



Okanagan Senate

THE SIXTH REGULAR MEETING OF
THE OKANAGAN SENATE
FOR THE 2017/2018 ACADEMIC YEAR

THURSDAY, 22 FEBRUARY 2018

3:30 P.M. | ASC 130

1. Call to Order – Dr Deborah Buszard
2. Senate Membership – Dr Kate Ross (information)
Resignation
Ms Kelly Ling Yin Lu, Student Member At-Large.
3. Minutes of the Meeting of 25 January 2018 – Dr Deborah Buszard (approval)
(docket pages xx-xx)
4. Business Arising from the Minutes - Dr Deborah Buszard (information)
Appointments made to President's Advisory Committees – Dr Jannik Eikenaar
(information) (docket page xx)
5. Remarks from the Deputy Vice-Chancellor and Related Questions - Prof.
Deborah Buszard (information)
6. Shaping UBC's Next Century: the UBC Strategic Plan (approval) (docket pages
xx-xx)
The Vice-Chair of Senate calls for the following motion:
That Senate endorse the strategic plan.
7. Admissions & Awards Committee – Dr Marianne Legault
 - a. New Awards (approval) (docket pages xx-xx)
 - b. 2018-2019 Enrolment Targets (approval) (docket pages xx-xx)
8. Agenda Committee – Dr Peter Arthur
2018-2019 Senate Meeting Dates (approval) (docket page xx)



9. Curriculum Committee – Dr Peter Arthur

Curriculum proposals from the faculties of Arts & Sciences, Creative & Critical Studies, Health & Social Development and Applied Science (approval) (docket pages xx-xx)

10. Report from the Librarian – Ms Heather Berringer

2017 Annual Report (information) (docket pages xx-xx)

11. Report from the Registrar – Dr Kate Ross

2018-2019 Academic Year (information) (docket page xx)

12. Report from the Faculty of Arts & Sciences – Dean Wisdom Tettey

Procedures for External Reviews within the Faculty (approval) (docket pages xx-xx)

13. Other Business

OKANAGAN SENATE

MINUTES OF 25 JANUARY 2018

DRAFT

Attendance

Present: Prof. S. Ono (Chair) Dr K. Ross (Secretary), Mr A. Aghshahi, Dr P. Arthur, Dr P. Barker, Ms H. Berringer, Dean G. Binsted, Dr D. Buszard, Dr R. Campbell, Dr D. Carter, Dr J. Cioe, Ms C. Comben, Dr J. Corbett, Dr I. Cull, Ms T. Ebl, Dr J. Eikenaar, Chancellor L. Gordon, Dr J. Gustar, Ms G. Hardy-Legault, Ms M Harper, Dr M. Hoorfar, Dr J. Hossain, Dr J. Jakobi, Dr D. Kandie, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Ms E. Lewis, Dr Y. Lucet, Ms M. Ly, Ms B. MacKenzie-Dale, Dr B. Marcolin, Dr C. Mathieson, Dr S. McNeil, Ms K. Morgan, Dr S. O’Leary, Dean W. Tetley, Ms H. Tjioe, Dean B. Traister, Dr G. Wetterstrand.

Regrets: Dr S. Alam, Mr M. Campbell, Ms K. DesRoches, Dean *Pro Tem*. B. Frank, Dean M. Grant, Dr J. Jonson, Mr K. Lee, Mr J Loeppky, Dean *Pro Tem*. J. Olson, Mr F. Pena, Dr M. Reekie, Dr D. Roberts, Dean R. Sugden, Ms J. Tom, Dr P. Wylie.

Clerk: Mr C. Eaton

Call to Order

The Chair of the Senate, President Santa J. Ono, called the Senate to order at 3:32 pm

Minutes of 14 December 2017

Peter Arthur
Wisdom Tetley

} *That the Minutes of the Meeting of 14 December 2017 be adopted as corrected:*

Robert Lalonde’s title is to be rendered using the style of Senator in lieu of Doctor.

Senator Comben was president of the Kelowna (instead of Okanagan) Chamber of Commerce.

Approved



Business Arising from the Minutes

Senator Cioe asked if information existed on how many International Doctoral Fellowships were available and what the funding system was for them on the Vancouver campus versus the Okanagan campus.

The Acting Secretary, Mr Eaton, agreed to follow up with the College of Graduate Studies.

Remarks from the President

PROVOST MODEL

Dr Ono said that he heard the Senate's feedback at the last meeting and received further feedback from a former deputy vice-chancellor as well as a document from the Okanagan deans. A few days ago he asked the Deputy Vice-Chancellor, Okanagan Provost, and the Vancouver Provost to start thinking about the strategic priorities and the desire to enrich and strengthen the distinctiveness and synergies between the two campuses. Dr Ono noted that that feedback had been very helpful.

He has also received feedback regarding his own authority as President in consideration of UBC's bicameral structure. It has become clear to him that this is his decision as President and that there is no decision yet. He asked to clarify the record and have Senate be aware that he misspoke at the previous Senate and that there is no unanimous recommendation from the Board of Governors. In listening and reading submissions, it is clear that this is an issue of high sensitivity and it is important there is quick closure on this matter. Dr Ono advised that he was expecting to make a final decision in the next week or two.

The Chancellor noted that he was one of 21 governors and apologized for not being at the last Senate. He confirmed that there was no recommendation, proposal, or decision made by, or received by, the Board of Governors. The Chancellor noted that he sat on many boards and viewed its role as strategic oversight, financial oversight, and presidential succession. There are on the University's board 11/21 government appointees and generally these appointees did not come from academia. The Chancellor understood that they were not academics and many had not had an opportunity to become sensitive to local issues on relationship issues between the two campuses. The Board saw this as an academic issue that the President should make with the recommendation of the Senate. He noted that some governors did have opinions but these were not recommendations.

Senator Cioe asked if the Dean's recommendations would be made available to Senate.

Dean Binsted replied yes.

The President suggested that the draft foundational document could also be shared.



STRATEGIC PLANNING PROCESS

The President thanked everyone who worked on the strategic plan. He reiterated that the plan must be ours as a university and not his as president. In looking at the plan he noted there are pillars that cut across the University and a set of strategies. He noted that the Senate would need time to consider and make recommendations. He asked for commentary today and in upcoming days with the final plan to be brought to the next Senate meeting for endorsement. Dr Ono reminded senators that this was to be a high-level plan; in a follow-up phase an implementation plan will be that will define specific programs for each pillar and strategy.

Senator S. Lawrence said that he found the draft alienating. He said that it seemed naïvely optimistic about change and enthusiastic in an uncritical way and described a sort of institution where he would not be comfortable. In particular, he noted that there were some nods towards academic freedom but then a lot towards greater collaboration that may challenge that.

Dr Ono noted other concerns regarding the prose, and noted that the document had both an internal audience and an external audience. We don't want to alienate anyone but have to make it open to audiences.

Secondly, Dr Ono said that solitary disciplinary activities had value even though collaboration was a frequent desire cited in consultation.

Senator S. Lawrence raised a concern with "You can't manage what you can't measure" as some things are not measureable. He replied with Einstein quote "not all that counts can be counted". Secondly, the emphasis on learning objectives seemed prejudicial towards things not in a teleological manner; some disciplines do not have finite end points.

Dean Tetley said that a set of objectives does not mean that you are looking at things teleologically necessarily.

Senator Marcolin noted the lack of regionalism represented in the document's places. She noted the Okanagan Regional Socioeconomic Development Institute. This was an opportunity to show regional examples. She suggested that too many examples were Vancouver-based.

Senator Jakobi spoke in favour of the snapshots but did notice in reading that the Okanagan was minimized in the snapshots compared to the prose.

Dr Ono noted that there was a minority opinion to delete the snapshots but that they were useful for external audiences.

Senator Roberts spoke in favour of Strategy 7: Shared Infrastructure. Okanagan needs more shared infrastructure.



Dr Ono noted that this feedback would be useful during implementation.

Senator Bryce Trotter also spoke in favour of the snapshots. He appreciated creativity being included especially with the innovation pillar. He suggested a creativity snapshot.

Dr Ono suggested that we focused on innovation without enough on knowledge for knowledge and creativity for creativity's sakes.

Senator Corbett appreciated the indigeneity and community content included but we should not lose sight of socially-engaged research, generally.

Senator Hardy-Legault expressed a concern with “legacy” and “co-develop” on page 23 and suggested that less political language would be helpful.

Senator S. Lawrence said that education is an end of itself: a pure good. Local purposes are side effects and we cannot restrict ourselves if we are to be a university.

Dean Tetley echoed the concerns regarding needing shared infrastructure. We worry that we will lose good faculty because we do not have the resources as a young campus that they need despite the expectation that we operate at the same level of excellence as Vancouver.

Dr Ono said that it was clear we needed to have further conversations on implementation and resource allocations.

Remarks from the Deputy Vice-Chancellor

Dr Buszard reflected on January being sexual assault awareness month and took the opportunity to reiterate the message that the wellbeing of the students, faculty, and staff on this campus was her higher priority, and that we all work hard to create and foster a respectful environment. She asked for an opportunity to take a moment to share with Senate her personal views on this important issue and to remind people of the various sources of support that are available on this campus.

We work hard to create and foster a respectful environment where students, faculty, and staff can study, work, and live free from any kind of misconduct. Dr Buszard said that she was truly saddened any time she heard of anyone in our community having to deal with such an experience.

Dr Buszard reminded the Senate that UBC has enacted a number of policies to make our university as supportive as possible. We have also invested in resources available to all students. These include counselling services, health clinics, crisis lines, and most recently, a Sexual Violence Prevention and Response Office. She explained that if someone has experienced a sexual assault, this office can provide support, facilitate referrals, coordinate accommodations, and help them make a report or lodge a complaint. UBC takes complaints of inappropriate



behaviour very seriously. We act quickly to conduct a fair and thorough investigation. In the case of sexual assault or misconduct; how those investigations are conducted and UBC's guiding principles are described in our Sexual Assault and Other Sexual Misconduct Policy.

Dr Buszard went on to state that she understand that our community, both on and off campus, may feel frustrated when we are unable to share all of the information about any particular case. We are bound by provincial legislation designed to protect the privacy and confidentiality of all parties. This is not only a matter of law but also one of principle. It is designed to ensure that everyone is treated fairly and with impartiality. This is true not only for those facing accusations but just as importantly for those making complaints or raising issues. We run the very real risk of alienating people or discouraging them from coming forward if they believe their story will be on display in public or in the press.

The Principal then summarized UBC's detailed sexual assault policy as follows: UBC will always treat concerns with care and respect and we will always protect a person's privacy. If anyone has experienced any kind of inappropriate behaviour, we want them to come forward because their wellbeing matters. We will listen and take action. We will treat their complaint with compassion and confidentiality. We will do everything in our power to make it safe for them to tell their story.

In closing, Dr Buszard advised that sexual assault, harassment, or other inappropriate behaviour has no place on our campus or in society. She pledged to do everything she can to combat it from where she stood and hoped UBC can give people the tools and the confidence to combat it from where they did so.

Senator Cioe said that policy 131 was a major improvement in a fundamental way. He noted that previously the process was adversarial towards complainants, and it is to the University's credit that we have changed to a sensitive approach. However, he still raised concerns regarding privacy law trumping freedom of information and he said he would take that matter up with the FOIPP commissioner.

Senator Wetterstrand said that no matter what the University does [?] we holds ourselves up to criticism. Much of what we do, by its nature, is reactive. He wondered if we should be putting more resources to being proactive and reducing the number of these incidents in our environment.

Dr Buszard said that the purpose of having a full-time coordinator in the office is to provide education and training so we can be proactive in this matter.

Nominating Committee



The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar presented.

By general consent the Senate Agenda was amended to add consideration of a motion allowing for the delegation of powers of appointment to President's advisory committees for senior appointments to the Senate Nominating Committee.

PRESIDENT'S ADVISORY COMMITTEES

Jannik Eikenaar
Cynthia Mathieson

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That Senate delegate to the Senate Nominating Committee the power to make appointments to the President's Advisory Committee for the Selection of a Vice-President Finance and Operations, the President's Advisory Committee for the Selection of a Vice-President Development and Alumni Engagement, and the President's Advisory Committee for the Extension of Appointment of the Registrar.

Approved

COUNCIL OF SENATES

Jannik Eikenaar
Cynthia Mathieson

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That Dr Ramon Lawrence, Dr Barbara Marcolin, Dr Jennifer Jakobi, and Dean Wisdom Tettey be appointed to Council of Senates Representative Committees 1, 2, 3, and 4, respectively; and

That Ms Catherine Comben be re-elected to the Council of Senates.

Approved

Report from the Provost

**2017-2018 REPORT ON ENROLMENT**

The Provost invited the Deputy Registrar for the Okanagan campus, Mr Alfred Vogt to present.

Mr Vogt presented overall system enrolment numbers and Okanagan highlights, noting that we were currently slightly over Government funded targets, and expected to fall to that target by the date the formal accounting occurs in March.

The 6.9% indigenous enrolment was similar to the demographics of the Okanagan valley.

Mr Vogt then went over the Vancouver highlights for comparison and gave senators an overview of UBC's strategic undergraduate enrolment initiatives.

Senator Cioe asked if there was overlap between youth aging out of care and aboriginal enrolments.

Dr Ross replied yes but it was still smaller numbers. The issue is more that these students are not graduating in many cases from secondary school. The government program doesn't cover all students who want support so we will continue the tuition waiver with them.

Senator Corbett asked if Okanagan would also move towards going past 100% of government funding such as Vancouver has done. Is our intent to slow down?

Mr Vogt replied that 103 to 105% sounded reasonable. 110% was likely stretching us too far. This would be a matter of continuing discussion. Next month's target proposal will be for an increase of a few percentage. Four years ago we went under a drop in enrolment and those students are now graduating.

Dr Buszard said that the Government looked at universities fulfilling their targets. Having a small cushion was useful in ensuring we stay above the line.

Senator Lalonde noted that our completion rates have plateaued at 15% below Vancouver. He asked why?

With permission of Senate, Dr Stephanie McEwan spoke, stating that many students were transferring out to different programs.

Senator Cioe said that it was also a matter of student quality; Vancouver has a higher admission bar; ours is going up but we do have more students who may struggle.

Senator Lewis asked how students were recorded if they transferred campuses.

Dr McEwan said that they were kept in the Okanagan graph if they started here.



The Chancellor asked if the Okanagan campus could learn from Vancouver; asking why the province does not fund more seats when there was more demand.

Dr Ross said no, the Government won't give us more money, as overall, the BC post-secondary system had a surplus of seats because some institutions were well below their targets.

Dr Buszard said that demographically BC had enough seats; it was a question of allocation to different institutions.

Dr Buszard noted our grade distribution and the effect of the aboriginal access program in entry to first year, which did lower our entry averages, but produced students who had the same standing in second year as non-access students.

Senator Cull noted that only 25% of our incoming class come from the region and it is harder to keep non-local students as they are more mobile.

Senator Ebl asked if we had information on where our alumni go and if this could be a marketing opportunity.

The President replied that Alumni UBC can provide this data.

Senator Cull said that 60% of our graduates stay in the region.

Senator Tettey noted that graduate enrolment was becoming a major part of the campus but that there was an issue of the funding for graduate and undergraduate students.

Dr Buszard said that we were funded at a single rate for virtually all of our seats. It was \$10 000 in 2005, and it's; now \$9 500. In real dollars this is a huge diminution. Whenever we speak to Government it is at the top of our thinking, but for this government, graduate students and research excellence are a lesser priority than expanding access overall. The new engineering seats, however, will be funded at a different rate.

Senator Rahim asked how our funding compared to Thompson Rivers University (TRU) or the University of Northern British Columbia (UNBC).

Dr Buszard replied that TRU was funded slightly lower than us but they had more distance students. UNBC is funded at \$14 000 per seat and it's only at 60% capacity.

The Registrar noted that TRU came from the college system where funding was by program not by institution. They inherited and befit from that variability.



Senator Cioe noted that we could use either model, but it would be useful to know what our funding would be under the standard model that differentiated between undergraduate and graduate seats.

Dr Buszard said that we have modeled what our budget would be if we were within the mid-range; we can come back with what that information would look like.

Senator Lalonde said being over target was fine but we also have some of the largest class sizes in the province. He asked if we could reiterate that point with the Province.

Dr Buszard advised that the Ministry was well aware.

Dr Mathieson said overall she thought we were doing well. She also thanked the recruitment and communications staff.

Other Business

Senator Comben presented a book on the History of Kelowna to Dr Ono.

Adjournment

Seeing no other business, the meeting was adjourned at 5:12 pm.



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To: Senate

From Senate Nominating Committee

Re: Appointments to President's Advisory Committees

Date: 13 February 2018

As you will be aware, at its last meeting Senate delegated the power to make appointments to three committees to the Nominating Committee for the sake of expediency. As usual, the committee considered academic and administrative experience (at UBC in particular, but generally as well), disciplinary and demographic balance, and familiarity with the role. They also consider the other members of the search committees if already been identified to strive for balance. After consideration, ranked lists were developed and the Nominating Committee is pleased to report for the Senate's information the following appointments have been made:

President's Advisory Committee for the Selection of a Vice-President Finance and Operations (1 Faculty Member): Dr Ramon Lawrence, Faculty of Arts & Sciences

President's Advisory Committee for the Selection of a Vice-President Development and Alumni Engagement (1 Faculty Member): Dr David Jefferess, Faculty of Creative & Critical Studies

President's Advisory Committee for the Extension of Appointment of the Registrar (1 Faculty member): Dr Peter Arthur*, Faculty of Education

*Please note that as Dr Arthur is an elected member of the Nominating Committee, he recused himself from discussions and decisions regarding this appointment. All other members of the Committee approved his appointment.

STRATEGIC PLAN 2018–2028

SHAPING UBC'S NEXT CENTURY

Inspiring people, ideas and actions for a better world

DRAFT 9 February 2018

A NOTE FROM THE PRESIDENT AND VICE-CHANCELLOR

Welcome to ***Shaping UBC's Next Century***: the strategic plan of the University of British Columbia (UBC). As we embark on our next century as a leading public university, it is an excellent time for UBC to launch a new strategic plan.

The planning process over the last year has afforded the UBC community the opportunity to connect with one another, to share perspectives on what defines UBC, and to exchange ideas about our role in the world. ***Shaping UBC's Next Century*** builds on the university's previous strategic plan, *Place and Promise*, and focuses on three **themes** that we believe are critical to society today: *inclusion, collaboration* and *innovation*. The plan describes the strong connections between these themes and the **core areas** that continue to define what we do as a public university: *People and Places, Research Excellence, Transformative Learning* and *Local and Global Engagement*. It also emphasizes our enduring commitment to academic excellence and to Indigenous engagement, sustainability and wellbeing. Our relationship with Indigenous people and communities is central to the university and our personal and institutional commitments to reciprocity, knowledge curation and development are profound.

The plan sets out our collective vision and purpose, and our goals and strategies for the years ahead. It will guide our decisions, actions and interactions and will create a framework for resource allocation across the university. People remain the cornerstone of UBC. The plan reflects our commitment to their health, development and success, without which we will not fulfil our collective potential. We want to *inspire* the very best in our students, faculty, staff, alumni and partners, and we recognize the degree to which we continue to be *inspired* by the individuals and the communities with whom we work.

I am excited to deliver this plan. This is our moment to harness the energies and strengths of this extraordinary institution to contribute to sustainable and positive change, both locally and globally. Our vision of ***Inspiring people, ideas and actions for a***

better world reflects our strongly held belief that we have, personally and collectively, the desire, capacity and responsibility to make this happen. This is our moment to *inspire*.

I am proud of the way our community has come together to create the direction and spirit so evident in this plan. To the many thousands of individuals – students, faculty, staff, alumni and university partners – who contributed their perspectives and passion to this effort, I offer my deepest thanks.

Professor Santa J. Ono
President and Vice-Chancellor

DRAFT

INTRODUCTION

The process of developing UBC's new strategic plan has helped to forge a consensus about the directions we will take as a public institution. Throughout 2017, thousands of members of the UBC community came together through group discussions, open houses and online surveys to provide input that helped inform the plan. That input was further shaped by a representative Steering Committee, multiple working groups, *alumni UBC*, the Deans, the Executive and diverse university committees. We have also engaged extensively with external partners along the way, with these conversations progressively more focused as the plan has taken shape. UBC has benefited greatly from the contributions and commitment of these individuals and groups and will further benefit from continued work together as we move into implementation.

We begin by acknowledging that UBC's two main campuses are located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam) and Syilx (Okanagan) peoples, and that UBC's activities take place on Indigenous lands throughout British Columbia and beyond. In recent years the work of the *Truth and Reconciliation Commission of Canada* and the publication of its *Final Report* and *Calls to Action*, and the development of the *UN Declaration on the Rights of Indigenous People*, have brought renewed attention to the ways in which Canadian educational and other institutions have failed and oppressed Indigenous people. At this historic juncture, UBC renews its commitments, articulated in the 2009 *Aboriginal Strategic Plan*, to addressing this history and charting a way forward that provides a basis for productive co-existence and a more equitable future. Specific measures are identified throughout this plan, and these are being reviewed and revised in the context of the 2018 *Indigenous Strategic Plan* ([LINK](#)).

This UBC plan builds on the successes of the past. The university recently celebrated its centennial, marking 100 years of excellence in research, education and

service to British Columbia. UBC's previous strategic plan, *Place and Promise*, sparked significant academic achievements, with deepening commitments to Indigenous people and communities, sustainability and alumni engagement. It channelled institutional attention and activity toward international collaboration, intercultural understanding and outstanding work environments. Collectively, these accomplishments position us well to embrace the opportunities and navigate the challenges that lie ahead. The locations of our campuses and multiple learning and research sites at the western edge of Canada enable fresh perspectives in a fast-changing global landscape. These are reinforced by the relative youth of UBC in the world of higher education.

As a public institution, UBC is proud to play a pivotal role in British Columbia, shaping and participating in the development of its people, society and economic growth. At the same time, UBC is a globally renowned university, contributing world-leading research, providing distinctive excellence in education, attracting outstanding people domestically and internationally, and collaborating with preeminent universities and organizations around the world. The founders of UBC understood the university's potential as a place of engagement; a place where relevant, innovative and impactful research could be conducted; a place where pressing societal issues would be examined, deliberated and resolved; and a place where critical thinking would always be welcomed, and informed citizens shaped. We strive to fulfil this potential in all that we do, locally, regionally, nationally and across the world.

The plan identifies key areas for future work and provides support for decision-making and resource allocation across the university. It allows us to see more clearly our roles in context and creates a basis for external dialogue and engagement. Importantly it helps us define the outcomes against which we can be held accountable and the metrics by which to assess our progress. ***Shaping UBC's Next Century*** provides connections across – and support for – the many strategic plans that articulate ambitions and guide activity in constituent parts of UBC, including Faculties and university-wide initiatives. In 2014, UBC Okanagan articulated its goals and actions in a

visioning exercise entitled *Aspire*, a foundational document for both the campus and our institutional planning ([LINK](#)).

We recognize that successful implementation will require sustained leadership, activity and resources. This plan is built upon the strengths of all members of the UBC community – students, faculty, staff, alumni and partners – and it is dependent on their continued engagement and contribution. UBC is committed to ensuring that the required supports are in place to help us fulfil the goals and priorities outlined in *Shaping UBC's Next Century*.

Snapshot: UBC by the numbers (all data 2016/17)

With over 65,000 students, and 13,300 degrees granted, UBC is the largest university in British Columbia and the second largest in Canada. It accounts for about a quarter of funded domestic enrolments in the province, and over 70% of new-to-UBC students are from British Columbia. 6.9% of domestic students enrolled at UBC Okanagan identify as Aboriginal, and 2.9% of domestic students at UBC Vancouver. UBC has been ranked as North America's most international university by *Times Higher Education (THE)* for the fourth consecutive year. UBC has grown to rank consistently as one of the world's top research universities (ranked 31 by the 2017 *Shanghai Academic Ranking of World Universities (ARWU)*; 36 by 2016 *THE*; 27 by *US News Best Global Universities*). Close to 3,000 faculty members attract approximately \$600 million in research funding from government, industry and not-for-profit partners. UBC conducts 93% of all university industry-sponsored research in British Columbia.

