization and automation of existing administrative processes currently reliant on manual or PDF-based workflows. <p>Student Success – Access Resource Centre</p> <ul style="list-style-type: none"> Through the Access resource Centre, UNBC provides a variety accessibility software and tools for students needing assistive technology. <p>Student Success – Career Centre</p> <ul style="list-style-type: none"> UNBC's newly implemented Career Services Manager (CSM) – Symplicity ©, supports digital transformation and excellence by centralizing and modernizing the Career Centre service delivery.

<p>Innovate in academic programming, focusing on pedagogies, curriculum design, and accessibility.</p>	<p>Through a user-friendly platform that streamlines operations with automation for appointments, industry relationship management, event support, experiential learning tracking, and communications, UNBC's CSM enhances the student experience. It enables data-informed decision making by tracking student engagement, outcomes, and employer activity, helping UNBC continuously improve career readiness services. This platform will create an opportunity for Alumni mentorship, connecting our past students with our current and strengthening community connection. Employer relationship tools strengthen industry partnerships and experiential learning opportunities, aligning services with institutional goals for student success and employability. Through scalability, accessibility, and consistency, UNBC's CSM drives operational excellence and student-centered transformation.</p> <p>Financial Services</p> <ul style="list-style-type: none"> Finalizing implementation of PayMyTuition with go live for the September 2025 semester. This is a payment platform which allows students to easily pay their tuition and to self enroll in payment plans. <p>University Governance</p> <ul style="list-style-type: none"> The Office of University Governance continues to implement a meeting management platform that automates workflows for the Board of Governors and Senate. The tool is expected to reduce the time the University Governance team spends on the current manual process. Once implemented with the Board, Senate, and their respective committees, University Governance will connect with other areas of the University that may benefit from using the tool. <p>Office of the Registrar</p> <ul style="list-style-type: none"> Implemented undergraduate admissions TargetX CRM module that automates admissions communications from the point of application to final admission based on assigned decision codes in the SIS. This allows for better tracking of applicants for better timed communication and conversion. Implemented self-service confirmation of enrolment letter available to students on demand through their student portal, replacing manually created letters and increasing service delivery times. Implemented Banner Document Management (BDM) for digital student record management (replacing paper system for current records). Upgraded Self-Service Banner 9 and implemented registration module that allows students to plan registration ahead of time. Implemented advising student profile in Self-Service Banner 9 to streamline student advisor access to information.
<p>Provide training and support for staff to effectively leverage digital tools.</p>	<p>Communications, Marketing and Web</p> <ul style="list-style-type: none"> The web team introduced a new Drupal training program (UNBC's website content management system), designed to be easier to use and reduce inefficiencies in the previous training system. The team worked collaboratively with Continuing Studies to roll out the system on CS's educational platform. Further enhancements and modules for advanced training are planned for 2025-26.
<p>Enhance online services and communication channels for students, faculty, and staff.</p>	<p>Information Technology Services (ITS), Student Success, and Communications</p> <ul style="list-style-type: none"> Launched a refreshed myUNBC portal that is a student's go-to source for accessing personalized student information, services, and popular links. It is available as an app and a web-based platform <p>UNBC Library</p> <ul style="list-style-type: none"> The library launched its new website in August 2024. The new redesign is based on user experience feedback with the aim to enhance student, faculty and staff experience with accessing resources, services and support. <p>University Governance</p> <ul style="list-style-type: none"> A new website regarding Privacy Management, which provides information to members of UNBC and the community on Access to Information, Privacy Impact Assessments, and Privacy Breaches has been launched. The team has also created a Privacy Impact Assessment Directory, in which a public version of all privacy impact assessment approved after 2023 are available on the website. In 2024, work began on a new Data Governance website, which provides tools and guidance on retention schedules, AI usage, a File Structure Guide, File Naming Guide, and Transitory Records Retention Schedule Guide for the University community. A student was hired during the January 2025 semester as a governance liaison to serve as a vital bridge between the student body and the University Governance Office. The role facilitated effective communication, fostering student engagement in university decision-making processes, and providing a voice for student concerns and interests. In addition to the required policy and procedures, University Governance developed email communication, supervisor information sessions, and a website about the Public Interest Disclosure Act to communicate to UNBC employees the process to provide them a safe and legally protected way to report or seek advice on disclosing Wrongdoing under PIDA.

Implement service excellence strategy to enhance user experience.	Information Technology Services (ITS) <ul style="list-style-type: none"> ITS is deploying a shared digital tool, already widely utilized across campus, to improve the reliability and efficiency of administrative service delivery. This initiative aims to eliminate manual processes that currently allow requests to be overlooked or lost, ensuring greater consistency and responsiveness.
Progress the Cloud Adoption Strategy with a focus on accessibility, efficiency, effectiveness, cybersecurity, disaster recovery and business continuity.	Information Technology Services (ITS) <ul style="list-style-type: none"> ITS is migrating key ERP systems to Amazon AWS, with existing backups of the ERP database already in place. Development instances are scheduled to be operational in the cloud by summer 2026. Additionally, ITS leverages cloud platforms for advanced research workloads, offering high availability and operational efficiency at significantly lower costs compared to traditional on-premises infrastructure.

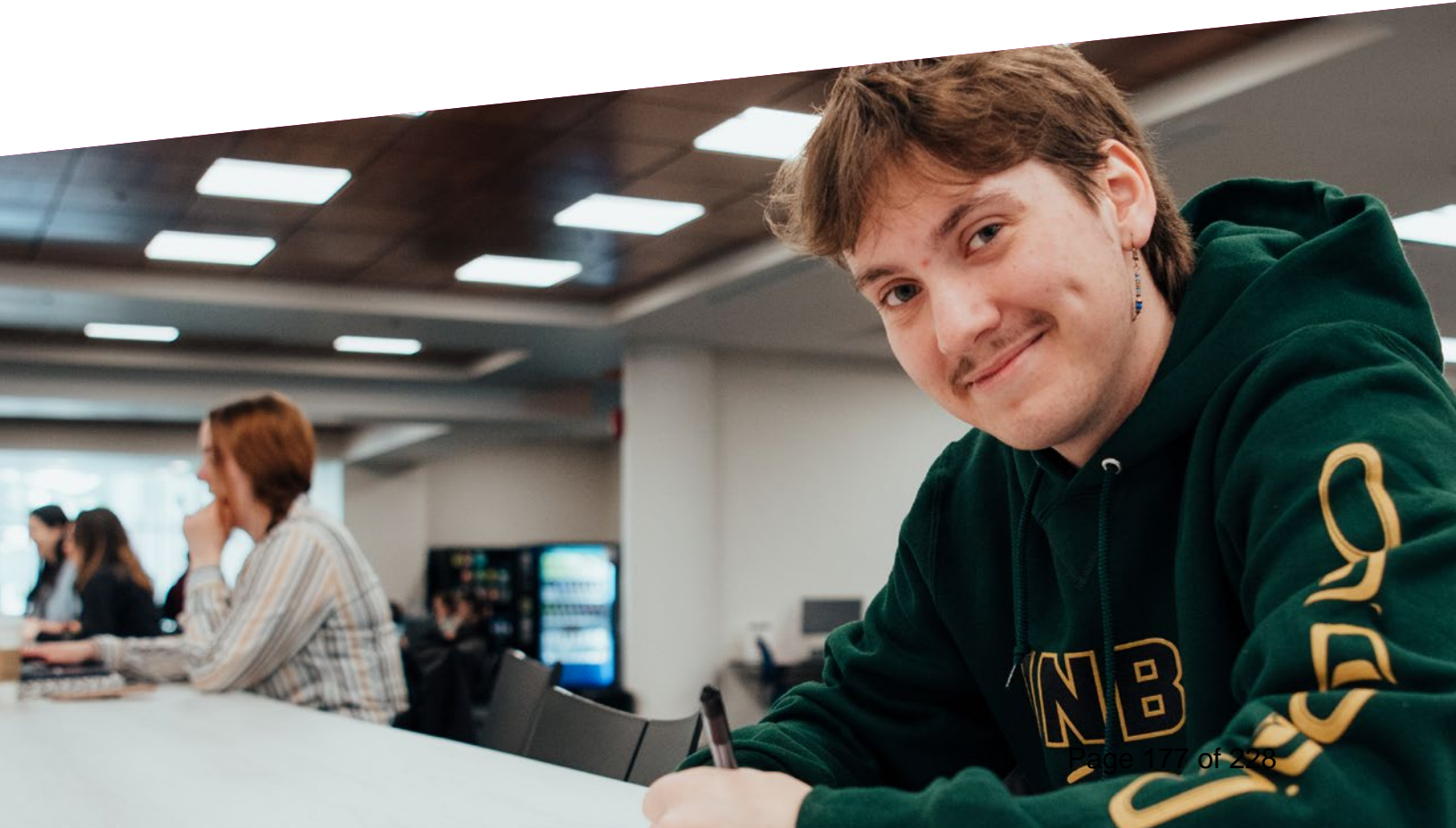
People and Culture

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.

Develop and implement a talent acquisition and recruitment strategy.	Faculty of Indigenous Studies, Social Sciences and Humanities <ul style="list-style-type: none"> In addition to faculty hiring in various academic units, the Faculty acquired permission from the BC Office of the Human Rights Commissioner to advertise and recruit a designated Indigenous position, which culminated with the appointment of a new Chair for the Department of First Nations Studies starting July 1, 2025. Human Resources <ul style="list-style-type: none"> The development of a talent acquisition strategy is in progress.
Enhance employee experiences, with a focus on onboarding, training, and development.	Information Technology Services (ITS) <ul style="list-style-type: none"> ITS has implemented a career progression plan that incentivizes professional development, significantly elevating departmental engagement in training and skill enhancement. This initiative also supports employee retention and positions UNBC as an attractive workplace for career advancement. Faculty of Environment <ul style="list-style-type: none"> Introduced workshops series and training as part of onboarding of Early Career Researchers (topics included negotiation strategies; supervising graduate students; knowledge mobilization and translation; safe work practices) Department of Ecosystem Science and Management <ul style="list-style-type: none"> Developed and offered Early Career Researcher sessions on Curriculum and Course Outline design, Finance Reporting and Professional Activity Reports Human Resources <ul style="list-style-type: none"> A dedicated Organizational Development position has been created and will focus on developing and implementing employee onboarding. Enrolment Management & Strategy – Future Students Office <ul style="list-style-type: none"> The Manager, Future Students Office has introduced a project management framework to the staff to better-delegate projects among team members. University Governance <ul style="list-style-type: none"> Development opportunities continue to be explored, with team members looking to complete professional certification within their respective fields. These opportunities are building expertise and capacity within the team and supporting succession planning of the University Governance Office and continued success of UNBC. Office of the Registrar <ul style="list-style-type: none"> Developed and implemented new expert positions and supportive teams to reduce unique positions and risk of turnover in critical, skilled areas like scheduling, curriculum, records, and admissions. Teams are supported by a smaller team of itinerant positions that reduce the need for overtime, additional duties pay, term positions, and causals.

Enhance performance management and feedback mechanisms.	Human Resources <ul style="list-style-type: none"> In the 2023/2024 report we indicated that we developed a performance review framework and review process for exempt staff for implementation in 2024. If we would like to add more information to this report we could indicate that the review framework and process was rolled out in 2025 and we have will continue to update and develop this program. We have hired (in 2025) and HR Advisor, Organizational Development that will allow HR to have a more dedicated resource to performance management and feedback.
Implement equity, diversity, and inclusion training for faculty, staff, and students.	Office of Equity and Inclusion <ul style="list-style-type: none"> Offered a set of 5 EDIA Speaker Series to staff, faculty and students Developed an EDIA Educational Framework to be launched summer of 2025. Developed Accessibility trainings and guidelines and collaborated with CTLT to present to faculty Provided workshops internally such as EDIA Statement development, Unconscious Bias Training, and training specifically for departments/programs such as Nursing, International students, and Active Minds Faculty of Environment <ul style="list-style-type: none"> Developed and implemented speaker series on 2SLGBTQIA+ issues aimed at bringing together members of the community and allies to understand and make space for this community. Faculty of Environment in collaboration with Provost's Office <ul style="list-style-type: none"> Hosted half-day workshop on responding constructively to microaggressions. Faculty of Environment <ul style="list-style-type: none"> Hosted workshop on increasing accessibility for graduate students with disabilities FHHS <ul style="list-style-type: none"> Administrative Staff across all FHHS programs participated in Equity as Technical Skills workshops with QuakeLab Inc. The workshop is intended to build capacity for integration of EDIA lens in process development. As FHHS works to on continuous improvement processes related to administrative operations, the learnings from these sessions will be invaluable.
Enhance leadership development initiatives to foster a culture of accountability and continuous improvement.	Enrolment Management & Strategy – Future Students Office <ul style="list-style-type: none"> Three members of the Future Students team completed the Brainstorm Strategy Group's SEMM Academy Fundamentals of Strategic Enrolment Management micro-credential.
Strengthen support services and resources for employee well-being and professional development.	Human Resources <p>Strengthening support services and resources for Wellbeing – an additional resource, Wellbeing Advisor, was added in 2024 to the Wellbeing portfolio to provide an additional resource to case management and to allow the Manager, Employee Wellbeing and Benefits to focus on proactive, preventative, education and relationship building.</p> <p>Strengthening support services and resources for PD - Revisions were made to the professional development language in the Exempt Handbook in 2023 to be effective 2023/2024. I don't know if you would include anything from that period of time. Again we could add that addition of the HR Advisor, OD position but then that position will be listed in 3 sections and it's not feasible for one person to move all of these initiatives forward.</p>
<h2>Diversifying Revenue</h2> <p>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.</p>	
Launch fundraising campaigns to solicit support from alumni, donors, and philanthropic organizations.	Research and Innovation <p>Working with partners across the organization, the Research and Innovation team have developed targeted fundraising campaigns to engage alumni, donors, and philanthropic organizations, securing vital support to advance institutional priorities and strengthen UNBC's long-term sustainability</p>

