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<b>SUBJECT</b>	UBC Okanagan 2040 Progress Update
<b>SUBMITTED TO</b>	Board of Governors
<b>MEETING DATE</b>	April 19, 2021
<b>SESSION CLASSIFICATION</b>	Recommended session criteria from Board Meetings Policy: OPEN
<b>REQUEST</b>	For input only - No action requested

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## PRIOR SUBMISSIONS

The subject matter of this submission has been considered previously by the Board of Governors on the following occasions:

1. [September 24, 2019](#) (OPEN SESSION)
2. June 13, 2019 (Verbal Update)
3. [April 18, 2019](#) (OPEN SESSION)

Action/follow-up: Provide regular progress updates

The following Executive Summary assumes familiarity with the prior submissions and provides a status update from the date of the most recent submission.

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## EXECUTIVE SUMMARY

In September 2018, the UBC Board of Governors requested leadership to identify a 20-year outlook for the Okanagan campus. In April, 2019, UBCO 2040 (*see Appendix 1*) was presented, and unanimously endorsed by the Board, with direction to report back on progress towards realizing the Outlook.

The UBC Okanagan 2040 report identified a future wherein UBCO:

- Is recognized for its historic partnership with the Okanagan Nation and is leading in Canada in the proportion of Indigenous faculty and students
- Offers an array of excellent undergraduate, graduate and professional continuing education programs, delivered to a diverse and international student body
- Has global impact through scholarship, research & innovation
- Drives positive economic and social development in the region
- Is recognized for educating informed, socially conscious, global citizens
- Is an exemplar of a healthy & sustainable campus

Furthermore, the campus would see 18,000 students enrolled in a variety of undergraduate, graduate and professional continuing education programs, employ 500 tenure track faculty, realize \$100M in research income and have a \$4.8B economic impact on the BC Interior.

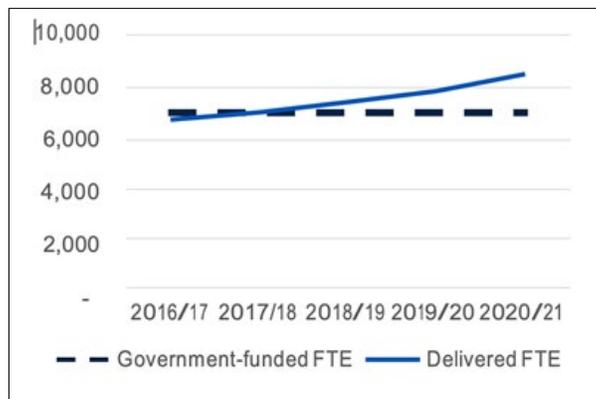
**Progress**

In all areas, from enrollments to research productivity, to TRC commitments and new programs and student supports, UBC Okanagan has made significant progress in recent years.

**Enrollment**

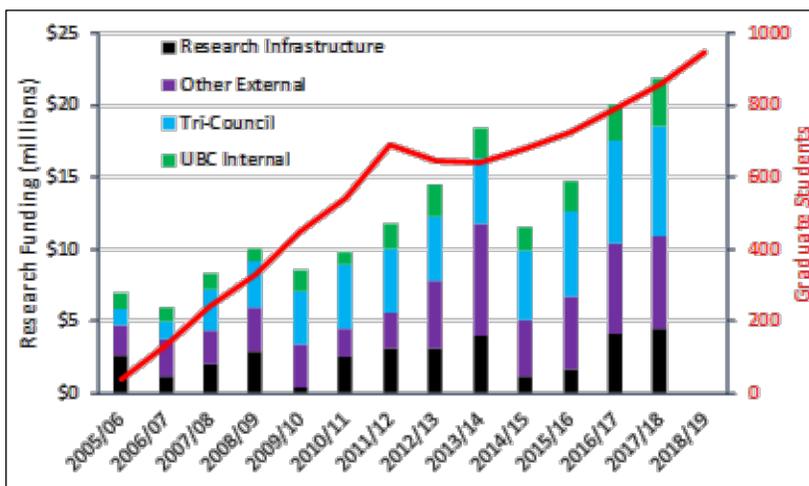
The 2040 Outlook envisions a student body of 18,000 including undergraduate students, 3000 graduate students and non-traditional learners in a variety of degree and non-degree programs. As demonstrated by the data below, the campus is well-poised to meet these goals as it has received a steady increase in first choice applications, and strong retention and completion rates. However, there are considerable challenges to growing enrolments without appropriate investments to maintain the quality of education and student experience. Accordingly, UBC Okanagan is temporarily stabilizing enrolment, reverting to the enrolment targets for 2019-20.

FIGURE 1. GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTES, UBC OKANAGAN



Graduate student numbers are also trending upwards. Figure 2 illustrates the parallel growth of annual research funding and graduate students at UBC Okanagan.

FIGURE 2. ANNUAL RESEARCH FUNDING AND GRADUATE STUDENTS, UBC OKANAGAN



Appendix 2 indicates the relationship of the student body of the Okanagan campus to the UBC system. Overall, the UBC Okanagan campus presently has:

- 20% of UBC’s domestic undergraduate students,
- 35% of UBC’s indigenous students
- 13% of the system’s international students.
- 10% of domestic graduate students
- 17% of all students combined

**Faculty**

Faculty projections for 2040 identified growth to 500 tenure track faculty, focusing on the growth of research faculty. In recent years, the campus has been able to successfully recruit tenure track faculty, whose productivity in research, teaching and creative activity has developed a strong reputation (see Figure 3). In some areas, the success of UBCO faculty is causing them to be actively recruited by other Canadian universities. However, even with substantial hiring in recent years, UBCO faculty recruitment is not adequate nor is it on the path required to achieve the 2040 goal.

FIGURE 3. TENURED/TENURE TRACK FACULTY TEACHING FTE, UBC OKANAGAN

	2015	2016	2017	2018	2019	2020
Research stream	230	238	226	237	234	245
Educational Leadership	37	41	41	43	47	52
Total	267	279	267	280	281	297

Source: UBC Okanagan Institutional Planning and Research (OPAIR)

The Accelerate Phase of the Presidential Academic Excellence Initiative (PAEI) constitutes 16 hires for UBC Okanagan. The first 8 positions are earmarked for IBPOC hires. For the next 8 hires, there is strong interest amongst deans for cluster hires to attract more BIPOC scholars in a variety of areas. Proposed funding mechanisms for the PAEI initiative differs between UBC Vancouver and UBC Okanagan. At UBC Okanagan, each PAEI position will receive bridge funding \$100,000 per year for 3 years. After this bridging period, Faculties will assume 100% of the budget for their hires. The only source of PAEI funding for UBCO is the UBCO Excellence Fund and over \$5M Excellence Funds has been committed to finance the Accelerate phase of UBCO’s PAEI. This level of recruitment is not enough to our present need for faculty or to meet the 2040 goals; with a better resourced PAEI, UBCO could meet faculty targets envisaged in Outlook 2040.

Two key constraints will affect progress to Faculty targets. The first is graduate student support. In Fall 2021, UBC Okanagan is establishing a minimum stipend guarantee for PhD students (as in Vancouver). The cost will be shared by the central administration and Faculties at 75-25% ratio. The central portion will be funded from the TREK and Excellence Funds and will provide additional support for international students. With current resources, UBCO can fully fund 84 PhD students at steady state. Added to our current enrollment of Masters and PhD students, this is not sufficient to meet the 2040 goal trajectory, but will help ensure the success of the recent hires. Additional funding will be required for this program in subsequent years. Inability to fund graduate students will leave research faculty at a competitive disadvantage for securing external funding and for tenure and promotion requirements of UBC.

The second constraint is space, including significant deficits in research space and informal learning spaces. While the ICI building, the recent modular and Innovation Precinct projects, as well as backfill possibilities arising from the downtown site can offer partial solutions to this problem, the funding for these projects are yet to be identified or confirmed.

### Programs

UBC Okanagan has made significant progress towards the development of innovative academic programs, as envisaged in Outlook 2040. In conceptualizing the program mix, UBC Okanagan has embraced the breadth of UBC's academic mission. Its seven Faculties and Schools have expanded their innovative mix of disciplinary and interdisciplinary programs since the approval of Outlook 2040.