([LINK https://www.ubc.ca/about/facts.html](https://www.ubc.ca/about/facts.html) for updates)

In developing the plan, we have renewed our ***vision*** and ***purpose*** as a university. These reflect an ongoing commitment to excellence in the academic mission, to citizenship and to positive change. We emphasize the people, ideas and actions that enable us, personally and collectively, to achieve these aims and achieve inspirational impact. We also highlight the interconnectedness of UBC's activities, both internally and with our local and global partners. Our efforts in the past decade to improve Indigenous relationships, sustainability and alumni engagement, framed through *Place and Promise*, have enabled considerable progress, and these are now widely regarded as fundamental to the UBC community and to our partners. Continued focus in these areas is an essential aspect of our work in research and education.

We are seeking to *inspire* people, ideas and actions, and to build together a creative and dynamic institution comprised of – and connected with – *inspiring* people, ideas and actions. The word inspire has another meaning for us, related to its original meaning of “to breathe in”, through deep engagement with societal partners, new forms of academic inspiration and the pursuit of opportunities to serve society better.

Vision

Inspiring people, ideas and actions for a better world

Purpose

Pursuing excellence in research, learning and engagement
to foster global citizenship and advance a sustainable and just society
across British Columbia, Canada and the world

Five enduring **values**¹ underpin all our activities, interactions and decisions. From the classroom and laboratory to committees and leadership of the university, to our interactions with the world; individually and collectively, they act as both a compass and a filter for our work.

Excellence

A profound and aspirational value:
the quality of striving to be, and being, outstanding

Integrity

A moral value:
the quality of being honest, ethical and truthful

Respect

An essential and learned value:
regard felt or shown towards different people, ideas and actions

Academic freedom

A unique value of the academy:
a scholar's freedom to express ideas through respectful discourse
and the pursuit of open discussion, without risk of censure

Accountability

A personal and public value:
being responsible for our conduct and actions
and delivering upon our respective and reciprocal commitments

¹ Definitions adapted from: *The Canadian Oxford Dictionary* (2 ed.), Ed. by Katherine Barber, OUP 2004

The plan provides a roadmap to help UBC reach its potential and a mechanism through which we can be held accountable. Our vision is further articulated with the following **ten goals – the UBC Promise**. UBC is an institution where we:

- Lead globally in research excellence, discovery, scholarship and creative endeavours;
- Inspire and enable students through excellence in transformative teaching, mentoring, advising and the student experience;
- Partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships;
- Build a diverse culture that integrates our themes of innovation, collaboration and inclusion, and infuses them through all our activities;
- Lead globally and locally in sustainability and wellbeing across our campuses and communities;
- Significantly expand student access, alumni networks and institutional partnerships to reinforce global and local connections;
- Lead as a first-choice place to learn and work;
- Define and leverage the distinctive and complementary strengths of our campuses and learning sites;
- Achieve agility in academic support and administration through thoughtful systemic change and simplification; and
- Lead as a model public institution, fostering discourse, knowledge exchange and engagement.

UBC currently tracks, and will continue to track, **metrics** at the institutional level, many of which are highlighted in the *UBC Annual Report*. We have defined a subset of these that constitute a ‘dashboard’ for **Shaping UBC’s Next Century**. These metrics will evolve as we identify better methods of evaluation. Our performance against these measures will provide a barometer of our progress ([LINK](#)).

I. Themes and core areas

Over the course of the planning process, we received thousands of thoughtful comments from students, faculty, staff, alumni and our external partners. This valuable input formed the basis of areas of strategic focus that have been articulated within the plan as **themes** and **core areas**. Each plays a significant role as follows:

- The **themes** represent key opportunities for transformational change in how we work in the coming years. These cross-cutting areas will enhance our academic impact in an increasingly complex and interconnected world. They are imperatives if we are to achieve the vision and objectives of the plan.
- The **core areas** represent the capacities in which we work as a public university. They form the building blocks for progress. They are the mechanisms through which we seek to inspire.

Each of the themes and core areas is described within the plan, together with a set of **strategies** derived from them. The strategies have been grouped according to core area, even while recognizing that they have been closely informed by the themes. Together these components constitute a strategic framework for UBC, one that seeks to represent our collective ambitions and priorities. We will provide examples of our work in these areas throughout this plan, but they represent only a tiny fraction of the full span of our activities.

II. Three themes

During the planning process, the UBC community, together with our partners, converged on three themes: ***inclusion, collaboration*** and ***innovation***. By focusing on these areas, we can reinforce and improve on our current successes in research, teaching and learning, and local and global community engagement. Progress in these areas will support the wellbeing and success of people at UBC. Achieving excellence in the themes will require clear leadership and firm action to enable the required changes in culture and practice.

DRAFT

Theme: Inclusion

Embedding equity and diversity across university systems and structures

Achieving sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches. As a public institution, UBC has the responsibility to ensure inclusion across students, faculty, staff and alumni, and through all interactions beyond the university. Inclusion is a commitment to access, success and representation of historically under-served, marginalized or excluded populations. Given the long-lasting legacy of colonization of Indigenous peoples, we will continue to prioritize our partnerships with Indigenous peoples and communities. Because education is an enabler of social development and mobility, UBC is intent on playing a leading role in advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability or affordability.

The *Equity and Inclusion Office* at UBC provides leadership and coordination to further UBC's commitment to *Inclusive Excellence*. The Office offers data collection and analysis, as well as case and issues management, working closely with students, faculty and staff to ensure they have the tools and skills necessary to contribute to socially sustainable communities. Inclusion is also a focus of our research and teaching. For example, faculty in the *Stigma and Resilience Among Vulnerable Youth Centre* in the School of Nursing have used mixed-methods research for close to fifteen years with groups of vulnerable youth, such as those experiencing homelessness and characterized by sexual diversity, to examine stigma, violence and trauma as well as factors that foster resilience. Research conducted in the Department of Geography looks at the relationship between Canadian immigration law and the integration of immigrants in

our cities, including the gendered and generational experiences of belonging for Syrian refugees resettling in Canada.

The university invests in student financial assistance, with much of it focused on needs-based bursary support and funding for historically excluded student populations. Late in 2017, the *Blue & Gold Campaign for Students* was launched, with the goal of raising \$100 million in student support over three years, making this the largest fundraising campaign for students in Canadian history. Resources are also in place to support international students and commuter students, both integral and vibrant parts of the university community. Led by strong student advocacy efforts, UBC is expanding the use of open textbooks to improve affordability. As of 2016, the creation and dissemination of open educational resources is recognized as an example of *Educational Leadership* activity in consideration for appointment, promotion and tenure decisions. UBC has also launched a diverse set of high-demand public online offerings (massive open online courses or MOOCs), including *Reconciliation through Indigenous Education*, *How to Write a Novel*, *Climate Change: The Science* and *Introduction to Marketing*. The Library's *Open Collections* contains over 200,000 public available digital objects.

Our intentions are bold and genuine, and there are good examples of positive impact in inclusion to date. But we must redouble our efforts to make sustained progress. We will work harder to recruit and support students, faculty, staff and leaders who are representative of the full range of people who would like to call UBC home.

Snapshot on Inclusion: The Indian Residential School History and Dialogue Centre

(IRSHDC) will open its doors to the public in Spring 2018. The Centre is conceived with two key goals in mind. First, it will be a place where former students and survivors, and their families and communities, access their records and other historical materials gathered by the *Truth and Reconciliation Commission of Canada* and others. It will be a place for them to share their experiences and to consider, with others, the consequences and implications of what happened to them. Second, the **IRSHDC** will serve as a source of educational and public information for students at UBC and elsewhere, and for others who visit the Centre, in person or online. The **IRSHDC** will connect much of UBC's Indigenous research, learning and engagement, providing a space that promotes inclusion, respect and accountability. [\(LINK\)](#)

Theme: Collaboration

*Advancing purposeful, coordinated action across the university
and with the broader community for enhanced impact*

Because opportunities and challenges are rarely confined to the expertise of a single individual or to disciplinary or institutional boundaries, universities need to become more adept at collaboration. From climate change to emerging health issues like the opioid crisis, to our strained social cohesion, advances will require not only new depths of disciplinary expertise, but also new ways of working within and across disciplines and with the community. Collaboration has ramifications in teaching and learning, in curriculum and course design, and in providing students with the latitude they need to navigate their interests and aptitudes. These challenges also require a new approach to research, in which interdisciplinary researchers or multidisciplinary teams come together to supplement the work in the disciplines and to advance discovery, scholarship and knowledge exchange.

With its two campuses and many learning and research sites – and through the strength of its relationships across the province and connections beyond British Columbia – UBC is well positioned to cultivate collaborative efforts. The formation in 2017 of the School of Biomedical Engineering, the result of collaboration between the Faculties of Medicine and Applied Science, offers students access to experts working to advance the role of technology in health sciences and health care. Other examples include: the *Centre for Inclusion and Citizenship* that connects the UBC School of Social Work with community living organizations seeking to further the integration of persons with intellectual disabilities; the *Language Sciences Initiative* that considers the uniquely human phenomenon of language across multiple disciplines; the *Okanagan Institute for Biodiversity, Resilience and Ecosystem Services (BRAES)* that brings together faculty members and students across departments working in ecology, biodiversity,

conservation and environmental sustainability; the *Stewart Blusson Quantum Matter Institute* that seeks to understand and develop new quantum materials through international collaborations with such partners as the University of Tokyo and the Max Planck Society; and the *Pacific Institute of Mathematical Sciences* (PIMS) that promotes research and education in the mathematical sciences across ten universities.

These efforts demonstrate the extraordinary value of collaboration in our academic endeavours. Each has succeeded in creating the conditions required to coalesce people, ideas and actions even where these have challenged institutional and personal norms. We will work hard to remove such barriers and, where appropriate, establish mechanisms to encourage further and sustained collaboration, both internally and with off-campus partners, such as Indigenous communities. The role of 'catalysts' or champions in helping establish these new practices will be important.

Snapshot on Collaboration: UBC Health is an institutional consortium across UBC's health disciplines. It complements the activities across the province of individual Faculties and Schools, through its focus on tasks of shared importance that require intensive coordination. UBC is uniquely placed to play a leading role in British Columbia and in Canada in the transition to a system that is more patient-centred, community-based, team-oriented and evidence-informed. As the sole education provider in the province for many health disciplines, UBC has extensive experience in distributed health education. Together with our Health Authority affiliates, UBC accounts for over 80% of health research in British Columbia and has worked closely with other universities to increase provincial research funding. The university is intent on facilitating the path towards a more integrated health care system, and **UBC Health** is critical in this aim. The *UBC Plan in Health* ([LINK](#)) outlines priorities for interdisciplinary research, education and innovation that support this ambition, enabling the university to help activate the collective assets of the province in the pursuit of greater societal wellbeing and economic benefit.

Theme: Innovation

Cultivating creativity, resilience and shared risk-taking that catalyze new approaches within the university and beyond

In a world characterized by complex societal challenges and heightened public expectations, broad-based innovation is imperative. As institutions of research and learning, universities must embrace creativity and risk-taking across all their activities. Technology and data are reshaping our world and how we interact with each other. The explosion of information opens opportunities to study and to solve problems in new ways and to translate new knowledge that is generated into impact beyond the academy. For instructors and learners, there are gains to be had in supplementing the traditional classroom experience and opening access to education through online learning. Universities must support students, faculty and staff in acquiring the skills and competencies they need for success in this rapidly changing landscape. Beyond its role in the evolution of research and education, this spirit of innovation must also characterize the ways that public universities operate and steward resources. More specifically, there is a compelling need in British Columbia to be a leading global centre of innovation so that the province remains one of the best places in the world to live and work.

For many years, UBC has been a leading partner in advancing British Columbia's technology, natural resources, life sciences, cultural and information sectors. We are at the forefront of innovation in green buildings and communities, and UBC has played a lead role in researching and demonstrating the potential for smart cities. Fueling such innovation is an expanding network of support for entrepreneurship at university, campus and Faculty levels. This includes technology incubators in Applied Science and the Sauder School of Business, Sauder's *Centre for Social Innovation and Impact*

Investing (S3i) and the *Innovation Precinct* in the Okanagan that creates a revolutionary new space for research and development activity. The Library's *Small Business Accelerator* provides free access to reliable resources to help British Columbia businesses and entrepreneurs enhance their performance. The *Centre for the Study of Democratic Institutions* and the *Institute for Future Legislators* are part of a broad set of initiatives to encourage innovation in governance. UBC's location in a corridor of innovation anchored by universities and industry across the Pacific Northwest is a crucial underpinning. The *Cascadia Urban Analytics Cooperative*, through which we work with the University of Washington and Microsoft, is an example of our collective capacity for discovery and impact. Using and integrating approaches from the social and computation sciences, this collaboration seeks to address chronic urban challenges, ranging from homelessness to traffic congestion.

We are also renowned for our long-standing commitment to innovation in teaching and learning. The UBC Vancouver *Centre for Teaching, Learning and Technology* (CTLT) and the UBC Okanagan *Centre for Teaching and Learning* (CTL) support faculty in pedagogy and curriculum design. They coordinate dedicated annual competitions for funding that solicit, assess, support and evaluate proposals from faculty members and students for innovation in courses and programs.

Going forward, we must ensure that our innovation activities are purposeful, connected and enduring. Innovation across all activities, learning, research and operations, must be encouraged. And our efforts must support constructive engagement with partners beyond the academy.

Snapshot on Innovation: Research conducted at UBC has changed the world in many ways, from ensuring sustainable use of the world's coastal marine ecosystems through *Project Seahorse* to developing composite materials that fly in commercial aircraft daily. UBC helps take new knowledge generated from research through to socio-economic impact by enabling multiple '**Research to Innovation**' pathways. Some of these pathways, such as **commercialization** through licensing and patenting, have been supported for thirty years with many notable achievements. These include the largest licensing deal in Canadian history, the \$140 million licensing of a prostate cancer drug, and the provision of panoramic stitching software used in mobile phones throughout the world. Since 2013, the university has offered support for **new venture creation** by students, faculty and staff through *entrepreneurship@UBC (e@UBC)*. Many of these endeavours are already having impact, including *Acuva*, which is providing an easy to use and low footprint water disinfection solution based on light-emitting diodes (LEDs). **Knowledge exchange** pathways that translate research results into policies and practices exist across the university. Research from the School of Population and Public Health, for example, in partnership with provincial health care and research institutes, has been influential in setting and directing policy in cervical cancer prevention and reproductive health both in Canada and globally. At the intersection of research, learning and engagement, these pathways extend and deepen UBC's impact.

III. Four core areas and associated strategies

The core areas within this plan represent our work as a public institution. They are: ***People and Places; Research Excellence; Transformative Learning; and Local and Global Engagement.*** UBC has considerable strength – and exciting new activity – in all four areas. However, there are clear opportunities within each for progress that the plan sets out to address.

Through extensive consultation during 2017, the UBC community provided input that resulted in the distillation of twenty ***strategies***. These strategies will help shape the university in the coming years. There are rich connections made by the strategies across the themes and core areas. Most strategies embrace multiple parts of our university community, and many engage our external partners. Each is intended to provide support and guidance to the activities of Faculties, schools, departments and cross-cutting initiatives, as expressed in their own strategic plans.

Core area: People and Places

*Creating vibrant, sustainable environments that enhance wellbeing
and excellence for people at UBC and beyond*

At the heart of the university's identity, *People and Places* refers to the mutually reinforcing groups of people and locations (physical and virtual) that define how the work of UBC is accomplished and that endow it with its special qualities as an institution. Our campuses in Vancouver and the Okanagan are situated on the traditional, ancestral and unceded lands of the Musqueam and Syilx Okanagan communities, respectively. This central fact is foundational to much of the research and educational enterprise of the university and is reflected in important installations on our campuses, including the *Reconciliation Pole* by Haida artist Jim Hart on the Vancouver campus. UBC's location further enables connections with Asia and the Pacific Rim that position the university as a unique place for discourse, learning and engagement.

'People' naturally includes students, faculty, staff, alumni and residents, as well as our Indigenous partners. But also included are those less frequently mentioned, such as postdoctoral research fellows, medical trainees, lifelong learners, emeritus faculty members and retired staff – in addition to volunteers, philanthropic supporters, colleagues at other institutions, and those with whom we work in the local, provincial and federal governments. Our partners include the Health Authorities that provide clinical placements for our 4,000 health students across the province. And they include the disciplinary societies, community and professional associations, and unions that provide the framework for much of our activity. The university simply could not function without these constituents, many of whom connect with UBC in different capacities and all of whom contribute perspective, knowledge and energy. Together they create the diversity that makes UBC a place for people to thrive as individuals, peers and citizens.

The '*Places*' of UBC are equally diverse. They encompass our campuses and campus communities at Point Grey and Kelowna, locations in downtown Vancouver such as Robson Square, the hospitals at which our health students and faculty conduct much of their work and the additional sites of our distributed medical program, the *Learning Exchange* in Vancouver's Downtown Eastside and numerous sites of community-based research and learning throughout British Columbia, across Canada and beyond. Our virtual *places* are expanding rapidly, including online class discussions, internet platforms that host open educational resources created by UBC faculty, and conference links that bring together our various sites in collaborative research and learning.

Places play a profound role in shaping the experience of the people who work and live in them, and people in turn are powerful influences on their places. It is our ongoing responsibility to ensure that our activities nurture a positive and reciprocal dynamic between people and places. UBC seeks to promote and protect this through our deep commitments to Indigenous peoples, to sustainability and to wellbeing. These three aspects of our work, all interdependent, help to differentiate the University of British Columbia.

Over the years, UBC has defined a comprehensive approach on Indigenous engagement, with significant accomplishments achieved under the 2009 *Aboriginal Strategic Plan*. UBC offers 180 courses with Indigenous content as well as degrees in First Nations and Indigenous studies and languages (2017). The Allard School of Law is a leader in Indigenous legal education in North America and the *NITEP (Indigenous Teacher Education Program)* is a Bachelor of Education program for aspiring Indigenous teachers that builds upon Indigenous identity and cultural heritage. But there remains much work to do. These ambitions are the subject of the 2018 *Indigenous Strategic Plan* ([LINK](#)), which builds upon the foundation of the *Aboriginal Strategic Plan*. We need to ensure access of a greater number of Indigenous students to the full range of educational opportunities and address embedded colonial biases throughout the

curricula and elsewhere across the system. We need to co-create curricula and research projects on matters of concern to Indigenous people and communities. Finally, UBC must contribute to a better, deeper, broader understanding of Indigenous history and peoples and the legacy of colonization.

UBC is regarded as a leader in sustainability, with a long track record of innovative practices and programs. We define sustainability as simultaneous improvements in human and environmental wellbeing. Our evidence-informed approach delivers innovation in learning environments, operations, infrastructure and transportation. This includes UBC's use of the *Campus as a Living Laboratory* – the *UBC Farm* and the *Centre for Interactive Research on Sustainability (CIRS)* as examples. The embedding of a research laboratory inside an operational facility, such as at the *Bioenergy Research and Demonstration Facility*, differentiates UBC's approach. The 20-year *Sustainability Strategy*, articulated in 2014 ([LINK](#)), provides a long-term framework for the university in its planning and activity, but the challenges around climate change are ever more complex and the stakes are high. Our academic and operational efforts need to intensify on our campuses, in affiliated communities and across the world. We must go beyond minimizing harm to becoming net contributors to human and ecological health.

In October 2016, UBC became one of the first universities in the world to adopt the *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges*. The Charter includes two calls for action: (1) embedding health into all aspects of campus culture, across the administration, operations and academic mandates; and (2) leading health promotion action and collaboration locally and globally. The *UBC Wellbeing* and *UBC Thrive* programs are system-wide efforts to make the university a better place to live, work and learn; our focus on mental health is integral to our success as an institution and as a source of influence for positive change in society. UBC's *Wellbeing Strategic Plan* ([LINK](#)), under development in 2018, will channel university-wide effort and ensure continued focus.

Universities are increasingly competing for the very best student, faculty and staff talent, and UBC is no exception. In addition to the imperatives noted above, we must address the significant challenges related to housing and transportation, improve the ways we work, enhance the student experience and improve quality of life for all of us in the university community. These are fundamental if we are to continue to attract and retain outstanding people. Of course, students eventually become alumni. We have made tremendous strides in building a strong culture of alumni engagement, but UBC is competing also for the attention of our alumni, numbering in 2017 more than 325,000 in over 140 countries.

Strategy 1. GREAT PEOPLE: Attract, engage and retain a diverse global community of outstanding students, faculty and staff

Through recruitment, advising and mentoring, professional development and support we will build and sustain a global university community, representative of all, including historically excluded populations. Consistent with our intention to be a leader in diversity and equity, we will recruit more expansively, including Indigenous students, faculty and staff. We will work to create conditions whereby all faculty and staff feel a deep sense of connection and contribution to the academic purpose of the university. To help address affordability pressures, we will expand financial assistance programs for students, including continued growth in open education resources, and we will improve funding for graduate students and postdoctoral fellows. We will put into place enhanced support structures and services, including those to help address housing affordability in the Lower Mainland and childcare for university employees. We will also sustain efforts to make our campuses safe for those who live and work at UBC. Finally, professional development and succession planning are vitally important. For this reason, we will strengthen programs that support workplace learning, course access for employees and leadership development through initiatives such as the *Academic Leadership Development Program (ALDP)* for faculty and *Managing@UBC* and the *Community Leadership Program* for staff.

Strategy 2. INSPIRING SPACES: Create welcoming physical and virtual spaces to advance collaboration, innovation and community development

We will establish dedicated, accessible and vibrant spaces across the university, community and region that provide forums for interdisciplinary and creative interaction in research, learning and operations, and that showcase the impact of our work more broadly. Inspiring indoor and outdoor spaces can be powerful catalysts for new activities and new ways of working, especially when these promote engagement and creativity. With over 65,000 students, nearly 12,000 of whom live on campus, such spaces create tremendous opportunity for faculty, staff and partners to exchange ideas with the next generation. New designs for classrooms will emphasize digital connectivity, the potential for group collaboration and problem-based learning. It will be no small feat to re-engineer the traditional classroom, but UBC intends to be a leader in innovative classroom design. Virtual spaces will play an ever more integral role, and UBC will continue to strengthen its digital environments. In addition to stimulating collaboration, innovation and community development, these spaces or ‘hubs’ will demonstrate UBC’s commitment to inclusion and civil discourse and will nurture an increased sense of community. Well-designed spaces are needed to drive and enable interaction within and between our campuses and learning sites, and with the broader community. As part of this strategy, we will work with partners on the development of UBC’s Downtown Vancouver and regional presence, recognizing that many people live and work beyond easy reach of our campuses.

Strategy 3. THRIVING COMMUNITIES: Support the ongoing development of sustainable, healthy and connected campuses and communities

We will advance sustainability and wellbeing through renewal and innovation in our learning environments, operations and infrastructure. The expansion of the *Campus as a Living Laboratory* will address social and environmental issues beyond our campuses. Working with regional partners and residential communities in sustainable planning and development, we will prioritize efforts to advocate for better transit to our campuses, as

a complement to our focus on housing support. Improvements will benefit the thousands of students, faculty and staff who commute to UBC and would facilitate engagement with partners beyond the university. Our campuses are situated in spectacular natural settings, and we will ensure harmony with the natural environment through the ecologically sensitive design of new buildings and open spaces. UBC will invest strategically in digital platforms and tools, including the integration and evolution of our new learning management system. Technology will play a crucial role in enabling efforts to work more synergistically across our campuses and learning sites. We will promote a supportive culture that enhances wellbeing and mental health, fostering connections and resilience across students, faculty and staff. We will also make our locations more accessible to persons with mobility challenges or otherwise differently abled and will better coordinate and raise the visibility of education and research in disability studies. All of this will improve the daily experience of many at UBC.