Explore opportunities for revenue generation through continuing education programs and industry partnerships.	<p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <p>For a second year in a row, the Faculty secured a partnership with the Sahtu Land and Water Board in the Northwest Territory, culminating in the donation of ~90K which led to the appointment of a UNBC alumna/ researcher to work with the community on oilfield reclamation.</p> <p>Research and Innovation</p> <p>As part of our commitment to research and academic excellence, as well as financial resilience, UNBC's Research and Innovation portfolio is actively diversifying revenue sources through strategic partnerships with industry and community organizations. These collaborations not only generate new streams of funding but also create enriched teaching and learning opportunities for our students. By aligning research with real-world challenges, we are strengthening our institution's long-term sustainability while enhancing the value and impact of a UNBC education.</p>
Progress UNBC's land trust development to diversify revenue sources.	<p>Business Services Business Development Land Trust</p> <p>Through long-term land leases for student housing, childcare, and future mixed-use developments, the project generates stable, predictable income that can be reinvested in academic and campus priorities. This approach enhances UNBC's resilience to funding fluctuations while supporting strategic growth aligned with the university's mission and values.</p> <p>UNBC is advancing the Land Trust as a strategic initiative to diversify revenues and ensure long-term financial sustainability. The 46-acre development will generate self-sustaining income through long-term leaseholds while preserving university ownership. The project contributes directly to provincial priorities by expanding housing supply, supporting the Housing Target Order, meeting student needs, and strengthening workforce retention, while embedding sustainability and Indigenous collaboration. Key milestones are complete, including appraisals, design guidelines, and draft Agreement to Lease, and Class C cost estimates for site servicing. The Lheidli T'enneh First Nation has expressed strong support, and alignment discussions with the City of Prince George are underway. The next priority is provincial approval to remove reverter clauses on 27.3 acres of Lot A, unlocking development potential and enabling reinvestment into education, research, and community priorities.</p>



Progress on the Truth and Reconciliation Calls to Action and UNDRIP

Social Work

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.

Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
Complete	<p>Social Work Response to Call 1(iii): Developed curriculum on the history and impacts of residential schools and now deliver that curriculum in the required undergraduate and graduate courses on social work practice with Indigenous peoples.</p> <p>Social Work Response to Call 1(iii): Developed curriculum on the concept of survivance and the potential for Indigenous communities and families to provide appropriate solutions to family healing and now deliver that curriculum in the required undergraduate and graduate courses on social work practice with Indigenous peoples.</p>
Complete	<p>Social Work UNDRIP/TRC Calls to Action (entire documents): Included both as required readings in the required undergraduate and graduate courses on social work practice with Indigenous peoples.</p>

Indigenous language degree and diploma programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
Complete	<p>Faculty of Indigenous Studies, Social Sciences and Humanities Partnered with Lake Babine Nation in their application for Post-Secondary Partnerships Program funding which will, if successful, contribute to the development of new courses and curriculum to support Nadut'en language fluency efforts in-community.</p>
Ongoing	<p>Continuing Studies & Office of Indigenous Initiatives (OII) Invited into collaborative planning by Marion Erickson, Dakelh Language Specialist and PhD Human & Health Sciences Student, to expand UNBC's current offering of Dakelh Language Levels 1 and 2 into the Continuing Studies Course Offerings.</p>
Complete	<p>Office of Indigenous Initiatives (OII) Sponsored \$20,000.00 towards the 2025 Dane Zaa Language Revitalization Conference (April 2025) through the former Aboriginal Service Plan funding.</p>

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.

Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
Ongoing	Student Success – Student Health and Wellness <ul style="list-style-type: none"> • Hosts a weekly Elder Coffee Group co-facilitated by a local Elder and a counsellor for the UNBC community in the Student Wellness Centre (counselling and medical clinic). This open group intentionally creates space to explore Indigenous ways of knowing with students, faculty, and clinical providers to support student wellbeing.

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.

Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
Ongoing	School of Nursing All Nursing programs have required coursework and integrated coursework components 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. The School of Nursing has received a score of 100% on the Indigenous Watchdog review of Nursing programs and Call to Action #24 - https://www.indigenouswatchdog.org/2025/01/10/how-have-the-schools-of-nursing-in-canada-responded-to-call-to-action-24/

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.

Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
Ongoing	Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII) The Interim Associate Vice-President initiated a full review of all positions within the Office of Indigenous Initiatives and the First Nations Centre and completed a administrative restructuring. The restructuring permitted the realignment of positions in the First Nations Centre and helped to create new positions in the Office of Indigenous Initiatives. The FNC now focuses primarily on Indigenous Student Services, while the OII has expanded to provide critical and strategic support to other departments, both administrative and academic, within UNBC. The OII assists with the work of Indigenization, advancing Truth and Reconciliation, and the National Inquiry into Missing and Murdered Indigenous Women, Girls, Two-Spirit, Lesbian, Gay, Transgender + Calls for Justice. HR is working with the OII to pursue Special Program designation through the BC Human Rights' Commission to protect positions designed to be led by self-identifying Indigenous people.

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.

Progress – Ongoing, In progress, complete	New and/or continuing initiatives and partnerships
Complete	School of Education The program offers Indigenous ways of knowing and being through their undergraduate Bachelor of Education as well, components are articulated through the graduate courses. Truth & Reconciliation (Calls to Action), Declaration on the Rights of Indigenous Peoples Act (DRIPA), First Peoples Principles of Learning (FPPL), and it also includes the 9-9-9 / 9 Standards, 9 FPPL and 9 Relevant Tools. –
In Progress	School of Education Motion en route to Senate to change the admissions requirements for the BEd program to include a course with Indigenous content as part of the admissions requirements.

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.

Ongoing	School of Business We are currently working with the new Indigenous Business Division in the Administrative Sciences Association of Canada. The inaugural meeting of the division will be held on August 28th. This group will be an integral part of ensuring that Indigenous voices are incorporated into the curriculum and research of the School. School of Business We are also considering joining the newly developed Luminary Academic Membership Program. LAMP is an academic program that helps to provide Indigenous content for Business Schools in Canada. Membership in the program includes specific resources to Indigenize curriculum.
Ongoing	School of Business Similar to last year the MBA foundation Week was conducted at the beginning of August and Indigenous Economic Development was a core aspect of the week. This year, students were tasked with developing community development projects for the Yekooche and Binche Whut'en communities. Specifically, these community development projects were constructed with the Baptiste Nickel Project in mind. At the end of the week, students presented their projects to an economic development officer and the community development head of FPX Nickel who are the current owners of the Baptiste Nickel Project. School of Business We continue to engage with Economic Development officers from several BC First Nations who are on our advisory board.

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 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.

Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII) & First Nations Centre (FNC), Conference & Events, and Facilities & Maintenance

- The return of rooms 5-121 and 5-122 to the First Nations Centre in June 2024 has led to the creation of the FNC Cultural Connections Studio (5-121), and the FNC Research Studio (5-122). The renovations for both studios will be completed by the end of July 2025 and will be ready for inclusion in the 2025 FNC Open House and Garden Party on September 12, 2025.
- The Research Studio space serves as the hub for the relaunched S.A.G.E. (Supporting Aboriginal Graduate Enhancement) Program in Fall 2025. The SAGE program now has confirmed seed funding from the Indigenous Pathways & Partnerships funding guidelines through the Province of BC. This will be a space that Indigenous graduate students and faculty can book to lead their own knowledge translation work. Non-Indigenous graduate students and faculty who are working with Indigenous partners will have an option to book this space as well. Training and future skills development specifically designed for Indigenist research will be delivered in the FNC Research Studio. The Research Studio is overseen by the new Indigenous Research Navigator and will be supported by an Indigenous Graduate Student Assistant.
- The FNC Cultural Connections Studio is an expansion of programming that now has its own dedicated space to safely host elders, Knowledge Keepers, students, staff and faculty who want to learn Indigenous cultural protocols. This space is overseen by the Indigenous Cultural Connections Coordinator and will include the upcoming Elder & Knowledge Keeper Coordinator who will internally support UNBC's departments with the disbursement of Elder & Knowledge Keeper honourariums.
- Both studio spaces are designed to empower the transmission of Indigenous knowledge and cultivate space where Indigenous graduate students and their skills development take priority, and they can focus on their studies and cultural reclamation.
- The OII and the Centre for Teaching and Learning are collaborating to create an Indigenous Curriculum Designer position that will be based in the CTLT. This position will provide support to UNBC faculty and staff with the work of Indigenous knowledge translation in academia.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)

- The implementation of the FNC Research Studio and Cultural Connections Studio will assist with recruitment of future students and give younger generations of Indigenous learners the chance to see themselves reflected in post-secondary. The FNC and OII spaces are part of the official university tour when the Recruitment team brings potential students and classes from northern BC school districts to learn about UNBC and what we offer. Indigenous students can now look through the new windows of our studio spaces and potentially see an Indigenous faculty member or Indigenous graduate student leading a livestreamed seminar or gathering with Indigenous Knowledge Keepers for a research project. UNBC is one of the only universities to have dedicated spaces with the latest technology integrated into each studio. Young Indigenous learners deserve to see themselves represented at all levels of western education.

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

Natural Resources and Environmental Studies Graduate Program

- Facilitated and promoted participation in efforts to advance conversations on decolonization and reconciliation, e.g. introduced 8-part Indigenization in Action Speaker Series in collaboration with faculty from First Nation Studies department.
- The Graduate Coordinator holds weekly office hours in the First Nations Centre to meet students in their own safe space and on their terms.

Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)

- The implementation of the FNC Research Studio and Cultural Connections Studio will assist with recruitment of future students and give younger generations of Indigenous learners the chance to see themselves reflected in post-secondary.
- The FNC and OII are nearing the completion of website and webpage updates in preparation for Fall 2025. Members of the public and potential community partners will be able to submit an online form to request a Collaboration with the OII or FNC. Indigenous students will have a more user-friendly experience to find information they need while navigating their time with UNBC, from application to convocation.

Office of Indigenous Initiatives & Research and Innovation

The University of Northern British Columbia (UNBC), through its Office of Indigenous Initiatives and Research and Innovation portfolios, is establishing a robust suite of community engagement initiatives focused on outreach and knowledge-sharing, with a strong emphasis on ensuring Indigenous individuals, particularly children, have access to all levels and forms of education. This commitment aligns with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and reflects UNBC's regional responsibilities and institutional values.

Central to this commitment is the UNBC Youth Outreach Program, which is designed to provide progressive, inclusive, and community-informed engagement opportunities for youth from early years through to post-secondary transition. This includes a suite of programs that serve as entry points for Indigenous and underserved youth to explore academic, research, and leadership pathways.

Two flagship initiatives within this framework are the Breaking Barriers Program and the Northern Transitions Program.

The Breaking Barriers Program, delivered each July, is a culturally grounded, land-based summer program that brings Indigenous youth from across Northern BC to UNBC's campus. This immersive experience is designed to support belonging, identity, and future visioning by introducing students to university life in a safe, welcoming, and empowering environment. Participants engage with Indigenous Elders, researchers, faculty, and student mentors, developing both academic curiosity and a sense of connection to place and purpose. This program plays a vital role in reducing systemic barriers, increasing confidence, and establishing early relationships with the institution.

Complementing this is the Northern Transitions Program, a year-round initiative designed to support Indigenous high school students and recent graduates as they navigate the often-fragmented pathway from secondary to post-secondary education. Through mentorship, skill-building workshops, and one-on-one guidance, the program bridges the academic, social, and cultural transitions that many students face—especially those relocating from rural or remote communities. This initiative directly supports retention and success, addressing educational inequities and enhancing readiness for post-secondary life. Beyond youth-specific initiatives, UNBC's Research and Innovation team drives broader community engagement efforts through participatory research programs, regional workshops, and community-facing events such as Spark Discovery Week and the Indigenous Research Ambassador Program. These initiatives ensure that knowledge creation and dissemination are reciprocal, inclusive, and co-developed with Indigenous communities and other local partners.

Governance and coordination are embedded in this strategy, with a dedicated Youth Outreach Coordination Team overseeing alignment, risk management, and community partnership development. Efforts are underway to consolidate programs into thematic clusters, enabling operational efficiencies and sustained impact.

Through strategic investment, sustainable partnerships, and culturally responsive programming, UNBC is not only meeting its responsibility to Indigenous youth—it is transforming how post-secondary institutions engage, support, and learn from the communities they serve. By embedding these values into the core of its outreach and research activities, the Research and Innovation portfolio is establishing UNBC as a leader in community-connected education and reconciliation in action.

