



2019-2020

Institutional

Accountability Report
and Plan

Revision October 7, 2020

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July 15, 2020

The Honourable Melanie Mark
Ministry of Advanced Education
PO Box 9080
Station Provincial Government
Victoria, BC V8W 9E2

Dear Minister Mark,

We are pleased to submit the University of Northern British Columbia's Institutional Accountability Plan and Report for 2019-20. The report has been reviewed and approved by senior administration and by the UNBC Board of Governors.

This report is meant to provide the general public, students, parents, educators, other post-secondary institutions, educational organizations, ministry staff, Members of the Legislative Assembly, and media with an overview of UNBC, highlighting our strategic goals and objectives as well as our progress on and planning for the priorities for post-secondary institutions outlined in the Minister's Mandate letters for 2019/20 and 2020/21.

This report outlines our successes and the goals that guide our strategic planning. We also report on some significant and transformational changes taking place at UNBC as we grow and adapt to the evolving needs of our students, faculty, and staff, and to the changing context of the region in which we live, learn, and work. Of particular significance is our continued commitment to building lasting, healthy relationships with Indigenous students, faculty, staff, and the many diverse Indigenous communities in our region. UNBC is proud of these relationships and recognizes the value of Indigenous knowledge in building an academic community that is rooted in the principles of reconciliation as laid out in the Truth and Reconciliation Commission's Calls to Action and honours the rights of Indigenous peoples enshrined in the United Nations' Declaration on the Rights of Indigenous Peoples.

While 2019/20 was a tumultuous year for UNBC we are committed to addressing our financial, enrolment and governance challenges to place the University on a sustainable and exciting trajectory and to support the development of the leaders our region, province, and country needs. We look forward to continuing to work with the Ministry of Advanced Education and all of our partners and collaborators in our shared mandate and mission to advance higher education and research, contributing to the social and economic success of British Columbia.

As Chair of the UNBC Board of Governors and President and in accordance with UNBC's governance structure, we accept accountability for this Plan and Report.

Sincerely,

A stylized, handwritten signature consisting of several overlapping horizontal strokes and a vertical stroke on the left side.

Mr. Aaron Ekman
Chair, UNBC Board of Governors

A cursive handwritten signature that reads "Geoffrey Payne".

Dr. Geoffrey Payne
Interim President and Vice-Chancellor

Acknowledgment of Traditional Territories

Students, faculty, and staff at the University of Northern British Columbia (UNBC) are proud to recognize the traditional territories of the First Nations upon whose lands we offer education and learning. Our motto from the Dakelh language is *En cha huná*, which translates into English as "he/she also lives." The University has committed to the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The University is making progress towards fulfilling its commitment to the Calls to Action and UNDRIP by ensuring indigenization is woven throughout the Academic Action Plan and embedded in our approach to Integrated University Planning. UNBC is proud of our positive relationships with Indigenous communities, organizations, students, faculty, and staff. We recognize in particular the importance of providing appropriate supports and services to improve Indigenous students' access to post-secondary education, enabling them to thrive, succeed, and benefit from their educational experience in meaningful ways.

UNBC serves First Nations, Métis, Inuit, and non-Indigenous peoples residing in the northern two-thirds of British Columbia. The University's catchment area is divided into three academic regions: South-Central, Northeast, and Northwest. Within these regions are UNBC's affiliate campuses, each located in distinct First Nations' territories. The Prince George campus is situated on Lheidli T'enneh (Dakelh) territory. Terrace is located on traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nations. Quesnel is situated on the traditional territories of the Lhtako Dené, Nazko, Lhoosk'uz Dené (Kluskus), and Esdilagh First Nations. Fort St. John is located on the traditional territories of the Dane Zaa and Cree peoples in the Doig River, Blueberry, and Halfway River First Nations.

UNBC also has a federation agreement with the Wilp Wilxo'oskwhl Nisga'a Institute (WWNI), a post-secondary education institution serving northwestern British Columbia that was established by the Nisga'a Lisims Government in 1993 and is located in the Village of Gitwinksihlkw. Working together, WWNI and UNBC offer students diverse options and supports in academic, vocational, technical, and continuing education. This agreement, along with others between UNBC and Indigenous organizations, recognizes the importance and value of Indigenous knowledge, strengthens long-lasting and positive relationships with communities across the North, and enriches the experiences of all students, staff, faculty, and administration.

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 624 faculty and staff, UNBC provides outstanding undergraduate and graduate learning opportunities that explore cultures, health, economies, sciences, and the environment. As one of BC'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.

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 currently distributed amongst two colleges the College of Arts, Social and Health Sciences and the College of Science and Management, both of which offer bachelors, masters and doctoral programs. UNBC and UBC partner to deliver the Northern Medical Program, a joint Environmental Engineering program and will begin offering a distributed Masters of Physical Therapy program in the fall of 2020 and the Northern Regional Cohort in Masters of Occupational Therapy program beginning the fall of 2020.

UNBC is also a major centre of research with priority given to addressing issues of relevance to its regions, such as social, environmental, health, economic and cultural issues of northern B.C. and similar regions around the world. More specifically the University's research foci include the following:

- Environment and Natural Resources
- Community Development
- Northern, Rural and Environmental Health
- First Nations and Indigenous Studies

During the 2019/20 fiscal year, UNBC had 2,692 full-time equivalent students, most of whom are from northern B.C. with a growing proportion from the Lower Mainland and other locations across Canada and around the world. The University's Indigenous and International student enrolment is steady and UNBC currently maintains approximately 35 exchange programs in 14 countries.

The University has a government-approved mandate to serve the entire region of northern B. C. and to provide educational opportunities for all northerners. To that end, the University has established several regional campuses and works with many First Nations throughout the region. The University maintains regional campuses in Terrace (Northwest), Fort St. John (Peace River-Liard) and Quesnel (South-Central). Relationships with several First Nations organizations facilitate delivery and provide additional educational options to students in smaller communities.

Together our success is represented in the following select accomplishments:

- UNBC is the only university in its category to place in the top three positions each of the past 12 years in the annual Maclean's Magazine University Rankings. UNBC placed first in the Primarily Undergraduate category rankings in 2016 and 2017 and second in 2018 and 2019.

- UNBC ranked first in the Top 50 Research Universities Undergraduate Tier for Corporate Research Income in 2019, based on reported research income from corporate sources in the form of a grant or contract in FY2018.
- UNBC was recognized as one of British Columbia’s top employers for its many benefits and professional development programs. These include tuition waivers for most employees, spouses, and eligible dependents; salary top-ups for parental leave; and discounted employee rates at the Charles Jago Northern Sport Centre at the Prince George campus.
- UNBC was named one of Canada’s Greenest Employers by Mediacorp Canada Inc. in 2020.
- The University is recognized for fostering employee and student-led opportunities to launch new sustainability projects on campus through the Green Fund, including adding electric car charging stations at the Prince George campus, offering discounted parking rates for employees who carpool and hosting a campus-wide composting program.
- UNBC continued its strong showing on the Times Higher Education World University Rankings. The University placed in the 801 to 1000 grouping, in the top five percent of Universities worldwide. UNBC also placed in the 201 to 250 grouping of the Young Universities Rankings, one of only three Canadian universities to make the list.

Governance

UNBC is governed by a bicameral system, consisting of the Board of Governors and the Senate. The make-up, powers and responsibilities of each body are legislated by the Province of British Columbia through the University Act.

This past year, the University initiated a third-party governance review to assess and recommend policy and procedures for UNBC’s leadership bodies grounded in good governance. The goal of this exercise is to strengthen the relationship between the University Board of Governors and Senate in our bicameral system.

Strategic Direction

In 2020-21, UNBC must focus on improving its financial position and developing a three-year plan to move the University to a balanced budget that will allow for future investments that support the core mission of the University. The University has been operating in a deficit position for several years, i.e. expenditures exceed revenues. It is necessary to permanently address this situation to enable the University to move forward and secure its future. In recent years, the University has made minor progress towards a balanced position. However, the ongoing deficit situation, a Faculty strike that may have contributed to a decrease in enrolment in the 2019-20 winter term, and COVID-19 will all exacerbate the University's negative financial position in 2020-21. The University is taking action in 2020-21 to reduce its expenditures through reductions in operating expenses and elimination of 21 positions on a permanent basis, as well as creating short-term savings for the year by deferring operating expenses and hiring of certain positions.

The University will continue the multi-year academic restructuring to five faculties from two colleges. It will be critical in the coming year to hire five Deans who will lead the following new Faculties which include:

- Business and Economics,
- Human and Health Sciences,
- Indigenous Studies, Social Sciences and Humanities,
- Environment,
- Science and Engineering.

One of the key principles associated with the restructuring is the greater ability of the deans to provide leadership in all aspects of teaching, learning and research, in smaller units that are thematically aligned.

Strategic Context

External Factors

While the majority of our students come from northern B.C., as seen in Table 1, UNBC attracts students from across the region, province, country, and world. Students choose to attend UNBC for a mix of reasons. The top five, as reported through the Student Recruitment's Admission survey, are programs offered, proximity to home, affordability to attend, offer of award/scholarship/bursary and ranking/reputation.

Table 1: Profile of UNBC's student population (Outside B.C. Market Group includes international students)