*Strategy 4. **INCLUSIVE EXCELLENCE: Cultivate a diverse community that creates and sustains equitable and inclusive campuses***

We will review and revise policies, practices and services to reflect our commitment to diversity, equity and inclusion. We will expand learning opportunities across staff and faculty to create full awareness and understanding of these principles. We will assess the UBC landscape with a view toward identifying areas with a need for focused attention, including systems, structures and processes that can be improved to create better access and success. Enhanced diversity in leadership is a core enabler of effective university governance, and we will seek to create equitable opportunities for advancement and selection. We will promote continued research in issues connected with diversity, equity and inclusion. And we will establish and implement visible, system-wide accountability mechanisms and metrics that help us assess and manage our progress towards the establishment of *Inclusive Excellence*.

Strategy 5. SYSTEMS RENEWAL: Transform University-level systems and processes to facilitate collaboration, innovation and agility

To support UBC's academic mission and public mandate, we will transform the ways in which we work through improved administrative systems, fact-based decision-making and clear channels for community input. The goal is to enable, encourage and streamline collegial governance, enhanced collaboration and better transparency, especially across our Vancouver and Okanagan campuses. UBC has embarked upon an ambitious program to rebuild its student information, human resources, and financial management systems to improve their effectiveness and integration; timely implementation of these changes will remain a priority. We will consider carefully any academic policies, incentives and budget models that may be constraining collaboration and innovation, making changes where required to facilitate greater effectiveness.

Snapshot on People and Places: The accomplishments under the **Sustainability Strategy** are numerous and impressive. Emission reductions of 30% were notably achieved in less than five years through the *Climate Action Plan* (2010-2015), and concerted action is being taken towards the next target of 67% through the recent *Climate Action Plan Update*. The vision of the **Sustainability Strategy** features simultaneous improvements in human and environmental wellbeing with an expectation that, by 2035, sustainability be embedded across the university throughout teaching and learning, research, operations and infrastructure, and community development. The strategy is being implemented across many areas and through a variety of collaborations between the academy and operational units. Our efforts are intentional, inclusive and innovative, as evidenced in the emerging *Green Building Plan*. Metrics and targets are described in all areas, alongside strategies to reach further to accomplish them. UBC (2017) has some 400 faculty members working on sustainability-related research. The university offers about 50 sustainability-related degree programs and over 600 sustainability-oriented courses.

(LINK)

Core area: Research Excellence

Creating and mobilizing knowledge for impact

UBC is a research powerhouse. We are among leading universities in disciplinary research across many fields. Our breadth of research strength signifies a profound impact on many areas of society, from ground-breaking work on how infants acquire language to enabling personalized onco-genomics. As one indicator, in the world UBC ranks within the top 30 – and in many cases much higher – in specific disciplines, such as Psychology, Education, Law, Business and Economics, Life Sciences, Social Science and Computer Science (*THE* subject rankings). UBC's research strength is then translated into research-based teaching; students learn from the best in the world. Eight UBC-associated individuals have been awarded Nobel prizes and our researchers have won numerous other national and international awards. For example, our university community includes 256 Fellows of the Royal Society of Canada and 71 Rhodes Scholars.

Addressing the local and global challenges that we face today, such as climate change, the largest human migrations in the last half century and the societal shifts associated with increased automation, requires more than disciplinary depth of knowledge. Success requires collaboration within and across disciplines and communities. It demands both creation of new knowledge and accelerated translation of knowledge into action through interactions with external partners. And it requires resources for research services to enable researchers to achieve excellence in a highly competitive landscape. UBC researchers are willing and able to address these challenges, having already demonstrated the capacity for impact in many domains, such as the influential work of the *BC Center for Excellence in HIV/AIDS* in establishing the global standard of care that helped curb intensification of the HIV/AIDS pandemic. Through the plan, UBC will create environments that enable our researchers to optimize these contributions, harnessing disciplinary excellence and multidisciplinary

collaborations to address problems of significance to British Columbia and the world. UBC will also provide support for the translation of research beyond the academy, through public scholarship and innovation pathways ranging from changes in practice and policy to entrepreneurship and commercialization.

Impact comes in a variety of forms. Research might lead to spinoffs that take advantage of technological innovations. But impact is also to be found in projects that lead to social innovations, that change the way research in a certain field is conducted, that inform our understanding of history or culture, or that enrich us and our world through creative works. *Research Excellence* encompasses this broad vision of accomplishment. Our collective community aim is for UBC to be the place of choice for researchers – whether students, faculty, staff, alumni or external partners – to generate new knowledge and enable pursuits that positively impact the world.

Strategy 6. COLLABORATIVE CLUSTERS: Enable interdisciplinary clusters of research excellence in pursuit of societal impact

We will invest in and support emerging and established research clusters that consist of networks of diverse researchers working in pursuit of common aims. An initial pilot program to support clusters through the *UBC Excellence Fund* has already enhanced collaborations in areas such as green infrastructure and global challenges to democracy. *UBC Health* is facilitating collaboration in cross-cutting health research, including Indigenous health, mental health and diabetes. Building on these successes, we will provide researchers with the support needed to collaborate internally across UBC, and externally with local and global partners. Key components of this strategy will include enhanced research funding to attract postdoctoral fellows as well as faculty members, in order to strengthen our impact through these clusters.

Strategy 7. RESEARCH SUPPORT: Strengthen shared infrastructure and resources to support research excellence

UBC will improve support for researchers across the university through enhanced core facilities, spaces and services. These are imperative if researchers are to work effectively and productively. The equipment required to conduct globally leading research in many disciplines is sophisticated, requiring significant technical expertise to build and run. By creating capabilities such as the *Sequencing and Bioinformatics Consortium* for gene sequencing, we can provide state-of-the art facilities, training and expert advice for both UBC and external partners. We will explore ways to help researchers across all disciplines engage with communities and access scholarly resources. The pilot *Indigenous Research Support Initiative*, for example, provides support and services for Indigenous communities and researchers engaging in collaborative research. Increasingly, many disciplines require additional platforms to tackle challenging problems. For example, digital technologies are transforming work across the academy, as is evident in the creation and evolution of an online database of religious history that is changing how historical traditions are studied. UBC will enhance digital research infrastructure to provide researchers with physical and technical support in many areas of scholarship. Priorities include *Advanced Research Computing* (ARC) resources, technical and scientific support for research data management, data science, and local capacity for health researchers to address health research data access challenges.

Strategy 8. STUDENT RESEARCH: Broaden access to, and enhance, student research experiences

UBC will expand opportunities for undergraduates to gain first-hand experience in research, and we will strengthen graduate student and postdoctoral fellow research experiences. Engagement in research builds in students the ability to apply their learning, create new knowledge and utilize research skills. UBC will need to build on the success of such initiatives as the student-run *Undergraduate Research Opportunities* and *Undergraduate Research Awards* programs at UBC Vancouver and Okanagan

respectively, to develop better mechanisms to match undergraduate students with relevant research projects across the university, and to provide appropriate support. For graduate students and postdoctoral fellows, we will facilitate broadened research pathways, improve the mentorship and supervision that they receive, and create opportunities for them to provide mentorship to others. These experiences will provide a firm foundation in skills and expertise for future careers, whether in academia or beyond. Success in this strategy demands an institutional culture that promotes collaboration, inclusion and innovation. We will create an environment that enables such interactions across the university.

Strategy 9. KNOWLEDGE EXCHANGE: Improve the ecosystem that supports the translation of research into action

Many researchers are keen to find pathways for innovation. They want to engage with users of research and wider communities to exchange ideas, knowledge and evidence for societal impact. UBC will enhance existing pathways, including those that facilitate entrepreneurship and commercialization. To our current innovation ecosystem, we will add sector specialists, such as in life sciences, to help form collaborations with organizations and individuals beyond the academy that enable the translation of knowledge into policies and practice. We will build expertise in knowledge exchange, to help researchers across disciplines find and establish connections with community, corporate and international partners. Collaboration with organizations that help play a translational role, such as the *Centre for Drug Research and Development (CDRD)*, co-located in Vancouver with the Faculty of Pharmaceutical Sciences, will be integral to our efforts. And we will develop better support functions and connections across these multiple pathways. We will also continue to experiment with ways to communicate knowledge so that it is more accessible to a range of communities, from citizens to decision-makers.

Strategy 10. RESEARCH CULTURE: Foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and service

Research culture comprises the beliefs, expectations and actions of our researchers, including how they select and carry out research projects, review the efforts of peer researchers, mentor and assist colleagues near and far, engage with external research partners and influentially disseminate discoveries. UBC will develop further the principles and practices that define a collaborative and inclusive research culture, one that supports mentorship, scholarship, discovery and creativity. To address the problems facing society requires the contribution of all, and we will encourage diversity in perspective and approach. UBC will enable a research culture that interacts in positive and respectful ways with Indigenous people and Indigenous knowledge, and that welcomes the participation of members of other historically excluded groups. Their integrity, diversity and vibrancy are integral to UBC's future success.

Snapshot on Research Excellence: Working on problems from multiple perspectives, informed by a depth of expertise in different disciplines, can bring new insights and enable solutions to the hardest problems facing society. Forming partnerships and networks across disciplines requires support to enable new interactions and determine common foundations on which to build. UBC's research clusters program helps enable these collaborations to occur, coalescing activity and resource in areas of needed impact. At UBC Vancouver, the first year of the **Research Excellence Clusters Initiative** funded 25 clusters spanning performing and creative arts, science and engineering, health and the social sciences, and the humanities. The second competition in 2017 awarded 33 clusters across all disciplines, sixteen of which were renewal awards. At UBC Okanagan, five research clusters funded through the **Eminence Program** are investigating such issues as community health and neurobiology. Interdisciplinary research is also being supported through creating *President's Excellence Chairs* in diverse areas, from media studies to brain health. Research clusters exemplify strategic focus in all three themes (inclusion, collaboration and innovation), and they serve as a demonstration project for the cultural and behavioural transformation change envisaged in this plan.

(LINK <https://research.ubc.ca/about-vpri/initiatives/research-excellence-clusters/current-research-excellence-clusters> for updates on current clusters)

Core area: Transformative Learning

*Enabling learning through evidence-based teaching,
mentorship and enriched experiences*

At its best, education is transformative and has a lasting and continuing impact on the learner. UBC is renowned for the excellence and breadth of its education and has a long-established track record in teaching and learning innovation. UBC has built transformative programs like *Arts One*, *Science One* and *MECH 2* (Engineering), which give students dynamic interdisciplinary learning experiences and provide faculty with rich environments to develop and study creative and effective approaches to teaching. Beyond individual programs, UBC supports transformative learning through initiatives that have involved hundreds of faculty members and impacted thousands of students. The *Carl Wieman Science Education Initiative* features extensive evaluation of learning gains and substantial research output on the scholarship of teaching and learning. It is a model now adopted widely by other institutions. *Flexible Learning* is a university-wide effort to explore technology-enabled teaching innovation. Since its inception in 2013, *Flexible Learning* has adopted a team-based and scholarly approach to foster, support and evaluate blended learning and teaching enhancement projects that have impacted over 400 courses and 40,000 students. Thousands of students across the university participate in experiential or work-integrated learning each year. The Faculty of Medicine organizes undergraduate medical education through a distributed model that combines face-to-face, online and experiential learning, with many graduates choosing to stay and practice in rural locations as a result. *Transformative Learning* extends also to the broader community, for example, where people from Vancouver's Downtown Eastside are engaged with faculty and students at the *UBC Learning Exchange* or through the Humanities 101 courses, and from downtown Kelowna at the *UBC and Killoona Friendship Society*.

But changes in learner demographics and interests are reshaping the university. A rapidly diversifying economy, social context and job market demand a different kind of education – one with a greater focus on competencies and transferable skills such as critical thinking, collaboration and communication, and one that promotes and supports continuous learning. To keep pace with the information age, and to meet the increasing expectations of students and employers, universities are investing in active, experiential and online models of education. The best among these efforts capitalize on the curiosity and drive inherent in our students, allowing them to become co-creators of their education. Universities must extend their traditional offerings, based on pedagogical research, to serve our populations better and must rethink programs, spaces and facilities to enable new ways of learning. Faculty and staff are working hard to deliver technological advances. Universities need to support them in this effort.

Our activities will focus on enhanced support for program redesign around competencies, development of problem-solving experiences, technology-enabled learning and continued growth in work-integrated and professional education. Sustained progress in *Transformative Learning* will require leadership across the institution to model, inspire and celebrate excellence in teaching and mentorship. UBC's commitment to its *Educational Leadership Stream* faculty, for whom education is their sole focus at the university, is a bold statement about our intent, and these colleagues will play a pivotal role.

Strategy 11. EDUCATION RENEWAL: Facilitate sustained program renewal and improvements in teaching effectiveness

UBC will provide greater support for instructors in their drive to be highly effective teachers and to develop their craft. Practices that engage student curiosity and initiative will be particularly emphasized and valued through appointment, tenure, promotion and merit processes. We will expand opportunities for graduate students to learn about teaching in addition to research. More broadly, we will work with faculty, graduate students and postdoctoral fellows to reimagine and strengthen graduate programs as

career paths continue to diversify. The university will also sustain and evolve efforts to support faculty members in the ongoing integration of evidence-informed pedagogies into their classrooms and encourage innovations that have the potential to improve upon traditional learning approaches. Online and blended education, predicated on a clear understanding of the requirements of different learner 'segments', will be areas of focus in experimentation and evaluation, both on campus and through open platforms. These modalities offer access, connectivity and interaction possibilities that can enhance campus-based learning. In appropriate contexts, they can remove the need for physical co-location.

Strategy 12. PROGRAM REDESIGN: Reframe undergraduate academic program design in terms of learning outcomes and competencies

Like most universities, UBC has traditionally organized its curriculum around a structure of credit hours delineated by courses. The Faculties of Medicine and Arts have adopted more flexible program structures organized around learning outcomes, which allows students to progress through a finer grained set of learning experiences based on building competencies. UBC will move further towards using learning outcomes as a primary organizing principle of program structure and completion. This approach will be better at engaging student curiosity and initiative because it will allow for a more individualized approach to supporting learning with clearer feedback to help students focus on competencies they have yet to master. Our plans here must be made with care, as many disciplines face highly structured accreditation requirements and course structures including many necessary prerequisites. Efforts to redesign programs will need to respect these and will involve strong collaborations between faculty and students, and in many cases, alumni. The process will be treated as an opportunity to build a better understanding of student learning and how it can be supported most effectively.

Strategy 13. PRACTICAL LEARNING: Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni

We will work with industry and community partners, as well as alumni, to expand experiential learning – ‘learning by doing’ – across academic programs, and to enhance career services. Where these connections extend beyond the province, they will create opportunities for UBC to broaden its perspective and capacity for influence. We will also strengthen efforts for students to develop professional skills while studying, including the *Work Learn Program* at UBC Vancouver that supports and subsidizes meaningful work experiences on campus. All these efforts will improve the ability of our graduates to secure meaningful employment. Through *UBC Extended Learning (ExL)*, we will support faculty members in growing online and other accessible offerings in response to evolving demand – both professional and personal – for working practitioners and lifelong learners, many of whom are UBC alumni. Scholarly communication is a skill consistently ranked at the top of those required beyond the degree. In collaboration with all Faculties at UBC Vancouver, the Faculty of Arts will create a unit to house academic and professional communications curricula and related services. Our ability to make progress in this strategy is predicated on strong industry and community relationships; we will work hard to deepen and better coordinate these connections. It is also incumbent on the university to infuse a passion for continuous learning among our students, faculty and staff.

Strategy 14. INTERDISCIPLINARY EDUCATION: Facilitate the development of integrative, problem-focused learning

We will further develop academic structures that foster and support opportunities for students from different perspectives and disciplines to work together on complex or emergent problems. Students develop toward expert thinking faster when they are given well-designed opportunities to integrate concepts they have learned across several courses to tackle new, larger issues and problems. When we have students work with other students from a range of programs, each with their own expertise, the result

is a rich, high-level learning experience that builds expertise in ways no individual, discipline-based course can achieve. The *Social Ecological Economic Development Studies* (SEEDS) program is an example of this approach, engaging students across the university in project work that tackles real-life issues such as waste and the opioid crisis. UBC will pilot and assess new ways to integrate problem-focused educational opportunities as an overlay or complement to traditional majors and minors. We will also optimize structures to allow the flourishing of integrative graduate and postdoctoral learning. In this way, we can work toward a day when UBC students can graduate with disciplinary expertise *and* a set of experiences and skills that address their passion for a specific topic or challenge.

Strategy 15. STUDENT EXPERIENCE: Strengthen undergraduate and graduate student communities and experience

Through a continued focus on the student experience – outside as well as inside the classroom, across all our campuses and learning sites – we will create opportunities for students to feel more engaged and better supported during their time at UBC. We will expand holistic, developmental and professional student advising and engagement to support students in determining and realizing academic, career and personal goals. This will enable our students to become self-directed learners able to navigate – and increasingly shape – their pathways through courses and curriculum. We will heighten efforts to ensure the provision of mental health resources for all our student populations. Working closely with student government, the university will improve coordination across student services, teaching and learning, co-curricular programming, residential life and commuter student experience. We will continue to develop and improve student ‘hubs’, such as the *AMS Nest* on the Vancouver campus and the *Student Union* on the Okanagan campus. Attention to student wellbeing is afforded by major investments in *UBC Recreation* facilities, and initiatives such as *Jump Start* and the *Collegia* seek to help first-year students find their places at UBC. Our work will foster a

greater sense of belonging, predicated on personal growth within smaller, diverse communities in the context of a large and complex community.

Snapshot on Transformative Learning: Arts One is an established program that features learning in small groups with an integrated, interdisciplinary curriculum. Every year, students choose between two themes, such as *“Knowledge and Power”* or *“Hero, Anti-Hero”*, each led by a dynamic team of instructors from different disciplines. Together, students and instructors analyze ancient and contemporary works that have shaped and challenged society across the centuries. **Arts One** students engage throughout this eight-month program in their learning via expert lectures, seminar discussions and small student-centred tutorials, in which they present and workshop their essays. These tutorials form one of the most distinctive and valuable **Arts One** experiences, fostering independent thinking and scholarly ways of knowing that allow students to thrive beyond the first year. **Arts One** delivers transformative learning experiences through a commitment to excellent program design and regular renewal. It embodies the understanding that study in humanities disciplines such as philosophy, history and literature cultivates empathy, perspective taking and critical thinking. And it fosters these competencies in the context of both enduring challenges, such as class and power, and emergent ones, such as technological and environmental disruption. [\(LINK\)](#)

Core area: Local and Global Engagement

*Engaging ethically through the exchange
of knowledge and resources for everyone's benefit*

UBC is locally integrated and globally connected; it has always been a place of community engagement. Indeed, global perspective is embedded in the histories and communities that have shaped the local context in British Columbia and at UBC. The balance of Canadian perspective and geographic diversity across our student population is a tremendous strength: how we work together is what sets us apart. Across UBC, faculty, students and staff embody this work in the context of community-engaged research, learning and public service. Local and regional examples include the research forests that promote smart management of some of the province's greatest resources; the *Regional Socio-Economic Development Institute of Canada*, established at UBC Okanagan to build an understanding of how institutions can function as active participants and drivers in the regional innovation ecosystem; the nearly 200 public events hosted by UBC Okanagan, 55% of them in the community; the Portland *Community Clinic* that provides not-for-profit dental services in Vancouver's Downtown Eastside; and the *Patient and Community Partnership for Education* that seeks to effect changes in health curriculum and practice in response to public input. Diverse cultural venues such as *MOA (the Museum of Anthropology)*, *Beatty Biodiversity Museum*, *UBC Botanical Garden* and *Pacific Museum of the Earth* support community learning and enrichment.

Our global networks open new vistas for research and create educational opportunities that would not otherwise exist. They also enable UBC to help mobilize positive change across the world and to assist our partners in making progress in their own goals. We have many close and productive associations with universities and organizations throughout North America, Europe, Australia and New Zealand, Africa and

Latin America. UBC's Asia-Pacific connections, built over many years, have yielded a powerful set of partnerships and academic exchanges. UBC is regarded as an educational and policy gateway to China, with the *China Council* playing a key role in collating knowledge, and in catalyzing, facilitating and supporting engagement. UBC boasts the top Asian Studies department in Canada as well as the oldest and largest Punjabi language program in the country, a model of community-engaged learning. Many other units have developed distinctive research and curriculum strengths oriented toward Asia. Of special note are the increasing numbers of UBC alumni of East, South, Southeast, Central and West Asian heritage, who bring expertise and deep connections to the community when they interact with UBC.

We must continue to play a strong role in engagement, learning about the world around us and empowering people to be good stewards and change makers. This requires an outward orientation in our education, research and community development. It requires a willingness to collaborate and connect, with the passion for engagement that is a part of the fabric of UBC. It requires structures and processes to support the students, faculty and staff who make robust contributions to the intellectual, cultural and economic lives of our communities. It requires UBC to become more open and navigable to external partners. And it requires the capacity to listen and adapt as the needs and dynamics of the world beyond the university evolve. We will sustain the important work of engagement and expand its scope to connect our local and global efforts more effectively. Our engagement with Asia has a regional and national reflection in our growing engagement with Asian Canadian communities. Our commitment to improved engagement with Indigenous people is anchored in, but extends beyond, British Columbia. We will also sustain our focus on building meaningful relationships with UBC alumni the world over. Students are involved in much of this activity, whether on campus, in the community or abroad; we will expand the opportunities for them to participate.

Strategy 16. PUBLIC RELEVANCE: Deepen the relevance and public impact of UBC research and education

We will work, through dialogue and knowledge exchange, to align UBC's efforts more closely with priority issues in British Columbia and beyond. This will also help ensure that the public is more consistently aware of UBC's academic endeavours. It is important that we recognize the different strengths and local contexts of our Vancouver and Okanagan campuses as we consider the opportunities for engagement. From a base (2017) of 130 new community-based and action research projects and learning initiatives that place more than 5,000 students in community settings annually, we will work more closely with our partners to ensure that these are well conceived, managed and evaluated from all perspectives. The School of Public Policy and Global Affairs, established in 2017, is an example of this approach. Its goal is to catalyze a network of scholars, students, external partners and civil society to foster collaboration, creativity and intercultural understanding. This will contribute to the solution of problems of local importance and global consequence. Programs such as the *Public Scholars Initiative*, which builds connections and capacity for PhD students interested in explicitly linking their doctoral work to an area of public benefit, will remain a component of this strategy. We will work with government and industry to enhance British Columbia as a place to do business. And we will specifically seek opportunities to collaborate with government and peer institutions to strengthen and realign the post-secondary education system for the benefit of students and citizens in the province.

Strategy 17. INDIGENOUS ENGAGEMENT: Support the objectives and actions of the renewed Indigenous Strategic Plan

Much of the guidance for UBC's Indigenous engagement can be traced back to the first *Aboriginal Strategic Plan* (2009), which outlined 10 Key Areas of Strategic Engagement, and beyond that to the *UBC-Musqueam Memorandum of Affiliation* (2006), the first such agreement in Canada. The plan and the Memorandum have been models of effective action, with Implementation Reports published in 2010, 2012 and 2014. UBC

will adopt a similar approach in implementing ***Shaping UBC's Next Century***. The 2018 *Indigenous Strategic Plan* will continue that work and represent our shared commitment as a university community ([LINK](#)). The *Indigenous Strategic Plan* will also provide the framework for statements of Faculty- and unit-level commitments that will form UBC's response to the *Calls to Action* released in 2015 by the *Truth and Reconciliation Commission of Canada*.