Some highlights (for details see *Appendix 3*):

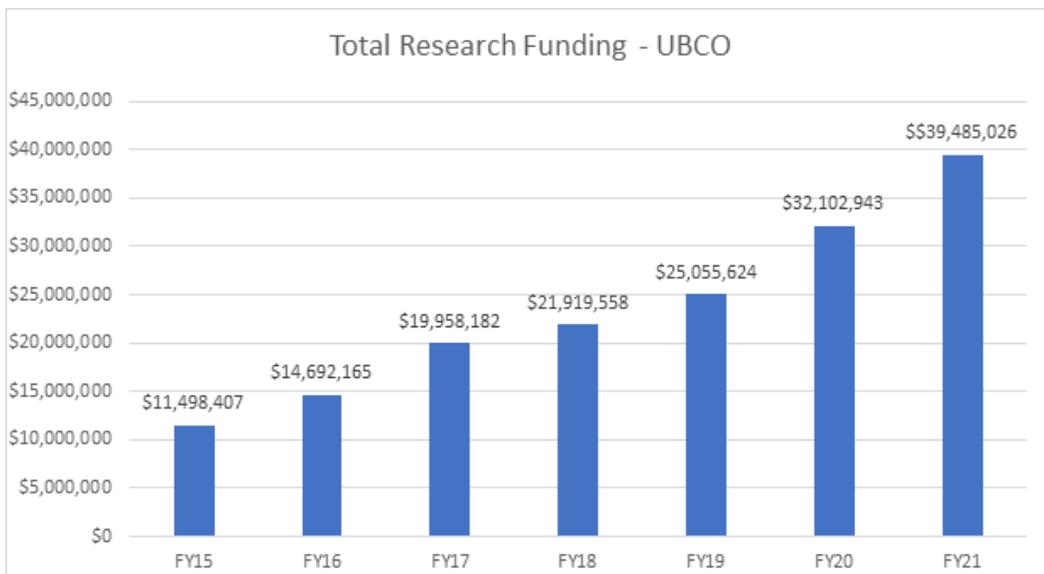
- The redesigned BA and BSc with required indigenous content
- Bachelor of Sustainability
- Indigenous Language Fluency degree: Bachelor of Nsyilxcn Language Fluency
- Advanced Manufacturing
- World Literatures
- Media Studies
- Accelerated Masters of Management: Preparing for Board of Governors approval (expected may 2021)
- PhD in Nursing

Upcoming programs:

- Master of Design in Design, Innovation, Creativity and Entrepreneurship (MDES)
- Ed. D, Education

### Research

UBCO has made significant strides toward meeting the mandate established in the founding Memorandum of Understanding between the Ministry of Advanced Education and UBC that 'UBC develop a research-intensive university campus of UBC in the Okanagan'. While the first years of the campus were focused on establishing the physical infrastructure and programming necessary to establish a transformative learning experience, the last several have seen a dramatic increase in research intensity. This has been fuelled by the establishment of the Office of the Vice-Principal Research, by several new programs supported by Excellence Funds, and by strategic research faculty recruitments by our Deans. The graph below shows that the total research funding at UBCO has grown more than 3-fold since 2015 and is projected to be almost \$40M in FY21<sup>[1]</sup>.



This is remarkable progress. At UBC Vancouver, total research funding over the period FY15 – FY20 increased by a very respectable 23% whereas over the same period, the increase at UBC Okanagan was 179%.

The growing contribution of UBCO to the overall UBC research mission is significant. According to *Research Infosource*, UBC ranks 2<sup>nd</sup> in their list of the Top 50 Research Universities in Canada based on total UBC research income in FY19, behind the University of Toronto. If the UBC Okanagan research contribution is stripped away, UBC drops to 3<sup>rd</sup> place, behind McGill and just slightly ahead of University de Montreal.<sup>[2]</sup>

Outlook 2040 targets \$100M in research income by 2040. This is achievable given the trajectory to date, and perhaps even a modest projection. However, there are significant constraints likely to slow the pace of growth. The rapid expansion of the research mission that has occurred since 2015 has occurred without corresponding capital investment in new research facilities. UBCO has been able to retrofit and repurpose available space to accommodate the growth to date but the capacity to do so has now been exhausted. If the ICI building, the downtown project and associated backfill projects proceed, they will provide necessary space for research faculty and core facilities that will be filled by 2025 if faculty recruitment goals are achieved. However, the source of funding for these projects are yet to be identified or confirmed.

**Student Experience**

As enrolments have climbed, UBC Okanagan has partnered with students, donors and government to expand informal learning spaces through the Commons building (library expansion) project, and with UBC Student Housing and Community Services to provide additional housing and food service facilities, including the new Skeena and Nechako developments, as well as bringing food service in-house. However, deficits remain in informal learning space, and in athletics and recreational space. Efforts are currently underway to expand career and academic advising services to all students, including extending services to International students (see *Appendix 4*). As well, the campus has introduced trauma-informed counselling services, expanded health clinic support, 24/7 virtual counselling support in 160+ languages, healthy masculinities & sexualized violence prevention programs and staff, and increased staffing in recreation and community-based sport initiatives.

Curricular and co-curricular experience: Over the last few months, UBC Okanagan has embraced several senate policies which respond to mental health concerns. This includes a delayed start to Winter Term 2 and the introduction of a full-week reading break in November. It has also made significant investments in enhancing the curricular and co-curricular experience of students. Some of the highlights include:

- Guaranteed minimum funding program for PhD students, with additional allocations for international students so that their net take-home stipend is the same as domestic students
- Expanded bursaries and scholarships for international students
- Expansion of a variety of work-integrated learning opportunities
- Intercultural initiatives
- Anti-racism initiatives
- Undergraduate research programs
- Integrated/Experiential Learning Hub
- Technology Bursaries

Taken together, these constitute an annual outlay of \$2.6-3M from the Excellence Funds. In addition, Faculties are investing in similar curricular and co-curricular activities.

### **TRC and Indigenous Strategic Plan**

*(Appendix 5)*

Thanks to continual investments in access programs and other pathways, UBC Okanagan has seen growth in Indigenous students from 504 students in 2016/17 to 712 students, or 35 percent of UBC total Indigenous Student population, in 2020/21.

In 2020, UBC Okanagan put forward its Truth and Reconciliation TRC commitments, and in 2021, it provided a progress report toward its commitments, which included the establishment of a Senior Advisor to the DVC on Indigenous Affairs, progress towards faculty hiring (six new hires) and intercultural fluency initiatives, curriculum development, the hiring of an Indigenous Counsellor in Health and Wellness and the planning for an outdoor classroom. Most significantly is the launch of the Bachelor of *Nsyilxcn* Language Fluency later this year, making UBC Okanagan the first university in Canada to offer a bachelor’s degree in Indigenous language fluency.

The Bachelor of *Nsyilxcn* Language Fluency (BNLF) program, created in collaboration with the Nicola Valley Institute of Technology (NVIT) and the En’owkin Centre, is designed to work closely with the community to provide a comprehensive and high-quality education in *Nsyilxcn*—the language spoken by members of the Syilx Okanagan Nation—and to promote new, fluent speakers with a deep understanding of the language, culture, and customs. In addition to significant investments in the development of the program, UBC Okanagan is committing \$955K in support of the program over the next five years, with the majority of this being provided through the Excellence Fund.

Looking to the future, UBC Okanagan is working to ensure it is furthering the Indigenous Strategic Plan, and is also committed to refreshing its MOU with the Okanagan Nation Alliance.

### **Healthy/Sustainable campus – Space**

*(Appendix 6)*

The 2040 Outlook set ambitious, but achievable targets, as noted above. However, a key enabler for these targets is the creation of new spaces to alleviate pressures identified in previous inventories and to provide for the growth envisioned by UBC. The campus is making every effort to maximize the addition of space with the

resources available to it. UBCO will use a combination of Excellence funds and operational revenue to lease academic space in the Downtown project from UBC Properties Trust but (as per the Board 1 approval) , but full funding for the ICI is uncertain. Students are increasingly concerned about the lack of student space, particularly informal learning spaces and recreational facilities. Plans are in place to satisfy these needs but financing has not been identified.

In terms of Sustainability, initiatives include

- Continued investment into the Strategic Energy Master Plan (SEMP) projects annually, approx. \$2m over 10 years projected funded from operating.
- Climate Action Plan and related Transportation Master Plan studies currently underway in 2021
- High-level Campus Carbon Energy Strategy developed to address building renewal, new buildings, central energy decarbonization and infrastructure resiliency.
- Realistic emission reduction target proposed (65% of 2013 levels by 2030) with capital contingency requirements identified for existing and new buildings over the next 9 years, requiring approx. \$10m currently unfunded.
- Launch of the UBC Okanagan Campus as a Living Lab initiative in Fall 2021, with an annual disbursement of \$200K of Excellence funds for direct project costs.

## Conclusion

The impact of UBC Okanagan has been enormous for UBC and for the Interior of British Columbia. UBC Okanagan has pursued its academic mission in a proactive way, increasing access to UBC's transformative education to students from across the Province, especially Indigenous learners. In addition, it has catalysed immense social and economic impact in the region and beyond.