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>Natural Resources and Environmental Studies Graduate Program</p> <ul style="list-style-type: none">• Developing increased flexibility in application process and guidelines to accommodate students who have faced systemic barriers to higher education.• Reviewed many courses to increase Indigenization of course materials <p>Interim Associate Vice-President, Indigenous (AVPI) & Office of Indigenous Initiatives (OII)</p> <p>The OII now has confirmed funding from the Indigenous Pathways & Partnerships funding guidelines (formerly Aboriginal Service Plan 'ASP') to support Indigenous community led programs, projects, initiatives through the:</p> <ul style="list-style-type: none">• Living Knowledges: Indigenous Community & Collective Funding Program• Visiting Knowledge Keepers Program• Supporting Aboriginal Graduate Enhancement Program – Indigenous Graduate Students <p>The First Nations Centre added a small freezer to store traditional food donations received by long-standing and trusted community members. This strengthens the FNC's Student Food Program offering, which previously only had the Indigenous Student Emergency Assistance Fund, and a small food bank (donations received from local community members and organizations). Our Indigenous Student Life Navigator and the upcoming Indigenous Wellness Coordinator positions co-manage resources for the FNC Student Food Program. While the ISEAF is only for self-identifying Indigenous students at UNBC, the FNC also provides small gifts of non-perishable food to non-Indigenous students who are in crisis or are approaching crises. En Cha Huna.</p>
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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.

Recommendation #8

NCBNP – BScN	<p>BC College of Nurses and Midwives (BCCNM) – Practice Standard on Indigenous Cultural Safety, Cultural Humility, and Anti-Racism</p> <p>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.</p> <p>CASN – Standard 5, Key Element 5: Baccalaureate nursing students engage in relational practice and advocacy and provide culturally safe care.</p>
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	<p>Canadian Association for Social Work Education (CASWE-ACFTS) – Core Learning Objective 4: Colonialism and social work Social work students have opportunities to:</p> <ul style="list-style-type: none"> a. Recognize the multiple expressions and experiences of colonialism that exist within Canada and globally. b. Understand that colonizing narratives have been and continue to be embedded in social work practice, policy, research, and education. c. Recognize and challenge how social work practitioners and the profession have been complicit in historical and current expressions of colonial violence and injustice. d. Explore a plurality of worldviews and the implication of the dominance of a Euro-Western worldview. <p>CASWE-ACFTS – Core Learning Objective 5: Indigenous Peoples and Communities Social work students have opportunities to:</p> <ul style="list-style-type: none"> 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. b. Demonstrate relational solidarity with the self-determination of Indigenous Peoples. c. Affirm the distinct nature of Indigenous social work and Indigenous healing practices. d. Understand the role and importance of Indigenous languages in decolonizing. e. Affirm the resilience, resistance, and resurgence of Indigenous Peoples, communities, and languages. <p>CASWE-ACFTS – Core Learning Objective 8: Anti-Racism Social work students have opportunities to:</p> <ul style="list-style-type: none"> a. Learn about the historical context of racism and social work’s involvement. b. Learn about different forms and sources of racism (i.e. systemic, structural, interpersonal, epistemic). c. Understand the intersection of anti-racism, anti-colonialism, equity and social justice. d. Understand that white privilege narratives have been, and continue to be, embedded in social work practice, policy, research, and education. e. Recognize how social work practitioners and the profession have been complicit in historical and current expressions of racial violence and injustice and challenge this involvement. 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. <p>CASWE-ACFTS – Core Learning Objective 10: Values and ethics in professional practice Social work students have opportunities to...</p> <ul style="list-style-type: none"> 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. <p>CASWE-ACFTS – Core Learning Objective 12: Policy analysis and development Social work students have opportunities to...</p> <ul style="list-style-type: none"> 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.

Program	Progress	Actions
First Nations Centre	In Progress	<ul style="list-style-type: none"> Created new Indigenous Wellness Coordinator position Posting and hiring for the position in August 2025
Office of Indigenous Initiatives & Centre for Teaching and Learning	In Progress	<ul style="list-style-type: none"> Creating an Indigenous Curriculum Designer position to be based in the CTLT and support faculty with Indigenousization of curriculum. Position needs Board of Governors approval before the job profile can be evaluated and finalized.

Recommendation #14

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</p> <p>Fall 2023 Admission – 6 indigenous students</p> <p>Fall 2022 Admission – 3 indigenous students</p> <p>Fall 2021 Admission – 10 indigenous students</p> <p>NBNP PG</p> <p>Fall 2023 Admission – 1 Indigenous student</p> <p>NBNP FSJ</p> <p>Fall 2023 Admission – 1 Indigenous Student</p> <p>Fall 2022 Admission – 1 Indigenous Student</p> <p>Fall 2021 Admission – 1 Indigenous Student</p>
Bachelor of Social Work	N/A	No targets, but 10 Indigenous students admitted to BSW program since 2023.

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 the 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</p> <p>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</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	Ongoing	<p>MEd Counselling Program Required course – EDUC 619 – Counselling for Aboriginal/Indigenous Peoples (a shift to required coursework has taken place). We are actively integrating Indigenous perspectives across the curriculum. Students explore trauma-informed practices, colonial impacts, and Indigenous healing approaches in coursework and practica. The organization in BC that provides counsellors their designation the British Columbia Association for Clinical Counsellors (BCACC) strongly encourages training in this area and are working towards making it a requirement.</p>
Bachelor of Science in Psychology	Ongoing	Undergraduate courses include PSYC electives that address Indigenous knowledge, decolonization, and cultural humility. Guest speakers and case studies embedded into course content reflect diverse worldviews

Bachelor of Social Work	Ongoing	<p>Requirement for admission: FNST 100 – The Aboriginal Peoples of Canada</p> <p>Required coursework – SOCW 310 – Social Work and Indigenous Peoples As well, Indigenous perspectives of and experiences with social work are embedded across the curriculum. In terms of trauma-informed practice, SOCW 300/630-Introduction to Counselling and Assessment Skills</p> <p>Elective coursework: SOCW 455 – Indigenous Governance and Social Policy; SOCW 456 – Indigenous Wellness: Individuals, Families and Communities In terms of trauma-informed practice, SOCW 453: Spirituality & Social Work Practice</p>
Master of Social Work	Ongoing	<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	Ongoing	<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>

Collaborating for Change: UNBC Unites Experts to Strengthen Northern B.C.'s Wildfire Resilience

Northern British Columbia, along with the rest of the country, has faced increasingly intense wildfire seasons in recent years. In response to the urgent challenges these fires create, UNBC became a hub for collaboration and knowledge-sharing for Wildfire Friday—an interdisciplinary event bringing together diverse voices to address wildfire resilience across northern B.C.

“It was inspiring to see so many perspectives come together to address the diverse challenges wildfires pose to northern B.C. and the rest of the country,” said Faculty of Environment Associate Professor Dr. Zoë Meletis, who organized the event alongside Assistant Professors Drs. Samuel Bartels and Diogo Spinola. “By connecting students, researchers and community members, we’re laying the groundwork for a more adaptive and resilient approach to wildfire management.”

Supported by the Pacific Institute for Climate Solutions (PICS) and UNBC’s Office of Research and Innovation, the event brought together students, faculty, staff, wildfire experts and community members to explore wildfires’ wide-reaching impacts and foster innovative approaches to wildfire prevention and resilience in the north.

Presentations covered critical topics from wildfire resilience in sub-boreal forests to the socioeconomic impacts of wildfires on northern B.C.’s tourism industry. Attendees also participated in a hands-on Wildfire Data Challenge workshop, facilitated by B.C. Ministry of Forests climatologist Vanessa Foord and UNBC Natural Resources and Environmental Studies grad student Michael Samoil. The event also featured an expert panel featuring Faculty of Environment Professor Emeritus Dr. Phil Burton, fire ecologist Dr. Kira Hoffman and UNBC graduate, wildlife

biologist Alicia Woods and a keynote presentation by Hoffman, a jointly appointed Postdoctoral Researcher at the University of British Columbia and the Bulkley Valley Research Centre.

From insightful discussions to practical workshops, Wildfire Friday showcased UNBC’s role in empowering northern communities by providing a platform for sharing knowledge, building connections and exploring innovative approaches to wildfire management. As northern communities continue to face growing wildfire challenges, the ideas and collaborations sparked at Wildfire Friday offer a foundation for building resilience and proactive strategies across the region.



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 strategic objectives

Supporting Fulfilling Student Learning Journeys

UNBC is committed to enhancing academic quality, accessibility, and career readiness to ensure students successfully complete their studies with strong engagement.

Expected Outcome

Enhanced Student Learning Experiences: Students benefit from high-quality education, accessible learning opportunities, and career readiness, ensuring successful completion of their studies with strong engagement.

Key Priorities

Enhancing Academic Quality & Student Success

- Academic quality assurance and degree program reviews.
- Explore and expand hybrid learning, micro-credentials, and experiential education.
- Improve student support services, accessibility, and career readiness.
- Implement systematic student experience surveys to inform enhancements.

Expanding Learning Opportunities & Pathways

- Develop a long-term strategy for student-centered learning initiatives.
- Increase research-integrated learning, employability opportunities, and Work-Integrated Learning (WIL).
- Expand dual-credit and early admission pathways for high school students.
- Enhance and expand Indigenous student pre-orientation and faculty-level first-year courses.

Attracting & Retaining Outstanding People

UNBC strives to be a top choice for faculty, staff, and leadership, fostering a culture of excellence, well-being, compassion, and inclusion.

Expected Outcome

A Strengthened Faculty and Staff Community: UNBC nurtures top talent, ensuring a diverse and engaged community.

Key Priorities

Strengthening Faculty & Staff Development

- Improve recruitment, onboarding, and employee retention strategies.
- Expand faculty research support and development programs.
- Enhance employee well-being initiatives and work-life balance programs.

Advancing Equity, Diversity, and Inclusion; Accessibility; and Indigenization

- Evaluate, develop, and implement the EDIA Educational Framework.
- Strengthen Indigenization and decolonization training for faculty and staff.
- Expand training and awareness programs to support marginalized communities.

Valuing & Leveraging UNBC's Connections to Place & People

UNBC is strengthening its regional and Indigenous partnerships, ensuring it remains a hub for knowledge, collaboration, and impact.

Expected Outcome

Deeper Community and Indigenous Partnerships: UNBC drives impactful research, partnerships, and community engagement that support regional and global challenges.

Key Priorities

Deepening Community & Indigenous Engagement

- Strengthen regional, government, and Indigenous partnerships.
- Expand domestic student recruitment in Northern communities.
- Foster community-based and place-based learning opportunities.

Enhancing Sustainability & Institutional Impact

- Reduce greenhouse gas emissions through operational improvements.
- Integrate sustainability frameworks into academic and campus initiatives.
- Advance UNBC's standing in global sustainability rankings.

Enabling Success: Institutional Efficiency and Digital Transformation

UNBC is optimizing financial sustainability, shared services, and technological advancements to enhance operational resilience and institutional efficiency.

Expected Outcome

Greater Institutional Resilience: Greater institutional resilience, achieved through financial sustainability, shared services, and technological innovation to optimize operations and drive efficiency.

Key Priorities

Enhancing Institutional Efficiency & Service Excellence

- Implement redesigned VPFA portfolio and establish a Shared Services model for efficiency, effectiveness, and improved service delivery.
- Improve cross-departmental collaboration and processes.
- Leverage existing tools & systems to enhance operational excellence.