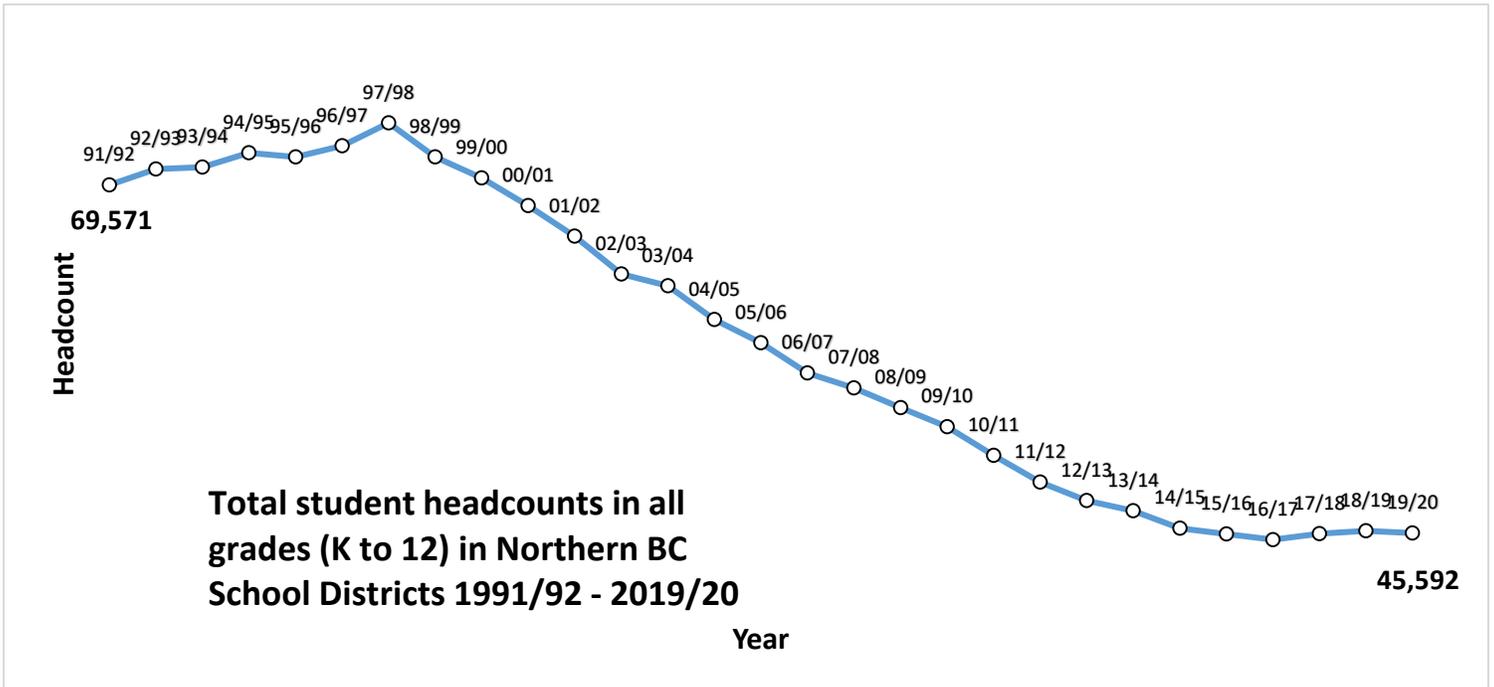
Market Group	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Northern BC	71%	69%	69%	69%	68%	69%	68%	66%	65%	64%
Southern BC	15%	15%	15%	15%	16%	17%	18%	18%	18%	18%
Outside BC	14%	15%	16%	16%	16%	14%	15%	16%	17%	18%
Outside Canada**	8%	9%	9%	9%	9%	7%	7%	9%	9%	11%

UNBC's special relationship with northern B.C.'s communities, industries, citizens and cultures has created 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.

UNBC will face challenging external contextual factors over the next two decades. First, based on current and projected K-12 populations¹, we can expect student numbers to remain relatively flat. Therefore, achieving student growth targets will require that we increase retention rates and maintain quality programming while also increasing student recruitment in southern B.C., across Canada and internationally to meet student growth and diversity targets.

¹ Reference: Ministry's Projection of Public School Aged Headcount Enrolments
<https://catalogue.data.gov.bc.ca/dataset/projection-of-public-school-aged-headcount-enrolments>

Graph 1: Total student headcounts (K to 12) in northern B.C. School Districts (SD27, 28, 49, 50, 52, 54, 57, 59, 60, 81, 82, 87, 91, 92) 1991/92 - 2019/20



Another challenge UNBC faces as a University serving a low-density and geographically large area is that delivering on our regional mandate requires significant resources, innovation and collaborations with local colleges and other educational organizations and communities. UNBC, while having three regional campuses where some professional programs are delivered in an in-class format, has not invested in modern digital technology or pedagogy that would allow programming to be delivered to students where ever 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.

As the COVID-19 pandemic has forced UNBC to transition program delivery to alternate modes of delivery, largely online, additional financial losses will be realized due to the reduced demand from students for services such as student residences retail, physical fitness and food services. While certain financial impacts will occur, financial savings may be realized as some activities are reduced or curtailed.

An ongoing economic issue is the state of the forestry economy in northern B.C. Provincial policy, more disastrous forest fire seasons, and changing global economic conditions have reduced the availability of fibre for local wood product producers. Hundreds of jobs have been lost in the past year across UNBC’s catchment area, with the potential for thousands of indirect or spin-off jobs to be lost as well. This economic reality has an impact on families’ plans for post-secondary education, as their ability to fund it may be reduced.

Internal Factors

Labour

In 2019-20 the University experienced a significant period of labour unrest 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. A settlement has not yet been reached and the bargaining teams, and indeed the entire University community, await the Arbitrator's ruling. The Final Offer, once selected, will add significant costs to the University's financial position beginning in 2022 further compounding the structural deficit.

Labour issues also contributed to the departure of the President and Vice-President Finance (People) and Business Operations. The Board of Governors has named an Interim President, an Interim Vice President of Finance and an Acting Vice President of Research.

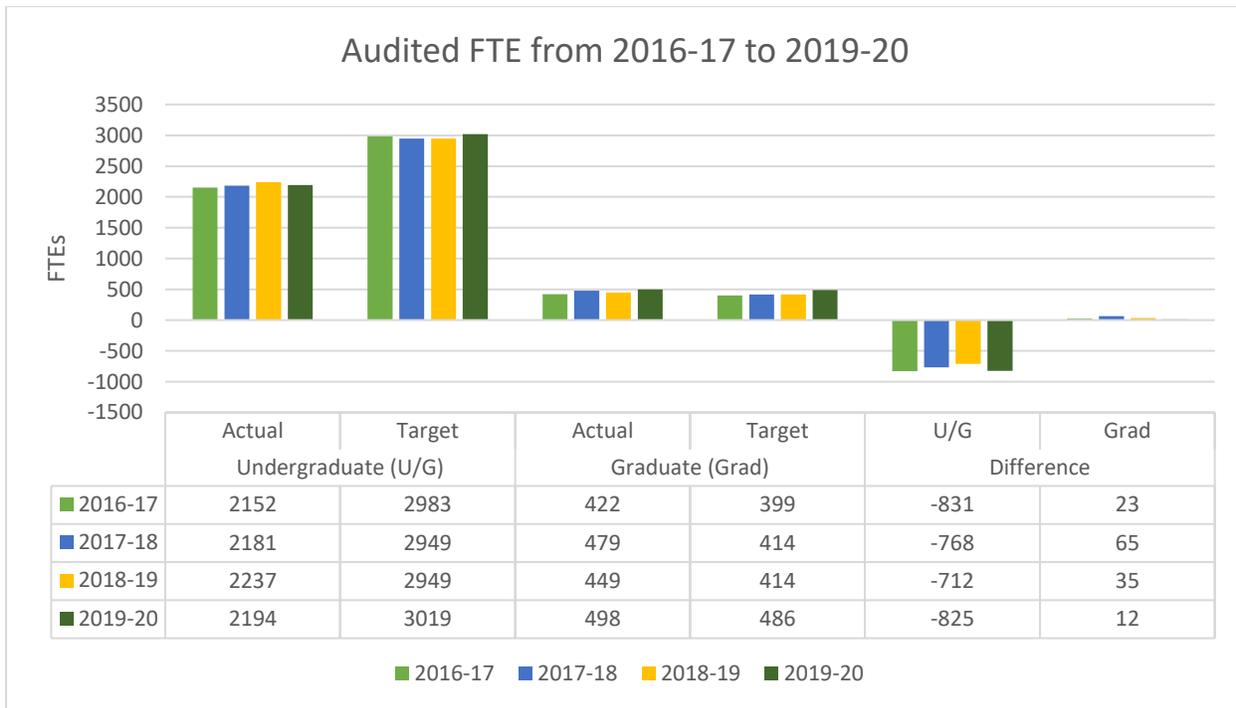
Finances

The University has a structural deficit; i.e. current expenditures exceed current revenues. This structural deficit has been an issue for the University for several years and must be permanently addressed to enable the University to move forward and secure its future. In recent years, the University has made minor progress towards a balanced position. However, the existing structural deficit, a Faculty strike that may have contributed to a decrease in enrolment in the 2019-20 winter term and COVID-19 will all exacerbate the University's negative financial position in 2020-21. The University is taking action in 2020-21 to reduce its expenditures through reductions in operating expenses and elimination of 21 positions on a permanent basis, as well creating short term savings for the year by deferring operating expenses and hiring of certain positions.

Enrolment

As the financial well-being of the University is directly dependent on enrolment, the University must begin to address its enrolment shortfall. The University is funded for 3,505 students (undergraduate 3,019, graduate 486); however, total enrolment has remained flat or experienced modest growth. The Audited FTE report for 2019-20 shows UNBC's enrolment at 2,692 consisting of 2,194 undergraduate students and 498 graduate students. While graduate enrolment, albeit a smaller component of total University enrolment is on track, there is much work to do in regards to undergraduate enrolment. A review of the past four years of the Audited FTE report (2016-17 to 2019-20) shows that UNBC has consistently underperformed in undergraduate enrolment. Graph 2 Audited FTE 2016-17 to 2019-20.

Graph 2: Audited FTE Count 2016/17 -2019/20



UNBC’s success is reflected in the experiences of our students and graduates. A recent survey of UNBC’s graduating students revealed the following:

- 93% are satisfied with their UNBC experience.
- 84% are employed within six months of graduating.
- 81% are working in fields related to their program.
- 69% are in management.

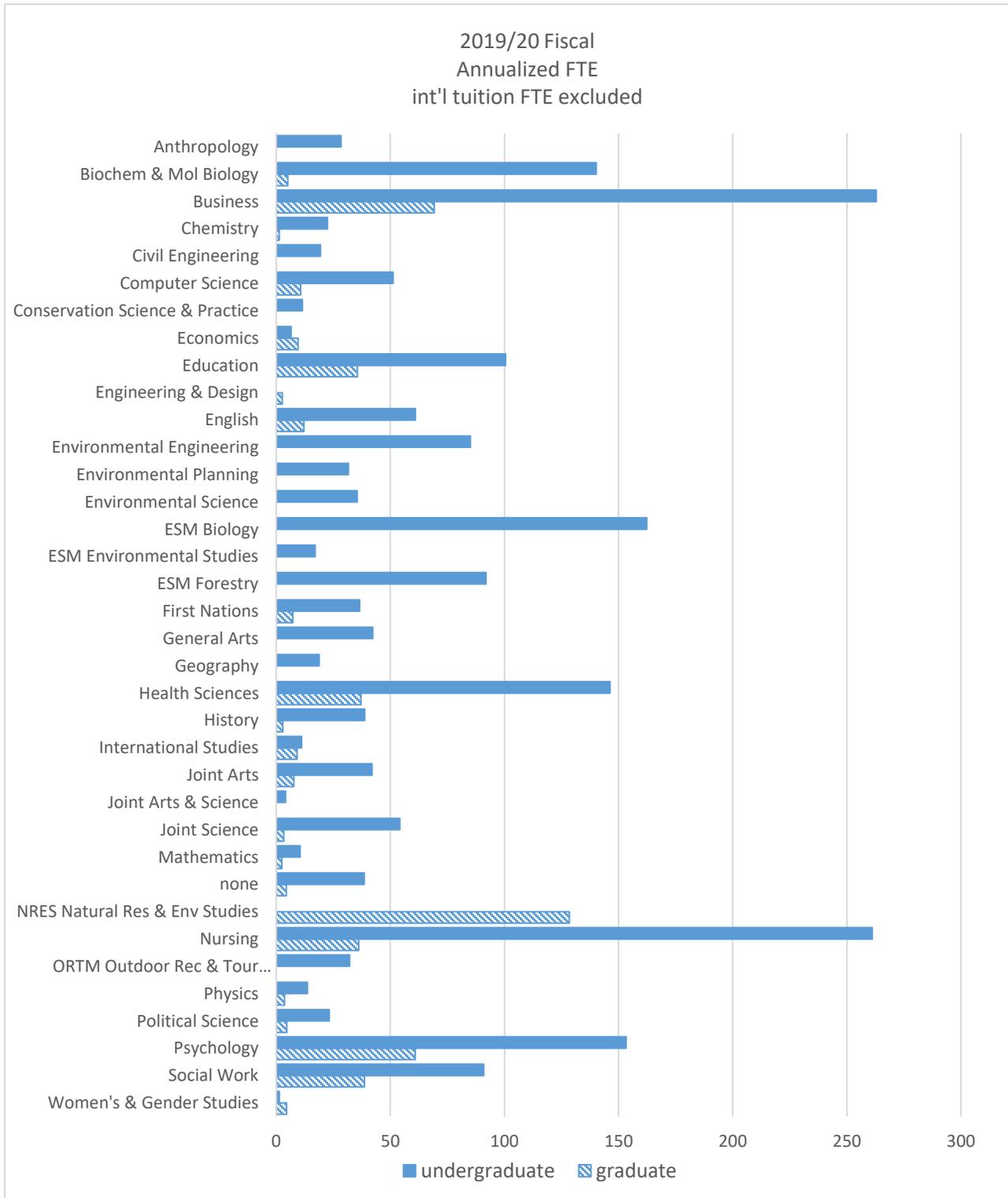
The following table provides a comparison of how UNBC Headcount Enrolment compares to that of the average of Simon Fraser University, University of British Columbia and the University of Victoria.

