

## **BOARD OF GOVERNORS**

### **PUBLIC SESSION AGENDA**

Friday, June 15, 2018

Senate Chambers

(Room 1079 Charles J McCaffray Hall)

9:30 AM – 12:00 PM

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**Members** - Hon. James Moore (Chancellor), Daniel Weeks (President and Vice-Chancellor), Karin Beeler (Faculty Member – CASHS), Kerry Reimer (Faculty Member – CSAM), Timothy Carmack (Order in Council – Alumni), Aaron Ekman (Order in Council), Katherine LaForge (Order in Council), C.E. Lee Ongman (Order in Council), Andrew Robinson (Order in Council), Sean Simmons (Order in Council – VICE-CHAIR), Tracey Wolsey (Order in Council – Alumni – CHAIR), Julie Ziebart (Order in Council), Michael Maslen (Undergraduate Student), Christina Ingram (Graduate Student), Mark Barnes (Employee)

1. **Chair's Remarks and Declarations of Conflict**

2. **Approval of Agenda**

*That, the Agenda for the Public Session of the June 15, 2018 meeting of the Board of Governors be approved as presented.*

3. **Approval of Minutes**

a. **Public Session Minutes of March 23, 2018 – page 4**

*That, the Public Session Minutes of the March 23, 2018 meeting of the Board of Governors be approved as presented.*

b. **Public Session Minutes of May 24, 2018 – page 9**

*That, the Public Session Minutes of the May 24, 2018 meeting of the Board of Governors be approved as presented.*

4. **President's Annual Report – D. Weeks – page 12**

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

a. University of Northern British Columbia's Consolidated Financial Statements for the year ended March 31, 2018 – questions from May 24<sup>th</sup>, 2018 Board meeting – follow-up – R. Knight

b. **Board Rules (approval)** – H. Sanford (material to follow separately)

*That, on the recommendation of the Governance Committee, the Board of Governors approves the Board Rules as presented.*

6. **Motions for Approval**

a. **Postdoctoral Fellows Policy – G. Payne – page 19**

*That, on the recommendation of the Governance Committee the Board of Governors approves the Postdoctoral Fellow Policy as presented. \*Effective on approval of the Board and the Senate.*

- b. **Associate Degrees Arts & Sciences** – D. Ryan – **page 24**  
*That, on the recommendation of the UNBC Senate, the Board approves the establishment of the Associate of Arts Degree and the Associate of Science Degree, as presented.*
- c. **Smoking Policy** – H. Sanford – **page 30**  
That the Board of Governors approve the revised UNBC Smoke and Vape Free Places Policy as presented.

## 7. **Mandatory and Standing Reports - Public Session**

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

- Senate Update

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

- Provost and Vice-President Academic
  - o Recruitment & Enrolment Report – **page 34**
- Vice-President, Finance and Business Operations
  - o Deficit Mitigation and Financial Accountability (verbal)
  - o Capital Projects Update (verbal)
  - o Housing Report – **page 39**
- Vice-President, Research and Graduate Programs (verbal)
- Vice-President, University Advancement
- Associate Vice-President People, Organizational Design and Risk (verbal)

### b. **Report of the Chancellor** (verbal)

### c. **Reports of Committees:**

- (i) Human Resources Committee – T. Carmack, Chair  
Motions approved or reports received by the Human Resources Committee on behalf of the Board.
  - Received Annual Harassment and Discrimination Report dated May 1, 2018.
- (ii) Governance Committee – Chair  
Motions approved or reports received by the Governance Committee on behalf of the Board.
- (iii) Finance and Audit Committee - S. Simmons, Chair  
Motions approved or reports received by the Finance and Audit Committee on behalf of the Board.
  - Finance and Audit Committee approved the establishment of agreements, scholarships, bursaries and awards as recommended by the Senate, for the period of March 2018 to May 2018.
  - Received Routine Capital Year End Report.
  - Received Northern Sport Centre Ltd. Financials and Annual Report.
  - Received Endowment Investment Portfolio Update.
  - Received FTE Audit Report to March 31, 2018.

### d. **Carbon Neutral Action Report** – R. Knight – **page 45**

8. **Other Business**

- a. **2017/18 Institutional Accountability Plan and Report** – D. Weeks – **page 51**  
2016/2017 report attached for information.

**Notice of Motion for July 2018. Special Meeting of the Board, (teleconference) to be scheduled.**

*That, the Board of Governors approves the 2017/18 Institutional Accountability Plan and Report (IAPR) as presented, and releases it to the Ministry of Advanced Education.*

- b. UNBC SAFE app – for information – D. Weeks

9. **Adjournment**

BOARD OF GOVERNORS – PUBLIC SESSION  
Approved for Submission:



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Heather Sanford  
University Secretary

<b>Agenda Item:</b>	4. President's Annual Report – D. Weeks
<b>Material:</b>	President's Annual Report to the UNBC Board of Governors, June 2018

## President's Annual Report to the UNBC Board of Governors, June 2018

### Summary of Progress and Looking Forward

Presented in 2016, the *Strategic Roadmap* continues to be a driving document for the President. Tied directly to the UNBC Mission, Vision, Values, and Signature Areas the *Road Map* is comprised of four strategic priorities, which were endorsed by the Board.

A primary purpose of the Road Map is to assist me in aligning resource allocation decisions with institutional priorities and move UNBC toward financial equilibrium while I execute academic priorities and initiatives. I can report that, over this past year, the set of four strategic priorities successfully, a) provided direction for the development of action plans, b) provided further context to each strategic priority, and c) provided the context for a significant improvement in our budget position.

### Overview of Progress 2017/2018.

#### 1. Attract, retain, and develop outstanding students, faculty, and staff

- A key element of moving forward was the appointment of the Provost and Vice-President Academic. That appointment was completed.
- I am also pleased to report that we also completed the appointment of the Vice President Research & Graduate Programs.
- I continue to further develop the Advancement Office that I created shortly after I arrived in 2014. New positions include:
  - Communications Officer Writer,
  - Marketing Manager and re-alignment of Marketing staff to Communications and Marketing portfolio,
  - Advancement Information Systems Manager
  - Engagement and Sponsorship Officer
- We continue to refine our recruitment and retention strategies across the university. This year Undergraduate enrolment increased by just over 2% domestic, and around 25% international.
- Graduate Programs also continued to show success in numbers and activities. The increase in research funding this past year resulted in an increase in numbers particularly in CSAM. UNBC graduate students were also recognized by being awarded a number of national scholarships.

- This year, UNBC added the new Canada Research Chair in Hybrid Wood Structures Engineering for Dr. Thomas Tannert who marks UNBC's first double Research Chair and maintains the complement of 14 Research Chairs. There were also the successful reappointments of Dr. Henry Harder (LEEF Chair in Aboriginal Health) and Dr. Greg Halseth (CRC Tier 1 Chair in Rural and Small Towns). There are two additional renewals in submission.
- We were able to release 6 - 7 faculty positions for renewal in 2016/17 and were able to follow that with another 7 - 8 positions in 2017/18. After many years of holding positions back, this effort at faculty renewal has been well received by the campus community (note that I am unable to provide the precise number of positions filled given that some searches are still in progress and some searches may not have produced a suitable candidate).
- In 2017/18, UNBC will have two additional CRC's that includes the recently submitted CRC in the area of Social Determinants of Health and the current recruitment for a CRC in the area of Cumulative Impacts. The development of UNBC's first NSERC Industrial Research Chairs is progressing and has an identified Industry Partner. This would bring our complement to 17 Research Chairs.
- I am particularly proud of the efforts of our AVP People to create and support the "Leading From The Middle" forum. This staff development initiative has been extraordinarily successful in building the competency and morale of our middle managers.

## **2. Enhance the quality and impact of academic programming and delivery**

- We renewed the *Strategic Roadmap* incorporating Academic Priorities Achieved for the year. Importantly, Academic Priorities informed budget decisions this year, especially in the areas of Indigenous, recruitment and marketing.
- I am particularly pleased at the internal engagement that we undertook to create and submit our most recent Aboriginal Services Plan to the Provincial Government. If funded, this will be a significant improvement in the support we receive for programs under this initiative.
- We have developed and built a strong relationship with Northern Lights College around Nursing and we expect to submit a proposal to the government in the next few weeks.
- We are still working with UBC around physical therapy in the north.
- This year was capped off with the approval of our engineering program. This includes over \$4.0M annual stable funding.

- We recently Submitted grant proposal through the Indigenous and Northern Affairs Canada Post-Secondary Partnerships Program Proposal for Indigenous Curriculum Designers to support programs and faculty across the University.
- We secured a second year of MAEST funding to support the renewal of Cooperative Education at UNBC.

### **3. Enhance the research culture**

- Our institutional success at attracting research funding from all sources exceeded \$25 million this year, setting a new high water mark.
- We were successful in establishing UNBC is an anchor partner in the Digital Supercluster.
- An important benchmark for any research university is the extent and quality of international research partnerships. We achieved this going into 2018 with five new major research partnerships in Austria, Chile, Norway and China.
- On December 19<sup>th</sup>, 2017 the official launch of the Tri-University Partnership was announced in Kamloops. There have already been successes associated with this initiative. including a government briefing in Victoria and planned symposium for May 2018.
- A new partnership with SFU, BCIT, VIU and UNBC received \$600,000 in seed funding to develop a proposal around social innovation and community building.
- I have assembled a coalition between UNBC, Nipissing University, Cape Breton University and Algoma University to make a bid for the 2019 Reconciliation Forum. If successful this would be the first time that the Forum would be held outside of the U15.

### **4. Enhance financial accountability, sustainability, and operational effectiveness**

- In keeping with the direction from the Board, UNBC has made huge strides in moving to financial equilibrium just two years after a “surprise” deficit. This year we completed our second complete budget cycle, including \$1.9M in permanent reductions. Coupled with additional revenues the result is significant progress towards our goal of financial equilibrium. I made a commitment to the campus community that financial transparency would be central to my Presidency. I am pleased that the senior team has embraced my lead. The VP Finance has been particularly effective educating the campus community (including the Board) on the financial challenges facing the university. The message of good stewardship of university resources and the need to

embrace “financial accountability” as a universal responsibility of the entire community, has been well received.

- I am particularly proud of the progress made by Business Services in growing revenue, demonstrating value to the university through engagement and customer service, and making the Business Services budget more transparent.
- Facilities Management has delivered great results by overseeing over \$15 million of construction projects in two years while maintaining the campus in tip-top condition.
- Information Technology has been recognized by the Province for their creativity and productivity and leadership among Canadian universities.
- The Capital Campaign went public this year. We will have a wrap up event in late September in which we will significantly exceed our initial \$15 million goal.
- We established an Alumni Council this year that will set us up for continued and future fundraising success.
- Annual fundraising reached \$2.4 million, up approximately \$1 million annually since I arrived.

### **Looking Forward: 2018/2019**

#### **1. Attract, retain, and develop outstanding students, faculty, and staff**

- A key element to our continued success at increasing enrolment is completing the hiring a Director of International Education. This must be completed in the coming year.
- We have additional recruitment and retention initiatives that will be rolled out this coming year.
- We hope to fill further faculty positions this year in a manner consistent with academic planning and academic reorganization.
- Perhaps the most significant aspect of faculty and staff retention this year will be preparing our management team for labour negotiations. We have been working closely with the Faculty Association to develop a new compensation model and I am very pleased with our progress thus far. Moreover, the approach has been well received by the Faculty Association team. Of course, the challenge going forward will be to find the funds necessary to implement a new compensation model.

## **2. Enhance the quality and impact of academic programming and delivery**

- Next year we will again look to renew the *Strategic Roadmap* incorporating emerging academic priorities. These include the Library and Learning Commons of the Future, Experiential Learning, Indigenization, and full Academic Restructuring
- It is my intention to roll out a new academic organizational chart that reflects the work of the Provost's Academic Plan Advisory Committee. That academic reorganization will create numerous opportunities to envision renewal of academic programming and delivery.
- My major focus in the coming months will be to start a campus dialogue around an addition to the *Strategic Roadmap* that sets out a *Destination* for the map. Using the concept of *Destination 2040*, this narrative will involve a campus vision for where the *Roadmap* might take us on the occasion of UNBC's 50<sup>th</sup> anniversary in 2040. This will help us set some high level goals around enrolment, research inputs and outputs, etc., that can be used to help navigate UNBC in its journey along the *Roadmap*.

## **3. Enhance the research culture**

It is vital to the success of the research mission that the university continues to be proactive and adaptable to meet the changing landscape of the research environment from the provincial, national and international perspective. I will work with the VP Research on a range of initiatives over the next year. These include:

- Increased funding for undergraduate and graduate students to support opportunities to engage in research.
- Revamping of Indirect Costs of Research Program including updating regulations of the federal Research Support Fund.
- Seek additional strategic international research partnerships that align with UNBC's research mission.
- Seek support for the BC Interior University Partnership (UNBC, Thompson Rivers University, UBC Okanagan) on research exchange.
- Develop an annual review process of all Research Chairs and a three year review of Research Institutes.
- Develop an innovation strategy for UNBC with provincial and federal partners.
- Continue working in partnership with the VP Advancement to enhance diversification of research funding partners.

- Develop additional opportunities for enhanced support for Graduate students.

#### **4. Enhance financial accountability, sustainability, and operational effectiveness**

- We must continue to review and refine our budget cycle so that we can engage the campus community even earlier in the budget cycle.
- I am committed to decentralizing a significant portion of the academic operational budget. This year we will look to developing a shadow budget that highlights all expenses and revenue so that we can model the potential impact (and likely unintended consequences) of going “live” with a reorganized budget
- I will continue to look for additional revenue sources that will help to minimize the impact of reaching financial equilibrium.

<b>Agenda Item:</b>	6.a. Postdoctoral Fellows Policy – G. Payne
<b>Material:</b>	DRAFT Postdoctoral Fellows Policy
<b>Motion:</b>	<i>That, on the recommendation of the Governance Committee the Board of Governors approves the Postdoctoral Fellow Policy as presented. *Effective on approval of the Board and the Senate.</i>

 <p style="text-align: center;"><b>POLICY</b></p>	<b>Policy No:</b>	<b>Approval Date:</b> Senate Motion # Board Motion #
	<b>Approving Authority:</b> Senate and Board of Governors  <b>Executive Responsible:</b> Vice President Research and Graduate Programs	
<b>Title:</b> <p style="text-align: center;"><b>Postdoctoral Fellows</b></p>		
<b>Background &amp; Purpose:</b> Postdoctoral Fellows (PDFs) are valued members of the UNBC community and make important contributions to their field and to the research environment of the University. This Policy and the associated Postdoctoral Fellow Guide (the “Guide”) provide a framework to support the appointment and the effective participation of PDFs in the UNBC Research Environment.		

