

THE UNIVERSITY OF BRITISH COLUMBIA

shaping

UBC's next century

Strategic Plan 2018-2028



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

values

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

Welcome to *Shaping UBC's Next Century*—the strategic plan of the University of British Columbia (UBC), launched at a time of renewal as we embark on our next century as a leading public university.

The planning process over the last year has given UBC community members the opportunity 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.

This 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 focus on academic excellence and on Indigenous engagement,

sustainability and wellbeing. Our relationship with Indigenous people and communities is central to the university; we hold profound commitments to reciprocity, knowledge curation and development.

Shaping UBC's Next Century sets out our collective vision and purpose, as well as our goals and strategies for the years ahead. It will guide our decisions, actions and interactions into the future, and will create a framework for resource allocation across the university. As always, people remain the cornerstone of UBC. The plan reflects our commitment to their health, learning 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.

In reading the plan, you will see that it outlines our ambitions through a series of 20 strategies. Recognizing the scale of the task at hand, we have identified five areas that we feel have significant transformational potential:

- **Collaborative clusters**—interdisciplinary research clusters focusing on problems of societal importance.
- **Great people**—nurturing our global community of faculty, staff and students. Enhancing inclusion within the UBC community and deepening our engagement with Indigenous partners.
- **Indigenous engagement**—supporting the objectives and actions of the renewed *2018 Indigenous Strategic Plan*. This area also represents our shared commitment as a university community, articulating the commitments that form UBC's response to the Truth and Reconciliation Commission of Canada. You can learn more [here](#).

- **Innovative pedagogy**—enriching experiential learning and research opportunities as ways to master valuable competencies.
- **Thriving campus communities**—focusing on the wellbeing of our UBC community, including sustainability and connectivity to our campuses.

This is our moment to harness the energies and strengths of an extraordinary institution to affect 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, personally and collectively, we have 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





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 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. UBC has benefited greatly from the contributions and commitment of these individuals and groups and will further benefit from our 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 x̱m̱əθḵəy̱əm (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 *United Nations Declaration on the Rights of Indigenous Peoples*, have brought 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](#).

Shaping UBC's Next Century builds on the successes of the past. The university recently celebrated its centennial, marking 100 years of excellence in research, education and service in British Columbia and beyond. UBC's previous strategic plan 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, we are 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 pre-eminent 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 would 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.

This plan identifies key areas in which to focus our efforts, 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 also offers connections across—and reinforcement 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.

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 contributions. UBC is intent on ensuring that the necessary supports are in place to help us fulfil the goals and priorities outlined in *Shaping UBC's Next Century*.

In developing this 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, internally and externally 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 seek 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”: to do so 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 classrooms and laboratories, to committees and leadership, to our interactions with the world. These values act as a compass and a lens through which to view our work.

Values

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

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

This plan provides a road map to help UBC reach its potential and a mechanism through which we can be held accountable. Our vision is further articulated through ten **goals**—the UBC Promise.

UBC 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***. The metrics will evolve as we identify better methods of evaluation. They will be reviewed regularly with both Senates and with the Board of Governors. Our performance against these measures will provide a barometer of our progress.

goals

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

Lead as a model public institution, fostering discourse, knowledge exchange and engagement

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 per cent of new-to-UBC students are from British Columbia. 6.9 per cent of domestic students enrolled at UBC Okanagan identify as Aboriginal, as do 2.9 per cent 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 THE in 2016; 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 per cent of all university industry-sponsored research in British Columbia.

ubc.ca/about/facts.html





“We need to inspire people
to choose UBC.”

UBC STAFF MEMBER

THEMES AND CORE AREAS

The thousands of thoughtful comments we received from our students, faculty, staff, alumni and external partners have informed our strategic focus, articulated within the plan as themes and core areas.

Themes represent key opportunities for transformational change in how we work. These cross-cutting areas will enhance our academic impact in an increasingly complex and interconnected world. They are imperative to achieving the vision and objectives of the plan.

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, and together they have shaped our strategies. The strategies have been grouped according to core area, even while recognizing that they have been closely informed by the themes. We provide examples of our work in these themes and core areas throughout the plan, but they represent only a tiny fraction of the full span of our activities.