Table 2: High demand areas of study at UNBC² Total Headcount Enrolment report for the 2017/18 academic year.

Program Cluster	UBC, Uvic, SFU	UNBC
	(Average)	
Arts and Sciences	46.6%	38.4%
Business and Management	10.9%	13.4%
Education	5.7%	6.9%
Engineering and Applied Sciences	19.0%	19.8%
Health	7.8%	12.2%
Human and Social Services	5.6%	6.2%
Visual and Performing Arts	2.2%	0.0%
Other	2.2%	3.1%

² Reference: BC Headset Data <http://www.bcheadset.ca/>

Graph 3: The following chart illustrates the current FTE enrolment by program area of interest. The areas of greatest demand align with the province’s high demand occupations.



Mandate Letter Priorities 2019/20 | 2020/21

The Province of British Columbia's strategic plan 2019/20 to 2021/22 identifies three key priorities:

- Making life more affordable
- Delivering services people count on
- Building a strong sustainable economy

UNBC is committed to working with the Provincial government to contribute to attaining these three key priorities. UNBC has launched several new programs (Northern Baccalaureate Nursing Program in Fort St. John, renewed and refreshed Education curriculum with plans for distance delivery, and Civil and Environmental Engineering in Prince George) that will be delivered in northern B.C., allowing students to access a variety of post-secondary programs in their home communities. UNBC has played a key role in helping build a strong sustainable economy by training accountants, planners, engineers, health-care workers, social workers and teachers in the North. Evidence demonstrates, particularly from the Northern Medical Program, that when students are educated in the North they will often stay in the North and contribute to the growing northern economy.

UNBC's mandate is expansive and covers a geographical area the size of France. The programs offered at UNBC provide students with the knowledge and skills they require to contribute to a strong sustainable economy. Graduates have improved labour market outcomes and lowered unemployment rates. The University's continued growth in research funding and programming, both at the undergraduate and graduate levels, support the northern economy.

The University is proud to play a role in supporting the ministry and governmental priorities as articulated in the annual Mandate Letters. The following section outlines UNBC's response to each item.

2019-20 Mandate Letter Priorities

- 1) Implement the education-related TRC Calls to Action relevant to your institution and actively participate in an engagement process with the Ministry and local, regional and other Indigenous partners to develop and implement a comprehensive strategy that increases student success and responds to the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

UNBC is committed to the continued advancement of the implementation of the TRC Calls to Action and the Articles of UNDRIP.

Please see the table in Appendix B for specific actions on the mandate letters.

- 2) Work closely with the government to support implementation of priority initiatives, including those outlined in the Minister's Mandate letter. Specific actions include but are not limited to:
 - a) Improving access to post-secondary education with a focus on vulnerable and under-represented students.

The University signed a Letter of Understanding with the Lheidli T'enneh Nation resulting in the creation of a program that provides free tuition for students of the Lheidli T'enneh Nation.

UNBC conducted several consultation sessions with Indigenous Communities across northern BC to identify areas where the University and these communities could work together to support students to attend post-secondary education.

The University is appointing a Vice-Provost Indigenous to work with faculty and staff to develop programs and courses that support the indigenization of the University.

UNBC continues to support the Tuition Waiver for Youth in Care students – in 2019-20 nine students accessed the waivers with two graduating this past year. In 2020-21 seven returning students and two new students are accessing the waivers for the fall semester with one additional new student confirmed for the January 2021 semester.

UNBC is participating in the Campus Navigator program and Community. UNBC has introduced an Aboriginal Student Life Navigator, this position helps students to connect to supports such as counselling, applying for band funding and scholarships, and oversees the Indigenous Emergency Fund.

b) Expanding programming aligned with high-demand occupations and priority sectors (such as trades, technology and health)

UNBC has partnered with the University of British Columbia to offer a distributed Masters of Physiotherapy and Occupational Therapy programs on the Prince George campus. The Physiotherapy program will begin in September of 2020 with the Northern Regional Cohort in Occupational Therapy program to begin in 2020.

UNBC worked with communities in the Peace River Region to launch a new Nursing program that will be offered in Fort St. John in 2020 (due to COVID-19 this program has been delayed by one year). This new program will allow students from that region to study closer to home and will help to educate new nurses who will support their local communities.

In partnership with Northern Health, UNBC launched a new degree program – Bachelor of Commerce, Management Information Systems. Northern Health has assisted with curriculum development and funding for software acquisition.

c) Expanding co-op and work-integrated learning opportunities for all students

UNBC launched stand-alone Civil and Environmental Engineering programs in 2019-20. These programs feature mandatory co-op programs as part of the academic program.

3) Improve student safety and overall well-being in the areas of mental health and the prevention of sexual violence and misconduct, including creating greater awareness of available supports.

UNBC continues to strengthen its Counselling Services. In 2019/20, UNBC increased its Mental Health Staff size (FTE) from three to eight. Fortunately, numbers of appointments decreased, meaning more resources were available to work with students in a timelier fashion.

UNBC offers multiple styles of counselling services such as one-on-one sessions, group counselling, support groups, psychoeducational groups, and interpersonal process groups.

UNBC offers urgent care supports as well as a robust list of resources available on the Wellness Centre website.

UNBC launched the UNBC Safe App., which provides students and staff from every campus the ability to quickly access support services, programs and resources such as counselors. The App also provides quick access to information on UNBC policies on a variety of topics including harassment, discrimination, sexual violence and misconduct.

UNBC introduced the “Bringing in the Bystander” program to provide students with insights and strategies to prevent sexual violence on campus and promote a culture of respect.

The University consulted with student services providers to identify ways to improve access and service provision of key student supports. A realignment of key student services into a one-stop access model was started in the last quarter and will continue through 2020.

UNBC will participate in the Sexual Violence and Misconduct Student Climate Survey. UNBC’s Director of Student Life is a member of the Ministry’s planning group and has provided important feedback on the survey implementation.

4) Ensure that students are able to seamlessly transition into post-secondary education with the implementation of the new B.C. Graduation Program.

UNBC has realigned its processes to include the new curricula and requirements. The new curricula are being assessed in the admission process and registration is recognizing the courses as pre-requisites for program specific courses. This allows students from all graduating years to seamlessly transition to programs at UNBC.

5) Continue to actively participate in the implementation of the EducationPlanner BC common application system for all undergraduate applications.

UNBC is working to align its enrolment program and system with the BC common application systems.

UNBC has completed the transition of undergraduate applications to EducationPlannerBC.

6) Work closely with the Ministry to develop a balanced approach to international education, participating in the development and implementation of a provincial framework for international education.

In the wake of COVID-19, UNBC expects to see a decrease in its international student FTE counts. Early projections for the fall show a decrease of approximately 5%. However, with recent policy decisions around the ability of students to study remotely, UNBC has engaged in targeted recruitment initiatives/online marketing to attract students to UNBC.

The University’s International Office is supportive of the development of a framework to support International Education.

UNBC opened the Global University Student Lounge in February 2020. This lounge helps foster and build a vibrant, engaging student life that is central to our vision, values and the success and well-being of our students.

- 7) **Meet or exceed the financial targets identified in the Ministry Three-Year Services Plan tabled under Budget 2018, including maintaining balanced or surplus financial results**

In 2019-20, the University developed and implemented a financial plan that incorporated permanent reductions of more than \$1.7 million to the operation of the University for the 2020-21 fiscal year, as well as \$1.7 million in short term reductions. Working with a consultant, the University will use this financial plan to develop a formal deficit mitigation plan for submission to the Province, outlining the path to financial sustainability for the University.

The University has launched a search for a Vice President Finance and Administration. The goal is to have a successful candidate on campus by October 2020.

- 8) **Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure courses and programs are affordable.**

The University is in full compliance with the Tuition Limit Policy.

Mandate Letter 2020/21

- 1) **Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.**

UNBC is committed to the continued advancement of the implementation of the TRC Calls to Action and the Articles of UNDRIP.

Please see the table in the Appendix for specific actions on the mandate letters.

- 2) **Contribute to an accessible and relevant post-secondary system by:**
 - a) **Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;**

UNBC has signed a Letter of Understanding with the McLeod Lake Indian Band that will explore opportunities for partnership including a tuition program, housing and other opportunities.

UNBC has launched a new Task Force on Equity, Diversity and Inclusion, and a student-only roundtable. These groups will tackle multiple issues such as racism and gender inequity through consulting with the broader UNBC community, providing information on resources our community can use to change our perspectives and understanding, and more. The groups will commence work in September 2020.

- b) **Ensuring student safety and inclusion;**

UNBC has developed a Student Life Mandate Model, a conceptual tool that shows the holistic integration of student life, learning and success.

To support Indigenous students living on campus, an Indigenous Resident Assistant position was created to improve support for Indigenous students living on campus and help provide space for learning about Indigenous ways of knowing and concepts of reconciliation for all students living in residence.

To support international students and address the Equity, Diversity and Inclusivity (EDI) efforts of UNBC the Interim President has struck a student task force of ethnically diverse students to advise the University on the overt and subtle challenges students face as they pursue their education at UNBC. Learning from this task force will inform future EDI initiatives at UNBC.

