

2020/2021

Institutional Accountability Plan and Report



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July 15, 2021
The Honourable Anne Kang
Minister of Advanced Education and Skills Training
PO Box 9043, STN Provincial Government
Victoria, BC, V8S 1V9

Dear Minister Kang,

It is a pleasure to formally submit the University of Northern British Columbia's Institutional Accountability Plan and Report for the 2020-21 reporting cycle, for which we take full responsibility.

The COVID-19 pandemic was by far the most significant disruption to the global community in decades, if not generations. That disruption spanned all sectors, including post-secondary education. Yet what we saw in our sector was a co-ordinated, collaborative response across institutions that focused on community safety, health and well-being. The pandemic also reinforced the attributes UNBC community members bring to this institution each day, from resilience and adaptability to commitment and ingenuity. Despite moving to a predominantly digital environment, we remained true to our vision of being personal in character while transforming lives and communities in the North and around the world.

This report outlines our successes along with the strategic goals and objectives that guide our priority planning in support of previous Minister's Mandate Letters. We review our commitment to Reconciliation as well as Equity, Diversity and Inclusion. Also, we provide a thorough look at the tangible tactics we deploy each day to support various Ministry priorities.

This year has seen society pushed to adapt and be transformative in all elements. From fields such as science and technology to the social sciences and the arts, continued post-secondary investments have never been more critical. We look forward to working with the Ministry of Advanced Education & Skills Training, along with all of our partners and collaborators, in our shared mandate and mission of advancing higher education and research, and contributing to British Columbia's success.



Sincerely, Catherine Wishart
Chair, UNBC Board of Governors



Dr. Geoffrey Payne
President and Vice-Chancellor (Interim)

Territory acknowledgment

Since time immemorial, 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, and we thank them for their hospitality.

Our Prince George campus is situated on the unceded traditional territory of the Lheidli T'enneh First Nation. Our 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. Our 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. Our satellite campus in Prince Rupert is situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.

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





Year in Review

January

UNBC places first in its category for corporate research income growth in the latest edition of Canada's Top 50 Research Universities ranking produced by Research Infosource Inc. The University's corporate research income grows an astounding 177.3 per cent, the largest increase of any university in the undergraduate tier.

Assistant Professor of Nursing Dr. Shannon Freeman and Nak'azdli Health Director Jenny Martin co-lead the program to bring Elders and children in Grades 6 and 7 together to share stories and learn from each other.

Sports Information Officer Rich Abney wins the grand gold award at the Council of Advancement and Support of Education for the story he wrote chronicling Timberwolves men's soccer player Michael Henman's mental health journey. The story helps advance the discussion around mental wellness and mental health on the UNBC campus and in the broader community.

February

Nak'azdli Whut'en Elders know the power inherent in their stories and a new research partnership between the First Nation and UNBC is facilitating intergenerational storytelling and helping to preserve the stories for years to come. UNBC

UNBC Global and International Studies major Briana Greer has her Japanese poem selected for publication in the Shortest Letter in Japan contest. Out of more than

32,000 entries submitted, Greer is the only non-Japanese resident selected to have her work published.

UNBC's Dr. Geoffrey Payne, Vice-President Research, is appointed by the Board as Interim President and Vice-Chancellor. Dr. Payne's term as Interim President is extended for another two years in October.

March

UNBC Political Science Professor Dr. Gary Wilson is the lead author of a new book that traces the political development of three Inuit regions in northern Canada over the past 40 years and investigates their internal dynamics and their relationships with other levels of government in key policy areas such as housing, education and resource management. Titled *Nested Federalism and Inuit Governance in the Canadian Arctic*, the book follows the development trajectories of three northern regions: Nunavik in northern Quebec, the Inuvialuit Settlement Region in the western Northwest Territories, and Nunatsiavut in northern Labrador.

The Coronavirus pandemic garners a major response from the University as it continually follows strict guidelines from the Provincial Health Officer, Ministry of Health, Northern Health and Ministry of Advanced Education and Skills Training. In collaboration with faculty and other stakeholders, all classes move to alternate modes of delivery, students living in on-campus housing are encouraged to move out if possible, and faculty and staff work from home where possible. Following the interrupted spring semester, classes in the summer, fall and 2021 winter semesters move to alternate delivery modes as well.

April

UNBC determines that Convocation for the Class of 2020 will be held virtually during a ceremony in June. Considering feedback from the Class of 2020, an in-person gathering to celebrate the class will be held once it's safe to do so.

May

A Northern Medical Program (NMP) faculty member is honoured for his dedication to teaching not once, but twice, this spring. Dr. Sean Maurice recently received both the 2019-20 Robert W. Tait Annual Lecture on Implementing Teaching Excellence Award at UNBC and a 2019-20 Killam Teaching Prize from the University of British Columbia. Dr. Maurice joined the Northern Medical Program in 2007 as a senior lab instructor. He now also holds the roles of MEDD Site Director – Years 1 and 2 (NMP) and NMP Assistant Director of Histology and Affiliate Senior Instructor, UBC.

June

Anthropology Professor Dr. Michel Bouchard along with two co-authors win the Prix du Canada en sciences humaines et sociales from the Federation for the Humanities and Social Sciences for their book *Les Bois-Brûlés de l'Outaouais*. The prize is awarded annually to a French-language book that makes an exceptional contribution to scholarship, is engagingly written, and enriches the social, cultural and intellectual life of Canada. It's the first time the Federation for the Humanities and Social Sciences selected a book co-authored by a UNBC scholar for its most prestigious book prize.

For 25 years, Environmental Science Professor Dr. Peter Jackson has taught UNBC students about atmospheric science, researching wind flow in complex terrain and engaging with the community about air quality and weather patterns. The Canadian Meteorological and Oceanographic Society (CMOS) honours Jackson for his professional accomplishments and dedication to the organization by naming him Fellow of the Society. The designation is awarded to CMOS members who have provided exceptional long-term service and support to the Society, and/or who have made outstanding contributions to the scientific, professional, educational, forecasting or broadcasting fields in atmospheric or ocean sciences in Canada.

Dr. Nadezhda (Nadia) Mamontova receives a prestigious Banting Postdoctoral Fellowship to continue her research into Glafira Vasilevich's mapmaking project with the Evenki people in Siberia. Working with UNBC Geography Professor Dr. Gail Fondahl, Mamontova is exploring the methods Vasilevich used to collect the maps, examining her motivations and tracing the legacy of the place names she used.

July

Students and faculty members earn scholarships and grants from federally funded agencies to continue their research. Christiana Onabola, a UNBC Health Sciences PhD student, receives a Vanier Scholarship for her research that focuses on the UN's Sustainable Development Goals (SDGs) and how those goals are relevant to local populations and communities along the Nechako Watershed in British Columbia and Niger Delta in Nigeria. And eight faculty researchers obtain grants worth more than a combined \$1.3

million from the Natural Sciences and Engineering Research Council's Discovery Grant program and the Social Sciences and Humanities Research Council Insight Grant program

The Interior Universities Research Coalition (UNBC, TRU, UBC-O) provides research grants to support Ministry of Health priorities regarding COVID research to collaborative proposals that engage two or more university partners. This successful program has resulted in further commitments from the Ministry for 2021 funding (\$150,000), and doubled funding for 2022 to focus on long-term care.

August

Six years after the consequential tailings pond breach at the Mount Polley mine, UNBC researchers collaborate with scientists at the University of Alberta and University of British Columbia to present their latest findings on the impact on Quesnel Lake in a paper in *Water Resources Research*. They find that turbidity, or cloudiness, in portions of B.C.'s Quesnel Lake increases each spring and fall, when the lake mixes from top to bottom in a natural process called turnover. The source of the turbidity appears to be the resuspension of spill-related material from the bottom of the lake, raising concerns about contaminants being reintroduced to the water column.

September

With the coronavirus pandemic raging, there is a different feel to move-in day and the first day of classes. Thanks to the hard work and dedication of our faculty and staff, the Fall Semester begins with most classes using alternative modes of delivery.

October

UNBC places fifth in its category in the annual Maclean's rankings. The rankings reflect the success of UNBC's students, with the University placing first for students who won national awards. For the third consecutive year, UNBC places second in student/faculty ratio and fourth in total research dollars, both indicators of teaching and research success. The rankings also highlight areas UNBC is committed to improving, including enhancing the student experience and strengthening research partnerships.

November

Rahim Somani joins UNBC as Vice-President, Finance and Administration. In his new role, Somani leads the strategic, financial and operational planning.

Conservation Science and Practice Professor Dr. Pamela Wright receives the 2020 Mitacs Award for Outstanding Leadership – Professor for her exemplary record of developing collaborations with industry and other partners, providing valuable research and training experiences to interns and initiating research projects with significant outcomes through Mitacs funding.

Registrar Services Officer Tamara Sweet receives the Rising Star Award from the British Columbia Council on Admissions and Transfer. The award recognizes Tamara's exceptional leadership in transfer and articulation within the BC Transfer System.

UNBC launches the Centre for Technology Adoption for Aging as an AGE-WELL National Innovation Hub. Through partnerships with technology developers, researchers, policymakers, health-care providers, community groups and older adults

themselves, CTAAN tests, pilots, implements and promotes new and existing technology solutions to help older adults live independently.

December

UNBC wraps up 2020 the same way it began, with another strong result in the Research Infosource Rankings. This time UNBC sees a 42.5 per cent increase in research funding overall, the most among any university of its size in Canada.

January 2021

Geography Professor Dr. Catherine Nolin is elected to the College of Fellows of the Royal Canadian Geographical Society. Dr. Nolin's research interests in Guatemala include political violence, violence of development, mining injustice, social justice, human rights, forced migration, and qualitative research methodologies. She has also spent more than 25 years grappling with life after the Guatemalan genocides through long-term fieldwork, critical research, activism, and opening these experiences to Canadian university students through her regular field schools to Guatemala.

Global and International Studies Assistant Professor Dr. Nathan Andrews receives a Carnegie African Diaspora Fellowship. He will collaborate with Professor Ernest Khalema at the University of KwaZulu-Natal in South Africa to study the impacts of the COVID-19 pandemic on post-graduate engagement and academic co-mentorship.

When a camera installed by UNBC researcher Dr. Roy Rea discovered a

moose on the Prince George airport property, it launches a collaboration between the Prince George Airport Authority and the University to save the animal while keeping airport operations safe.

February

A UNBC Athletics video featuring men's basketball player Tyrell Laing wins the Council of Advancement and Support of Education grand gold awards for "video on a shoestring" and the new opportunity and inclusion special recognition category. Laing approached UNBC about producing a video so he could share his thoughts and personal experiences about Black Lives Matter.

After completing her undergraduate degree at UNBC and her MD undergraduate degree at the UBC Northern Medical Program as part of the Class of 2020, Dr. Gurkirat Kaur Kandola enters UBC's Pediatric Residency Program – Community Impact stream which offers training in both Vancouver and in northern B.C., providing an opportunity to learn first-hand about rural pediatric care.

The UNBC Timberwolves launch a Wall of Honour to recognize the many outstanding contributions of student-athletes, coaches and administrators. The wall is located in the Charles Jago Northern Sport Centre and the initial class includes 15 inductees.

March

Led by a group of committed students, UNBC takes steps to end period poverty by installing menstrual product dispensers in high-traffic washrooms. Campus groups including the Northern

British Columbia Graduate Students' Society, the Northern Undergraduate Student Society, the Prince George Public Interest Research Group and the Northern Women's Centre spearhead the project that will see free menstrual products available beginning in fall 2021.

Inspired by her undergraduate research experience at UNBC, Dr. Kirsten Reimer recently completed her PhD at Yale, where she studied how our cells make and edit ribonucleic acid (RNA). Gaining research experience as an undergraduate at the University of Northern British Columbia taught Dr. Kirsten Reimer what it means to be a scientist and inspired her to follow her curiosity to the Ivy League.



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

To be Canada's leading destination University, personal in character, that transforms lives and communities in the North and around the world.

Our founders established a University "in the North - for the North." They envisioned and built an institution where all are welcomed, learn, live, work closely with our faculty and staff, and transform the quality of life in northern British Columbia, the province, and beyond.

Mission

To inspire leaders for tomorrow by influencing the world today.

UNBC strives to provide a safe and challenging learning environment where students gain leadership skills and stretch their boundaries, not only through academic discussion and debate but also through opportunities to work closely with faculty and staff on research projects and a wide range of initiatives that improve student life or contribute to a need in the community, the region or far beyond.

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:

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 all are welcome and where

we commit to being respectful, innovative, resourceful, and responsive in our interactions with other.

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.

Academic excellence

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



Institutional Overview

Located in the spectacular landscape of northern British Columbia, UNBC is one of Canada's best small universities. We have a passion for teaching, discovery, people, the environment, and the North.

Through a dedicated team of approximately 750 faculty and staff, UNBC provides outstanding undergraduate and graduate learning opportunities that explore cultures, health, economies, sciences, and the environment. As one of B.C.'s research-intensive universities, we bring the excitement of new knowledge to our students, and the outcomes of our teaching and research to the world. In addition to fostering and celebrating academic excellence, UNBC is a welcoming place, with a learning environment that is friendly, inclusive and supportive.

UNBC Alumni

93%
are satisfied with their UNBC experience.

81%
work in fields related to their program.

80%
are recommending UNBC to others.

69%
are in management.

85%
are satisfied with their job.

84%
are employed within 6 months of graduating.

CANADA'S TOP 50 RESEARCH UNIVERSITIES 2020
RESEARCH Inforsource Inc.

1 in 4 students receive a UNBC financial award.

\$3,500,000 in financial awards given each year.

#1 in Western Canada for Indigenous Visibility

TOP 5 IN CANADA For 15 Years

#1 in Canada for Mental Health Services

- Maclean's Magazine

#ThisIsUNBC

3,500+ students

11% International

12% Indigenous



Where our students are from

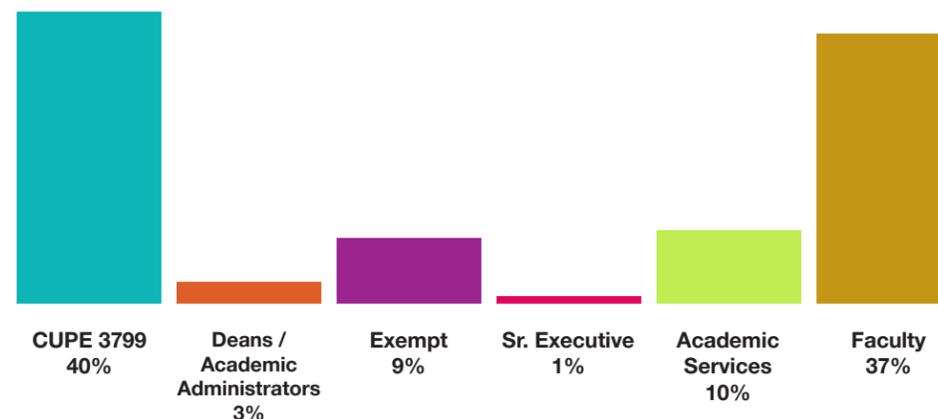
| | |
|---------------|-------|
| Northern BC | 65.5% |
| Southern BC | 19.0% |
| Outside BC | 15.5% |
| International | 11.0% |

Average Student Age

| | |
|------------------------|-------------|
| Undergraduate | 24.4 |
| Graduate | 33.8 |
| PHD | 38.8 |
| Overall Average | 26.4 |

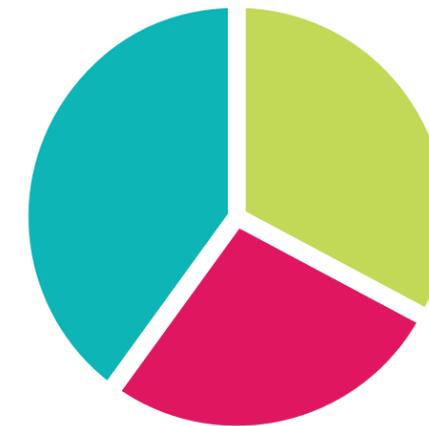
About our community

Employee head count



1:8 faculty-to-student ratio

support (faculty + staff) -to-student ratio **1:4**



Faculty by Rank

- Assistant Professor 33%
- Associate Professor 27%
- Professor 40%

Degree Programs
62 Bachelors
29 Masters / 3 PhDs

Total Courses Offered:
1,827

Annualized FTE by program

| | |
|---------------------------------|-------|
| Anthropology | 30.7 |
| Biochem & Mol Biology | 129.4 |
| Business | 409.5 |
| Chemistry | 19.7 |
| Civil Engineering | 37.2 |
| Computer Science | 91.9 |
| Conservation Science & Practice | 21.3 |
| Economics | 13.5 |
| Education | 101.8 |
| Engineering & Design | 6.6 |
| English | 68.3 |
| Environmental Engineering | 75.6 |
| Environmental Planning | 28.2 |
| Environmental Science | 30.5 |
| ESM Biology | 180.8 |
| ESM Environmental Studies | 16.2 |
| ESM Forestry | 81.1 |
| First Nations | 43.2 |
| General Arts | 59.1 |
| Geography | 28.2 |
| Health Sciences | 210.3 |
| History | 45.7 |
| Integrated Science | 20.3 |
| International Studies | 21.1 |
| Joint Arts | 48.3 |
| Joint Arts & Science | 5.5 |
| Joint Science | 27.0 |
| Mathematics | 23.2 |
| none | 53.7 |
| NRES Natural Res & Env Studies | 136.0 |
| Nursing | 303.3 |
| ORTM Outdoor Rec & Tour Mgmt | 20.4 |
| Physics | 17.6 |
| Political Science | 24.2 |
| Psychology | 231.2 |
| Social Work | 119.7 |
| Women's & Gender Studies | 6.5 |

Average first-year Class Size: 62

Programs

The University of Northern British Columbia (UNBC) offers a wide range 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 and social work. 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 Universities also began offering a distributed Master of Physical Therapy program in September 2020 and will launch the Master of Occupational Therapy – North 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).