THREE THEMES

During the planning process, the UBC community, together with our partners, converged on three themes: **Inclusion, Collaboration** and **Innovation**. By focussing on these themes, we can reinforce and improve on our current achievements in research, teaching and learning, and engagement. We can also support the wellbeing and success of people at UBC. Meaningful progress will require clear leadership and firm action to enable the required changes in culture and practice.

inclusion

Embedding equity and diversity across university systems
and structures

THEME ONE: INCLUSION

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 underserved, 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. Education is an enabler of social development and mobility, and UBC is intent on advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability or economic circumstance.

The Equity and Inclusion Office at UBC provides leadership and co-ordination to further UBC's commitment to Inclusive Excellence—the embedding of support for equity and diversity in the systems and operations of the university. 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 in research and teaching. For example, faculty members in the Stigma and Resilience Among Vulnerable Youth Centre in the School of Nursing have used mixed-methods research for close to 15 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 is examining 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.

Our investment in student financial assistance has a strong focus on needs-based bursary support and funding for historically excluded student populations. Late in 2017, we launched the largest fundraising campaign for students in Canadian history. The Blue & Gold Campaign for Students aims to raise \$100 million in student support over three years. 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 publicly available digital objects. UBC is committed to making education more affordable and accessible, with expanded creation and dissemination of open educational resources.

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) opened its doors to the public in spring 2018. The Centre was conceived with two key goals in mind. First, it is a place where former students and survivors, and their families and communities, can access their records and other historical materials gathered by the Truth and Reconciliation Commission of Canada and others. It is 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 serves as a source of educational and public information for students at UBC and elsewhere, and for online and in-person visitors. The IRSHDC connects much of UBC's Indigenous research, learning and engagement, providing a space that promotes inclusion, respect and accountability.

www.irshdc.ubc.ca





“I believe that a university is a place of academic excellence but it needs to also be an institute that can reach out to society at every social level and be inclusive in the way it connects with all types of people.”

UBC FACULTY MEMBER



collaboration

Advancing purposeful, co-ordinated action across the university
and with the broader community for enhanced impact

THEME TWO: COLLABORATION

Because opportunities and challenges are rarely confined to the expertise of a single individual or to disciplinary or institutional boundaries, universities must become more adept at collaboration. From climate change, to emerging public-health issues like the opioid crisis, to our strained social cohesion, progress will require new ways of working within and across disciplines and with the community. These challenges demand 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. Collaboration also has ramifications in teaching and learning, in curriculum and course design, and in providing students with the latitude to navigate their interests and aptitudes.

With our two campuses and many learning and research sites—and through the strength of our connections across the province and beyond—UBC is well positioned to cultivate collaborative efforts. The School of Biomedical Engineering, formed in 2017 through 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 (which 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 (which considers the uniquely human phenomenon of language across multiple disciplines); the Okanagan Institute for Biodiversity, Resilience and Ecosystem Services (BRAES) (which brings together faculty members and students across departments working in ecology, biodiversity, conservation and environmental sustainability); the Stewart Blusson Quantum Matter Institute (which 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 for the Mathematical Sciences (PIMS) (which promotes research and education in the mathematical sciences across ten universities).

SNAPSHOT ON COLLABORATION

UBC Health is an institutional consortium across UBC's health disciplines. It complements the activities of individual faculties and schools through its focus on tasks of shared importance that require intensive coordination. As the sole education provider in British Columbia for many health disciplines, UBC is uniquely placed to play a leading role in the provincial and national transition to a system that is more patient-centred, community-based, team-oriented and evidence-informed. Together with our health authority affiliates, UBC accounts for over 80 per cent 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](#) 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.





“UBC has huge potential and a responsibility to contribute to solving global issues, such as climate change.”

UBC STUDENT

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 barriers and, where appropriate, establish mechanisms to encourage further and sustained collaboration—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.

innovation

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

THEME THREE: INNOVATION

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 one another; this explosion of information is opening new opportunities for study, problem-solving and knowledge exchange 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 necessary for achieving success in this rapidly changing landscape. Beyond its role in the evolution of research and education, this spirit of innovation must also characterize how public universities operate and steward resources. More specifically, there is a compelling need in British Columbia to be a global centre of innovation in order to remain one of the best places in the world in which to live and work.