**1.0 Scope and Interpretation**

This policy applies to postdoctoral fellows, and to the faculty members who act as their supervisors.

**2.0 Definitions**

**2.1 Postdoctoral Fellow (PDF):** A PDF is an individual who has completed a doctoral degree and is seeking the opportunity to train further in a particular area of research. A PDF is a member of a research group or an individual researcher working under the general supervision of a faculty member and may assist with the supervision of graduate students.

A PDF could be funded by a research grant held by the Faculty Supervisor or by an external competitive fellowship from National, Provincial or a foreign country agency. PDFs are, in essence, trainees. In light of the transitional nature of their status, postdoctoral fellowships are time-limited and are not on-going.

A PDF could receive an additional appointment as a Part time Instructor involved in undergraduate and/or graduate lecturing, laboratory instruction, tutorials and supervision of undergraduate projects if desired and available in their field of research.

A PDF is invited by a UNBC faculty member and accepted to carry on advanced research at the University of Northern British Columbia.

**2.2 Faculty Supervisor:** A Faculty Supervisor is a member of the UNBC faculty who has primary responsibility for the recruitment, supervision and evaluation of the PDF consistent with the process outlined in The Guide.

2.3 **Postdoctoral Fellow Guide:** The Postdoctoral Fellow Guide (the Guide), attached to this Policy as Appendix A, outlines procedures for appointments and renewals, expectations, benefits, access to university resources, and other general and specific information to support the effective and consistent implementation of this Policy, and the successful integration of the PDF into the UNBC research environment.

### 3.0 **Appointment**

3.1 **Criteria for Appointment:** A PDF must meet the following criteria:

- Completed a doctoral degree within the previous 5 years, or will be awarded a PhD within 6 months of beginning the Fellowship (having completed all requirements for their PhD prior to beginning the Fellowship), or has been awarded either a MD, DDS or DVM<sup>1</sup> degree within the previous 10 years;
- The appointment is preparatory for a full-time academic and/or research career;
- The incumbent is not registered in another training program (e.g. clinical post graduate training);
- The appointment is temporary;
- Normally the appointment involves full time engagement in research and/or scholarship. The terms of the appointment may be deferred, in which case an agreement in writing is required.

3.2 **Exceptions** will be considered by the Vice-President Research and Graduate Programs (the Vice-President) where the research career has been interrupted by circumstances such as parental responsibilities or illness.

### 3.3 **Duration and Renewal of Appointment**

All PDF's must hold a formal appointment at UNBC, regardless of the funding source. PDF appointments are for up to 2 years, and may be renewed, depending upon funding and satisfactory review, 1 year at a time, up to 3 years. With appropriate written approval from the Faculty Supervisor and documented funding, appointments may be extended by the Vice-President. The maximum duration of a PDF appointment at UNBC is 5 years in total.

3.4 **Requirement for Supervision:** All PDFs must have a Faculty Supervisor.

### 4.0 **Roles and Responsibilities**

4.1 **Authority to Appoint:** PDF appointments are made by the Vice- President, in accordance with, and in the form prescribed in, the Guide. The Letter of Appointment must be made with the express support of and acknowledgement of supervisory responsibility by the Faculty Supervisor.

4.2 **Acceptance:** Acceptance of an appointment as a PDF must be in writing in accordance with, and in the form prescribed, in the Guide.

<sup>1</sup> MD= Medical Degree; DDS=Doctor of Dental Surgery; DVM=Doctor of Veterinary Medicine

- 4.3 **Terms of Appointment:** The terms of appointment are determined by the Faculty Supervisor and reviewed by the Vice President. Where a PDF is funded through an external agency, the terms of appointment of that agency, including remuneration will apply. Where a conflict is identified by the PDF or the Faculty Supervisor, between an external agency's terms, or policies, and any policies or bargained commitments applicable at UNBC, the Vice-President shall ensure that such issues are resolved, and that the parties have clarity, before an appointment is made or accepted. In the absence of specific terms or policies provided by the external agency, the appropriate UNBC policies will apply.
- 4.4 **Intellectual Property and Publication Rights:** The PDF is expected to read and adhere to UNBC's policies on Intellectual Property and Publication Rights. It is encouraged that an agreement between the PDF and the Faculty Supervisor be developed and documented about intellectual property and publication rights and responsibilities.
- 4.5 **Instruction and supervision of students:** At the discretion of the Faculty Supervisor and with the explicit consent of the Faculty Supervisor, and in consultation with the Program Chair and appropriate Dean, and in compliance with any bargained commitments with UNBC employee groups, a PDF may participate in teaching, lecturing, laboratory instruction, tutorials, and supervision of undergraduate students or assisting in the supervision of graduate students, if desired. PDFs are not required or expected to take on teaching responsibilities.
- 4.6 **Administration of the Policy and Procedural Responsibility:** The Vice President has the primary responsibility for the administration of this Policy, which includes the authority to approve, and from time to time amend procedures enacted to give effect to the Policy.

## 5.0 Conflict Resolution

- 5.1 In the event of a disagreement between a PDF and her/his Faculty Supervisor concerning duties or responsibilities, it will be the responsibility of the Program Chair to encourage informal, amicable and prompt settlement of such disagreements. If this is unsuccessful, the PDF should consult sequentially the Dean of the College, and then the Vice President, who will mediate the disagreement, either directly or through delegation. The best way to handle a problem between a Postdoctoral Fellow and his/her Supervising Faculty Member is to identify it when it first arises, and collaborate on finding a solution. Unresolved problems may be brought to the attention of the Chair of the Program/Department, who may act as an Ombudsperson in any dispute of a serious nature where a neutral third party may be required. The Office of Research and Dean's office can also be contacted at any time for assistance.

## 6.0 Interpretation

- 6.1 Questions of interpretation and application of this Policy or its procedures shall be referred to the Vice President, whose decision shall be final.

## **7.0 Effective Date**

- 7.1 This Policy is effective on approval of Senate and the Board of Governors, and replaces the UNBC *Statement of Principles on the Treatment of Postdoctoral Fellows* Policy [Senate Motion S-200308.44].

<b>Agenda Item:</b>	6.b. Associate Degrees Arts & Sciences – D. Ryan
<b>Material:</b>	Senate Motion S-201602.03
<b>Motion:</b>	<i>That, on the recommendation of the UNBC Senate, the Board approves the establishment of the Associate of Arts Degree and the Associate of Science Degree, as presented.</i>

Motion Number (assigned by  
Steering Committee of Senate): S-201602.03

## SENATE COMMITTEE ON ACADEMIC AFFAIRS

### NEW ACADEMIC PROGRAM PROPOSAL

**Motion:** That the Associate of Arts Degree and Associate of Science Degree be approved as proposed.

#### **A. General Information**

**Program Title:** Not Applicable

**Program Objectives:** To provide a high quality academic credential in two, rather than four years, providing students with the basis for a range of future degree programs.

**Credential upon Completion of the Program:** Associate of Arts Degree or Associate of Science Degree

**Program Offering the Degree:** College of Arts, Social, and Health Sciences, and College of Science and Management

**Proposed Start Date:** September 2016

**Suggested Institutional Priority:** High

**Relationship of Proposed Program to the Mandate of the Institution:** Provides a practical academic credential for students in Northern British Columbia, who may not be prepared or able to commit to four years of study. This fulfills UNBC's mandate of access to post-secondary education for students in smaller communities in Northern BC.

**Implications for the Cooperative Education Option:** N/A

**Specialties within Program:** N/A

**Related Programs at Other Institutions:** The curriculum of the Associate of Arts and Science Degrees are administered provincially and are offered at a number of BC Colleges and Universities.

**Relation to Existing Programs:** All Arts and Science based degree programs.

**Articulation Arrangement:** As per the British Columbia Council on Admissions and Transfer and the BC Transfer Guide.

**Consultations with Other Institutions:** This proposal has been discussed with the three northern colleges (Northern Lights College, Northwest Community College, and College of New Caledonia) who are interested in providing some or all of the 1<sup>st</sup> year courses for this credential.

#### **B. Program Description**

**General Calendar Description:** The Associate of Arts and Associate of Science Degrees are provincial credentials offered by many institutions in the BC Transfer System. The Associate Degree is designed to provide an educational experience that prepares students for life as an educated person, and to lay a solid foundation for further study.

The Associate Degree curriculum comprises two years of university level study in a variety of academic areas. Students are required to complete a broad range of course offerings balanced with in-depth study in specific disciplines. Since many students will continue their studies, the requirements are sufficiently flexible to enable students to complete the required prerequisites for upper level course work in their intended major.

### **Curriculum:**

## **Associate of Arts Degree**

### **General Requirements**

60 credit hours of first- and second-year courses. These must include a minimum of 18 credit hours in Arts at the second-year level taken in two or more subject areas.

### **Specific Requirements**

- A. 6 credit hours in first-year English; and
- B. 9 credit hours in Science which shall include at least:
  - 3 credit hours in Mathematics, Computing Science or Statistics (Statistics courses taught in subject areas such as Business, Commerce, Economics, Psychology, etc. may also be used to meet this requirement);
  - 3 credit hours in a laboratory science, and
- C. 36 credit hours in Arts which shall include:
  - 6 credit hours in the Social Sciences;
  - 6 credit hours in Humanities (including the Creative and Performing Arts) other than English;
  - 24 additional credit hours in Arts, and
- D. 9 credit hours in Arts, Science, or other areas.

## **Associate of Science Degree**

### **General Requirements**

60 credit hours of first- and second-year courses. These must include a minimum of 18 credit hours in Science at the second-year level taken in two or more subject areas.

### **Specific Requirements**

- A. 6 credit hours in first-year English; and
- B. 6 credit hours in Mathematics which shall include at least 3 credit hours in Calculus; and
- C. 36 credit hours in Science, which shall include at least 3 credit hours in a laboratory science; and
- D. 6 credit hours in Arts other than English (excluding Mathematics and laboratory-based science courses); and

E. 6 credit hours in Arts, Science, or other areas.

### **Requirements for Both Degrees**

1. All general and specific requirements must be met but an institution may set higher standards or additional requirements over and above these general and specific requirements.
2. No course can be used to meet more than one of the specific requirements.
3. An average overall grade of "C" (Cumulative GPA of 2.00 or its equivalent) calculated on all courses counting towards the Associate Degree must be achieved.
4. The number of credit hours awarded for any particular course are determined by the institution granting the Associate Degree. Although the number of credit hours awarded for any particular course may vary from institution to institution, it is expected that a student will have completed the equivalent of approximately twenty 3-credit-hour courses to fulfill the degree requirements.

### **C. Need for Program**

**Enrolment Projections:** Incoming to 40 students per year primarily at regional centres.

**Cultural, Social and Economic Needs:** A gateway for students in small communities into post-secondary education with an achievable goal in a practical timeframe.

**Labour Market Demands:** Supports skills development but does not provide direct labour market entry.

**Other Benefits:** Development of engagement with communities and sustainable partnerships with First Nations.

### **D. Faculty**

**Faculty list:** These credentials are composed of courses we already provide in basic Arts and Sciences in 1<sup>st</sup> and 2<sup>nd</sup> year.

**Expected Teaching Loads:**

**Research Funding:**

### **E. Program Delivery**

**Distance Learning Components:** Many courses are expected to be face to face, but web and distance learning courses already developed are expected to be part of this program.

**Class Size and Structure:** Expected to have small cohorts 8-12 students.

**Experiential Learning:** Expected to be minor, as this is a basic academic core program at the junior level.

### **F. Program Resources**

**Administrative Requirements:**



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

**NEW ACADEMIC CREDENTIAL PROPOSAL:** Associate of Arts Degree and Associate of Science Degree

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

As these degrees are composed of courses that are already supported by the library, there should be minimal additional resources required. Since these degrees are projected to be of interest to regional students, it is likely that 2<sup>nd</sup> and 3<sup>rd</sup> copies of some items may be necessary. Ideally, increased demand would be accommodated with ebooks when they are available.

Any additional items required can be accommodated within the existing Library Acquisitions budget.

**1. Space Requirements:**

- a) holdings:
- b) study / work:

**2. Library Administrative Support Requirements:**

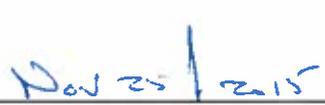
Since these degrees are projected to be of interest to regional students, it is likely there will be increased demand for shipping of library materials to distance students, as well as an increased demand for research assistance and/or library instruction.

The Library will do its best to accommodate any additional requests. However, depending on the time of year, there may be a delay due to volume.

**3. Capital Requirements (other than new course-specific):**

**4. Holdings Requirements (List all new courses that carry new holdings requirements, and include total cost):**

  
\_\_\_\_\_  
University Librarian (or designate) signature

  
\_\_\_\_\_  
Date

<b>Agenda Item:</b>	6.c. Smoking Policy – H. Sanford
<b>Material:</b>	1. DRAFT UNBC Smoke and Vape Free Places Policy
<b>Motion:</b>	<i>That the Board of Governors approve the revised UNBC Smoke and Vape Free Places Policy as presented.</i>

 <p style="text-align: center;"><b>POLICY</b></p>	<b>Policy No:</b>	<b>Approval Date:</b>
	<b>Most Recent Revision:</b>	
<b>Approving Authority:</b> Board of Governors		
<b>Executive Responsible:</b> Vice President Finance and Business Operations		
<b>Title:</b> <p style="text-align: center;"><b>SMOKE and VAPE FREE PLACES</b></p>		
<p><b>Background &amp; Purpose:</b> The University of Northern British Columbia, <i>Canada's Green University</i><sup>®</sup> is committed to supporting the health and wellness of all members of the UNBC Community, and to providing a safe and healthy, smoke and vape free environment, for students, faculty, staff and visitors.</p> <p>This Policy supports that commitment through the provision of a smoke and vape free environment, and through compliance with:</p> <ul style="list-style-type: none"> <li>- City of Prince George Smoke and Vape Free Places Bylaw No. 8591, 2016</li> <li>- <i>Tobacco and Vapour Products Control Act</i> [RSBC 1996] c. 451</li> <li>- <i>BC Occupational Health and Safety Regulation – Part 4, General Conditions: Environmental Tobacco Smoke and E-Cigarette Vapour (ss.4.80.1- 4.82)</i></li> <li>- <i>BC Human Rights Code</i> [RSBC 1996] c. 210</li> <li>- <i>UNBC Resident's Handbook &amp; Residence Life Community Standards</i></li> </ul>		

## 1.0 Scope and Interpretation

This Policy applies to all persons on any property owned, managed or leased by UNBC, and includes all vehicles owned or leased by UNBC. The Policy reflects legislated and regulatory requirements as of the date of approval of the Policy. Should a change in legislation, regulation or bylaws result in additional or more restrictive limitations on smoking or vaporizing, those restrictions will apply, and this Policy will be deemed to be amended to conform.