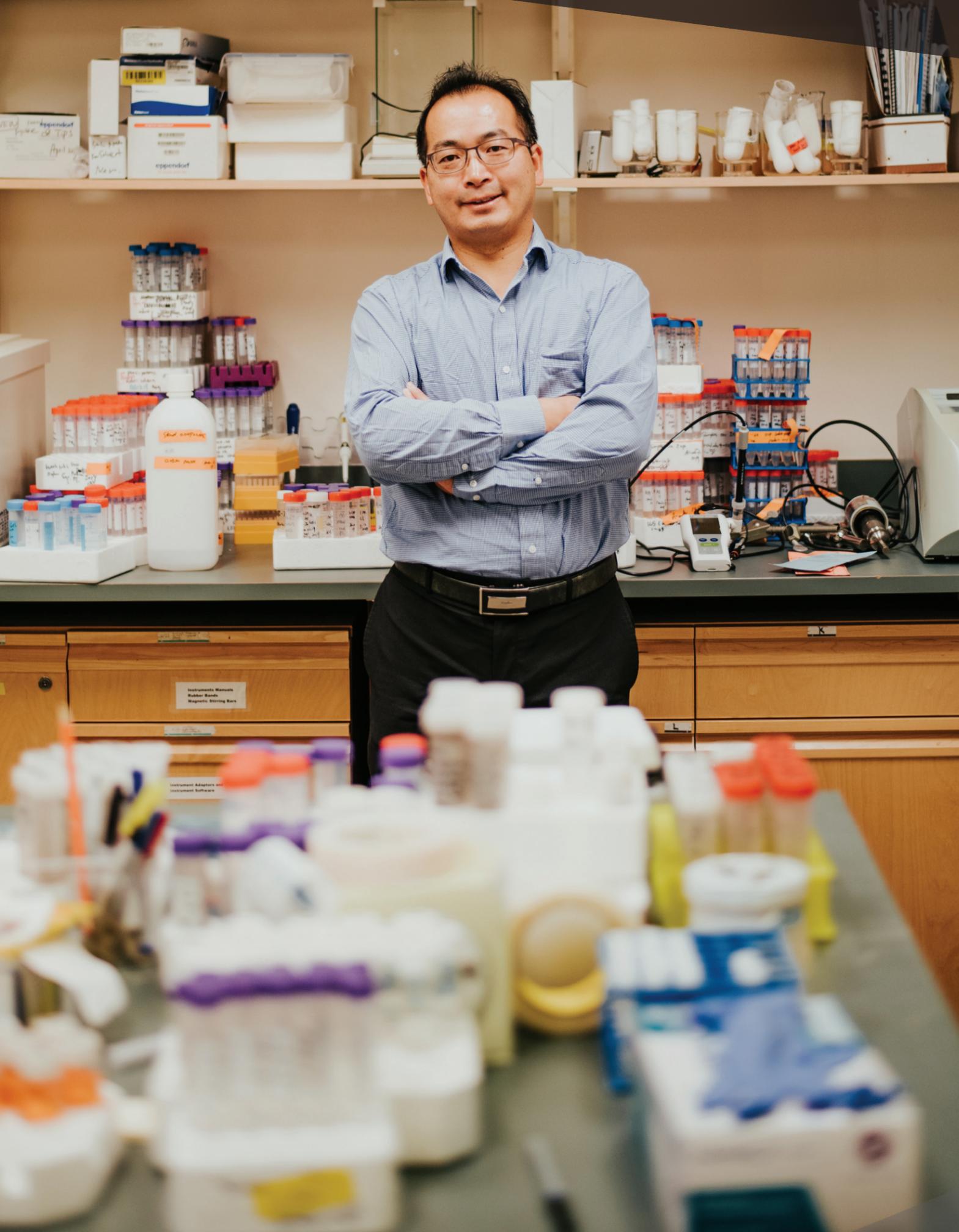
The program is available at three sites: Prince George, Quesnel and Terrace. CNC provides the initial years in Prince George and Quesnel, while CMTN provides the initial years in Terrace. UNBC provides the final course work at all sites.

Engineering

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, as one of B.C.'s four research-intensive Universities, is a major centre of research with priority given to addressing complex topics, including social, environmental, health, economic and cultural issues. The research community strives to build a flourishing research culture facilitated by state-of-the-art infrastructure and efficient support services that empowers UNBC scholars to undertake leading-edge local, national, and international research leading to transformative academic, economic and social benefit for the region, province, nation, and beyond. In addition, UNBC builds partnerships with other institutions to develop new knowledge and share those findings with the world. For example, UNBC is a founding member of the Interior University Research Coalition, with a stated goal of accelerating the B.C. Interior's research and innovation ecosystem by harmonizing resources, enhancing student and faculty mobility, increasing academic opportunities, and establishing community connections.



Enhancing Canada's Response Toolbox

Dr. Jianbing Li is an engineer seeking to discover a groundbreaking solution to an important global question. At the same time, he is a rare case, hoping his results will be used sparingly.

Li, an Environmental Engineering Professor at the University of Northern British Columbia, is leading part of a national project to investigate improved methods to separate oil from water to make it more efficient and less costly to clean up marine oil spills. He will also conduct experiments to treat oily waste and convert it into useful energy.

This research will not only help protect Canada's environment and coastal communities, it will also inform oil spill response approaches around the world.

Current techniques for cleaning up marine oil spills involve collecting oily wastewater from the ocean and transporting it to shore for processing or disposal. Li's research will explore ways to separate the oil from the water while the response ships are still at sea.

Among the tasks Li and his fellow researchers will work on include developing improved decanting techniques to separate oil and water, exploring how oily waste can be minimized and generate useful energy, and developing an integrated oily waste management

decision-support system to assist in determining the best response for marine oil spill.

And his research team is impressive, consisting of 11 scientific trainee positions at UNBC, ranging from post-doctoral researchers and PhD candidates to graduate students to senior undergraduate researchers.

"We will enhance Canada's response toolbox in the unfortunate event of a marine oil spill," Li says. "This project will also assist in training the next-generation of oil spill response professionals. The experience our students will gain by working on this study will help them become highly qualified people in the field."

"This project will also assist in training the next-generation of oil spill response professionals."

Strategic Priority Areas of Focus 2021-22

Equity, Diversity and Inclusion

The discovery of unmarked graves at the sites of former Residential Schools was a pivotal moment for conversations regarding equity, diversity and inclusion at UNBC. Our Office of Indigenous Initiatives responded quickly by organizing virtual healing circle events to help members of the University community process the news.

These discoveries, along with the murder of George Floyd on May 25, 2020, are blunt, horrific indicators of systemic racism within the broader global community. They inspired members of the UNBC community to pause, reflect, and begin taking

meaningful steps towards addressing systemic racism within our own halls. A Presidential Task Force on Equity, Diversity and Inclusion was struck that included a wide range of constituents from across the UNBC community. In addition, the President struck a Student Roundtable on Confronting Racism, a forum in which students could speak freely about their experiences in all aspects of University life.

Subsequent training sessions, seminars and employee-led information campaigns have helped amplify the importance of addressing systemic racism at UNBC. In the coming year, UNBC will open an Office of Equity, Diversity and Inclusion.

This renewed focus on Equity, Diversity and Inclusion is a

cornerstone of any progressive institution moving forward in today's society and supports multiple Ministry strategic objectives such as Capacity, Access and Quality. A robust EDI culture supports lasting reconciliation with Indigenous Peoples as well as contributing to a relevant and accessible post-secondary system. Initiatives under this strategic area of focus help UNBC meet the requirements in the Minsiter's 2020/21 Mandate Letter. They are meant to "increase participation and success of students including vulnerable and underrepresented groups." They support student safety and inclusion and help to promote a "student-centred international education framework that supports the success of domestic and international students."

"As a University community, we have much work to do, not just to say we oppose racism, oppression and intolerance, but to live a life that actively promotes positive values and represents a commitment to abolishing a systemic approach to marginalizing others."

- Interim President and Vice Chancellor
Dr. Geoffrey Payne

Indigenous Initiatives

UNBC maintains its commitment to building lasting, respectful relationships with Indigenous students, faculty, staff, and the many diverse Indigenous communities in northern B.C. We are proud of these relationships and recognize the tremendous value of Indigenous knowledge in building an academic community rooted in the principles of Reconciliation.

In 2020, UNBC engaged renowned scholar Dr. Henry Harder as its first ever Vice-Provost of Indigenous Initiatives. Dr. Harder held the Dr. Donald B. Rix BC Leadership Chair in Aboriginal Environmental Health, with his research interests focused on Indigenous health, environmental health, disability issues, workplace mental health, and suicide prevention. The Indigenous Initiatives office, which also encompasses the exceptional work done in UNBC's First Nations Centre, serves as the central point of contact and coordination between UNBC and Indigenous communities and partners across the North. It will provide support to faculty and staff as they respond to the Truth and Reconciliation Commission of Canada's Calls to Action and the UNBC Academic Action Plan, while also meeting the Minister's stated objective of supporting "lasting reconciliation with Indigenous peoples." The work will also support creating "flexible learning pathways" and "strengthened workforce connection."

A more detailed look at the work being done at UNBC regarding Indigenous Initiatives can be found in the Mandate Reporting section and in Appendix B.

Academic structure implementation

April 1, 2021 saw the official transition in academic structure for UNBC from a two-college model to that of five Faculties and a Division of Medical Sciences. UNBC has strategically and collaboratively charted this new course for the academic structure at our University for five years. Moving from the two-college system to the new five-faculty structure was a key recommendation arising from UNBC's Academic Planning process, a highly consultative initiative and a tremendous example of constituents from across our community coming together in support of a great and ambitious purpose.

This transition will bring stability to programs while fostering an environment of creativity, efficiency, collaboration and innovation throughout the Faculties. We expect to build upon our existing multi- and inter-disciplinary strengths and will be better positioned to offer work-integrated learning opportunities for our students. In the coming year, ongoing refinements to the administrative support system will be made as well as the faculties beginning the process of looking at programs, research and knowledge creation in entirely new ways.

This focus on the academic structure helps UNBC meet multiple Ministry priorities. We are providing "programming that meets local, regional or provincial labour market and economic needs," as well as developing "flexible learning pathways for students." The implementation of a new academic structure also better prepares UNBC to actively align programming with "high opportunity and priority occupations," while also increasing the likelihood of developing successful co-op and work-integrated learning opportunities.

Regional engagement

UNBC is the result of the vision of some 16,000 people from across the North who banded together to call on government to create an institution "in the North, for the North." This year, UNBC plans to revitalize its conversations regarding our presence in northern B.C., and to ensure we are doing what we can to live up to the ideals of our founders, the people who call this tremendous region home. From enhanced course availability and new program delivery models to reinvigorated conversations with community leaders, UNBC fully intends to strengthen its ties across the North. Doing so supports a myriad of Ministry priorities. This initiative supports lasting reconciliation with Indigenous peoples through proactive community engagement. In addition, we're contributing to an accessible and relevant post-secondary system through partnerships with northern colleges, developing new digital delivery methods, and providing programming that aligns with and meets local needs, such as health-care professions and early childhood education.

Alumni partnerships

The coming year will see a renewed focus on UNBC's relationship with its more than 16,000 graduates. We know that our alumni maintain a lingering sense of community from their positive small-university experience and high affiliation to the institution. By engaging with our alumni community, we raise the reputation not only of UNBC, but of our graduates as well. The Office of the President has placed this as a high priority, regularly attending meetings of the Alumni

Council and working with that body to set the stage for future activities. Among the priorities are actions such as engaging in even more alumni profile story-telling initiatives, enhancing the reputation and value of graduates' degrees, and maintaining high levels of personal service, such as by increasing alumni access to academic, research and learning content, and developing affinity programs that bring value to graduates.

A more engaged alumni body helps UNBC meet multiple Ministry priorities. We have the ability to "strengthen workforce connections for student and worker transitions"

as more than 80% of our graduates work in fields related to their program, with close to 70% of them in management roles. These graduates can connect our students with post-graduation employment, and help us design and implement productive co-op and work-integrated learning opportunities.



Canada's Green University

UNBC, as Canada's Green University, remains committed to the principles of sustainability; not just environmental, but social, cultural, economic, and more. Adopting a sustainable mindset across multiple pillars allows us to more readily address the individual challenges that face not only UNBC, but society as a whole. We are on an exciting trajectory that will see us meet our mission of inspiring leaders for our region, province and country by influencing the world today.

Sustainability is a core tenet of the post-secondary environment. Ministry priorities can be achieved in more meaningful ways through a focused sustainability lens.

Green is UNBC's official colour - and way of life.

The Wood Pellet Plant saves 140 tonnes of CO₂ per year.

Package-free bulk foods store on campus.

Secure, covered bike storage, stand-alone bike lockers, a bike repair station and shower facilities.

Carpooling program.

Our Bioenergy Plant uses local sawmill residue, reducing our fossil fuel consumption to heat the university by 85%.

The Green Fund provides grants for innovative projects to create a more sustainable campus.



FAIRTRADE

FAIR TRADE
CAMPUS



Strategic Context

The COVID-19 Impact

On March 11, the World Health Organization declared the COVID-19 outbreak as a pandemic. That day, the president sent his first official update to the community regarding UNBC's already occurring response and what the community could expect moving forward. That update would be the first of more than 60 email updates to the UNBC community.

The University coupled strategic decision making with a proactive approach to communication that included multiple media (website, social media, internal emails, live Zoom Q and As, and traditional media outreach). This meant that the community had the information it needed when it needed it, and that it knew where to go and who to approach with questions.

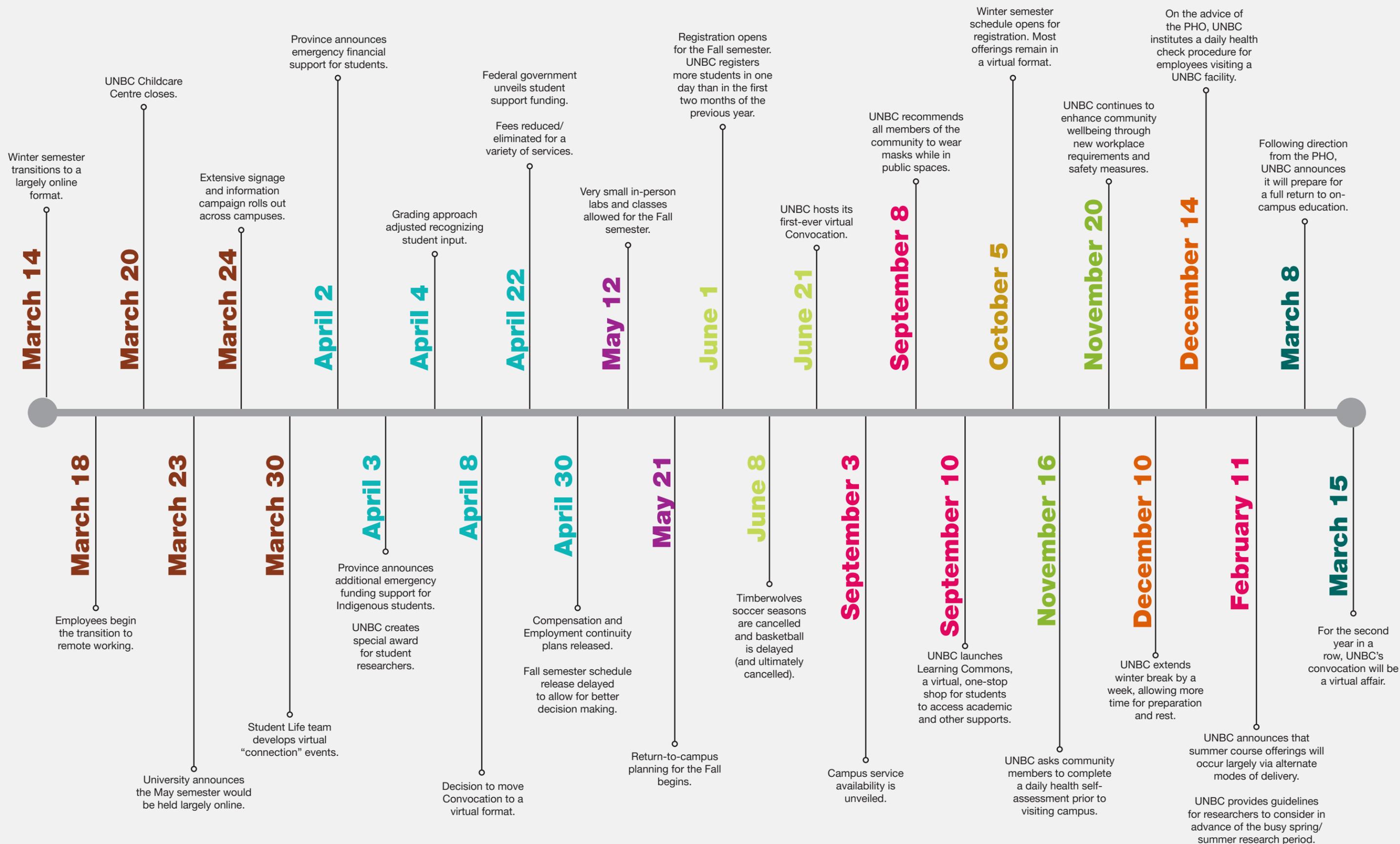
At every turn, the University followed guidance provided by the Provincial Health Officer, Northern Health, and various provincial government ministries. Our decisions aligned with this guidance, which meant the University community received consistent messages and clear direction. In addition, the Research Universities Council of B.C., and indeed the entire post-secondary sector, collaborated on decision making and approaches to its pandemic response, which ultimately led to a sector-wide, consistent approach to education and service delivery.