For many years, UBC has been a key 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 have helped lead research that demonstrates the potential for smart cities. Such innovation is fuelled by an expanding network of support for entrepreneurship at the university, campus and faculty levels. This includes technology incubators in the Faculty of Applied Science and the Sauder School of Business, Sauder's Centre for Social Innovation & 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 Summer 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 members in pedagogy and curriculum design. They co-ordinate dedicated annual competitions for funding that solicit, assess, facilitate and evaluate proposals from faculty members and students for innovation in courses and programs.

Going forward, we must ensure that our efforts in innovation remain purposeful, connected and enduring. They must extend across all our learning, research and operations activities. And they 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 coastal marine ecosystems through UBC's Project Seahorse to developing composite materials used in commercial aircraft. By enabling multiple 'Research to Innovation' pathways, UBC helps take new knowledge generated from research through to socio-economic impact. Some of these pathways, such as commercialization through licensing and patenting, have been supported for 30 years, with many notable achievements. These include the largest licensing deal in Canadian history—the \$140-million licensing of a drug for prostate cancer—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 an impact, including Acuva, an easy and low-footprint water-disinfection treatment based on light-emitting diodes (LEDs). Knowledge exchange pathways that translate research results into policies and practices exist across the university. For example, research from the School of Population and Public Health, in partnership with provincial health care and research institutes, has been influential in setting and directing policy in cervical cancer prevention and reproductive health in Canada and around the globe. At the intersection of research, learning and engagement, these pathways extend and deepen UBC's impact.





“Innovation could truly be the hallmark for UBC in the next ten years.”

UBC ALUMNUS

Our work as a public institution is represented by four core areas: **People and Places**, **Research Excellence**, **Transformative Learning**, and **Local and Global Engagement**. UBC has considerable strengths—and exciting new activity—in all four areas. However, there are clear opportunities within each for progress that the plan sets out to address.

Consultation during the planning process resulted in the distillation of 20 **strategies** that will help shape the university in the coming years. There are rich connections between the strategies and the themes and core areas. Most of the strategies embrace multiple facets 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.

people and places

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

CORE AREA ONE: PEOPLE AND PLACES

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 endow UBC with its special qualities and define how our work is accomplished. 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 Chief 7idansuu (James 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 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 make UBC a diverse place in which we thrive as individuals, peers and citizens.

The 'places' of UBC are equally varied. 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 members 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 to include online class discussions, internet-hosted open educational resources created by UBC faculty, and conference links that connect 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; 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 interaction through our deep commitments to Indigenous peoples, sustainability and wellbeing. These three aspects of our work, all interdependent, help to differentiate the University of British Columbia.

Indigenous people and places. Over the years, UBC has defined a comprehensive approach on Indigenous engagement, with significant accomplishments guided by 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 Peter A. 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*, which builds upon the foundation laid by the *Aboriginal Strategic*

Plan. We need to ensure that a greater number of Indigenous students have access to a full range of educational opportunities, and we must address embedded colonial biases throughout 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 and broader understanding of Indigenous history and peoples, and the legacy of colonization.

Sustainability. 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—an approach seen in action at the UBC Farm and the Centre for Interactive Research on Sustainability (CIRS), for example. Embedding a research laboratory inside an operational facility, as with our Bioenergy Research and Demonstration Facility (BRDF), differentiates UBC's approach. The [*20-Year Sustainability Strategy*](#), articulated in 2014, provides a long-term

framework for the university's planning and activities, but the challenges around climate change are ever more complex, and the stakes are high. We need to intensify our academic and operational efforts 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.

Wellbeing. In October 2016, UBC became one of the world's first universities to adopt the *Okanagan Charter: An International Charter for Health Promoting Universities & 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 ensuing UBC Wellbeing and Thrive at UBC 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](#), under development in 2018, will channel university-wide

effort and ensure continued focus. We recognize the past injustices that have occurred at UBC in regards to sexual violence. The university will do everything in its power to both prevent and respond to sexual violence on our campuses and across university activities.

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 in which we work, enhance the student experience and improve quality of life for all members of the university community. These are fundamental to our continuing ability to attract and retain outstanding people. Of course, students eventually become alumni—and in 2017, our alumni numbered more than 325,000 in 140 countries. We have made tremendous strides in building a strong culture of alumni engagement, but UBC must continue to find new ways to retain their attention.