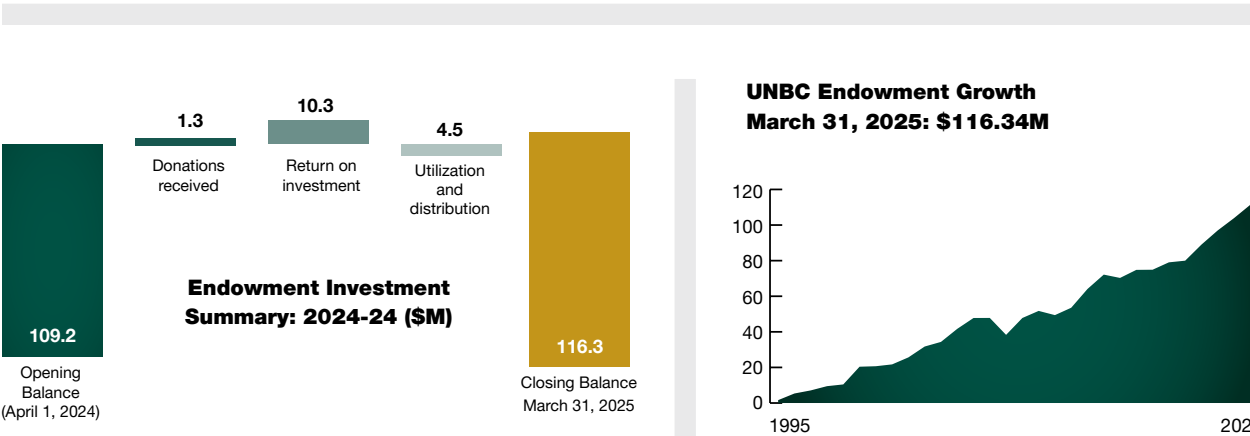
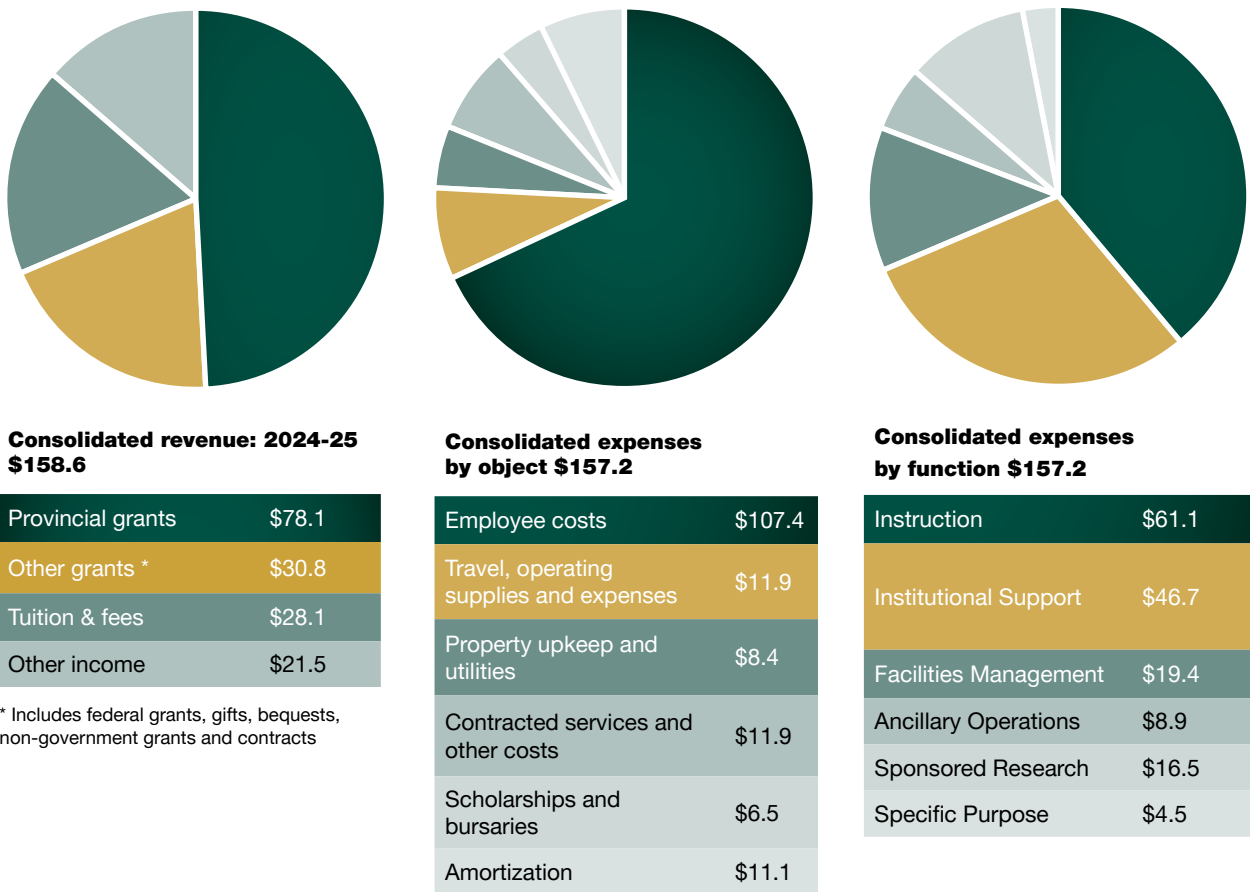
Enhancing Digital Infrastructure & Innovation

- Explore and expand hybrid learning technologies to improve accessibility and engagement.
- Upgrade digital communication and integrated marketing tools to strengthen institutional presence.
- Implement a data-informed approach to student success.
- Optimize user experience through digital solutions that foster engagement, development, and belonging.
- Strengthen cybersecurity and digital governance for operational resilience.

Financial Information

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

Table C: Final audited results for the year ending March 31, 2025 (in \$ M)





New UNBC-led Global Network Examines Climate Risk Through Indigenous and Local Knowledge

“As we take on the challenge of leading a sustainable future, it is important to understand how climate stressors interact with food systems, health, and well-being across regions.”

New research that examines the connection between climate change, food systems and health related to Indigenous Peoples and local communities is the focus of a \$1.5 million project at the University of Northern British Columbia. Dr. Tristan Pearce, Canada Research Chair and Associate Professor in UNBC's Department of Geography, Earth and Environmental Sciences, is leading the multi-university, multi-national research initiative called the Indigenous Peoples Observatory Network (IPON) that will work with Indigenous Peoples and local communities in 13 different countries. The project is funded over three years by the Social Sciences and Humanities Research Council's New Frontiers International Joint Initiative for Research in Climate Change Adaptation and Mitigation, and includes contributions from the Deutsche Forschungsgemeinschaft (German Research Foundation), UK Research and Innovation, and the U.S. National Science Foundation.

The research team comprises a mix of academics, non-academics, and Indigenous and local community members, and involves researchers from various disciplines including human health, political theory and ethics, rural sociology, demography, ecology, agricultural economics, and geography.

IPON is anticipated to have local to global impacts. Locally, IPON will generate information needed by communities across the partner regions to develop, and in some cases, revise climate change plans intended to build resilience and reduce vulnerabilities. Globally, IPON will establish a new area of research centered around Indigenous understandings of and responses to climate risk, which has wide-ranging potential for reshaping and re-conceptualizing how climate risk is studied across diverse fields and regions.

“As we take on the challenge of leading a sustainable future, it is important to understand how climate stressors interact with food systems, health, and well-being across regions,” says Pearce. “This understanding can further the design and implementation of climate adaptation and mitigation strategies developed by community members and local organizations.”

Performance Measure Results

		2022/23	2023/24	2024/25	2024/25	2024/25
		Actual			Target	Assessment
Student spaces	Total student spaces (PSFS)	2,504	2,420	2,422	≥3,832	Not Achieved
	Nursing and other allied health programs	410	393	414	≥491	Not Achieved*
Credentials awarded	Total Credentials	797	765	775		Not Assessed
	Bachelor		522	559	≥552	Achieved
	Certificate		28	28	≥18	Achieved
	Diploma			*	N/A	Not Assessed
	Graduate, First Professional and Post-Degree		209	197	≥187	Achieved
Indigenous student spaces	Total Indigenous student spaces	374	369	349	349	Achieved
	Ministry (PSFS)	374	369	349		
Student satisfaction with education	Bachelor degree graduates	80.4% +/- 4.0%	87.3% +/- 3.9%	89.3% +/- 4.2%	≥90%	Achieved
Student assessment of the quality of instruction	Bachelor degree graduates	84.6% +/- 3.6%	88.0% +/- 3.8%	92.6% +/- 3.6%	≥90%	Achieved
Student assessment of skill development	Bachelor degree graduates	78.5% +/- 3.8%	80.9% +/- 3.8%	84.4% +/- 3.4%	≥85%	Achieved
Student assessment of usefulness of knowledge and skills in performing job	Bachelor degree graduates	87.7% +/- 3.7%	86.3% +/- 4.8%	90.3% +/- 4.9%	≥90%	Achieved
Unemployment Rate	Bachelor degree graduates	3.0% +/- 1.9%	8.9% +/- 3.7%	5.0% +/- 3.4%	≤11.8%	Achieved
Sponsored Research Funding	Sponsored research funding from all sources (million \$)	17.7	17.7	19.6	≥17.7	Achieved
	Federal sources (million \$)	11.7	12.2	12.5		
	Provincial sources (million \$)	2.2	3.2	2.3		
	Other sources (million \$)	3.8	2.3	4.9		
Bachelor degree graduates	Skill development	78.5% +/- 3.8%	80.9% +/- 3.8%	84.4% +/- 3.4%	≥85%	Achieved
	Written Communication	75.3% +/- 4.5%	81.8% +/- 4.6%	83.8% +/- 5.1%		
	Oral Communication	75.6% +/- 4.4%	79.5% +/- 4.8%	79.7% +/- 5.5%		
	Group collaboration	80.4% +/- 4.0%	78.0% +/- 4.8%	83.1% +/- 5.1%		
	Critical Analysis	82.7% +/- 3.8%	85.7% +/- 4.1%	92.7% +/- 3.5%		
	Problem resolution	70.4% +/- 4.6%	73.8% +/- 5.2%	78.1% +/- 5.7%		
	Learn on your own	84.8% +/- 3.6%	86.5% +/- 4.1%	89.0% +/- 4.4%		
	Reading and comprehension	83.2% +/- 3.8%	85.2% +/- 4.3%	84.5% +/- 5.0%		

- * 1. Northern Collaborative Baccalaureate Nursing Program - a 4-year, direct-entry program offered in partnership with College of New Caledonia and Coast Mountain College (24/25 Target = 286 FTE – probably around 75% of target ~214.5 FTE)
- 2. Northern Baccalaureate Nursing Program – a 20-month accelerated BScN program for those with previous post-secondary experience (minimum 60 credits) (24/25 Target = 90 FTE – probably around 70% of target ~63 FTE)
- 3. Rural Nursing Certificate Program – a post-RN program featuring specialty education for RNs working in rural and remote areas; this includes to BCCNM approved Certified Practice courses – one within the program and one stand-alone (24/25 Target = 24 – probably around 75% of target ~18 FTE)
- 4. MScN- Family Nurse Practitioner – a Master's-level program preparing RNs for primary care and specialized NP practice (24/25 Target = 60 – probably at or close to 100%)
- 5. MScN – Thesis/Project – a Master's-level research program, preparing students for further study or research-based careers (24/25 Target = 10 – probably at or close to 100%)

Context for each program, including ways we are actively working to improve enrollment in our programs:

1. The NCBNP is set up so that students are dual admit to UNBC and the college partner they apply to. They do two years of coursework at the colleges and then transition to UNBC. Our two college partners receive all NCBNP student applications, assess them for eligibility, and make the decision on whether to offer admission. Between Year 1 and Year 3, we retain between ~65 – 84% of the initial intake (please note that I confirmed with Megan that this is the percentage of students we retain in the program) – essentially we get what we get after Year 2. We do not currently have a mechanism for filling seats after attrition happens but we are actively exploring an LPN pathway with entry into Year 3 which would allow us to better utilize seat vacancies in this program. We are working on a full review and renewal of the Collaborative partnership, and stronger collaborative recruitment strategy is one of the key items to be addressed for the partnership as this has not been done collectively. And, a curriculum renewal project is underway which will provide critical learning earlier in the program, which will hopefully help reduce attrition in Years 1 & 2 of the program. We will have an extreme dip in numbers in 2025/26 and 26/27 due to an extremely small intake in Fall 2023 (these students would have applied to the program in late 2022, when we were really feeling the repercussions of the Covid pandemic on nursing recruitment. Significantly fewer people wanted to become nurses at that time), which saw a decline in applications + admits for BScN programs across Canada – this appears to be rebounding based on Fall 2024 numbers and expected Fall 2025 numbers.
2. The NBNP is a relatively new program (intake 4 in Fort St. John and intake 2 in Prince George in this reporting period. We only had our first PG graduating class for the NBNP in June 2025). We have seen growth in applications across the 4 years in Fort St. John but inconsistent conversion to enrollment in the program. FSJ intake 3 and PG intake 1 are included in the 24/25 numbers, and they would have started Fall 2023 – so also hit by those lower than typical numbers described above. This coming September (intake 5 and 3 respectively), we have 100% of seats in Fort St. John, and 75% of seats in Prince George filled. We are also awaiting final DQAB approval for an LPN pathway into the NBNP, through which we anticipate the demand will far exceed the capacity of the program.
3. The target for this program assumes students are taking the full certificate. Rather we see high individual headcount numbers due to students taking 1 or 2 courses only, so the FTE conversions end up lower than target. We are in conversation with various Health Authorities as well as the Ministry of Health on how to make the RNCP more accessible; this program is supported by MoH as the rural and remote education program for the full province. We are looking at credit-applicable continuing studies routes as one pathway, as well as re-envisioning delivery to better meet the needs of Health Authority partners (especially for the Certified Practice courses) to meet healthcare shortages in rural and remote communities. Recruitment is less the challenge for this than is the application/admissions pathway and course modality – if we align these better to meet workforce needs, we will further improve uptake which saw some dips in the 'Covid years' but has rebounded in the last couple of years.
4. FNP program – we have very few concerns about the targets and admissions in this program. We continue to have very healthy application numbers from highly-qualified applicants, resulting in a waitlist even after the number of seats in the FNP program was doubled for the Fall 2025 intake, and attrition in this program largely happens between seat acceptance and the start of the program – and often seat declines come too close to the start of the program to fill the seat from our waitlist. We confirmed with the SoN Graduate Coordinator that the number of enrolled FNP students for Fall 2025 is 37/40. We didn't reach the full 40 because the waitlist had closed in mid-July and so a couple of late withdrawals (due to a miscommunication about course delivery modality) meant we could no longer backfill from the waitlist. We are going to work with the Grad office this fall to ensure we are better able to respond to late declines and try to get students into the program as close to September as possible. As mentioned above, we anticipate that this program will continue to be fully subscribed in the future; the NP role has become a highly attractive career choice and it is increasingly embedded within almost all areas of the Canadian healthcare system.
5. Thesis/Project – no real concerns with this program at this time; we have 7 incoming students this fall.

Please consult the 2024/25 Standards Manual for a current description of each measure.

Student Spaces

Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 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 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 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

The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality.

Prior to the 2023/24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

Student Outcomes Measures

Results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 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%.

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



Motion Number (assigned by
Steering Committee of Senate): SCAAF202507.03

SENATE COMMITTEE ON ACADEMIC AFFAIRS
PROPOSED MOTION

Motion: That the following exchange agreement with Université of Bourgogne (University of Burgundy) be renewed and approved under the previously agreed terms and conditions for a period of five (5) years as proposed.

Effective Date: Upon signing of both parties

Rationale: The following exchange agreement is a renewal of a longstanding exchange partnership between UNBC and Université of Bourgogne (University of Burgundy).