- c) **Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of EducationPlanner and other digital learning activities and initiatives;**

UNBC continues to work in collaboration with other post-secondary institutions and the Ministry of Advanced Education, Skills and Training to improve post-secondary planning, decision making and application services available to students. As part of this initiative, UNBC completed the transition of undergraduate applications to EducationPlannerBC. The transition of graduate and professional programs is in the final testing phase.

- d) **Providing programming that meets local, regional or provincial labour market and economic needs; and**

UNBC worked with communities in the Peace River Region to launch a new Nursing program that will be offered in Fort St. John in 2020 (due to COVID-19 this program has been delayed by one year). This new program will allow students from that region to study closer to home and will help to educate new nurses who will be able to support their local communities.

In partnership with Northern Health, UNBC launched a new degree program – Bachelor of Commerce, Management Information Systems. Northern Health has assisted with curriculum development and funding for the acquisition of software.

UNBC is working towards the accreditation of the Civil and Environmental Engineering programs to ensure that graduates of the program successfully enter the labour market with the knowledge, skills and capacity for careers as engineers.

- e) **Working with the Ministry to implement a student-centred international framework that supports the success of domestic and international students.**

UNBC is reinvigorating the English Language Studies (ELS) program through an alternative model that will see prospective international students take 100-level for-credit courses with the general student body supported by additional programming and tutors to assist with the transition to post-secondary studies.

- 3) **Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:**

- a) **Actively engaging with your local school districts to expand dual credit opportunities for students;**

UNBC continues to work with several school districts throughout the North to explore the creation of pathways and the expansion of dual credit programs. Special promotional packages are developed and delivered to high school counsellors, with the recruitment team working on the continued relationship building required to develop student pathways.

The Koh – Learning in our Watershed is a School District 91 partnered project in which students, educators and community partners become informed stewards of their local environments through a connection with integrative science, Indigenous Knowledge and active collaborations in community and research initiatives. Koh is the word for waterway in Dakelh. This transformative learning opportunity connects students and fosters an understanding of the land, water and living system within their communities and the Nechako watershed.

- b) **Supporting lifelong learning pathways across the public post-secondary system;**

UNBC's Continuing Studies programs provide a myriad of credit and non-credit courses and contract training to support learners at different levels and different needs. Many of these opportunities are asynchronous allowing students from around the globe to continue their learning journey through UNBC programs.

c) Advancing and supporting open learning.

In response to the COVID-19 pandemic, UNBC faculty have transitioned their courses into alternate delivery formats, a great deal of which will be delivered online providing B.C. residents with expanded access to courses and educational opportunities that they may not have had in the past.

The University, working with Faculty, will use this opportunity to explore expanding on-line programming that may be delivered post-pandemic.

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

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

UNBC worked with communities in the Peace River Region to launch a new Nursing program that will be offered in Fort St. John in 2020 (due to COVID-19 this program has been delayed by one year). This new program will allow students from that region to study closer to home and will help to educate new nurses who will support their local communities.

UNBC has completed the refresh of the Bachelor of Education program. This renewed program is based on a signature pedagogy focused on People, Place and Land. This new program will be launched in September 2020.

Based on the renewal of the Bachelor of Education model, UNBC is working through the planning of a distance delivery hybrid model of the Bachelor of Education program.

UNBC is working towards the accreditation of the Civil and Environmental Engineering programs to ensure that graduates of the program successfully enter the labour market with the knowledge, skills and capacity for careers as engineers.

UNBC is seeing increases in student recruitment in a number of high opportunity and priority occupations; Health Sciences degrees have seen a 16% increase in enrolment; Social Work has seen a 27% increase; graduate level Nursing programs have seen a 316% increase; Civil Engineering, in its second year of operations, has doubled enrolment; and Computer Science has seen a 5% increase.

UNBC continues to reinvigorate its Co-op and Work Integrated Learning programs. Unfortunately, the number of students involved this year took a sharp decrease, largely attributable to COVID-19 and workforce partners reducing opportunities.

b) Increasing co-op and work-integrated learning opportunities

UNBC is exploring avenues to expand student advising to support co-op and work-integrated learning. Through these changes, students will have increased access to Advisers allowing them to then select courses and programs that accommodate co-op and work-integrated learning opportunities.

c) Responding to the reskilling needs of British Columbians to support employment and career transitions; and

UNBC's Continuing Studies programs provide a myriad of credit and non-credit courses and contract training to support learners at different levels and different needs. Many of these opportunities are asynchronous allowing students to access these programs conveniently and flexibly. Through Continuing Studies UNBC can support individuals to re-skill and find meaningful employment.

d) Supporting students' awareness of career planning resources (such as Labour Market Outlook).

UNBC is exploring avenues to expand student advising to support co-op and work-integrated learning. Advisers will be better prepared to engage students in career planning and future labour market opportunities.

Performance Plan

UNBC Alignment with AEST Goals

The strategic priorities guide UNBC's institutional planning, goals and objectives. The table below demonstrates the alignment of UNBC's strategic priorities with the Ministry of Advancement Education, Skills and Training

Ministry of Advanced Education, Skills and Training Service Plan Goals			
UNBC Strategic Priorities	Lasting Reconciliation with Indigenous Peoples in British Columbia through post-secondary education and skills training	British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential	Post-secondary education, skills and training prepare British Columbians for current and emerging opportunities in the B.C economy
Attract, retain and develop outstanding students, faculty and staff	✓	✓	✓
Enhance the quality and impact of academic programming and delivery	✓	✓	✓
Enhance the research culture		✓	✓
Ensure financial accountability, sustainability and operational effectiveness		✓	

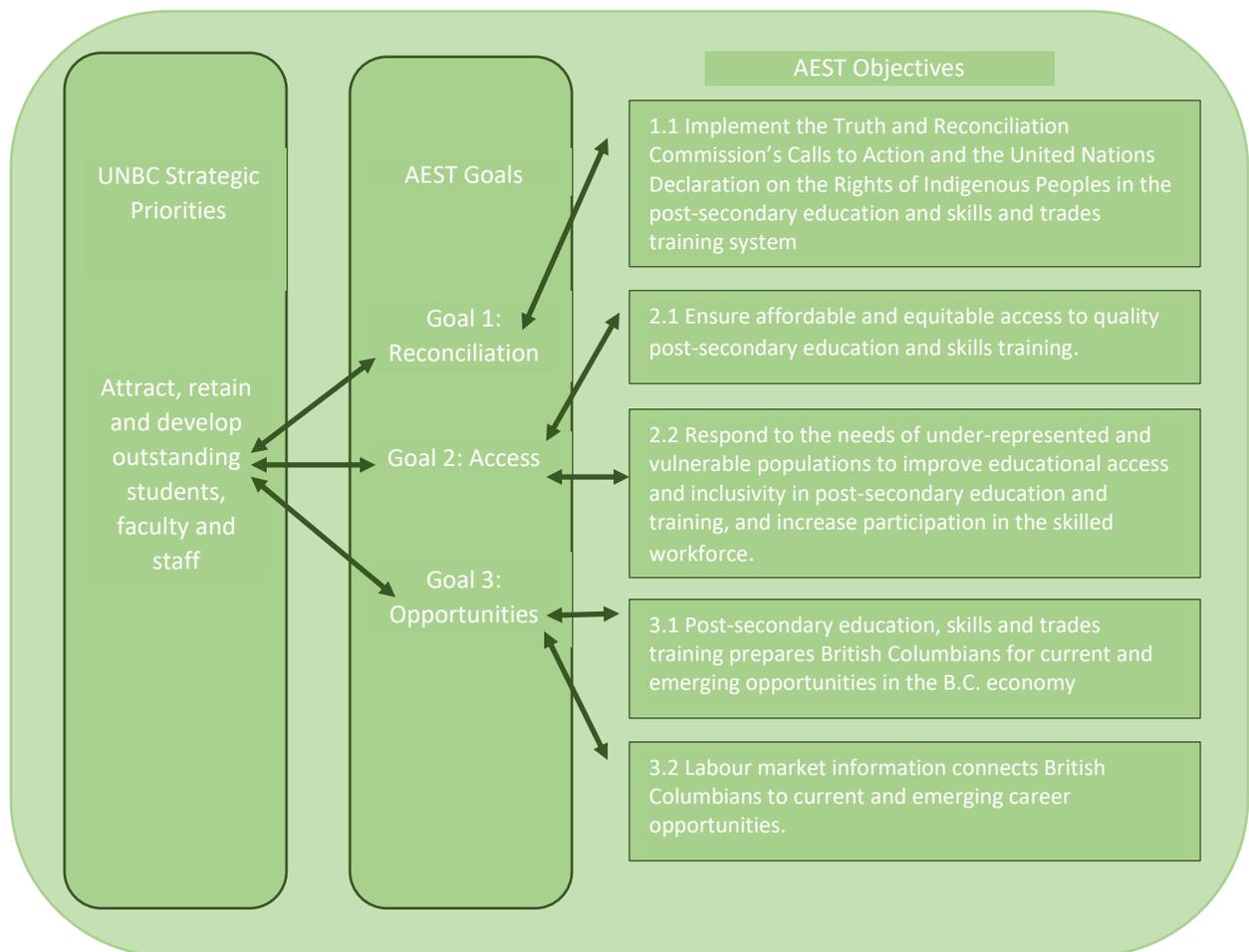
UNBC's Strategic Priorities

The following sections demonstrate how UNBC's strategic priorities align with the Ministry of Advanced Education, Skills and Training goals and objectives.

Attract, retain and develop outstanding students, faculty and staff

UNBC will prioritize the recruitment of outstanding domestic indigenous and international students and develop programs to support retention of students in upper years