Strategy 1: Great People

Attract, engage and retain a diverse global community of outstanding students, faculty and staff

Through recruitment, advising and mentorship, 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 funding and support for continued growth in open education resources, and we will improve funding for graduate students and postdoctoral fellows. We will enhance support structures and services to help address housing affordability in the Lower Mainland, and address childcare needs for university employees, among other challenges. 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 inspiring spaces, indoor and outdoor, that provide forums for interdisciplinary interaction and that showcase the impact of our work more broadly. With over 65,000 students, nearly 12,000 of whom live on campus, such spaces create tremendous opportunities for faculty, staff and partners to exchange ideas with the next generation. It will be no small feat to re-engineer the traditional classroom, but UBC intends to be a leader in innovative classroom design, with an emphasis on digital connectivity, group work and problem-based learning. Virtual spaces will play an ever-more integral role, and UBC will continue to evolve and strengthen its digital environments. In addition to stimulating collaboration, innovation and community development, these ‘hubs’ will demonstrate UBC’s commitment to inclusion and civil discourse, and will nurture an increased sense of community. Well-conceived spaces are also 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 model will address social and environmental issues beyond our campuses. We will sustain efforts to make our campuses as safe as possible for those who study, work and live at UBC, and will continue to work with all community members to advance knowledge and practice in regards to sexual violence. We will promote a supportive culture that enhances wellbeing and mental health, fostering connections and resilience across students, faculty and staff. Together with regional partners and residential communities, we will advocate for better transit to our campuses, as a complement to our focus on housing support. Improvements will not only benefit the thousands of students, faculty and staff who commute to UBC, but will also facilitate engagement beyond the university. Our campuses are situated in spectacular natural settings, and we will ensure harmony with the environment through the ecologically sensitive design of new buildings and open spaces. We will also make our locations more accessible to persons with mobility challenges and those otherwise differently abled. 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 for staff and faculty to maximize awareness and understanding of these principles. We will assess the UBC landscape to identify areas needing focussed attention, including systems, structures and processes that can be improved to facilitate 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 on issues connected with diversity, equity and inclusion, including disability studies. And we will establish and implement visible, system-wide accountability mechanisms and metrics that help us assess and manage our progress towards 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. Our goal is to enable, encourage and streamline collegial governance, enhance collaboration and create better transparency, especially between 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. UBC will support the development of tools that take advantage of these systems, including our new learning management system. These tools will be created for the benefit of learners, instructors and the broader university, while respecting the privacy of all community members. Technology will play a crucial role in enabling efforts to work more synergistically across our campuses and learning sites. We will carefully consider any academic policies, incentives and budget models that may be constraining collaboration and innovation, and make changes, where required, to facilitate greater effectiveness.

SNAPSHOT ON PEOPLE AND PLACES

The accomplishments achieved under our *20-Year Sustainability Strategy* are numerous and impressive. Notably, emission reductions of 30 per cent were attained in less than five years through the *Climate Action Plan 2010-2015*, and concerted action is being taken towards the next target of 67 per cent through the recent *Climate Action Plan 2020 Update*. UBC (2017) has some 400 faculty members working on sustainability-related research. We offer about 50 sustainability-related degree programs and over 600 sustainability-oriented courses. The ongoing vision of the *20-Year Sustainability Strategy* features simultaneous improvements in human and environmental wellbeing with an expectation that, by 2035, sustainability will be embedded across the university throughout teaching and learning, research, operations and infrastructure, and community development. This 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 by our emerging [Green Building Plan](#). Metrics and targets are described in all areas, alongside strategies to reach further to accomplish them.





“We should be the conduit for change, creating it, embracing it, nurturing it, where our role as an institution in today’s world provides the stimuli that unlocks or unleashes human potential.”