Thanks to the dedication of UNBC staff and faculty, the University's campuses remained open. Faculty quickly transitioned their courses to alternative modes of delivery; the Information Technology Services department enabled a smooth transition to work-from-home for many employees; Ceremonies and Protocol staff, working with colleagues across the University, created a meaningful Virtual Convocation for our graduating students; Safety and Risk Management staff, working with Facilities as well as Communications and Marketing developed, deployed and updated decals and signage; staff in the Office of the Registrar and Student Life department found creative ways to maintain student services; managers across the University, supported by Human Resources, promoted connections amongst team members while working remotely.

Through it all, key student support services such as counselling,

food services, housing, academic advising and more remained in place; research facilities and support systems functioned as they needed to; teaching facilities were available when it was safe and viable to take part in face-to-face learning. The University community transitioned marvelously from the traditional approach to an entirely new way of offering an exceptional post-secondary experience.

Yet beyond the pandemic response, we have learned a great deal about ourselves and how we conduct our affairs. In a post-pandemic world, we'll be able to teach, study and work differently. New digital collaboration tools will become the norm. Travel frequency will be reduced. Teaching methods will change. Research methodologies will be revisited. In short, things will be different, and very likely better.



Additional external factors

Significant and transformational changes are taking place at UNBC as we grow and adapt to an ever-changing global community. We continue to keep a watchful eye on the changing context of the region in which we live, learn, and work, as we know the economic, cultural and social fabric of the North supports the needs and dreams of all British Columbians.

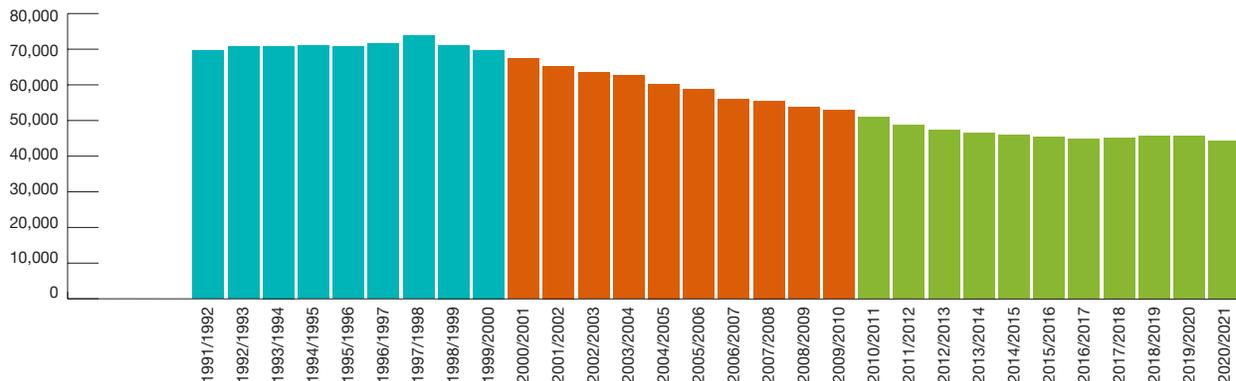
UNBC was created through a grassroots campaign that saw 16,000 people pay \$5 to sign a petition calling on government to create a University in the North, for the North. That initial groundswell of passion for post-secondary education in the region has created a special relationship between UNBC and the northern B.C. communities we are honoured to serve. Relationships developed over the past 30 years with industries, donors, and supporters have strengthened that founding campaign into a unique bond that further enriches our students’ experiences. Community partnerships and UNBC Alumni ensure that learning is relevant to the opportunities and challenges of the communities where our students and their families live, work, and play.

This sense of ownership that the North has of UNBC is reflected in our student body. The majority of UNBC students come from northern B.C., as seen in Table 1. Yet UNBC also attracts students from across the province, country, and around the world. Students choose to attend UNBC for a variety of reasons, but recent admissions surveys undertaken by the student recruitment team have clearly identified the top five:

- The University offered my program**
- Affordability to attend**
- Ranking/reputation**
- Proximity to home**
- Award/scholarship/bursary offer**

UNBC will face challenging external contextual factors over the next two decades. First, based on current and projected K-12 populations, not only in northern B.C. but across the province (see table A), we can expect student numbers in the traditional “fresh out of high school” demographic from our historic catchment areas to remain relatively flat. Achieving enrolment growth requires that UNBC maintain quality programming, improve retention rates, increase student recruitment in other catchments areas (southern B.C., across Canada and internationally), and further refine program and schedule offerings to further open UNBC to mature student categories. All of this is required, not only to meet and exceed enrolment targets, but to further enhance diversity in UNBC’s student body.

Table A: All grades headcount for northern school districts
(SD 27, 28, 49, 50, 52, 54, 57, 59, 60, 81, 82 87, 91, 92)



However, the significant growth in degree-granting institutions in B.C. (see table B) continues to have a lingering effect on UNBC's enrolment. Once one of only a few degree-granting institutions, UNBC is in a hyper-competitive recruitment market. Institutions with greater capacity for offering new programming, larger, more dense nearby populations, and far larger recruitment and retention budgets, are fleshing out their enrolment goals by offering programming in UNBC's traditional catchment areas across the North.

Table B: UNBC student headcounts from Southern B.C. Does not include NMP or continuing studies. Bachelor degree granting institutions in B.C. (public, excludes 3 private)

| | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| UNBC h.c. Southern B.C. | 619 | 841 | 920 | 1077 | 1036 | 1011 | 1024 | 1024 | 993 | 931 | 853 | 768 | 725 | 671 | 657 | 640 | 622 | 610 | 600 | 629 | 666 | 700 | 725 | 708 | 808 |
| Bach institutions | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 16 | 19 | 22 | 23 | 23 | 23 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 26 |

Program Delivery in a region the size of France (with a population just 13% that of Paris)

As a University serving a low-density and geographically large area, delivering on our regional mandate requires significant resources, innovation and collaborations with local colleges. UNBC has a system of regional campuses and partner organizations where some programming is delivered in an in-class format. Yet a significant investment is required in digital technology to facilitate pedagogical models that would allow programming to be delivered to students where ever and whenever they may want to learn. UNBC must take advantage of the transition to alternate modes of program delivery and evaluation, a result of the Coronavirus (COVID-19) pandemic that led to faculty transitioning their courses into the digital world.

The Forest Industry – a Time of Transition

While the economy of northern B.C. is diversifying, as goes the forest industry, so goes northern B.C. Conversations over the past 15-20 years have focused on the impact of the mountain pine beetle, as well as other pest species, on the availability of fibre and the inevitable reductions to the region's Allowable Annual Cut levels. Yet new factors are adding to that already significant, once-in-a-generation challenge. More disastrous forest fire seasons, climate change, and global economic conditions in the midst of a global pandemic have all contributed to greater uncertainty. Ongoing engagement with Indigenous communities, including around business development and land negotiations also provides both opportunities and highlight the need to adapt to a changing landscape.

Hundreds of forest-sector jobs have been lost in the past few years across UNBC's catchment area, with the potential for thousands of indirect or spin-off jobs to be lost as well. This economic reality, on top of the devastation of the pandemic, has an impact on families' plans for post-secondary education, as their ability to fund it may be reduced. At the same time, it presents opportunities for people to begin new careers by accessing post-secondary education.



Internal factors

Labour relations

The University experienced a significant period of labour unrest in 2019-20 with a Faculty strike at the end of the fall term. While a settlement was not reached, both sides agreed to Final Offer Arbitration and the Faculty returned to the classroom in time to allow the students to complete the fall term. The uncertainty around a final agreement lingered until the spring of 2021, when, in early April, the negotiating parties announced that they had secured a deal outside of arbitration, setting the stage for a new era of labour relations at UNBC. Critical to improving the relationship will be the implementation of the new agreement, and rebuilding trust and collaboration between administration and faculty for the good of the entire UNBC community.

Finances

UNBC continues to face budgetary challenges. Modest to flat enrolment figures, inflationary pressures, reduced revenues, and increased employee compensation costs all contribute to UNBC's budget challenges. In addition, 2020 and the global pandemic added significant pressures to UNBC's budget.

As a result, the budget projects a consolidated deficit of \$2.2 million, which is in line with the pandemic-related special deficit approval received from the Ministry of Advanced Education and Skills Training.

To finalize the budget for 2021/22, the Board approved several actions including the following:

- Operating expense decreases of approximately \$2.6 million.
- Temporary adjustments including allocations to reserves that have sufficient balances to maintain activities at the same level as previous years. The budget impact of these reductions is approximately \$1.1 million.
- A tuition fee increase of 2% for all domestic and current international students.
 - o This year the tuition increase will fund additional student bursaries and financial aid to minimize the financial hardship faced by UNBC students due to the pandemic.

Despite these challenges, UNBC continues to diligently make progress regarding its financial sustainability framework. Over the past two budget cycles, a new senior administration team has taken a fresh look at UNBC's approach to budgeting, and made several difficult decisions to help address the shortfall, including position eliminations. The University has adopted a strategy-driven approach to budgeting, built through the lens of a long-term perspective, with sustained focus and alignment on the University's strategic priorities.

The University is on the right path with respect to fiscal sustainability, and continues to work with the provincial government regarding its deficit mitigation planning and implementation.

Enrolment

The University is funded for 3,505 students (undergraduate 3,019, graduate 486); however, total enrolment has never reached Ministry targets.

UNBC continues to proactively address its enrolment challenges. We are finding new ways to offer programming in the regions and remotely. In the midst of the pandemic, we are seeing more students taking fewer courses; as a result, demand increases for administrative support structures such as registrar-based supports, health services and more, while the FTE count does not. We anticipate that the sooner UNBC returns to the more traditional in-person model of course delivery, and the rich experience students enjoy on our campuses, the gap between headcount numbers and FTE numbers will narrow.

UNBC also offers a “dual-credit” opportunity for students from multiple school districts. These partnerships allow high-school students to obtain credit towards high school graduation while also earning credit in a first-year class at UNBC, at little to no cost to the student.

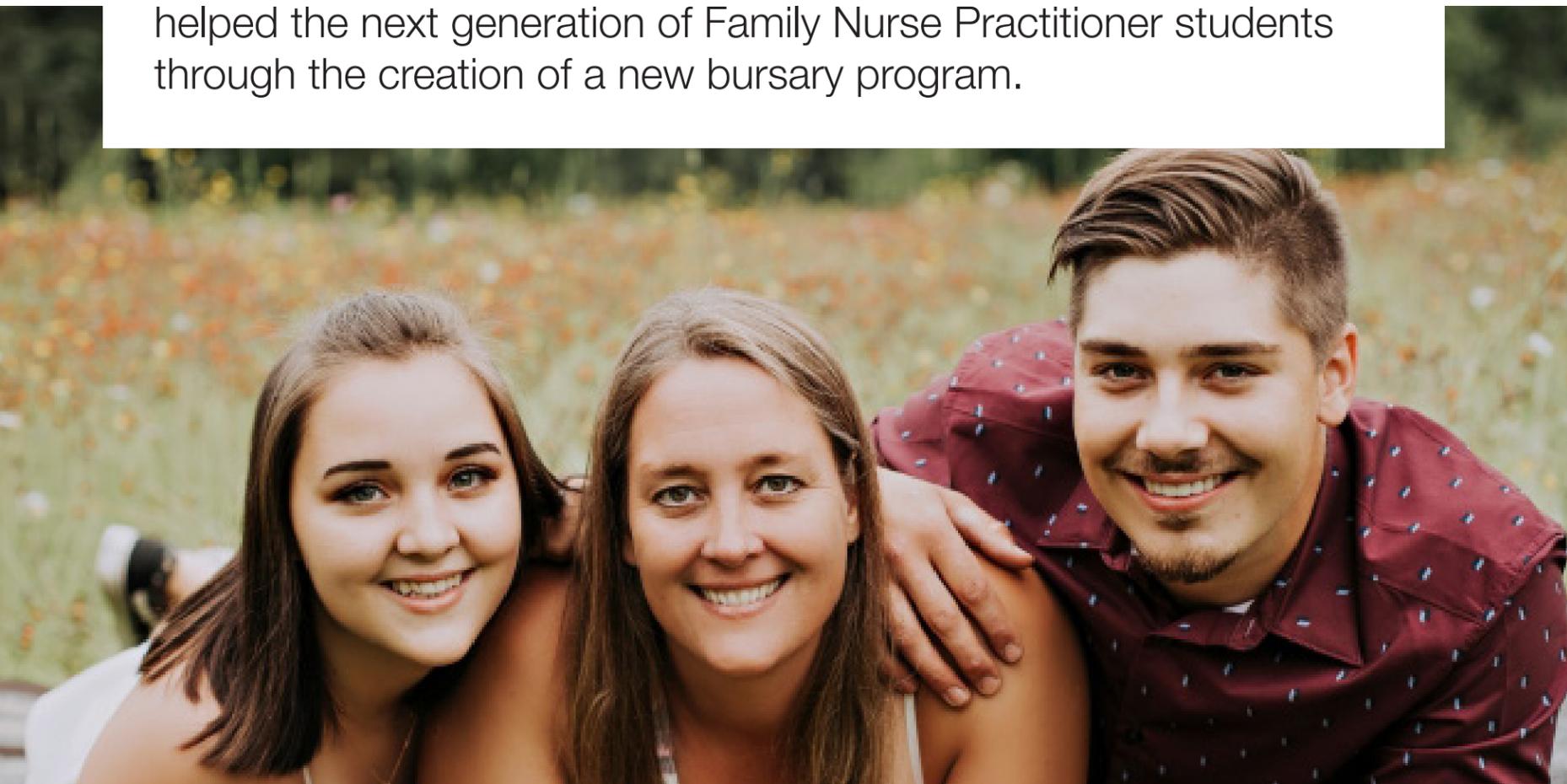
Beyond recruitment, UNBC is also keenly aware of the need to retain its students. Naturally, the classroom experience is the most influential factor in determining student success. UNBC continues to make improvements and investments in other areas, such as student life, student support services and infrastructure improvements that improve the on-campus experience.



“Getting my degree changed everything, it opened doors I didn’t even know existed”

Leaving a Legacy

As one of the first nurse practitioners in northern B.C., Shanda Rojas helps demonstrate the value they bring to the health-care system. As the UNBC graduate accepted a terminal diagnosis she helped the next generation of Family Nurse Practitioner students through the creation of a new bursary program.



As a loving mother, a trailblazing nurse practitioner, a thoughtful educator and a creative entrepreneur, Shanda Rojas made a profound contribution to the lives of many in her hometown of Quesnel and across northern British Columbia.

Her journey intersected with UNBC many times, as a student, a faculty member and a donor. But, if not for serendipitous timing early in her career, Rojas’ life may have taken a completely different path.

At 17, Rojas began studying for a diploma in nursing from the College of New Caledonia. This was the early 1990s and at the time diploma programs were the only options for nurses who wanted to train close to home in the north.

“Then, interestingly enough, UNBC opened in 1994,” Rojas recalls. “My mom applied on my behalf and I got an acceptance letter. I thought, ‘I’m not into law school yet, so I might as well go and get my degree.’ ”

She entered a bridging program for nurses looking to upgrade to a Bachelor of Science Nursing degree and two-and-half-years later became one of the few nurses with a degree in Quesnel.

“Getting my degree changed everything, it opened doors I didn’t even know existed,” Rojas says. “After I got my degree my career rocketed.”

Then tragedy struck. When her son Mateo was three years old and her daughter Carmen just two weeks old, her husband Eric died.