## 2.0 Definitions

2.1 **Smoking** - Smoking includes the holding of a lighted cigar, cigarette, pipe or any other lighted smoking or other device in which tobacco or any other substance is burning, and for the purposes of this Policy includes vaporizing or electronic smoking and the use of electronic smoking devices. This definition must be read in conjunction with the provisions of s. 3.2 herein.

### **3.0 Policy Statement**

3.1 All Smoking is prohibited in all buildings or enclosed spaces including vehicles, and on all premises, land and property, owned, managed or leased by the University, with the exception of locations that are specifically designated by UNBC for smoking. Designated smoking locations as of the time of enactment of this Policy are identified on the maps attached as Schedule “A”. The location and number of designated Smoking locations may be amended from time to time on the authority of the Vice-President responsible for Finance and Business Operations, with notice to the University Community. Allowable smoking under this section is limited by the provisions of s. 3.2 herein.

3.2 **Prescription Drugs and Other Controlled Substances** – Smoking which is permitted at designated locations under this Policy, does not include flammable or vaporized methods of consumption of prescription drugs, marijuana, cannabis, or other illegal or controlled substances, other than tobacco or legal or non-regulated substances.

3.3 **Accommodation of Medical Need** – Anyone with a documented medical need to smoke any substance that is not permitted at designated locations under this Policy must register with the UNBC Access Resource Centre after which their documented medical needs will be reasonably accommodated if UNBC can do so without undue hardship.

3.4 The sale, promotion or distribution of tobacco products, electronic cigarettes and all smoking devices, is strictly prohibited on all UNBC campuses or at any facilities owned, managed or leased by UNBC.

3.5 **Research and Ceremonial Use of Smoke** - Smoking, burning or use of tobacco products, controlled substances or non-regulated and legal organic substances, for research, or as part of cultural, religious or spiritual ceremonies, may be permitted, if approved in accordance with Procedures enacted under this Policy or in accordance with UNBC’s Policy on “*Smudging and other Ceremonial Use of Smoke*”, UNBC’s Policy on “*Open Flames*”, or any other applicable and approved UNBC health or safety policy, or directive.

### **4.0 Authority, Roles and Responsibilities**

4.1 In accordance with the Legislation, *Regulations* and *By-Laws* listed above, and in accordance with the powers granted in the *University Act*, the University is authorized to enact this Policy and to designate smoking areas and may establish, post, promote and enforce rules related to Smoking and the sale or promotion of tobacco or other Smoking devices.

4.2 The Vice President responsible for Finance and Business Operations is responsible for the administration of this Policy and has the delegated authority to enact and amend procedures to give effect to the Policy, and the authority to designate, limit, or alter smoking locations under this Policy.

4.3 The administrative unit responsible for Health, Safety and Security is responsible for monitoring and enforcing this Policy.

4.4 The administrative unit responsible for facilities management is responsible for compliance with respect to signage and any physical space requirements.

4.5 All employees are responsible for reporting breaches to Security or Occupational Health and Safety and for ensuring that staff, students and visitors are aware of the Policy.

## **5.0 Severability**

5.1 Should any provision of this Policy become, or be deemed to be, unenforceable, whether as a result of a change in legislation or regulations or otherwise, that provision will be deemed to be removed or reduced in scope to the extent necessary to preserve the validity and enforceability of the provision, and of the remainder of the Policy.

## **6.0 Effective Date**

6.1 This Policy will come into effect at midnight on the 31<sup>st</sup> day of August, 2018, and replaces the UNBC Smoking Policy approved by President's Council [motion: 199510.11].

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

The following summary compares Summer 2016 to 2018 Full Time Equivalents (FTE) and headcounts as of June 1, 2018. Fall 2018 application numbers are also compared to Fall 2017 numbers as of the June 1<sup>st</sup> snapshots.

## Executive Summary:

### Summer 2018 FTE Summary:

FTE change from last year

- Total domestic tuition FTE up 6.1% (40.0)
  - At 70.5% of UNBC target (985.9)
- Total international tuition FTE down -8.8% (-2.5)
  - At 12.6% of UNBC target (203.7)

Head Count change from last year

- Total domestic tuition h.c. up 15.2% (210)
  - At 98.7% of UNBC target (1610)
- Total international tuition h.c. up 4.1% (3)
  - At 17.8% of UNBC target (426)

### Fall 2018 Application Summary:

- Total applications up 0.7% (24 h.c.) from Fall 2017
  - At 98.4% of Measure (M)
- Total admissions down -12.7% (-244 h.c.) from Fall 2017
  - At 77.1% of Measure (M)
- Total registrations down -12.3% (-71 h.c.) from Fall 2017
  - At 45.5% of Measure (M)

More Detailed:

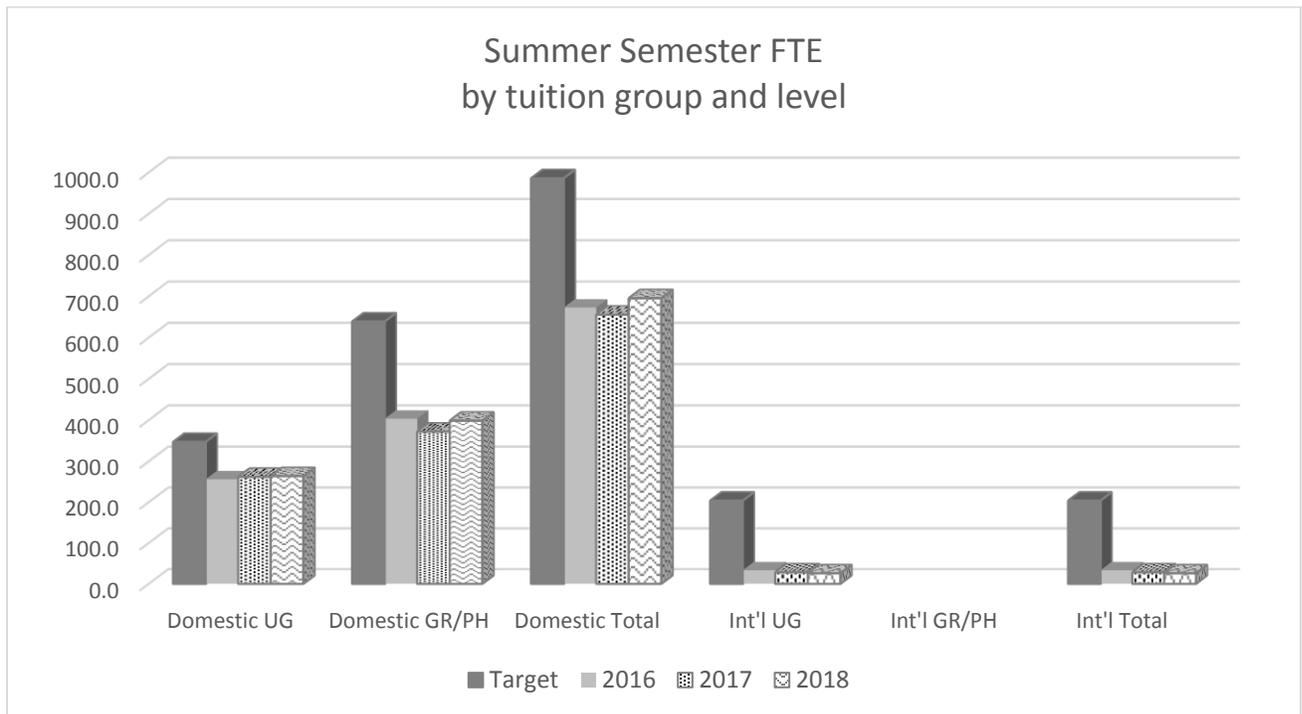
Domestic Tuition FTE

- Undergraduate FTE up 0.7% (1.9)
  - At 76.0% of UNBC target (347.1)
- Graduate FTE up 7.2% (26.7)
  - At 62.4% of UNBC target (638.8)
- Continuing Studies FTE up 53.4% (11.5)

International Tuition FTE

- Undergraduate FTE down -8.8% (-2.5)
  - At 12.6% of UNBC target (203.7)

College breakdown (FTE)	
CASHS	<ul style="list-style-type: none"> <li>• Overall FTE up 0.0% (0.0)</li> <li>• Undergraduate down -7.5% (-12.7)</li> <li>• Graduate up 6.1% (12.7)</li> </ul>
CSAM	<ul style="list-style-type: none"> <li>• Overall FTE up 12.2% (32.4)</li> <li>• Undergraduate up 15.4% (16.4)</li> <li>• Graduate up 10.0% (16.0)</li> </ul>
Cross College	<ul style="list-style-type: none"> <li>• Overall FTE down -33.0% (-5.9)</li> <li>• Undergraduate down -28.1% (-3.9)</li> <li>• Graduate down -50.0% (-2.0)</li> </ul>
Continuing Studies	<ul style="list-style-type: none"> <li>• Overall FTE up 53.4% (11.5)</li> </ul>



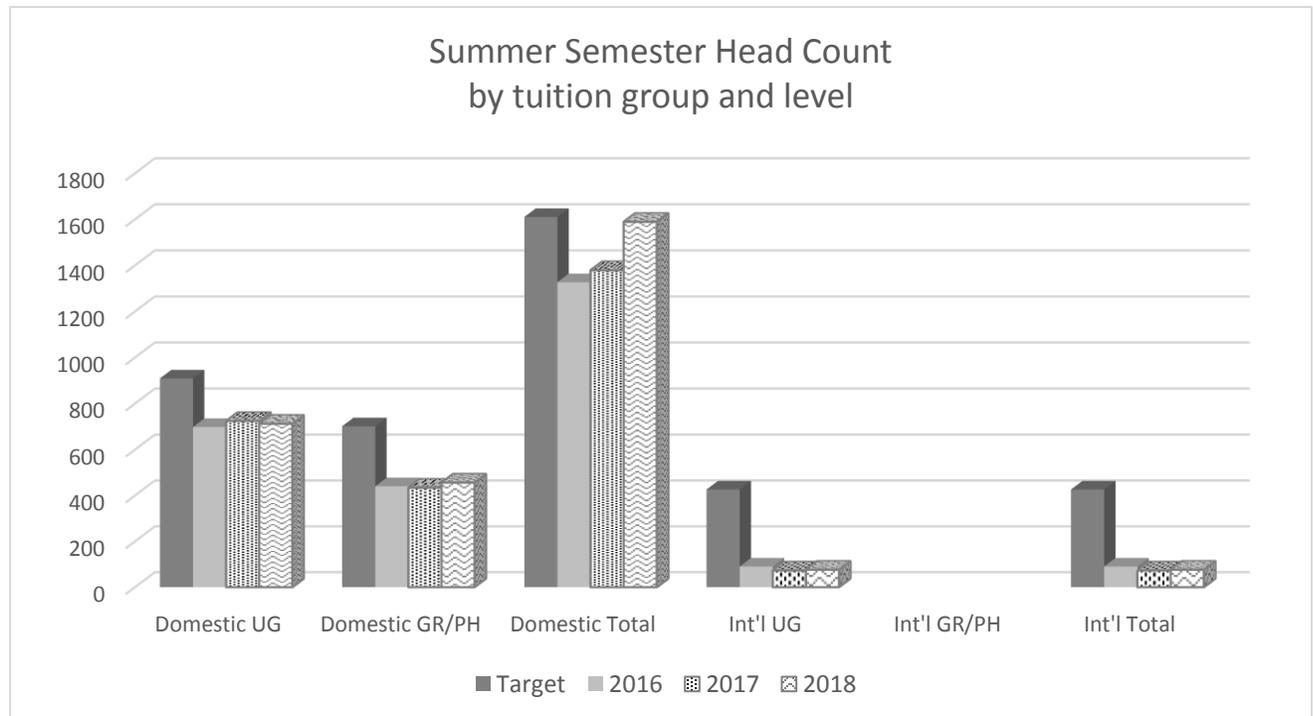
Domestic Tuition Head Count

- Undergraduate h.c. down -1.7% (-12)
  - At 78.3% of UNBC target (909)
- Graduate h.c. up 5.1% (22)
  - At 65.0% of UNBC target (701)
- Continuing Studies h.c. up 90.5% (200)

International Tuition Head Count

- Undergraduate h.c. up 4.1% (3)
  - At 17.8% of UNBC target (426)

College Breakdown (h.c.)	
CASHS	<ul style="list-style-type: none"> <li>• Overall h.c. down -2.7% (-19)</li> <li>• Undergraduate down -6.6% (-29)</li> <li>• Graduate up 3.8% (10)</li> </ul>
CSAM	<ul style="list-style-type: none"> <li>• Overall h.c. up 10.1% (47)</li> <li>• Undergraduate up 9.4% (29)</li> <li>• Graduate up 11.3% (18)</li> </ul>
Cross College	<ul style="list-style-type: none"> <li>• Overall h.c. down -23.8% (-15)</li> <li>• Undergraduate down -17.6% (-9)</li> <li>• Graduate down -50.0% (-6)</li> </ul>
Continuing Studies	<ul style="list-style-type: none"> <li>• Overall h.c. up 90.5% (200)</li> </ul>



## NOTES:

The UNBC semester targets seen in this report are derived from targets set by the institution on a fiscal year bases. Ratios were calculated to determine what portion of a yearly FTE/head count total come from each semester in the year (based on a 3-year average). These ratios were then applied to the fiscal targets to generate the semester targets.