UBC STAFF MEMBER

research excellence

Creating and mobilizing knowledge for impact

CORE AREA TWO: RESEARCH EXCELLENCE

UBC is a research powerhouse. We are among the world's leading universities for disciplinary research across many fields. Our research has had a profound impact on several areas of society, from groundbreaking work on how infants acquire language to enabling personalized oncogenomics. As one indicator, UBC ranks within the top 30 globally—and, in many cases, much higher—in such disciplines as psychology, education, law, business and economics, life sciences, social sciences and computer science (Times Higher Education World University Rankings by subject). Our strength in research translates into research-based teaching; students at UBC 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 local and global challenges—such as climate change; the largest human migrations of the last half century; and the societal shifts associated with increased automation—requires both disciplinary depth of knowledge and collaboration within and across disciplines and communities. It demands the creation of new

knowledge and its accelerated translation into action, through interactions with external partners. It also necessitates 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 their capacity for impact in many domains—such as the influential work of the BC Centre for Excellence in HIV/AIDS in establishing the global standard of care that helped curb the intensification of the HIV/AIDS pandemic. Through our plan, UBC will create environments that enable our researchers to optimize their contributions, harnessing disciplinary excellence and multidisciplinary collaborations to address problems of significance to British Columbia and the world. UBC will also support knowledge exchange beyond the academy; we will establish new public scholarship and innovation pathways, ranging from changes in practice and policy to entrepreneurship and commercialization.

Research impact takes a variety of forms. Research might lead to spinoffs that take advantage of technological developments. But impact is also to be found in projects that lead to social innovations, change the way research in a certain field is conducted, inform our understanding of history or culture, or enrich us and our world through creative works. Research Excellence encompasses this broad vision of accomplishment. Our collective aim as a community is 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. A key component of this strategy is enhanced research funding to attract postdoctoral fellows and faculty 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. Globally leading research in many disciplines requires sophisticated equipment that depends on significant technical expertise to build and run. By creating state-of-the-art capabilities such as the Sequencing + Bioinformatics Consortium for gene sequencing, we will provide facilities, training and advice for both UBC and external partners. We will explore ways to help researchers engage with communities and access scholarly resources. The pilot Indigenous Research Support Initiative, for example, offers support and services for Indigenous communities and researchers engaging in collaborative research. Digital technologies are transforming work across the academy, 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 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 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 research experiences for graduate students and postdoctoral fellows. Engagement in research builds in students the ability to apply their learning, create new knowledge and utilize research skills. UBC will develop better mechanisms to match undergraduate students with relevant research projects across the university, and provide them with the appropriate support, building on the success of such initiatives as the student-run Undergraduate Research Opportunities and Undergraduate Research Awards programs at UBC Vancouver and UBC Okanagan respectively. We will facilitate broadened research pathways for graduate students and postdoctoral fellows, improve their mentorship and supervision, 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 in disciplines such as 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 of communicating 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 further develop the principles and practices that define a collaborative and inclusive research culture and that support mentorship, scholarship, discovery and creativity. Addressing the problems facing society requires the contributions 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 and vibrancy are integral to UBC's future success.

“Emphasis on ethics, social responsibility, and accountability should be woven into everything that the university does. They are foundational to our purpose and vital to achieving an educated and informed society where the university plays a central role.”

UBC ALUMNUS

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 these collaborations occur, coalescing activities and resources in areas of needed impact. At UBC Vancouver, the Research Excellence Clusters Initiative funded 25 clusters in its first year. These span the 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, 16 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 with the establishment of President’s Excellence Chairs in diverse areas, from media studies to brain health. Research clusters exemplify strategic focus across our three themes (inclusion, collaboration and innovation), and they serve as a demonstration project for the cultural and behavioural change envisaged in this plan.

[Current research clusters](#)





“I believe that UBC should seek to become a global leader in research in areas of critical regional, national and international importance.”

UBC STUDENT

transformative learning

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

CORE AREA THREE: TRANSFORMATIVE LEARNING

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, with a long-established track record in teaching and learning innovation. Transformative programs like Arts One, Science One and MECH 2 (Engineering) offer dynamic interdisciplinary learning experiences for students and provide faculty members with rich environments in which to develop and study creative, 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 across the province 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 Kelowna at the Downtown Education Project at the Ki-Low-Na 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 systemically in active, experiential and online models of

education. The best among these efforts capitalize on students' inherent curiosity and drive, engaging them as co-creators of their education. Universities must extend their traditional offerings, based on pedagogical research, to serve their 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.