The accelerated trajectory of the last five years, fueled by strategic investments from TREK and the Excellence fund, point to a reasonable expectation that 2040 targets for enrolment, faculty, research, indigeneity and student experience are well within reach. However, UBC Okanagan's overall dependence on tuition revenue means that there can be only one key driver of growth, i.e. enrolments; with prospects of developing other revenue streams at least 10 years away. However, increases in enrolment require investments in space, faculty growth and enhancements in student experience. These investments are lacking at present and the campus has made the decision to cap enrolments at 2019-20 enrollment targets, despite growing demand. Nonetheless, UBC Okanagan remains committed to the following investments:

- over \$5M towards the PAEI-Accelerate phase (dedicated primarily to BIPOC hiring; from Excellence)
- \$2.6-\$3M annually towards new investments in student experience (from Excellence and Operations)
- \$4M annually towards minimum funding guarantee for PhD students (from Excellence and Trek)
- towards TRC commitments, from the Excellence Fund alone \$1.45M has been set aside for the next three years; additional commitments exist in individual portfolios
- \$4M annually towards lease costs for the new downtown project (from Excellence and Operations)
- towards ICI, we are able to put together \$20M in down payment and carry \$48M in mortgage costs, amortized over 30+ years (from Operating Reserves and Excellence Funds)
- Towards COVID impact, we have set aside ~\$2M from Excellence funds

The current projections for the campus suggest that significant additional ongoing investment will be required to meet UBCO's major obligations including IRP-Student, the ICI and faculty growth (including the PAEI). The current anticipated cost of the IRP Student is \$32M for UBC Okanagan and \$4M per annum over 20 years to close the

funding gap for the ICI building. We are also uniquely positioned to leverage a well-resourced PAEI to build both diversity and research excellence in key areas of social impact; \$2M per annum will enable us to do so.

The UBCO team, and the community of the Okanagan, are very proud of its progress towards its mandate. We have tremendous optimism for the future, and are hopeful that we will identify financial strategies that will advance these goals to bring enhanced reputation to UBC.

#### **APPENDICES**

1. Outlook 2040
2. Five Year Enrollment Update
3. UBCO Program Development Update
4. Careers Strategy (submitted to People, Community and International Committee of the Board)
5. UBC Okanagan's Declaration of Truth and Reconciliation Commitments 2020 Annual Progress Report (submitted to Indigenous Engagement Committee April 2021)
6. UBCO Capital Development Update

#### **PRESENTATIONS**

1. UBC Okanagan 2040 Progress Update presentation

# UBC Okanagan **OUTLOOK 2040**



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Campus

# UBC Okanagan

# OUTLOOK 2040

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# Executive Summary

The strategic plan, *Shaping UBC's Next Century*, forms the basis for *Outlook 2040*. It provides a future view of Okanagan campus and identifies the steps needed to move the university towards even greater impact and service to the people and communities of British Columbia.

**The Outlook can be summarized as follows:**

In 2040 UBC will be a premier public research university serving all of BC from its Vancouver and Okanagan campuses, innovation hubs and health programs across the province. The Okanagan campus will be a thriving UBC community of over 20,000 people including 18,000 students and 500 faculty members. UBCO will be recognized for its historic partnership with the Okanagan Nation and be a leader in Canada in the proportion of indigenous faculty and students. A transformative UBC investment of \$100M will have enabled a successful \$200M+ capital campaign to establish endowments so that by 2040 funding per student and student financial support at UBCO will be close to the level on the Vancouver campus.

UBCO will offer an array of excellent undergraduate, graduate and professional continuing education programs, delivered through hybrid pedagogies, to a diverse and international student body. The operating budget will have grown through the addition of new academic programs, including professional programs in health and technologies needed in the region, and through an increase in the provincial grant to support graduate student training, creating 1,500 graduate funded seats. Significant capital investment to the tune of \$452M<sup>1</sup> will have created the space needed to support the increased academic and research activity and community engagement.

Research and innovation will be driven by over \$100M per annum of research funding. The signature campus Innovation Precinct will provide experiential learning opportunities, accelerate innovation, solve real-world R & D challenges and foster creative expression. The Learning Factory will be a unique facility, advancing manufacturing technologies and new materials. UBC's annual economic impact in the Okanagan region will have grown from the current \$1.5 billion to \$4.8 billion.



Photo: Michelle Lamberson

*Outlook 2040* is informed by local, provincial, and global contexts including estimates of future population, educational demand, and technological and social change. It considers possible future enrolment scenarios (Appendix 1) and academic program development (Appendix 3) and identifies next steps required to begin the journey towards 2040. These include: addressing TRC recommendations, investing in urgent academic and research space needs (\$20-25M), functional planning for the next major academic building (\$130M), advancing the Innovation Precinct, building the Learning Factory (\$78M), pursuing graduate student funding with AEST (\$15M), and launching the fundraising campaign for UBCO endowment (\$100M) within UBC's next campaign plan.

<sup>1</sup> All dollar figures are high level estimates only

# Introduction



In 2018, UBC’s Board of Governors requested the university leadership to offer an outlook for the Okanagan campus, so as to assist it in considerations of future capital and resource needs for the campus.

This document is a response to the request. It is based on UBC’s new strategic plan, *Shaping UBC’s Next Century* and reflects ongoing discussions at the Okanagan campus.

Taking the local and the global context outlined below, and enrollment trajectories since 2005, we have developed three enrolment scenarios ([Appendix 1](#)). The vision we present below represents the most ambitious of these scenarios in terms of undergraduate and graduate enrolment, while remaining conservative regarding undergraduate international student growth.

These scenarios, together with the Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis presented to the Board of Governors September 2018 ([Appendix 2](#)), inform the outlook summarized in this report.

# The context

UBC Okanagan (UBCO) was established in 2005 with a mandate to be a research-intensive university campus for the Southern Interior, and uniquely, was founded in partnership with local Indigenous peoples, the Syilx Okanagan Nation.

Building on a strong trajectory in terms of enrollments and research performance, UBCO is keen to take forward UBC's strategic plan while serving its mandate as a research university for the region. In particular, there are three important provincial priorities for which UBCO is especially well-positioned.

As indicated in the province's Labor Market Outlook, while BC tops Canada in the percentage of its population who complete high school education, its average percentage of population with post-secondary credentials and graduate degrees falls below the Canadian average, as does the provincial ratio of higher education R&D to GDP.<sup>2</sup> The provincial Outlook also estimates that 77 percent of the jobs created in BC the next 10 years will require some level of post-secondary education or training; only three percent of these positions will be available for those with high school education.

Second, British Columbia has a substantial achievement gap for aboriginal learners. In its report on aboriginal learners in the public post-secondary system, the Ministry of Advanced Education, Skills and Training notes four distinct ways in which this gap manifests itself:

- Underrepresentation in research-intensive universities: On an average, only 22.8% of BC's aboriginal learners are likely to attend research-intensive universities (vs. 45.1% non-Aboriginal learners).<sup>3</sup>
- Barriers to transition from K-12 to post-secondary: On an average, only 63% of Aboriginal Grade 12 graduates transition to a post-secondary institution, compared to 72% of non-Aboriginal Grade 12 graduates. The Report urges public post-secondary institutions to find strategies to enable this transition.
- Underrepresentation in breadth of disciplines: In comparison with non-Aboriginal learners, Aboriginal learners are more likely to receive credentials in the Trade, Human and Social Services, and Developmental programs, and less likely to receive credentials in Arts and Sciences, Business and Management, and Engineering and Applied Sciences.<sup>4</sup> The Report urges post-secondary institutions to ensure that Aboriginal learners are appropriately represented in these disciplines.
- Underrepresentation in graduate education: Only 8.4% of Aboriginal learners obtain a graduate or first professional degree, as opposed to 14% of non-Aboriginal learners.

Third, UBCO is keen to respond to the growth in the technology sector. It has recently opened a new Innovation Hub in downtown Kelowna to facilitate collaboration with industry and the broader community and to open up new pathways to innovation in the region. The 2018 Economic Impact of the Okanagan Technology Sector report confirms that the Okanagan is a booming hub for tech and innovation, representing a 24% increase from 2013.

<sup>2</sup> British Columbia's Labour Market Outlook [workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx](http://workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx)

<sup>3</sup> P22, *Aboriginal learners in the public post-secondary system*, the Ministry of Advanced Education, Skills and Training

<sup>4</sup> P28, *Aboriginal learners in the public post-secondary system*, the Ministry of Advanced Education, Skills and Training

#### Regional and local context

British Columbia's population is projected to continue to grow substantially over the next 25 years, reaching between 5.1 million and 6.6 million by 2038. The Okanagan is home to British Columbia's fastest and Canada's sixth fastest growing census metropolitan area, with population increases well above the national and provincial rates. The Central Okanagan is expected to outpace provincial population growth over this period.

Notably, growth in the BC indigenous population is substantially higher than overall provincial averages. The Westbank First Nation population increased by 27.9 percent from 2011-2016 and the mean age of the indigenous population is younger than that for BC as a whole. We recognize that closing the university participation gap for indigenous populations is not only a moral imperative, but also one that presents huge potential benefits to Canadian society. About 42.5% of BC's Aboriginal population is under 25, compared to 26.1% of the non-Aboriginal population.<sup>5</sup>

Important qualitative changes are also emerging in BC's education scenario. For example, significant changes are happening in the BC high school curriculum:<sup>6</sup>

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*British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through "doing" than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.*

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These changes will have serious implications for universities as future graduates of BC high schools will enter university with new expectations for their education.