This new version of the FTE bi-weekly shows three years (up from two in the previous version) of a given term as of a given snapshot date. For example on November 15<sup>th</sup> 2017 the winter FTE report shows data for winter 2018 as of Nov 15<sup>th</sup> 2017, winter 2017 as of Nov 15<sup>th</sup> 2016 and winter 2016 as of Nov 15<sup>th</sup> 2015.

More emphasis has been placed on clearly differentiating the numbers based on a “tuition group” breakdown. This concept is important in understanding which numbers are part of the Ministry targets and which are not. When yearly FTE numbers are reported to the ministry, they only included those related to domestic tuition paying students. Numbers generated from international tuition paying students are not included.

A distinction related to the above International tuition concept is that of international residency. Numbers are provided in the report for both international tuition and international residency and it is important to understand that they are not the same thing. A student can be of international residency (not Canadian, Permanent, Landed) and still be paying domestic tuition rates, for example most GR and PH level students currently at UNBC. In these cases the FTE and headcounts of these international students would be included in total reported to the Ministry.

<b>Agenda Item:</b>	7.a.(i) Reports of the Vice-Presidents – Vice-President, Finance and Business Operations
<b>Material:</b>	Housing Report

# Housing Report

June 2018

**The primary purpose of this update is to report on the outcomes of decisions made by the UNBC Board of Governors in 2013 in regards to Residence and Food Services. The secondary purpose is to provide information on current planning underway.**

## Background

In 2013, Management provided the Board of Governors a Food Services and Residence Operations Proposal, which integrated Food Services and Housing operations, introduced a fundamental change to the delivery of Food Services on campus, and included renovations in the Dining Hall and Residence buildings.

Approval of the proposal also allocated \$13 million dollars to renovations. The internally funded loan was approved with the assumption that payback could occur over approximately 10 years, based on the increased revenue activities in the newly integrated operations. During planning, some changes to estimated costs and scope of projects occurred. The result was an allocation of \$2M to renovations of the Dining Hall, and the remaining \$11M split between the two residence buildings.

## Project Reports

### Dining Hall

Once funding was approved a substantial planning exercise started for the changes. As a result of a number of factors, the original scope for the Dining Hall expanded to include the addition of a coffee shop and seating in the T & L building and enhanced additional social spaces throughout campus. These changes took place during the summer of 2014 and enabled the University to introduce a mandatory All-you-care-to-eat Meal Plan for residence students in a phased approach: 1st year students in 2014, and 1st and 2nd year students for 2015 onward. The project came in on time and within budget.

### Residences

Although the Residence renovations were originally scheduled to immediately follow the Dining Hall renovations, a number of staffing changes, scope changes due to budget constraints, and the impending Faculty strike in 2015 delayed the project until April of 2016. During this time, detailed planning and design was undertaken on the two Residence buildings and it was determined that due to the magnitude of the project and the short summer season in which to complete it that the project would be broken down into two separate exercises. The renovation of Neyoh would take place in the summer of 2016 and the renovation of Keyoh would take place during the summer of 2017.

The original scope of the project included:

- Removal of the kitchen in each suite and the subsequent creation of a fifth bedroom
- Renovations of all student suites
  - Replacement of existing furniture
  - Upgraded lighting, heating and blinds
  - New flooring
  - Paint throughout
  - Upgraded bathrooms
  - New doors and frames
- Addition of enhanced social space in the building – this would include the creation of a large central lounge on the first floor and a redesign of the Housing Office space
- A piping project that would connect the residence building to the Bioenergy plant and install hot water heat throughout the building (through separate funding)
- Improvements and repairs to the building envelope including roofing, siding, and windows

As planning, budgeting and programming was carried out, a number of scope changes were made for a variety of reasons.

- The fifth bedroom was not added
- Kitchens were not removed
- Windows were not replaced
- Roof and siding were not replaced, instead critical areas were repaired
- Furniture was not replaced, instead existing furniture was refurbished
- Existing social spaces were upgraded and refurbished. Expansion to create a new student social space was not included
- A partial renovation of the Housing Office, including a large meeting room
- The entryway underwent a refresh, mailboxes were removed, and a new waiting bench area was added
- New countertops in kitchens

Subsequent to the completion of the first Residence renovation it was determined that a number of additional access, safety and infrastructure changes needed to be made during the second half of the project including:

- Replacing and heating the Neyoh stairs that provide access between the buildings
- Regrading and adding a handrail to the sidewalk between the buildings
- Adding a service road to the north side of Keyoh
- Refurbishment of the waste collection area

As is common with any renovation, the project faced many challenges, including supporting Williams Lake evacuees during the 2017 forest fire season. Both the general contractor (IDL) and the UNBC staff did an amazing job of accommodating all the scope and staffing changes and completed these projects during two very busy summers and within budget.

## **Childcare Centre**

During this same time period (2014 – 2017) the Sustainable Communities Demonstration Project was taking place. This included connecting both Residences and the Childcare Centre to the district energy system and the Bioenergy Plant. Initially, the plan was to simply connect the Centre and upgrade the heating system with minimal other renovations.

As planning continued, it became apparent that there was a need for a cosmetic renovation of the Childcare Centre as well. It was decided that renovating the Centre at the same time as upgrading the heating system would minimize disruption in the long run. Consequently, a number of interior upgrades and refurbishments took place as well as substantial exterior work including a complete roof replacement, concrete repairs, painted trim, etc.

All this work was completed with some of the remaining project contingency (\$280,000) due to the contract efficiencies gained while the contractor was on-site working on the Residence.

## **Remaining Requirements**

Further upgrades to the Residence Office area washroom and storage will be completed this summer (2018) and planning and budgeting are continuing to complete roof, window and siding replacements/repairs for both Residence buildings in the near future and as budget allows.

## **Updated Capital Payback Plan**

The payback of the internally-funded loan comes from revenue in Food Services and Housing Operations. Food Services contributes \$100, 000 annually, while Housing contributes the balance of operations when expenses are subtracted from revenue. Depending on the occupancy rates in Residence, this amount could fluctuate year-over-year.

The following represents the various scenarios that would result in the payback of the internally-funded loan. We assume that semester rates will increase at a standard rate of 2% each year, with a similar rate of increase for expenses and labour. The estimated period of payback is highlighted in red, depending on whether or not occupancy rates are 85, 90, or 95%.

		14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
						Total Payback																
UNBC BOG Approved Renovation Funds (13M) (000s) Anticipated Disbursements		2,000	0	5,500	5,500	13,000																
UNBC BOG Approved Renovation Funds (13M) (000s) Actual Disbursements		1,841	0	4,951	5,779	12,571																
% Increase	(Note 1)		2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Semester Rate (per room in 4-bedroom unit)			2,220	2,276	2,333	2,379	2,427	2,475	2,525	2,575	2,627	2,679	2,733	2,788	2,843	2,900	2,958	3,017	3,078	3,139	3,202	3,266
Rental Related Revenue (000s)	(Note 2)		2,207	2,376	2,624	2,508	2,528	2,579	2,631	2,683	2,737	2,792	2,847	2,904	2,962	3,022	3,082	3,144	3,207	3,271	3,336	3,403
Guest Accommodations (000s)			81	58	128	95	125	130	135	135	140	140	145	145	145	145	150	150	150	150	150	150
<b>TOTAL REVENUE (000s)</b>			<b>2,288</b>	<b>2,434</b>	<b>2,752</b>	<b>2,603</b>	<b>2,653</b>	<b>2,709</b>	<b>2,766</b>	<b>2,818</b>	<b>2,877</b>	<b>2,932</b>	<b>2,992</b>	<b>3,049</b>	<b>3,107</b>	<b>3,167</b>	<b>3,232</b>	<b>3,294</b>	<b>3,357</b>	<b>3,421</b>	<b>3,486</b>	<b>3,553</b>
Expenses and Labor (000s)	(Note 3)		1,481	1,557	1,840	1,841	1,878	1,646	1,679	1,712	1,747	1,782	1,817	1,853	1,891	1,928	1,967	2,006	2,046	2,087	2,129	2,172
Transfer (000s)	(Note 4)		508	394	426	459	468	752	771	785	805	820	840	855	871	888	909	926	944	961	979	998
Other Transfers (000s)	(Note 5)		433	482	486	302	307	311	316	321	326	330	335	340	346	351	356	361	367	372	378	383
<b>TOTAL EXPENSES (000s)</b>			<b>2,421</b>	<b>2,434</b>	<b>2,752</b>	<b>2,603</b>	<b>2,653</b>	<b>2,709</b>	<b>2,766</b>	<b>2,818</b>	<b>2,877</b>	<b>2,932</b>	<b>2,993</b>	<b>3,049</b>	<b>3,107</b>	<b>3,167</b>	<b>3,232</b>	<b>3,294</b>	<b>3,357</b>	<b>3,421</b>	<b>3,486</b>	<b>3,553</b>
<b>BALANCE (000s)</b>			<b>(133)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Housing Contribution from Operations (000s)			0	0	426	459	468	752	771	785	805	820	840	855	871	888	909	926	944	961	979	998
Food Service Contribution from Operations (000s)			78	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Total Annual Contribution Housing & Food Services (000s)			78	100	526	559	568	852	871	885	905	920	940	955	971	988	1,009	1,026	1,044	1,061	1,079	1,098
<b>Actual Cumulative Payback (000s)</b>			<b>78</b>	<b>178</b>	<b>704</b>																	
<b>Projected Cumulative Payback (000s) (85% Occupancy 453/536)</b>						1,263	1,831	2,683	3,554	4,439	5,344	6,264	7,204	8,159	9,130	10,118	11,127	12,153	13,197	14,258	15,337	16,435
<b>Projected Cumulative Payback (000s) (90% Occupancy 482/536)</b>	(Note 6)					1,401	2,110	3,106	4,123	5,157	6,215	7,290	8,389	9,505	10,641	11,797	12,978	14,179	15,402	16,645	17,909	19,197
<b>Projected Cumulative Payback (000s) (95% Occupancy 509/536)</b>						1,530	2,370	3,499	4,653	5,826	7,025	8,245	9,491	10,759	12,048	13,361	14,701	16,065	17,454	18,866	20,304	21,768

- Note 1 Standard 2% increase on semester rate. Does not increase related revenue or guest accommodations.  
Note 2 Assuming 85% occupancy. Considers semester rates, plus related revenue (i.e parking, application fees, laundry, etc)  
Note 3 Assuming 2% escalation in each year. 2020/21 interest payments on previous debentures end (\$270K)  
Note 4 Contribution to payback from Housing Operations began 2017/18  
Note 5 Represents contribution to campus support services.  
Note 6 If occupancy is over 85% in any given year it is assumed those funds would be driven into payback.

# Current planning

A key strategic priority at UNBC is to attract, retain and develop outstanding students. One of the ways we do this is to offer desirable food service and housing options, along with a fantastic campus experience. Because Housing and Food Services operations are now intrinsically linked, we must plan for synchronized growth in each area.

Two main drivers influence Housing planning at this time:

## **1. Housing is at capacity.**

The 2013 proposal included the removal of kitchens and adding of a 5th bedroom to increase beds. The estimated costs of this renovation were too high to be feasible. Without the added capacity, we continue to have a waitlist for Housing. With our focused student recruitment targets, lack of student housing on campus may become a barrier to reaching UNBC's goals.

## **2. Recent announcements by the Province regarding funding for student housing.**

In the 2018 budget, the Province of BC announced a new student housing program that is expected to build 5000 new student housing beds, with \$450M in provincial borrowing/grants available.<sup>1</sup>

With these current conditions, UNBC is well-positioned to explore how best to meet the growing demand for on-campus housing. In March we contracted a Canadian Research company, CRi, to complete this analysis. We estimate completion June 30, 2018.

This analysis has 3 main objectives:

- a. Identify drivers of student satisfaction and measure unmet demands;
- b. Analysis of off campus housing market; and
- c. Assess the need for retail space associated with a new housing operation, specifically Food Services.

If analysis indicates demand, we will proceed to completion of a business case and consider potential funding scenarios, including application to the Province.

<sup>1</sup> See page 39 of Budget 2018 for an overview: [http://bcbudget.gov.bc.ca/2018/bfp/2018\\_Budget\\_and\\_Fiscal\\_Plan.pdf](http://bcbudget.gov.bc.ca/2018/bfp/2018_Budget_and_Fiscal_Plan.pdf)

<b>Agenda Item:</b>	7.d. Carbon Neutral Action Report – R. Knight
<b>Material:</b>	UNBC 2017 Carbon Neutral Action Report



## Overview

Since the Carbon Neutral Government was enacted in 2010, the University of Northern British Columbia (UNBC) has decreased its non-biogenic greenhouse gas emissions by as much as 72%. This decrease in emissions is in large part thanks to the commissioning of the Bioenergy Plant in 2011 on the Prince George Campus. The Bioenergy Plant uses sawmill waste wood to produce roughly 85% of the heat required by the main campus, and has displaced a large portion of the natural gas used for heating. This year, UNBC completed the latest phase of the Sustainable Communities Demonstration Project (SCDP), connecting two more buildings to the low-temperature district heating loop heated mainly by wood pellets. In 2017, the SCDP reduced greenhouse gas emissions by roughly 280 tonnes CO<sub>2</sub>e.

In addition to fuel switching from natural gas to bioenergy, UNBC's strong energy management practices have resulted in impressive emissions reductions. Since 2010, energy use has decreased by nearly 20% when corrected for weather. With a focus on continually improving operational efficiencies, UNBC's resource consumption and their associated emissions will continue to decrease.

Finally, sustainability and carbon neutrality aligns with UNBC's core mission of serving society through teaching, research, service, and the actions of graduates. Leadership in green research, teaching, and operations has continued to influence the personal and professional lives of the faculty, staff, and students.



# Declaration statement

This Carbon Neutral Action Report for the period January 1st, 2017 to December 31st, 2017 summarizes our emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2017 to reduce our greenhouse gas emissions and our plans to continue reducing emissions in 2018 and beyond.