Strategy 18. ALUMNI ENGAGEMENT: Reach, inspire and engage alumni through lifelong enrichment

Consistent with the *alumni UBC plan: Connecting Forward* ([LINK](#)), we will work with *alumni UBC* and together with targeted efforts across Faculties and departments, to broaden and deepen engagement through programs that cultivate pride, empower personal growth, support professional development and enable contribution. The plan builds on the vision of a *global alumni community for an exceptional UBC and a better world*; its strategic imperatives are to extend engagement to 50% of all alumni, and to double the number of alumni more deeply involved at UBC. Many alumni are in a strong position to provide mentorship and encouragement, connections and collaboration with current students, faculty members and staff. UBC is also in a strong position to provide opportunities for alumni to update skills, to change careers or to engage in lifelong learning. We will seize upon opportunities to extend the reach of our alumni programs, services and communications by continuing to increase the effective use of digital technology and digital platforms. The *Robert H. Lee Alumni Centre* on the Vancouver campus, opened in 2015, provides a fitting hub for much of this engagement.

Strategy 19. GLOBAL NETWORKS: Build and sustain strategic global networks, notably around the Pacific Rim, that enhance impact

As of 2017, UBC partners with 11 of the 15 top-ranked universities in the world in research and educational activities and has partnership agreements with more than 300 universities and research institutions in more than 50 countries. We will prioritize and support collaborations that benefit the world and our partners — as well as create value

at UBC — and foster new alliances in areas of shared, strategic importance. We have an opportunity to leverage UBC's location and diversity to strengthen further our Pacific Rim engagement, both enhancing our capacity for regional and international influence and contributing to social cohesion more broadly. We will support mechanisms, such as the *China Council*, to advance our relationships and extend our connectedness. We will also simplify processes for international collaboration. Finally, we will continue to expand opportunities for faculty exchanges, for our students to study abroad through *Go Global* and other initiatives, and for international students to participate in exchange programs at UBC. Through partnership, both at home and abroad, we will help students, faculty members and staff broaden their perspectives, learn from peers and colleagues around the globe, and contribute to a shared positive impact.

Strategy 20. COORDINATED ENGAGEMENT: Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

Community engagement at UBC has been part of research, teaching, service and student-led initiatives since the institution was founded. We will work with diverse partners to listen, learn and develop shared values for effective engagement. We will better align our structures, processes, funding and incentives to reinforce effective practices consistent with these values and to reinforce a culture of reciprocity. We will also seek to coordinate our engagement efforts and remove barriers to community engagement. The establishment of a joint framework for engagement with local and global partners is the first step. To shift the prevailing model and mindset, UBC will increase support for students, faculty members and staff working with, and in, the community. We will create mechanisms for our partners to access and navigate the university. This strategy also extends to deepening our engagement with campus neighbourhoods to support the unique and vibrant experience of living at UBC.

Snapshot on Local and Global Engagement: Given the historical importance of Asian migration to Canada – and to British Columbia specifically – UBC is intent on building stronger connections with established and growing Asian Canadian communities.

An example is the 2011 Senate approval of measures to commemorate the 76 Japanese Canadian UBC students who were forcibly removed from the university and their homes on the west coast in 1942 after the start of World War II. The creation of the *Asian Canadian and Asian Migration Studies Program* is another notable milestone. This program in the Faculty of Arts responds to community issues and concerns by providing opportunities for students to engage in multidisciplinary learning and research through community-based activity. The **Asian Canadian Community Engagement (ACCE) Committee** includes faculty and staff from multiple units and functions as a hub to cultivate respectful community engagement to bolster's UBC's academic mission. [\(LINK\)](#)

IV. Other institutional plans

Shaping UBC's Next Century is a strategic plan for the University of British Columbia. It acts as a roadmap to help guide, connect and support other institutional plans. In addition to the university-wide plans referenced throughout the document (*Indigenous Strategic Plan, Sustainability Strategy, alumni UBC Plan, Wellbeing Strategic Plan, UBC Plan in Health*), a selection of campus and Faculty plans from different areas of the university are referenced below.

Vancouver campus

Faculty of Applied Science ([LINK TO PLAN](#))

Faculty of Arts ([LINK TO PLAN](#))

Sauder School of Business ([LINK TO PLAN](#))

Faculty of Dentistry ([LINK TO PLAN](#))

Faculty of Education ([LINK TO PLAN](#))

Faculty of Forestry ([LINK TO PLAN](#))

Faculty of Land and Food Systems ([LINK TO PLAN](#))

Peter A. Allard School of Law ([LINK TO PLAN](#))

Faculty of Medicine ([LINK TO PLAN](#))

Faculty of Pharmaceutical Sciences ([LINK TO PLAN](#))

Faculty of Science ([LINK TO PLAN](#))

Graduate and Postdoctoral Studies ([LINK TO PLAN](#))

Okanagan campus

Aspire (UBC Okanagan visioning plan) ([LINK TO PLAN](#))

Irving K. Barber School of Arts and Sciences ([LINK TO PLAN](#))

Faculty of Creative and Critical Studies ([LINK TO PLAN](#))

Faculty of Education ([LINK TO PLAN](#))

Faculty of Applied Science – School of Engineering ([LINK TO PLAN](#))

Faculty of Health and Social Development ([LINK TO PLAN](#))

Faculty of Management ([LINK TO PLAN](#))

DRAFT

V. Implementation and accountability

The plan provides thoughtful guidance for action. It is a framework for decision-making, allocation of effort and resources, and evaluation of progress across the university. The plan also provides guidance for engagement beyond our campuses and associated research and learning sites. Faculties and others will review their respective strategic plans and identify opportunities for alignment and synergy.

The next steps are the translation of these strategies to actions and the creation of project plans to guide and align our efforts. Some of these actions will be ongoing, possibly requiring adjustment, different forms of support or additional funding; many will be new, arising in response to the direction and focus of ***Shaping UBC's Next Century***. Some of the latter can or must be initiated in the first year or two of the plan; others will follow. Some will be cross-cutting initiatives; others will be specific to one or more units. All these actions will be revisited and renewed annually.

We intend to be thorough and rigorous in implementation. The actions should have responsible leadership, accountable for budgets and progress. The project plans should be public, with milestones and measures to provide assurance about progress. Where possible, we should pilot ideas and assess outcomes before making wholesale change. The plan is intended to encompass most activity across the university, rather than reflect a collection of ancillary tasks. It will accordingly act as a useful mechanism for determining also what we might be able to stop or defer doing.

We will continue to seek input from students, faculty, staff, alumni and partners as we move forward. We will track our progress against the objectives of the strategic plan and will check and revise our direction and focus in response to changes both within and beyond the university. Ongoing discussion around prioritization, dependencies and capacity will be critical. We are committed to ensuring that our people and teams are appropriately resourced, supported and connected in the various initiatives that constitute the plan. Only in these ways can we fully achieve our vision.



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THE UNIVERSITY OF BRITISH COLUMBIA

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13 February 2018

To: Okanagan Senate

From: Admissions and Awards Committee

Re: New Awards (approval)

- a. New Award: **Joanne Konnert Award in Mental Health Nursing** (approval)
- b. New Award: **Matthew Yip Memorial Award for Outstanding Field Training in Social Work** (approval)
- c. New Award: **Cliff and Lois Serwa Athletic Bursary** (approval)

The Admissions and Awards Committee is pleased to recommend the following to Senate:

***Motion:** That Senate accept the new awards as listed and forward them to the Board of Governors for approval; and that a letter of thanks be sent to the donors.*

New awards for consideration:

- a) Proposed Award Title: Joanne Konnert Award in Mental Health Nursing

A \$3,500 award is offered by Joanne Konnert to a fourth-year student in the School of Nursing program in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of mental health in nursing. Joanne Konnert is a double UBC alumna, BSN '71, MSN '77, former COO of the Interior Health Authority, and passionately encourages nurses to seek careers in areas of mental health care. The award is made on the recommendation of the School the Nursing. (First award available for the 2017 Winter Session)

- b) Proposed Award Title: Matthew Yip Memorial Award for Outstanding Field Training in Social Work

A \$1,200 award has been endowed by family, friends, and colleagues in memory of Matthew Yip, BASc '15. The award is offered to an outstanding graduate student in the Masters of Social Work

program in the School of Social Work in the Faculty of Health and Social Development at The University of British Columbia, Okanagan campus and is based upon a combination of academic achievement and excellence in a field placement which focuses on mental-health issues. Preference is given to students whose studies focus on depression, anxiety, and suicide. (First award available for the 2017 Winter Session)

c) Proposed Award Title: Cliff and Lois Serwa Athletic Bursary

Bursaries totalling \$4,000 have been endowed by Cliff and Lois Serwa for varsity athletes on the men's and women's teams at UBC's Okanagan campus. Preference is given to members of the men's and women's varsity basketball teams. The bursaries are adjudicated by Enrolment Services. (First award available for the 2018 Winter Session)

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA**January 22, 2018****Development and Alumni Engagement**

The University of British Columbia | Okanagan campus
1138 Alumni Ave. Adm103
Kelowna, BC V1V 1V7

Tel 250.807.8565 | Fax 250.807.9211

<http://supporting.ok.ubc.ca/welcome.html>

From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus**To: Okanagan Senate Admissions and Awards Committee****Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee**

New awards for consideration:

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13 February 2018

To: Okanagan Senate

From: Admissions and Awards Committee

Re: Admissions Proposal - Enrolment Targets 2018-2019 (approval)

Enrolment Targets 2018-2019

The Committee has reviewed and recommends to Senate for approval the proposed undergraduate enrolment targets for the 2017-2018 academic year, as outlined by Faculty, program and year level.

Motion: *That Senate approve and recommend to the Board of Governors for approval, the 2018-2019 enrolment targets, as per section 27(2)(r) of the University Act, as outlined in the attached report.*

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



UBC ANNUAL REPORT ON 2018/19 NEW-TO-PROGRAM ENROLMENT TARGETS

Okanagan Campus

Professor C. Mathieson

Provost and Vice Principal Academic

UBC's Okanagan Campus



To: Members of Admissions and Awards Committee, Okanagan Senate

From: C. Mathieson, Provost and Vice Principal Academic, Okanagan Campus

Re: 2018/19 Winter Undergraduate Enrolment Targets and Forecasts

This report compares enrolment targets set for the current fiscal year (2017/18) against our actual enrolments as of November 1 and presents the undergraduate student enrolment profile by degree and year to determine entry-year admission targets for undergraduate degree programs for the 2018/19 fiscal year. The targets are built using the enrolment profile of the current 2017 winter session as a base, which estimates our overall domestic undergraduate and graduate FTE to be around 7,030, or slightly in excess of 100% of our government funded FTE target (6,971). The targets that have been set will bring us to 103% of government funding next year (7,177 delivered FTE). Based on the continued rollout of new programs over the next several years and enhanced recruitment and marketing efforts, the admissions targets as presented in this report represent a long-term intake level which will allow UBC's Okanagan campus to continue to meet and modestly exceed its government funded target.

Both the Provost and Vice Principal Academic and the Associate Vice President Students lead the Strategic Enrolment Management (SEM) process on the Okanagan campus with the Deans of each faculty. In conjunction with staff in the Okanagan Planning and Institutional Research Office and Enrolment Services, these university-wide plans are translated into specific faculty and program enrolment targets. Targets are represented in terms of winter undergraduate headcounts that are converted to full-time equivalents (FTE), and then the domestic undergraduate FTEs are added to the non-degree activity, summer activity, and graduate annualized FTE to determine our delivered FTE against the Ministry target FTE for our campus. Trends of student movement (progression, retention rates, graduation, and program transfers) in the previous three years are applied to forecast enrolment of continuing students in 2018/19. Finally, in light of projected continuing student enrolment, admission targets are established based on a number of factors: historical conversion rates of applications to enrolled students; anticipated student demand; government funding levels; faculty plans for implementation of new degree programs and specializations; and internal constraints that limit program enrolment.

The stated admission targets include entry year students who are new to UBC plus continuing students who are still classified at the entry year level for each degree program. Similar to last year, admissions targets were set separately for domestic and international undergraduate students based on student enrolment patterns for each group and then combined for an overall total of targeted growth on the Okanagan campus. New programs in 2018/19 will include the Master of Data Science and the continued rollout of the revised Bachelor of Education program, Bachelor of Media Studies, Master of Management, Data Science programs, Master of Science in Computer Science, and post-graduate programs in management for applied science students.

This model leads to an overall admission target of 2,280 undergraduate students entering the first year of degree programs for the 2018 winter session. This total is comprised of 1,909 domestic students and 371 international students, which includes new to UBC as well as new internal transfers. Actual first-year, new-to-program international enrolments in 2017/18 (N=427) exceeded the target (N=383). To ensure that this was not an anomaly year, a conservative approach was taken in setting targets for international students; 2018/19 targets have been deliberately held to 2017/18 targets, with the exception of the Bachelor of Applied



Science program (+10 students) and the Bachelor of Management program (-22 students). These values contribute to a forecasted 2018 winter session undergraduate degree program headcount enrolment of 8,240 students. When this headcount is converted to FTE, and combined with projections for summer enrolment, graduate student enrolment, non-degree student enrolment, and extraction of unfunded international undergraduate student FTEs, the result is a forecast of 7,177 domestic delivered funded FTE for the 2018/19 fiscal year (103% of government target).

As shown in Table 1 below, when estimating our actual campus utilization rate against the government target of 6,971 for 2017/18 (101%) and for the purposes of projecting forward towards a 103% utilization rate in 2018/19, we take the Winter session FTE for degree-seeking undergraduate domestic students and incorporate the following categories: Non-degree winter domestic FTE (Access Studies, Exchange, Unclassified, and Visiting students); summer domestic undergraduate FTE; and graduate student annualized FTE.

Table 1: Actual, Target, and Forecasted Campus Utilization Rates

Actual 2017/18 Domestic FTE (as at 1 November 2017)	2017/18	Forecast Domestic FTE for 2018/19	2018/19
Winter domestic undergraduate degree FTE	5,978	Winter domestic undergraduate degree FTE	6,135
March adjustment for attrition (0.986 multiplier)	5,894	March adjustment for attrition (0.986 multiplier)	6,049
Add: non-degree winter domestic FTE	88	Add: non-degree winter domestic FTE	86
Add: summer domestic undergraduate FTE	340	Add: summer domestic undergraduate FTE	340
Add: graduate annualized FTE	708	Add: graduate annualized FTE	702
Estimated actual ministry-funded FTE delivered	7,030	Estimated actual ministry-funded FTE delivered	7,177
Ministry Target	6,971	Ministry Target	6,971
Utilization Rate	101%	Utilization Rate	103%
Target surplus (deficit)	59	Target surplus (deficit)	206
Winter international undergraduate degree FTE	928	Winter international undergraduate degree FTE	988
Add: non-degree winter international FTE	8	Add: non-degree winter international FTE	8
Add: summer international undergraduate FTE	67	Add: summer international undergraduate FTE	67
Total international undergraduate FTE	1,003	Estimated international undergraduate FTE	1,063
Estimated undergraduate and graduate annualized FTE	8,033	Estimated undergraduate and graduate annualized FTE	8,241

Non-degree winter FTE also includes CIEP and DIEP FTE.

Domestic and International summer undergraduate FTE also includes non-degree summer FTE.

International students transferring to UBC's Okanagan campus from Vantage College (VC) on the Vancouver campus (either in the Bachelor of Management or Bachelor of Applied Science streams) show up in the attached tables as internal transfers, mostly in second year. Out of 86 Bachelor of Applied Science VC students in 2016/17, 61 were retained in 2017/18, of which 20 enrolled on the Okanagan campus. This is generally consistent with the 50% of VC Applied Science students expected to transfer to the Okanagan campus. Of the 31 Management VC students in 2016/17, 19 were retained in 2017/18, of which 13 came to the Okanagan campus for the Bachelor of Management program. This is less than the 100% anticipated flow-through to the Okanagan campus. For 2018/19, a total of 53 Vantage College students are expected to transfer to the Okanagan campus: 37 in Applied Science and 16 in Management.

As FTE reporting to the Ministry is based on March 1 data, we estimate student attrition from term 1 to term 2 (based on our November 1 data from previous years) by applying a multiplier of 0.986 to our Winter domestic undergraduate degree FTE.



Definitions

“New to UBC” – includes all students who are first-time students to UBC.

“Internal transfers” – includes all students already attending UBC, but transferring to a new program from when they first enrolled.

“New to Program” – includes the sum of all students who are “new to UBC” or “internal transfers” from other programs.

“Continuing” – includes the students who are continuing in that year level, i.e. student(s) that have not yet progressed to the next year level of their program.

“Total” – the sum of “new to program” and “continuing” by year level.

“FTE” – this report is calculated based on the normal program load (NPL) FTE formula for undergraduate students. The divisor used to calculate FTE for each student is the normal number of credits that equal a full-time program for that student within the winter terms.

“Forecast” – The forecast portion of the report refers to continuing students. The number of continuing students in each program and year level is modelled using the best recent information on student progression patterns at UBC’s Okanagan campus.

“Target” – The target portion of the report refers to the first-year new-to-program students that are explicitly targeted by UBC for intake in the winter session of each year.

Exclusions from the Detailed Reports

Exchange, Visiting, Unclassified, Access and other non-degree student records (including Education certificate and diploma programs CIEP and DIEP) are excluded in the detailed tables that follow.

Table 2: All Winter Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2017, and Targets and Forecasts for 2018/19

Okanagan Campus

Faculty	Program	Year Level	Actual (2016/17): November 1st, 2016						Actual (2017/18): November 1st, 2017						Targets/Forecasts (2018/19)					
			Headcount					NPL FTE	Headcount					NPL FTE	Headcount					NPL FTE
			New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total
ARSC	BSc	1	623	9	632	102	734	624	725	2	727	111	838	719	728	2	730	115	845	726
		2	49	18	67	371	438	372	45	17	62	437	499	428	45	17	62	452	514	439
		3	48	15	63	395	458	388	52	14	66	404	470	404	52	14	66	451	517	444
		4	-	5	5	587	592	481	-	5	5	529	534	433	-	5	5	532	537	435
	BSc Subtotal		720	47	767	1,455	2,222	1,865	822	38	860	1,481	2,341	1,983	825	38	863	1,549	2,412	2,044
ARSC/FCCS	BA	1	489	5	494	91	585	491	483	11	494	95	589	500	498	12	510	97	607	515
		2	66	17	83	279	362	314	58	30	88	325	413	351	58	30	88	285	373	317
		3	84	29	113	348	461	386	94	25	119	354	473	391	94	25	119	347	466	384
		4	-	5	5	564	569	413	-	2	2	524	526	382	-	2	2	475	477	347
	BA Subtotal		639	56	695	1,282	1,977	1,604	635	68	703	1,298	2,001	1,623	650	69	719	1,204	1,923	1,563
	BMS	1	-	-	-	-	-	-	18	3	21	-	21	19	25	5	30	2	32	29
		2	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	19	22	20
		3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	BMS Subtotal		-	-	-	-	-	-	18	3	21	-	21	19	25	8	33	21	54	50
APSO	BASC	1	271	12	283	50	333	307	289	17	306	52	358	321	302	18	320	17	337	302
		2	25	33	58	238	296	267	38	34	72	261	333	297	39	40	79	326	405	362
		3	20	1	21	275	296	272	11	-	11	308	319	289	10	-	10	345	355	323
		4	-	-	-	223	223	192	-	-	-	277	277	239	-	-	-	249	249	215
	BASC Subtotal		316	46	362	786	1,148	1,037	338	51	389	898	1,287	1,146	351	58	409	939	1,348	1,202
EDUO	BED	4	3	24	27	-	27	27	-	-	-	-	-	-	-	-	-	-	-	-
		5	-	-	-	46	46	45	20	66	86	28	114	114	23	77	100	86	186	186
	BED Subtotal		3	24	27	46	73	72	20	66	86	28	114	114	23	77	100	86	186	186
	BEDS	5	20	36	56	4	60	73	-	-	-	5	5	3	-	-	-	-	-	-
FCCS	BFA	1	28	-	28	2	30	24	27	-	27	5	32	26	28	-	28	5	33	27
		2	1	2	3	15	18	13	4	1	5	10	15	12	4	1	5	20	25	19
		3	3	3	6	23	29	24	4	2	6	19	25	20	4	2	6	15	21	16
		4	-	-	-	41	41	29	-	-	-	35	35	27	-	-	-	28	28	21
	BFA Subtotal		32	5	37	81	118	90	35	3	38	69	107	85	36	3	39	68	107	84
FHSD	BHK	1	160	16	176	23	199	183	196	18	214	19	233	212	187	17	204	24	228	207
		2	19	5	24	150	174	161	10	8	18	145	163	152	10	8	18	170	188	175
		3	17	3	20	101	121	107	18	3	21	160	181	152	18	3	21	133	154	129
		4	-	-	-	162	162	136	-	-	-	150	150	119	-	-	-	208	208	165
	BHK Subtotal		196	24	220	436	656	586	224	29	253	474	727	634	215	28	243	535	778	676
	BSN	1	110	21	131	4	135	122	106	37	143	1	144	130	96	34	130	3	133	121
		2	-	1	1	118	119	114	1	-	1	127	128	125	1	-	1	141	142	139
		3	23	2	25	123	148	134	24	2	26	113	139	138	24	2	26	117	143	142
		4	-	-	-	127	127	119	-	-	-	149	149	137	-	-	-	138	138	127
	BSN Subtotal		133	24	157	372	529	489	131	39	170	390	560	530	121	36	157	400	557	528
MGMT	BMGT	1	236	5	241	41	282	248	212	9	221	59	280	251	219	9	228	57	285	255
		2	22	42	64	134	198	167	25	35	60	140	200	171	25	35	60	125	185	159
		3	6	24	30	127	157	156	7	15	22	171	193	189	7	15	22	183	205	200
		4	-	-	-	206	206	180	-	-	-	179	179	158	-	-	-	201	201	177
	BMGT Subtotal		264	71	335	508	843	751	244	59	303	549	852	768	251	59	310	565	875	791
TOTAL, WINTER			2,323	333	2,656	4,970	7,626	6,568	2,467	356	2,823	5,192	8,015	6,906	2,498	374	2,873	5,367	8,240	7,124
TOTAL, FISCAL YEAR			-	-	-	-	-	7,651	-	-	-	-	-	8,033	-	-	-	-	-	8,241

Table 3: Domestic Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2017, and Targets and Forecasts for 2018/19