The social fabric of the region is likely to change quite significantly. As expressed in *Imagine Kelowna*, the citizens of Kelowna aspire to a city that is able to stay connected to its community roots while welcoming people from all over the world:

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*In 2040, Kelowna is a thriving mid-sized city that welcomes people from all backgrounds. We want to build a successful community that honors our rich heritage and also respects the natural wonders that contribute to our identity. As a place with deep agricultural roots, Kelowna understands the need to protect our environment, manage growth and be resilient as our future unfolds.—Imagine Vision, City of Kelowna*

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<sup>5</sup> P5, *Aboriginal learners in the public post-secondary system*, the Ministry of Advanced Education, Skills and Training  
<sup>6</sup> [curriculum.gov.bc.ca/curriculum/overview](http://curriculum.gov.bc.ca/curriculum/overview)

The region as a whole faces some new and emerging challenges. A recent BC Business Council report concludes that 42 percent of jobs in the province will be in occupations with high potential for automation in the next 10-20 years (representing a slightly greater share compared to Canada as a whole). Further, significant risks to the ecosystem, water quality, and extreme weather have been predicted. These risks and opportunities reinforce the importance and value of having an engaged outward facing public research university campus in the region.

#### Global context

Globally, the demand for higher education is expected to continue to accelerate in every part of the world as we approach 2040. The UNESCO Institute of Statistics predicts an increase of nearly 120 million students in higher education by 2030, of whom 2.3 million will be internationally mobile. This amounts to a 51 percent increase in international student enrolment globally.<sup>7</sup>

Rising international student mobility is an outcome of the phenomenal growth in the participation in higher education in most parts of the world. Many national governments are not equipped to accommodate this growth in demand. In places where this is accompanied by a growing middle class, there is a strong drive to pursue education opportunities elsewhere. Canada is an attractive destination and UBCO is well-positioned to serve international students. Its rising reputation as a destination of choice for international students is evidenced in the strong growth of applications both at the graduate and undergraduate levels.

As we approach 2040, demand for higher education will also come from non-traditional students, i.e. citizens who wish to acquire new knowledge and skills as they become available. Many forecasters predict massive changes in the world of work will be driven by artificial intelligence (AI), machine learning and other new technologies.

Given the rapid changes in technologies we have witnessed over the past 20 years we can be certain that the next 20 years will see an ever-increasing impact of new technologies on the university. It is likely that emerging and as yet undeveloped technologies will be transformative. Already AI, machine learning and block chain technologies are transforming business processes. Technologies such as augmented and virtual reality offer extraordinary opportunities for immersive learning across numerous disciplines and are already being used in fields as diverse as health professions, chemistry, archeology and engineering. One can imagine a course offered across several UBC campuses where students experience an immersive virtual lecture with a holographic professor demonstrating techniques and allowing students to participate.

These changes will offer new opportunities to increase affordability of university education. Increasing availability of open learning materials and textbooks, free access to global on-line library resources and shared courses between campuses offer the possibility of extraordinarily rich and affordable learning experiences for students that would have been unimaginable 30 years ago. Sharing academic resources and opening up to global connections could create a truly exceptional learning and teaching environment without boundaries or limits for future UBC students.

These trends taken together suggest that universities will be called upon to educate a highly ambitious, globally connected community, faced with at least three common 'grand' challenges: climate change; disruptive technologies; and demands for social justice and inclusion. We will see the emergence of many new types of learners, and will need to develop new pedagogical and curricular approaches to serve them.

<sup>7</sup> [educationdive.com/news/8-global-trends-impacting-higher-ed/515272](https://educationdive.com/news/8-global-trends-impacting-higher-ed/515272)

# UBC Okanagan in 2040

In 2040, UBC is globally recognized as a top public research university with two highly successful campuses, each with a distinct character forged by their location, mandate and the communities they serve. They share system administrative functions and enjoy strong academic and research linkages and synergies. The Okanagan campus is recognized for community-engaged interdisciplinary research and teaching in the arts, creative fields, STEM and professional disciplines.

UBC recognizes that a diverse and international student body is a key contributor to a truly world class learning experience and that to offer comprehensive and excellent academic programs the UBCO campus needs a critical mass in key disciplines. UBCO offers a comprehensive range of academic programs across the sciences, arts, creative disciplines and professional fields (Appendix 4) and has synergistic academic links with the UBC Vancouver campus. It is a destination of choice for students in the region, across Canada and the globe; combining disciplinary and interdisciplinary approaches to create an extraordinary community of scholars, citizens, professionals and thought-leaders.



UBC Okanagan's tenure stream faculty cohort has grown from 267 to 500, stabilizing the undergraduate student/faculty ratio at 24:1 and overall non-research student/faculty ratio to 33:1.

UBCO's student body is a diverse community of ~18,000 students, comprising 12,000 undergraduates (25% international); 3,000 graduate students; and 3,000 students in full cost recovery, post baccalaureate and graduate professional degree programs, and non-degree and flexible programs.

The Okanagan campus is utilised year round, offering a comprehensive and innovative range of summer programming available to all UBC students.

UBCO's unique research programs attract top students from around the world. Two in three research graduate students hold scholarships.

UBC Okanagan is a destination of choice for Okanagan region high school graduates because it offers diverse pathways ensuring high levels of transition from high school to university.



UBCO is a leader in Canada in the proportion of indigenous faculty and students. It has continually enhanced support for indigenous undergraduate students and been successful in supporting transitions to graduate and post-doctoral studies and to academia and other professional careers.

New endowments have been established to support UBCO students. By 2040, operating funding on a per student basis at UBCO is closer to the level available to students on the Vancouver campus.

UBC is cognizant of the rapid changes in the world of work and training and offers programs that respond to a rapidly changing society. The Okanagan campus offers a suite of distinctive programs delivered through hybrid pedagogies, which assist people to acquire new skills. UBCO has extensive partnerships with the college system offering a suite of seamless educational paths that meet the needs of trainees and community and are recognized nationally. UBCO strives to ensure that learners and communities are served by advances in science, technology, health care and business, rather than excluded or displaced by them.

UBCO surpassed national success rates in Tri-Council research competitions in 2017 and annual research income continued to grow by ~8% per year. In 2040 UBCO annual research funds are \$100M. This reflects a continued strong commitment to fundamental research and scholarship, and to partnerships that translate research into practice. The international reach of the campus has expanded significantly, and by 2040 UBCO has ~60 active research collaborations within 30 countries, involving over 250 UBC researchers.

The Okanagan campus is entrepreneurial and leverages revenue generation from its assets. The Innovation Precinct is a landmark development, with para-public, for-profit and non-profit entities working collaboratively with UBC researchers and trainees. The Innovation Precinct has provided thousands of experiential learning opportunities for UBC students while accelerating innovation, solving real-world R & D challenges and fostering creative expression.

Inside and outside the classroom UBCO offers a student experience that is second to none. The campus excels in bringing together academic and social supports, as well as community support for health and well-being. The Okanagan campus is considered a model campus for health and well-being. In 2015, it adopted the Okanagan Charter for Health Promoting Universities and Colleges as a framework strategy and has infused health promotion into operations, business practices and the academic mandate. The campus is recognized for its commitment to well-being, social justice, inclusion and sustainability. Examples include: a dedicated center for students with disabilities, offering support from pre-university orientation to post-university transition and career development; a state-of-the art walk-in community clinic that provides students, staff and faculty with outstanding care for acute and chronic physical and mental issues, and others. A team of physicians, nurse practitioners, psychologists and social workers allows UBCO to meet client needs while supporting key commitments to overall wellness and healthy living.

Since UBCO brought food service in house in 2019 it has seen significant enhancements in food service, nutrition and food availability on campus. In collaboration with local suppliers and community partners there are numerous healthy and affordable food options for students and staff.

Beginning in 2019, UBCO capital infrastructure projects were designed as near net zero projects (i.e., total energy used by a building per annum roughly equal to renewable energy created on site). UBCO is recognized as a Canadian PSE leader in this domain, with over 1,000,000 sq.ft space built since 2020 meeting this standard (as evidenced by sensors in all capital projects initiated since 2018). UBCO's annual economic impact in the community has grown from the current \$1.5 billion to \$4.8 billion (adjusted for inflation; in 2018 dollars).



# Investing in our future

The outlook for the UBC Okanagan campus presented in the preceding section aligns with the vision, goals, themes and core areas defined in the UBC Strategic plan.

To realize this ambitious future, a number of near and longer term plans are in development to ensure necessary resources are in place to support research excellence, transformative learning and local and global engagement.

## 1 **TRC commitments** (Strategies 1, 3, 4, 17)

With guidance from its Indigenous/Aboriginal Advisory Committee, UBCO is making important commitments to the TRC Calls to Action. These will include, but are not limited to: creation of space for indigenization; efforts to close the indigenous achievement gap in post-secondary education in BC, hiring of indigenous scholars, and indigenization of the curriculum.