By June 30, 2018, the University of Northern British Columbia's final Carbon Neutral Action Report will be posted to our website at [www.unbc.ca](http://www.unbc.ca).

## Emissions and Offsets Summary Table:

University of Northern British Columbia GHG Emissions and Offsets for 2017 (TCO <sub>2</sub> E)	
<b>GHG Emissions created in Calendar Year 2017:</b>	
Total Emissions (TCO <sub>2</sub> E)	8,646
Total Offsets (TCO <sub>2</sub> E)	1,821
<b>Adjustments to GHG Emissions Reported in Prior Years:</b>	
Total Emissions (TCO <sub>2</sub> E)	0
Total Offsets (TCO <sub>2</sub> E)	0
<b>Total Emissions for Offset for the 2017 Reporting Year:</b>	
Total Offsets (TCO <sub>2</sub> E)	1,821

In accordance with the requirements of the Greenhouse Gas Reduction Targets Act and Carbon Neutral Government Regulation, the University of Northern British Columbia (the Organization) is responsible for arranging for the retirement of the offsets obligation reported above for the 2017 calendar year, together with any adjustments reported for past calendar years. The Organization hereby agrees that, in exchange for the Ministry of Environment ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

### Executive sign-off:


May 29, 2018  
 Signature \_\_\_\_\_ Date \_\_\_\_\_  

Vice President Finance  
 Name (please print) \_\_\_\_\_ Title \_\_\_\_\_

# Actions Taken to Reduce Carbon Emissions in 2017

During 2017, a number of projects and initiatives were undertaken at UNBC to reduce the carbon emissions associated with fuel combustion and purchased electricity.

## **Keyoh Residence and Childcare Centre Hot Water Heating Conversion**

In Summer 2017, we renovated our second Residence building (Keyoh), and our Childcare Centre. In doing so, we replaced natural gas air handlers and domestic hot water boilers with hot water units; converted electric baseboard heaters to hydronic hot water radiators in Keyoh; installed a hot water distribution system within the buildings to deliver hot water to the air handlers, and radiators; and connected the buildings to the low-temperature district heating loop. The low-temperature district heating loop is anchored by a 400 kW Wood Pellet Plant, with backup and peaking support from the Bioenergy Plant. It currently provides heat in the form of hot water to the two Residences, Enhanced Forestry Lab, and Childcare Centre.

## **Continuous Optimization of our Building Stock**

In 2017, we completed the implementation phase of the BC Hydro Continuous Optimization program in our final three buildings: the Library, Conference Centre/NUSC, and the Teaching and Learning Building. Upgrades included improved scheduling, upgraded control sequences on air handlers, and the installation of occupancy sensors to control ventilation and lighting,

In total, this final phase of the Continuous Optimization program will save UNBC an estimated 5,200 GJ of heat and 604,000 kWh of electricity. Utility cost savings are expected to be \$80,000 per year.

## **Lighting Retrofits**

In 2017, UNBC completed extensive lighting improvements on the Prince George campus. LED lighting and controls were installed in the Charles J McCaffray Hall, Geoffrey R. Weller Library, Conference Centre/NUSC, Agora, Northern Sport Centre, Keyoh Residence, Childcare Centre, and Power Plant. Total annual electricity savings will exceed 550,000 kWh.

## **Power Plant Hot Water Bypass**

A bypass pipe was installed in the Power Plant to allow hot water produced by the Bioenergy Plant to bypass the natural gas boilers before being distributed to the campus. This is expected to reduce heat losses in the system by as much as 600 kW.

## **Workplace Conservation**

UNBC participated in the BC Hydro Workplace Conservation and Energy Wise programs to promote energy conservation. Campaigns included Sweater Day, Earth Hour, Earth Day, Lights Off, Residence Challenge, and Winter Shutdown.



# Operating Changes that Increased Carbon Emissions

UNBC strives to reduce carbon emissions; however, with our carbon emissions heavily reliant on the operation of our Bioenergy Plant and Pellet Plant, emergency and system shutdowns can lead to increased natural gas consumption and emissions. Similarly, our emissions depend strongly on our heating demand which is correlated to the outside air temperature. Our Bioenergy Plant is capable of meeting the campus heat demand when temperatures are above  $-5^{\circ}\text{C}$ , however, when temperatures drop below  $-5^{\circ}\text{C}$ , extra heat must be supplied by our natural gas boilers.

Not only was 2017 12% colder than 2016 in terms of total heating degree days, we also experienced 62 days where the average temperature was below  $-5^{\circ}\text{C}$ , compared to 32 days in 2016. This resulted in 8% more heat being purchased than last year, and 50% more natural gas being used in our power plant boilers.

# Plans to Continue Reducing Emissions in 2018 and Beyond

UNBC has a number of projects and initiatives planned for 2018 and beyond to reduce emissions. Some of the projects are highlighted below:

- Construction of a new Passive House lab building for the Master of Engineering in Integrated Wood Design program;
- LED lighting upgrades in the Geoffrey R. Weller Library, Dr. Donald Rix Northern Health Sciences Centre, and the server room;
- Free cooling design for the server room;
- Cooling system upgrade design for the Prince George campus;
- Heat recovery in the Bioenergy Plant;
- Low carbon heating conversion at the Charles Jago Northern Sports Centre;
- Increased efficiency for heat recovery in laboratory buildings.



<b>Agenda Item:</b>	8.a. 2017/18 Institutional Accountability Plan and Report – D. Weeks
<b>Material:</b>	2016/2017 report attached for information
	<p><b>Notice of Motion for July 2018. Special Meeting of the Board, (teleconference) to be scheduled.</b></p> <p><i>That, the Board of Governors approves the 2017/18 Institutional Accountability Plan and Report (IAPR) as presented, and releases it to the Ministry of Advanced Education.</i></p>

# UNBC

## 2016/2017

### Institutional Accountability Plan and Report



July 14, 2017  
Ministry of Advanced Education  
Government of British Columbia  
PO Box 9080  
Station Provincial Government Victoria, BC  
V8W 9E2

Dear Minister,

We are pleased to submit the University of Northern British Columbia's Institutional Accountability Plan and Report (IAPR) for 2016-17. The Report has been reviewed and approved by senior administration and by our Board of Governors.

The Report illustrates UNBC's commitment to the stated Strategic Objectives of the B.C. public post-secondary education system — Capacity, Access, Quality, Relevance and Efficiency. The Report also reflects the priorities identified in the Mandate Letter, and fulfills the reporting requirement under the Taxpayer Accountability Principles.

UNBC serves a vast region and we are particularly proud of, and value, our relationships with First Nations Communities in Northern B.C. Through high-quality teaching, research and service, UNBC is developing leaders with knowledge and skills that not only meet the needs of the regional labour market, but that ensure our graduates are prepared to make a positive social and economic impact far beyond their own communities.

We look forward to working with you and your Ministry in continued pursuit of our shared mandate and mission to advance higher education and research, and to contribute to the social and economic success of British Columbia.

As President and Board Chair, we accept accountability for this Plan and Report.

Sincerely,

Tracey Wolsey  
Chair, UNBC Board of Governors

Daniel J. Weeks  
President and Vice-Chancellor

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# 1 Acknowledgement of Traditional Territory/ Territories

**‘En cha huná, respect for all living things, is the University of Northern British Columbia’s motto. This motto was inspired by the Dakelh and truly captures the University of Northern British Columbia’s spirit and the principles of academic freedom, respect for others, and the willingness to recognize different perspectives.**

The University has four main campuses, in: Prince George, Terrace, Quesnel, and Fort Saint John. The Prince George campus is situated on the traditional territory of the Lheidli T’enneh and is part of the Dakelh (Carrier) First Nations. Lheidli T’enneh’s traditional territory stretches over 4.3 million hectares, from the impressive Rocky Mountains, to the beautiful Interior Plateau, including the City of Prince George. The word Lheidli means “where the two rivers flow together” and T’enneh means “the people”. The Fort George Indian Band Reserve was established in 1892 where the Fraser and Nechako rivers meet. The history of the First Nations people is a major part of the history of Prince George and the surrounding region. The South-Central Quesnel campus is situated on the traditional territory of the Lhatko Dene (Red Bluff Band), Nazko, Lhoosk’uz Den Nation (Kluskus Band), and ?Esdilagh First Nations (formerly Alexandria Band). Lhatko, Nazko, and Lhoosk’uz are Dakelh (Carrier) First Nation, and ?Esdilagh is a member of the Tsilhqot’in Nation. The Northeast campus in Fort Saint John is situated on the traditional territory of the Doig River, Blueberry, and Halfway River First Nations. The Northwest Regional Terrace campus is situated on traditional Ts’msyen territory of the Kitsumkalum and Kitselas First Nations. It includes a satellite campus in the coastal community of Prince Rupert. Terrace also serves as the economic and central hub for many Haida, Haisla, Tahltan, Métis, Gitksan, Wet’suwet’en, and Nisga’a peoples. The University of Northern British Columbia holds an affiliation agreement with the Wilp Wilxo’oskwhl Nisga’a Institute (WWNI), a federated Aboriginal post-secondary institution that was established in 1993. WWNI is located in the Nass Valley and the village of Gitwinksihlkw. This learning centre is a member of the Indigenous Adult and Higher Learning Association (IAHLA) and has established a strong partnership with the University of Northern British Columbia, offering students undergraduate and Master’s degrees.

We sincerely value our relationships with all of our First Nations neighbours and partners, and we proudly incorporate Territorial acknowledgement at key meetings, ceremonies and events.

## 2 UNBC Overview

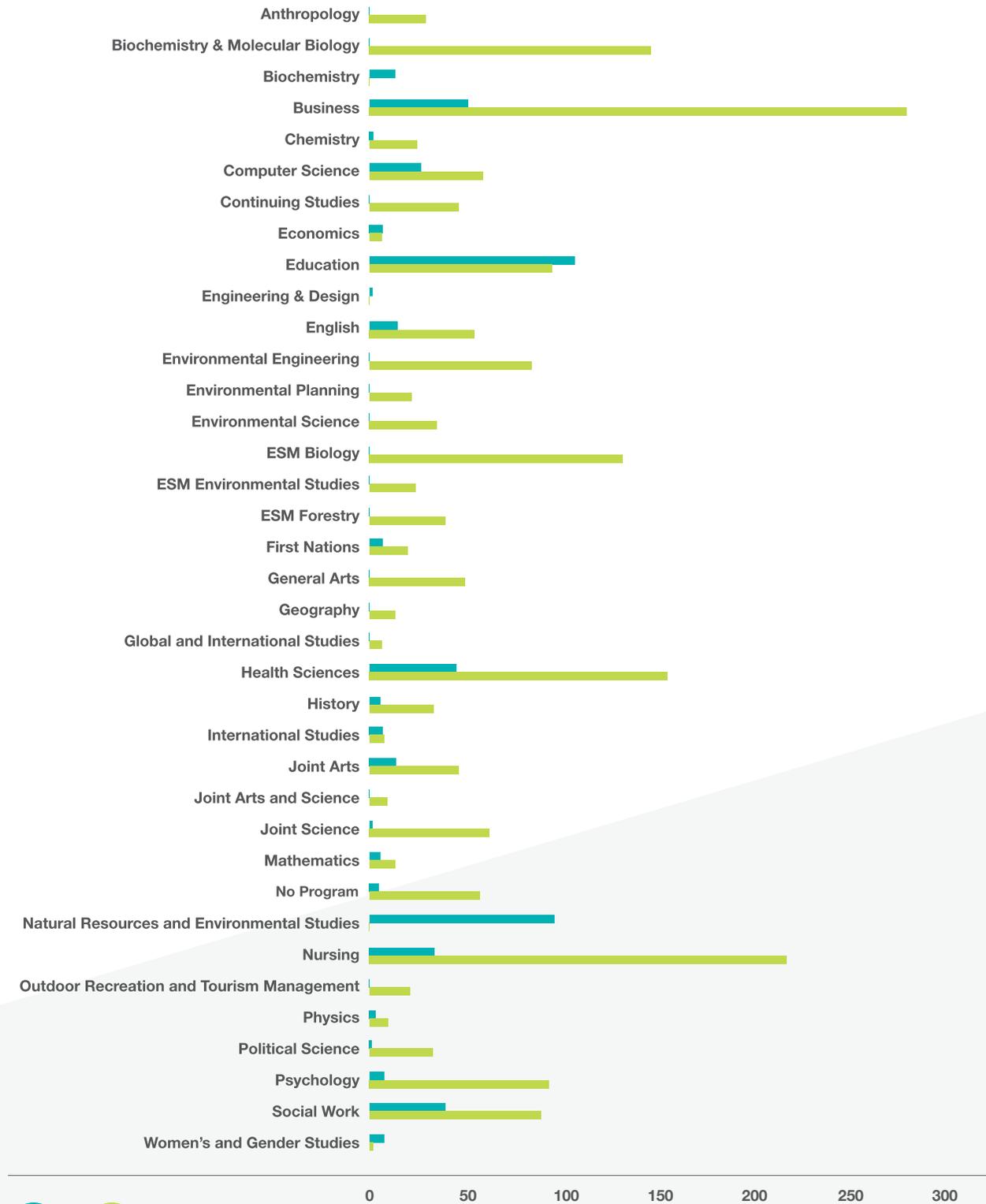
**Located in the spectacular landscape of Northern British Columbia, UNBC is one of Canada's best small research intensive universities. The University features a main campus in Prince George, with regional facilities around Northern B.C. including campuses in Quesnel, Terrace and Fort St John. The members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

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

The faculty and instructor complement sits at around 400, serving the needs of approximately 2,600 full-time equivalent (FTE) students. (FTE converts the enrolment head count to the number of students carrying a normal full credit load). Total enrolment headcount is 3,600 full-time and part-time students.