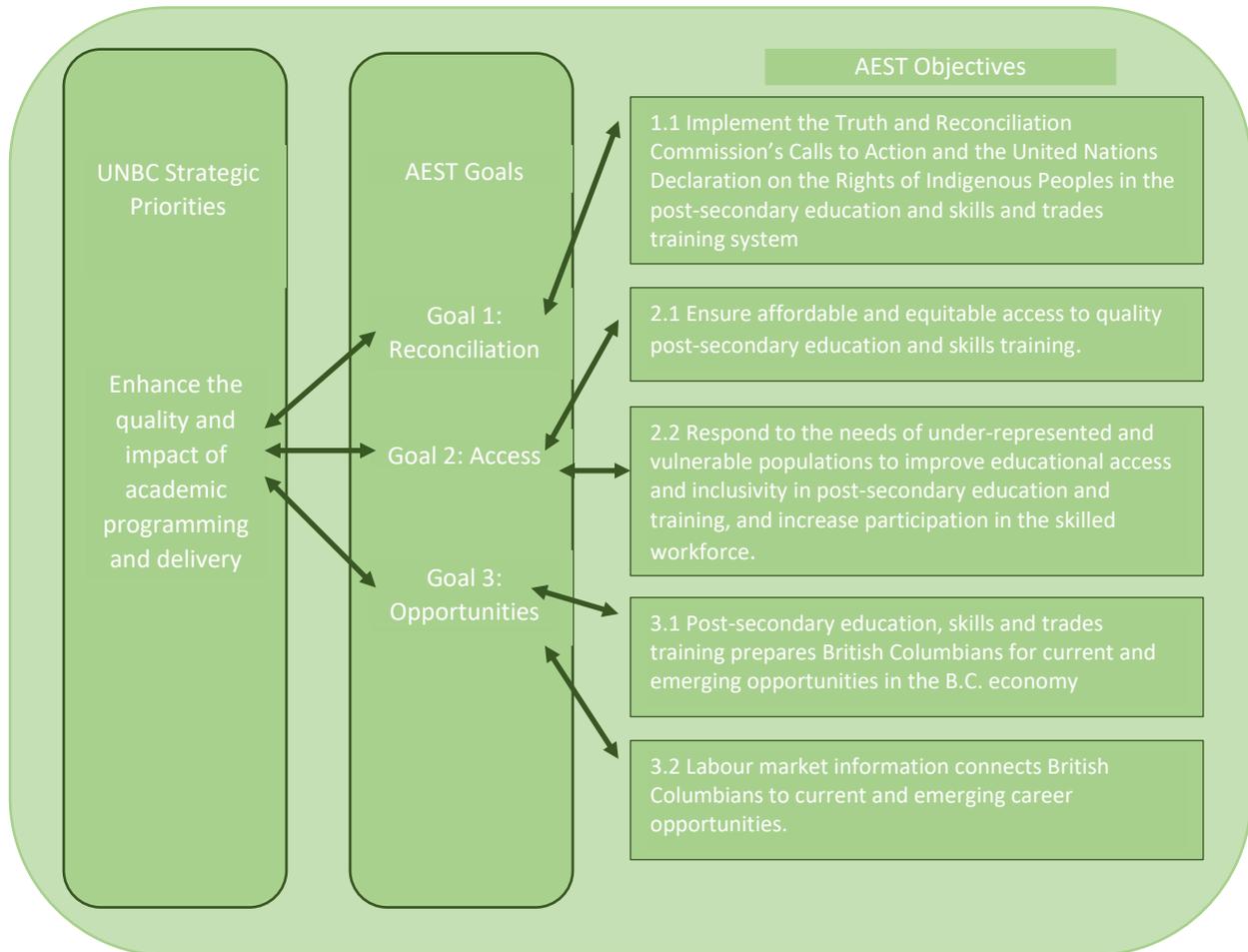
- Expand recruitment efforts and hire two new recruiters to support recruitment in the Lower Mainland and recruitment and engagement of Indigenous students
- Expand programming in the regions through new programs such as the Northern Baccalaureate Nursing Program (Fort St. John)
- Work with northern colleges to develop and refresh pathway opportunities for students



Enhance the quality and impact of academic programming and delivery

UNBC has prioritized the renewal and refresh of current academic programs and the development of new programs.

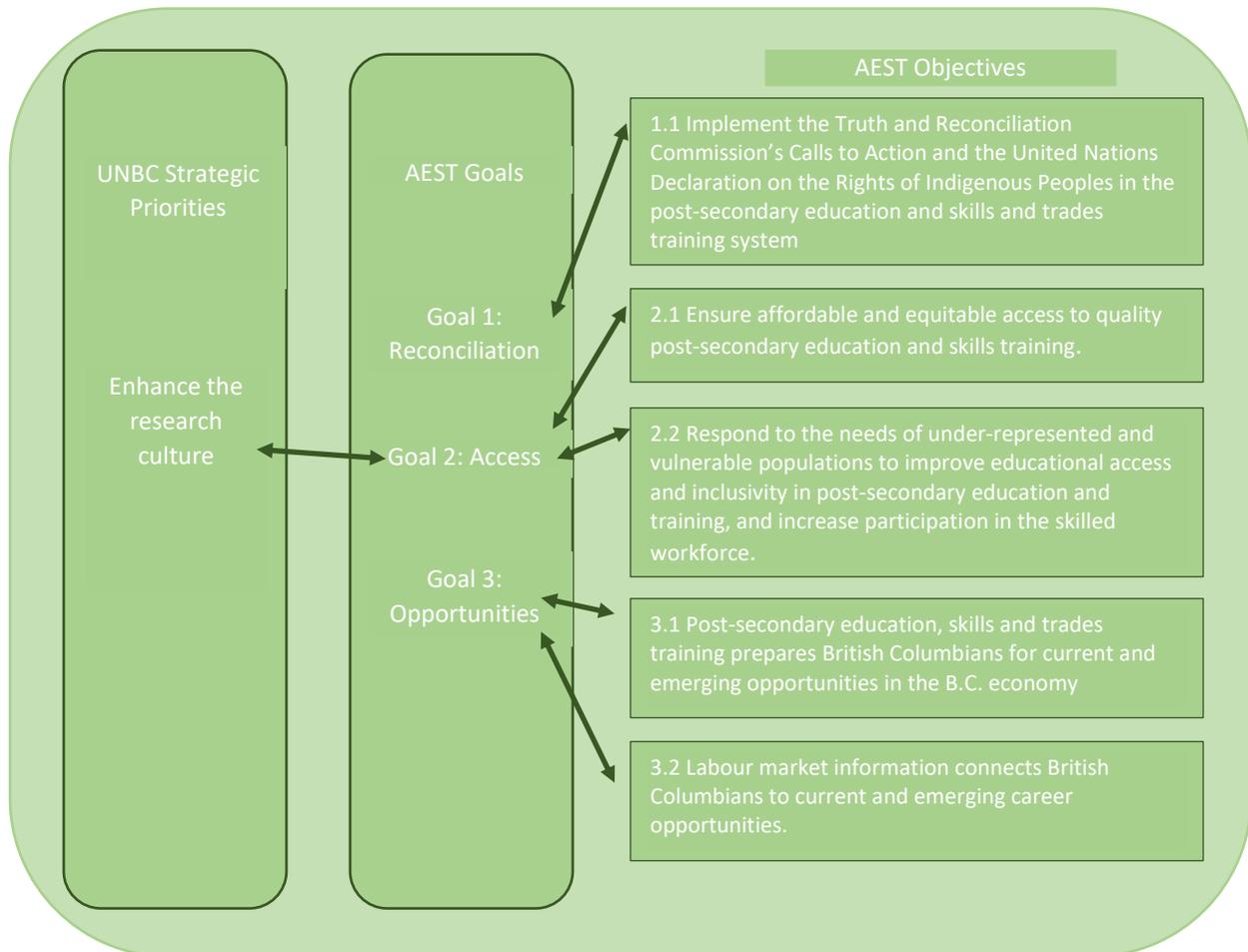
- Continue the transition from two colleges to five faculties – There is an opportunity to focus on program renewal and development to support the needs of learners through smaller Faculties and by bringing the Deans closer to the Faculty



Enhance the research culture

UNBC is committed to supporting a robust and growing research enterprise that supports students at different levels in engaging in research.

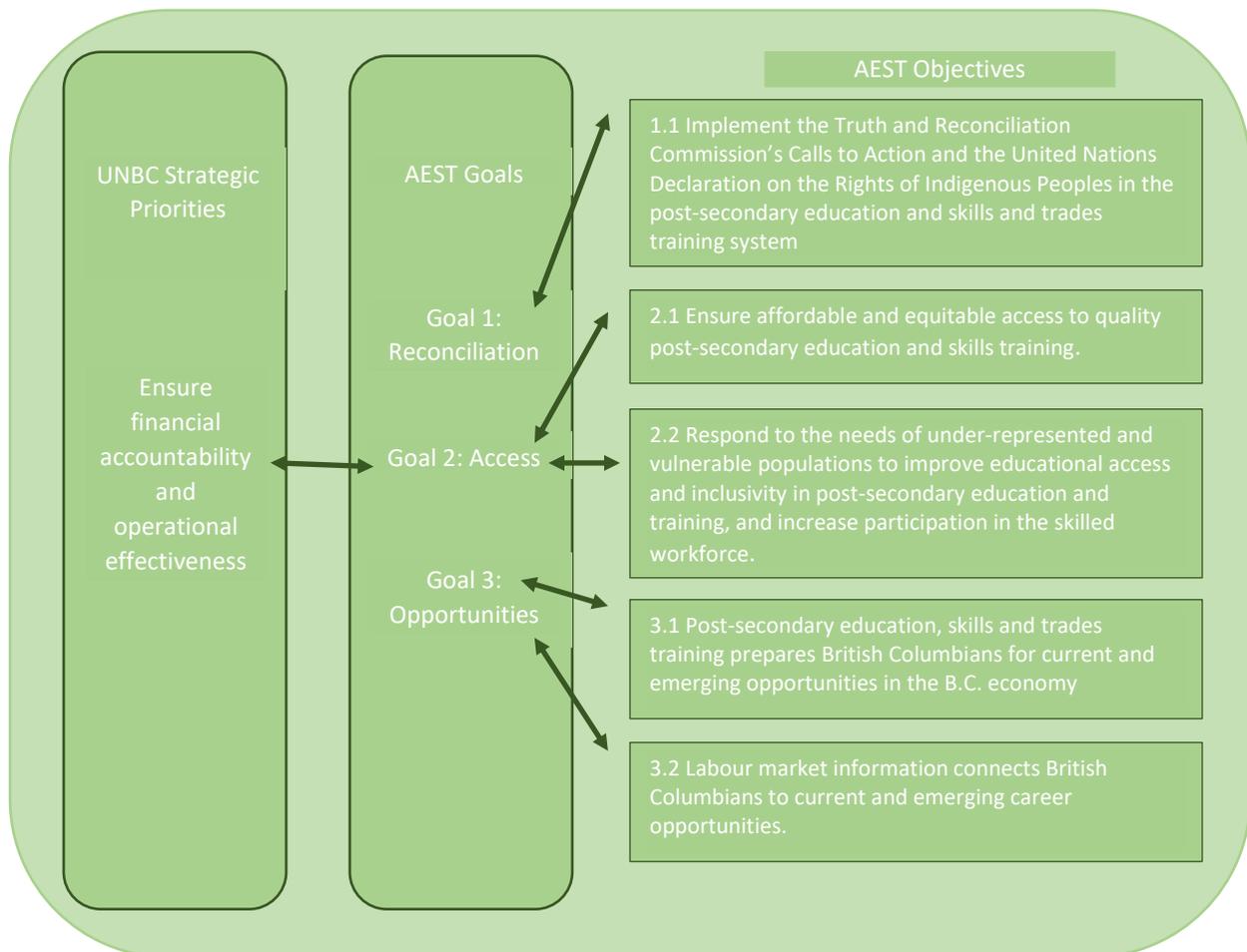
- Expand undergraduate research opportunities;
- Continue to refine internal processes to remove barriers and support graduate students and faculty in their research pursuits.



Ensure financial accountability, sustainability and operational effectiveness

UNBC is committed to achieving financial sustainability and operational efficiency to support the growth of the University

- Develop and execute the deficit mitigation plan.
- Reduce expenditures and increase revenue through enrolment growth and income diversification.
- Continue to advance the development of a Land Trust to support future opportunities at UNBC.