Okanagan Campus

Faculty	Program	Year Level	Actual (2016/17): November 1st, 2016						Actual (2017/18): November 1st, 2017						Targets/Forecasts (2018/19)					
			Headcount					NPL FTE	Headcount					NPL FTE	Headcount					NPL FTE
			New to UBC	Internal Transfers	New to Program	Continuing	Total		New to UBC	Internal Transfers	New to Program	Continuing	Total		New to UBC	Internal Transfers	New to Program	Continuing	Total	
ARSC	BSc	1	511	5	516	86	602	524	559	1	560	83	643	561	599	1	600	75	675	589
		2	44	14	58	330	388	332	34	14	48	384	432	374	34	14	48	368	416	361
		3	47	14	61	351	412	348	48	13	61	360	421	362	48	13	61	396	457	393
		4		5	5	547	552	448		5	5	485	490	401	-	5	5	487	492	402
	BSc Subtotal		602	38	640	1,314	1,954	1,651	641	33	674	1,312	1,986	1,699	681	33	714	1,326	2,040	1,745
ARSC/FCCS	BA	1	405	3	408	65	473	402	366	10	376	73	449	386	399	11	410	65	475	408
		2	63	14	77	241	318	278	55	26	81	266	347	300	55	26	81	234	315	272
		3	79	28	107	302	409	342	91	21	112	314	426	354	91	21	112	294	406	337
		4	-	4	4	516	520	378	-	2	2	475	477	348	-	2	2	431	433	316
	BA Subtotal		547	49	596	1,124	1,720	1,400	512	59	571	1,128	1,699	1,387	545	60	605	1,024	1,629	1,333
	BMS	1							13	3	16	-	16	15	19	5	24	2	26	24
		2							-	-	-	-	-	-	-	3	3	14	17	16
		3							-	-	-	-	-	-	-	-	-	-	-	-
		4							-	-	-	-	-	-	-	-	-	-	-	-
	BMS Subtotal								13	3	16	-	16	15	19	8	27	16	43	40
APSO	BASC	1	226	8	234	39	273	253	235	11	246	43	289	260	248	12	260	11	271	244
		2	22	22	44	198	242	218	38	15	53	215	268	239	39	15	54	276	330	294
		3	20	1	21	257	278	255	10	-	10	267	277	249	10	-	10	291	301	270
		4			-	208	208	180	-	-	-	261	261	225	-	-	-	210	210	181
	BASC Subtotal		268	31	299	702	1,001	907	283	26	309	786	1,095	974	297	27	324	787	1,111	990
EDUO	BED	4	3	24	27		27	27			-									
		5			-	46	46	45	20	66	86	28	114	114	23	77	100	86	186	186
	BEDS	4	3	24	27	46	73	72	20	66	86	28	114	114	23	77	100	86	186	186
		5	20	36	56	4	60	73	-	-	-	5	5	3						
	BEDS Subtotal		20	36	56	4	60	73	-	-	-	5	5	3						
FCCS	BFA	1	25		25	1	26	21	22	-	22	4	26	21	25	-	25	3	28	23
		2	1	2	3	14	17	12	4	1	5	9	14	12	4	1	5	16	21	18
		3	3	3	6	22	28	23	4	2	6	19	25	20	4	2	6	15	21	16
		4			-	36	36	25	-	-	-	32	32	24	-	-	-	27	27	20
	BFA Subtotal		29	5	34	73	107	81	30	3	33	64	97	77	33	3	36	61	97	78
FHSD	BHK	1	156	16	172	23	195	180	192	16	208	17	225	205	185	15	200	24	224	204
		2	19	5	24	147	171	158	9	8	17	143	160	149	9	8	17	164	181	169
		3	17	3	20	99	119	105	18	3	21	158	179	150	18	3	21	127	148	124
		4			-	159	159	133	-	-	-	149	149	118	-	-	-	206	206	164
	BHK Subtotal		192	24	216	428	644	575	219	27	246	467	713	622	212	26	238	522	760	661
	BSN	1	110	21	131	4	135	122	106	37	143	1	144	130	96	34	130	3	133	121
		2		1	1	118	119	114	1	-	1	127	128	125	1	-	1	141	142	139
		3	23	2	25	123	148	134	24	2	26	113	139	138	24	2	26	117	143	142
		4			-	127	127	119	-	-	-	149	149	137	-	-	-	138	138	127
	BSN Subtotal		133	24	157	372	529	489	131	39	170	390	560	530	121	36	157	400	557	528
MGMT	BMGT	1	158	5	163	22	185	168	148	7	155	30	185	171	153	7	160	26	186	172
		2	15	27	42	95	137	119	20	19	39	111	150	133	20	19	39	104	143	127
		3	6	23	29	96	125	124	4	13	17	118	135	131	4	13	17	137	154	149
		4			-	151	151	133	-	-	-	141	141	123	-	-	-	144	144	126
	BMGT Subtotal		179	55	234	364	598	544	172	39	211	400	611	558	177	39	216	411	627	574
TOTAL, WINTER			1,973	286	2,259	4,427	6,686	5,793	2,021	295	2,316	4,580	6,896	5,978	2,108	308	2,417	4,634	7,051	6,135
TOTAL, FISCAL YEAR								6,806						7,030						7,177

Table 4: International Undergraduate Headcount and FTE by Program - Actuals as of November 1st, 2017, and Targets and Forecasts for 2018/19

Okanagan Campus

			Actual (2016/17): November 1st, 2016						Actual (2017/18): November 1st, 2017						Targets/Forecast (2018/19)					
			Headcount					NPL FTE	Headcount					NPL FTE	Headcount					NPL FTE
			New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total
ARSC	BSc	1	112	4	116	16	132	101	166	1	167	28	195	158	129	1	130	39	169	137
		2	5	4	9	41	50	40	11	3	14	53	67	54	11	3	14	84	98	78
		3	1	1	2	44	46	40	4	1	5	44	49	42	4	1	5	55	60	51
		4			-	40	40	33			-	44	44	32	-	-	-	45	45	32
	BSc Subtotal		118	9	127	141	268	214	181	5	186	169	355	284	144	5	149	223	372	298
ARSC/FCCS	BA	1	84	2	86	26	112	89	117	1	118	22	140	114	99	1	100	31	131	107
		2	3	3	6	38	44	37	3	4	7	59	66	51	3	4	7	51	58	45
		3	5	1	6	46	52	43	3	4	7	40	47	37	3	4	7	53	60	47
		4	-	1	1	48	49	36	-	-	-	49	49	34	-	-	-	45	45	31
	BA Subtotal		92	7	99	158	257	204	123	9	132	170	302	236	105	9	114	180	294	231
	BMS	1							5		5		5	5	6	-	6	-	6	6
		2									-		-	-	-	-	-	5	5	4
		3									-		-	-	-	-	-	-	-	-
		4									-		-	-	-	-	-	-	-	-
	BMS Subtotal								5	-	5	-	5	5	6	-	6	5	11	10
APSO	BASC	1	45	4	49	11	60	54	54	6	60	9	69	61	54	6	60	6	66	58
		2	3	11	14	40	54	49		19	19	46	65	58	-	25	25	51	76	68
		3			-	18	18	16	1		1	41	42	40	-	-	-	55	55	53
		4			-	15	15	11			-	16	16	14	-	-	-	40	40	33
	BASC Subtotal		48	15	63	84	147	130	55	25	80	112	192	173	54	31	85	151	236	212
EDUO	BED	4			-		-	-	-		-	-	-	-						
		5			-		-	-	-		-	-	-	-						
	BED Subtotal		-	-	-	-	-	-	-	-	-	-	-	-						
	BEDS	5			-		-	-	-		-	-	-	-						
BEDS Subtotal		-	-	-	-	-	-	-	-	-	-	-								
FCCS	BFA	1	3		3	1	4	3	5	-	5	1	6	5	3	-	3	2	5	4
		2			-	1	1	1	-	-	-	1	1	0	-	-	-	3	3	1
		3			-	1	1	1	-	-	-	-	-	-	-	-	-	1	1	-
		4			-	5	5	4	-	-	-	3	3	3	-	-	-	1	1	1
	BFA Subtotal		3	-	3	8	11	9	5	-	5	5	10	8	3	-	3	7	10	6
FHSD	BHK	1	4		4		4	3	4	2	6	2	8	7	3	1	4	-	4	3
		2			-	3	3	3	1	-	1	2	3	3	1	-	1	5	6	6
		3			-	2	2	2	-	-	-	2	2	2	-	-	-	6	6	5
		4			-	3	3	3	-	-	-	1	1	1	-	-	-	2	2	1
	BHK Subtotal		4	-	4	8	12	11	5	2	7	7	14	12	4	1	5	13	18	16
	BSN	1			-		-	-	-	-	-		-	-						
		2			-		-	-	-	-	-		-	-						
		3			-		-	-	-	-	-		-	-						
		4			-		-	-	-	-	-		-	-						
	BSN Subtotal		-	-	-	-	-	-	-	-	-	-	-	-						
MGMT	BMGT	1	78		78	19	97	80	64	2	66	29	95	79	66	2	68	31	99	83
		2	7	15	22	39	61	48	5	16	21	29	50	38	5	16	21	21	42	32
		3		1	1	31	32	32	3	2	5	53	58	58	3	2	5	46	51	51
		4			-	55	55	47	-	-	-	38	38	35	-	-	-	56	56	51
	BMGT Subtotal		85	16	101	144	245	207	72	20	92	149	241	210	74	20	94	154	248	217
TOTAL, WINTER		350	47	397	543	940	775	446	61	507	612	1,119	928	390	66	456	733	1,189	989	
TOTAL, FISCAL YEAR						846						1,003							1,064	

Appendix: Target and Actual headcounts, 2013/14 through 2017/18

The following tables present targets against actual headcounts for new-to-program first-year students, by Faculty and degree program, over the past four years, including the current year (as of 1 November). Table A.1 combines both domestic and international targets, while A.2 and A.3 break them down for each group.

Table A.1: Overall Target and Actual First-year, New-to-program Headcounts

		2013/14		2014/15		2015/16		2016/17		2017/18	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS/ FCCS	BA	565	491	495	427	475	437	500	494	510	494
	BMS	-	-	-	-	-	-	-	-	30	21
IKBSAS	BSc	495	589	600	502	565	564	686	632	730	727
APSO	BASC	198	208	200	186	224	267	300	283	305	306
EDUO	BED	60	53	60	62	50	46	30	27	100	86
	BEDS	70	67	70	68	60	48	60	56		
FCCS	BFA	64	33	40	22	37	16	27	28	33	27
FHSD	BHK	180	175	180	140	226	201	228	176	204	214
	BSN	116	121	120	115	125	117	130	131	130	143
MGMT	BMGT	190	211	190	170	207	192	230	241	290	221
Total		1,938	1,948	1,955	1,692	1,969	1,888	2,191	2,068	2,332	2,239

Table A.2: Domestic Enrolment Target and Actual First-year, New-to-program Headcounts

		2013/14		2014/15		2015/16		2016/17		2017/18	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS/ FCCS	BA	515	426	430	352	400	343	400	408	410	376
	BMS									24	16
IKBSAS	BSc	450	523	500	445	500	486	600	516	600	560
APSO	BASC	175	187	175	167	200	210	250	234	255	246
EDUO	BED	60	53	60	61	50	46	30	27	100	86
	BEDS	70	67	70	68	60	48	60	56		
FCCS	BFA	60	32	35	20	35	14	25	25	30	22
FHSD	BHK	175	174	175	138	225	199	225	172	200	208
	BSN	116	121	120	115	125	117	130	131	130	143
MGMT	BMGT	150	127	140	120	140	126	160	163	200	155
Total		1,771	1,710	1,705	1,486	1,735	1,589	1,880	1,732	1,949	1,812



Table A.3: International Enrolment Target and Actual First-year, New-to-program Headcounts

		2013/14		2014/15		2015/16		2016/17		2017/18	
Faculty	Program	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
IKBSAS/ FCCS	BA	50	65	65	75	75	94	100	86	100	118
	BMS									6	5
IKBSAS	BSc	45	66	100	57	65	78	86	116	130	167
APSO	BASC	23	21	25	19	24	57	50	49	50	60
EDUO	BED				1						
	BEDS										
FCCS	BFA	4	1	5	2	2	2	2	3	3	5
FHSD	BHK	5	1	5	2	1	2	3	4	4	6
	BSN										
MGMT	BMGT	40	84	50	50	67	66	70	78	90	66
Total		167	238	250	206	234	299	311	336	383	427



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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
University Centre | UNC 322
3333 University Way
Kelowna, BC Canada V1V 1V7

13 February 2018

To: Senate
From: Agenda Committee
Subject: Senate Meeting Schedule 2018-2019

Rule 15 (a) of *the Rules and Procedures of Senate* provides:

15. Regular Meetings

a. The Senate shall schedule nine regular meetings each academic year, normally on either the third, fourth, or fifth Thursday of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.

The Senate Agenda Committee would therefore recommend:

That, in accordance with Rule 15 (b), the regular senate meeting schedule for 2018-2019 be established as follows: 27 September 2018, 25 October 2018, 22 November 2018, 13 December 2018, 31 January 2019, 28 February 2019, 28 March 2019, 25 April 2019, 16 May 2019.

In all instances except November, December, and May, the Senate meeting would fall on the last Thursday of the month. In December and May it would be earlier, to avoid conflicts with the closure of the University in December and Vancouver graduation in May. In November it would be the fourth Thursday of the month as the fifth and last Thursday would only be two weeks before the December Senate date.

Respectively submitted,

Dr Peter Arthur
Chair, Agenda Committee



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THE UNIVERSITY OF BRITISH COLUMBIA

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22 February 2018

To: Okanagan Senate
From: Curriculum Committee
Re: Curriculum Proposals (approval)

The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval one new course brought forward by the Faculty of Arts and Sciences, four new courses brought forward by the Faculty of Creative and Critical Studies, three new courses brought forward by the Faculty of Health and Social Development, and one new course and one new program option brought forward by the Faculty of Applied Science.*

- a. From the Faculty of Arts and Sciences
 - i. PHYS 548 (3/6) d Special Topics in Medical Physics
- b. From the Faculty of Creative and Critical Studies
 - i. FILM 103 (3) Acting for Stage and Screen (new course)
 - ii. FILM 250 (3) Workshop in Creative Writing: Screenwriting (new course)
 - iii. FILM 261 (3) Video I (new course)
 - iv. FILM 271 (3) Video II (new course)
- c. From the Faculty of Health and Social Development
 - i. NRSG 423 (3) Advanced Clinical Reasoning for Care of the Complex Client (new course)
 - ii. NRSG 427 (3) Advanced Mental Health (new course)
 - iii. NRSG 437 (4/8) d Mental Health Preceptorship (new course)

- d. From the Faculty of Applied Science
 - i. ENGR 453 (3) Internet of Things (new course)
 - ii. ENGR 454 (3) Motor Drive Systems (new course)
 - iii. Option in Mechatronics Engineering (new program option)

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: IKBSAS Dept./Unit: ComSci, Math, Physics, Stats Faculty/School Approval Date: 20171107 Effective Session: 2018W	Date: 20170921 Contact Person: Andrew Jirasek Phone: 250.807.8812 Email: Andrew.jirasek@ubc.ca
Type of Action: New Course	
Rationale: We would like to add a special topics course for the medical physics graduate program. The course will allow students some flexibility in filling out their graduate course requirements, particularly in cases where students do not have options for further didactic course instruction (in the case, for example, of new students coming from other universities). No more than 2 courses (6 total credits) of PHYS 548 will be allowed in an MSc degree.	
Proposed Academic Calendar Entry: <u>PHYS 548 (3/6) d Special Topics in Medical Physics</u> <u>The investigation of specific topics in medical physics may be undertaken under the direction of a Medical Physics department faculty member.</u> <u>Prerequisite: Permission of the department head and registration in the Medical Physics graduate program.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 2	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: 20171101 Effective Session: 2018 W	Date: 201701003 Contact Person: Denise Kenney Phone: 250.864.3974 Email: denise.kenney@ubc.ca
Type of Action: Cross-listing existing course	
Rationale: The Interdisciplinary Performance program has been suspended for two years while we restructure our offerings to attract a broader demographic from across campus. This cross-listing is part of that strategy. Cross listing this course will make it easier to find in the calendar for students specifically seeking film courses. We are also developing a cluster of film courses to better serve students' interests and to further support the new Bachelor of Media Studies. The calendar description, course outline and learning outcomes all remain the same. This course straddles both "stage" and "screen" as the acting technique pertaining to psychological realism is relevant for both forms and students' work in both forms.	
Proposed Academic Calendar Entry: <u>FILM 103 (3) Acting for Stage and Screen</u> <u>An introduction to acting techniques pertaining to the style of psychological realism for stage and screen. Credit will be granted for only one of FILM 103 or THTR 103. [5 hours/week studio] Equivalency: THTR 103.</u>	Present Academic Calendar Entry: N/A



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 	
Faculty/School: Creative and Critical Studies Dept./Unit: Creative Studies Faculty/School Approval Date: Effective Session: 2018W	Date: 20170930 Contact Person: Michael V Smith Phone: 250.807.9706 Email: michael.v.smith@ubc.ca
Type of Action: Cross-listing	
Rationale: We are cross-listing CRWR 250 Screenwriting because it is easily a FILM course as well, given that nearly all film programs have courses in scriptwriting. The calendar description, course outline and learning outcomes all remain the same. We are making this course easier to find in the calendar for students interested in film; Creative Writing might not be the most obvious search for a film enthusiast.	
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Draft Academic Calendar URL:</p> <p style="text-align: center;">n/a</p> </div> <div style="width: 45%;"> <p>Present Academic Calendar Entry:</p> <p style="text-align: center;">N/A</p> </div> </div> <div style="margin-top: 20px;"> <p>Proposed Academic Calendar Entry:</p> <p><u>FILM 250 (3) Workshop in Creative Writing: Screenwriting</u></p> <p><u>Students are instructed and guided in the writing of screenplays, are encouraged to pursue experimentation in screenwriting, and will participate in the feedback and critique sessions that constitute the workshop method. Credit will be granted for only one of CRWR 250 or FILM 250. [3- 0-0]</u></p> <p><u>Prerequisite: Two of CRWR 150, CRWR 160, VISA 104, VISA 105, VISA 106, VISA 108, THTR 101, THTR 102.</u></p> <p><u>Equivalency: CRWR 250.</u></p> </div>	



Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Creative Studies Faculty/School Approval Date: 2017/12/06 Effective Session: 2018 W	Date: November 20, 2017 Contact Person: Myron Campbell Phone: 250.807.8011 Email: Myron.campbell@ubc.ca
Type of Action: Cross-listing with an existing course	
Rationale: This request to cross-list VISA courses 261/271 Video I & II with FILM will allow for increased visibility in the academic calendar for those students interested in film production. It is also the first step towards a FILM minor which is currently in development. No changes are made to the content or the learning outcomes of the course.	
Proposed Academic Calendar Entry: <u>FILM 261 (3) Video I</u> <u>Introduction to organizational, technical, creative, and critical skills required in video production. Provides experience in all stages of the production process, including pre-production, production, and post-production. Considers a variety of approaches to video, such as artist videos, music videos, and television productions. Credit will be granted for only one of FILM 261 or VISA 261. [2-2-0]</u> <u>Prerequisite: One of VISA 106, VISA 108.</u> <u>Equivalency: VISA 261.</u> <u>FILM 271 (3) Video II</u> <u>Continuation of FILM 261. Further work on organizational, technical, creative, and critical skills required in video production. Provides experience in all stages of the production process,</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



including pre-production, production, and post-production. Considers a variety of approaches to video, such as artist videos, music videos, and television productions. Credit will be granted for only one of
FILM 271 or VISA 271. [2-2-0]
Prerequisite: FILM 261 or VISA 261
Equivalency: VISA 271.



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FHSD Dept./Unit: School of Nursing School Approval Date: Nov 20, 2017 Faculty/School Approval Date: December 7, 2017 Effective Session: 2018S	Date: May 1 2017 Contact Person: Sheila Epp Phone: 250.807.9975 Email: sheila.epp@ubc.ca
Type of Action: Three new course offerings for year four of BSN – these were planned as part of the original revised curriculum.	
Rationale: Providing advanced elective options as per our original curriculum plan. These courses will prepare our interested students with the knowledge, skills, and abilities beyond the general entry to practice competencies needed to practice in mental health or higher than average acuity medical surgical units.	
Proposed Academic Calendar Entry: <p style="color: red;">NRSG 423 (3) Advanced Clinical Reasoning for Care of the Complex Client Theory and research for evidence informed practice for the assessment and care of the complex, unstable, acutely ill patient. Understanding challenging etiology, pathophysiology, manifestations, diagnostics and intervention to inform advanced clinical reasoning. [3-0-0] <i>Prerequisite:</i> Fourth-year BSN-O Standing</p> <p style="color: red;">NRSG 427 (3) Advanced Mental Health Theory and research for ethical, evidence informed practice for mental health nursing. Develops advanced knowledge of the pathophysiology, etiology, manifestations, diagnostics and intervention to inform care of patients experiencing acute mental health challenges. [3-0-0] <i>Prerequisite:</i> Forth-year BSN-O Standing</p> <p style="color: red;">NRSG 437 (4/8) d Mental Health Preceptorship Preceptored advanced practice experience(s) provides opportunities for evidence-informed practice with the client experiencing challenges with mental health. Application of knowledge, skills, and abilities from related advanced nursing theory course(s). Opportunity to work with interprofessional teams in a variety of settings. [4 credits 120 hours over 4 weeks or 8 credits 240 hours over 8 weeks] <i>Prerequisite:</i> All of NRSG 421, NRSG 422, NRSG 432, and NRSG 427 Advanced Mental Health.</p>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&code=NRSG Present Academic Calendar Entry:



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: <u>1</u>	
Faculty/School: School of Engineering Dept./Unit: School of Engineering Faculty/School Approval Date: 20170509 Effective Session: 2018W	Date: 20170105 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Course	
Rationale: This new course will be added to the Mechanical and Electrical programs at the School of Engineering, Faculty of Applied Science. It is required for the planned program option Mechatronics, offered jointly by the Mechanical and Electrical Engineering programs. Thus, the course targets cross-disciplinary training and education.	
Proposed Academic Calendar Entry: <u>ENGR 453 (3) Internet of Things Sensing, actuation, sampling, analog-to-digital and digital-to-analog conversion, voice over IP, video codecs, audio codecs, multimedia communication protocols for IoT, wireless communication protocols for IoT. [3-2*-0]</u> <u>Prerequisite: APSC 254.</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/prooff/edit/courses.cfm?go=name&code=ENGR Present Academic Calendar Entry: N/A



Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: School of Engineering Dept./Unit: The School of Engineering Faculty/School Approval Date: 20170509 Effective Session: 2018W	Date: 20170105 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New course	
Rationale: This new course is added as technical elective for the Mechanical and Electrical programs at the School of Engineering, Faculty of Applied Science. This course targets cross-disciplinary training and education. The course will support the research needs on robotics and motion control, electromechanical devices, manufacture automation, industrial Internet of Things (IoT), power electronics, and power systems.	
Proposed Academic Calendar Entry: <u>ENGR 454 (3) Motor Drive Systems</u> <u>Three-phase AC/DC PWM inverter,</u> <u>converter modulation techniques, abc/qd</u> <u>reference frame theory, brushed DC</u> <u>machine drives, induction motor drives,</u> <u>permanent magnet AC machines,</u> <u>brushless dc motors and drive circuits.</u> <u>[3-0-0]</u> <u>Prerequisite: ENGR 320</u>	Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=ENGR Present Academic Calendar Entry: N/A

Mechatronics Engineering Option
School of Engineering
University of British Columbia Okanagan

Overview

The UBC Okanagan School of Engineering (SoE) was established in 2005. As of September 2017, it has 46 faculty members and offers 3 Bachelor of Applied Sciences programs: Civil, Electrical, and Mechanical Engineering. In 2017W, the faculty offered courses to more than 1200 undergraduate students.

The Option in “Mechatronics Engineering” has been under discussion among Electrical and Mechanical engineering programs’ students and faculty for several years. Feedback from the engineering industry and alumni demonstrate a growing need for engineers to have strong combined skills in programming, real-time embedded systems, energy management, robotics and control, and industry automation, in addition to a solid technical background. Almost all leading universities nation-wide offer Mechatronics Engineering in some form: as a stand-alone program, a minor, an option, or a specialization.

In September 2016, a student-driven survey was conducted to gauge potential interest in a new Mechatronics Engineering Option among year-2 and year-3 engineering students. 185 students participated in the survey which comprised three questions. Results of the survey are as follows:

1. Would you support a new 4-year degree program in Mechatronics Engineering within the School of Engineering?

Results: **171 Students (92.4%) said YES**

2. Would you support a new Specialization Certificate in Mechatronics Engineering within the School of Engineering?

Results: **179 Students (96.8%) said YES**

3. If a new Program/Specialization in Mechatronics Engineering is offered would you consider taking it?

Results: **165 Students (89.2%) said YES**

Based on the survey results, we expect strong enrollment in the proposed Option in Mechatronics Engineering.

Credentials

The Option in Mechatronics Engineering will equip engineering students with the state-of-the-art skills, theories, and design methodologies they need to work across the various fields in large and startup ventures. Both Electrical and Mechanical Engineering program students will be required to carefully select and complete the Option-specified design and technical elective courses in addition to two Computer Science courses, COSC 121 and COSC 222. The Mechatronics Option will appear on the transcript.

Expected Start Date

The Mechatronics Option will be offered each year starting in the 2018W academic year.

Option Completion Time

Like regular Bachelor of Applied Science students, option students will be required to complete a minimum of 145 credits of engineering foundation, design, and technical courses. In addition, Option students have to complete the two Computer Science courses, COSC 121 and COSC 222, to fulfill Option requirements. Students are encouraged, though not required, to choose mechatronics-related capstone design projects.

Option Requirements

Students may apply for the Mechatronics Option at the same time they select their study program by the end of Year-1. Following an application process, to be designed by the School of Engineering, **30** students will be accepted into the Mechatronics Engineering Option. Application to the Minor in Computer Science is open to all students in the Bachelor of Applied Science Electrical and Mechanical Engineering programs. Admission will be competitive based on GPA.