“Having my degree when that happened was instrumental because it meant I could still get paid well,” she says. “I was able to pop in and out of jobs and it worked out well for our family.” One of the jobs she picked up at that time was a teaching position with UNBC, where she taught undergraduate nursing students at the South-Central campus in Quesnel.

Rojas twice took a chance on furthering her education. Widowed with a two-week-old daughter and three-year-old son, Rojas found the strength to raise her children and excel in her work. Recognizing a need and an opportunity, Rojas set up her own nurse practitioner business so she could become the primary care provider for five First Nations communities in the central interior. As one of the first nurse practitioners working in the north, Rojas was on the front lines as nurse practitioners found their place in the health-care

system. She quickly realized that it was important for her to engage in the full scope of practice.

As Rojas gained crucial experience working as a nurse practitioner for Northern Health, she saw an opportunity. She realized her knowledge and skills could benefit people living in remote Indigenous communities.

When Rojas wasn’t caring for her clients, she was helping to train future nurse practitioners. As an Adjunct Professor at UNBC’s School of Nursing, Rojas travelled across the north to evaluate students as they completed their practicum placements.

The job gave her the chance to see first-hand the impact that nursing students and existing nurse practitioners are making in communities of all sizes across British Columbia.

“I don’t feel like I’m dying. It is so hard to be told that my tumour has come back, that it has gotten to be the size that it is and that there is likely not much more room left in there.”

In May 2019, Rojas received horrifying news. Brain cancer was going to cut her life short. It was a devastating diagnosis. Suddenly, everything she had worked toward stopped.

As news of her disease began to spread, UNBC Nursing Assistant Professor Dr. Erin Wilson and part-time faculty member Ginny Burns approached Rojas about starting a student award named in her honour. Rojas loved the idea so much she decided to donate enough funds to create an endowed award and was able to help define the criteria. The Shanda Rojas Legacy Bursary provides a \$1,000 award annually to a full- or part-time student in the Family Nurse Practitioner program. Preference is given to students who are widowed or single parents as well as students who express a desire to work with marginalized populations.

The choices we make, the adversity we overcome and the people we lift up define who we are.

Shanda Rojas chose a career in nursing because she wanted to help others. She overcame unimaginable personal and professional challenges along the way. Sadly, she passed away in April 2021, but the people she helped will never forget her dedication to caregiving. And through the Legacy Fund, an entirely new generation of nurse practitioners will benefit from the trail she blazed.

Mandate Priority Reporting

UNBC has taken special care to track and report on multiple activities across the institution that link directly to the priorities listed in the Minister’s 2020-21 Mandate letter. The following table provides a detailed look at those activities.

| Priority | Actions taken in 2020-21 |
|---|--|
| <p>Through initiatives that increase the participation and success of Indigenous learners.</p> | <p>1. Support lasting reconciliation with Indigenous peoples:</p> <p>Office of Indigenous Initiatives</p> <ul style="list-style-type: none"> • The Office was officially opened. The team engages with the University community to Indigenize all aspects of the University. Its main goal is to enhance the post-secondary experience and outcomes of Indigenous learners at UNBC. • The Indigenous Student Recruiter meets with representatives from all Indigenous communities in the North in order to help prospective students prepare for the transition to university. • Building capacity and support in the Office of Indigenous Initiatives through the hiring of the operational lead for Indigenous programs and services across UNBC campuses, and in Indigenous communities in northern B.C. • Delivered the first of the “Four Connections” celebrations at the Prince George campus, introducing the Office of Indigenous Initiatives to communities across British Columbia. Four Connections is a series of events offered to stakeholders both internal and external online to celebrate and learn about Indigenous culture. Each event has a theme such as comedy and music and they take place each solstice/equinox. <ul style="list-style-type: none"> ◦ More than 400 participants joined the virtual Winter Solstice Celebration showcasing Indigenous healing practices and promoting Indigenous musicians. • Continuing to build on this success, the “Four Connections” Spring Equinox Celebration was delivered from the UNBC South Central Campus on March 19. It showcased the Indigenous protocols for engaging Elders in education and featured Indigenous comedians. |

Faculty of Indigenous Studies, Social Sciences and Humanities

- Increased course content focusing on local and global Indigenous case studies, issues and collaborative work, as well as increased course readings by local and global Indigenous authors.
- Global and International Studies curriculum review drafts multi-domain (affective, psychomotor, cognitive) inclusive learning objectives.
- Delivered community-based language programs.
- Indigenous guest speakers (Elders, traditional knowledge holders, and visiting scholars) in the classroom.
- Curriculum development/program review.
- Community-based projects.
- Developing courses, workshops, and modules in response to Addressing Racism: An Independent Investigation Into Indigenous-Specific Discrimination in BC Health Care.
- Continued Archaeological community-based research with Lake Babine Nation.
- Continued Ethno-historical research on the culture and history of Métis in Canada.
- Continued Ethnographic community-based research with Métis and other Indigenous responses to Alberta oil sands development.
- Developing new research on the impacts of the 1918-19 Influenza on local First Nations communities.
- ***Anthropology in our Backyards Public Talks:*** Three out of the four events over 2020-21 focused on Indigenous field work, and collaborative work and research.

Division of Medical Sciences

- All academic and curriculum programming for both the Undergraduate Medical program and Master of Physiotherapy - North program are the responsibility of UBC's Faculty of Medicine; initiatives are reported through UBC.

Faculty of Human and Health Sciences

- Provided Education programming in Skidegate.
- Priority seating for Indigenous students into the Northern Baccalaureate Nursing Program.

Faculty of Business and Economics

- Working with various stakeholders including Indigenous groups, UNBC Continuing Studies, Office of Research, and the Faculty of Indigenous Studies, Social Sciences and Humanities to develop an Indigenous Entrepreneurship program, which would help prospective Indigenous entrepreneurs gain the necessary skills, tools and resources needed to succeed in starting and operating a business. This would include practical entrepreneurship training, mentoring, and cultural supports.
- Continued placement of our undergraduate interns within Indigenous organizations and communities, which is mutually beneficial to our students and those organizations and communities.

Faculty of Environment

- Online course delivery in 2020/21 due to the response to COVID-19 made courses more accessible to all students outside of the Prince George campus, including Indigenous learners.

Faculty of Science and Engineering

- Indigenizing courses through topics and content relevant to our location and Indigenous communities.
- Investigating potential research with and for Indigenous communities to help with commercialization.
- Started discussions to develop access and support programs for Indigenous learners.
- Started discussions of Science and Engineering outreach to Indigenous communities.

Centre for Teaching, Learning and Technology

- Supported the Walking this Pathway Together conversations based on the BC Campus Indigenous Guides with the Office of Indigenous Initiatives. Library created a reading list of Indigenous Pedagogy.

Housing and Residence Life

- Launched Aboriginal Guarantees in Housing, reserving space for Indigenous learners in Residence.

Continuing Studies

- Modified our Environmental Monitoring Program delivery to include asynchronous online learning and instructor-led learning, enabling essential training delivery.
- Partnered with TC Energy to provide training to 27 Indigenous students from 25 different communities in Northern Alberta.

Food Services

- Five staff attended “Traditional foods and Indigenous recipes in BC’s Public Institutions Post-secondary institutions”.

Bookstore

- Implemented system to ensure sponsored students are able to access their Bookstore direct billing accounts during COVID restrictions.
- Expanded First Nations reference collection and product line.

Information Technology Services

- Providing improved A/V support, network connectivity and virtual conferencing technologies at our regional campuses.

Business Services

- Planning for development of more family-appropriate housing connected to UNBC’s Prince George campus as it develops its Land Trust.

Student Recruitment and Admissions

- Increased the Student Affairs Team’s understanding of Indigenous ways of knowing and B.C. and Canada’s history as it relates to Indigenous, Inuit and Métis by completing the Pulling Together, Leaders Guide.
- Continue to build on the Team’s understanding by completing the Pulling Together, Foundations Guide.

Financial Aid

- Developed improved process and procedure for the Lheidli T’enneh and McLeod Lake Bursaries to ensure better communication with and support for students receiving these awards.

Through implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

Office of Research and Innovation

- Research Ethics Board members joined in community-building events hosted through the First Nations Centre (pre-COVID) to help build relationships and reduce barriers.

Communications and Marketing

- Revised and improved the prospective Indigenous student viewbook.
- Enhanced the Indigenous Resource Dati (doorway) website.

Office of Indigenous Initiatives

- Walking this Path Together is a UNBC cross-institutional dialogue led by Indigenous Initiatives, the First Nations Centre, and the Centre for Teaching, Learning and Technology. This is a space where the university community can discuss challenges and opportunities, examine pedagogy, and support educators to decolonize and Indigenize their teaching.
- Sponsor an Indigenization Speaker Series that invites speakers to share their experiences and expertise on Indigenization.

Faculty of Indigenous Studies, Social Sciences and Humanities

- Responding to Calls #63 ii and iii:
 - International Studies curriculum review reviewing all course content for inclusion of Canadian Indigenous perspectives and content.
 - First Nations Studies speaker series.
 - Curriculum development/program review.
 - Community-based projects.
 - Political Science offers a variety of courses that bring students face to face with different Indigenous voices and perspectives on domestic and international law and politics.

Faculty of Human and Health Sciences

- First cohort of Prince George Education students completed under the People, Place and Land signature pedagogy.
- Inclusion of both interwoven and stand-alone curriculum for Education students.

Housing and Residence Life

- Working through Pulling Together: A Guide for Indigenization of Post-Secondary Institutions workbook with entire Housing and Residence Life team.

Continuing Studies

- Expanded course offerings that include Indigenous programming, including Indigenous Tourism Certificate and Traditional Ecological Knowledge.
- Supported the Association of BC Professionals in the development of their Working with Indigenous Communities course.

Office of Research and Innovation

- Supported Research Ethics Board members in attending a Canadian Association of Research Ethics Boards webinar focused on improving Indigenous Research and REB engagement.
- Supported two REB members in registering and completing First Nations Ownership, Control, Access and Possession training.

Through articles of the UN Declaration on the Rights of Indigenous Peoples.

Office of the Provost

- Engaging the UNBC community in the “Walking this Path Together” to examine pedagogy in light of the TRCC Calls to Action and the UNDRIP declarations.

Office of Indigenous Initiatives

- Completed the Indigenous Action Plan Framework outlining the approach to the engagement and creation of the final Indigenous Action Plan.
- Completed a first draft of the Indigenous Action Plan in collaboration with UNBC support staff.
- Funded a Gitxsan Mentors Program at UNBC’s Northwest Campus that provided a language course for the Gitxsan Nation.

Faculty of Indigenous Studies, Social Sciences and Humanities

- Responding to Article 151:
 - o International Studies curriculum review reviewing all course content for inclusion of global Indigenous perspectives and content
 - o First Nations Studies speaker series
 - o Curriculum development/program review
 - o Community-based projects

Faculty of Human and Health Sciences

- Inclusion of both interwoven and stand-alone curriculum for Education students.

2. Contribute to an accessible and relevant post-secondary system

Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity.

Office of Research and Innovation

- Including best practices in Equity, Diversity and Inclusion in research in Tri-Agency grant applications (including research team, research environment, and research plan).

Student Recruitment and Admissions

- Simplified and streamlined exceptional admissions processes related to diverse qualifications. This provided a clear pathway for considering students without regular documentation, such as regional cohort admissions.
- Streamlined pre-requisite requirements for core courses in “Admit Direct to Programs” to create transparency in UNBC’s admission requirements, provide a clear picture of the students in each program and list of deficiencies, and lighten the Advising process.
- Continue to nurture relationships and develop pathways to UNBC for students from different backgrounds, including:
 - o First Nations Communities
 - o College Transfer
 - o First-Generation Students

Office of Indigenous Initiatives

- Completed a University student orientation with prospective students from School District 57 with offering of a dual credit.
- Offered emergency funding to students who were affected by the COVID-19 pandemic.

| | |
|--|---|
| <p>Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity.</p> | <p>Centre for Teaching, Learning and Technology</p> <ul style="list-style-type: none"> • Assisted faculty in understanding the complexities of the new online learning shift and the availability of technology, internet and online textbooks. • Provided training to aid in effective pedagogy and assessment. <p>Division of Medical Sciences</p> <ul style="list-style-type: none"> • The Division of Medical Sciences continues to support and implement the Northern Pathways to Medicine program. The program provides an enrichment program, formal mentorship and financial support to students from under-represented populations whose long-term goal is admission to the NMP or other health professions programs in northern B.C. <p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • Curriculum development/program review. • Political Science hired a tenure-track Assistant Professor who specializes in gender and sexuality and its intersection with class, race, ethnicity and culture. • Implementing many strategies as guided by the Pedagogy Visioning Committee Pillars of Teaching during the pandemic. |
| | <p>Office of the Provost</p> <ul style="list-style-type: none"> • UNBC instituted a “Youth in Care Tuition Waiver” in 2014 that provided free tuition for a first undergraduate degree or certificate for a young person who has spent time as a youth in care under the provincial Child, Family and Community Services Act. Over the next five years, 10 individuals availed themselves of that opportunity. In the Fall of 2017, a new expanded Provincial Tuition Waiver Program (PTWP) was launched by the provincial government. Since that time, an additional 14 students have had the opportunity to access a post-secondary education at UNBC that may have been out of reach. <p>Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • Job interview processes used long list and short list to enable discussions with more potential candidates. Short-listed five candidates instead of three to ensure female and underrepresented groups were included. The short list on two search committees had 50/50 female representation. • Faculty involved with initiatives such as Active Minds, Go Eng Girl and others. • Ongoing departmental discussions with the Manager of the Office of Indigenous Initiatives to discuss how to support Indigenous students. Discussions centering on existing students, potential students, and teaching methodologies. <p>Faculty of Human and Health Sciences</p> <ul style="list-style-type: none"> • Inclusion of Regional Managers in program meetings, promoting greater regional student inclusion. <p>Continuing Studies</p> <ul style="list-style-type: none"> • Transitioned all applicable courses to virtual delivery to ensure students from communities across B.C. would be able to partake in training without increasing their exposure risk. • Developed in-house training to establish a minimum standard for student engagement, activities and evaluations for virtual deliveries. <p>Business Services</p> <ul style="list-style-type: none"> • Through the development of a Land Trust, initial steps are being taken to build community, culture and vibrancy on campus while generating a source of revenue to enhance academic, research and operational priorities. |

| | |
|--|--|
| | <p>Food Services</p> <ul style="list-style-type: none"> • Set key performance indicator based on Feed BC goal of 30% BC foods. In Winter 2021 we achieved 40.5%. <p>Communications and Marketing</p> <ul style="list-style-type: none"> • Multiple social media posts/campaigns raising awareness and discussing issues related to vulnerable and underrepresented groups. • Multiple media pitches resulting in positive news coverage highlighting the issues and how UNBC is addressing these challenges and opportunities. |
| <p>Ensuring student safety and inclusion.</p> | <p>Office of the Provost</p> <ul style="list-style-type: none"> • Completed review, update, approval and submission of the Prevention of Sexual Violence and Misconduct Policy and submitted procedures to Ministry. • Received grant funding from the Canadian Mental Health Association to support the development and implementation of a Behavioural Intervention Team (BIT) Framework at UNBC. • Created a Consent and Respect module as part of the Online Orientation package for new students. • Created an anonymous reporting form available on the website for the UNBC Community to report Sexual Violence and Misconduct incidents or concerns. • Established the Information Security Committee (ISC) that serves as a forum to ensure that information security takes into account the requirements and constraints of the whole University community. <p>Housing and Residence Life</p> <ul style="list-style-type: none"> • Implemented phase 1 of the Restorative Justice approach to conduct in Housing and Residence Life. <p>Student Life</p> <ul style="list-style-type: none"> • Implemented a new conduct policy. • Implemented the Leadership Development Program, ULEAD. <p>Office of Research and Innovation</p> <ul style="list-style-type: none"> • Assisting researchers in developing student training and recruitment plans that include EDI considerations. • Review of Field Safety Plans and COVID-19 Safe Research Plans to ensure student safety in the research environment. <p>Office of Indigenous Initiatives</p> <ul style="list-style-type: none"> • Collaborated in the development of a University Protocol guide to ensure proper Indigenous-sensitive protocols are followed when hosting events or ceremonies. This University Protocol Guide is intended to help ensure that we preserve and demonstrate respect for our history and traditions, and our relationships with our First Nations partners among others. <p>Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • Active student training for engineering labs for in-lab activities to ensure safety of the students and the University community. |

Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives.

Faculty of Human and Health Sciences

- Inclusion of both interwoven and stand-alone curriculum for Education students.
- Meetings with Social Work regional students throughout the semesters.
- Chair of Nursing school meetings with regional students.
- Worked with practicum and clinical partners to ensure student safety throughout pandemic.

Faculty of Indigenous Studies, Social Sciences and Humanities

- Curriculum development/program review.
- Implementing many strategies as guided by the Pedagogy Visioning Committee.

Continuing Studies

- Developed new COVID-19 Safety plans to support the successful delivery of field-based training to our Wildlife Dangerous Tree Assessor Certificate students and our Natural Resource Management students.