UNBC Financial Information

For financial information, please see our audited financial statements available on our website at <https://www.unbc.ca/finance/statements>.

Appendix A

Ministry of Advanced Education, Skills and Training Performance Measures, Targets and Results

Annually, UNBC's performance is reported on measures and targets agreed to by the Performance Measures Working Group, a collaboration between the Ministry of Advanced Education, Skills and Training and BC Post-Secondary institutions. UNBC is accountable to the ministry and public for its performance related to ensuring students receive a quality educational experience that prepares them for success in the labour market or future academic endeavors.

The following table represents the performance results as calculated for UNBC as a whole and includes the Fort St. John campus, Prince George campus, Quesnel campus, Terrace campus and the Wilp Wixlo'oskwhl Nisga's Institute (WWNI). For a fuller description of each measure please consult the Ministry's Accountability Framework Standards Manual.

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

Student Spaces – FTE Enrolment

Ministry accountability strategic directive: Capacity

Operational Definition: Number of full-time equivalent (FTEs) student enrolments delivered overall in designated program areas.

Performance Measure	2018/19	2019/20	2019/20	2019/20
Students spaces (FTE)	Actual	Target	Actual	Assessment
Total Student Spaces	2,738	3,505	2,692	Not Achieved
Nursing and Other Allied Health Programs	311	374	335	Not Achieved

During 2019/20 UNBC experienced a significant labour disruption in the fall term and some students elected not to return to the University in the winter term further compounding the enrolment challenges facing the University.

Over the past three years', enrolment growth has been flat or modest and the University has struggled to reach its target. UNBC has taken steps to increase enrolment by hiring two recruiters; one who resides in the Lower Mainland and the other who focuses on working with Aboriginal students.

It is anticipated that with the creation of the five faculties, which was adopted in 2018, that Deans will work with smaller faculty groups and will be able to work to reinvigorate and renew programs that will attract more students and support labour market demands.

Credentials Awarded

Ministry accountability strategic directive: Capacity

Operational Definition: The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

Performance Measure	2018/19	2019/20	2019/20	2019/20
Credentials Awarded	Actual	Target	Actual	Assessment
Number	703	709	697	Substantially achieved

Aboriginal Student Spaces

Ministry accountability strategic directive: Access

Operational Definition: Number of full-time equivalent enrolments of Aboriginal students delivered in all program areas.

Performance Measure	2018/19	2019/20	2019/20	2019/20
Credentials Awarded	Actual	Target	Actual	Assessment
Total Aboriginal student spaces	404	404	406	Achieved
Ministry (AEST)	404		406	
Industry Training Authority (ITA)	N/A		N/A	

Student Satisfaction with Education

Ministry accountability strategic directive: Quality

Operational Definition: Percentage of students who were very satisfied with the education they received.

Performance Measure	2018/19		2019/20	2019/20		2019/20
Student Satisfaction with Education	Actual		Target	Actual		Assessment
	%	+/-		%	+/-	
Bachelor degree graduates	94.7	2.0%	≥ 90%	92.2	2.4%	Achieved

Student Assessment of the Quality of Instruction

Ministry accountability strategic directive: Quality

Operational Definition: Percentage of students who rated the quality of instruction in their program positively.

Performance Measure	2018/19		2019/20	2019/20		2019/20
Student Assessment of the Quality of Instruction	Actual		Target	Actual		Assessment
	%	+/-		%	+/-	
Bachelor degree graduates	93.7	2.1%	≥ 90%	92.7	2.3%	Achieved

Student Assessment of Skill Development

Ministry accountability strategic directive: Quality

Operational Definition: Percentage of Students who indicated their education helped them to develop various skills.

Performance Measure Student Assessment of Skill Development	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
	%	+/-		%	+/-	
Bachelor degree graduates	85.7	2.5%	≥ 85%	89.9	2.3%	Achieved

2019/20 Accountability Framework Performance Measure Results (Details)

Performance Measure	Reporting year					
	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
Bachelor degree graduate's assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	85.7	2.5%	≥ 85%	89.9	2.3%	Achieved
Written communication	80.1	3.6%		87.4	3.0%	
Oral communication	83.0	3.3%		89.7	2.8%	
Group collaboration	86.3	3.1%		89.3	2.8%	
Critical analysis	94.4	2.0%		93.5	2.2%	
Problem resolution	82.0	3.4%		85.4	3.2%	
Learn on your own	87.1	3.0%		92.1	2.5%	
Reading and comprehension	87.6	2.9%		92.1	2.5%	

Student Assessment of the Usefulness of Knowledge and Skills in Performing Job Ministry accountability strategic directive: Relevance

Operation Definition: Percentage of employed graduates who indicated the knowledge and skills they acquired through their education was useful in performing their job.

Performance Measure Student Assessment of the Usefulness of Knowledge and Skills in Performing Job	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
	%	+/-		%	+/-	
Bachelor degree graduates	89.9	3.2%	≥ 90%	85.5	3.6%	Substantially Achieved

Unemployment Rate Ministry accountability strategic directive: Relevance

Operational Definition: Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

Performance Measure Unemployment Rate	2018/19 Actual		2019/20 Target	2019/20 Actual		2019/20 Assessment
	%	+/-		%	+/-	
Bachelor degree graduates	6.1	2.4%	≤9.1%	3.9	2.4%	Achieved

Sponsored Research Funding

Ministry accountability strategic directive:

Operational Definition: Total sponsored research funding awarded from federal government, provincial government and other sources.

Performance Measure	2018/19 Actual	2019/20 Target	2019/20 Actual	2019/20 Assessment
Sponsored research funding from all sources (million \$)	\$9.1	≥ previous year	\$12.9	Achieved
Federal sources (million \$)	\$5.6		\$9.3	
Provincial sources (million \$)	\$1.4		\$1.6	
Other sources (million \$)	\$2.2		\$2.0	

APPENDIX B: At a Glance – Truth and Reconciliation Calls to Action and UN Declaration on the Rights of Indigenous Peoples

The following table provides an at-a-glance summary of the progress on the 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.

<p>TRC CALL TO ACTION AND UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE</p>	<p>PROGRESS (Please identify if New or Continuing and if N/A, In Progress, or Implemented) ²</p>	<p>NEW INITIATIVES AND PARTNERSHIPS (Please provide key details for new initiatives begun in 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</p>	<p>CONTINUING INITIATIVES AND PARTNERSHIPS (Please provide key progress details for initiatives begun prior to and continued through 2019/20 relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Please include links where relevant/possible.)</p>
<p>1: SOCIAL WORK We call upon the federal, provincial, territorial, and</p>	<p>SCHOOL OF SOCIAL WORK</p>		

<p>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>	<p>Continuing/ Implemented and In progress</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” (https://www.unbc.ca/sites/default/files/sections/calendar/2018-2019undergraduateacademiccalendar-v3.pdf, p. 180). 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 5 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/ Implemented September 2018</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</p>

			student who graduates with a UNBC social work degree has a basic understanding of this history.
	Continuing/ Implemented since at least September 2009		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.
	Continuing/ Implemented		Most of our courses include curriculum on social work with Indigenous peoples. In addition, we have 4 undergraduate and 7 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

			<p>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>
	Continuing/ Implemented		<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>
	Continuing/ Implemented and In progress		<p>Both our BSW and MSW at all campuses (Prince George, Northwest, Peace-Liard, South Central and Vancouver) 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>

	Continuing/ Implemented		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 & 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>12: EARLY CHILDHOOD EDUCATION</p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	N/A		
<p>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</p> <p>We call upon post–secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	FIRST NATIONS STUDIES		
	Continuing/ Implemented		<p>UNBC’s First Nations Studies offers the following:</p> <ul style="list-style-type: none"> • Dakeh (Carrier) language courses; • a First Nations Language Certificate (completion of 30 credit hours) that allows individuals to pursue an interest in First Nations language through a concentrated program of courses on a particular language; • a First Nations Language Diploma (60 credit

			<p>hours)</p> <ul style="list-style-type: none"> • Nisga'a language courses (through WWNI); • Tsimshian (Sm'algyax) language courses at the Prince Rupert campus; • Haida language and culture courses on Haida Gwaii; and • Indigenous language certificates in the south central region.
	Continuing/ In progress		UNBC is working with other Universities in BC to develop First Nations language proficiency degree program.
	Continuing/ In progress		UNBC started offering a Gitksan language program in Fall 2019 semester in Hazelton.
<p>23: HEALTH-CARE PROFESSIONALS</p> <p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals</p>	SCHOOL OF HEALTH SCIENCES		
	Continuing/ Implemented		<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> <p>i) Embedded within program definitions:</p> <ul style="list-style-type: none"> • In Health Sciences, "breadth" includes an understanding of social/indigenous determinants of population and individual health, which include socio-economic

			<p>conditions, lifestyle, historical factors, genetic make-up, the environment, socio-political context and many others.</p> <p>ii) Core curriculum features:</p> <ul style="list-style-type: none"> • Recognize and engage with First Nations/Aboriginal contexts and issues. <p>iii) Academic depth and breadth of knowledge and skills:</p> <ul style="list-style-type: none"> • Breadth involves an awareness of the way in which history, culture and power impact health. <p>iv) Analytical, critical, and creative thought:</p> <ul style="list-style-type: none"> • Our students are expected to recognize and challenge assumptions as well as analyze multiple perspectives, learning from within, from and about a subject. <p>v) Liberality, inclusiveness, and an appreciation of diversity:</p> <ul style="list-style-type: none"> • Our students will have respect for different forms of knowledge, methods epistemologies, and ontologies. • Experiential knowledge will demonstrate diversity and inclusiveness. • Diverse examples in the classroom will illustrate and concretize values. • Our students will engage in dialogue that shares information in a non-judgmental way. <p>vi) Personal growth, leadership skills and effective communication:</p> <ul style="list-style-type: none"> • Our students are encouraged to engage in the broader university community as well as the general community. <p>vii) Engaged citizenship from the local to global levels:</p> <ul style="list-style-type: none"> • As partners in study, research is conducted with people for the benefit of people. • Our students practice participatory and
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			<p>experimental learning while having the embodiment of good practice principles.</p> <ul style="list-style-type: none"> • Recognition and preservation of diverse health approaches enables understanding, communication and dissemination.
	<p>Continuing/ Implemented and In Progress</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</p>

		<p>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.</p> <p>“...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> <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.</p>
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	Continuing/ Implemented		<p>In 2014, we re-evaluated of 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. 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, and
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			<ul style="list-style-type: none"> • NURS 604-3 The Healing and Well-being of Indigenous Peoples.
	Continuing/ Implemented and In Progress		<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>