Option Structure

The structure of the Mechatronics Engineering Option complements the current mechanical and electrical engineering programs offered by the School of Engineering. The Option will maintain the common first and second years engineering program. This will attract transfer students including those who have completed first or second years engineering at UBC's Vancouver campus at which Mechatronics Option is offered for mechanical engineering students only. Additionally, as the Mechatronics field requires strong programming skills, students must complete the two computer science courses COSC 121 Programming II and COSC 222 Data Structure as a requirement of the Mechatronics Option before they enter 4th year. Students are advised to carefully manage their study plan to complete these two courses during summer semesters to avoid conflict with their engineering standard time tables that may lead to late graduation.

In year-3, Mechanical and Electrical Engineering students maintain the existing third year course of studies.

In year-4, students register in the following courses:

Mechanical Engineering (ME) Students:

1. Existing ME courses: ENGR 476, ENGR 413, ENGR 491 or 492, and ENGR 499.
2. Mechatronics Option specific mandatory courses: ENGR 359, ENGR 480 and ENGR 481.
3. Mechatronics Option specific elective courses: students choose 4 courses out of the elective list provided by the School of Engineering.

Electrical Engineering (EE) Students:

1. Existing EE courses: ENGR 451, ENGR 413, and ENGR 499.
2. Mechatronics Options specific mandatory courses: ENGR 467, ENGR 480 and ENGR 481.
3. Mechatronics Options specific elective courses: students choose 5 courses out of the elective list provided by the School of Engineering.

<u>Year-4</u> Mandatory Courses			
Mechanical Engineering Students		Electrical Engineering Students	
<i>Term-1</i>	<i>Term-2</i>	<i>Term-1</i>	<i>Term-2</i>
ENGR 476 Mechanics of Materials II	ENGR 359 Microcomputer Engineering	ENGR 451 Microelectronics II	ENGR 467 Real-Time and Embedded System Design
ENGR 480 Modern Control	ENGR 481 Mechatronics	ENGR 480 Modern Control	ENGR 481 Mechatronics
ENGR 491 Computational Fluid Dynamics OR ENGR 492 Finite Element Methods	ENGR 413 Law & Ethics for Engineers		ENGR 413 Law & Ethics for Engineers
ENGR 499 Capstone Design Project			

Year-4 **Elective Courses**

ME students choose **4 courses (2 courses per term)** from a list of Mechatronics Option elective courses provided by the School of Engineering. Courses could include: ENGR 406, ENGR 453 (course pending), ENGR 454 (course pending), ENGR 458, ENGR 486, ENGR 487, ENGR 494, ENGR 456 (course pending), ENGR 467 (ME only), and others as approved.

EE students choose **5 courses (3 courses in term-1, and 2 courses in term-2)** from a list of Mechatronics Option elective courses provided by the School of Engineering. Courses could include: ENGR 406, ENGR 453 (course pending), ENGR 454 (course pending), ENGR 458, ENGR 486, ENGR 487, ENGR 494, ENGR 456 (course pending), ENGR 492 (EE only), and others as approved.

Mechatronics Option Required Course's Descriptions:

ENGR 359 (3) Microcomputer Engineering

Microcomputer architecture, number representation, assembly language, parallel and serial input/output, interrupts, memory, peripherals. [3-2*-0]
Prerequisite: APSC 255.

ENGR 413 (3) Law and Ethics for Engineers

The Canadian legal system. Companies, partnership, independent contractors. Contract documents, specifications, liability, torts and liens. Intellectual property. Agency; evidence; expert witnessing. Employment law. Engineer Act, Code of Ethics, APEGBC. [3-0-0]
Prerequisite: Fourth-year standing.

ENGR 451 (3) Microelectronics II

Building blocks of integrated-circuit amplifiers, differential multistage amplifiers, frequency response, feedback, output stages and power amplifiers, and operational amplifier circuitry. [3-2*-0]
Prerequisite: ENGR 351.

ENGR 467 (3) Real-Time and Embedded System Design

Multi-tasking, interrupt-driven systems, RTOSs and programming environments, task scheduling, schedulability analysis, inter-process communication and synchronization, resource management, performance measurement. [3-2*-0]
Prerequisite: ENGR 359.

ENGR 476 (3) Mechanics of Materials II

Beam deflections; column buckling; Castigliano's theorem; statically indeterminate beams, frames, and rings; bending of curved beams; bending of beams with asymmetric cross-sections; shear centre; principal stresses and stress invariants in three dimensions; yield and fracture criteria. [3-0-0]
Prerequisite: APSC 260.

ENGR 480 (3) Modern Control

State-space modeling and design. Review of linear and matrix algebra, highlights of classical control theory, state-space modeling, continuous and discrete state equations, stability, controllability and observability, design of feedback systems. Credit will be granted for only one of ENGR 480 or ENGR 580. [3-2*-0]
Prerequisite: ENGR 315.

ENGR 481 (3) Mechatronics

Operating principles, analysis, modeling, and performance specification of sensors and actuators such as analog/digital transducers, electric motors, hydraulic actuators, and smart actuators. Analog and digital filtering techniques. Control techniques pertaining to actuators. Credit will be granted for only one of ENGR 481 or ENGR 581. [3-0-0]

Prerequisite: All of ENGR 315, ENGR 320.

ENGR 491 (3) Computational Fluid Dynamics

Computational fluid dynamics theory and methods for the numerical simulation of heat and fluid flow. Governing equations, meshing strategies and mesh requirements, finite difference methods, finite volume methods, solution of algebraic systems of equations, compressible flows, turbulence modelling. [3-0-0]

Prerequisite: ENGR 310.

ENGR 492 (3) Finite Element Methods

Finite Element Discretization, Direct Stiffness Method, Numerical Solution of Large Deformations, Formulation of Finite Elements, Auxiliary Equations, Thermomechanical Analysis, Computer Implementation of the Finite Element Methods, Case Studies in Material Forming and Multi-Physics. Credit will be granted for only one of ENGR 492 or ENGR 582. [3-0-0]

Prerequisite: APSC 256.

ENGR 499 (6) Engineering Capstone Design Project

A capstone design project in response to an actual engineering problem. The project can be multidisciplinary or in a specialized area of engineering. Students are required to submit a comprehensive project report and deliver a formal presentation. [2-3-0; 0-6-0]

Prerequisite: Fourth-year standing.



Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: School of Engineering Dept./Unit: The School of Engineering Faculty/School Approval Date: 20171107 Effective Session: 2018W	Date: October 18, 2017 Contact Person: Dr. Yang Cao Phone: 250.807.9643 Email: yang.cao@ubc.ca
Type of Action: New Option	
<p>Rationale: The Option in Mechatronics Engineering will equip engineering students with the state-of-the-art skills, theories, and design methodologies they need to work across the various fields in large and startup ventures. Additionally, as the Mechatronics field requires strong programming skills, students must complete the two computer science courses COSC 121 Programming II and COSC 222 Data Structure as a requirement of the Mechatronics Option. The Mechatronics Options is open to both Electrical and Mechanical Engineering students.</p> <p>Students to elect to complete the Mechatronics Option will be required to carefully select and complete a specified set of design and technical elective courses. Upon successful completion of the notation “Mechatronics Option” will show on the student’s transcript. The Mechatronics Option is optional; it aims to help students discern which courses fall under which areas of interest.</p> <p>Some of the core motivations for this initiative includes:</p> <ol style="list-style-type: none"> 1. Students’ strong interest in Mechatronics Engineering in Canada and internationally which will lead to increased enrolment and retention at the school; 2. More focused training on skillsets needed in major industrial sectors such as automation, advanced manufacturing, automotive and aerospace; 3. Compliance with the multidisciplinary vision of the school which will in turn foster the vision and mission statement and areas of strategic importance to the school; 4. Catalytic effect of the mechatronics training on many of the SOE’s initiative and programs currently under development including software engineering, design and manufacturing program, biomedical engineering; and 5. Alignment of skillsets of mechatronics engineers needed in the BC’s recently announced strategic areas including hi-tech, manufacturing, and biotechnology. <p>Timeline: The school is ready to launch the Option in Mechatronics Engineering in September 2018. A large number of students have stressed their strong support of this</p>	



initiative in a survey and are eagerly following the development of the Option at the school.

Draft Academic Calendar URL:

Mechanical:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,1382>

Proposed Calendar Entry:

Mechanical Engineering

In the third year and fourth years, students will follow a program in Civil Engineering, Electrical Engineering, or Mechanical Engineering.

Third Year Mechanical Engineering		Credits
ENGR 303	Engineering Project Management	3
ENGR 305	Engineering Economic Analysis	3
ENGR 310	Fluid Mechanics II	3
ENGR 315	Systems and Control	3
ENGR 320	Electromechanical Devices	3
ENGR 375	Energy System Design	3
ENGR 376	Materials Science II	3
ENGR 377	Manufacturing Processes	3
ENGR 380	Design of Machine Elements	3
ENGR 381	Kinematics and Dynamics of Machinery	3
ENGR 385	Heat Transfer Applications	3
ENGR 387	Vibration of Mechanical Systems	3
Total Credits		36

Fourth Year Mechanical Engineering		Credits
ENGR 413	Law and Ethics for Engineers	3
ENGR 477	Mechanical Engineering Laboratory	3
ENGR 476	Mechanics of Materials II	3
ENGR 499	Engineering Capstone Design Project	6
	Design Electives ¹	9
	Technical Electives ²	12
Total Credits		36



¹ To be chosen from a list of Mechanical Engineering design elective courses provided by the School of Engineering.

² To be chosen from a list of technical elective courses provided by the School of Engineering. Up to two third- or fourth-year courses offered outside the School of Engineering may qualify as technical electives with permission from the Mechanical Program Coordinator.

Mechatronics Option

Available to Mechanical and Electrical students, the Mechatronics Option allows students interested in electromechanical systems integrated with embedded electronics, sensors, actuators, and related systems to have a course focus in these areas.

Application to the Mechatronics Option is open to students with Year 2 standing (including Year 2 transfer students) in the Bachelor of Applied Science program specializing in Mechanical or Electrical Engineering.

Applications for admission must be made through the Engineering Advising Office by May 31st. Admission will be competitive based on GPA and enrolment in this option is limited.

The Mechatronics Option under Mechanical Engineering requires the following courses:

- **COSC 121 and COSC 222**
- **Required 4th year courses (as listed above) and Elective requirements:**
 - **9 credits of Design Electives and 12 credits of Technical Electives from a list of Mechatronics Elective choices, including mandatory courses ENGR 359, ENGR 480, ENGR 481.³**

Note that it is the student's responsibility to ensure that the electives chosen meet the program requirements for design and technical elective graduation requirements.

The option consists of a typical third year, followed by a set of prescribed fourth year courses with 2 additional required Computer Science courses beyond the Bachelor of Applied Science degree.

Students may encounter difficulty fitting these 2 Computer



Science (COSC) courses into their schedule. Careful planning is essential and completion of the Option may require a summer session or additional term of study beyond that required to complete the Bachelor of Applied Sciences degree alone.

Entry into and continuation in the Option requires that the student remains in Good Standing. Upon successful completion of the option, the notation “Mechatronics Option” will be added on the student’s transcript.

³ Electives to be chosen from a list of approved Mechatronics Option courses provided by the School of Engineering.

Draft Academic Calendar URL:

Electrical:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,317,989,1381>

Proposed Calendar Entry:

Electrical Engineering

In the third year and fourth years, students will follow a program in Civil Engineering, Electrical Engineering, or Mechanical Engineering.

Third Year Electrical Engineering Credits		
ENGR 303	Engineering Project Management	3
ENGR 305	Engineering Economic Analysis	3
ENGR 315	Systems and Control	3
ENGR 320	Electromechanical Devices	3
ENGR 350	Linear Circuit Theory	3
ENGR 351	Microelectronics I	3
ENGR 353	Semiconductor Devices	3
ENGR 359	Microcomputer Engineering	3
ENGR 360	Engineering Probability and Statistics	3
ENGR 361	Signals and Communication Systems	3
ENGR 362	Digital Signal Processing I	3
ENGR 365	Engineering Electromagnetics	3
Total Credits		36



Fourth Year Electrical Engineering		Credits
ENGR 413	Law and Ethics for Engineers	3
ENGR 451	Microelectronics II	3
ENGR 499	Engineering Capstone Design Project	6
	Design Electives ¹	12
	Technical Electives ²	12
Total Credits		36

¹ To be chosen from a list of Electrical Engineering design elective courses provided by the School of Engineering.

² To be chosen from a list of technical elective courses provided by the School of Engineering. Up to two third- or fourth-year courses offered outside the School of Engineering may qualify as technical electives with permission from the Electrical Program Coordinator.

Mechatronics Option

Available to Mechanical and Electrical students, the Mechatronics Option allows students interested in electromechanical systems integrated with embedded electronics, sensors, actuators, and related systems to have a course focus in these areas.

Application to the Mechatronics Option is open to students with Year 2 standing (including Year 2 transfer students) in the Bachelor of Applied Science program specializing in Mechanical or Electrical Engineering.

Applications for admission must be made through the Engineering Advising Office by May 31st. Admission will be competitive based on GPA and enrolment in this option is limited.

The Mechatronics Option under Electrical Engineering requires the following courses:

- **COSC 121 and COSC 222**
- **Required 4th year courses (as listed above) and Elective requirements:**
 - **12 credits of Design Electives & 12 credits of Technical Electives from a list Mechatronics Elective choices, including mandatory courses ENGR 480, ENGR 481.³**



Note that it is the student's responsibility to ensure that the electives chosen meet the program requirements for design and technical elective graduation requirements.

The option consists of a typical third year, followed by a set of prescribed fourth year courses with 2 additional required Computer Science courses beyond the Bachelor of Applied Science degree.

Students may encounter difficulty fitting these 2 Computer Science (COSC) courses into their schedule. Careful planning is essential and completion of the Option may require a summer session or additional term of study beyond that required to complete the Bachelor of Applied Sciences degree alone.

Entry into and continuation in the Option requires that the student remains in Good Standing. Upon successful completion of the option, the notation "Mechatronics Option" will be added on the student's transcript.

³ Electives to be chosen from a list of approved Mechatronics Option courses provided by the School of Engineering.

2017 OKANAGAN LIBRARY REPORT TO SENATE

Heather Berringer
Chief Librarian
The University of British Columbia, Okanagan Campus

One of the busiest libraries in the UBC Library system, the Okanagan Library prides itself on being an inclusive space, a service-focused team, and a nexus of scholarly engagement. A proactive campus leader, our Library advances research, learning and teaching excellence by connecting communities, within and beyond the University, to the world's knowledge.

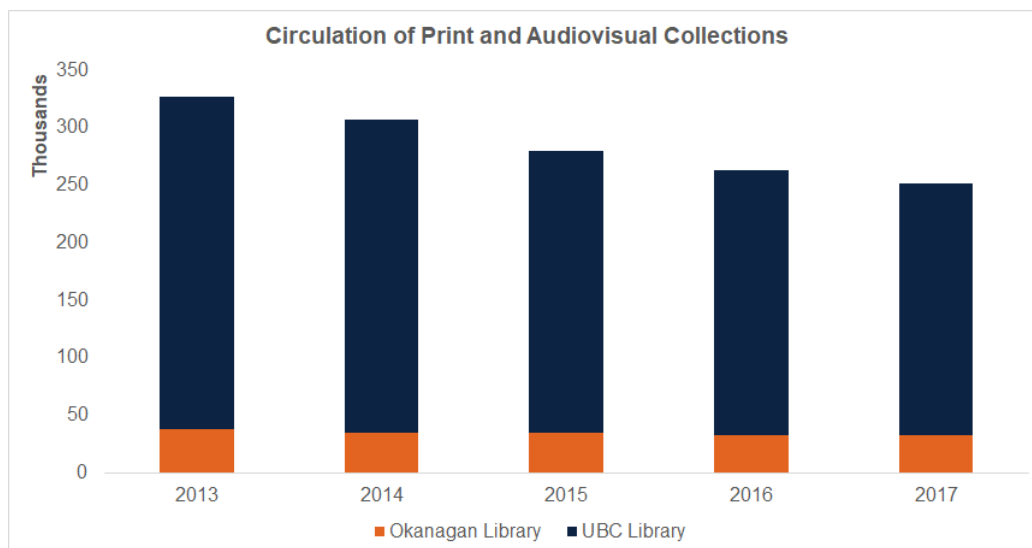
Solidly aligned with the priorities articulated in *Aspire*, the Library continued to make significant contributions to the Okanagan Campus in 2017 through its strategic directions of **creating transformative student learning opportunities, facilitating research excellence, leading through strong connections and collaborations, building dynamic learning and research spaces, and evolving as a learning organization.**

Creating Transformative Student Learning Opportunities

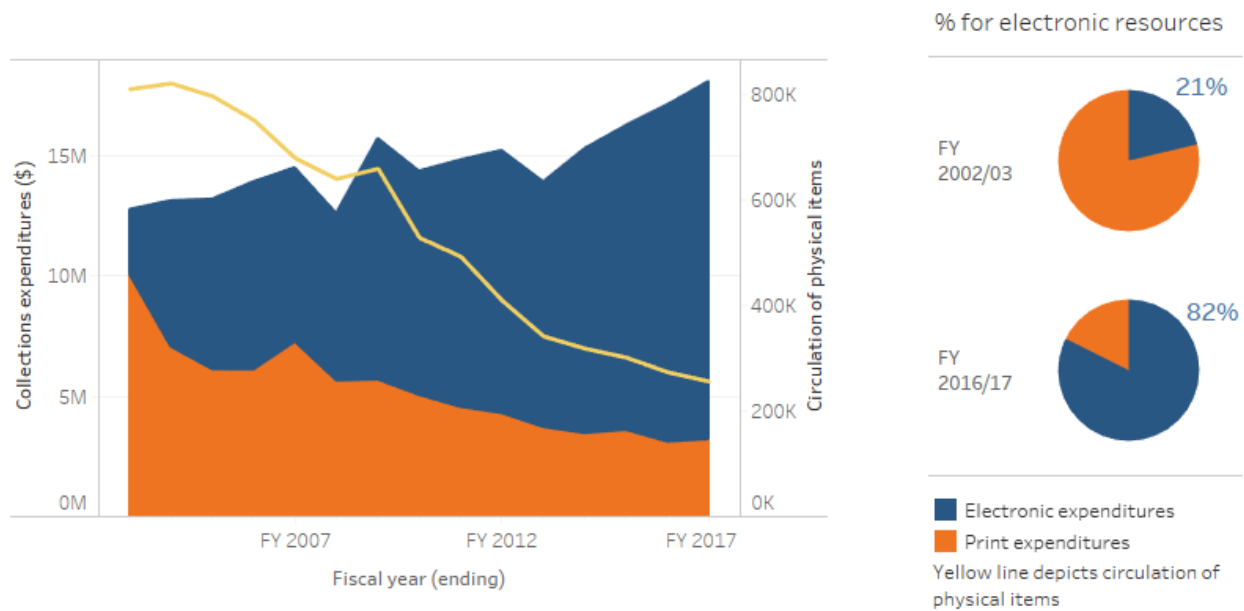
Embedded in student and campus life, the Okanagan Library is integrated in transformative teaching and learning efforts, providing essential services, spaces, and resources for student success. In 2017, the Library reimaged its Learning and Technology Assistant (LTA) program, examined its supports for international students, began a redesign of its First-Year English instructional supports as part of a longer-term strategy to consider the role of information literacy instruction in the curriculum, and piloted several new initiatives through its Writing and Research Services unit.

Optimal access to library resources

UBC Okanagan Library circulation represented over **38,000** transactions in 2017, including book, audiovisual resource, and technology lending. Our physical collections represent a robust, active working collection of approximately **200,775** volumes, with reliance on the Point Grey campus primarily for access to multiple copies and deep research collections.



UBC Library Collections Expenditures & Circulation of Physical Items (2003-2017)



Today, **82%** of UBC Library collections funds are spent on licensing or acquiring electronic resources, reflecting the transformation in scholarly dissemination. Loans of physical materials continue to decline while use of electronic content grows, underlining a shift in usage patterns underway for more than a decade.

Across both campuses, UBC Library has adopted an e-preferred purchasing policy, which provides increased online access to materials to both campuses.

Expanded access to specialized and local collections

Special Collections and Archives

As of December 31, 2017, the Okanagan Special Collections (OSC) contains **2,756** print volumes and continues to grow. This collection represents a significant collection of materials related to the Okanagan region and has attracted community attention as a regional research hub. Two major archival collections were also accessioned into OSC in 2017, the Allison Family fonds (approximately 12 boxes of materials dating from 1890-1950) and the Kootenay Express collection (newspaper run from 1988-2011).

In 2017, just over **1,700** new digital assets were created by the OSC team, with two new archival collections loaded to UBC Library's Open Collections platform: the George Meeres Collection and the Joe Harris Collection.

Public Art Program

As part of the Library's portfolio, the Public Art program continues to expand the University's Art Collection, increasing its breadth and value, and transforming the campus with art installations that enhance the experience of the University's many stakeholders.

We have added to our collection some significant pieces this year, the most important of which is *Pair of Deer*, by David Sidley. The Public Art program oversaw the site selection, proposal development, and installation of this major donation in the UBC Okanagan courtyard. The work was inaugurated on June 16th, and it has proven to be a popular and often-photographed addition to the Public Art Collection. The Public Art Advisory Committee also reviewed and approved **fourteen new acquisitions**. Some of these works are significant international and historical additions, such as two works by celebrated eighteenth-century English satirist William Hogarth.

The Curator has been very busy this year with proposals for and installations of art both on- and off-campus. Internally, the Curator has undertaken **fifteen different consultations**, overseeing the process from the proposal stage to the final installation, labelling and cataloguing of the works. These include new displays in the Centre for Teaching and Learning, Student Services, Recruitment and Advising, Faculty of Management, and Faculty of Arts and Sciences. An off-campus installation of note was the arrangement of seven works now displayed at the UBC space within the Okanagan Centre for Innovation in downtown Kelowna.

The Curator also provides assistance for related initiatives within the University community and the community at large. For instance, she is currently in the initial stages of assisting the Indigenous Students' Association, whose successful application to the Equity Enhancement Fund will lead to the creation of a mural representing Syilx culture on campus. The program also continues to offer support to the Interior Health Association (IHA) for the development of its art program, and maintains continuing relationships with the Kelowna Art Gallery and the City of Kelowna Public Art Program.

Provision of outstanding library services



The Okanagan Library has two primary service points: the campus Library's single service desk and the Innovation Library, located in downtown Kelowna at Okanagan Regional Library's Kelowna branch on Ellis Street. Together, these handled nearly **50,000** individual questions and transactions over the past 12 months. Over **2,100** additional in-depth research consultations took place during the same period through referral to professional librarians.

Reimagining our Peer Technology Assistant program

Each year, the Library hires a group of students to act as Peer Technology Assistants (PTAs). For several years, these PTAs have provided technology, course management system, and basic directional support to students at the Campus Library's Service Desk. With the impending opening of the new Teaching & Learning Centre and renovation of the Library's existing main floor (see p. 16) to create new opportunities for programmable space, we have created an opportunity for each PTA to be responsible, as part of their regular position, to lead at least one program per term. The objective of this initiative is to pilot student-led programming within the Library as a means to engage with students and promote library services and collections. These programs will also contribute to the collaborative, interdisciplinary space that is the Library by fostering a sense of community through shared activities.

Using a proposal form that involves creating a timeline, budget, and set of goals for the initiative, each PTA proposes their ideas – either original ideas, or selections from a pre-existing list of suggestions – to the Library’s *Student Outreach Working Group*. Once approved, the PTA is responsible, with the help of a library employee, to ensure that program goals are met. If issues arise with timeline, cost, or logistics, the student is responsible to communicate with their collaborating employee to explain the situation and propose solutions.