Motion proposed by: Amy Beyer, Associate Registrar - International

Academic Program: n/a

Implications for Other Programs / Faculties? None

Faculty: n/a

Faculty Council / Committee Motion Number: n/a

Faculty Council / Committee Approval Date: n/a

Attachment Pages (if applicable): 3 pages

INFORMATION TO BE COMPLETED AFTER SENATE COMMITTEE ON ACADEMIC AFFAIRS MEETING

Brief Summary of Committee Debate:

Motion No.: SCAAF

Moved by:

Seconded by:

Committee Decision:

Approved by SCAAF: _____

Date

Chair's Signature

For recommendation to ✓ **, or information of** _____ **Senate.**

**An Agreement of Cooperation Between
Université Bourgogne Europe, France
and
the University of Northern British Columbia, Canada**

I. Preamble

Université Bourgogne Europe (UBE) and the University of Northern British Columbia (UNBC) enter into this agreement in order to promote collegial relations and academic cooperation between the two institutions. Each university will make every effort to foster cooperation in the following areas, based upon the principles of equality and reciprocity:

- a) the exchange of undergraduate and graduate students;
- b) the exchange of faculty for the purpose of teaching, research and other scholarly activity;
- c) the conduct of cooperative and comparative research programs, with both sides having equal access to the results of such work;
- d) the exchange of information, including scientific and scholarly publications, bibliographic and reference materials, teaching aids, and curricula;
- d) joint participation in scientific conferences, symposia and congresses;
- e) and other mutually agreeable undertakings.

The 'home institution' is the institution in which the student is originally enrolled. The 'host institution' is the institution to which the exchange student is attached for the duration of the exchange.

II. Scientific and Faculty Exchanges

In order to facilitate inter-institutional research and scholarly activity, contribute to faculty development, examine joint research interests and enhance student education, each university agrees to welcome visiting faculty members and research fellows from the other institution. While neither institution is obliged to provide financial support for such visitors, each agrees to make every effort to furnish visiting faculty with access to university facilities (office space, reasonable secretarial support and library privileges) provided that such facilities are available. If such facilities are not available, the host institution must inform the partner institution prior to agreeing to receive any visiting faculty.

In the event that visiting faculty/scholars/researchers are invited to teach a regularly scheduled course, this will be subject to a separate agreement being entered into.

III. Student Exchange Program

A. Nomination and Selection of Student Participants

Each university may nominate up to **three (3) students** annually at the undergraduate or graduate level to spend an academic year or part of an academic year at the other university. Exchanges will be guided by the general principle of reciprocity - one student for one student. One (1) student studying for one academic year will be considered equivalent to two (2) students, each studying for one semester. While it is not requisite that an equal number of students be exchanged in a given year, an overall balance will be sought through the duration of the agreement.

In the event that there are insufficient exchange places available at UNBC, UBE may send student(s) under the Study Abroad programme. This programme is administered by:

- The Associate Registrar, International at UNBC, or designate
- The Director of International Office at UBE.

The selection of student participants is the responsibility of the home institution. The method of selection will be determined by each party to the agreement applying the following criteria in a general way: (a) academic excellence; and (b) an evaluation of the students' reasons for wishing to pursue the course of study made available through the exchange program.

Admission requirements and nomination procedures shall be determined by the host institutions.

The host institution has sole discretion to reject any candidates not considered suitable. In such a case, the home institution may submit additional applications for consideration.

Some programs are unavailable for exchange and study abroad students and both institutions will inform each other of current restricted programs.

B. Academic Program and Student Life

Each of the UBE or UNBC students who participate in the exchange shall pursue an academic program which is developed in consultation with and approved by his/her respective institution, and which is not in conflict with the regulations of the host university. Credit will not be granted unless the student has received prior written approval to enrol in a particular course of study. The approved program of study may not be varied without written permission of the student's home university. (This approval can be obtained from the student's academic advisor and a copy must be forwarded to the Registrar's Office or equivalent).

Each student will take courses regularly offered at the host university and will have all the rights and privileges enjoyed by other students on that campus. Students participating in an exchange program will be subject to the rules, regulations and discipline of the host institution in which they are enrolled. It is further agreed that the two universities will provide each other with adequate information on the performance of participants. Participating students will continue as candidates for degrees of their home institution and will not be candidates for degrees of the host institution.

Each party to this agreement agrees to provide appropriate advisory and other academic services to exchange students. Each institution also agrees to work toward the integration of exchange students into student life. Each university will appoint an administrator or coordinator for this program who will serve as a contact person for the students while they are at the host institution.

C. Fees and Expenses

Students participating in this exchange shall be liable for such tuition, fees and charges as required by their home institution or country. No additional fees will be required of exchange students at the host university except incidental payments associated with some services, student union/society fees, medical insurance, books, materials, recreation, and the like. Travel arrangements, expenses and the acquisition of all necessary student visas, residence permits, health insurance and the like are the responsibility of each exchange student. All participating students are required to have adequate health insurance coverage and provide proof of this to the host institution.

Exchange students who elect to stay in on-campus housing will pay the cost of accommodation in student residence for the duration of their exchange to the host institution. For students who are granted a place in the university residence (and remain in good standing), housing will be available for the full period of

the exchange from the suggested date of arrival for incoming participants at the host university through the end of the last examination period, including breaks between academic sessions but excluding summer vacations unless a student has enrolled in courses over the summer period. In all cases, the period for which accommodation is to be provided should be based upon the academic calendar in effect at the host university during the exchange period.

The quality of accommodation provided shall match or exceed that normally available to regular students at the host university.

IV. Duration and Administration of the Agreement

The terms and conditions of this agreement will remain in effect for five (5) years, beginning with the academic year 2025-2026 and subject to annual review and modification by agreement of both universities. Each university will appoint an administrator or coordinator for this exchange program. It will be the responsibility of these two individuals to develop an annual protocol to this agreement, spelling out what academic exchanges will take place between the institutions for the ensuing year. A contact person will also be designated to facilitate cooperative research by providing information on common research interests, funding sources and so on.

Either university may terminate the agreement by providing the other university with written notice at least six (6) months prior to the suggested date of termination. If either party terminates this agreement, each party agrees to carry out any obligations and responsibilities assumed prior to the termination date.

For University of Northern British Columbia

Date:

Dr. Geoff Payne
President & Vice Chancellor

For Université Bourgogne Europe

Date:

Prof. Vincent Thomas
President

University of Northern British Columbia	Université Bourgogne Europe
Administrative contact International Office Ms Amy Beyer 3333 University Way Prince George, BC V2N 4Z9 Canada Phone: 250-960-5858 Email: unbcexchange@unbc.ca Web: www.unbc.ca/international	Administrative contact International Office Dr. Bénédicte Fortier Maison de l'Université Esplanade Erasme France Phone: 0033 3 80 39 52 85 Email: cooperation@ube.fr Web: www.ube.fr

UNBC Board of Governors – 2025 Meeting Dates	
Type of Board Meeting	Board Meetings
<u>Special Board Meeting</u> <u>Joint Board and Senate Dinner Session</u>	Thursday, January 30, 2025 3:00 – 5:30 p.m.; (Dinner 5:30 -8:00 pm)
<u>Regular Quarterly Board Meeting</u>	Thursday, March 13, 2025 3:00 p.m. – 7:30 p.m.
<u>Special Meeting:</u> Approval of Financial Statements Audit and Risk Committee meeting to receive Audit Findings Report from Audit Representatives (May 23, 2025)	Thursday, May 29, 2025 9:00 a.m. – 11:00 a.m.
<u>Regular Quarterly Board Meeting</u>	Thursday, June 26, 2025 3:00 – 7:30 p.m.
<u>Regular Quarterly Board Meeting</u> <u>(Regional – Wilp Wilxo'oskwhl Nisga', Nass Valley)</u>	Friday, September 19, 2025 8:30 – 3:00 p.m.
<u>Regular Quarterly Board Meeting</u>	Thursday, November 27, 2025 3:00 – 7:30 p.m.

UNBC Board of Governors – 2026 Meeting Dates

Type of Board Meeting	Event	Board Meetings
<u>Special Board Meeting</u>		Thursday, January 29, 2026 3:00 – 5:30 p.m.
<u>Regular Quarterly Board Meeting</u>		Thursday, March 12, 2026 3:00 p.m. – 7:30 p.m.
<u>Special Meeting:</u> Approval of Financial Statements Audit and Risk Committee meeting to receive Audit Findings Report from Audit Representatives (May 23, 2026)		Thursday, May 28, 2026 9:00 a.m. – 11:00 a.m.
<u>Regular Quarterly Board Meeting</u>		Thursday, June 25, 2026 3:00 – 7:30 p.m.
<u>Regular Quarterly Board Meeting</u> (Regional – South-Central Campus Quesnel)		Friday, September 18, 2026 8:30 – 3:00 p.m.
<u>Regular Quarterly Board Meeting</u>		Thursday, November 26, 2026 3:00 – 7:30 p.m.

UNBC President & Vice Chancellor

Office of the President and Vice Chancellor

Report to the UNBC Board of Governors

Submitted by: Dr. Geoffrey Payne, President and Vice-Chancellor
For the Period: July 2025-September 2025

Introduction

This report outlines my final overview on activities of the President over the past few months. It also highlights some previous aspects to provide new Board members, the incoming Interim President as well as those recently joining the University community with historical context on the portfolio of the President's Office during my tenure.

As always, the report is meant to provide a high-level overview of activities or thoughts that have an impact across the University community. This includes both positives and areas of needed focus that continue to inform the strategic direction to build momentum in achieving UNBC's mission and mandate. It also highlights the activities and accomplishments of other portfolios of whom, I as the President, provide leadership, direction and mentorship for.

For review, during my tenure as President, listed below are four key pillars that have been core tenants to my approaches:

1. Relationships
2. Reputation
3. Vision
4. Economic sustainability

In addition to those four key pillars, below are the sub-goals that have been framed through an expanded lens to focus my direction and those of the university:

1. Indigenous Community Engagement
2. Equity Diversity & Inclusion
3. Student Centered Focus
4. Collaborative Employee Relations
5. Changing Landscape of Higher Education
6. External Community Engagement
7. Leadership Stability
8. Governance

UNBC is an outstanding institution with incredible people and a brand known at the provincial, national and international level, as being one of Canada's premier small research-intensive universities. Over the past 35 years it has made significant and positive impacts despite some continued challenges, including most recently with the situation regarding international student's policies in Canada which has resulted in negative pressures. That said, UNBC is still well positioned for success with the strategic plan, **READY**.

Leadership

Critical to the success of the University is strong leadership that resides in both the Executive Team and Board of Governors. The President's Executive Council (PEC) will undergo a significant transition in the coming months with new leadership in the President, Provost and Vice President Finance & Administration portfolios. This is a similar position to when I took over as President in early 2020 but we as a university continued to positively evolve with strong, intentional, and strategic direction, and I am confident will do so again. There is also a strong leadership core remaining within the Deans & Directors group among others who are poised to continue to action a "UNBC First" approach in supporting the direction of UNBC to fulfil its mission, of which I am also confident will be successful.

Budget

This is going to be one of the biggest challenges for UNBC leading in 2026 as it is across post-secondary sector. As the 2026-2027 budget is developed in the coming months there will have to be a focus on financial resource stewardship that still ensures the University is investing in READY while making appropriate choices given declining revenues. The federal government's decision to change international student policies coupled with fiscal strains within our provincial government, and with limited enrolment growth at UNBC, has created a challenging financial landscape.

During my presidency we were able to build financial stability, but the fiscal realities will require UNBC to be very intentional, strategic and focused to address this situation. I am confident with the work of the leadership team that will develop a sustainable financial approach that also builds on current mitigation strategies. This will ensure fiscal sustainability that it will weather the financial storm.

The principles and activities for the upcoming budget development are:

- ❖ Focus on enrolment both from a recruitment and retention lens
- ❖ Ensure the work of the University is aligned to READY
- ❖ Focus of digital technology and transformation
- ❖ Develop key integration of services to foster efficiency and success
- ❖ Increased measures, indicators and performance metrics for evidenced informed budget implementation
- ❖ Continue to strategically invest in the core mission of UNBC students, faculty, (teaching and research), staff and the infrastructure to support.

UNBC cannot be complacent and must optimize all aspects of the University to make appropriate decisions grounded in evidence and data. The Executive Team continues develop a financial accountability and stewardship approach, along with the identification of new areas of revenue generation, to ensure the mission and mandate of UNBC are not only achieved but strengthened.

UNBC President & Vice Chancellor

University Community Engagement

One of the key pillars of my presidency was relationship building and continuing to connect with our internal community to listen and hear their thoughts about “their” University. This is key to ensuring the President’s Office is connected to the broader University community. Over my tenure I have continued to increase my external engagement activities. It will be extremely important to UNBC’s success to remain fully committed to having strong engagements and visibility with our external partners as outlined below:

- Donors and Community Partners of UNBC
- Alumni Council
- Northern Colleges (CNC, CMST and NLC)
- School District(s)
- Research University Council of British Columbia
- Universities Canada
- Municipal, Provincial and Federal Government and respective agencies.

Employee Relations

Vital to our success as a university community is ensuring an open dialogue and engagement with our labour groups and fostering respectful and supportive relationships that are focused on solutions. During my Presidency, I continued to have very regular meetings with members of the Faculty Association Executive and CUPE 3799 Executive. We all worked collaboratively to achieve success for the UNBC community. This is an important year as we continue bargaining with all our labour groups, and I am confident in our collaborative approaches to support a successful bargaining process.

President’s Office

In addition to the Vice Presidents as direct reports, the President also has the following units reporting through their leadership and receiving support and direction from myself and support from the President’s Office team. There are number of key highlights and directions that were prepared by the leadership of these portfolios and outlined below.