Activities at UBC will focus on enhanced support for program redesign around competencies; the 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, whose sole university focus is education, is a bold statement of our intent, and these colleagues will play a pivotal role in achieving our goals.

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 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 continue to 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 that build competencies. UBC will move further towards using learning outcomes as a primary organizing principle of program structure and completion. This approach will better engage student curiosity and initiative: it allows for a more individualized approach, 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 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 external partners and alumni to increase experiential learning—‘learning by doing’—across academic programs, and to enhance career services. Where these connections extend beyond the province, they will create scope for UBC to broaden its perspective and capacity for influence. Through initiatives such as the Work Learn Program at UBC Vancouver, we will strengthen opportunities for students to develop professional and research skills while studying. All these efforts will improve the ability of our graduates to secure meaningful employment. Through UBC Extended Learning (ExL), we will support faculty in expanding online and other accessible offerings in response to evolving demand from 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 on this strategy is predicated on strong industry and community relationships; we will work hard to deepen and better co-ordinate these connections. We must also infuse a passion for continuous learning in our students, faculty and staff.

Strategy 14: Interdisciplinary Education

Facilitate the development of integrative, problem-focussed 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 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 students across a range of programs work together, 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: it engages students across the university in project work that tackles real-life issues such as waste management and the opioid crisis. UBC will pilot and assess new ways to integrate problem-focussed educational opportunities as an overlay or complement to traditional majors and minors. We will also optimize structures to allow integrative graduate and postdoctoral learning to flourish. In this way, we can work toward a day when UBC students will graduate with disciplinary expertise and 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

Working closely with student government, we will create opportunities for students to feel more engaged and better supported during their time at UBC—outside as well as inside the classroom, across all our campuses and learning sites. 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 who 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. 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 eight-month 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 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 enable students to thrive beyond their first year. Arts One delivers transformative learning experiences through a commitment to excellent program design and regular renewal. It embodies the understanding that the study of humanities disciplines such as philosophy, history and literature cultivates empathy, perspective and critical thinking. It fosters these competencies in the context of enduring challenges, such as class and power, and emergent ones, such as technological and environmental disruption.





“The best measure of the success of UBC will be on how well our graduates do after they leave the university.”

UBC FACULTY MEMBER

local and global engagement

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

CORE AREA FOUR: LOCAL AND GLOBAL ENGAGEMENT

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 per cent 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 the Museum of Anthropology (MOA), Beaty Biodiversity Museum, UBC Botanical Garden and Pacific Museum of the Earth support community learning and enrichment.

Our global networks open new research vistas 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 UBC 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, social and economic lives of our communities. It requires UBC to become more open and navigable to external individuals and organizations. And it requires the capacity to listen and adapt to the evolving needs and dynamics of the world beyond the university. 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, learners, partners and civil society to foster collaboration, creativity and intercultural understanding.

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 opportunities for them to participate.

Strategy 16: Public Relevance

Deepen the relevance and public impact of UBC research and education

Through dialogue and knowledge exchange, we will work 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 campuses as we consider opportunities for engagement. From a 2017 base 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. Our endeavours and interactions through the School of Public Policy and Global Affairs will contribute to solving problems of local importance and global consequence. Programs such as the Public Scholars Initiative, which builds connections and capacity for PhD students interested in linking their doctoral work to an area of public benefit, will be a key component of this strategy. We will work with government and industry to enhance British Columbia as a place to do business. And we will seek opportunities to collaborate with government and peer institutions to strengthen 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 *2009 Aboriginal Strategic Plan*, which outlined ten Key Areas of Strategic Engagement, and beyond that to the *UBC-Okanagan Nation Alliance Memorandum of Affiliation (2005)* and the *UBC-Musqueam Memorandum of Affiliation (2006)*. The plan and memoranda 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 this work and represent our shared commitment as a university community. It 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* strategic plan, [Connecting Forward](#), we will work with alumni UBC, 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. *Connecting Forward* 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 per cent 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, encouragement, connections and collaboration with current students, faculty and staff. UBC is also in a strong position to provide alumni with opportunities to update their skills or engage in lifelong learning. We will seize 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

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. As of 2017, UBC partners with 11 of the 15 top-ranked universities in the world in research and educational activities, and has agreements with more than 300 universities and research institutions in more than 50 countries. We have an opportunity to leverage UBC’s location and diversity to further strengthen our Pacific Rim engagement, enhancing our capacity for regional and international influence and contributing to social cohesion more broadly. We will support mechanisms, such as the UBC 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 collaboration, at home and abroad, we will help students, faculty and staff broaden their perspectives, learn from peers and colleagues around the globe, and contribute to a shared positive impact.