Information Technology Services

- Providing improved network connectivity, virtual conferencing and webinar technologies.

Communications and Marketing

- Social media campaigns alerting students to various services (health, counselling etc.) supplied on campus and virtually.
- Built a new website devoted to COVID-19 information.

Office of Indigenous Initiatives

- Provided laptops for the First Nations Centre for students to sign out when they are in need of a device.

Student Recruitment and Admissions

- Filmed guided video tours of the Prince George campus, Housing and Northern Sport Centre to replace in-person tours during COVID.
- Began Enterprise CRM implementation.
- Created a virtual education fair “booth” materials, including new one-page produced videos, and an interactive webinar presentation.
- Adopted new practices such as the following:
 - Zoom webinar and info session expansion
 - Zoom video chat drop-in hours
 - More video promotional assets

Faculty of Indigenous Studies, Social Sciences and Humanities

- Community-based language programs
- Community-based projects
- The use of various online platforms led us to recognize the heightened marginalization of some students. We used pedagogy and practices such as not requiring students to turn on their cameras in class, providing recordings of classes if students could not attend (or their internet was poor), and providing multiple ways that students could access materials. All this was aimed to acknowledge and lessen that marginalization.

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| | <p>Faculty of Environment</p> <ul style="list-style-type: none"> • Online course delivery in 2020/21 due to the response to COVID-19 made courses more accessible to all students outside of the Prince George campus, including Indigenous learners. <p>Faculty of Human and Health Sciences</p> <ul style="list-style-type: none"> • Master’s program applications received through EPBC. <p>Centre for Teaching, Learning and Technology</p> <ul style="list-style-type: none"> • In collaboration with the Academic Success Centre and the Access Resource Centre, created the online Learning Commons, a single “one-stop-shop” of supports for students. • Developed an online Teaching Guide for Faculty provided a one-stop place for the latest up-to-date information, workshops, online learning training, and videos. • Implemented Student Tech Troubleshooters to provide 45 hours of technical/software support for students. The Student Tech team also supported Faculty on weekends when the ITS help desk is closed. <p>Continuing Studies</p> <ul style="list-style-type: none"> • Switched the team to Microsoft Teams to streamline communications. Built additional teams for instructors and contractors to better manage relationships. • Created online assessment tool to streamline Wildlife Dangerous Tree Assessor Certificate training and extensions. • Converted our Traditional Ecological Knowledge course to virtual delivery, and worked with local communities to bring in Elders to participate online. <p>Information Technology Services</p> <ul style="list-style-type: none"> • Provided technical support for the Registrar’s activities in moving to EPBC. <p>Communications and Marketing</p> <ul style="list-style-type: none"> • Supported the institution’s efforts in implementing Education Planner, such as providing copywriting assistance, re-working website navigation, and delivering social media campaigns promoting awareness. |
| <p>Providing programming that meets local, regional or provincial labour market and economic needs.</p> | <p>Faculty of Business and Economics</p> <ul style="list-style-type: none"> • The Master’s program in Development Economics trains graduate students with a deep understanding of economic development issues that span historical, colonial, and structural problems. While such training is valuable and relevant as part of traditional programs for developing countries, it is equally valuable and relevant for economic development in our northern and indigenous communities. Graduates have engaged with Indigenous communities in Prince George and beyond, both in leadership roles such as the Director of Aboriginal Housing Society of Prince George, and as development officers helping those communities with project development, economic analysis and other technical support. Our program intends to continue to reinforce its collaboration with Indigenous communities by inviting Indigenous community leaders to share their concerns and issues with us, as well as their traditional knowledge, which could potentially be incorporated into our curriculum. • Hosted a student-led symposium in March 2021 in which Indigenous leaders shared their knowledge and experience with the impact of Covid-19 pandemic on the local economies in northern B.C. |

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| <p>Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.</p> | <p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • International Studies curriculum review plans keystone undergraduate and graduate professionalization courses focused on policy analysis and practitioner skills. • Anthropology 460 Capstone course highlights the numerous transferable skills that Anthropology students have learned over their degree. • Archaeological Field School students have an excellent record of being hired at various archaeology contract companies as a result of their in-field training. <p>Faculty of Human and Health Sciences</p> <ul style="list-style-type: none"> • Provide Nursing, Social Work and Education programming at all campuses. • Beginning discussions regarding regional delivery of Bachelor of Health Sciences curriculum. • Offer Bachelor of Education completion program in less central locations, such as Skidegate. <p>Continuing Studies</p> <ul style="list-style-type: none"> • Provided relevant programming both face-to-face and online in the fields of Natural Resources, Health and Safety, and Professional Development. • Delivered 134 Courses (22 online, and 112 face-to-face/virtual) and trained a total of 3,182 Students (2,292 online and 890 virtual/face-to-face). <p>Office of Research and Innovation</p> <ul style="list-style-type: none"> • CFI/BCKDF applications for infrastructure support/align with BC Strategic Research Priority areas. This infrastructure will support research programs and training opportunities in priority sectors with state-of-the-art infrastructure/technology. • Supporting Mitacs BSI program to match interns with local businesses. • Supporting Community/Industry Research partnerships. |
| | <p>Office of International Education</p> <ul style="list-style-type: none"> • Inaugurated the Global Lounge, a student-centric space where international students can meet, engage with other students, and access advisory services, as well as attend special events. • Created and disbursed a \$55,000 emergency financial aid fund for international students not covered under the federal government's assistance for COVID programs. • Created and delivered online orientation modules for international students. In addition to these modules, workshops were offered during the year to support students in tax filing, MSP, driving in winter conditions, obtaining a post-graduate work permit, etc. • Developed agent relationships and new International recruitment opportunities in non-traditional markets for UNBC (including Vietnam, Pakistan, Bangladesh and other countries in Eastern Africa). • Hired the first Market Development Officer (BDO) contractor in International Studies to build the "student pipeline" in Vietnam. <p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • Political Science department is working with other departments and the Graduate office to find ways to better train and support international graduate students in the critical first year of study. • A Joint Anthropology and Political Science Ethnographic Field School to Ireland and the Isle of Man brings students into the international context to learn hands-on in the field. • Multiple course offerings, especially in Anthropology, that explore a global/international focus. • Continued migration studies Ethnographic research on the treatment of asylum-seeking peoples in Ireland. • Continued migration studies Ethnographic community based research on mobility of international and national young adult tourism workers in Banff National Park. |

Centre for Teaching, Learning and Technology

- Supported lecture recording and storage for students in different time zones as there are various approaches to include these students in the class.

Office of the Provost

- Supporting International Education consultation and planning for a proposed English language pathway “uTrek Program” with a start date of September 2022. Ongoing engagement involving presentations, discussions and input regarding the plan including with Deans and Senate.

Communications and Marketing

- Extensive work with the International Education Office to promote UNBC as a destination University that is welcoming and personal in nature.
- Developed graphic/promotional materials to support ongoing student life initiatives.
- Developed custom viewbook for prospective international students.

3. Develop and recognize flexible learning pathways for students to access postsecondary education and skills training including:

Actively engaging with your local school districts to expand dual credit opportunities for students.

Supporting lifelong learning pathways across the public postsecondary system.

Office of Research and Innovation

- Hosted a YELL Canada event, hosting 945 students from across B.C. Participants were introduced to YELL’s Entrepreneurship 12 class, which also counts as a dual-credit, 100-level Commerce class at UNBC.
- Student engagement in research through landscape/watershed focus (ECHO project, support provided to researchers through our office).
- Encouraged and assisted applicants to prepare successful NSERC PromoScience application that focuses on educational experiences in STEM for Indigenous students and girls from local school districts.

Faculty of Indigenous Studies, Social Sciences and Humanities

- University 101 Intro to Higher Ed focussed on Indigenous students, taught by Dr. Jessie King.

Student Recruitment and Admissions

- Ongoing conversations with school district counsellors about dual-credit options available at UNBC.

Communications and Marketing

- Promotional efforts, including social media, marketing and earned media campaigns.
- Developed print materials for distribution to high school counsellors.

Continuing Studies

- Worked with the Engineering department to develop Big Timber training online designed to encourage post-grads to continue their training with UNBC.
- Partnered with Global Knowledge to develop the Project Management Certificate, which will support new students and post-grads

Advancing and supporting open learning resources.

Faculty of Indigenous Studies, Social Sciences and Humanities

- Began discussions with the University of Alberta to look into adapting their MOOC Indigenous Canada to UNBC.
- Regularly assess course transfers and articulations between universities across Canada and UNBC's Anthropology programing.
- Participate in articulation meetings for Anthropology/Sociology across all B.C. universities.

Faculty of Human and Health Sciences

- Offer multiple opportunities including the Child Welfare Post Diploma Certificate in Social Work, Rural Nursing Certificate, Post-diploma Nursing Baccalaureate Program, and graduate degrees in Psychology, Health Sciences, Social Work, Nursing, and Education.

Faculty of Science and Engineering

- Various common first-year agreements are in place or under development for students to transfer from colleges to UNBC, with guaranteed acceptance through these pathways.

Alumni Relations

- Developed educational webinar for alumni regarding "Starting a Business" dealing with topics such as financing, start-ups, and entrepreneurship.

Centre for Teaching, Learning and Technology

- Supported the Open Educational Resources material creations in partnership with BC Campus.

Faculty of Indigenous Studies, Social Sciences and Humanities

- Created an online open access reader of Anthropology 460 Capstone papers as a reader for Anthropology 102 students.

Faculty of Human and Health Sciences

- Where possible, open textbooks are used as well as open resources.

Faculty of Science and Engineering

- Switched to free, online textbooks for several courses.

Office of Research and Innovation

- Research Week events were free and open to all students with a variety of topics and learning opportunities.

4. Strengthen workforce connections for student and worker transitions by:

Aligning programming with high opportunity and priority occupations (such as trades technology, early childhood educators and health).

Faculty of Indigenous Studies, Social Sciences and Humanities

- International Studies curriculum review plans keystone undergraduate and graduate professionalization courses focused on policy analysis and practitioner skills.
- Anthropology 460 Capstone course highlights the numerous transferable skills that Anthropology students have learned over their degree.
- Archaeological Field School students have an excellent record of being hired at various archaeology contract companies as a result of their in-field training.

Faculty of Human and Health Sciences

- Offer multiple opportunities across a range of programs, including Social Work, Nursing, Health Sciences, and Education.

Faculty of Science and Engineering

- Provided training and retraining opportunities for local labour force in value added wood industry.
- Sessional instructors from industry deliver engineering courses and bring local relevant topics and content into these courses.

Communications and Marketing

- Promoted several “spotlight” programs, including Education, Nursing and Engineering through a variety of marketing, social media and earned media campaigns.

Continuing Studies

- Worked with industry partners such as TransCanada Energy, SafeMap, Safeopedia, and the BC Oil and Gas Commission to verify, market and develop programming.

Office of Research and Innovation

- CFI/BCKDF applications for infrastructure support align with BC Strategic Research Priority areas. This infrastructure will support research programs and training opportunities in priority sectors with state-of-the-art infrastructure/technology.

Increasing co-op and work-integrated learning opportunities.

Co-op and Work Integrated Learning

- Launched 13 Cooperative Education Training modules for Years 1 and 2 students
- Received funding for two successful collaborative proposals/grants:
 - The Interior and Northern Work Integrated Learning project is a tri-University partnership between UNBC, Thompson Rivers University and UBC-Okanagan. It works towards understanding the barriers for small- to medium-sized businesses to access Co-op students.
 - The Work 2 Learn project is funded through the Business and Higher Education Roundtable, an ongoing collaborative working group seeing UNBC partner with the College of New Caledonia and Community Futures.

Office of Research and Innovation

- Supported Mitacs programs such as Accelerate, Globalink, BSI, GRA, etc.

| | |
|--|--|
| | <p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • International Studies curriculum review plans experiential and service learning requirements as part of the degree. • Political Science continues to be involved with recruitment efforts for the Northern Development Trust’s Local Government/First Nations Government internship program. This program offers students a 12-month paid internship with a municipal or First Nations government in northern B.C. • The Anthropology 440 Internship course allows students to build and develop practical skills to get experience in the workplace and within the industry. <p>Faculty of Business and Economics</p> <ul style="list-style-type: none"> • Investigating continued placement of undergraduate internships within Indigenous organizations and communities. <p>Faculty of Indigenous Studies, Social Sciences and Humanities</p> <ul style="list-style-type: none"> • International Studies curriculum review plans keystone undergraduate and graduate professionalization courses focused on policy analysis and practitioner skills. • Anthropology 460 Capstone course highlights the numerous transferable skills that Anthropology students have learned over their degree. • Archaeological Field School students have an excellent record of being hired at various archaeology contract companies as a result of their in-field training. <p>Faculty of Human and Health Sciences</p> <ul style="list-style-type: none"> • Provide multiple opportunities for student placements including in Nursing, Education, Social Work and Counselling. <p>Faculty of Environment</p> <ul style="list-style-type: none"> • Many undergraduate degree programs have internship components that continued through 2020/21. <p>Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • Developing co-op opportunities and pathways including co-op designation on parchment. • Sessional instructors from local firms teach courses and connect with students, providing real-world examples in courses. |
| <p>Responding to the reskilling needs of British Columbians to support employment and career transitions.</p> | <p>Continuing Studies</p> <ul style="list-style-type: none"> • Expanded offerings of Environmental Monitoring and Traditional Ecological Knowledge to support more Indigenous Communities. <p>Office of Research and Innovation</p> <ul style="list-style-type: none"> • Supported grant applications leading to career training opportunities for students. |

| | |
|---|---|
| | <p>Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • Provide workforce training and retraining in value-added wood sector. • Design projects tackling real-life and local problems including stakeholder engagement and consultation with local consulting firms. |
| <p>Supporting students' awareness of career planning resources (such as the Labour Market Outlook)</p> | <p>Faculty of Science and Engineering</p> <ul style="list-style-type: none"> • The Engineering student organization ran career events and will try to do so again post pandemic. • Participation in general career fairs. • Create awareness of co-op opportunities and summer research opportunities. <p>Communications and Marketing</p> <ul style="list-style-type: none"> • Supported the Career Centre in promoting multiple job fairs. • Started including labour market outlook data in recruitment marketing planning exercises. |

Leading the way in Building Technologies and Research

There's nothing like a cold snap to prove the value of reliable energy and energy-efficiency. And with temperatures dropping to almost -40 degrees Celsius in February, a University of Northern British Columbia facility in downtown Prince George demonstrates the value of local ingenuity and local wood products.

The UNBC Wood Innovation Research Lab (WIRL) is built almost entirely of wood and houses state-of-the-art equipment used to test different types of wood building materials. When it opened in 2018, it was considered to be one of the most energy-efficient buildings of its kind in the world. How did it perform when temperatures dipped to almost -40 degrees overnight?

Well, the heating demand only fluctuated 3.5%. In comparison, the heating demand for the main campus buildings doubled. Although it's more than 900 square metres (nearly 10,000 square feet) and 10 metres tall, the Lab's heating bill is about the same as a typical 1,600 square foot house. The main reasons for this performance are the 50cm-thick walls filled with insulation and the attention given during design and construction to making the building as airtight as possible.

The WIRL is an excellent example of local innovation and local economic development. UNBC scientists and staff played enormous roles in the building's design, it was built by a local contractor (IDL Projects) and many of the wood building components were supplied by Winton Homes.

It's yet another example of Canada's Green University leading the way to a more sustainable future for us all.

WOOD INNOVATION RESEARCH LABORATORY

UNBC

Performance Plan & report

For the past several years, UNBC has structured its strategic planning endeavours under four broad, institutional priorities or goals.

- 1. Attract, retain and develop outstanding students, faculty and staff**
- 2. Enhance the quality and impact of academic programming and delivery**
- 3. Enhance the research culture**
- 4. Ensure financial accountability, sustainability and operational effectiveness**

In the coming year, UNBC intends to revisit these priorities and further define the goals and objectives that will serve as the backbone for its strategic growth and evolution. The University will also ensure alignment with Ministerial priorities for the post-secondary sector. The University's objectives for 2021/22 (listed below) each meet multiple elements of the Ministry's stated post-secondary system objectives – in many cases UNBC's objectives meet all five in some capacity.

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 2021/22 Objectives

1 Return-to-Campus Planning and Implementation for the Fall 2021 Academic Term

- Ensure UNBC's planning, preparation and implementation framework aligns with the guidelines of the Provincial Health Officer and supports the health and safety of the entire University community in meeting our collective activities (academic, research and administrative services).

2 Strategic Planning and Community Consultation

- Ensure the University's mission and mandate provide the direction necessary to achieve success, based on community engagement and consultation.
- Coming out of the COVID-19 Pandemic, re-connect with regional communities and campuses. The regions were a focal point during the inception and early days of UNBC; our long-term success is predicated on a robust and sustained regional engagement strategy.