The first term of activities was highly successful and included:

- Okanagan Regional Library Pop-up location and Free Library Cards
- Science Literacy Interactive Whiteboards
- Multilingual “good luck” messages for midterms and finals
- Book in a jar contests (3)
- Scavenger Hunt contest
- Digital signage to promote Special Collections
- Library Wellness book display
- Peer Support Network Pop-up location
- Apple giveaway
- Study Tips and Life-Hacks suggestion box with corresponding digital display
- Community Event: Students Helping Staff/Faculty with Personal Tech Questions

Evaluating services to international students

This year, the Library undertook a review of Library services for international students, with focus on any targeted services the Library might provide to support the needs of the campus' increasing numbers of international students. With the assistance of a Professional Experience student from UBC Vancouver's School of Library, Archival, and Information Studies, the Library:



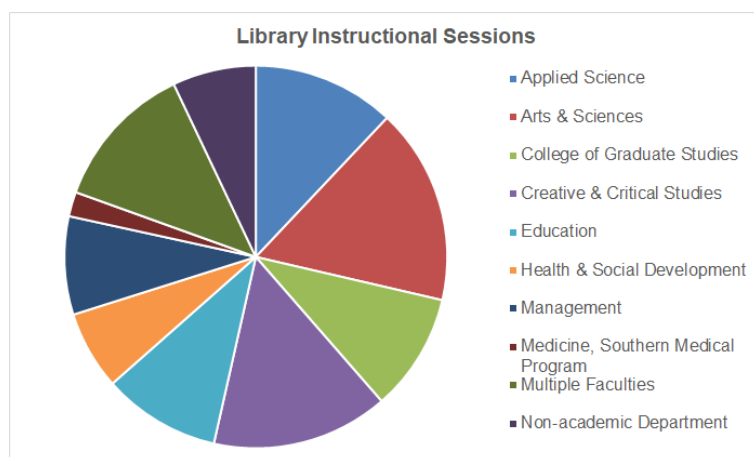
- performed an environmental scan and review of literature related to services academic libraries provide to international students, developed an annotated bibliography, and created an executive summary of relevant themes;
- reviewed 2016 LibQUAL+ results and data from the Office of Planning and Institutional Research to identify themes and trends that might suggest specific areas of improvement/change of interest to international students; and
- prepared and conducted a series of interviews and focus groups with international students and campus partners, such as International Student Services.

Results from this process were highly informative. Overall, they reinforced the Library's current approach to service provision, but highlighted the potential for the Library to serve as a hub through which international students could learn about existing campus services and supports. This potential was considered in service and space design for the Library's first floor renovation, reinforcing the need for strong cross-campus relationships and referrals, and central, flexible, programmable space in the Library where campus colleagues can create temporary "pop-up" locations to promote their services at times when students might need them most.

New approaches to instructional program delivery

During the period covered by this report, librarians taught over **240** instructional sessions, many of which were integrated directly into course content. Topics ranged from subject-

specific information search and retrieval strategies to sessions on copyright, scholarly communication and publishing, research data management, performing systematic and literature reviews, critical evaluation of information, and effective integration of published research into academic writing, including appropriate use of citation styles.



With the onboarding of a new Librarian in March, an immediate priority was improving coordination of the Library's longstanding First Year English Instructional Program. In 2017, this program saw seven librarians and one graduate co-op student deliver a total of **36** instructional sessions to first year English students, structured around orienting students to the foundational aspects of information literacy, research skills, and library basics. **1,535** students were reached through these sessions, and **12** sections of the course requested additional follow-up instruction following the initial orientation session.

A draft three-year Library instructional strategy has been created and is currently in a consultation phase with our librarian cohort. The strategy focuses on areas such as targeted curriculum/program mapping that identifies required and research intensive

courses within programs that are strong candidates for a Library instruction component, improved communication strategies for the Library's instructional offerings, development of Canvas Commons Modules and internal Library toolkits for reusable learning objects, more robust assessment for the First Year English Instructional Program, and peer observation and professional development opportunities for librarians to help them further develop their teaching practice.

"The students and I really appreciated the resource-rich demonstration you gave. I am going to be calling on you again in future not only because of the wonderful archive you created for the students in this class, but also because you've shown them how exciting research can be."

Writing and Research Services

The Library's Writing and Research Services unit provides access to a suite of services that support undergraduate and graduate students, post-doctoral fellows, and faculty members in the areas of scholarly writing, publishing, and other critical scholarly communication constructs including copyright and academic integrity. Combined, the undergraduate Writing and Research Centre (WRC) and the Centre for Scholarly Communication (CSC, which serves graduate students, post-doctoral fellows, and faculty members) held over **2,560** individual appointments and **73** workshops/boot camps in 2016. WRS also provided classroom-embedded sessions that reached over **900** undergraduate students and **85** graduate students.



"The Centre and the consultants have been very helpful for me to advance my academic writing skills. They are highly experienced and professional. The sessions have always motivated me. My research productivity has been enhanced much by the Centre's assistance."

College Reading and Language Association certification

In September, the Library's WRC received notification that its writing consultant training received College Reading and Language Association (CRLA) International Tutor Training Program Certification (ITTPC). This allows the Centre to issue certificates to peer consultants who have met all of the CRLA-approved requirements. Training program development and evaluation was undertaken collaboratively with colleagues at UBC Vancouver's Centre for Writing and Scholarly Communication, which means the certification applies to the writing centres on both campuses.

Summer Hours Pilot

In response to Vantage College and English instructor requests for WRC summer hours, the Office of the Provost and Vice-Principal Academic provided one-time project funding to explore a cost-effective staffing model to offer writing appointments in the summer terms. While the Academic Integrity Matters (AIM) program profited from the summer pilot, WRC hours were underutilized due to a series of challenges identified through the pilot:

- **Student Workload:** Instructors and students reported anecdotally that the compressed schedule for summer term courses, with many students taking more than one course at a time, left little time for planning a WRC visit. In addition, students reported that they were using time outside of class to work.
- **Limited Hours:** Given budget limitations, WRC hours had to be very limited for the summer. Some students reported that this made it more difficult for them to find an appointment time that worked within their course and extracurricular work schedules.
- **Few Summer Term Course Offerings with Writing Component:** The number of courses that included a required writing component was very limited in Summer Term I and II.

Based on the results of the pilot, the WRC does not plan to establish a regular peer consultation schedule for summer terms. Instead, staff will work closely with faculty members teaching summer courses that contain writing components to determine whether class visits might be beneficial.

"I really appreciated how [the writing consultant] pointed out the good qualities of my writing, while assessing areas that needed more work at the same time. She is very positive and knowledgeable."

Service Partnerships with the College of Graduate Studies

The Centre for Scholarly Communication continues to work closely with the College of Graduate Studies to find areas of alignment and potential collaborations. In 2017, two such initiatives were launched: a Peer Writing Group Network, which facilitates the formation of peer writing groups by serving as a point of connection for UBC Okanagan graduate students, and a Thesis Formatting Service, which provides students with a flexible, reasonably priced option for resolving issues relating to document formatting (i.e.: tables of contents, margins, text formatting, alignment of tables and charts, etc.) while respecting the academic purpose and integrity of the thesis writing and submission process.

"[The writing consultant] helps me to strategize my way through the multiple tasks that are on my plate right now – including dissertation writing and revisions, applying for post-docs, and communicating with my supervisor/committee. It's easy to feel overwhelmed, but my time with [the CSC] helps me to stay motivated, confident, and on top of it all."

Facilitating Research Excellence



2017 marked significant Library involvement in the evolution of the research enterprise. Research data management continues to be a critical issue – both at UBC and beyond. We have participated in discussions on the UBC system-wide Research Data Management Task Force, continued work with Canadian Association of Research Libraries colleagues in the development of Portage initiatives,

including the Data Management Plan (DMP) builder, and are now involved in the Tri-Agency consultations on their draft Research Data Management Policy. More locally, we have been focusing on streamlining services to researchers, supporting open scholarship, and building the research capacity of our UBC Okanagan librarians.

Digital Scholarship Services Review

In a complex and rapidly developing research landscape, it is common in academic institutions for administrative supports to evolve within allied organizational silos, including the Library, Information Technology, and Research Services offices. On the UBC Okanagan Campus, the Library, Advanced Research Computing (ARC), and Office of the Vice-Principal Research (including the Office of Research Services), work very closely to support researchers, but are currently unable to offer seamless transitions between a constantly expanding list of services.

Inspired by similar initiatives at other institutions, the Library and ARC – who collaborate very closely on Research Data Management initiatives – have been exploring the potential for a more formalized partnership that would remove barriers for researchers through the creation of a Digital Scholarship Services (DSS) unit to align and create a storefront for their respective service offerings.

Existing (or in development) researcher-facing services that could be brought together under the umbrella of DSS include:

- Research data management services, including data management planning
- Open scholarship, including support for Open Science Framework (OSF), open data, and compliance with the Tri-Agency Open Access Policy on Publications
- Technical consultations and support for grant applications
- Copyright and author rights, including author retention of rights for deposit and publication
- Improved access to digital research infrastructure (DRI), and implementing and advancing innovative DRI technologies
- Digital asset creation (digitization) services
- Expert technical support and services, including technique- and discipline-specific ARC training

- Preservation of research outputs, including publications (cIRcle, UBC's institutional repository) and data (ABACUS Dataverse)
- Management of academic profiles, including ORCID
- Retrieval and interpretation of traditional and alternative publication metrics
- Support for data visualization and analysis

At present a small steering group that includes representation from the Library, ARC, and the Office of the Vice-Principal Research, as well as faculty advisors from a variety of disciplines, has been assembled to help determine priorities and propose a model for streamlining these services. One proposed model would see the DSS unit organizationally located within the Library's Centre for Scholarly Communication, though services would be provided by the Library and ARC. Referrals to the DSS storefront would be made by the Office of Research Services (ORS) and others affiliated with the Office of the Vice-Principal Research, as well as Associate Deans Research and other campus services. The one-stop shop model would ensure effective referral and follow through. Implementation of initial steering group recommendations is anticipated to take place in 2018.

Open Scholarship Initiatives

The Library has been an active participant on the Open Science Task Force, a system-wide group tasked to provide recommendations on how to support and facilitate best practices in open science (and more generally, open scholarship) among UBC researchers, implement training of best practices in open scholarship among UBC research faculty members and students, and promote open scholarship at UBC.

As part of exploring these goals, and with the generous support of the Vice-Provost and Associate Vice-President, Academic Affairs in Vancouver, a portion of one Okanagan librarian's time will be dedicated in 2018 to strategic initiatives at UBC Okanagan that represent different aspects of open scholarship and show potential to be scaled to a system level.

Library Researcher in Residence

Our librarians are researchers in their own right, participating as investigators and collaborators on research teams. In support of these efforts, our Library hosted a Researcher in Residence event in December featuring Jane Schmidt from Ryerson University, who spoke about her experience conducting research during a study leave, the challenge of peer review for a topic that takes a critical stance and, following the publication of her article Little Free Libraries®: Interrogating the impact of the branded book exchange, the substantial media attention she and her research partner, Jordon Hale, received.

The day also featured speakers who discussed writing grant proposals, and a panel presentation and discussion of research collaborations. We were pleased to welcome colleagues from UBC Vancouver's Library and Okanagan College Library to share the event with us.

Leading Through Strong Connections and Collaborations

The Okanagan Library regularly and purposefully establishes partnerships with campus and community collaborators in order to advance the University's strategic initiatives and take our passion and expertise outside the Library's walls. In 2017, our community partnership initiatives included our partnership with the National Network for Equitable Library Service, launch of the Library's new podcast series, and growth of projects such as the Innovation Library collaboration with the Okanagan Regional Library (see p. 15), and the Okanagan Region Historical Digitization Project. On-campus and inter-campus projects such as the Inclusive Technology Lab partnership with the Disability Resource Centre (see p. 14) and records management program collaboration with the UBC Records Management Office have also led to expanded opportunities for shared engagement, and we look forward to exciting work in 2018 with both new and existing colleagues.

National Network for Equitable Library Service (NNELS) Partnership

In 2017, the Okanagan Library continued to partner with UBC Okanagan's Community Service Learning (CSL) program and NNELS to provide students with an opportunity to volunteer on campus, and have Canada-wide impact. Through this partnership, students read and record children's books using the Library's recording studio, creating audiobooks to add to the NNELS online collection. Individuals from across Canada with perceptual disabilities can then access the audiobook files through their public library.

"This was an unexpected reprieve from my regular studying! I really enjoyed this project."

"Learning about who has access to books and who needs access was really interesting."

"I plan to be an elementary teacher, and this seems like really relevant work experience."

Frequencies Podcast Series

During this year's Science Literacy Week, the Library launched its *Frequencies* podcast series, wherein UBC researchers discuss their research in a new, accessible format. Each season will revolve around an emerging topic or current event, with each episode tackling the issue from a different perspective. The first two seasons were released in 2017:

- **Season 1 – In Science:** For Science Literacy Week 2017, *Frequencies* explores the connections between science and society: the implications of scientific research on our culture, how scientists communicate their ideas, and how our society responds.
- **Season 2 – Open Access:** There are many ways to make academic research and resources freely available, but complex challenges face us in capturing, sharing, and communicating them. Season 2 of *Frequencies* celebrates Open Access Week 2017 by exploring some of these issues in greater detail.



Okanagan Region Historical Digitization Project

The Okanagan Region Historical Digitization Project (ORHDP) is an initiative that promotes access to unique historical resources currently maintained in a wide range of repositories throughout the Okanagan Valley. The digitization project will ultimately provide online access to scanned copies of these local resources worldwide on a 24/7 basis and has received an overwhelmingly positive response from the Okanagan community. Many of the organizations approached to participate were quite small – with commensurate budgets – and have neither the time nor the technology to conduct this digitization work. Overall, they recognized an alignment with their mission, which includes a principled commitment to contributing to the public trust of historical materials, considered this a welcome hand of assistance in the form of resources and expertise, and saw the project as a valuable opportunity for their archive to reach a much larger audience.

In 2016, the project proposal garnered donor support. UBC archivists on the two campuses worked collaboratively through late 2016 and early 2017 to conduct a pre-digitization survey with interested institutions/organizations, and develop a clear understanding of what has been digitized, current platforms used to access any digitized materials, level of descriptive information (metadata) available, and priorities for preservation.

Then, in Summer 2017, student digitization teams were trained and began the site-based work of digitizing and uploading identified collections to a web-based portal which utilizes the provincially recognized *Arca* platform. This portal, aptly named “Digital Okanagan History,” will officially launch in early 2018, featuring selected holdings from 11 repositories throughout the Okanagan Valley. Over **30,000** digital assets have been collected as part of this initiative; approximately **3,000** will be available on the launch date with the rest being loaded to the platform incrementally as the necessary processing and metadata work is completed.

This unique initiative positions UBC Okanagan as a regional leader in digital preservation.

Records Management

In November 2016, UBC Okanagan Campus Library proposed to phase in a service-based records management program aimed at reducing risk, increasing statutory and policy compliance, and stewarding the campus’ archival record.

The formation of a records management Community of Practice for campus administrators has been a success. In total, **nine** meetings have been held, and the group has representation from **thirteen different units**. This realizes the goal of establishing a channel for both communicating guidance and receiving input.



A list of candidate units for records review services based on reported risk profiles has been developed and **two pilot projects** were undertaken by the Records Management team this year:



- A **tailored electronic records review service** piloted with a single unit. Services delivered to this unit through the pilot include a department-level information management policy, new electronic folder schema, implementation plan, and customized naming convention. Building on the success of the pilot, the Records Management team has begun digital readiness work with eight more administrative units; and
- A **records storage program** pilot launched, providing participating units with full-service records storage for paper records. This pilot helped to develop successful records storage workflows, which will transition smoothly to the increased capacity afforded by the move to the TLC.

The team is also working on **two additional projects**, both of which rely on strong cross-campus collaboration with colleagues in Vancouver:

- Creation of an **Online Payment Tool (OPT) Digitization Policy Development Committee**, which will articulate the functional requirements of a digitization program that would permit the recognition of a scanned image as the authoritative record, and allow the destruction of the paper referent; and
- Creation of a **Digital Transfer Tool Working Group**, which will develop an effective means to transfer digital records to archival custody.

Building Dynamic Learning and Research Spaces

The Library is in a state of rapid change in terms of its learning and research spaces: with the evolution of the recently opened Inclusive Technology Lab and Innovation Library, and the imminent opening of the campus Teaching & Learning Centre in Fall 2018, we welcome the opportunity to increase the functionality and aesthetic of our spaces to provide students with the best possible experiences as they progress through their academic careers.

Inclusive Technology Lab

In 2017, **140** students registered with the Library's Inclusive Technology Lab (ITL); 86 were new to the ITL and 54 were returners from the previous year. The Lab also facilitated **206** loans of specialized technology to **57** individuals.

Thanks to generous donor support, the Library formalized an ongoing, part-time ITL Coordinator position which holds weekly drop-in hours and provides individual consultations. In 2017, **118** individual consultations on how to use assistive technology were conducted by the Coordinator; in addition, she led **three workshops** on assistive software and made **two in-class presentations** to computer science students about assistive software and the ITL. Peer Technology Assistant duties were also modified to include peer drop-in support in the ITL; since September, two students have answered **26** peer technology questions in the Lab. The Library holds one event per term in the ITL with the goal of increasing community amongst students, raising awareness of the services and technology available, and gathering feedback on our efforts.



The ITL has an Advisory Council comprised of students, staff, and faculty from across campus. This group meets twice per year and provides guidance on how to improve ITL services and programming; members are also working with IT, Media, and Classroom Services to explore options for improving access to some assistive technologies campus-wide.

Since the Lab's renovation and expansion in 2016, students have become more familiar with the technology available, and use it in more individualized ways. Technology consultations have increased substantially, expanding the scope and depth of the software and tools being used. For many users of the lab, the peer-to-peer guidance has done more than simply provide motivation and support; it has helped to create a sense of community, and mitigated anxiety over using the equipment and services, resulting in many students using the Lab's technology to a fuller potential. This specialized public space allows students to study in a manner that matches their own distinctive needs, and promotes a more inclusive campus relating to disability issues.

"Students found the hands-on experience with the hardware a great way to learn about the resources available to them. They really enjoyed the software demos and found them really useful for their own studies. Some students even signed up to volunteer to help out in the Lab because they thought the Lab is a great way to support the students' learning experience."

Innovation Library

In 2015, the UBC Okanagan Library, in collaboration with the Okanagan Regional Library (ORL), launched its physical presence within the downtown Kelowna branch of ORL, allowing members of the Okanagan community and the university access to UBC's vast online information resources in a convenient urban location.



In 2017, the Innovation Library relocated within ORL's Kelowna branch to a higher-visibility location and underwent a minor renovation that included addition of improved furnishings and technology. Numbers of visitors have increased over the past year, and with the August onboarding of our new Communications & Engagement librarian and UBC's decision to be present in the Okanagan Centre for Innovation, we look forward to working more closely with our

downtown colleagues and neighbours to further raise the Library's profile.

Visitors to the Innovation Library last year were engaged in a wide variety of research endeavours. The space is extremely popular with genealogical researchers from the community, and our student librarians have presented several times to this group, including in a dedicated session this year that saw 13 local researchers book a group tour of the facility. Student users have come not only from UBC Okanagan, but also from other educational institutions, and include distance learners from institutions such as Athabasca University. Community users varied from historians to scientists, retired professors to guest lecturers.

2017 programs included the summer's Genealogical Society event *Where was your family 150 years ago?* and September's highly successful *Queer in Kelowna: A community-university conversation* events, both hosted in partnership with the Okanagan Regional Library. Earlier in the year, the Innovation Library hosted community members from the Ki-Low-Na Friendship Society enrolled in UBC Okanagan's Downtown Education Project, UBC Okanagan's 2017 Writer in Residence, and the Faculty of Creative Studies' Creative Writing Workshop. The Library is currently engaged in a planning cycle with ORL to set potential dates and topics for upcoming joint programming.

Teaching and Learning Centre and Library Main Floor Renovation

Currently under construction, UBC Okanagan's Teaching and Learning Centre (TLC) seeks to reimagine the campus learning experience, facilitate interdisciplinary research opportunities, and contribute to community engagement. Connected to the existing Library on the existing main and third floors, the TLC considers emerging technology requirements, and respond to student demands for interactive spaces that support both collaborative and independent work.

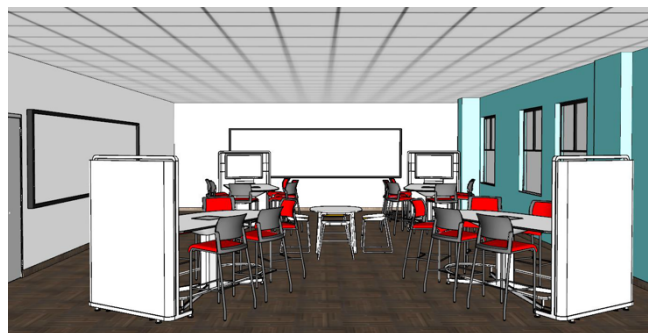
The TLC's spaces and services collectively represent a unique assembly of campus partners dedicated to providing outstanding facilities and support to students, faculty, and community members involved in teaching and research, learning and engagement. Key features include:

- Hundreds of student seats for informal study and learning, in a variety of configurations including individual and group, active and stationary, collaborative and quiet, basic and technology-enhanced;
- Special Collections & Archives Vault and Reading Room for preservation and consultation of rare and valuable materials as well as institutional records;
- Technology-rich Teaching & Visualization Lab to support enhanced teaching and research;
- Engagement Theatre, for public presentation and community engagement;
- Café;
- 400-seat lecture theatre, specifically developed to support innovative pedagogy;
- Digital Media Technology Centre for creation of multimedia (video and photo creation/editing, 3D modeling), including training space;
- Shared Helpdesk space, with support and staffing provided by IT Services/UBC Studios and the Library; and
- Graduate Student Commons and workshop rooms.



In parallel with TLC construction, the Library is planning a renovation to its main floor which will better align services and spaces between the two facilities. While still in the design and budget stages of development, key elements of this renovation include:

- A reimagined service zone that removes physical barriers and better showcases Library and other campus supports for student learning;
- An active learning classroom that will support Library instruction activities and, in partnership with the Centre for Teaching and Learning, offer a new kind of learning environment for



- instructors interested in further developing their teaching practice;
- A satellite Okanagan Regional Library (ORL) location that will offer a rotating leisure reading collection and the opportunity for on-campus holds pickup; and
- Improved seating options for informal learning, in configurations to encourage both individual and collaborative work.

Evolving as a Learning Organization

As an organization, the Library is committed to employee growth and development. 2017 saw us continue our efforts in ongoing employee training, including again hosting our Leader in Residence program, adding a Researcher in Residence Program (described on p. 10), organizing a second “Culture Crawl” day, and conducting an internal work preferences survey in preparation for appropriately staffing to support the opening of the Teaching and Learning Centre in 2018.

Most importantly, however, the Library launched and socialized its revitalized Mission, Vision, and Values (MVV), developed based on a consultation process with employees, stakeholders, and partners.

MISSION:

UBC Okanagan Library is an **inclusive place**, a **service-focused team**, and a **nexus¹ of scholarly engagement**.



The words in the grey boxes are not part of our actual mission statement – they’re the values and phrases that resonated with UBC Okanagan Library employees and stakeholders in a combination of survey and focus group consultation that were conducted as we developed it. The proposed mission statement tries to capture their spirit in a format that’s brief and easy to understand.

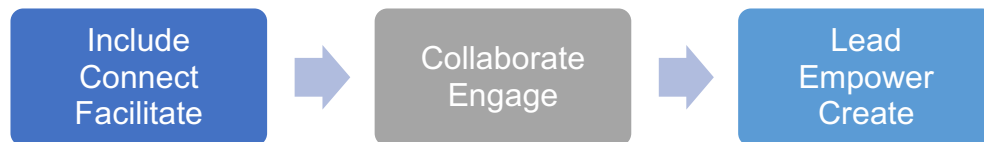
¹ **Nexus:** A bond, link, or junction; a means of connection between things or parts. A central point or point of convergence; a focus; a meeting-place. (Oxford English Dictionary, www.oed.com)

VISION:

Lead by example. Empower by design.