### **NEXT STEPS**

- **Develop implementation plans**

## 2 **Space and capital planning** (Strategies 1, 2, 3, 6, 7, 9, 10, 14, 15, 16, 17, 20)

The space shortfall at UBCO (as per 2017 data) is estimated to be ~420,000 gsf, or the equivalent of about 45% of existing academic space on campus (according to BC University Space standard guidelines). While this space shortage will be moderated somewhat by the new Commons building (~68,000 gsf), much more needs to be done. UBCO's 10-year capital plan envisions an addition of 460,000 gsf of academic space by 2027, alongside additional student housing developments that will add 1,000 beds. The estimated cost of the plans for academic space amount to \$452M over the next decade and includes the following:

- **Modular buildings for Engineering teaching labs, office space** – in progress
- **Renovations to 1540 Innovation Drive to accommodate research space, innovation precinct partners for Faculty of Creative and Critical Studies and School of Engineering-in progress**
- **Lease of 1545 Innovation Drive for immediate teaching, research and office space** – in progress
- **Research Greenhouse** – in progress
- **Outdoor classroom and indigenous learning space** – in progress
- **Skeena – Passive house student residence** – in pre-construction (expected 2020)
- **Nechako – Student Commons and residence** – in pre construction (expected 2021)
- **Interdisciplinary Collaboration and Innovation (ICI) building – Academic and research building** – functional planning in progress, construction anticipated 2024
- **Digital Learning Factory – Mixed use, digitally-twinning research/learning/production facility** – business plan in development, construction anticipated 2024
- **Building expansion – expansion of existing academic building to meet needs for academic and research space** – 2026
- **Future Academic Building 2** – 2028
- **Two additional student residences** – 2028

**NEXT STEPS**

- Meet short term urgent space needs (modular buildings, renovations and 1540 Innovation Drive)
- Begin functional plan for ICI Interdisciplinary Collaboration and Innovation (ICI) Building
- Advance Learning Factory project

**3 Provincial support for graduate student education (Strategies 1, 7, 8, 10, 15, 16)**

Having met and exceeded the thresholds of 10,000 students and \$20 million in annual research funding in 2018, the Okanagan campus now looks to focus efforts to truly achieve its original mandate as “a Southern Interior research intensive university campus”.<sup>5</sup> By becoming a truly world class research institution, UBCO will broaden opportunities for students in the Southern Interior and greatly enhance the campus’ regional socio-economic impact. A key component in this effort will be increasing the number of research graduate students on campus.

Graduate students are key to the success of research intensive universities, and, by extension, the regional economies and communities they support. UBC Okanagan’s small number of graduate students limits the campus’ ability to expand its positive impact on regional socio-economic development and create new, diverse opportunities for the Southern Interior. With less than ten per cent of the student body Master’s and PhD candidates, UBC Okanagan remains far behind comparator institutions across Canada.

One factor behind UBC Okanagan’s low proportion of graduate students is the nature of the campus’ provincial grant, where, unlike peer institutions (e.g. University of Victoria, Simon Fraser University, and UBC’s Vancouver campus), UBC Okanagan does not receive grant funding allocated specifically for research graduate students. This lack of differentiated graduate student funding reduces UBC Okanagan’s ability to support graduate student education and does not acknowledge the high costs associated with their training. This is particularly challenging for high demand programs in health, science, technology, and engineering, where the costs of program delivery are significantly higher.

Therefore, a proposal has been developed for provincial government consideration to provide grant funding for graduate students at UBC Okanagan for an amount of \$15M.

**NEXT STEPS**

- Pursue graduate student funding proposal with AEST

**4 Fund development strategy (Strategies 1, 2, 4, 8, 13, 14, 15, 18)**

Our top priority is to launch a \$100M campaign to build new endowments for student support and for support for our emerging academic strengths. We wish to use internal UBC funds to match donor commitments for a total investment of \$200 million towards these priorities. In addition to this focus, efforts will continue to ensure donor support for the capital priorities listed previously.

**NEXT STEPS**

- Assess feasibility; develop donor pool; integrate UBCO's \$100M endowment campaign with UBC's campaign plan

**5 Innovation Precinct (Strategies 6, 7, 8, 9, 16, 19, 20)**

In 2015, the university identified a largely undeveloped 60-acre area at the northern end of the UBCO campus as future Innovation Precinct. This was identified as a site that would become a dynamic, transformative part of campus that could serve as a catalyst for creative new partnerships. A significant portion of this site is being developed as zones in which for- and not-for-profit entities are housed to work with UBC researchers and knowledge creators. These shared spaces will allow UBC to interact with external partners in new ways, collaborating to find solutions to real-world problems while deploying innovative new technology solutions and providing new education and training opportunities. The precinct will not only curate new ideas, test boundaries and make ground-breaking new discoveries, but provide new and exciting opportunities for interdisciplinary collaboration, experiential education and hands-on learning.

**NEXT STEPS**

- Create business plan for the precinct based on recently completed structure plan
- Create streamlined lease mechanisms to facilitate industry partnerships

**6 Great Faculty and Staff (Strategies 1, 3, 4, 11, 17)**

As the reputation of the campus grows we will continue to recruit and retain world-class faculty and staff, with a commitment to building a vibrant and connected experience for all who work here. We will enhance and support workplace learning through a range of skills and leadership development programming, and mentoring, succession planning, recognition and retention initiatives. Staff and faculty wellness is being enhanced by the introduction of an operational focused role to implement practical, supportive wellbeing initiatives on campus.

**NEXT STEPS**

- Implement the strategies in the *Focus on People Plan*
- Investigate improved supports for employees and students with families, daycare etc.

# Conclusion

As UBC looks to “Shape its Next Century”, it is clear that the key to realizing its vision of “inspiring people, ideas and actions for a better world” is by enhancing academic and research capacity across the UBC system and increasing collaborations between its campuses. This will require significant investments so as to enable the Okanagan campus reach the necessary critical mass to offer appropriate and comprehensive academic programming and achieve a level of research intensity to contribute fully to UBC’s mission.

This document provides a scenario of what success would look like for UBC in 2040, if the Okanagan campus is able to realize its potential. Transforming this potential into reality requires short and long term investment in students, faculty and staff and the facilities and resources necessary for them to do their best work and to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world.

## NEXT STEPS

- 1 RESPONSE TO TRC CALLS TO ACTION**  
Develop implementation plans
- 2 SPACE AND CAPITAL PLANNING**  
Meet short term urgent space needs (modular buildings, renovations and 1540 Innovation Drive); begin functional plan for the ICI building, advance Learning Factory project
- 3 PROVINCIAL SUPPORT FOR GRADUATE STUDENT EDUCATION**  
Complete and present graduate student funding proposal to AEST
- 4 FUND DEVELOPMENT STRATEGY**  
Assess feasibility; develop donor pool; integrate UBCO \$100 campaign with the overall UBC campaign plan
- 5 INNOVATION PRECINCT**  
Create business plan for precinct based on recently completed structure plan and create streamlined lease mechanisms to facilitate industry partnerships
- 6 GREAT FACULTY AND STAFF**  
Implement the strategies in the Focus on People Plan and the Okanagan response to the Truth and Reconciliation recommendations.  
  
Investigate improved supports for employees and students with families, daycare etc.