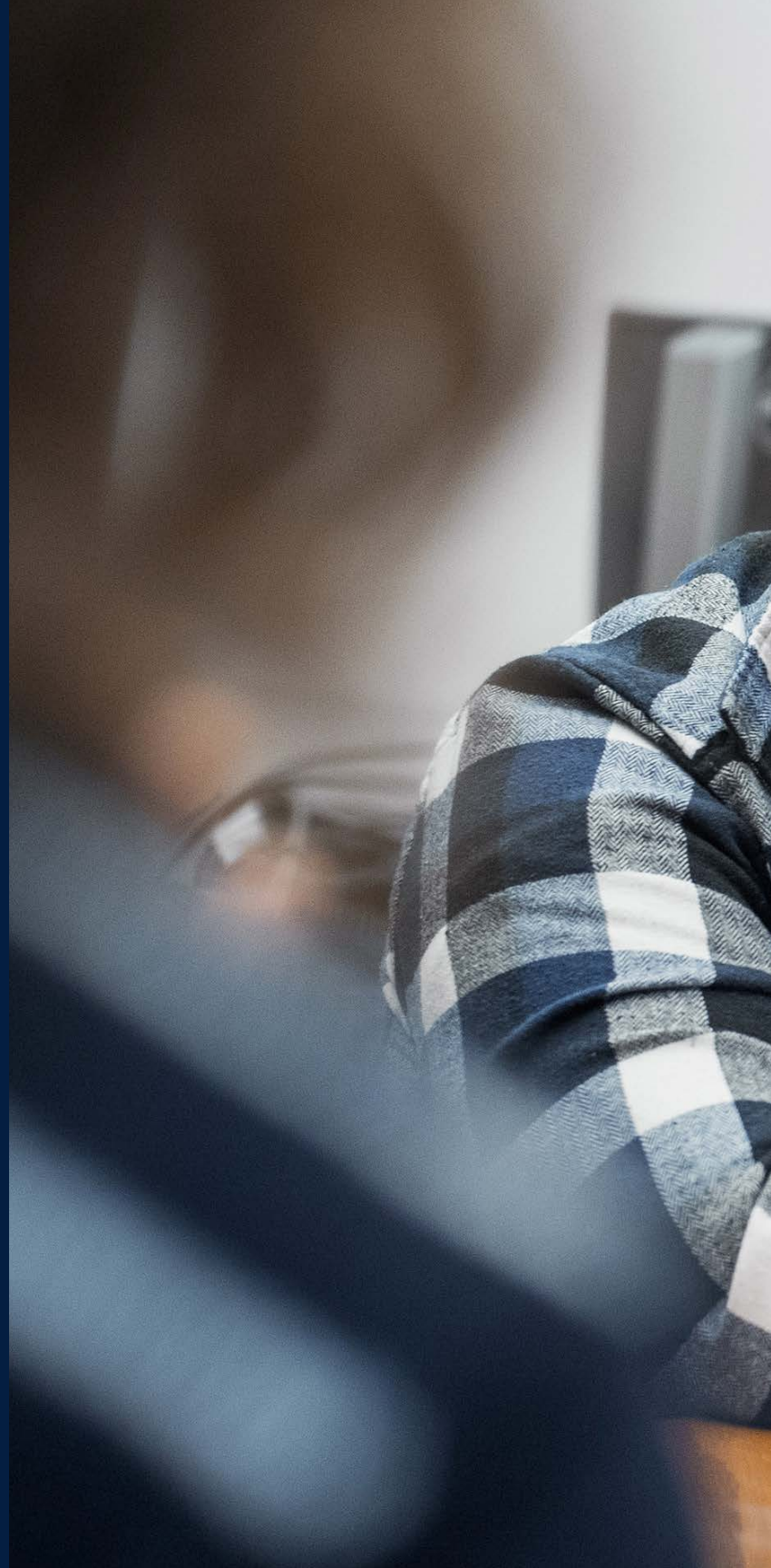
Strategy 20: Coordinated Engagement

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. However, we could be more consistently focussed, coordinated and effective across these endeavours. 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 co-ordinate our 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 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. One 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 the Second World War. 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 UBC's academic mission.