As we crafted our vision, we realized that most of our constituents preferred something that was short but not too vague, abstract, or exclusive. We hope that our vision statement inspires with language that's concise and active. Expressing that what we do is "by design" reflects our commitment to thoughtful, intentional, and strategic engagement and decision-making.

VALUES:



Our values define who we are as an organization and flow, in this diagram, from left to right, reflecting the evolution from foundational services, to partnerships and collaborations, to actions and attitudes we hope to encourage in those who work here. As an example, UBC Okanagan Library's *inclusivity* is a foundation for *collaboration* that *empowers* library employees and users alike.

We look forward to these new perspectives and commitments forming the basis for a 2018 planning cycle, which we hope to initiate following the launch of UBC's new strategic plan.



26 January 2017

To: Senate
From: Kate Ross, Associate Vice-President Enrolment Services & Registrar
Subject: 2017/2018 Academic Year

Key dates for the 2017/18 Winter Session are as follows:

Term 1

Tuesday, 4 September 2018	Term 1 begins
Friday, 9 November 2018	Midterm Break
Friday, 30 November 2018	Last day of Term 1 classes for most faculties
Monday, 3 December 2018	First day of exams for Term 1
Tuesday, 18 December 2018	Last day of exams for Term 1
Number of Teaching Days	60

Term 2

Wednesday, 2 January 2019	Term 2 begins
Tues.-Fri., 12-15 February 2019	Midterm Break (following Family Day, Monday, 12 February)
Thursday, 4 April 2019	Last day of Term 2 classes for most faculties
Monday, 8 April 2019	First day of exams for Term 2
Friday, 26 April 2019	Last day of exams for Term 2

Number of Teaching Days 62

Draft term and examination dates for academic years up to and including 2022/2023 may be viewed here: <http://senate.ubc.ca/okanagan/termdates>

THE IRVING K. BARBER SCHOOL OF ARTS AND SCIENCES - STATEMENT OF PRINCIPLES, PROCEDURES, AND GUIDELINES FOR EXTERNAL REVIEWS OF ACADEMIC UNITS

Approved by Faculty Council: March 30, 2016

Approved by Senate: May 19, 2016

Review Schedule: Every five years

PREAMBLE

The Senate Policy on Reviews of Administrative Units (approved on September 14, 1997, and amended on May 18th, 1983) and the Board of Governors Policy 22 (Article 3.1; 4.4; 7.1; 7.2) and Policy 23 (Articles 3.1.2 and 7.1) call for periodic reviews of academic units. The Senate policy applies to this campus as it pre-dates the creation of the Okanagan Senate in 2005. Furthermore, the terms of reference for the Irving K. Barber Endowment, which supports our Faculty, also requires that “adequate and comprehensive internal and external reviews of the Programs are conducted to confirm progression towards and adherence to the established standards for the Programs ... relative to comparable university programs in North America.”

The purpose of these reviews is to provide a mechanism for rigorous quality assurance that enables us to evaluate and to document our commitment to continuing improvement of academic and operational quality vis-à-vis unit, Faculty, and University strategic plans. Reviews are also a means by which we, as a publicly-funded institution, demonstrate our accountability to the public. They offer us an opportunity for self-reflection and external guidance, aimed at enhancing our academic mission.

DEFINITION OF ACADEMIC UNITS

For the purposes of academic unit reviews, a unit may be a Department, Program, Centre, or Institute. ‘Head’ refers to the academic administrator for the unit.

GUIDING PRINCIPLES AND PROCESSES

1. External Review Cycle

The regular cycle for reviews will normally be every five years, but there shall be no more than ten years between reviews. Special Circumstances may trigger reviews (e.g., accreditation; impending end of a Head’s, Dean’s, or Director’s term; curriculum reform; strategic planning).

2. Consultation with Head

The Dean will discuss the purpose and schedule of an impending review with the Head of the academic unit and will, in consultation with the Head, determine whether all disciplines/programs in a multidisciplinary unit will be reviewed collectively. In the case of reviews involving interdisciplinary programs that cut across a single unit, the Dean will consult with the Heads of all collaborating units.

3. Provost's Approval

After consulting with the Head(s), the Dean shall seek approval from the Provost to proceed with the reviews.

4. Initiation of a Self-Study

Following approval from the Provost, the Dean will inform members of the unit(s), in writing, about the review and direct the Head(s) to initiate a self-study.

The Dean of the College of Graduate Studies and the Director of Okanagan Planning and Institutional Research (OPAIR) will also be notified, so that they may facilitate data needed for relevant modules of the self-study document, as outlined in the attached self-study template.

5. Focus and Scope of the Self-Study

The self-study will focus on a critical self-assessment and analysis of strengths, opportunities, areas for improvement, threats, benchmarks against which the programs/activities were measured; comparison with peer academic units/programs; reflections on progress made since the last review, if applicable; current priorities; plans for the future; and how progress on goals and objectives will be assessed/measured.

It is expected that all self-studies will include information that is relevant to a previous review as well as the Head's summary statement, as applicable. The scope may be adapted to fit the nature and purpose of the review, but will normally include the following elements, which will enable the reviewers to assess the unit's performance, plans, opportunities, and alignment with the unit's/Faculty's/University's strategic plan:

- i) Undergraduate instruction and learning
- ii) Graduate and post-doctoral studies
- iii) Research, scholarly, and professional activity
- iv) Service and community partnerships
- v) Aboriginal Engagement
- vi) Resources, administration, and governance

Units should frame the self-study in the context of their strategic plans named above, and will normally follow the structure of the self-study template (Appendix 1).

6. Data in Support of the Self-Study

OPAIR will endeavour to provide as much data as possible in support of the self-study. Appendix 2 summarizes data that will be provided to the units. In addition, the unit will generate additional data that are relevant to the review process.

7. Initiation of External Review

Once the self-study is completed, the Head will submit a report to the Associate Dean (Teaching, Learning, and Curriculum), who will coordinate the external review process, in accordance with the terms of reference, which will be communicated to the unit by the Dean.

Structure and Selection of Review Committees:

- i) At least, two experts from outside UBC will be involved in each review. These will be individuals with an outstanding record of academic leadership at peer institutions.
- ii) Membership of the review team shall reflect a commitment to equity and balance in representation, in terms of expertise and other considerations.
- iii) In the case of professional programs, a member of the professional community may be included on the team.
- iv) The Head will recommend potential reviewers to the Dean for approval, after consultation with members of the unit.
- v) The Dean will submit a list of proposed reviewers to the Provost, prior to an invitation being extended to them.

8. External Review Process

a) Site Visit

- i) The reviewers will be given explicit terms of reference and provided with the self-study report, strategic plans, and other relevant material ahead of the site visit.
- ii) The Associate Dean (Teaching, Learning, and Curriculum) will coordinate the external review process and will liaise between the review team and the unit.
- iii) The external reviewers will undertake a site visit, normally of 2-3 days duration.
- iv) The team will engage with all appropriate members of the unit (faculty, staff, students, and others as appropriate [e.g., Provost; Dean of Graduate and Post-doctoral Studies, where graduate programs are included; professional partners, where professional programs/accreditation is a focus])
- v) The Associate Dean (Teaching, Learning and Curriculum) will work with the unit Head to facilitate these arrangements.

b) Submission and Distribution of External Reviewers' Report and Unit Response

- i) The external reviewers will submit their final report to the Dean within a reasonable period after the site visit.
- ii) The Dean shall share the report with members of the unit. Prior to sharing the report with the unit, the Dean may exercise discretion in determining whether certain portions should not be included. Exercise of that discretion should be based on considerations that appropriately protect confidentiality; ensure compliance with relevant policies and regulations; conform to the terms of reference; and do not diminish the value of the exercise.
- iii) The Head, following review of the report by members of the unit and subsequent consultation with them, will submit a written response and action plan to the Dean. He/she will then address the response and action plan with Dean.
- iv) The Dean will submit to the Provost an annual report of all external reviews conducted in the Faculty during the period. This will include the self-study report; the external reviewers' report; the department's response and action plan; and the Dean's comments on the foregoing.

- v) The Provost will advise Senate about the reviews being undertaken and lodge a copy of each review committee's report with the Secretary of Senate, to be made available for examination by senators.

9. Update re: Key Action Plans

- i) Within two years, after the external review process is completed, the Head will provide a report to the Dean outlining implementation and impact of the key action items.
- ii) The Dean will provide a report to the Provost outlining progress on the key action items.

10. Access to Unit Review Documents

- i) All documents related to unit reviews will be made available on the Faculty's secure website.
- ii) As noted in 8(v), they will also be available to senators from the Secretary of Senate.

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APPENDIX 1 – SELF-STUDY TEMPLATE

1. Executive Summary

Provide a brief, critical, high-level overview of the unit, summarizing strengths, challenges and opportunities related to the delivery of the academic programs, research and service activities for which the unit is responsible and their alignment with the university strategic plan.

2. Overview of the Unit

Provide a short history of the unit including a summary of academic programs, organizational and governance structure, relationships internal and external to UBC Okanagan, and a discussion of the strategic plan and priorities of the unit.

3. Undergraduate instruction and learning module

Undergraduate programs in academic units participating in accreditation processes may possess extensive documentation prepared for the accreditation review. Accordingly, these units may choose to adapt appropriate accreditation documentation for the purposes of this review.

3.1 Overview:

Provide a brief description of program(s) offered by the unit, highlighting changes since the last review and alignment with the strategic plan

3.2 Enrolment and recruitment statistics:

Provide enrolment and recruitment statistics for undergraduate programs, courses, sections, etc., including past trends and projections and the following information as appropriate:

- Recruitment programs, selection procedures
- Enrollment pre-requisites
- Undergraduate enrolments: by type of program, year, gender, nationality
- Recruitment of Aboriginal students
- Number of discrete Aboriginal Students enrolled in classes in a unit
- Recruitment of international students
- Retention rates

3.3 Curriculum review:

It is expected that there will be a critical evaluation of the academic unit's curriculum, to include aspects such as academic unit-specific factors influencing curriculum development, curricular reform activities, the attributes of graduates, learning outcomes, interdisciplinarity, interprofessionalism, internationalization, diverse pedagogies, curriculum integration, benchmarks or outcome indicators, service- and work-based learning, engagement of diverse student populations, etc.

- A review of degree programs and course offerings, justification of how these courses/programs are relevant and provide suitable depth and breadth for undergraduate education
- Consideration of program requirements, course pre-requisites, co-requisites and range of electives
- Curriculum-embedded enrichment opportunities for students, including but not limited to undergraduate research participation (including data on amount and type of student and faculty participation and how it is incorporated into the curriculum); co-op programs; community-service learning, etc.
- Reflection of how the curriculum reflects Place and Promise Student Learning Commitments and other priorities identified in the university and the unit's own strategic plans, as appropriate (e.g., Aboriginal, sustainability, intercultural understanding, etc.)
- Sample course syllabi can be made available to the reviewers during their visit

3.4 Instructional models, assessment of learning:

Information should be provided on the types and diversity of pedagogies employed, such as case- or problem-based learning, community-based and field experiences, seminar, lecture, laboratories, technology-facilitated learning(including blended and on-line learning), self-directed research, peer teaching, student conferences, workshops; use of learning technology in face to face learning, etc. This section should also include a discussion of how student learning is assessed through examinations, reports, assignments, portfolios, presentations, peer and self-assessment, etc.

- Sample examinations, assignments, grading rubrics etc. can be made available to the reviewers during their visit

3.5 Teaching and learning evaluation and effectiveness:

- Discussion of how teaching is evaluated
- Data on the quality and effectiveness of teaching and learning, e.g., Student Evaluation of Teaching data, implementation of Peer Reviews, grades distribution, course/program failure rates, program completion time, NSSE data, etc., as applicable
- Program evaluation strategies
- Discussion of how evaluation data are used for teaching and learning improvement
- List faculty teaching awards and participation in relevant professional development programs

3.6 Student advising and development:

- Explanation of the student advising system in the academic unit

- Other non-course work contributions to the educational experience of the students. These might include student clubs and activities, special lectures, social/mentoring events etc.

4. **Graduate and postdoctoral studies module**

4.1 **Graduate programs:**

Some graduate programs in academic units participating in accreditation processes may possess extensive documentation prepared for the accreditation review. Accordingly, these units may choose to adapt appropriate accreditation documentation for the purposes of this review, supplemented by material as needed to meet the requirements of the periodic review. A summary of the accreditation report should be provided to the reviewers.

The unit should provide the appropriate evidence that demonstrates the extent and quality of graduate education in the academic unit. ~~To assist academic units, the College of Graduate Studies will provide the data indicated below for inclusion in the self study document. The Head should contact the Okanagan Office of Planning and Institutional Research (OPAIR) for relevant data.~~

4.1a **Overview:**

Provide a brief description of the graduate programs offered highlighting program history, changes since the last review, recent program innovations and future plans to improve the programs.

4.1b **Recruitment, Enrolment, and completion:**

Please include the following in your report:

- Number and percentage of faculty who supervise graduate students
- Average number of students per supervisor
- Recruitment strategies (national, international, Aboriginal)
- Recruitment and success of Aboriginal students
- Admission processes
- Number of students registered in each program over previous 5 years by gender.
~~Please include the following data, provided by CoGS:~~

Using e:Vision, provide,

- Number of student applications and offers (if applicable to the unit's practices), and acceptances in each program over previous 5 years. This information is available as of January 2016.~~10 years, with breakdown by gender, resident and Aboriginal status.~~
- ~~Number of students registered in each program over previous 10 years, by gender, resident and Aboriginal status.~~

Using departmental data (SISC), provide,

- Number of students graduating per year for each program-
- Outcome (graduated, transferred, withdrew) rates and times of students during the last starting between 5-10 years previously.

4.1c Structure, Curriculum/Pedagogy and Assessment:

Summarize the academic requirements in each graduate program being reviewed. Include reflections on how the graduate curriculum reflects the Student Learning Commitments in Place and Promise and other priorities identified in the strategic plans of the university and the unit (e.g., Aboriginal initiatives, sustainability, intercultural understanding).

Please provide:

- A link to, or a copy of, the documentation provided to students of the program's regulations
- An outline of the required curricula
- A list of credit courses taught by the unit and the frequency with which they are offered
- A list of the major credit courses taught outside the unit and taken by students in the program
- A list of courses offered in the unit to serve students in other programs
- A critical evaluation of the curriculum, including aspects such as pedagogy and learning outcomes, engagement of diverse student populations
- Student evaluation of teaching
- Faculty awards for excellence in teaching and mentoring
- Comprehensive examination format and regulations (for doctoral programs)
- Description of practicums, off-campus placements, etc. (if applicable) and mechanisms of assessment
- Thesis guidelines and graduation requirements (including graduating seminar and departmental oral examination, if applicable)

Sample course syllabi, thesis, dissertations can be made available to the reviewers during their visit.

4.1d Research mentoring (for programs with significant research component):

Please describe:

- How students are informed about their research conditions, their roles and responsibilities, and the roles and responsibilities of their supervisor
- How student progress is monitored (provide a sample progress report form) and how problems with progress are addressed
- The composition and meeting frequency of supervisory committees
- How the quality of supervision is monitored and how problems with supervision are addressed

4.1e Environment Resources:

Please describe:

- Work and social space for students
- Access to common research resources
- Computer access
- Program administrative personnel (FTE)
- Ongoing unit-wide activities involving graduate students
- Student involvement in unit administration

4.1f Student finances:

~~Please summarize:~~

- ~~• Funding sources for students in the program including policies on minimum funding levels, if any~~
- ~~• Allocation strategy for TA appointments~~
- ~~• Conference travel or other relevant funding~~

~~Include the following data provided by CoGS:~~

- ~~• Total and per capita amount, types and sources of student funding in previous year, for funds administered by UBC Okanagan Financial Services: internal and external scholarships, TAs, RAs, other campus employment, and bursaries~~
- ~~• Disciplinary and university-wide comparisons~~
- ~~• Distribution of funding by amount, % students~~

Using data from departmental sources, provide a summary of:

- Funding sources for students in the program including policies on minimum funding levels, if any
- Allocation strategy for TA appointments
- Conference travel or other relevant funding

4.1g Graduate student research productivity:

Using data from departmental sources, describe:

- Student success rates in Tri-council scholarship competitions
- Publication and conference presentation records of graduating students

4.1h Post-graduation outcomes:

Based on the department's graduate tracking records,

- ~~Please~~ List all known career positions for graduates of previous 5 years

4.1i Graduate Student Report:

Graduate students in each of the graduate degree programs housed in the academic unit should be invited to prepare a brief independent report of about 2- 3 pages addressing the strengths and weaknesses of their graduate program. They should consider the quality of the research and teaching environment, supervision, financial support, etc. Units with an elected graduate student association should ask this association to produce the report and submit it to the responsible disciplinary Associate Dean or Dean. In addition, students in all graduate programs within a unit should be made aware that they can submit independent reports to the responsible disciplinary Associate Dean or Dean. Provision should be made for interested graduate students to meet with the review team during its site visit.

4.2 Post-doctoral fellows:

Provide an overview of the current number of postdoctoral fellows, demographics, sources of funding, scholarly activity, and general support and oversight of their development.

5. Research, scholarly and professional activity module

The unit should provide the appropriate evidence that demonstrates both the extent and quality of scholarly and professional activity in the academic unit.

5.1 Faculty awards and distinctions:

~~Units should~~Provide design metrics appropriate for the discipline that could be fairly used to assess the collective scholarly reputations of its faculty members relative to appropriate peer units. These might include fellowships, awards, Chairs, Professorships, editorships of journals etc.

5.2 Research intensiveness and dissemination:

~~Units should r~~Review and evaluate the quality strength, range, interdisciplinarity and balance of scholarly activity. -The assessment should include a brief description of existing and emerging areas of excellence. Units should identify metrics appropriate for the discipline that could be used to assess the unit's research intensiveness relative to peer comparator units. For example, research funding, action research, dissemination, knowledge translation, contributions to the profession, research infrastructure, numbers of research trainees, postdoctoral fellows, research associates are metrics that might be appropriate.

- Funding support for scholarly activity received by the academic unit in appropriate categories (e.g. tri-council, non-profit, contracts)
- Dissemination and contributions to research and professional activity, including, but not limited to, refereed publications, presentations, proceedings, creative performance/works/exhibitions, patents, invention disclosures
- Involvement in collaborative/interdisciplinary inquiry or external research teams

6. **Service and community partnerships**

~~Units should provide~~ provide examples of activities undertaken by the academic unit that serve the wider community, such as public lectures, community service learning programs, involvement in community health, social and learning initiatives. Units should provide an assessment of their community engagement activities by providing examples of outreach initiatives, including alumni engagement, industry partnerships, and where applicable, an overview of cultural venues.

7. **Aboriginal Engagement**

~~Units should~~ Discuss and provide examples of the attainment of the Aboriginal Strategic Plan. Discuss educational opportunities for Aboriginal people and opportunities for all students to learn about Aboriginal issues. Provide examples of courses and community service learning and research opportunities that have an Aboriginal component.

8. **People and Outstanding Work Environment**

Assess the working and educational environment, morale and institutional culture of the unit as reflected in the experiences and perceptions of faculty members, staff and students. ~~Units should~~ evaluate the reputation of the faculty nationally and internationally. Provide brief descriptions of any practices, policies and programs that support advancement and working environment, including: mentoring programs, annual reviews, merit reviews, distribution of workloads, the distribution of resources, awards, and leadership development. ~~Report on~~ methods for communicating these to the appropriate groups through websites or other resources. Report new hires since last review, according to gender and equity groups' self-identification and tenure and promotion cases in the last 10 years, reported by gender.

9. **Resources, administration and governance module**

Please provide a description, including critical analysis, of the organizational structure, leadership, governance and administration of the academic unit.

Provide data on human resources, including head counts and FTE, diversity and turnover in the following categories, as appropriate: support and administrative staff (M&P, CUPE, research staff), tenure-track faculty in professorial and professor of teaching streams, lecturers, sessional instructors, clinical/adjunct faculty, teaching assistants.

Include data relevant to gender, and Aboriginal and other equity groups self-identification and unit leadership positions.

Provide a description of the budget, including fundraising, showing linkages to the strategic plan of the unit and Place and Promise. -Also required is an assessment of the financial and operational sustainability of undergraduate, graduate and professional programs. Provide a description of learning resources and equipment, library, space and any external resources in terms of adequacy in pursuing the educational/professional/scholarly/service mandates of the academic unit.

Provide an assessment of the physical infrastructure of the unit addressing the adequacy of teaching, research, administrative space, computing facilities and the availability and quality of undergraduate and graduate student informal learning space.

10. Response/follow-up on previous review

Outline key recommendations of the previous review and summarize how they have been addressed. ~~responded to/ followed up on~~. Include any existing plans for ~~the~~ future follow ups.

10.1 Head's summary:

Include Head's summary articulating unit's key strengths, weaknesses and challenges. Comment on the unit's progress on its own strategic plan and its contribution to the university's fulfilling its Place and Promise commitments. Discuss goals/plans for the future.

APPENDIX 2 - METRICS

The Office of the Provost is committed to providing units with as much data as possible to support the development of the self-study documentation and other strategic planning initiatives.

~~What~~The following ~~ings is a~~ list of metrics ~~that are identified in the Guidelines for Preparation of Documents (indicated in italics) that will be~~ is available from Okanagan Planning and Institutional Research (OPAIR). ~~may be able to provide for units, as requested.~~ We will work with Faculties and units to expand this list based on their needs.

Metrics available from ~~the Office of Planning and Institutional Research (OPAIR)~~

Enrolment and recruitment statistics:

- Undergraduate enrolments: by type of program, year, gender, nationality
- Recruitment of Aboriginal students
- Number of discrete Aboriginal Students enrolled in classes in a unit
- Recruitment of international students
- Retention rates

Teaching and learning evaluation and effectiveness:

- Student Evaluation of Teaching data, implementation of Peer Reviews,
- grades distribution,
- course/program failure rates
- program completion time
- NSSE data

Research intensiveness and dissemination:

- Research funding
- Numbers of research trainees, postdoctoral fellows, research associates, ~~f~~Funding support for scholarly activity received by the academic unit in appropriate categories (e.g. tri-council, non-profit, contracts)
- refereed publications
- invention disclosures

Resources, administration and governance module:

- Number of administrative and technical staff (M&P, CUPE)
- Number of tenure-track faculty in professorial and professor of teaching streams, lecturers, sessional instructors, clinical/adjunct faculty, teaching assistants. Include data relevant to gender and Aboriginal self-identification.
- New hires since last review, reported according to gender and equity group self-identification
- Tenure and promotion cases in last 10 years, reported by gender

Recruitment, enrolment, and completion:

- Number of student applications, offers and acceptances in each program over previous 5 years, with breakdown by gender, resident and Aboriginal status.

Student financial aid:

- Total and per capita amount, types and sources of student funding in previous years, for funds administered by UBC Okanagan Financial Services: internal and external scholarships, TAships, RAships, other campus employment, and bursaries
- Distribution of funding by amount, % students.

Metrics available from the College of Graduate Studies (COGS)

~~(All data include disciplinary and university-wide comparisons)~~

Data on current admission status.

Recruitment, Enrolment, and completion:

- ~~Number of student applications, offers and acceptances in each program over previous 10 years, with breakdown by gender, resident and Aboriginal status.~~
- ~~Number of students registered in each program over previous 10 years, by gender, resident and Aboriginal status.~~
- ~~Number of students graduating per year for each program.~~
- ~~Outcome (graduated, transferred, withdrew) rates and times of students starting between 5-10 years previously.~~

Student financial aid:

- ~~Total and per capita amount, types and sources of student funding in previous year, for funds administered by UBC Okanagan Financial Services: internal and external scholarships, TAships, RAships, other campus employment, and bursaries~~
- ~~Distribution of funding by amount, % students~~

Graduate student research productivity:

- ~~Student success rates in Tri-council scholarship competitions~~