	Continuing/ In Progress		<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.</p> <p>“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>
<p>24: MEDICAL AND NURSING SCHOOLS</p> <p>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</p>	Northern Medical Program		
	Continuing/ Implemented		<p>The Faculty of Medicine’s Centre for Excellence in Indigenous Health offers UBC 23 24 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 the Northern Medical Program located at UNBC and is delivered in partnership with UBC Health as part of an interdisciplinary integrated approach to</p>

anti-racism.			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 healthcare 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 for visit to 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 Central Interior Native Health Centre, and outreach visits and a two-week immersion experience within an indigenous community.
	SCHOOL OF NURSING		
	New/ In progress	New Initiative and Partnerships - The Northern Baccalaureate Nursing Program (NBNP) is a new program with partnerships between UNBC, Northern Lights College, and the Northern Health Authority. The program will provide baccalaureate nursing education in, and to serve the people of, Northeastern British Columbia. Through extensive community engagement that included First Nations community leadership, the purpose of the program is to ensure that students from the region, including First Nations students, have an opportunity to be educated close to home and, as graduates, to contribute as professionals to a desperately needed health human resource in rural and Northeastern B.C. The voices of First Nations leaders contributed to the development of this collaborative	

		<p>proposal in that their perspectives, voices, and ideas were reflected of northern First Nations communities and build on their capacities (for example, Saúlteau First Nation, Fort Nelson First Nation, B.C. Treaty 8). We still have a long way to go, but this program whose first student intake is aimed at 24 for September of 2021, will not only benefit the educational and health care needs of Northeastern B.C., but will also attract qualified Indigenous students. This will be achieved, in part, through admission quotas that consist of 25% self-declared Indigenous applicants, 50% from NLC, and 25% other applicants. Admission of Indigenous students in BC through these designated educational seats, along with a rural residency scale, and education access pathways through the colleges (such as through the Health Sciences or Social Work Certificates) will allow for the establishment of a more Indigenous culturally represented student cohort.</p>	
	<p>New/ Implemented</p>	<p>New Initiative - NURS 621 Health and Global Interconnections is a new graduate course commenced in Winter of 2020 that provides students with opportunities to develop a critical understanding of key issues related to the relevance of health and global interconnections: links between health, social justice and poverty; health disparities, equity and health; and gender, diversity and health. Particular attention is given to cross-cutting global health topics, global health care, geographical health policy, and the effects of significant world events. Students gain an appreciation of political, social and economic responsibility, global citizenship in health, planetary health, and actions being taken to effectively deal with important global health challenges. A focus on</p>	

		<p>Indigenous health includes concepts, objectives, and critical questions related to cultural competence, cultural safety, Canadian Indigenous health (First Nations, Inuit and Metis), and global Indigenous health.</p>	
	<p>New/ Implemented</p>	<p>UNBC School of Nursing Research Collaboration is a connection the Chair of Nursing has as a participant in a stakeholder engagement group with a research team led by two UNBC Principal Investigators, on a study titled Cultural Agility in Northern BC's Healthcare System: Increasing Indigenous Employment Participation and Responsiveness to Indigenous Well-Being – through their CIHR and SSHRC Partnership Grant \$1,000,000.00 - 2017-2020. It is offering opportunities for dialogue and a forum to think through actions focused on the recruitment of Indigenous students into the health professions, including nursing. The research team shared the very first Northern B.C. Indigenous Youth Science and Health Camp, held on and around the UNBC campus in Prince George in mid-July 2019, which was a successful, growth-and friendship-filled week for all participants. Produced was a photographic and narrative report about the camp and all that went into the program, as well as a HARC YouTube page, a short video summary created by Northern Health's Indigenous Health team. Such a video provided nursing educators insight into a pilot program aimed at eliciting excitement and interest of Indigenous youth into science and health careers.</p>	

	Continuing/ In progress		<p>Furthering the integration of equity, inclusion, and diversity (including cultural Indigenous content and applications) into all courses across the curricula:</p> <ul style="list-style-type: none"> Northern Collaborative Baccalaureate Nursing Program (NCBNP): The <i>Canadian Fundamentals of Nursing</i> (2019) Sixth Edition, which is a core textbook used across the four years of the program, has a new Indigenous Health chapter written by UNBC Chair of Nursing and Grant McEwan Assistant Professor. This textbook focuses on student mastery of content related to describing the Indigenous diversity of the Canadian population; examining the Canadian history of colonization that includes pre-European and post-European contact; differentiating between the historical timeline of key Indigenous events and legislation in Canada; analyzing components of colonialism to understand the complexities of the relationship that evolved between Indigenous people and Europeans; examining the legacy of residential schools, which has had devastating consequences for Indigenous communities across Canada; describing the concepts of structural racism, child welfare, poverty, and the justice system in relation to nursing practice; differentiating between respect, trust, and spirituality in the context of caring for Indigenous people; describing components of Indigenous cultural orientations in relation to nursing practice; examining selected chronic illness experiences relevant to the Indigenous peoples of Canada; applying research findings to the provision of nursing care of Indigenous
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	Continuing/ In progress		<p>peoples in Canada, with consideration of assessment and intervention underpinned by cultural safety, health equity, and social justice; and differentiating between Indigenous health from a global perspective and Indigenous health from a Canadian perspective.</p> <ul style="list-style-type: none"> MScN-Family Nurse Practitioner and MScN graduate programs: Students complete either an integrated literature review project, thesis, or general project. Topics of interest are increasing in the area of Indigenous health and supervisors are encouraging their students to do so; such as Aboriginal heart disease and health inequity; access to primary health care, stigma encountered by First Nations families, and health care access; mental health care, remote communities, and telehealth service delivery; perceived barrier to health care access by individuals with substance use, mental health conditions, and chronic pain; Aboriginal specific palliative care; and promoting health literacy with chronic disease management in the Arctic Indigenous population.
	Continuing/ In progress		<p>School of Nursing Responses to the TRC – Calls to Action (2015): Sustaining formal and informal conversations between students, faculty, instructors, and staff is ongoing, especially focused on skill-based training in intercultural competencies, conflict resolution, human rights, and anti-racism. It is dialogue that is staying alive and relevant based on learning from previous initiatives of cultural competency and cultural safety.</p>

			<p>There is motivation and desire of students, faculty, instructors, and staff to continue:</p> <ol style="list-style-type: none"> 1. building collaborative Indigenous partnerships (especially with the First Nations Health Authority); 2. strengthening SON Indigenous Nursing education activities; 3. attending to student, faculty, and instructor Indigenous knowledge development; 4. integrating cultural safety and cultural humility into curricula; and 5. generating sustainable resources for Indigenous nursing pursuits. <p>The thinking underpinning these motivations and desires is viewed as:</p> <ol style="list-style-type: none"> 1. a long-term relational and partnering process within and across communities, requiring authentic commitment based on diverse social, cultural, and political perspectives; 2. engagement that is multi-faceted, complex, and sensitive, which requires substantial contributions and resources from multiple sources inside and outside UNBC; and 3. requiring humbleness and openness to new ideas and possibilities, with a drive to fully engage the collective in meaningful and significant work focused on a common purpose.
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<p>28: LAW SCHOOLS</p> <p>We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes 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.</p>	<p>N/A</p>		
<p>57: PUBLIC SERVANTS</p> <p>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.</p>	<p>New/ In progress</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.</p> <p>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.</p>	

	Continuing/ Implemented	Elders in Residence Program. 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. This program continues to be an importance element of our UNBC community in sharing of knowledge, experiences and cultures. It is a highly prescribed program that includes academic experiential learning opportunities within the classroom and at cultural events on campus to share traditional knowledge and experiences with our Elders.	
62: 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.	SCHOOL OF EDUCATION		
	New/ In progress	Renewed Bachelor of Education (BEd) and Master of Education (MEd) Degree Programs: Students will start and end their program on the ancestral lands of the Lheidli T’enneh people, in ceremony, shared experiences, and learnings. Students will bring to the programs their knowledge and understandings of their ancestral lands and their ways of being, knowing, and doing. We are privileged to work with and learn from Elders of the Lheidli T’enneh.	
	New/ In progress	Renewed Bachelor of Education (BEd) Program The renewed BEd program is based on a signature pedagogy focused on <i>People, Place and Land</i> . Teacher Candidates (TCs) experience authentic engagement through continuous, in situ inquiry with First Nations, Aboriginal, and Indigenous ways of knowing, being, and doing with two interwoven courses by personalize their learning using ePortfolios from	

		theories to concepts to practices. broaden their instructional strategies and practices while deepening their knowledge of First Peoples Principles of Learning (FPPL); Truth and Reconciliation; and UNDRIP.	
	New/ In progress	Renewed Master of Education (MEd) Program The renewed MEd program is a cohort-driven degree that broadens and deepens the students' knowledge within two specializations: <i>Exceptionality Education</i> and <i>Transformational Leadership: People, Place, and Land</i> . Underpinned by the School of Education's signature pedagogy focusing on People, Place, and Land, the degree is intended for professionals and practitioners across multiple disciplines preparing to integrate the roles and responsibilities of public intellectuals and thought leaders as they inform local, provincial, national, and global policy and practices, particularly in rural and remote contexts.	
	New/ In progress	Teaching Support for BEd Two B.Ed. teachers have been hired to teach in Prince George, Skidegate and Terrace.	
	Continuing/ Implemented		Education Diploma in First Nations Language & Culture, and BEd DCP: The intent of these diplomas is to provide community-based programming that works in concert with the UNBC Department of First Nations Studies and the goals of the community. Current programs of study include: <ul style="list-style-type: none"> • Dakelh / Carrier Language and Culture in partnership with the College of New Caledonia and with the Dakelh / Carrier Linguistic Society (Fort St. James) and the Lake Babine Education Authority (Burns Lake);

			<ul style="list-style-type: none"> • Gitksan Language and Culture in partnership with the Siwiixo'osxwim Wilnatahl Gitxsanimx Society; • Nisga'a Language and Culture in partnership with the Nisga'a Language Authority of Wilp Wilxo'oskwhl Nisga'a (WWN); • Skidegate Haida Language and Culture in partnership with the Skidegate Education Committee; and • Ts'msyen Language and Culture in partnership with the Ts'msyen Sm'algyax Language Authority
	New/ In progress	<p>Education Diploma in First Nations Language & Culture, and BEd Degree Completion Program (DCP): The intent of these diplomas is to provide community-based programming that works in concert with the UNBC Department of First Nations Studies and the goals of the community. With the support of the Office of the Registrar Office, Aboriginal Services Programs, and Regional Campuses, the School of Education has been kept informed of the larger UNBC discussions with First Nations communities interested in these diplomas. Discussions with the Haisla community have begun in earnest to develop a plan that includes the Education Diploma in First Nations Language & Culture.</p>	
	Continuing/ Implemented		<p>Indigenous courses taught – 2019-2020</p> <p>EDUC 346: Introduction to Aboriginal/Indigenous Education was taught by a SD57 Aboriginal Social Worker.</p> <p>EDUC 446: Aboriginal/Indigenous Epistemology. The course was an interactive, engaging, performative, and land-based teaching and learning.</p>