Office of Indigenous Initiatives

Under the leadership of the Interim Associate Vice President Indigenous who oversees both the First Nations Centre (FNC) and Office of Indigenous Initiatives (OII) has outlined key areas of focus, achievements and next steps leading into Fall 2025.

1. Strengthening First Nation Relationships

- Tsay Kay Dene First Nation – continue building engagement.
- Siakuz First Nation – focus on repairing and restoring relationship.
- Williams Lake First Nation – expand collaboration.
- Tsilhqot’in National Government Institute – enhance student support services for their members.

UNBC President & Vice Chancellor

2. Advancing TRC and Leadership Engagement

- Develop TRC Calls to Action curriculum for Exempt Leadership Forum members to advance TRC goals at UNBC.
- Actively participate in the establishment of the Indigenous Leaders of BC Post-Secondary Institutions group.

3. Indigenous Citizenship & Membership Alignment

- Create a province-wide process to align institutional policies with First Nations, Métis, and Inuit declared Citizenship and Membership protocols.
- Support institutions in welcoming students according to cultural self-identification protocols.
- Collaborate with Indigenous leadership on membership/citizenship verification frameworks.

4. Regional & Collective Initiatives

- Northern BC Post-Secondary Collective (NLC, CNC, CSMT, UNBC):
 - First initiative: IPP-funded Indigenous Worldviews Project.
 - Hosting Elder and caregiver from Boruca, Costa Rica (Sept 28–Oct 3, 2025).

5. OII & FNC Achievements and Next Steps

- Delivered 70+ cultural and community events in 2024–25.
- Secured \$25,000 donation from Public Health Association of BC (Aug 2025) to sustain the First Nation Centre Student Food Program.
- Developing student enrolment data access tool (Banner) for OII and FNC leadership.
- Preparing leadership onboarding overview sheet for AVPs, VPs, President, Deans, and Chairs.
- Collaborating with Centre for Teaching and Learning Technology to establish an Indigenous Curriculum Designer position (target recruitment: July 2026).

Next Steps

- Maintain and expand First Nation partnerships.
- Launch TRC curriculum for leadership in 2025.
- Advance provincial alignment on Indigenous Citizenship & Membership.
- Deliver Indigenous Worldviews Project with regional partners (Fall 2025).
- Strengthen institutional capacity through new positions, data tools, and program funding.

Office of the University Secretary

The Office of the University Secretary (previously University Governance) has moved to a suite on the first floor of Charles J McCaffray Hall. The space provides the University community with greater visibility and accessibility of the Office, while ensuring the team has the privacy needed given the nature of their work. The team plans to hold an open house later this fall. With the announcement of Dr. Payne's departure, the Secretariat has coordinated and provided support for the interim President and Vice Chancellor search and sent calls for nominations for the search and recommendation committee for a permanent President.

UNBC President & Vice Chancellor

The University Secretary continues to meet with supervisors to discuss their responsibilities under the *Public Interest Disclosure Act*, and a student assistant will be hired again for the September 2025 semester, to enhance Board and Senate student engagement, and inform students on their privacy and information security rights and responsibilities.

Enhancement of the University's information security and privacy framework continues to progress, with a focus on data management, FIPPA compliance, vulnerability management, and cyber training. Key initiatives are also underway to protect institutional data and improve cyber resilience. The team is working with units with the goal to fully understand its systems, applications, security roles, and vendors by May 2026. This work is supported by a new Data Mapping tool to classify information assets and map vendor dependencies, with plans to standardize vendor risk management processes.

Privacy continues to ensure new data processing activities are FIPPA compliant, with 21 initiatives reviewed and approved, and an additional 21 in progress. The team continues to work with units to ensure record retention schedules are developed for all units by December 2025. A cyber threat detection and vulnerability management platform has been deployed, which will strengthen the security and integrity of information and information systems at UNBC. Staff and faculty will be introduced to the cybersecurity awareness platform beginning in October to strengthen their knowledge against cyber threats. With the recent approval of the *Information Security Policy*, work has begun to establish a governance foundation for the role and accountabilities for information security at UNBC.

Office of University Athletics & Recreation

In July and August, Athletics and Recreation ran very successful youth soccer and basketball camps out of the Northern Sport Centre, achieving record attendance and creating new opportunities for young athletes to engage with sport. Building on this momentum, the Timberwolf Tour travelled to Fort St. John, Yekooche, Burns Lake, Smithers, Terrace, and New Aiyansh, delivering soccer and basketball camps to youth across northern communities. More than 150 young athletes participated, each receiving a branded Timberwolves t-shirt, helping foster pride and connection to sport.

On the varsity side, Timberwolves soccer is well underway, with the men's team opening the season strong at 3-1. Both the men's and women's squads feature a mix of young, talented, and community-minded players recruited from across Canada as well as internationally from Germany, New Zealand, Australia, and the United States. Nordic Ski was also included in this year's Media Day photoshoot, and with a growing roster, the team is looking forward to proudly representing UNBC this winter. Varsity basketball athletes are back on campus preparing for the upcoming season. This year's rosters are bolstered by key international recruits from Spain, Iceland, and the United States, with both teams excited to test themselves at the Clash of the Clans tournament hosted later this month in the Nass Valley.

In Recreation, intramural signups are underway with more options than ever as well as collaborative exciting weekend try it tournaments in pickle ball, spike ball and curling,

Beyond competition, academic excellence remains a cornerstone of the Timberwolves identity. U SPORTS Academic All-Canadians, recognizing student-athletes who achieved a GPA of 3.67 or higher during 2024-25, will be celebrated in the months ahead. Additionally, the Women's Basketball team will be recognized for achieving the highest team GPA among all Timberwolves programs with an impressive 3.48.

Final Reflections (Looking Back to Look Forward)

As I end my tenure as President at UNBC, I am thrilled with the work that was completed over the past five years. Building upon the success and momentum achieved, the focus should now be directed to the future and where UNBC must go forward. The core pillars of *Relationships*, *Reputation*, *Vision* and fiscal economic *Sustainability* must continue to be embedded at UNBC, but where appropriate through the lens of a new President, guided by a *Community's* vision, fully utilizing the renewed strategic plan **READY**. For UNBC to continue to emerge as an engaged and connected University in the North and globally relevant in the context of the changing landscape of higher education, I see the following needing to be a focus:

- ✓ Continue to foster respectful and collaborative relationships with our First Nation communities that ensures UNBC *Acts on Truth and Reconciliation*.
- ✓ Continue to ensure UNBC is welcoming and safe community with significant and substantial commitment to equity, diversity and inclusion.
- ✓ Provide outstanding experiences in a student-centered manner which support their foundation to build and achieve the next steps in their aspirations by *Igniting*, *Inspiring* and *Leading Change* through a *cultivating curiosity* lens.
- ✓ Capitalize on opportunities and partnerships that leverage our strengths and expand our academic and research reach and breadth where *Local Solutions have Global Impact*.
- ✓ Reaffirm our commitment to our communities and regions in realizing the vision that was outlined for our university, 35 years ago in *Empowering Northern Communities*.
- ✓ Continue a strong commitment to collaborative, open and meaningful employee relationships which support and empower them within our university community.
- ✓ Ensure there is leadership that is stable to achieve the direction, actions and outcomes to further UNBC's mission in *Leading a Sustainable Future*.

Over the course of the last 5 plus years, through my leadership and support of others, I have been able to achieve solution driven approaches that both intentionally and strategically maximize opportunities and outcomes. I also addressed challenges all while keeping positive momentum. Overall, I thank you for the opportunity to be your President!

REPORT TO:

UNBC BOARD OF GOVERNORS

Subject:	UNBC Senate Report
UNBC Board of Governors	Meeting Date: Sept 19, 2025
Submitted By:	Geoff Payne, Chair of Senate
Prepared By:	Jeshna Unnuth, Governance Coordinator

REPORT:

- Regular Senate meetings were held on June 25, 2025 and August 27, 2025
- Senate continues its usual business of course revisions, approvals, other academic and calendar updates
- Senate received :
 - 2024-2025 Year Council of Deans in Review
 - List of programs initiating in 2025/26, and status of underway in previous years was reviewed.
 - Presentation on the *Degree Quality Assurance Board - Program Changes and the Determination of New Degrees*
 - Regional Council Summary Report
 - Enrollment Update
 - Responses to the External Review of Degree Program(s) Report, Action Plan and Progress Reports – Northern Studies Program
 - Annual Report on UNBC Harassment and Discrimination Policy
- Senate discussed with the Board Chair the President's departure and a President's Search
- Approval of Exchange Agreement Université of Bourgogne (University of Burgundy)
- Approval of the Sue Grainger John Prince Research Forest Bursary Approval of READY
- Updates from the President, Interim Provost and Registrar

Our next regular meetings of Senate are on **September 24, 2025 and October 22, 2025.**



Dr. Bill Owen, Interim Vice-President Academic and Provost
Report to the Board of Governors
June-August 2025

The Vice President Academic and Provost Office's primary role is to oversee comprehensive strategic planning and development of academic matters in collaboration with academic units, governance, administrative, research, finance and other service areas of the University. The Office of the Provost ensures that the needs of students, faculty and staff are met, and that UNBC delivers excellence in academic programs and research initiatives.

Office of the Provost:

During this period, the focus was on enrolment management, leadership development, and establishing expectations for 2025–26. With the Board's approval of the [READY Roadmap: Academic Plan 2025–2031](#), three academic priorities have been set for 2025–26: (1) Driving strategic enrolment growth and impact; (2) Transforming curriculum and pioneering pedagogical innovation; and (3) Building a bold and inclusive regional strategy. Notably, in 2024–25, and for the first time in five years, the decline in FTE utilization was significantly reduced, reflecting the sustained efforts of the Office of the Provost in advancing enrolment management. The Academic Leadership Development Retreat equipped Chairs, Deans, and Directors with practical tools and professional skills to strengthen academic leadership capacity. In addition, transition planning is underway, including dedicated meetings and documentation, to support the arrival of the University's fifth Provost in as many years.

Vice Provost Graduate Post Doctoral Studies:

- A cross-university working group has developed the Guidelines for the Ethical and Responsible Use of Generative AI in Graduate Studies at UNBC (2025).
- A new professional development series for faculty who supervise graduate students has been launched: *Foundations of Graduate Supervision*, includes three modules: (1) Fundamentals of Graduate Supervision, (2) Graduate Supervision at UNBC, and (3) Navigating Conflict in Graduate Supervision.

Faculty of Human and Health Sciences:

- Dr. Nathan Lachowsky began as the new Dean FHHS in July 2025 and has supported ongoing implementation of the FHHS Organizational Framework review recommendations, which has included the appointments of Dr. Megan Caldwell into the role of Director, FHHS Administration who now also has oversight for regional operations and staff; Michelle Daniel into the role of Manager, FHHS Administration Services – Prince George; and ongoing search for a Manager, FHHS Administration Services – Regions.
- In August 2025, FHHS convened a meeting of the Vice Presidents Academic and relevant Deans across the College of New Caledonia, Coast Mountain College, and UNBC to launch the renewal process for the MOU governing the Northern Collaborative Bachelor of Nursing Baccalaureate program, which will proceed over the coming year
- This September 2025, the School of Education (FHHS) launches a special cohort of Bachelor of Education students delivered in Prince Rupert on the Coast Mountain College campus as part of the regular Regional BEd Program offering

Faculty of Science and Engineering:

- The search for a new Dean has begun, and is in the early stages. The inaugural Dean, Dr. Roberts' term ends on December 31, 2025.
- FSE has adopted a campaign "Community Starts Here" promoting faculty student engagement.
- Our new complete FSE administrative team has examined how our common spaces are used and improved functionality of space usage. The root of a teaching resources library has been established and will be filled in by the FSE teaching and learning committee.
- FSE has formed a committee for promoting research and other activities on social media.

Faculty of Indigenous Studies, Social Sciences and Humanities:

- The search for a new Dean ended in a failed search. Dr. Katerina Standish has agreed to be acting Dean until April 30, 2026.
- FISSSH welcomed three new hires commenced on July 1, 2025 (POLS, ENGL, and FNST);
- External reviews are underway for WMST/GNDR and FNST, completing the cycle for FISSSH;
- Launch of a new course (UNIV 103) to support incoming students understand the various academic perspectives in the Faculty.; and,
- Donation of more than \$100K from the Sahtu Land & Water Board, renewing gift agreement for third year in a row.

Faculty of Environment:

- Working on increasing recruitment with new initiatives include personalized direct contacts to every student who expressed interest in a Faculty of Environment program, and a student outdoors video contest and film night to increase FE's profile. d

Continuing Studies:

- Over \$650,000 in funding proposals have been submitted in partnership with faculties such as Tourism, Education, Student Life, and Public Health. In addition, Continuing Studies is building partnerships with external training organizations to expand programming in the region.
- Province announced a 75% increase in Future Skills Grant funding for UNBC for a total value of \$710,545. Positioning Continuing Studies to help address skills shortages by funding programs aligned with BC's priority sectors.
- Continuing Studies served 3,000+ students last year, with 42% from Northern BC, 34% from the rest of BC, and 42% of online students from out-of-province — demonstrating that UNBC CS is both a regional driver and a nationally competitive provider.

University Registrar:

- The Office of the Registrar is actively preparing for the upcoming academic year with a series of improvements designed to streamline processes and enhance the student experience. In alignment with our "students first" approach, we've introduced online Confirmation of Enrolment, resulting in a 74% reduction in requests and faster service. Admissions communications have been modernized through our CRM, giving applicants access to their application status and decision letters via a personalized dashboard.
- Registration processes are also evolving, with the MBA program piloting registration blocks (with efforts underway to expand online registration to other graduate programs such as MEng and FNP).
- These enhancements reflect our commitment to making student interactions more efficient, transparent, and supportive across all touchpoints.