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

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



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

**The following table breaks down enrolment of students at UNBC by area of study:**

<b>Program Cluster</b>	<b>UBC, UVic, SFU (Average)</b>	<b>UNBC</b>
Arts and Sciences	49%	40%
Business and Management	11%	15%
Education	6%	7%
Engineering and Applied Sciences	18%	17%
Health	8%	12%
Human and Social Services	5%	5%
Visual and Performing Arts	2%	0%
Other	2%	4%

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

**The majority of UNBC students come from Northern B.C. as illustrated by the table below:**

<b>Market Group</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Northern B.C.	72%	73%	73%	73%	73%	72%	72%	72%	71%	70%	69%
Southern B.C.	20%	18%	17%	16%	15%	15%	15%	15%	16%	18%	18%
Outside B.C.	8%	9%	10%	11%	11%	12%	13%	13%	13%	12%	13%
International	2%	3%	4%	4%	5%	5%	5%	5%	5%	4%	5%

In 2008, UNBC trademarked and adopted the brand of Canada's Green University in light of its leadership in environmental and social sustainability, as well as its academic strengths in the environmental sciences, natural resources and sustainability.

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

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

# 3 UNBC 2016/2017 Year in Review

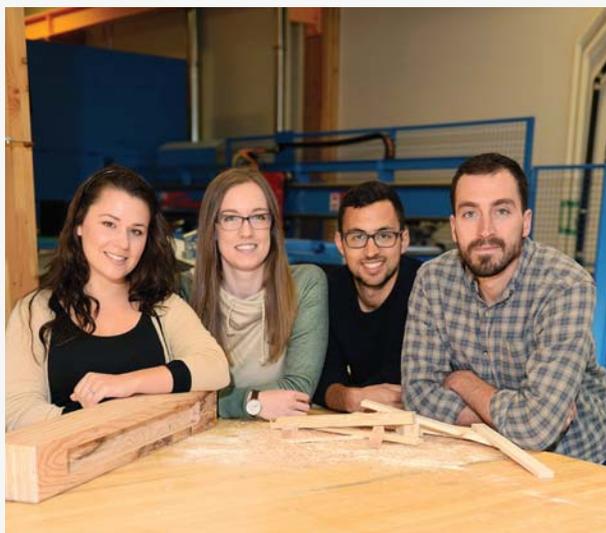
**The past academic year was marked by a multitude of outstanding achievements for UNBC. From its celebration of the 150<sup>th</sup> anniversary of Confederation and the creation of 150<sup>th</sup> renewable scholarships, to its second consecutive year of being named the top University in its category in the Maclean's magazine rankings, UNBC continues to be a leader in the post-secondary field. The following are some of the highlights of 2016/17:**

- For the second consecutive year, UNBC was named the top University in its category according to rankings released by Maclean's magazine. UNBC placed first in the Primarily Undergraduate category that includes 19 universities from across the country. UNBC made gains in many categories including the quality of our instructors, our staff and the services we offer, the outstanding student experience, and student activities available.
- For the fourth time in six years, UNBC was named one of BC's Top 100 employers. Evaluators recognized UNBC for outstanding contributions in work-life balance, ongoing educational opportunities and parental leave benefits.



- In 2017, UNBC achieved two major milestones with the endorsements of the new Strategic Research Plan and an Academic Action Plan. These plans will help shape an exciting vision for the University's future research and academic success.
- To guide us in the implementation of the various plans, UNBC's Mission, Vision and Values were renewed through an unprecedented consultation process. Students, faculty, staff and community members provided input during his process. The result was a refreshed Mission, Vision and Values that will help guide us as we begin the implementation of the various action plans through the integrated University planning process.
- Tracey Wolsey was elected as the new Chair of UNBC's Board of Governors. Wolsey is the Director of Stakeholder and Aboriginal Relations with Suncor Energy in Fort St. John and is a UNBC graduate.
- Ties between UNBC and the Lheidli T'enneh Nation were strengthened in September with the signing of a Memorandum of Understanding, a new sign installed at the entrance to the Prince George campus written in the Lheidli dialect of Dakelh (Carrier) language, and a new flag pole permanently flying the Lheidli T'enneh flag.

- UNBC launched the public phase of its \$15-million Northern Leadership Campaign in May. This comprehensive fundraising campaign will support priorities that will bolster UNBC's leadership as one of Canada's best small research intensive universities. It focuses on three key priorities: to strengthen research and teaching excellence, to inspire next-generation leaders and to create local solutions with global impact.
- The Research Data Centre opened in UNBC's Geoffrey R. Weller Library and provides researchers and community members with a secure connection to Statistics Canada to access population data, household survey and administrative microdata and other key information necessary for their work.
- The institutional goal of reaching the target of \$15 million in research funding by 2016/17 was surpassed. UNBC received \$19 million to invest in the University's research programs.
- The Undergraduate Research Experience Program was core funded and supported more than 15 studentships for research activities at the University.
- UNBC announced the award of three new Research Chairs in 2016/17.
- UNBC saw an increase of 30 per cent in research grant and contract applications submitted in 2016/17, compared to the previous year (more than 200 applications were processed for 60 unique funders with a success rate of greater than 70 per cent).
- Dr. Alison Gerlach, a UNBC postdoctoral researcher, received the prestigious 2016-17 Banting Fellowship from the Canadian Institutes of Health Research. Her project, Rethinking Early Intervention Therapy with Indigenous Communities and Families in Northern British Columbia: A Critical Inquiry, centres on under-



standing how early intervention therapy services and programs, such as children's occupational therapy, speech language pathology, and physiotherapy, can be provided in ways that are responsive, culturally safe, and effective with Indigenous communities and families in Northern B.C.

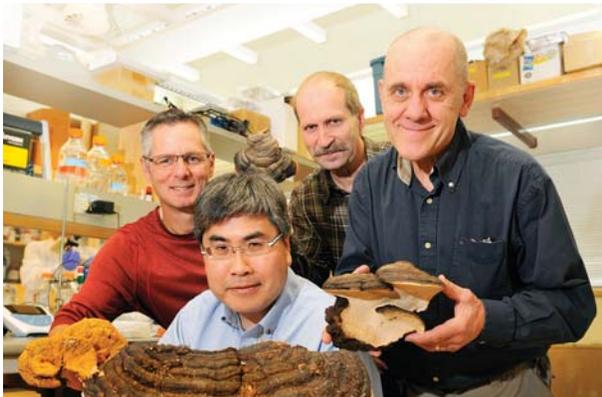
- The Administration Building on UNBC's Prince George Campus was renamed Charles J. McCaffray Hall in honour of the late Charles McCaffray, a visionary and thought leader who helped spearhead the campaign to establish a university in the North.



- Innovation in timber engineering and the development of wood products will be accelerated at UNBC thanks to a \$4.5 million joint federal-provincial investment announced in February. The new Wood Innovation Research Lab will be used by students in the Master of Engineering in Integrated Wood Design program and will also create new opportunities for collaboration with external researchers and industry.
- Researchers Dr. Ellen Petticrew and Dr. Phil Owens secured nearly \$800,000 in funding from the Government of Canada's Environmental Damages Fund to continue their research into the impacts of the 2014 breach of the Mount Polley Mine tailings storage facility on the Quesnel Lake ecosystem.
- Dr. Thomas Tannert became the first Tall Wood and Hybrid Structures Engineering Research Chair at UNBC in October. The Chair is funded by the Government of British Columbia through the BC Innovation Council's Leading Edge Endowment Fund.
- UNBC Adjunct/Visiting professor Dr. Rick Colbourne was named a recipient of the 2016 Fulbright Scholar Award. Dr. Colbourne spent the year as a Fulbright Visiting Research Chair at the University of Arizona conducting research into Indigenous entrepreneurship.
- A team of researchers from UNBC received \$83,500 from the Governments of Canada and British Columbia to launch a cash and bioenergy crop feasibility

study. The project aims to promote agricultural diversification and development to create prosperous and self-sustainable communities in the North.

- UNBC researchers teamed up with the Two Rivers Gallery and the Pacific Institute for Climate Solutions to create Change, an art exhibit and call to action on climate change. The exhibit looked at the past, present and future of human interactions with the environment.
- A parliamentary committee from Denmark visited UNBC campuses in both Prince George and Quesnel in early March. The parliamentary mission, coordinated by UNBC's Community Development Institute, highlighted the opportunities and challenges associated with distributed models of education.
- In celebration of Canada's 150th anniversary, UNBC created a new scholarship program, available to international students from around the globe. The program is comprised of 150 renewable scholarships, each valued at \$2,000 per year for up to four years.
- UNBC Outdoor Recreation and Tourism Management Professor Dr. Pamela Wright was named a 2017 Wilburforce Fellow in Conservation Science. As a Fellow, Dr. Wright will continue her research in conservation planning and maintaining the ecological integrity of parks and protected spaces. Dr. Wright is the first UNBC researcher to earn the fellowships and is one of 20 scientists in Western North America to receive the fellowship this year.
- Women's basketball player Vasiliki Louka received national recognition in December when she became the first UNBC student athlete to be named the ArcaelorMittal Dofascu U Sports female athlete of the week. Eleven UNBC Timberwolve varsity athletes were recognized at the annual U Sports Academic All-Canadian ceremony, which honours student athletes who have achieved a GPA of 3.67 or higher.
- The third installment of the UNBC Timberwolves Legacy Breakfast raised a record amount, bringing in \$54,000 to support scholarships and bursaries for varsity athletes. Stanley Cup champion and Olympic



gold medalist Theo Fleury delivered a keynote speech to a sold-out audience titled Don't Quit Before the Miracle for 500 attendees at the Charles Jago Northern Sport Centre.

- Langara College and UNBC established a Memorandum of Understanding that will facilitate the successful transfer of students from Langara to UNBC. Langara students who meet the eligibility requirements and have completed the Associate of Arts or Associate of Science degrees will be considered for admission into one of 10 different third-year Bachelor's programs at UNBC.



- The Confederation of University Faculty Associations of B.C. recognized Dr. Darwyn Coxson, a UNBC Ecosystem Science and Management Professor with one of three Distinguished Academic Awards. CUFA-BC's Paz Buttedahl Career Achievement Award is for sustained outstanding contributions to the community beyond the academy through research or other scholarly activities by an individual or group over the major portion of their career. Dr. Coxson's advocacy and research was instrumental in the establishment of the Ancient Forest/Chun T'oh Whudujut Provincial Park, a 12,000-hectare protected area conserving rare Ancient Western redcedar stands in the inland rainforest 120 km east of Prince George.



# 4 Strategic Direction and Context

The Institutional Accountability Plan and Report provides a review of achievements related to the Ministry of Advanced Education's identified indicators and an assessment of UNBC's performance in meeting its commitments.

The following section highlights the renewed Mission, Vision and Values, which focus on UNBC's strengths and aspirations. It flows from an unprecedented consultation process that engaged the entire UNBC community and partners. It was an important opportunity for UNBC to have a productive dialogue with students, staff, faculty and community partners, and ensure that all felt part of the whole University. It reaffirms that UNBC is a regionally, nationally and globally significant University and house of learning.

## Mission

To prepare leaders for tomorrow by influencing the world today.

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

## Values

In our workplaces, relationships and communications, we are committed to positive and productive work and learning environments.

Our values inform our lives, our decisions, and our choices. At UNBC we value:

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

**Inclusiveness and diversity:** Social and cultural diversity is core to enriching the learning environment of a modern university. The confluence of diversity and respectful discussion stimulates creative thoughts, new ways of thinking, and new pathways of inquiry. This ensures that our research questions address society as a whole, and enables us to train leaders who understand our local and global communities.

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

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

## Vision

To be a destination University, personal in character, that transforms lives and communities in the North and around the world.

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

## Strategic Context

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

The history of UNBC has instilled in the institution a strong sense of responsibility to the northern region: its communities and industries, its citizens and cultures, its challenges and opportunities. UNBC is embedded within the northern communities and enjoys a strong social license to operate. This integration within the region is core to the University's planning and operations.

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

## In the Region

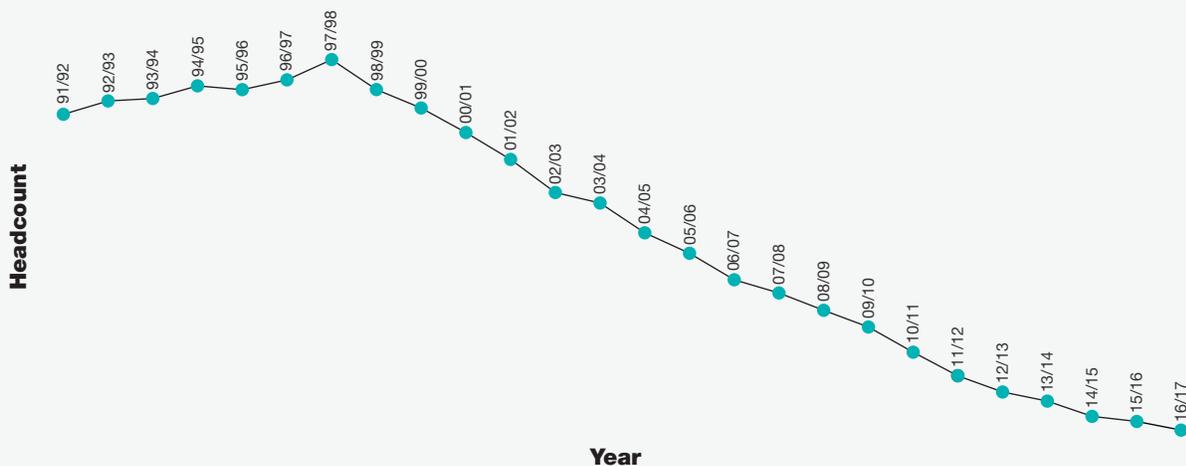
UNBC continues to be an active participant in the Province's efforts to address the skills shortage in the labour force. This "skills gap" has a large impact on the provincial economy and UNBC contributes by aligning its course curriculum to better match graduates with the needs of local and regional employers.

To better understand the impact of the University on the needs of the northern region and the goals outlined in the Government's Skills Gap Plan, a UNBC Alumni Survey was initiated. The survey found 88.2 per cent of UNBC alumni were employed at the time of the survey, while others had paid employment lined-up to begin at later dates. Of the employed alumni, 69 per cent reported that they were in management or executive positions; 93 per cent of employed alumni said their education at UNBC was somewhat or very useful to getting their current job; 98.3 per cent said their UNBC education was either very, somewhat or quite important to future career opportunities. Also, half of graduates (49.7 per cent) said they had a job less than one month after beginning their job search, and 83.7 per cent said they had a job within six months.

As demonstrated in the survey results, UNBC is a significant driver of the local and regional economy. Many of our graduates remain in the North and are employed in managerial positions or are starting new businesses.