3 Implement the Launch of the Five new Faculties and Division of Medical Sciences

- Encourage the change of culture represented by the Council of Deans role and the new organizing framework within the Faculties.
- Resolve elements of the "two College to five Faculty and one Division" transition that require further attention, such as details regarding how graduate programs and regional offerings will be integrated with other aspects of the new model.
- Finalize a "people plan" for faculty recruitment and use that plan as a component of integrated planning.

4

Research and Innovation

As one of B.C.'s Research Universities, develop the overall strategy and operational plans for the new Office of Research and Innovation (ORI).

- Develop an overarching strategic and operational plan including resource allocation for effectively progressing the research, innovation and advancement functions.
 - Support development of policies, guidelines and operating procedures that enhance efficiency, effectiveness and excellence and are not person-dependent.
 - Strengthen existing partnerships with government, industry, and NGOs, and work to develop new partnerships that align with core activities.
-

5

Enrolment and Student Experience

Develop and implement a strategic enrolment plan that supports both domestic and international undergraduate and graduate students.

- Ensure the implementation of Strategic Enrolment Management approaches, recognizing the importance of retention as well as recruitment.
 - Ensure the Academic Plan supports this direction for the University and capitalizes on the lessons learned coming out of the COVID-19 global pandemic.
 - Enhance and expand the impact of academic offerings as we navigate through the post-pandemic changing landscape of higher education.
-

6

Strategic Planning and Budget, People Development and Administrative Services

Continue implementing the four-year fiscal sustainability budget framework and strategy that informs both the 2022/23 budget and long-term fiscal responsibility while making decisions that support UNBC's core mandate to ensure economic sustainability and societal impact.

- Finalize and start implementing the strategic planning and budget framework.
- Implement Enterprise Risk Management Framework.
- Finalize the approach and implementation plan related to administrative services for process mapping, review and optimization.
- Formulate an increasingly inclusive people development approach and employee engagement strategy.

6.1

Mutually Respectful Human Relations

Continue fostering positive and mutually respectful relationships and outcomes with all members of the University community.

- Prepare for upcoming labour negotiations with CUPE3799 and CUPE2278.
- Continue to improve relations with the UNBC Faculty Association, and, with the Collective Agreement transition team, facilitate implementing the 2019 Faculty Agreement smoothly and effectively.



A most useful leader

Remembering the life of Chancellor Joseph Gosnell Sr.

A fisherman, a carver, a leader, a negotiator, a Chancellor. Joseph Gosnell Sr. lived a full life.

Gosnell, UNBC's seventh Chancellor, died in the early morning hours of Aug. 18 at the age of 84.

"The world has lost a tremendous leader, a man who repeatedly demonstrated a love for his community, his people, education and a commitment to enhancing the lives of others," said UNBC Interim President and Vice-Chancellor, Dr. Geoffrey Payne. "His dedication to education was evident during his time as Chancellor. He brought dignity and respect to all proceedings, and spoke thoughtfully, inspiring our graduates at Convocation. He will be dearly missed."

A fluent speaker of the Nisga'a language, Gosnell's hereditary chief name is Sim'oogit Hleek, the most senior name in the House. It means "well-used" or "most useful," and in the manner that the Nation uses his wisdom, strength, and knowledge of culture to inform everything they do on the land.

Gosnell grew up in the communities of Gitwinksihlkw and Gitlaxt'aamiks, in the Nass River Valley, about 100 kilometres north of Terrace. As a young man, he worked as a commercial fisher, carpenter and traditional carver, and would eventually become a band Councillor and Chief of the Gitlaxt'aamiks Band. He was the first elected President of the Nisga'a Lisims Government and

was instrumental in bringing modern medical care, education and resource management to his Nation.

The highlight amongst a long list of notable accomplishments was his role as the lead Nisga'a representative in negotiations that led to the Nisga'a Treaty signing in 1998. The Nisga'a Treaty was the first modern treaty between a B.C. First Nation, British Columbia and Canada.

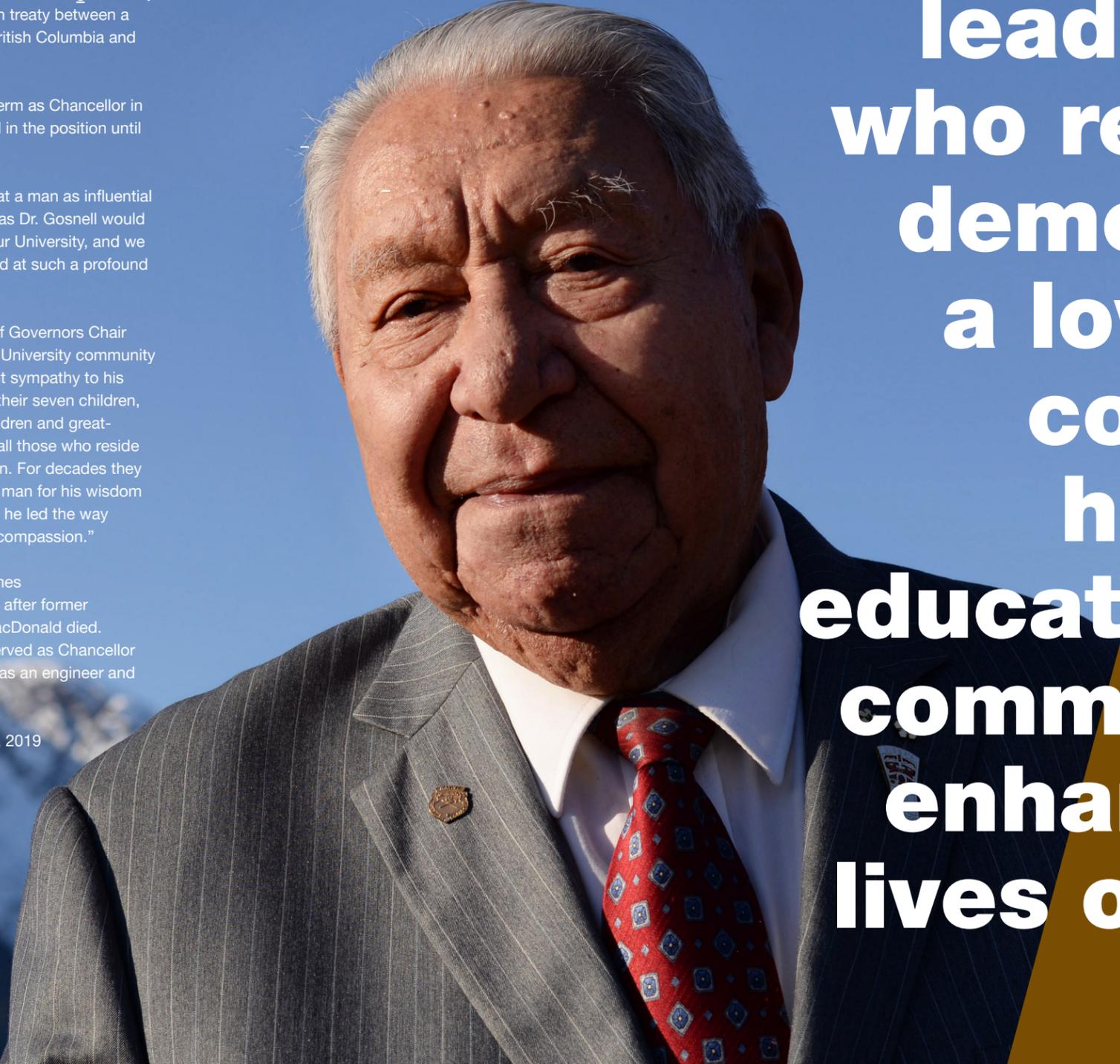
Gosnell began his term as Chancellor in 2019 and continued in the position until he died.

"It was an honour that a man as influential and well respected as Dr. Gosnell would be Chancellor for our University, and we are deeply saddened at such a profound loss,"

said UNBC Board of Governors Chair Aaron Ekman. "The University community extends our heartfelt sympathy to his wife Audrey Adele, their seven children, numerous grandchildren and great-grandchildren, and all those who reside in the Nisga'a Nation. For decades they looked to this great man for his wisdom and leadership, and he led the way fearlessly and with compassion."

Gosnell's death comes nearly eight months after former Chancellor John MacDonald died. MacDonald, who served as Chancellor from 2010-2016, was an engineer and entrepreneur.

He died on Dec. 26, 2019 at the age of 83.

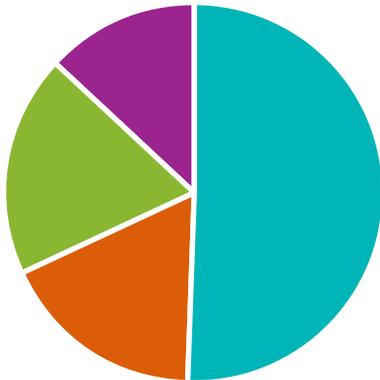
A portrait of Joseph Gosnell Sr., an elderly man with white hair, wearing a grey pinstriped suit jacket, a white shirt, and a red tie with a blue and white geometric pattern. He is looking slightly to the right of the camera with a gentle expression. The background is a bright blue sky with some light clouds.

“The world has lost a tremendous leader, a man who repeatedly demonstrated a love for his community, his people, education and a commitment to enhancing the lives of others.”

Financial Information

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

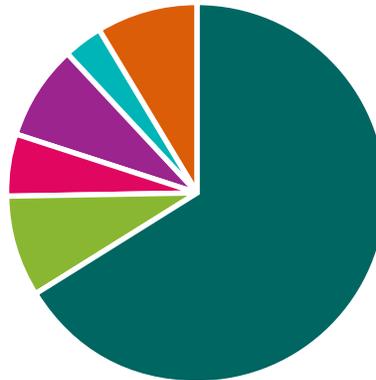
Table C: Final audited results for the year ending March 31, 2021 (in \$ millions)



Consolidated revenue: 2020-21 (117.43M)

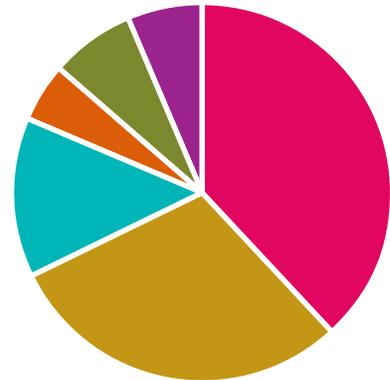
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|-------------------|-------|
| Provincial grants | 59.40 |
| Other grants * | 20.79 |
| Tuition & fees | 22.01 |
| Other income | 15.23 |

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



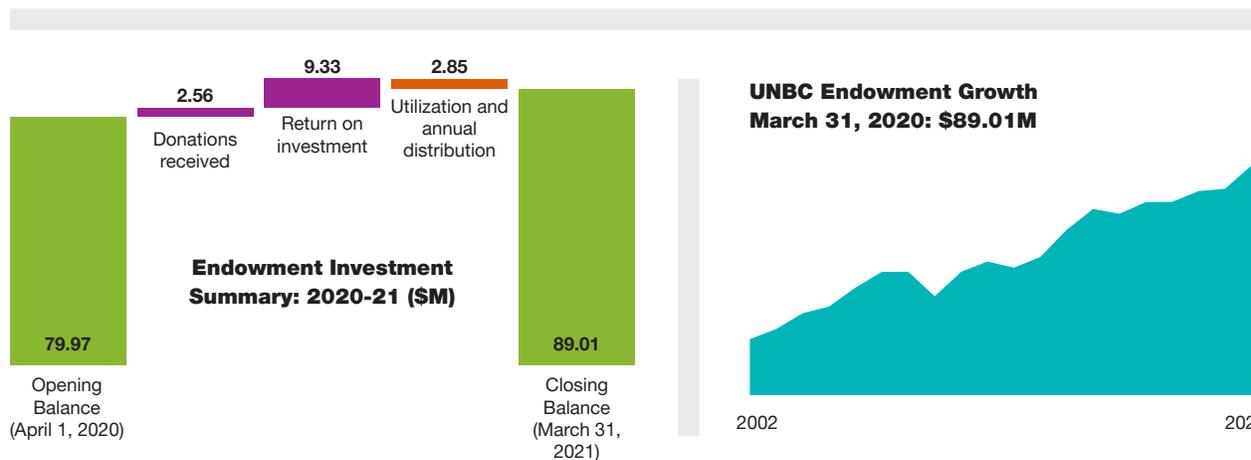
Consolidated expenses by object (114.16M)

| | |
|---|-------|
| Employee costs | 75.73 |
| Travel, operating supplies and expenses | 9.63 |
| Property upkeep and utilities | 6.24 |
| Contracted services and other costs | 9.16 |
| Scholarships and bursaries | 3.86 |
| Amortization | 9.54 |



Consolidated expenses by function (114.16M)

| | |
|-----------------------|-------|
| Instruction | 43.76 |
| Institutional Support | 33.87 |
| Facilities Management | 15.33 |
| Ancillary Operations | 5.95 |
| Sponsored Research | 8.17 |
| Specific Purpose | 7.08 |



Degrees offered

Arts (BA)

Anthropology
Economics
English
Environmental and Sustainability Studies
First Nations Studies
General Arts
Geography
Global and International Studies
History
Nature-Based Tourism Management
Northern Studies
Political Science

Women's Studies

Commerce (BComm)

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

Education (BEd)

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

Health Sciences (BHSc)

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

Science (BSc)

Biochemistry and Molecular Biology
Biology
Chemistry
Computer Science
Conservation Science and Practice
- Wildland Conservation and Recreation
- Landscape Conservation and Management
Environmental Science
Forest Ecology and Management
Geography
Integrated Science
Mathematics and Statistics
Physics
Psychology
Wildlife and Fisheries

Applied Science (BASc)

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

Nursing (BScN)

Northern Baccalaureate Nursing
Program (NBNP offered only at Peace
River-Liard Campus)
Northern Collaborative
Baccalaureate Nursing
Post-Diploma Baccalaureate
Nursing

Planning (BPI)

First Nations Planning
Natural Resources Planning
Northern and Rural Community
Planning

Social Work (BSW)

Child Welfare Specialization
Indigenous Specialization

Master's Degrees

Applied Science (MASc)

Engineering

Arts (MA)

Development Economics
Disability Management
English
First Nations Studies
Gender Studies
History
Interdisciplinary Studies
International Studies
Natural Resources and Environmental
Studies
- Environmental Studies
- Geography
- Outdoor Recreation and Tourism
Management
Political Science

Education (MEd)

Counselling
Multidisciplinary Leadership
Special Education

Engineering (MEng)

Integrated Wood Design

Business Administration (MBA)

Science (MSc)

Business Administration
Health Sciences
Interdisciplinary Studies
Mathematical, Computer, Physical,
and Molecular Sciences
- Biochemistry
- Chemistry
- Computer Science
- Mathematics
- Physics
Natural Resources and Environmental
Studies
- Biology
- Environmental Science
- Forestry
- Geography
- Outdoor Recreation,
Conservation,
and Tourism
Psychology

Natural Resources and Environmental Studies (MNRES)

Nursing (MScN) (MScN: FNP)

Social Work (MSW)

UBC Division of Medical Sciences

These degrees are UBC degrees delivered in partnership with UNBC. Application is through UBC.