			EDUC 609: Aboriginal/Indigenous Learners focused on First Peoples' Principles, United Declaration on the Rights of Indigenous People, and Truth and Reconciliation (Call to Action). Indigenous Leadership was the major focus.
<p>86: JOURNALISM AND MEDIA SCHOOLS</p> <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>			While UNBC does not offer journalism or media specific degrees, the following UNBC degree programs may be of interest to students who wish to pursue a career in journalism.
	Continuing/ Implemented		<p>BA Major in English - The following courses are available to students pursuing a BA Major in English:</p> <ul style="list-style-type: none"> • ENGL 320 - First Nations Literature (optional) focuses on the contemporary writing of the First Nations people in English in Canada and the United States. It examines the implications of colonialism and the strategies that writers use to decolonize, redefine and affirm their identity, history and culture. • ENGL 420 - Special Topics in First Nations Literature (optional) looks at contemporary First Nations writers and their work. • WMST 306 - Indigenous Women: Perspectives (optional) focuses on understanding how Indigenous women's lives have been shaped by colonialism and to delineate the global themes in their current political and social struggles to transcend the colonial legacy that continues to constrain them.
	Continuing/ Implemented		<p>BA Joint Major in English and Environmental and Sustainability Studies - The following courses are available to students pursuing a BA Joint Major in English and Environmental and Sustainability Studies:</p> <ul style="list-style-type: none"> • ENVS 101 - Introduction to Environmental

			<p>Citizenship (required) introduces the concept of "environmental citizen" and the foundational elements of environmental studies, including social, ecological, humanistic and indigenous approaches to understanding human interactions with the natural environment.</p> <ul style="list-style-type: none"> • FNST 100 - The Aboriginal Peoples of Canada (required course) provides an introduction to 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 the advent of the Europeans. • ENGL 120 - Introduction to Canadian Native Literatures (optional course) introduces the study of Canada's Native literatures, including traditional oral narratives, drama, poetry, and fiction. • NREM 303 - Aboriginal Perspectives on Land and Resource Management (either NREM 303 or FNST 304 is a required course) examines Aboriginal cultural perspectives and operational approaches to land and resource management, including existing and emerging realities about Aboriginal rights, title and consultation. • FNST 304 - Indigenous Environmental Philosophy (either NREM 303 or FNST 304 is a required course) is a seminar exploring Indigenous philosophy, knowledge, contemporary issues and perspectives. It is an interdisciplinary course that draws on literature from fields such as traditional ecological knowledge (TEK), cultural ecology, ethno
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			<p>science, and international development. Students develop research, writing and communications skills.</p>
	<p>Continuing/ Implemented</p>		<p>BA Major in History - The following courses are available to students pursuing a BA Major in History:</p> <ul style="list-style-type: none"> • HIST 290 - The Contemporary World (optional) explores the conflicting identities and aspirations of local, national, and international groups and communities in the 20th century. The themes of social movements, ethnicity, nationalism, imperialism, internationalism, and decolonization are explored from a global perspective. • HIST 301 - The Canadian North (optional) studies the history of the provincial and territorial Canadian North with emphasis on the pre-contact period, Native-white relations, and the impacts of government on the region. • HIST 302 - The Prairie West (optional) considers the history of the three prairie provinces from the coming of Europeans to the present with emphasis on Native peoples, the fur trade, the development of society and the economy, political protest and regional alienation. • HIST 303 - British Columbia (optional) examines the history of the province from the coming of the Europeans to the present, with emphasis on Native cultures, the fur trade, colonization, the development of institutions, society and the economy, as well as the growing sense of regional identity. • HIST 309 - Women in Canada (optional) explores the constructions of Canadian womanhood and experiences of Canadian women from early contact to the present. Themes include First Nations women, women in colonial society,

			<p>women and work, women and reform, women and the state, lesbian women, and feminism.</p> <ul style="list-style-type: none"> • HIST 390 - Aboriginal People in Canada (optional) includes lectures and readings examine the history of Aboriginal people in Canada since the earliest times. • HIST 494 - Topics in Aboriginal History (optional) includes seminars and intensive primary and secondary research, students examine particular aspects of aboriginal history in Canada.
<p>92: 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 anti–racism.</p>	<p>SCHOOL OF BUSINESS</p>		<p>Bachelor of Commerce Program Requirement 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/ Implemented</p>		

	Continuing/ Implemented		<p>MBA Program Requirement MBA students are required to successfully complete COMM 690 (Canada’s Asia-Pacific Gateway). This intensive seminar course explores political, economic and managerial issues that are particularly important in northern and rural areas, including First Nations peoples and communities. Guest speakers, individual and group research complements course readings and lecture content.</p>
<p style="text-align: center;">UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION</p> <p>How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:</p> <p>Article 14 Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. Indigenous individuals, particularly children, have the right to all levels and forms of education</p> <p>Article 15 Indigenous peoples have the right to</p>	<p>UNBC’S COMMITMENT</p> <p>UNBC is committed to supporting Indigenous students to access, succeed, thrive, and benefit from their post-secondary education in meaningful ways. UNBC’s Strategic Road Map, our Academic Action Plan, and our Research Action Plan each reaffirm and reflect UNBC’s commitment to addressing the Truth and Reconciliation (TRC) Calls to Action (2015).</p>		
	<p>ARTICLE 14</p>		
	Continuing/ Implemented		<p>UNBC’s founding operational principles, reflected in the institution’s motto, are anchored in a commitment to Indigenous students, voices, communities, and territories.</p> <p>UNBC has had a long-term and successful affiliation agreement with the WilpWilxo’oskwhl Nisga’a Institute (WWN). This agreement supports the following:</p> <ul style="list-style-type: none"> • recognizes and includes Nisga’a contribution to academic scholarship and establishes inter-institutional dialogue to further human understanding; • broadens the offerings of WWN; • enhances the benefits of education and research primarily for Nisga’a people; • makes facilities and knowledge available for the study of Nisga’a language and culture; • establishes WWN as a strong, comprehensive,

<p>the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.</p> <p>Article 21 1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.</p>			<p>university/college, offering a range of university educational opportunities; and</p> <ul style="list-style-type: none"> • assists Nisga’a citizens to establish self-determination in post-secondary education through maintaining standards comparable to provincial standards with respect to institutional organization and accountability, tuition and fee schedules, admission policies, instructor qualifications and certification, curriculum standards and degree completion requirements.
	Continuing/ Implemented and In Progress		<p>In the spirit of reconciliation, UNBC has signed several Memorandums of Understanding with First Nation communities. Most recently the University signed MOUs with the Lheidli T’enneh Nation and the Skidegate Band Council to formalize collaboration with Indigenous communities. UNBC is committed to revising existing protocols to create an overall University Protocol Guide, which will encourage and support faculty, staff, and students in following best practices when engaging with Elders, arranging ceremonial events, caring for cultural artifacts, and installing flags and signage that has been translated from English into local First Nations languages. UNBC will also create pathways to Indigenize the curriculum.</p>
	New/ In progress	<p>UNBC continues to build relationships with Indigenous partners to develop potential MOUs with UNBC:</p> <ul style="list-style-type: none"> • MacLeod Lake Band – research initiative opportunity • T’say Keh Dene – academic program initiative opportunity 	

	New/ In Progress	UNBC and NVIT are currently in discussions regarding the possibility of working together on the development of a BA in Indigenous Studies to be offered jointly by UNBC and NVIT.	
	New/ In progress	UNBC is working with Saik'uz First Nation to deliver UNIV 101 in the community. University 101-3 (Introduction to Higher Education) is a three-credit, multidisciplinary elective that is an appropriate foundation course for most university degree programs. It offers an introduction to the university and its many services, an explanation of the methods of academic inquiry employed in the various disciplines, and an opportunity to learn and practice the study skills and learning strategies that are required for academic success. Students are given opportunities to use the information from this course to improve their academic performance in the other courses they are studying.	
	Continuing/ In progress		UNBC is working in partnership with UBC to delivery electives for the Native Indigenous Teacher Education Program Cariboo field school.
	Continuing/ Implemented and In Progress		UNBC has an important role to play in research and higher education that acknowledges the harms of colonialism, encourages system change to facilitate healing of traumas carried by generations of Indigenous peoples, and reduces the barriers that still exist for Indigenous students' success in post-secondary education. By supporting successful transitions for Indigenous learners into post-secondary education, UNBC has the opportunity to make a meaningful contribution to the long-term growth and resilience of Indigenous communities in northern B.C.

	Continuing/ Implemented and In Progress		<p>UNBC continues to ensure direct support for Indigenous learners through a host of learning opportunities, programs, and services. The First Nations Centre provides a “home away from home” for Indigenous students, cultivating awareness of Indigenous knowledge and its capacity to help solve contemporary problems through weekly facilitated circles, workshops with elders, and personal growth through dialogue with counsellors, community peers, elders, professors, and support staff. The Elder in Residence Program, which has been expanded to campuses in Terrace, Quesnel, and Prince George, is supported annually by university funding, as are a number of positions at the University including the Wellness Counsellor situated in the First Nations Centre, Cultural Coordinator, and Senior Advisor to the President on Aboriginal Relations. The Aboriginal Community Connections Coordinator position is in its final year of ASP funding, and work has begun to develop a central strategy to incorporate this important role into the base funding of the University.</p>
	Continuing/ Implemented		<p>Three years ago, the First Nations Centre created the Campus Cousins program, an Indigenous student leadership program that helps students access supports and services, provides mentorship opportunities, and builds lasting relationships. Indigenous graduate students find support through the Supporting Aboriginal Graduate Enhancement (SAGE) program, a province-wide, inter-institutional, peer-support/faculty-mentoring educational program.</p>

ARTICLE 15

Continuing/
Implemented
and In Progress

UNBC continues to develop programs and courses to support the specific aspirations of community partners. The Department of First Nations Studies offers undergraduate and graduate degrees, as well as a range of certificate programs that are designed to provide students with specialized knowledge in areas such as Indigenous governance and administration, resource planning, and traditional ecological knowledge. The Gitxsan Development Standard Term Certificate (DSTC) is a university credit program that prepares students to teach Gitksan language culture in schools. As part of a consortium that includes both post-secondary institutions and indigenous organizations, UNBC is also creating new opportunities for community-based Bachelor's degrees in Indigenous Language Fluency/Proficiency. The School of Social Work offers the Aboriginal Child and Youth Mental Health Graduate Certificate. This certificate program was created in partnership with Indigenous communities and directly responds to their needs. Many non-traditional programs at UNBC are beginning to explore and incorporate Indigenous histories, ways of knowing, research, and pedagogies. The respectful presence of Indigenous knowledge in core course curriculum can have a crucial impact on the experiences of Indigenous students at UNBC.

ARTICLE 21

	<p>Continuing/ Implemented and In Progress</p>	<p>In response to the explicit request by communities during UNBC's Aboriginal Service Plan engagements in 2018/19, the value of blending dialogue and perspectives of Indigenous communities and their learners into each of the sessions has seen important emerging benefits. These connections facilitate a deeper understanding of the overall needs and priorities of Indigenous students and their communities, and places more emphasis on the urgency of action by the University. UNBC will continue with the Northern Community Tour to help facilitate continued dialogue and report on responsive action.</p>