Even with these successes, Northern British Columbia continues to experience a consistent and dramatic decline in its population, and a shift in demographics. In particular, the population of young people in the region has declined by 39 per cent since peak enrolment at UNBC in the late 1990s.

### Total student headcounts in all grades (K to 12) in Northern B.C. School Districts 1991/92 - 201/16



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

To address these challenges, UNBC is continuing to lead discussions and collaborations with other post-secondary institutions in the north and the central interior of British Columbia. These collaborations help ensure we coordinate course offerings and provide better pathways for prospective college graduates to pursue advanced university education. Examples include a recent memorandum of understanding with the three northern colleges to provide guaranteed admission for qualified international transfer students, or a shared marketing initiative led by the Presidents of the Northern Post-Secondary Council designed to drive prospective students to an exciting and rewarding post-secondary career in B.C.'s North.

- UNBC is actively engaged in community outreach and relationship building, and has witnessed an evolution of relationships with First Nations (Lheidli T'enneh, Lake Babine First Nation, Nazko First Nation, Skidegate Band Council, Tishquot'in National Government, Cheslatta Carrier Nation, and the National Centre for Truth and Reconciliation, etc.), ensuring their voice and perspective is considered in the development and delivery of UNBC programming. UNBC is working with local and regional governments and development agencies (City of Prince George Education Committee, Northern Development Initiative Trust etc.), and businesses and industry, all with the purpose of ensuring the University continues to be responsive and relevant.
- UNBC has made significant investments on supporting enrolment, recruitment and retention efforts to increase FTE figures over the past year and a half. This includes an increase in the student recruitment complement, allowing recruiters to escalate their efforts during the key undergraduate student recruitment season. In addition, UNBC invested in some key marketing and promotion products, including a revitalized prospective student handbook, website, social media campaign, and e-mail conversion program. This investment is showing clear results. As of June 1, 2017, applications are up 18.8% and registrations are up 8.6% compared to the same time the previous year.

## Outside the Region

Three areas of action by the Government of BC have had a profound effect on UNBC's planning and operations. The following is provided for background and context:

**Grant reduction:** The Government of BC reduced UNBC's operating grant for 2013-14 by \$128,000, an additional \$512,000 in 2014/15, and a further \$665,000 in 2015/16 (excluding an amount for new programming and funded compensation increases).

**Skills blueprint:** The Government's promise to re-direct funding to the education and training of "high-demand occupations" has potential to shape UNBC's academic profile in significant ways.

**New universities:** The expansion of degree-completion options in southern B.C. and Vancouver Island, has had the effect of eroding UNBC's ability to attract students from those regions. In the 1990s, close to one-third of UNBC students were from southern BC; the percentage now is about 17%. This decline aligns with the increase in the number of B.C. institutions awarding bachelor's degrees.

Another factor outside the region that may affect UNBC's planning and operations is the public perception of Prince George, and Northern B.C. more broadly, along with the distance of Prince George from major population centres. Being "close to home" is the most popular reason students identify for choosing UNBC. Location, however, is also a top reason prospective students decide to not attend UNBC. We believe our northern location is an asset and UNBC is actively engaged in implementing strategies and key actions that focus on marketing, recruitment and retention initiatives.

## Within UNBC

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

- **University finances:**  
UNBC made significant strides in addressing its financial challenges through the enactment of a deficit mitigation strategy that was crafted in close consultation with Ministry officials.

The main elements of this strategy were 1) implementation of strategic spending cuts that would restrain expenses while protecting the core educational and research activities of the campus; 2) targeted investments to grow enrolment of both domestic and international students.

The full impact of this strategy will not be visible until the 2017/18 budget cycle, but in the 2016/17 fiscal year the deficit was reduced to \$1.7 million from \$3.5 million the previous year. This was largely due to cost savings, however there was some significant growth in undergraduate domestic tuition revenue, providing early indication of the success of the enrolment growth efforts. Although UNBC is expected to have a deficit financial position for the next one to two years, overall the University has a very strong balance sheet, with endowment assets exceeding \$50 million for the first time in history, and cash reserves that remain very healthy. The execution of the deficit mitigation strategy happened as part of the overall integrated planning process that has been evolving since the previous fiscal year, and that has facilitated a much more strategic alignment of budgetary resources with the strategic priorities of the University. At the encouragement of the Ministry, UNBC will also implement new financial planning software in fiscal 2017-18 to enable better stewardship of University resources.

- **Integrated university planning:**  
Our ability to set the strategic direction and move UNBC decisively forward to a sustainable financial model was limited in past years by an absence of comprehensive and endorsed academic and research plans. However, this year marks a major achievement for the University with the endorsement of both the Strategic Research Plan and Academic Action Plan, by the University Senate.  
  
UNBC is now well positioned to move forward with the crucial work of building linkages to the various plans through the integrated university planning process, introduced in 2016/17, and to focus on the new research plan, new academic plan, new relationships, new structures, and a budget that aligns resources to priorities.
- **Student recruitment and retention:**  
With increasing competition from post-secondary institutions across the province and an aging demographic in the region, the development of a Strategic Enrolment Management Plan was vital to the future success and sustainability of UNBC. In early 2017, the University developed this Plan and is now much better positioned to begin implementation of strategies and actions to increase student recruitment and retention (high school, transfer, Aboriginal and graduate students), and to work realistically and purposely towards achieving the Ministry's FTE targets.
- **Academic Programming, Outreach and Experiential Learning**  
The proposed undergraduate degree program in Bachelor of Applied Science in Civil Engineering was approved by Senate on April 26, 2016, and the program's establishment was subsequently approved by UNBC's Board of Governors on September 16, subject to confirmation of funding from the Province of B.C. Since that time, UNBC has worked with Ministry of Advanced Education officials to advance the proposal. UNBC anticipates participating in continued discussions with the provincial government.

UNBC has worked on a number of strategies to strengthen its links with communities through a variety of outreach activities, such as the Masters of Engineering in Intergrated Wood Design program in which students have undertaken several projects with local businesses and community groups for the small-scale wood design and build projects as part of their degree program. Dr. Alex Aravind coordinated a programming course with the Innovation Central Society on an Agile Software Development program to support local software developers and build capacity locally in modern programming approaches. This summer Dr. Aravind obtained a SSHRC Connect grant for a Canada 150 project to present a "Digital Storytelling" program for high school students from SD 91 who will learn programming basics while also telling their stories of living in Northern British Columbia.

UNBC is keen to continue fostering leadership within its internal ranks. To this end, the University issued a call in

2016 to the University community for a President's Leadership Initiative – Investigating Co-operative Education Opportunities. The goal was to develop models for revitalizing UNBC's co-operative education initiatives that are supported by the Ministry of Advanced Education. In the Fall 2016, Faculty member Dr. Todd Whitcombe was appointed as the lead on this project, and a first report, to be included in the University's integrated planning cycle, is expected in the 2017-18 planning year.

- Student housing:  
The University is now in the final phase of an upgrade to its residence buildings, expected to be complete by September 2017. At 20 years of age, the upgrades are essential in enhancing the student experience for residents living on campus, and keep-step with the rest of the Prince George campus by connecting the buildings to the University's sustainable bioenergy heating system.

## Strategic Planning and Today's Priorities

Over the past 12-18 months, UNBC has engaged in a comprehensive, consultative and integrated strategic planning exercise, unprecedented in the institution's history.

This exercise has resulted in the following:

- A renewed statement of the University's Vision, Mission and Values and identification of Strategic Priorities, approved by the Board of Governors.
- A more rigorous approach and a renewed commitment to the Aboriginal Service Plan and to the respective programming and reporting.
- A comprehensive Academic Action Plan informed by broad and significant institutional consultation and effort, endorsed by the UNBC Senate.
- A focused and strategic Enrolment Plan.
- A strategic Research Action Plan that reflects the strengths and aspirations of UNBC's researchers, endorsed by the UNBC Senate.
- A new Financial Accountability Framework.
- A budget and financial planning model that better ensures unit action plans align with and support strategic, academic and research priorities.
- The development of an Integrated Planning Framework that will bring all of these planning documents and initiatives together and ensure that UNBC is not only better positioned to meet significant challenges such as recruitment and enrolment but better positioned to integrate performance measures into planning that are clearly linked to the both the University's strategic goals and the Ministry's long-term strategic objectives of Capacity, Access, Quality, Relevance and Efficiency.

These plans and framework will help focus our institutional data collection and consequently improve transparency and accountability and our ability to measure success. In particular, the Academic Action Plan and Research Action Plan will ensure that we act strategically in allocating resources to support academic and research priorities.

Through all of the various strategic planning exercises outlined above, and with a high level of consultation and engagement across the UNBC community, UNBC's senior leadership team developed an initial Strategic Roadmap which refreshed the Mission, Vision, Values, and Signature Areas, and established four strategic priorities, which were endorsed by the Board of Governors:

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

The Strategic Roadmap, which includes key desired outcomes for each of the identified priorities, was created to focus the short-term work and initiatives of programs and units, while many of the planning exercises were, and are, ongoing. A refreshed institutional planning and budget process was also implemented in which individual unit action plans and decisions needed to demonstrate alignment with strategic priorities.

All of the planning exercises are living, ongoing processes that require regular renewal but, as most have reached the stage of producing a summary and report, the focus at present is to integrate all of the reports and various recommendations into an Integrated Planning Framework that will clearly demonstrate an alignment of resources with academic and research priorities and the integration of government's strategic objectives related to Capacity, Access, Quality, Relevance and Efficiency.

This integration exercise may result in some refinement to the language of the priorities listed above, and will certainly inform the articulation and adoption of desired outcomes, unit action plans, and resource allocation.

### Highlights of Progress for the Strategic Priorities 2016-2017

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.
Student enrolment is up 3.7% overall: broken down this is an increase of 8.0% new domestic direct students, increase of 26.4% new domestic transfer students, increase of 53.8% new graduate studies, increase of 2.8% continuing students and other, and a decline of 16.1% international tuition paying FTE students.	Completion of the academic planning that began in 2015, culminating in an Academic Planning document .	Over \$18 million in new research funding.	Approval of the 2016-2017 budget, with realignment and investment to support the strategic priorities.  Development of UNBC at a Glance an institutional accountability framework for reporting progress against strategic priorities.

# Performance Plan

## Goals and Objectives

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

**Goal: Attract, retain and develop outstanding faculty, staff and students.**

### Supports Ministry Strategic Objective(s): Quality, Capacity, Access, Efficiency

In the relatively short number of years since its founding, the University of Northern British Columbia has grown to become one of Canada's premier small, research-intensive universities that excels in its teaching and service. To maintain this momentum, UNBC continues to foster to a strong and innovative community and culture of teaching, learning, research and service in which all people feel secure, welcomed, and challenged in the pursuit of knowledge. In support of this goal, UNBC is committed to caring for the physical, emotional, psychological and spiritual well-being of its community.

#### Objectives:

- Implement and integrate a holistic and sustainable approach to strategic enrolment management at UNBC.
- Ensure a comprehensive planning framework recognizes and rewards outstanding leadership and management (including faculty and staff recruitment, onboarding, wellness, performance feedback, development, mentorship, etc.).
- Foster and celebrate academic excellence, and outstanding undergraduate and graduate learning opportunities.
- Enhance the support of students in their journey toward success from day one through graduation and continuing on into their careers.
- Promote research dissemination and strategic allocation of Research Chairs to enhance faculty recruitment to UNBC.

#### Actions:

- Commit to increasing UNBC's enrolment to 3,443 Full-Time Equivalent students.
- Increase UNBC's student composition of graduate, Indigenous, and equitable gender diversity across programs.
- Develop a mechanism for strategic and proactive faculty and staff complement, workforce, and succession planning.
- Continue to develop a healthy, safe, and culturally diverse community where all people have the potential to engage in the success of UNBC, fully bringing their talent and potential to their work and learning.
- Continue to enhance, recognize and honour UNBC's connections with Indigenous groups and other communities, and prepare students, faculty and staff for intercultural engagements.
- Continue to increase international engagement and raise cultural awareness among the UNBC community through exchange opportunities for students, faculty and staff, and expansion of international programming and services.

#### Outcomes:

- Enrollment of 3,443 FTE by 2020.
- Increased retention rates from first to second year.
- A diverse, talented and engaged student body that promotes student success.
- An inclusive and vibrant community.
- A development strategy for faculty, staff, students and leaders.

#### Measures:

- Employee Opinion Survey
- Audited FTE
- National Survey of Student Engagement Results (NSSE)
- Faculty Survey of Student Engagement (FSSE)

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

**Supports Ministry Strategic Objective(s): Efficiency, Quality, Relevance, Capacity**

UNBC continues to provide outstanding academic programming that supports the economic, social and employment needs of Northern British Columbia and the province, not only in high-demand fields, but in a wide range of disciplines and areas of expertise. Many of B.C.'s top occupations, according to Work BC, require skill and expertise in management across a varied field of employment sectors, from commerce and business programming to health and social services, STEM programming and more. With enhanced investment in some key academic areas, such as engineering and physical therapy, UNBC will grow its impact, not only in the North, but across the province, country and globe.

Experiential learning is a key tenet in UNBC's pedagogical philosophy. UNBC knows from experience that learning outside the classroom has a transformative impact on a student's educational journey. From field schools and exchanges in such diverse places as Guatemala, Peru, New Zealand, the U.S., to experiential learning opportunities delving into Indigenous culture, environmental studies, history, anthropology and political science, UNBC is offering a rich, hands-on learning environment for its students. To support this, UNBC donors continue to provide funding support for programs such as the Undergraduate Experiential Service Learning Program, exposing even more students to the value of experiential learning.

Through the single greatest engagement in UNBC's history, the Academic Action Planning Group produced a document that highlights significant and important priorities for action over the next three to five years. It provides an opportunity to refresh structures and approaches, ensuring that UNBC continues to be visionary and leading edge.

UNBC has a core commitment to supporting Aboriginal students. Aboriginal knowledge, culture, traditions, and values are incorporated in our institution's way of being, and in being, we are guided by the tenets of respect, reciprocity, responsibility, and relevance. The priority to develop an Aboriginal Action Plan is a significant development, comes out of the endorsement of the Academic Action Plan, and will support key strategies and priorities on Indigenization and decolonization at UNBC. Aboriginal students at UNBC have truly benefited from the Ministry's Aboriginal Service Plan funding. This funding has supported initiatives such as the Aboriginal Alumni Speaker Series, Elders in Residence Program and the Regional Aboriginal Academic Coaches, to name a few.