Northern Medical Program (MD)

Occupational Therapy (MOT-N)

Physical Therapy (MPT-N)

Doctorate Degrees (PhD)

Health Sciences
Natural Resources and Environmental Studies
Psychology

Graduate Certificates

Indigenous Child and Youth Mental Health
Leading for Learning
Special Education

Certificates

First Nations Certificate Programs

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

Local Government Administration Certificate

Nursing Certificate Program

Rural Nursing

Social Work Certificate Programs

Child Welfare

Diplomas

First Nations Diploma Programs

Aboriginal/Indigenous Health and Healing
First Nations Language and Culture

Post-Baccalaureate Diplomas

Curriculum and Instructional Studies

Appendix A

Performance Measure Results

| Performance Measure ¹ | Reporting Year | | | | | |
|---|----------------|-----------------|---------|------------------------|------|----------|
| | 2019/20 | 2020/21 | 2020/21 | 2020/21 | | |
| | Actual | Target | Actual | Assessment | | |
| Student spaces² | | | | | | |
| Total student spaces | 2,692 | 3,575 | 2,599 | Not Achieved | | |
| Nursing and other allied health programs | 335 | 374 | 344 | Substantially achieved | | |
| Credentials awarded³ | | | | | | |
| Number | 697 | 708 | 759 | Achieved | | |
| Sponsored research funding | | | | | | |
| Sponsored research funding from all sources (million \$) | \$12.9 | ≥ previous year | \$13.9 | Achieved | | |
| Federal sources (million \$) | \$9.3 | | \$9.5 | | | |
| Provincial sources (million \$) | \$1.6 | | \$1.5 | | | |
| Other sources (million \$) | \$2.0 | | \$3.0 | | | |
| Aboriginal student spaces⁴ | | | | | | |
| Total Aboriginal student spaces | 406 | 406 | 385 | Substantially achieved | | |
| Ministry (AEST) | 406 | | 385 | | | |
| Industry Training Authority (ITA) | N/A | | N/A | | | |
| Student satisfaction with education^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Bachelor degree graduates | 92.2% | 2.4% | ≥90% | 87.5% | 3.3% | Achieved |
| Student assessment of the quality of instruction^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Bachelor degree graduates | 92.7% | 2.3% | ≥ 90% | 87.5% | 3.3% | Achieved |
| Student assessment of skill development^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Bachelor degree graduates | 89.9% | 2.3% | ≥ 85% | 83.8% | 3.2% | Achieved |
| Student assessment of usefulness of knowledge and skills in performing job^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Bachelor degree graduates | 85.8% | 3.6% | ≥ 90% | 89.7% | 3.6% | Achieved |
| Unemployment Rate^{5,6} | | | | | | |
| | % | +/- | | % | +/- | |
| Bachelor degree graduates | 3.9% | 2.0% | ≤ 17.7% | 7.9% | 3.0% | Achieved |

Notes:

N/A - Not assessed

1 Please consult the 2020/21 Standards Manual for a current description of each measure.

2 Results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year; results from the 2019/20 reporting period are based on data from the 2019/20 fiscal year. 2020/21 actuals and targets are as of June 1, 2021.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

4 Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

5 Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

6 As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

| Target assessment scale | Description |
|-------------------------|---|
| Achieved | 100% or more of the target |
| Substantially Achieved | 90% - <100% of the target |
| Not achieved | <90% of the target |
| Not assessed | Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater |

| Performance Measure | Reporting Year | | | | | |
|---|----------------|--------|---------|------------|---------|----------|
| | 2019/20 | | 2020/21 | | 2020/21 | |
| | Actual | Target | Actual | Assessment | | |
| Bachelor degree graduates' assessment of skill development | | | | | | |
| | % | +/- | | % | +/- | |
| Skill development (avg. %) | 89.9% | 2.3% | ≥85% | 83.8% | 3.2% | Achieved |
| Written communication | 87.4% | 3.0% | | 86.5% | 3.5% | |
| Oral communication | 89.7% | 2.8% | | 82.2% | 3.9% | |
| Group collaboration | 89.3% | 2.8% | | 81.9% | 3.9% | |
| Critical analysis | 93.5% | 2.2% | | 88.9% | 3.1% | |
| Problem resolution | 85.4% | 3.2% | | 74.3% | 4.4% | |
| Learn on your own | 92.1% | 2.5% | | 87.7% | 3.3% | |
| Reading and comprehension | 92.1% | 2.5% | | 85.1% | 3.6% | |

Appendix B

Implementation of Truth and Reconciliation Commission Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

Progress on Implementation of Truth and Reconciliation Commission's (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C. The provincial government is committed to implementing the UN Declaration on the Rights of Indigenous Peoples and the TRC Calls to Action. Institutions will have addressed relevant TRC Calls to Action and articles of the UN Declaration on the Rights of Indigenous Peoples to varying degrees. Please complete the following table to provide an at-a-glance summary of your institution's progress.

| Social Work | |
|---|--|
| <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing</p> | |
| Progress | |
| Continuing | <p>Program offerings</p> <p>Following the publication of the TRC's Calls to Action, SOCW 602 (First Nations: Advanced Social Work Practice) was made a required course for all MSW students. In addition, a specific introductory module on the history and impacts of residential schools was incorporated into both SOCW 602 and the required Indigenous-content undergraduate course (SOCW 310). This module also covers the Sixties/Millennial Scoops and impacts on Indigenous children, families, and communities, focusing on our responsibility as social workers to work collaboratively with communities to bring about better outcomes for Indigenous children. This information has historically been discussed throughout these and other courses but making SOCW 602 a required course and creating this introductory module now ensures that each student who graduates with a UNBC social work degree has a basic understanding of this history.</p> <p>Most of our courses include curriculum on social work with Indigenous peoples. In addition, we have four undergraduate and seven graduate courses that exclusively offer Indigenous-content curriculum. Between 2015 and 2018, we expanded the number of graduate Indigenous-content courses through the creation of the Aboriginal Child and Youth Mental Health Graduate Certificate. These six online courses are being taken by students completing the Certificate, by UNBC Masters of Social Work students and other UNBC graduate students, and by graduate students from other universities. All of the courses focus on providing social services to Indigenous peoples in ways that champion Indigenous knowledge, community resilience, and capacity. This Certificate was created in consultation with an Advisory Committee that included Indigenous Elders, community leaders, youth, and government employees.</p> <p>Applying school of social work students also need to take the introductory course FNST 100 – The Aboriginal Peoples of Canada.</p> |

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| <p>New</p> | <p>Program renewal</p> <p>The School of Social Work will undertake a program renewal focusing on its vision statement, new accreditation standards, and the practice changes in social work. This also includes updating our program language to use the term Indigenous as appropriate. It is hoped the renewal will be completed by June 2022.</p> |
| <p>Continuing</p> | <p>School of Social Work mandate</p> <p>As stated in the UNBC Undergraduate Calendar, one of the primary mandates of the School of Social Work is to place “emphasis on Social Work in northern and remote areas, First Nations, women and the human services, and community practice and research.”</p> <p>This focus on social work with Indigenous peoples has existed since the Program’s inception and has resulted in the creation of a First Nations Specialization BSW; recruitment and mentoring of First Nations and Métis faculty, sessionals, and adjuncts; collaboration with Indigenous organizations around five campuses to create student practicum placements; volunteer service by faculty with Indigenous organizations (i.e., boards), and so on. At the same time, we acknowledge that there is still much work to be done, and we see this process as ongoing.</p> |
| <p>Continuing</p> | <p>Nurturing collaborative partnerships</p> <p>Each semester, numerous First Nations and Métis social workers have been invited to share in SOCW 310 and 602 as a way of nurturing collaborative partnerships and emphasizing social work practice that is predicated on the ability of families and communities to provide appropriate solutions to family healing. These have included social workers in areas such as Child Protection, Delegated Aboriginal Agencies, Alternative Dispute Resolution (i.e. Family Group Conferencing), and Medical social work.</p> |
| <p>Continuing</p> | <p>Research to support Reconciliation and education</p> <p>Following the publication of the TRC’s Calls to Action, one of our faculty conducted research regarding how instructors can teach about the residential school system in post-secondary classrooms while creating safety in the classroom for First Nations and Métis social work students. This research has been presented four times in three different provinces and published in the Journal for Social Work Education.</p> |
| <p>Continuing</p> | <p>Practicum placements</p> <p>Both our BSW and MSW at all campuses (Prince George, Northwest, Peace-Liard and South Central) include, and continually seek to increase, practicum placements at Indigenous agencies, programs and locations with Indigenous site supervision whenever possible. Further, in all practicum locations we seek to prioritize learning and actions that recognize and address the historical and current injustices experienced by Indigenous peoples along with their unmistakable resilience and determination.</p> |
| <p>Continuing</p> | <p>Collaborative advocacy efforts</p> <p>Faculty members and students in the UNBC School of Social Work are engaged in a wide range of community organizations, activities and social justice initiatives across all our campuses. This includes sitting on the Boards of Indigenous and Indigenous-serving community agencies; participating in organizing and speaking at local initiatives such as the annual Women’s Memorial March, Red Dress Campaign, Sisters in Spirit, Tina Fontaine and Colten Boushie actions, among many others. We are proud of this activism and seek to honour and support many other day-to-day initiatives and struggles of Indigenous peoples in our region and beyond.</p> |

| Early childhood education | |
|---|-----|
| We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families. | |
| Progress | N/A |

| Indigenous language degree and diploma programs | |
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| We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages. | |
| Progress | |
| Continuing | <p>Community-based programming and courses</p> <p>Community-based language programs with the Gitksan and Tsimshian nations.</p> |
| New | Community-based language programs with the Haisla and Saik'uz nations. |
| New | Completion of course creation for the diploma in First Nations Languages. |

| Health-care professionals | |
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| 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 | |
| Continuing | <p>Program Review</p> <p>In 2010, the University Senate required all academic units to undertake a review of their programs and to identify, refine, and establish appropriate learning outcomes (LOs) for their students. We completed this initiative and then, following the release of the TRC Calls to Action in 2012, we revisited the LOs in May, 2016. Among the cultural competency-oriented LOs that we have formally adopted as core elements of our programs' curricula are the following:</p> |

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| | <ol style="list-style-type: none"> 1. Embedded within program definitions: <ol style="list-style-type: none"> a. In Health Sciences, “breadth” includes an understanding of social/indigenous determinants of population and individual health, which include socio-economic conditions, lifestyle, historical factors, genetic make-up, the environment, sociopolitical context and many others. 2. Core curriculum features: <ol style="list-style-type: none"> a. Recognize and engage with First Nations/Aboriginal contexts and issues. 3. Academic depth and breadth of knowledge and skills: <ol style="list-style-type: none"> a. Breadth involves an awareness of the way in which history, culture and power impact health. 4. Analytical, critical, and creative thought: <ol style="list-style-type: none"> a. Our students are expected to recognize and challenge assumptions as well as analyze multiple perspectives, learning from within, from and about a subject. 5. Liberality, inclusiveness, and an appreciation of diversity: <ol style="list-style-type: none"> a. Our students will have respect for different forms of knowledge, methods epistemologies, and ontologies. b. experiential knowledge will demonstrate diversity and inclusiveness. c. Diverse examples in the classroom will illustrate and concretize values. d. Our students will engage in dialogue that shares information in a non-judgmental way. 6. Personal growth, leadership skills and effective communication: <ol style="list-style-type: none"> a. Our students are encouraged to engage in the broader university community as well as the general community. 7. Engaged citizenship from the local to global levels: <ol style="list-style-type: none"> a. As partners in study, research is conducted with people for the benefit of people. b. Our students practice participatory and experimental learning while having the embodiment of good practice principles. c. Recognition and preservation of diverse health approaches enables understanding, communication and dissemination. |
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| <p>Continuing</p> | <p>Embracing Indigenous course content</p> <p>Beginning with its inception in the 2006-2007 academic year, the BHSc was designed and implemented with the goal of embracing Indigenous content and passing along an understanding of Indigenous health to the students. For example, even in the first year that the program was offered, core courses for all three streams included FNST 100-3 The Aboriginal Peoples of Canada (1st year), FNST 302-3 First Nations Health and Healing (3rd year), and HHSC 471-3 Aboriginal Health and Healing (4th year). The program has been revised on an ongoing basis over the past 13 years, but this incorporation of Indigenous content has persisted: FNST 100 and FNST 302 are still core required courses for students in all three streams. Since 2016, HHSC 471 is no longer an Aboriginal Health course, because it was found, in consultation with the Chair of the First Nations Studies program, that much of its content duplicated what students were already learning in FNST 302. On the other hand, following the release of the TRC Calls to Action in 2012, we struck a working group to review the BHSc Community and Population Health—Aboriginal and Rural Health stream. This group included the Chair of First Nations Studies and two of our own SHSc faculty who are experts in Indigenous Health Research. We determined that, in order to fulfill its mandate and achieve its LOs for students, the Comm/Pop—Ab/Ru stream required revision based on ongoing changes in course availability. Consequently, starting in the 2014-2015 academic year, we removed and added Indigenous content courses, with the following rationale: “...the...changes will update the options for First Nations-oriented specialization in the Aboriginal and Rural Health stream, ensuring that adequate upper-level FNST course options are required or recommended for students in this stream of the BHSc. The changes will also ensure that BHSc students can select from FNST course offerings that are already regularly delivered.”</p> |
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| | <p>Specifically, we added the following courses as requirements or recommended elective options, respectively.</p> <ul style="list-style-type: none"> • New Requirement: FNST 303-3 First Nations Religion and Philosophy or FNST 304-3 First Nations Environmental Philosophy • New Elective Options: ANTH 206-3 Ethnography in Northern BC; FNST 249-3 First Nations Community and Environmental Planning; FNST 305-3 Seminar in First Nations Studies. <p>We continue to evaluate and revise our undergraduate programs on an ongoing basis. In 2014, we re-evaluated our Masters-level programs, which led to these programs being offered in a revised format starting with the 2015-2016 academic year. Before this time, the MSc was a MSc in Community Health Science, but this was no longer sufficiently broad to encompass the research interests of our faculty and graduate students. It was revised to be offered as a MSc in Health Sciences, which still includes options for graduate students engaging in community-oriented health research, but also offers opportunities for students with a more biomedical focus. Further, we had observed that the vast majority of students enrolled in the MA Disability Management were already practicing Disability Management professionals who were interested primarily in expanding the scope of their knowledge in this discipline. Few of these students were interested in research, and that those who were interested in research were especially serious about this pursuit.</p> <p>Consequently, we revised the MA to remove the Major Paper (i.e. research project) and Practicum options, in order to focus on the course-based Comprehensive Exam pathway, while retaining the Thesis option for those who were particularly interested in undertaking serious Disability Management research. Neither of these programs is explicitly Indigenous-oriented, but some of our students are Indigenous people, and many others are interested in incorporating Indigenous perspectives and content into their training. Critically, for both the revised MA Disability Management and MSc Health Sciences we formally recommended, for the first time, elective course options that would encourage students to engage in Indigenous content:</p> <ul style="list-style-type: none"> • HHSC 604-3 The Health of First Nations People • NURS 604-3 The Healing and Well-being of Indigenous Peoples. |
| <p>Continuing</p> | <p>Interdisciplinary Learning</p> <p>From its inception, the PhD in Health Sciences was approved by the BC Provincial Government and by the UNBC Senate as an “interdisciplinary” program, and this is central to how it is delivered. For example, there are few explicit course requirements because, as summarized above, students are required to “[develop] expertise in a specific disciplinary area.” On the other hand, the seminar course, HHSC 800-6 Graduate Seminar I, is specifically designed and delivered by inviting numerous guest speakers throughout the year in order to help students encounter a considerable diversity of topics, several of which are well outside a given student’s specific research focus—not to mention their background and expertise prior to entering the program. Some of the seminar topics always are focused on Indigenous content. The integrity of this is ensured by the interdisciplinary Health Sciences PhD Program Committee that oversees the program and directs any changes. This HSPPC always has included at least one member with considerable expertise in Indigenous issues.</p> <p>During 2017-2018, the School of Health Sciences underwent an external review of its programs by expert Faculty from other institutions. The review was generally positive. However, among the recommendations issued by the reviewers was the following: “The current program has three streams but 90% of students are in the Biomedical Major. There is a need to consider how to increase enrollment in the other two majors in Community and Population Health (Aboriginal & Rural and Environmental) which may lead to combining-repositioning these majors to make them more attractive to students. Consider renaming-rebranding the program as a degree in ‘Northern Health’ with an expanded focus on Indigenous content.”</p> <p>We are currently working to address this recommendation by evaluating our BHSc streams to consider what revisions may be feasible.</p> |

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| New | <p>Partnership programs</p> <ul style="list-style-type: none"> • UNBC has developed a partnership with Northern Health to respond to “Addressing Racism: An Independent Investigation into Indigenous-Specific Discrimination in BC Health Care,” which includes the following: <ul style="list-style-type: none"> o Professional development program development o Development of cultural competency program o New courses development at UNBC for health-care students |
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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