“UBC’s greatest strength is its role in transforming communities worldwide and promoting social justice.”

UBC ALUMNUS

THE STRATEGIES AT A GLANCE

PEOPLE AND PLACES

Strategy 1: Great People

Attract, engage and retain a diverse global community of outstanding students, faculty and staff

Strategy 2: Inspiring Spaces

Create welcoming physical and virtual spaces to advance collaboration, innovation and community development

Strategy 3: Thriving Communities

Support the ongoing development of sustainable, healthy and connected campuses and communities

Strategy 4: Inclusive Excellence

Cultivate a diverse community that creates and sustains equitable and inclusive campuses

Strategy 5: Systems Renewal

Transform university-level systems and processes to facilitate collaboration, innovation and agility

RESEARCH EXCELLENCE

Strategy 6: Collaborative Clusters

Enable interdisciplinary clusters of research excellence in pursuit of societal impact

Strategy 7: Research Support

Strengthen shared infrastructure and resources to support research excellence

Strategy 8: Student Research

Broaden access to, and enhance, student research experiences

Strategy 9: Knowledge Exchange

Improve the ecosystem that supports the translation of research into action

Strategy 10: Research Culture

Foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and service

TRANSFORMATIVE LEARNING

Strategy 11: Education Renewal

Facilitate sustained program renewal and improvements in teaching effectiveness

Strategy 12: Program Redesign

Reframe undergraduate academic program design in terms of learning outcomes and competencies

Strategy 13: Practical Learning

Expand experiential, work-integrated and extended learning opportunities for students, faculty, staff and alumni

Strategy 14: Interdisciplinary Education

Facilitate the development of integrative, problem-focussed learning

Strategy 15: Student Experience

Strengthen undergraduate and graduate student communities and experience

LOCAL AND GLOBAL ENGAGEMENT

Strategy 16: Public Relevance

Deepen the relevance and public impact of UBC research and education

Strategy 17: Indigenous Engagement

Support the objectives and actions of the renewed Indigenous Strategic Plan

Strategy 18: Alumni Engagement

Reach, inspire and engage alumni through lifelong enrichment

Strategy 19: Global Networks

Build and sustain strategic global networks, notably around the Pacific Rim, that enhance impact

Strategy 20: Coordinated Engagement

Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

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 (*2018 Indigenous Strategic Plan, UBC Plan in Health, 20-Year Sustainability Strategy, Wellbeing Strategic Plan, Connecting Forward*), campus and faculty plans from different areas of the university are referenced on the following page.

Vancouver Campus

[Faculty of Applied Science](#)

[Faculty of Arts](#)

[Sauder School of Business](#)

[Faculty of Dentistry](#)

[Faculty of Education](#)

[Faculty of Forestry](#)

[Faculty of Land and Food Systems](#)

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

[Faculty of Medicine](#)

[Faculty of Pharmaceutical Sciences](#)

[Faculty of Science](#)

[Graduate and Postdoctoral Studies](#)

Okanagan Campus

[Aspire \(UBC Okanagan visioning plan\)](#)

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

[School of Engineering](#)

[Faculty of Education](#)

[Faculty of Management](#)

The plans for the Faculty of Creative and Critical Studies and the Faculty of Health and Social Development are currently under development as of April 2018.

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 will be translating these strategies to actions and creating project plans to guide and align our efforts. Some of these actions will be ongoing, possibly requiring adjustment or 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. Actions will be revisited and renewed annually.

We intend to be thorough and rigorous in implementation. Our actions will be guided by responsible leadership that is accountable for budgets and progress. Our project plans will be public, with milestones and measures that provide assurance about progress. Where possible, we will 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 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 *Shaping UBC's Next Century*.

For more information please visit
ubc.ca/strategicplan



THE UNIVERSITY OF BRITISH COLUMBIA