# Appendices

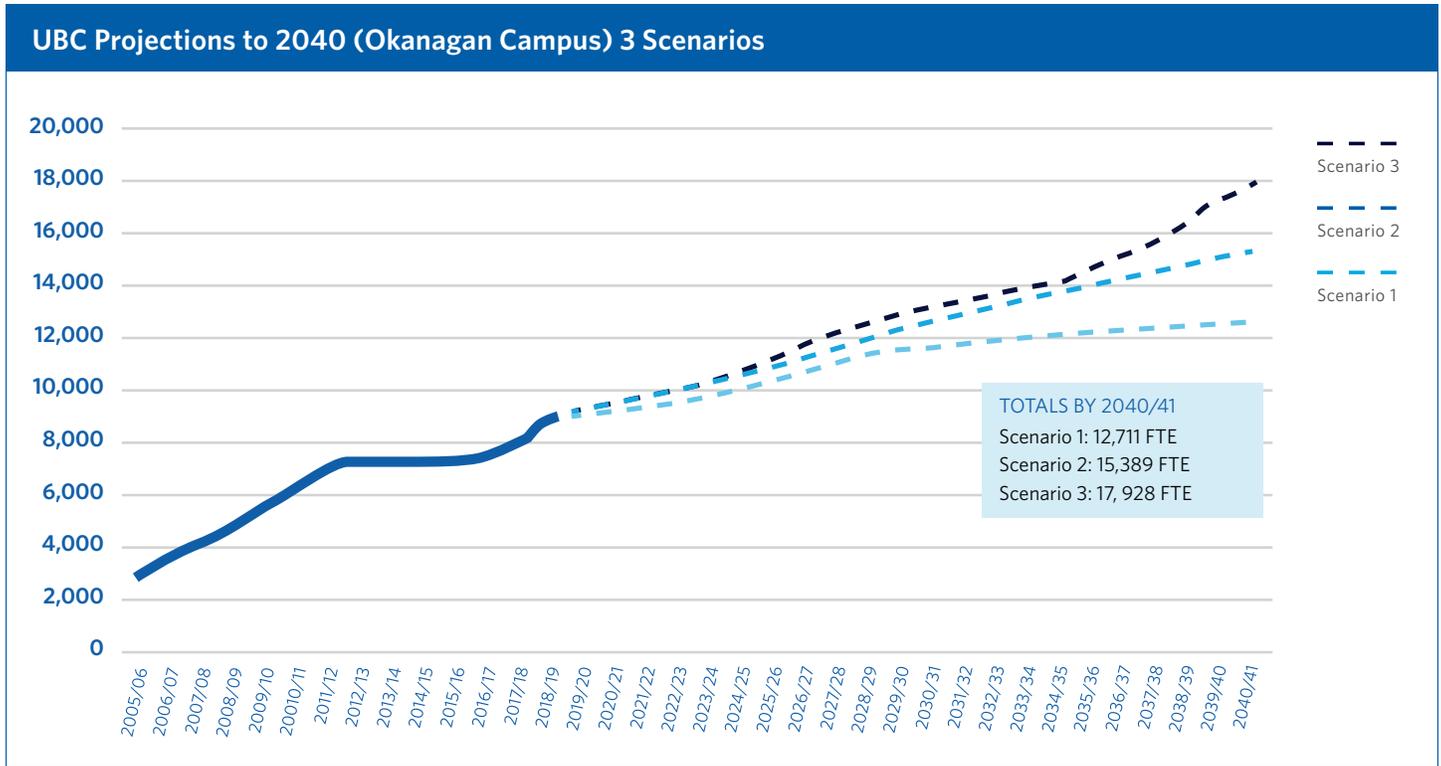
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# Appendix 1.

## ENROLMENT SCENARIOS, 2040

Three enrolment scenarios were developed, based on current trajectories, academic strengths, demand, challenges, opportunities, the Aspire vision and the UBC strategic plan.



### Scenario 1:

No increase in funded undergraduate domestic seats, FTEs held at 109% of funded ministry targets to 2040. Existing and currently approved new seats total 7,237 FTE by 2023. 500 new research graduate seats funded in 2020, supporting regional socio-economic development. Rising demand for full cost recovery programs, certificates, etc. beginning 2020 rising to 10 programs and 1000 students 2028, 20 programs and 2000 students by 2040. International undergraduate student number held at 25%.

**(8,000 undergraduate, 2,600 graduate, 2,000 full cost recovery = 12,600)**

### Scenario 2:

Enrolling a diverse and international student body that represents British Columbia, Canada, and the world is key to providing an enriched student campus experience. This scenario is as Scenario 1, but allows increased undergraduate international enrolment to 30% by 2040.

**(10,000 undergraduate, 2,600 graduate, 3,000 full cost recovery = 15,600)**

### Scenario 3:

Domestic funded seats increase to 10,000 from 2024 -2040, at the rate the regional population aged 15-19 increases (offset 2 years to account for university-aged students), holding steady 2030-35 then increasing from 2036 to 2040 (BC Stats projections for the Okanagan region). International undergraduate students held at 25%. Research graduate student numbers reach 2000, taught Masters programs 1000, and full cost recovery and short programs 3000 by 2040.

**(12,000 undergraduate, 3,000 graduate, 3,000 full cost recovery= 18,000)**

## Appendix 2.

# STRENGTHS, OPPORTUNITIES, WEAKNESSES, THREATS (SWOT)

as presented September 2018

	Strengths	Opportunities	Weaknesses	Threats
<b>People and expertise</b>	<ul style="list-style-type: none"> <li>Vibrant faculty, majority hired in last 10 years</li> <li>Interdisciplinarity</li> <li>Strong campus culture</li> <li>Several domains of research strength</li> </ul>	<ul style="list-style-type: none"> <li>Growth in key programs</li> <li>Innovation in teaching and learning</li> <li>Cross-institution collaborations</li> <li>Industry and community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Lack of senior faculty</li> <li>Nascent graduate programming</li> <li>Not yet critical mass</li> <li>Career development opportunities limited</li> </ul>	<ul style="list-style-type: none"> <li>Ability to recruit excellent faculty, students and staff</li> <li>Retention</li> <li>Non competitive compensation</li> <li>Rising housing costs</li> </ul>
<b>Resources and infrastructure</b>	<ul style="list-style-type: none"> <li>Location</li> <li>Room to grow</li> <li>Recent facilities</li> <li>Intimate campus</li> <li>Campus master plan</li> <li>District energy strategy</li> <li>Budget model</li> </ul>	<ul style="list-style-type: none"> <li>Revenue generating CPE</li> <li>Cross-campus synergies and differentiation</li> <li>Innovation precinct</li> <li>Expansion of housing and on campus services</li> <li>Collaboration with City and other partners</li> </ul>	<ul style="list-style-type: none"> <li>Critical shortage of academic and research space and infrastructure</li> <li>Enterprise IT systems</li> <li>Limited funding</li> <li>Endowment income</li> <li>Constraints on land development (ALR)</li> </ul>	<ul style="list-style-type: none"> <li>Low grant per FTE</li> <li>Wage inflation</li> <li>Inadequate research funding and support</li> <li>Access to capital for academic and research space</li> <li>Lack of recognition</li> </ul>
<b>Environment</b>	<ul style="list-style-type: none"> <li>Engaged communities</li> <li>Many industry partners</li> <li>Aboriginal community engagement</li> <li>Strong regional economy</li> <li>Affordable housing</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative ventures with community and industry</li> <li>Regional social and economic impact</li> <li>Innovation in the Interior</li> <li>Population growth</li> </ul>	<ul style="list-style-type: none"> <li>Small local labour market</li> <li>Research and teaching agenda at Interior Health at early stage</li> <li>Limited donor potential</li> <li>Limited services</li> </ul>	<ul style="list-style-type: none"> <li>Small local population</li> <li>Demand for PSE</li> <li>Lack of alumni and engaged donors</li> <li>Constraints on land development</li> </ul>
<b>Academic and research</b>	<ul style="list-style-type: none"> <li>Many strong academic programs</li> <li>Community engaged learning</li> <li>Indigenous access and success</li> <li>Research capacity and outputs growing rapidly</li> </ul>	<ul style="list-style-type: none"> <li>Strong student demand</li> <li>Expansion of health and engineering programs</li> <li>Collaboration in programming</li> <li>Expanding research</li> <li>New graduate programs</li> </ul>	<ul style="list-style-type: none"> <li>Ineligible for small university benefits (CFI, CRCs, Indirects etc)</li> <li>Some programs lack critical mass</li> <li>BA program issues</li> <li>Coordination between health and medicine</li> <li>Limited graduate student funding</li> </ul>	<ul style="list-style-type: none"> <li>See above</li> </ul>