**Objectives:**

- Support the Ministry of Advanced Education's Aboriginal Service Plan objectives.
- Offer student academic programming that is relevant, engaging and of high quality, and supports the economic, social and employment needs of Northern British Columbia and the province in high-demand fields.
- Provide experiential learning and equip students with relevant job skills and help fulfill employment demands in the province and the North.
- Facilitate cultural and academic development, growth and success for current and prospective Aboriginal students.
- Integrate renewed academic and research action plans into the UNBC's Integrated Strategic Planning Framework to the full extent financially and reasonably possible, and in the spirit of collegial governance.
- Ensure a renewed academic structure balances roles, responsibilities, authority and accountability at different levels and clarifies leadership responsibilities within the colleges/ faculties created.
- Ensure academic programming and experiential learning equips graduates with skills and breadth of knowledge to meet in-demand job opportunities.

**Actions:**

- Develop an Aboriginal Action Plan, a significant development coming out of the endorsement of the Academic Action Plan, to support key strategies and priorities on Indigenization and decolonization at UNBC, and to facilitate enhanced programming and activities through the Aboriginal Service Plan.
- Continue to deliver on an Aboriginal Service Plan for the 2017/18 academic year, which includes new and continuing initiatives to provide support, services and cultural opportunities to current Aboriginal students; support Aboriginal recruitment and retention efforts; and ensure the successful transition from high school to university for Aboriginal learners.
- Develop workshops and training/enhanced awareness that will allow UNBC to increase the use of indigenous pedagogies, content in courses by indigenous scholars, the inclusion of Indigenous perspectives, oral traditions and/or knowledge holders into the classrooms.
- Develop an approach to analyzing, costing, prioritizing and integrating recommendations outlined

in the new Academic Action Plan into the 2018/19 UNBC Strategic Planning Framework Integrated University Planning process.

- Facilitate dialogue with each academic program/unit and begin articulating the College or Faculty structure and possible alignments.
- Review and streamline pathways for degree streams and programs at UNBC.
- Continue to develop programs and implement actions that promote, support and strengthen student engagement, student success and student experience.

**Outcomes:**

- An academic structure that supports interdisciplinary dialogue and collaboration, flexibility, responsiveness and innovation, and encourages inter-college communication and cooperation.
- Increased programming relevant to achieving the Truth and Reconciliation Commission of Canada recommendations.
- Streamlined, integrated and enhanced academic programming and delivery that supports the economic, social and employment needs of Northern British Columbia and the province in high-demand fields.
- Experiential learning that equips students with relevant job skills and helps fulfill employment demands in the province and in the North.
- Academic programs of the highest quality that meet recognized standards of excellence.
- Improved regional collaborations and programming, and strengthen relationships with Aboriginal and regional communities.
- Increased number of Aboriginal students enrolling at the University.
- Improved retention rates of Aboriginal students.
- Continued and enhanced access, successful transitions, retention and completion, of diverse Aboriginal learners.

**Measures:**

- Annual Audited FTE Report
- Participation rates of services and programs
- Baccalaureate Graduate Survey
- National Survey of Student Engagement Results (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- External Academic Program Reviews

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

**Supports Ministry Strategic Objective(s): Access, Efficiency**

2016/17 has been an incredibly productive year for research at UNBC. More than \$19 million was received, and the University has seen a significant increase in the number and breadth of agencies and organizations funding research at UNBC. More than 60 different partners were involved, with UNBC achieving an overall success rate of greater than 70 per cent. The University will also see three new research chairs by the end of 2017, which speaks to the outstanding quality and depth of research being conducted at UNBC.

The student experience in research is critical at UNBC. In fact, it is a key feature that the University highlights in its recruitment marketing materials. Programs such as the Undergraduate Research Excellence awards and the Undergraduate Experiential Service Learning Program are exposing more students, at earlier stages in their academic careers, to the research environment.

UNBC's Office of Research completed a Strategic Research Plan in 2017, a document that formally outlines past accomplishments and future goals and objectives. This transparent reporting method helps external partners engage more effectively with the University while also helping the Office share its overarching strategies with the University community.

**Objectives:**

- Offer outstanding quality research that is pioneering in its innovation and is of marked importance to our region.
- Develop new research relationships with communities, businesses, industries, other academic institutions and partners, regionally, nationally and internationally.
- Continue and increase the trend of additional research coming to UNBC.
- Improve level (undergraduate and graduate) and quality of student participation in research initiatives.

**Actions:**

- Develop an approach to analyzing, costing, prioritizing and integrating recommendations outlined in the new Research Action Plan into the 2018/19 UNBC Strategic Planning Framework Integrated University Planning process.
- Increase the trend of additional research dollars coming to UNBC.
- Improve the level and quality of student participation and training in research initiatives across undergraduate and graduate levels.
- Increase the number of active international research University partnerships.
- Increase the number of externally funded Research Chairs.

**Outcomes:**

- Target of \$5 million for philanthropy research funding by 2017/18.
- Target of \$15 million for the Northern Leadership: The Case for UNBC fundraising Campaign.
- Funds raised through the Northern Leadership Campaign supports the following:
  - Research excellence at UNBC in areas as diverse as tall wood building engineering, research forests and rural and northern health.
  - Ensures more outstanding students are educated at UNBC so they are prepared to lead.
  - New opportunities are made available to students for experiential learning, scholarships and bursaries.
  - Students from rural and First Nations communities receive help in transitioning to University life.

**Measures:**

- Total revenues and percentage of faculty members holding Tri-Council Grants.
- Total number of students employed as research assistants.
- Total funding dollars received by UNBC.
- Total number of students and faculty participating in research initiatives.
- Research metrics and publications databases.
- Total number of collaborative research projects with partners (other academic institutions, communities, First Nations, industrial partners, NGOs, etc.)
- Total number of philanthropy-driven research projects.

**Goal: Ensure financial accountability, sustainability and operational effectiveness.**

**Supports Ministry Strategic Objective(s): Efficiency, Capacity**

As a result of the financial year-end position, the University accelerated plans to enhance monitoring and reporting of financial activity during the fiscal year across the institution. UNBC is confident that the measures being implemented will improve results occurring at year end. Other operational efficiencies, such as the implementation of an enhanced institutional data-warehouse, will significantly improve access to reports and data analysis that is critical to the integrated planning and monitoring of strategic priorities. Streamlining and improving admissions processes, and realigning the enrolment services division will help to foster collaboration across the institution and improve services and support to students. Cost-saving initiatives, such as energy efficiencies from the expansion of the bio-energy plant infrastructure to residences and other parts of the campus, has resulted in a 60 per cent reduction in electricity use. UNBC continues to explore similar opportunities that will create further operational efficiencies. As UNBC works towards the integration of the new planning initiatives, there will be a focus on enhancing the culture of leadership and financial accountability at all levels of the institution. The engagement of the entire UNBC community in the integrated planning process will help to prepare the University for growth and expansion in the coming years

**Objectives:**

- Streamline data collection and reporting for enhanced operational and strategic decision making.
- Employ new marketing and student recruitment strategies to improve and support enrolment and retention at UNBC.
- Strengthen international partnerships and programming opportunities.
- Streamline administrative processes to enhance support and services.

**Actions:**

- Integrate the new strategic enrolment plan recommendations into the UNBC Integrated Planning Framework, to the full extent financially and reasonably possible.
- Implement a new financial planning and reporting software.
- Increase capacity within UNBC to help steward our resources more effectively.
- Revise UNBC's website and print materials to provide new and returning students with improved access to important information and admissions processes.
- Streamline data-driven reporting for informed data-driven decision making for operational and strategic decision making.
- Collaborate with academic and business units to streamline overall institutional reporting.

**Outcomes:**

- UNBC resources are allocated and aligned to the strategic priorities.
- A sustainable infrastructure is effectively supporting the mission of the University.
- The University reaches financial equilibrium by 2020.
- Processes, policies, systems and services are relevant, efficient and add value.

**Measures:**

- Audited FTE
- Total tuition revenue
- Quarterly forecast and total annual budget



# 6 Performance Targets and Results

## University of Northern British Columbia 2016/17 Accountability Framework Performance Measure Results

Performance Measure	Reporting Year					
	2015/16	2016/17	2016/17	2016/17		
	Actual	Target	Actual	Assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	2,538	3,443	2,632	Not Achieved		
Nursing and other allied health programs	282	363	312	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	786	718	773	Achieved		
<b>Sponsored research funding<sup>4</sup></b>						
Sponsored research funding from all sources (million \$)	\$11.3	≥ previous year	\$7.6	Not achieved		
Federal sources (million \$)	\$6.1		\$5.2			
Provincial sources (million \$)	\$1.6		\$0.8			
Other sources (million \$)	\$3.6		\$1.6			
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	329	TBI	367	TBI		
Ministry (AVED)	329		367			
Industry Training Authority (ITA)	N/A		N/A			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	94.0%	1.9%	≥90%	93.2%	2.3%	Achieved
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	94.0%	1.9%	≥ 90%	95.8%	1.8%	Achieved
<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Bachelor degree graduates	88.7%	2.5%	≥ 85%	87.4%	3.1%	Achieved

**Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup>**

	%	+/-		%	+/-	
Bachelor degree graduates	87.9%	3.2%	≥90%	86.4%	3.7%	Achieved

**Unemployment rate<sup>5,6</sup>**

	%	+/-		%	+/-	
Bachelor degree graduates	8.4%	2.5%	10.8%	6.1%	2.5%	Exceeded

**Notes:**

TBI - Institutions are required to include their target and assessment.

N/A - Not applicable

1 Please consult the 2016/17 Standards Manual for a current description of each measure. See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)

2 Results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year; results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year. Excludes Industry Training Authority student spaces.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2016/17 reporting year are a three-year average of the 2013/14, 2014/15, and 2015/16 fiscal years.

4 Results from the 2015/16 reporting year are based on data from the 2014/15 fiscal year; results from the 2016/17 reporting period are based on data from the 2015/16 fiscal year.

5 Results from the 2015/16 reporting year are based on 2015 survey data; results from the 2016/17 reporting year are based on 2016 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

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

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

**Appendix**  
**University of Northern British Columbia**  
**2016/17 Accountability Framework Performance Measure Results**

Performance Measure	Reporting Year					
	2015/16		2016/17	2016/17		2016/17
	Actual		Target	Actual		Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	88.7%	2.5%	≥85%	87.4%	3.1%	Achieved
Written communication	84.8%	3.0%		84.1%	3.4%	
Oral communication	89.8%	2.5%		80.5%	3.7%	
Group collaboration	86.5%	2.8%		88.3%	3.0%	
Critical analysis	94.3%	1.9%		93.2%	2.3%	
Problem resolution	84.2%	3.0%		81.8%	3.5%	
Learn on your own	92.6%	2.1%		92.7%	2.4%	
Reading and comprehension	88.7%	2.6%		91.2%	2.6%	

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

Performance measure	2016/17	2017/18	2018/19
<b>Student spaces</b>			
Total student spaces	3,455	3,455	TBD
Nursing and other allied health programs	363	363	TBD
<b>Credentials awarded<sup>3</sup></b>			
Number	761	TBD	TBD
<b>Student satisfaction with education</b>			
Baccalaureate graduates		≥90	
<b>Student assessment of the quality of instruction</b>			
Baccalaureate graduates		≥90	
<b>Students' assessment of skill development (average %)</b>			
Baccalaureate graduates		≥85	
<b>Student assessment of usefulness of knowledge and skills in performing job</b>			
Baccalaureate graduates		≥90	
<b>Unemployment rate</b>			
Baccalaureate graduates	10.8%	≤ unemployment rate for individuals with high school credentials or less	
<b>Sponsored research funding</b>			
Funding from all sources (million \$)	\$0.0M	≥previous year	

# 7 Financial Information

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



# 8 Degrees, Certificates, and Diplomas Offered at UNBC

## Diplomas

Aboriginal/Indigenous Health and Healing  
First Nations Language  
First Nations Language and Culture  
(Elem)

## Post-Baccalaureate Diplomas

Curriculum and Instructional Studies  
Montessori Education

## Certificates

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

## Post-Baccalaureate Certificates

Child Welfare

## Bachelor's Degrees

*\*Honours Offered*

### Arts (BA)

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

### Joint Majors

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

### Commerce (BComm)

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

**Education (BEd)**

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

**Fine Arts (BFA)**

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

**Health Sciences (BHSc)**

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

**Science (BSc)**

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

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

Physics\*  
Psychology\*

**Joint Majors**

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

**Applied Science (BASc)**

Environmental Engineering  
*A UBC/UNBC joint degree*

**Nursing (BScN)**

Northern Collaborative Baccalaureate Nursing  
Post-Diploma Baccalaureate Nursing

**Planning (BPI)**

First Nations Planning  
Natural Resources Planning  
Northern and Rural Community Planning

**Social Work (BSW)**

Child Welfare Specialization  
First Nations Specialization

# Master's Degrees

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

- Counselling
- Multidisciplinary Leadership
- Special Education

**Engineering (MEng)**

Integrated Wood Design

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

- Global Environmental Policy
- International Development
- Regional Relations

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

- Biochemistry
- Chemistry
- Computer Science
- Mathematics
- Physics

**Natural Resources and Environmental Studies (MA)**

- Environmental Studies
- Geography
- Tourism

**Natural Resources and Environmental Studies (MNRES)**

**Natural Resources and Environmental Studies (MSc)**

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

**Nursing (MScN) (MScN: FNP)**

**Political Science (MA)**

**Psychology (MSc)**

**Social Work (MSW)**

## **Doctorate Degrees**

**Health Sciences (PhD)**

**Natural Resources and Environmental Studies (PhD)**

**Psychology (PhD)**

## **Graduate Certificate**

Aboriginal Child and Youth Mental Health  
Leading for Learning  
Special Education

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

*A UBC degree delivered in partnership with UNBC*

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For complete program listings, please visit  
[www.unbc.ca/calendar](http://www.unbc.ca/calendar)