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| Continuing | <p>Northern Medical Program</p> <p>The Faculty of Medicine’s Centre for Excellence in Indigenous Health offers UBC Indigenous Cultural Safety, which aims to prepare future health-care professionals to provide quality, culturally safe care, ultimately leading to improved health-care outcomes for Indigenous peoples. It is a required component of 13 UBC health professional programs, including the Undergraduate Medical Education Curriculum which is delivered through the Northern Medical Program located at UNBC and is delivered in partnership with UBC Health as part of an interdisciplinary integrated approach to health professional education. Students engage in this foundational Indigenous cultural safety learning experience that covers topics of Indigenous perspectives in history, the legacy of colonialism in Canada, Indigenous peoples’ health and Canada’s health-care system. The Curriculum consists of an introduction, four core online modules and two in-person workshops for a total of 12.5 hours of learning. In addition to this required component of the curriculum, students in the Northern Medical Program also have opportunity to visit an Indigenous Health care center, as well as opportunities to engage in optional curriculum and extracurricular activities which offer exposure to Indigenous cultures such as clinical placements at the Central Interior Native Health Centre, and outreach visits and a two-week immersion experience within an indigenous community.</p> |
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| Continuing | <p>The Northern Baccalaureate Nursing Program (NBNP)</p> <p>This new program is ready to launch in Sept 2021 in Fort St. John at the UNBC Peace River/Liard Regional Campus footprint in Northern Lights College (NLC). It is a nursing program partnership between UNBC, Northern Lights College, and Northern Health, founded on community engagement that includes First Nations community leadership in northeastern B.C. We have admitted three applicants (out of 16 nursing seats) who have identified as Indigenous (19%), and are awaiting a response from one. The voices of First Nations leaders will continue to be sought in the implementation of this new program (Saulteau First Nation, Fort Nelson First Nation, B.C. Treaty 8). All NBNP students will have access to the First Nations Centre at NLC, and all other cultural offerings at the college. Clinical placements located in First Nations communities will be utilized throughout the five-semester program, culminating in a BScN conferred by UNBC.</p> |
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| Continuing | <p>Indigenous content course offerings</p> <ul style="list-style-type: none"> • NURS 621 Health and Global Interconnections is an elective that includes a focus on Indigenous health inclusive of concepts, objectives, and critical questions related to cultural competence, cultural safety, Canadian Indigenous health (First Nations, Inuit and Métis), and global Indigenous health. • NURS 604 First Nations Health and Healing is a required graduate course that includes Indigenous knowledge and application taught by an Indigenous scholar of Maori ancestry. |
| Continuing | <p>Equity, inclusion, and diversity</p> <p>Equity, inclusion, and diversity (including cultural Indigenous content and application) is embedded into courses across the six programs (three undergraduate BScN programs, Rural and Remote Nursing Certificate program, and two graduate MScN and MScN-FNP programs). For example, faculty connect with Indigenous scholars and community members to find ways to incorporate more Indigenous Knowing into the curriculum and to further address the TRC Report Calls to Action. Indigenous guest speakers provide powerful presentations that students comment on, including how they will be adjusting their future nursing practice due to their new insights.</p> |
| Continuing | <p>Intercultural competency</p> <p>A Canadian Association of Schools of Nursing (CASN) Accreditation Self-Study Report due in Jan 2022, provides a new cycle of continuing work to sustain formal and informal conversations between students, faculty, instructors, and staff focused on skill-based education in intercultural competencies, conflict resolution, human rights, and anti-racism. One of the new indicators explicitly requires evidence related to the incorporation of Indigenous/cultural teaching and learning activities into curricula. Further efforts are focused on the following:</p> <ol style="list-style-type: none"> 1) Building new and sustaining existing Indigenous partnerships 2) Providing evidence of specific student, faculty, and staff Indigenous knowledge development 3) Increasing the experiential integration of cultural safety and cultural humility into curricula 4) Seeking to revitalize Indigenous/diverse recruitment of students, faculty, and staff. |
| New | <p>Providing culturally safe care</p> <p>UBC's Faculty of Medicine's Centre for Excellence in Indigenous Health has invited the School of Nursing to participate in UBC Health's Indigenous Cultural Safety Course focused on preparing health care professionals to provide quality, culturally safe care. One of our new assistant professors is working with a UBC counterpart associated with the Northern Medical Program located at UNBC and has participated in the delivery of the course. Next steps include the integration of Year 3 and Year 4 undergraduate nursing students into the Fall 2021 inter-professional course.</p> |

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| Law schools | |
| We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families. | |
| Progress | N/A |

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

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| <p>Continuing</p> | <p>1000 Ravens for Reconciliation</p> <p>UNBC’s First Nations Centre asked UNBC students, staff, and faculty to make an origami raven as part of our goal to make 1000 Ravens in one year to symbolize a University-wide wish for reconciliation. The raven-making process begins with a presentation on Truth and Reconciliation by First Nations Centre facilitators, followed by instruction on making the origami raven itself. COVID-19 forced a temporary halt to the campaign, but it is expected to resume in the fall of 2021.</p> |
| <p>Continuing</p> | <p>Elder in Residence Program</p> <p>The Elder in Residence Program, which has been expanded to campuses in Terrace, Quesnel, and Prince George, provides staff, faculty and students with opportunities to engage with local Elders. In a two-way learning environment, the Elder in Residence program ensures that cultural knowledge and activities are accessible to all students, staff, and faculty at UNBC. The Elder in Residence Program offers a tangible link to Indigenous traditions, identities, and histories.</p> <p>Along with their unique cultural knowledge, protocols, stories, and ways of being, Elders often demonstrate many of the core values UNBC holds in high priority: experiential learning and discovery, inclusiveness and diversity, leadership, integrity, and community. We celebrate and honour the contributions of Elders to the university community. UNBC’s Elder Protocol is symbolic of how respect and reciprocity is foundational to the relationships we hold with Elders at UNBC.</p> <p>By connecting with Elders regularly, students build a sense of community, belonging and identity through ongoing exposure to the supportive environment and cultural activities that the Elder in Residence Program provides.</p> |
| <p>Continuing</p> | <p>Aboriginal Guest Speaker Series</p> <p>The UNBC Aboriginal Guest Speaker Series invites experts from a range of backgrounds to discuss a variety of topics. The purpose of this series is to enhance the goals of the UNBC Aboriginal Service Plan, which are:</p> <ul style="list-style-type: none"> • Increase the access, retention, completion, and transition opportunities for Aboriginal learners • Strengthen partnerships and collaboration in Aboriginal post-secondary education • Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers |

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| <p>New</p> | <p>Office of Indigenous Initiatives</p> <p>The Office was officially opened in 2020. The team engages with the University community to Indigenize all aspects of the University. Its main goal is to enhance post-secondary experience and outcomes of Indigenous learners at UNBC, but members of the team share their expertise with all departments at the University.</p> |
| <p>New</p> | <p>Four Connections celebrations</p> <p>Four Connections is a series of events offered to stakeholders both internal and external online to celebrate and learn about Indigenous culture. Each event has a theme such as comedy and music and take place each solstice/equinox. The first of the “Four Connections” celebrations was offered at the Prince George campus, introducing the Office of Indigenous Initiatives to communities across British Columbia. More than 400 participants joined the virtual Winter Solstice Celebration showcasing Indigenous healing practices and promoting Indigenous musicians. Continuing to build on this success, the “Four Connections” Spring Equinox Celebration was delivered from the UNBC South Central Campus on March 19. It showcased Indigenous protocols for engaging Elders in education and featured Indigenous comedians.</p> |
| <p>New</p> | <p>Healing Circle</p> <p>In the wake of the discovery of unmarked graves holding the bodies of 215 Indigenous children at the Kamloops Indian residential School site, a Healing Circle was convened by the Office of Indigenous Initiatives, faculty and staff from across the University. Not only did the event provide a safe space for those directly impacted by the tragic news, it allowed an opportunity for those not directly affected to listen, learn and gain a greater understanding of inter-generational trauma and the ongoing effects of the residential school system.</p> |
| <p>Continuing</p> | <p>Nenachalhuya - The Cedar Plank Project</p> <p>UNBC’s First Nations Centre has launched Nenachalhuya - The Cedar Plank Project as a way to honour and give thanks to the First Nations communities that we serve. This project has Cree/Dakelh artist Clayton Gauthier working to produce 32 carvings on cedar planks that will surround the walls of Lhuhuhwhezdel: The Gathering Place. The artwork on each panel has been submitted by our various and diverse northern BC First Nation communities, which they have chosen to reflect their community and their students. Nenachalhuya is a Dakelh word meaning “you have done us great honour” or “we are thankful for what you have done”. We say Nenachalhuya to our communities for working with us and trusting us with their students. We hope that current and future students take pride in seeing their communities visually represented on campus. UNBC employees will learn a great deal about the Indigenous communities UNBC is honoured to serve by viewing the finished work in one of the most popular meeting spaces on the Prince George campus.</p> |
| <p>New</p> | <p>Wabooz Garden Revitalization Project</p> <p>The UNBC Wabooz Garden is located in the courtyard just outside of the First Nations Centre. The garden was developed in 2005 by Dr. Annie Booth as a class project. Wabooz means rabbit in the Anishnabe language, and the garden was named in honour of Perry Shawana, former Chair of the First Nations Studies Program. The garden was planted with species native to this region, which included medicinal species.</p> <p>The Wabooz Garden revitalization project intends to connect First Nations, the UNBC staff and faculty and local citizens with a healthy positive outdoor space on campus. The space will be representative of northern biology, Aboriginal history, holistic medicine and reconciliation. The project includes not only revitalizing the existing garden, but also incorporating interactive and easy to access educational opportunities. The garden will be mapped and visual aids will help all who enter understand the names of what they are seeing, as well as how the vegetation has been used for health and consumption since the first people were on the land. The summer of 2021 will begin this project that connects an Elder with a student, and will be ongoing.</p> |

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| Continuing | <p>Indigenous Knowledge Training Module</p> <p>The Offices of Indigenous Initiatives and Human Resources are developing an Indigenous Knowledge training module to be completed by all employees. The purpose of the development and delivery of the onboarding module is to introduce new employees to Indigenous inclusion, highlight resources at UNBC available to all employees, to respond to the Truth and Reconciliation Call to Action #92, and to support and uphold a workplace culture of respect.</p> |
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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

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| New and continuing | <p>Regional Bachelor of Education Degree Program</p> <p>This program has expanded to UNBC’s Northwest and South-Central campuses. Currently, the program is running out of Terrace (Northwest Campus), but we have now been approved to expand the BEd program out of Quesnel (South-Central Campus). Applications have been reviewed and accepted, and new lecturers/assistant professor positions have been reviewed and selected by the SoE Appointment Selection Committee (ASC), and are currently at the office of the Dean and Provost.</p> <p>The Regional BEd Program provides equity, stability, and access for potential Teacher Candidates who might otherwise not be able to undertake such learning, addressing the need for qualified educators prepared to work in northern settings and throughout BC. To accomplish this goal, the School of Education (SoE) recognizes its opportunity and responsibility to provide programming that achieves the following:</p> <ul style="list-style-type: none"> • Addresses educators’ needs in British Columbia’s northern region and beyond. • Meets the calls from Northern Region School District Superintendents to increase the number of certified educators in the North. • Reflects the changes in British Columbia modernized K-12 curricula. • Provides the opportunity for the SoE to advocate for individual students in very remote locations to take a portion of the program online. • Responds effectively to the Truth and Reconciliation Commission’s (TRC) Calls to Action, to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Calls to Justice from the National Inquiry into Murdered and Missing Women and Girls (NIMMWG). • Incorporate the First Peoples Principles of Learning (FPPL) throughout our course syllabus/program. • Expand the strengths of the SoE renewed BEd program through research- and practice-informed blended and remote learning. • Creates a culture of collaboration and innovation for education in the region. • Meets and exceeds BC Teachers’ Council requirements for certification. <p>Note: The Regional BEd Program will use the same curriculum and signature pedagogy as the Prince George offering, with the same application process and program focus. Each campus will acknowledge their territorial locations of “People, Place and Land.” However, there are program distinctions and advantages between Prince George and the Regions; for example, modes of delivery, duration, scheduling, cohorts and structures, practica experiences, community based, and laddering opportunities.</p> |
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| <p style="text-align: center;">Continuing</p> | <p>Regional/Skidegate Campus</p> <p>Currently, we have three First Nations students in the BEd with one instructor in the community. Course offerings are taught from the instructor in the community and a variety of instructors in the Region and Prince George. The three students have already been assigned their practicum placements and the Practicum Placement Coordinator who is in Prince George works collaboratively with Skidegate, Prince George, Terrace and Quesnel to place students in their respective traditional territories and districts in finding placements. In addition, the instructor from Skidegate teaches Indigenous Education, supports, and tutors the three students. Regular bi-weekly meetings are held to keep everyone posted on student practicums – coaching teachers, practicum evaluators, Elders and school committee members are involved. Students in practica have completed their EDU 390: Observation, EDU 391: Experiential Learning, and have recently completed their EDU 490: Formative. They will have their last practicum EDUC 491: Summative completed by 2022.</p> |
| <p style="text-align: center;">Continuing</p> | <p>Renewed Bachelor of Education program – Prince George</p> <p>This is the first year of the Renewed BEd program. It does not run by the semesters; rather, it works in Blocks 1 to 5 and is a cohort model.</p> <p>The BEd program has been renewed with new courses currently been taught. The BEd is based on a signature pedagogy of “People (Duneneh), Place (Hoonzoo), and Land (Keyoh). Artwork that represents the Signature Pedagogy of “People (Duneneh), Place (Hoonzoo), and Land (Keyoh)” was professionally designed by Cree/Métis artists. Karen and Karla are identical twin artists and famous for traditional and contemporary art locally, provincially, nationally, and internationally.</p> <p>The program has been running land-based courses (limited) and according to the Northern Health and UNBC Health Regulations/COVID-19 out of the community around the wetlands, and Pithouse. This has been helpful in student learning as well; their health face-to-face has shown great improvement considering the online learning has restricted their learning. The SoE has been engaged with First Nations Studies; Summer Solstice events and sharing culture; the First Nations Centre graduation celebration and awards (Te Pounamu) - an award that is offered to Indigenous students who has graduated from their undergraduate and graduate studies; participated with storytelling, Elder in Residence, Honorary Degree for the Elder in Residence Award, and Indigenous Education/Pathway sessions; and NAISA 2021 Conference – Roundtable presentations.</p> <p>The BEd offers EDU 446: Interwoven: Indigenous Education, where the instructor records and posts presentations to allow students to get into the discussion board to share their perspectives about the presentation, and to build their potential unit or lesson plans. The instructor for this course is called the “Weaver.” The Weaver moves in and out of all the courses offered by the BEd instructors to translate the mainstream courses into Indigenous perspectives. For example, Redesigning Science, Numeracy, and Literacy, Indigenous Health at the Interface of Science, Curriculum & Instruction: Humanities using ADST: Indigenous Carvings etc). This role is theoretical, philosophical, and culturally appropriate from an Indigenous worldview. Both EDUC 446 and EDU 405: Interwoven: Reflective Practice and ePortfolio work closely together from theories to concepts of practices that will broaden the students’ instructional strategies and practices while deepening their knowledge of “People, Place and Land” as well, connecting the knowledge to the First Peoples Principles of Learning (FPPL).</p> <p>EDU 346: Introduction to Aboriginal and Indigenous Education. This course focuses on Truth & Reconciliation (TRC) Calls to Action, United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and connecting First Peoples Principles of Learning (FPPL). These are not seen as separate entities but rather, are closely tied to each other. The course uses the 4 R’s of Respect, Relationships, Responsibility, and Reciprocity to set the course context. Followed by the 4 R’s, Cultural Safety is then positioned followed by Cultural Humility, Cultural Awareness, Cultural Sensitivity, Cultural Competence, and Cultural Response.</p> |

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| | <p>These are critical to begin with prior to delivering the Umbrella of Resilience/Timeline and Amendments. The students are encouraged to get a general sense of the historical discourses – Amendments – to where we are now. This course invites students to build their frameworks with a model of understanding to a model of practice – to transformative praxis and works collectively to dialogue and build their models. Their models are chosen using a principle (FPPL). The course also allows the students to form in groups to strategically select a “Call to Action” and to address the action.</p> |
| Continuing | <p>Renewed Master of Education degree</p> <p>The Renewed MEd currently has two streams: Multidisciplinary Leadership and Special Education. It was noted in last report that these two streams would change to Transformational Leadership and Exceptionality Education. The courses are new and exceptional to Indigenous Ways of Knowing and Being. It was our hope as faculty members that the process would be approved and has gone through all the Senate Committees, but unfortunately, there will be a delay as these changes are classified as a new program. Our goal two years ago was to have it up and running for July 2022. It may be that the course will most likely begin in 2023 given that this will now be a cohort-based degree program and would be a 30-credit degree as opposed to 31-credits and not cohort-based. The degree is in the process of going through the Degree Quality Assessment process and will require Ministerial approval.</p> <p>The purpose of developing this new program is to prepare the students for public intellectuals who are ready to lead and inform policy and practice within the context of “People, Place and Land” – particularly in rural and remote contexts – locally and beyond. It is with great pleasure that we acknowledge our teaching and learning on the traditional unceded territory of the Lheidli T’enneh people. The language, protocols, and knowledge shared is appreciated. We also connect this to our UNBC motto of “En cha huna” - we respect all forms of life. We are thankful and acknowledge Edie Fredricks, a Lheidli T’enneh long-time contributor to UNBC who has gifted us with her language. She uses this word carefully to connect people to place. The word ts’uw’ut’l is used to describe the learning themes.</p> |
| New | <p>New Course development and offerings</p> <ul style="list-style-type: none"> • Reconciling Space and Practice: Ways of Knowing and Being. • Reflective and Transformative Practices in Educational Contexts. • Interpretive Inquiry and Role of Literature on Practice and Policy. • En cha huna: Living our Learning. • Mental Health Disorders in Exceptionality Education. |

| Journalism and media schools | |
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| <p>We call upon Canadian journalism programs and media schools to require education for all students 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.</p> | |
| Progress | N/A |

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.

Progress

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| <p>Continuing</p> | <p>Bachelor of Commerce Program Requirement</p> <p>Bachelor of Commerce students must take FNST 100-3 The Aboriginal Peoples of Canada. This course introduces the languages, history, culture, and enduring presence of the aboriginal people of Canada, intended to explore the range of aboriginal social formations, both past and present, and to consider the future. Oral, written, and archaeological records are examined. Special attention is given to the crucial economic, social, and spiritual contacts that exist within aboriginal societies and the changes that have occurred since contact with Europeans.</p> |
| <p>Continuing</p> | <p>MBA Program Requirement</p> <p>MBA students are required to successfully complete COMM 690 (Canada’s Asia-Pacific Gateway). This seminar course explores political, economic and managerial issues that are particularly important in northern and rural areas, including First Nations peoples and communities. In particular, this course discusses the social aspects and impacts of trade on First Nations and where reconciliation for cultural and social currently fits with business development.</p> |