# Appendix 3. PROPOSED PROGRAM OFFERINGS (TO 2025)

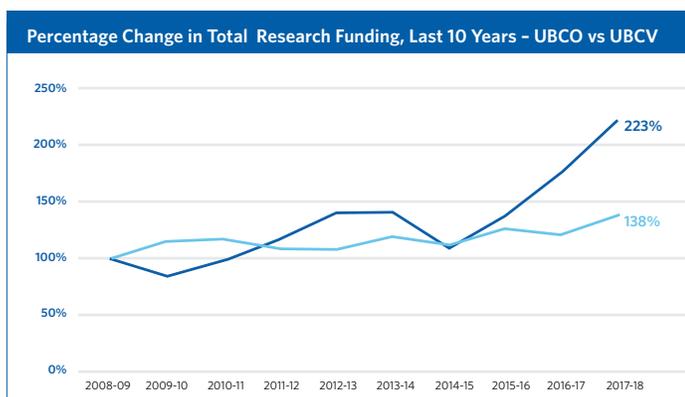
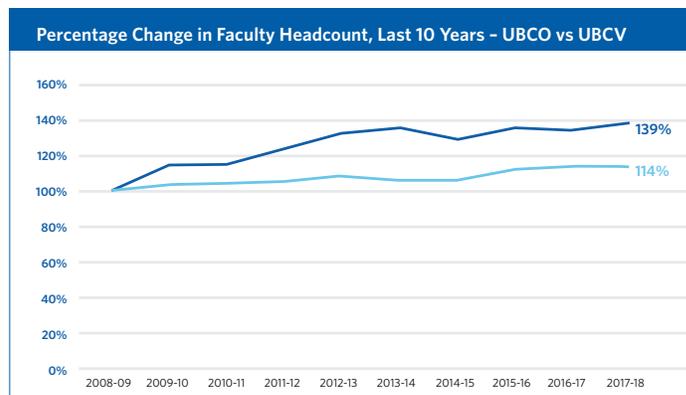
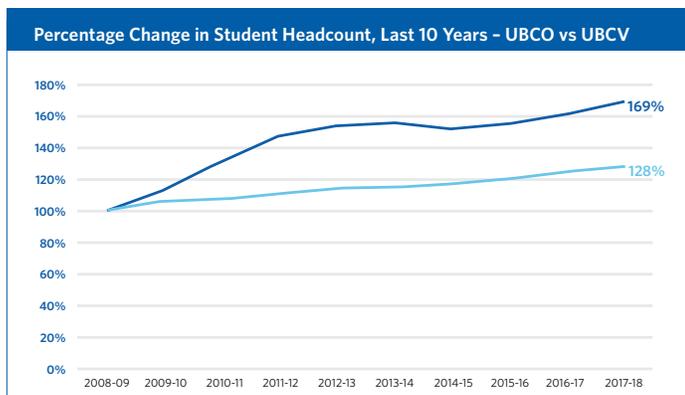
	Faculty Health & Social Development (FHSD)	Arts & Sciences (IKBSAS)	School of Engineering (SoE)	Faculty of Creative & Critical Studies (FCCS)	Okanagan School of Education	Faculty of Management (FoM)	Inter-faculty
<b>Undergraduate</b>		<ul style="list-style-type: none"> <li>Re-envisioned BSc with indigenous content requirement</li> </ul>	<ul style="list-style-type: none"> <li>Integrated engineering</li> <li>Food engineering</li> <li>Aerospace engineering</li> <li>Computer engineering</li> </ul>	<ul style="list-style-type: none"> <li>BA in World Literature</li> <li>Degree specializations in digital media, digital humanities, and film studies</li> </ul>		<ul style="list-style-type: none"> <li>Indigenous Language-competency framework</li> <li>Re-envisioned BA with requirements in indigenous content, communication, critical thinking and scientific literacy/ numeracy</li> <li>Software engineering (SoE + IKBSAS)</li> <li>Management science &amp; engineering (FoM + SoE)</li> </ul>	
<b>Masters</b>	<ul style="list-style-type: none"> <li>Master of Kinesiology</li> <li>Occupational Therapy</li> <li>Physical Therapy</li> </ul>	<ul style="list-style-type: none"> <li>MSc, Food Biosystems</li> <li>MSc, Mathematics</li> <li>MSc, Modeling and Optimization</li> <li>MSc, Physics</li> <li>Professional Master of Data Science in Earth Observation</li> <li>MSc, Statistics</li> <li>MSc, Micro-Analytical Techniques</li> <li>MA, Applied Economics</li> <li>Industrial Psychology</li> <li>Public Policy</li> <li>Cultural Heritage Management</li> <li>Aboriginal/Indigenous Community Development/ Administration</li> </ul>	<ul style="list-style-type: none"> <li>MASc, Aerospace engineering</li> <li>MASc, Resilient Infrastructure Management Engineering</li> <li>MASc, Manufacturing &amp; Engineering</li> </ul>			<ul style="list-style-type: none"> <li>Masters, Health Technologies (FHSD and SoE)</li> <li>Masters of Health Management (FHSD and FoM)</li> <li>Arts Management (FCCS and FoM)</li> <li>MSc, Data Engineering (IKBSAS and SoE)</li> </ul>	
<b>Accelerated Masters</b>						<ul style="list-style-type: none"> <li>A fifth year in management: a campus-wide management program delivered immediately following completion of an undergraduate degree, as a fifth year of study. Depending on their UG degrees, students can opt for different specialisations, e.g. engineering management, management of creative industries, health management, public management etc.</li> </ul>	
<b>PhD</b>	<ul style="list-style-type: none"> <li>Nursing</li> <li>Nurse Practitioner (with UBCV Applied Science)</li> <li>Social Work</li> </ul>	<ul style="list-style-type: none"> <li>Computer Science (currently undergoing approval)</li> <li>Data Science</li> </ul>			Doctorate in Education		<ul style="list-style-type: none"> <li>PhD in Physics, possibly joint between the Dept. of Computer Science, Mathematics, Physics and Statistics and the SoE</li> </ul>
<b>Certificate (graduate and/or UG)</b>							<ul style="list-style-type: none"> <li>Health Management</li> <li>Wine Management</li> <li>Cannabis Management</li> <li>Creative industries management</li> </ul>
<b>Non-degree credentials</b>							

UBC Okanagan Senate has recently passed policies which enable us to offer non-degree programs in a variety of formats.

## Appendix 4.

# OKANAGAN CAMPUS HISTORIC GROWTH, 2008-2018

The MOU establishing UBC in the Okanagan envisioned a Southern Interior research-intensive university. By all measures, UBCO is on its way to fulfilling that promise.



UBC Total UBCO

As per the preceding graphs, UBC Okanagan has exceeded its provincial enrolment targets, which, notably, includes an increase in graduate students from 41 to 949 since 2005. It has a rapidly growing complement of early-to-mid career faculty, and has seen a dramatic increase in research funding.

The provincial government and UBC designed the Okanagan to be able to adapt and grow to serve future regional needs, having a local Senate and leadership structure and UBC system support.

This has allowed the campus to be responsive to community demand, introducing new programming such as the Bachelor of Media Studies, a redesigned Bachelor of Education, and a Masters in Data Science and, with the Vancouver campus, a new program in manufacturing engineering. The campus has also introduced a campus-wide co-op program, and expanded access programs for Indigenous students.

In research, strong community partnerships combined with globally-connected researchers and a high value placed on collaboration have resulted in emerging strengths in the areas of: healthy people (rural and remote health, chronic disease

prevention, healthy living and aging); emergent technologies (materials and manufacturing, sustainable infrastructure, biomedical engineering); resilient environments (sustainability, ecosystem management, restorative and high value agriculture); and thriving communities (arts and creativity, indigeneity, social innovation and community resilience).

A distinguishing characteristic of UBCO is its relationship with surrounding communities. As a campus that emerged from community demand, its faculty, staff and students have consistently worked with the region through initiatives such as the Southern Medical Program, MOU's with the Okanagan Nation Alliance and the City of Kelowna, the wine sector throughout the Interior, the Healthy Cities initiative, Opera Kelowna and countless co-op placements and research projects. Planning for the Innovation Precinct is well advanced and likely to be a landmark project that further connects UBC with its community in new ways. UBCO has the opportunity to be a critical partnering site for UBC, bringing together UBC researchers from both campuses with global partners.



2018



2040

# UBC Okanagan OUTLOOK 2040

01.2019 | From the Office of the Deputy Vice-Chancellor & Principal



THE UNIVERSITY OF BRITISH COLUMBIA  
Okanagan Campus

**Appendix 2: Five Year Enrolment Update – Towards 2040**

	2016/17	2017/18	2018/19	2019/20	2020/21
<b>UNDERGRADUATE DOMESTIC</b>					
UBC-O Undergraduate Domestic Total	6,897	7,065	7,486	7,844	8,441
UBC-V Undergraduate Domestic Total	32,991	33,169	33,064	33,301	34,720
System total, undergraduate domestic	39,888	40,234	40,550	41,145	43,161
<b>UBC-O undergraduate domestic students as % of system total</b>	<b>17.29</b>	<b>17.56</b>	<b>18.46</b>	<b>19.06</b>	<b>19.56</b>
<b>GRADUATE DOMESTIC</b>					
UBC-O Graduate Domestic Total	539	582	629	679	707
UBC-V Graduate Domestic Total	6,630	6,474	6,394	6,403	6,712
System total, graduate domestic	7169	7056	7023	7082	7419
<b>UBC-O graduate students as % of system total</b>	<b>7.52</b>	<b>8.25</b>	<b>8.96</b>	<b>9.59</b>	<b>9.53</b>
<b>DOMESTIC UNDERGRADUATE + GRADUATE</b>					
UBC-O Domestic Undergraduate + Graduate	7,436	7,647	8,115	8,523	9,148
UBC-V Domestic Undergraduate + Graduate + Residents	41,050	41,095	40,926	41,152	42,958
System total Domestic Undergraduate + Graduate + Residents	48,486	48,742	49,041	49,675	52,106
<b>UBC-O students as % of system total</b>	<b>15.34</b>	<b>15.69</b>	<b>16.55</b>	<b>17.16</b>	<b>17.56</b>
<b>INDIGENOUS STUDENTS</b>					
Indigenous students, UBC-O	504	570	563	649	712
Indigenous students, UBC-V	1,153	1,203	1,168	1,207	1,330
System total	1657	1773	1731	1856	2042
<b>UBC-O as % of system total</b>	<b>30.42</b>	<b>32.15</b>	<b>32.52</b>	<b>34.97</b>	<b>34.87</b>
<b>INTERNATIONAL STUDENTS</b>					
UBC-O International students	1,251	1,473	1,820	2,185	2,414
UBC-V International students	13,182	14,685	15,405	16,098	15,504
System total, international students	14,433	16,158	17,225	18,283	17,918
<b>UBC-O international students as % of system total</b>	<b>8.67</b>	<b>9.12</b>	<b>10.57</b>	<b>11.95</b>	<b>13.47</b>
<b>UBC-O STUDENTS AS % TOTAL NUMBER OF UBC STUDENTS (undergraduate, graduate)</b>	<b>14.13%</b>	<b>14.38%</b>	<b>15.33%</b>	<b>16.10%</b>	<b>16.88%</b>