Regional Council Summary Report

June 25, 2025



Executive Summary

UNBC's Regional Council (formerly the Regional Huddle) was formed in early 2025 to address regional disparities and rebuild relationships across campuses. Aligned with the updated UNBC Ready Academic Roadmap, this initiative seeks to support inclusive, equitable growth through regional consultation, partnership, and planning. Formed in January 2025, the Regional Council includes leadership, faculty, and staff from all regions. Consultations were held April–June 2025 with more than 10 internal groups (e.g., Continuing Studies, Research, IT, Enrolment). Data were analyzed thematically and supplemented by key documents such as the CDI Environmental Scan (2025).

Core Action Areas & Recommendations

1. Strengthen Communication Across Regions

- Develop a university-wide Regional Communication Strategy led by the Council.
- Launch a Regional Information Hub for events, stories, and priorities.
- Elevate regional visibility through marketing and branded materials.
- Standardize timely, two-way communication and inclusive planning processes.

2. Deepen Collaboration and Student-Centered Relationships

- Broaden access for non-traditional learners through flexible admissions and program design.
- Expand the cohort model to promote student belonging and peer support across regions.
- Support interregional collaboration and partnerships with communities, school districts, and Indigenous organizations.
- Align programs with local needs and improve retention through relevant, accessible offerings.

3. Enhance Regional Support Through Infrastructure & Staffing

- Invest in on-the-ground staffing, tech support, and mentorship at regional campuses.
- Modernize teaching and learning spaces, especially those not updated since 2020.
- Expand hybrid and on-the-land modalities, with training and coordination support.
- Upgrade technology systems and create targeted professional development opportunities.

4. Strengthen Governance and Leadership Structures

- Finalize a clear governance model with defined reporting lines and a strong co-chair structure.
- Regularly review Terms of Reference and Council membership to reflect institutional and regional diversity.
- Improve budget transparency and involve regions in allocation decisions.
- Focus on realistic, high-impact priorities and clarify what success looks like.

Next Steps

These recommendations offer a coordinated roadmap for reinforcing UNBC's commitment to inclusive, regionally responsive education. The Regional Council will continue to provide leadership, monitor implementation, and advocate for meaningful, resourced regional engagement.

Introduction

In alignment with UNBC's Ready (2023-2028), we present this Regional Council Summary Report to guide the renewal of a bold and inclusive UNBC Regional Strategy. The Regional Council, was established to provide input on broader academic planning through the Office of the Provost. This came at a time where concerns were raised related to a lack of regional support and decline of existing relationships, along with emerging opportunities to revitalize planning in conjunction with the integration and expansion of new faculties and programs. In congruence with a refreshed and renewed UNBC Ready: Academic Roadmap and UNBC Ready Roadmap, this report summarizes discussions with key interest holder groups across the UNBC community and offers actionable recommendations to guide the advancement of regional planning.

Engagement Processes

The Regional Council, was created and engaged members were asked to co-develop a term of reference and support a series of focused internal consultations.

A terms of reference document was co-created and approved in March 2025 and a further ten meetings were held with key interest holder groups between April and June 2025, including sessions with UNBC Continuing Studies, Information Technology, Office of Research and Innovation, and Student Enrolment. Data were gathered during meetings, documented, and analyzed thematically.

A range of supporting documents, historical and contemporary, were made available during the review process, including the UNBC Community Development Institute's *Environmental Scan: Regional Education/Capacity Needs* (Halseth et al., 2025). These were also used to inform the development of recommendations.

This document presents a brief overview of key insights emerging from consultations, along with actionable recommendations.

Findings

Four core thematic action areas emerged from the discussions:

- 1) Communication;
- 2) Collaboration;
- 3) Support; and
- 4) Governance.

These will now be presented, alongside actionable recommendations attached to each thematic action area.

Establishing Effective and Sustained Multi-Way Communication Across UNBC Regions

UNBC leadership must establish an effective and sustainable communication strategy to better serve and support the regional campuses at UNBC. A critical priority for the Regional Council is to foster intentional, inclusive, and sustained communication between and among regional interest holders, internal university bodies, external partners, and Indigenous communities. Current communication gaps contribute to perceived regional isolation and a perceived lack of support, leading to disenfranchisement and disengagement. A strategic, transparent, and multi-directional communication strategy is essential to empower all regions equally and to build stronger collaboration, identity, and engagement across the UNBC network.

Actionable Recommendations

1. Create and Lead a Comprehensive Regional Communication Strategy

- Task the Regional Council with developing a university-wide communication plan centered on regional priorities.
- Establish clear, two-way communication channels between campuses, regions, and external partners, supported by structured feedback loops.

2. Launch a Centralized and Accessible Regional Information Hub

- Develop a user-friendly online platform to share regional updates, initiatives, success stories, and events.
- Use this hub as the primary source for regional communication within the broader UNBC community.

3. Increase Regional Visibility and Identity Within UNBC

- Feature regional campuses in university marketing, social media, and publications.
- Expand local advertising efforts and distribute branded materials to foster pride and presence in each region.

4. Deepen Engagement Through Inclusive and Timely Communication

- Standardize announcement protocols to ensure regions are informed concurrently with central units.
- Include regional voices early in planning processes and hold regular forums for regional staff, students, and partners to contribute feedback and insights.

Strengthening Collaboration and Relationship Building to Support Diverse Regional Students

UNBC's regional campuses thrive on the strength of relationships—among students, faculty, communities, and external partners. As student demographics diversify and local needs evolve, a renewed focus on flexible, student-centered access, strong interprofessional collaboration, and deeper engagement with community partners is essential. Emphasizing relationship-building—internally and externally—will improve student experiences, program delivery, and community impact across all regions.

Actionable Recommendations

1. Prioritize Flexible, Inclusive Access for Diverse Regional Students

- Expand admission categories and create flexible pathways to accommodate non-traditional learners, including interest-only and mature students.
- Design policies and programs that reflect the diverse backgrounds, goals, and commitments of regional learners beyond the typical post-secondary model.

2. Strengthen Cohort and Peer Connections Across Regions

- Extend the cohort model to foster belonging and academic support for distributed and online students.
- Develop inter-regional mentorship and networking opportunities through virtual meetups, workshops, and shared events to build cross-campus peer relationships.
- Encourage professional program students to take their elective courses at UNBC

3. Enhance Interprofessional and Interregional Collaboration

- Invest in distributed program delivery models that share teaching resources across regions to improve accessibility and innovation.
- Facilitate regular knowledge exchange to capitalize on regional strengths and share best practices in program delivery and student support.

4. Deepen External Partnerships and Align Programming with Community Needs

- Collaborate with Continuing Studies, local organizations, school districts, First Nations and colleges to co-develop programming addressing local labor market and educational needs.
- Use advisory groups, surveys, and town halls systematically to identify community needs and tailor programs accordingly.
- Implement strategies to improve student retention by ensuring timely access to courses and supports that reflect regional contexts.

Enhancing Support for Regional Efforts Through Infrastructure, Staffing, and Technology Investment

Sustainable regional engagement depends on dedicated resources, responsive infrastructure, and aligned institutional support. Regional campuses have historically operated with limited investment in technology, space, and staffing, which affects the delivery of teaching, learning, and research. Prioritizing upgrades, support, and coordinated approaches across regions will not only improve program quality but also foster equity across the university.

Actionable Recommendations

1. Strengthen Staffing and On-the-Ground Support Across Regions

- Ensure every regional campus has dedicated **IT support** and logistical staff to maintain operations and assist with teaching delivery.
- Hire or assign **regional support coordinators** to manage initiatives, assist faculty, and facilitate unique learning experiences (e.g., on-the-land).
- Implement **regionally based onboarding and mentorship programs** to support new staff and instructors at the start of each term.

2. Modernize Teaching Spaces and Infrastructure

- Conduct a **comprehensive assessment** of classroom and lab spaces to identify outdated or under-resourced areas, prioritizing those longest neglected.
- Invest in **renovations and upgrades** to make teaching spaces functional, flexible, and equipped for diverse modalities, including in-person, hybrid, and remote learning.

3. Expand Flexible and Inclusive Teaching Modalities

- Scale up and coordinate **online, hybrid, and on-the-land delivery models**, ensuring faculty have training and resources to adapt their teaching effectively.
- Set aside targeted funding for field and on-the-land courses
- Centralize **course scheduling and planning** across regions to maintain workload balance and maximize access for students, regardless of location.

4. Improve Technological and Professional Capacity

- Conduct a **technology audit** across all regional campuses and implement targeted upgrades to the internet access, digital tools, and AV equipment.
- Offer **accessible tech training** and ongoing support for faculty, staff, and students to ensure confidence in using upgraded systems.
- Develop **professional development and exchange programs** to support staff growth, interregional collaboration, and knowledge sharing.

Strengthening Governance and Leadership for Regional Success

Effective governance is foundational to the success of UNBC's regional efforts. While the establishment of the Regional Council marks important progress, unresolved leadership structures, unclear roles, and limited reporting pathways continue to hinder full integration and long-term planning. Leadership must be collective, transparent, and purposefully aligned with regional realities. Clarity of purpose, budget, decision-making authority, and accountability will be key to ensuring that governance efforts are impactful and sustainable.

Actionable Recommendations

1. Clarify and Strengthen Regional Governance and Leadership

- Finalize and communicate a clear governance model for regional operations, including defined reporting lines between the Regional Council, PEC, and academic leadership.
- Solidify the **co-chair model**, ensuring representation from regional campuses.
- Provide dedicated leadership resources and clarify roles, responsibilities, and deliverables for the Regional Council and regional operations.
- Align regional governance with university-wide leadership through strategic goal-setting by Deans and the Provost.
- Regular meetings of the Regional Council with senior leadership (PEC).

2. Ensure Representation and Accountability through Ongoing Governance Review

- Establish a regular review process for the **Terms of Reference (TOR)** to ensure responsiveness to evolving institutional and regional needs.
- Review and adjust Council membership to maintain balanced representation across regions, including students and Indigenous communities.
- Improve administrative clarity by defining service pathways (HR, IT, finance) and enhancing onboarding for regional staff.

3. Increase Budget Transparency and Strategic Resource Allocation

- Clarify budget structures for regional activities and improve tracking systems for transparency and accountability.
- Include regional interest holders in planning and allocation decisions to ensure investments reflect local needs.
- Support funding for regional travel, program delivery, and staffing through clear, accessible mechanisms.

4. Focus on Realistic Priorities and Regional Impact

- Align initiatives with current capacity—focus not on **more** but on **better**—to prevent initiative fatigue.
- Develop a **regional priorities framework** to guide decisions on resource use, timelines, and outcomes.
- Clearly communicate what success looks like, both institutionally and regionally, and integrate those goals into strategic and academic planning.

Information, Questions, or Comments

For information, questions, comments, or concerns, please contact:

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Acknowledgement

This summary report was created in consultation with the UNBC Regional Council, members included:

Dr. Mark Dale (Co-Chair), Dr. Davina Banner (Co-Chair), Dr. Kriston Rennie, Dr. Margot Parkes, Ms. Amanda De Smit, Ms. Christa Sato, Dr. Megan Caldwell, and Mr. Bruce Denis.

We offer our sincere thanks for their contributions and insights.

Generative AI was employed to summarize information and support the creation of initial actionable recommendations.

Report to the UNBC Board of Governors

Submitted by: Rahim Somani, Vice President, Finance and Administration (VPFA)

Meeting Date: September 19, 2025

1.0 Preamble

- 1.1 This report is submitted at a time of transition as I have been entrusted with the responsibility to lead Aga Khan Schools (AKS), a global education network with more than 200 schools and 100 non-formal centres across 13 countries, serving nearly 100,000 learners. Each year, AKS graduates more than 2,500 students from diverse geographical, socio-economic, and cultural backgrounds, including those from conflict-affected regions. These graduates are making their mark at universities worldwide, including UNBC, through their academic achievements, leadership, and community engagement. It is a profound honour and a significant responsibility to lead this global network, and I do so with deep gratitude for the opportunity to have served the University as its 6th VPFA.
- 1.2 Over the past five years, the VPFA portfolio has advanced transformative initiatives that strengthened UNBC's financial and operational sustainability. Key accomplishments include the strategic redesign of the portfolio, delivering >\$1.1M in annualized savings and establishing a lean, effective, and people-centered structure; the creation of the Office of Shared Services to consolidate user-facing services and enhance efficiency and collaboration; and the embedding of a service excellence culture anchored in employee engagement. Budget transparency and integrated fiscal planning were advanced, and the Land Trust initiative moved forward with strong First Nations partnership. These achievements, underpinned by a leadership framework that promotes accountability, collaboration, and a people-first culture, will continue to benefit the institution.
- 1.3 To ensure continuity and stability during this transition, interim arrangements have been established within the VPFA portfolio, effective September 8, 2025. **David Claus** has assumed oversight of Administrative units, including People, Equity and Inclusion, IT Services, Shared Services, and Enterprise Risk, alongside his role as Director, Sustainable Facilities and Ancillary Services, with the interim title of *Director, Sustainable Facilities and Ancillary Services and Interim Operations Lead*. **Kiran Kullar** has assumed oversight of the Finance unit, including financial planning, institutional budgeting, and fiscal management, alongside her role as Director of Finance, with the interim title of *Director of Finance and Interim Finance Lead*.
- 1.4 These interim assignments reflect the strength and resilience of the leadership capacity within the VPFA portfolio. They ensure momentum and stability during a period that also includes the appointment of an Interim President and the arrival of a new Provost. This lean and effective design avoids additional hierarchical layers while sustaining service excellence, fiscal stewardship, and institutional transformation, and leaves the University with a strong foundation for the next phase of growth.

2.0 Financial Services

- 2.1 PayMyTuition launched successfully for the September 2025 semester, supported by student and faculty sessions. The Indigenous payment process remains a priority for the fall. Implementation of the FAST AR module will begin this fall with Ellucian support, expanding to also include purchasing and finance. Work is also progressing on the Fraud Prevention Policy, Procurement Policy, and Spending Authority Matrix.

3.0 Office of Shared Services

- 3.1 The Manager, Integrated Services position has been filled, while recruitment continues for Talent Acquisition Lead and Manager, Employee Wellbeing and Benefits. The OSS Hub opened in CJMH in July, supported by a Process Improvement working group, focus groups with OSS teams, and ongoing process mapping. Collaboration with TDx is underway to implement a ticketing system and knowledge base.

4.0 Service Excellence

- 4.1 The VPFA team participated in a two-day workshop to embed a culture of service excellence, with a focus on coaching, execution of Wildly Important Goals, and integration of goal tracking into daily operations. The initiative secured full staff commitment and positioned coaching as a cornerstone of service excellence, while WIG tracking has strengthened accountability and sustained momentum for continuous improvement.

5.0 Risk Management and Policy Development

- 5.1 Following the May 2025 Risk Management Training, UNBC has advanced its Enterprise Risk Management framework with draft ERM Policy and Risk Appetite documents under review. The enterprise risk register is being updated, and departments are developing operational risk registers to strengthen resilience.

6.0 Facilities and Capital Planning

- 6.1 Capital projects and lease amendments are progressing in partnership with the Office of Research, with a term Project Manager being recruited to expand delivery capacity. At the Quesnel River Research Centre, the River Oil Experiment is under construction but faces a \$100,000 shortfall, while the Boathouse Expansion will proceed this fall, pending archaeology, with interior finishing deferred due to funding limits. Space allocation moves have been completed in CJMH, with engagement planned with the new Provost to update space principles and policy. The Ministry has denied funding for childcare and student housing expansion, and alternative strategies, including partnerships and the Land Trust initiative, are being pursued.

7.0 Digital Infrastructure and Technology

- 7.1 Disaster Recovery capacity has advanced with key backups now stored in the cloud, supported by hosting of the HRI database, a VPN tunnel with AWS, and deployment of an Oracle Banner instance. Microsoft Copilot is available to the campus community, with adoption encouraged through goal-setting initiatives. MFA coverage has reached 79% of production systems, with work underway to secure the remainder, while Single Sign-On

rollout continues through system replacements and mitigating controls. Completion of major campus fiber upgrades has modernized critical infrastructure and positions the University for secure, scalable growth.

8.0 Sustainability and Energy Management

- 8.1 Results from the University's first Times Higher Education Impact Rankings submission are being reviewed to guide planning for the next cycle, with efforts focused on refining data collection, strengthening alignment with THE criteria, and showcasing the University's impact and commitment to sustainability.
- 8.2 In parallel, exploratory discussions are underway with SOFIAC, supported by PSFS, on potential participation in a pilot project that could provide access to fully funded retrofit opportunities aimed at advancing toward net-zero, with business cases developed at no cost or commitment to the University unless it chooses to proceed.

9.0 Equity, Diversity, Inclusion, and Accessibility (EDIA)

- 9.1 The Count Us In initiative has completed its engagement phase, with a data governance framework under review and a demographic survey planned for the Fall. The EDIA Learning Hub will soft launch with Accessibility 101, beginning with the VPFA portfolio, while continuing to support University-wide training requests. Following approval of the Intentional Diversity Hire policy, the Office is collaborating with Human Resources to develop procedures. Engagement efforts include Student Orientation, Community Funfest, Inspiring Women Amongst Us, the Magnifying Black Voices mentorship program, and a project to support underrepresented researchers. The Accessibility website and resource bank have been finalized, with pan-institutional communication planned for September, and the Accessibility Committee is recruiting new members.

10.0 Human Resources

- 10.1 Rollout of the new Applicant Tracking System is on track, with the internal HR launch completed in August and full rollout with training for hiring managers planned for the fall. Integration challenges with Sun Life continue due to system limitations, with interim workarounds in place. HR is developing a comprehensive onboarding program informed by feedback from recent hires and managers, while compensation planning for exempt employees remains paused.

11.0 Land Trust Initiative

- 11.1 Following a presentation in August 2025, Lheidli T'enneh First Nation expressed strong support for the Land Trust and committed to advocate at the 2025 Union of British Columbia Municipalities (UBCM) Convention. The Statutory Right of Way (SROW) for stormwater is ready for registration, and the student housing affiliation agreement is under review to support the Business Case nearing provincial submission. Formal engagement with Lheidli T'enneh and Nazko First Nations is expected in Fall, alongside continued engagement with City Council.

12.0 Conclusion

- 12.1 It has been a privilege to serve as UNBC's 6th VPFA alongside extraordinary colleagues who are deeply committed to our students and community. Together, we have strengthened financial sustainability, enhanced transparency, and advanced service excellence, while fostering a culture where people feel valued and empowered. I am grateful to the leadership team and all members of the VPFA portfolio for their dedication and capacity to continue leading the University with resilience and vision.
- 12.2 My family and I are respectfully grateful for the opportunity to live, learn, work, and play on the traditional unceded territory of the Lheidli T'enneh First Nation, and for the chance to engage with First Nations and Indigenous communities as part of the UNBC family. These relationships have enriched our lives and shaped my time here in profound and lasting ways.
- 12.3 This is not an ending but part of a continuing journey. After working in five countries across two continents, I now move to a third continent to provide leadership on the global stage with the Aga Khan Schools. I carry forward the lessons and relationships I have gained here with deep gratitude and confidence in UNBC's future, looking forward to continued connections, shared goals, and mutually beneficial partnerships that contribute meaningfully to society and improve the quality of life for families and communities.

VPFA Transition: Committee Assignments

1. **Board of Governors:** Kiran Kullar / David Claus
2. **Finance and Investment Committee:** Kiran Kullar, designate for VPFA
3. **Audit and Risk Committee:** Kiran Kullar, designate for VPFA; and Anne Adeniyi-Faleye for Enterprise Risk Management representing VPFA
4. **Governance and HR Committee:** Jennifer Dawson, designate for VPFA
5. **Investment Advisory Committee:** Kiran Kullar, designate for VPFA; and Ann Makau, designate for Director of Finance
6. **Northern Medical Program Trust:** Kiran Kullar, designate for VPFA
7. **Pension Trust:** Kiran Kullar, designate for VPFA and acting as Chair; and Ann Makau, designate for Director of Finance
8. **Land Development Corporation:** David Claus, appointed by UNBC BOG
9. **Administrative Services Collaborative:** David Claus, designate for VPFA
10. **RUCBC VPFA Forum:** Kiran Kullar, designate for VPFA
11. **Distributed Program Planning Committee (DPPC):** Kiran Kullar, designate for VPFA
12. **UNBC Representative for CAUBO:** David Claus, designate for VPFA
13. **UNBC Senate:** Kiran Kullar / David Claus, designates for VPFA
14. **Employee Recognition Committee:** Jennifer Dawson, designate for VPFA

Vice President, Research & Innovation
September 2025 Board Report

Preamble from the Vice President, Research & Innovation

It is my pleasure to present this report on the activities and progress of the Research and Innovation portfolio. Our work continues to be driven by the University of Northern British Columbia's strategic goals and is focused on advancing key institutional priorities. Specifically, our efforts are designed to advance areas such as:

- **Support enrolment goals** by building pipelines that connect students from across Northern BC and beyond into UNBC through outreach, experiential learning, and innovative programming.
- **Strengthen financial sustainability** by securing significant external research funding, cultivating philanthropic support, and fostering industry and community partnerships that diversify revenue streams.
- **Deepen regional engagement** by responding to community priorities, advancing place-based solutions, and working closely with Indigenous and non-Indigenous partners to co-create research and innovation initiatives that matter most to the North.
- **Enhance fundraising capacity** by aligning donor priorities with UNBC's mission and demonstrating the tangible impact of their investment in research, innovation, and student success.

Taken together, these efforts reinforce UNBC's reputation as a research-intensive, student-first university committed to cultivating curiosity, acting on truth and reconciliation, and empowering northern communities with solutions that drive social, cultural, and economic growth.

We are testing a new format for these reports, feel free to provide feedback.

Revenue Generation of \$4.586 million in Q1: Supporting Financial Sustainability

Q1 Philanthropic Fundraising:

UNBC raised **\$0.450 million in donations in Q1** primarily through associations (37%), individuals (\$37%), and corporations (19%).

This strong start to the fiscal year demonstrates both the breadth of donor engagement and the growing confidence in UNBC's research and innovation portfolio. The balance between institutional partners (associations and corporations) and individual donors highlights the university's ability to diversify revenue sources while also cultivating long-term philanthropic relationships.

New Research Funding:

The Research and Innovation portfolio achieved significant success in securing external research funding this quarter. A total of **\$4.136 million** in awards has been secured across federal, provincial, and industry sources in **Q1**. This funding reflects the growing strength and competitiveness of UNBC researchers, supports student training and experiential learning opportunities, and contributes directly to institutional financial sustainability. These awards

also enhance UNBC's regional impact by enabling research that addresses the social, environmental, health, and economic priorities of Northern British Columbia.

Major New Funding Initiatives:

- Placing **4 Canada Research Chair (CRC) applications** valued at **\$2M over five years**.
- Development of an \$8M application for the **Canada Excellence Research Chair (CERC) program**, which positions UNBC as a leader in northern-focused research.
- Strengthening of philanthropic partnerships and sponsorships for youth outreach (**Active Minds, Breaking Barriers, Northern Transitions**), to support financial sustainability and build a long-term funnel of new UNBC students.

Northern Communities & Local Solutions

Key Initiatives:

- Advancing the **entrepreneurship and innovation ecosystem** in Northern BC, including partnership with **SFU's Invention to Innovation (I2I) program** to support commercialization training.
- New Researcher Workshop Series delivered in partnership with FHHS- three workshops focused on grantsmanship, relationship building, and academic productivity. One session held with new researchers at regional campuses.
- A **Grant Writing Workshop held in August** provided faculty, staff, and graduate students with targeted training to enhance the quality and competitiveness of UNBC's external funding applications. By strengthening grant-writing capacity, the workshop directly supports **financial sustainability** through increased research revenue and **enrollment** by providing graduate students with critical professional development. The session also fostered stronger connections between researchers and community partners, advancing **regional engagement** through collaborative proposals.
- Mark Barnes, Interim Associate Vice-President, Strategy and Outreach has joined the Provost's Regional Council to ensure Research and Innovation planning and supports at all campuses are effectively leveraged across the institution.
- Initiation of a funded **Life Sciences Sector Feasibility Study** to explore opportunities for diversifying the northern economy, enhancing research opportunities and working to build long-term training facilities for the next level of health care professionals.
- Leadership in **aging research in the North** through the Centre for Technology Adoption for Aging in the North (CTAAN), in collaboration with federal and provincial governments and funding agencies.
- Participation in the **Canada Excellence Research Chair (CERC) program**, leveraging national funding for northern-specific research.

Acts of Truth & Reconciliation

Key Initiatives:

- Strengthening relationships with Indigenous communities where UNBC research forests, institutes, and stations are located. Mark Barnes, Interim Associate-Vice President Strategy and Outreach became the co-Chair of the Chuzghun Resources Corporation, that holds the forest tenure for John Prince Research Forest.
- Increased collaboration with the **Office of Indigenous Initiatives** to embed reconciliation principles across all research and innovation activities. Initiatives include working to advance the Indigenous Curriculum Designer position, mainly through fundraising efforts, among others.
- Leadership team participated in the **Reconciliation Conference in Saskatchewan**, advancing national and regional dialogue.
- Enhanced opportunities for staff training in TRC and related Indigenous issues, including OCAP. We are currently registering four staff members for various training courses.
- New MOU with NCCIH

Cultivate Curiosity

Key Initiatives:

- Expansion of UNBC's Youth and Student Engagement Program, Active Minds through the implementation of the new **Breaking Barriers** programming to reach more youth across Northern BC.
- Increased engagement with Indigenous communities through **Active Minds** and other youth outreach initiatives.
- Development of two **NSERC CREATE** applications to increase research training opportunities for students.
- Advancement of **CRC applications** totaling \$2M over five years.

Conclusion

The Research and Innovation portfolio continues to advance initiatives that align closely with UNBC's strategic priorities of enrollment growth, financial sustainability, regional engagement, and fundraising. From strengthening our external funding success through CRC and CERC applications, to advancing entrepreneurship and life sciences capacity in the North, to embedding reconciliation in our research practices and expanding youth outreach, these efforts reinforce UNBC's role as a research-intensive, student-first institution.

Together, these activities not only elevate UNBC's academic and research reputation but also build pathways for students, deepen partnerships with communities and governments, and generate the resources required for long-term institutional sustainability. The momentum reflected in this report positions UNBC to achieve meaningful impact across Northern BC and beyond, ensuring that our research and innovation agenda continues to serve as a catalyst for opportunity, growth, and transformation.