Source: UBC Enrollment Report, 20/21

**Appendix 3: UBC Okanagan Program Development Update – Towards 2040**

Program	Summary	Status
<b>Redesigned BA and BSc with required indigenous content</b>	The re-designed BA and BSc have a required “Indigenous content” component with the goal to provide students with the knowledge and skills needed to decolonize historical and contemporary bias and stereotyping, and provide students with a sound basis for inquiry into alternative ways of knowing toward indigenizing knowledge advancement.	BA status: Will be implemented Sept 2021 BSc status: Will be implemented Sept 2022
<b>Bachelor of Sustainability</b>	The degree will provide students with appropriate breadth and rigour to critically assess and propose solutions to contemporary sustainability challenges, such as climate, environmental degradation, pollution, energy use, policy, human well-being, and social and economic inequality in British Columbia and the world.	Awaiting Ministry approval
<b>Bachelor of Nsyilxcn Language Fluency</b>	The first degree following a framework for language degrees in BC done with communities, post-secondary education institutions, and Indigenous organizations. The degree focuses on Nsyilxcn, and it is based on a partnership with the En’owkin Centre and the Nicola Valley Institute of Technology (NVIT). Completion of NVIT’s 2 year (63 credit) Nsyilxcn Language Diploma is the admission criteria for entry into the UBC Okanagan Degree. This Nsyilxcn degree provides a template for additional Interior Salishan language degrees coming on stream when and as appropriate.	Approved and expecting first cohort Sept 2021
<b>Advanced Manufacturing</b>	The program develops engineers specializing in modern manufacturing environments, who are in demand in both industry and research. It is based n a Manufacturing Engineering curriculum proposed by the International Academic for Production Engineering. This program provides opportunities for inter-institutional collaborative teaching between the Vancouver and Okanagan campuses.	Implemented Sept 2019
<b>World Literatures</b>	This Program offers a well-rounded learning experience that includes the apprenticeship of two of the world’s major languages. Students will gain foundational knowledge of the literary traditions and cultures of each language as well as a basic historical understanding of the shaping of each culture. They will learn practical skills for everyday French and Spanish as well as skills for use in academic and work environments. Students will gain a basic competency in a third language, such as German, Japanese, Korean or Mandarin, enabling them to broaden their understanding of languages and intercultural communication.	Preparing submission to Ministry

UBC Okanagan 2040 Progress Update

<b>Bachelor of Media Studies</b>	The proposed changes to the BMS are designed to successfully prepare graduates who wish to go into creative and cultural industries, and/or hope to continue their education and research in design, art, or in the academy. By creating a suite of core Media Studies courses that synthesize computer science and design topics, and providing flexibility with a selection of elective courses, students will gain skills in interdisciplinary study and research for driving the innovation essential for BC's future in the digital media (as cited by WorkBC 2018).	Implemented September 2020
<b>Accelerated Masters of Management</b>	A campus-wide management program delivered immediately following completion of an undergraduate degree, as a fifth year of study. Depending on their UG degrees, students can opt for different specialisations, e.g. engineering management, management of creative industries, health management, public management.	Preparing for Board of Governors approval
<b>PhD in Nursing</b>	The primary objectives of the PhD in Nursing program are to: (1) Provide a rigorous, high-quality doctoral-level graduate program in nursing that builds on UBC Okanagan's highly successful MSN program, (2) Enable students to actively participate in the development of nursing knowledge, adding to the evidence base to enhance nursing and health, (3) Prepare outstanding nurse leaders to have expanded spheres of influence to enhance health and well-being of individuals, families and communities through leadership roles in academic institutions, practice settings, and policy arenas.	Implemented 2019
<b>Master of Design in Design, Innovation, Creativity and Entrepreneurship (MDES)</b>	The MDES curriculum and pedagogy explore critical design thinking, creative practice, and engineering principles within a culture of innovation, creativity and social and sustainable entrepreneurship. It's a 30-credit, 16-month, and cohort-based professional masters.	Coming shortly to senate
<b>Ed. D, Education</b>	An Education Doctorate program is under development within the Okanagan School of Education. It is being specifically designed for educational leaders, bridging academia and the practice, blending scholarly research with practical applications, to solve complex problems in their professional context. The practice-oriented doctorate will attract educators working in PreK-16 and community education settings. It is for educators wishing to analyze problems of practice, develop new knowledge, structure experiences, grow practical insight, and become leaders of practice and to have these recognized within a doctoral degree.	Under development




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<b>SUBJECT</b>	Career Strategy Okanagan & Vancouver Campuses
<b>SUBMITTED TO</b>	People, Community, & International Committee
<b>MEETING DATE</b>	April 8, 2021
<b>SESSION CLASSIFICATION</b>	Recommended session criteria from Board Meetings Policy: OPEN
<b>REQUEST</b>	For information only - No action requested
<b>LEAD EXECUTIVE</b>	Ainsley Carry, Vice President Students
<b>SUPPORTED BY</b>	Dale Mullings, Associate Vice President Students

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**PRIOR SUBMISSIONS**

The subject matter of this submission has not previously been considered by the People, Community & International Committee.

**EXECUTIVE SUMMARY**

When students receive meaningful careers support from their University, it can have positive effects on graduates’ future salary<sup>1</sup>, institutional affinity, overall education satisfaction, and career pathway preparation<sup>2</sup>. UBC is committed to supporting students’ career development as a foundational practice, as reflected in the University’s institutional priorities for Student Research (Strategy 8), Practical Learning (Strategy 13), Student Experience (Strategy 15), Alumni Engagement (Strategy 18), and Local and Global Engagement, more broadly.

Across both campuses, UBC facilitates programs and services, offers advising and develops self-guided resources to support students to explore career resources, engage in career-building experiences, and connect to people and opportunities that will inform and help achieve their career aspirations.

Beyond explicit “career services”, many aspects of students’ university experiences contribute to their preparation for career and the world of work. There are many areas of the institution, both academic and co-curricular, that contribute substantively to supporting students’ career learning. These include a wide range of advising offices, academic programs, community engagement, and student services.

UBC is committed to enhancing and advancing the career strategy as a key priority in supporting and advancing the teaching and learning and research mission of the University.

**Okanagan:**

UBC Okanagan executive has endorsed a move to integrate and grow the Academic Advising and Career Services model on the Okanagan campus. Over the coming year, the two teams will integrate to become one and will increase capacity by providing specialist advisors for every faculty on campus. This will ensure that students are able to receive customized career and academic advising for their particular degree program right from the first

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<sup>1</sup> Hirschi, A., Nagy, N., Baumeler, F., Johnston, C.S., & Spurk, D. (2018). Assessing Key Predictors of Career Success: Development and Validation of the Career Resources Questionnaire. *Journal of Career Assessment*, 26(2), 338-358. Doi 10.1177/1069072717695584

<sup>2</sup> Educational Satisfaction: satisfaction with institutional involvement in their career planning, envisioning and understanding career options, networking with alumni, and networking with employers (NACM, 2020).

day of their degree. As well, the Okanagan will enhance career development partnerships, both on and off campus, with increased capacity to work closely with employers, faculty, and staff to ensure that students can access career building opportunities throughout their degree and beyond. The presentation outlines the development and progress towards an integrated approach specifically outlining, the vision, planned approach and implementation.

**Vancouver:**

To continue to meet the evolving career needs of our students a comprehensive collaborative integrated framework is critical in supporting students to become “career ready”. This integrated framework will advance the way in which we support our students in career preparation. Through strengthening our partnerships with alumni, industry and our campus partners; enhancement of equitable access; digital transformation, and integration of career preparation into curricular and co-curricular programming, will facilitate advancements in system approaches, new opportunities for experiential learning, and creation of new innovative programs and resources for students. The presentation outlines the development towards an integrated approach specifically outlining the current approach, visioning and planned approach.

**Vancouver and Okanagan Cross-Campus Collaborations**

Over the past year the Vancouver and Okanagan Career teams have been working closely together in response COVID-19 and in enhancing the support and programs and services provided to our students. These collaborations include:

- Joint Graduate and Professional Schools Fair and Career Day
- West Coast Job Fair (Fall & Spring)
- Get Hired UBC Virtual Fair (May 2020)
- Alumni Series with Okanagan alumna: Community Connections Series: Career Conversations with Black UBC Alumni

In addition, a joint International Career Week is planned for 2022.

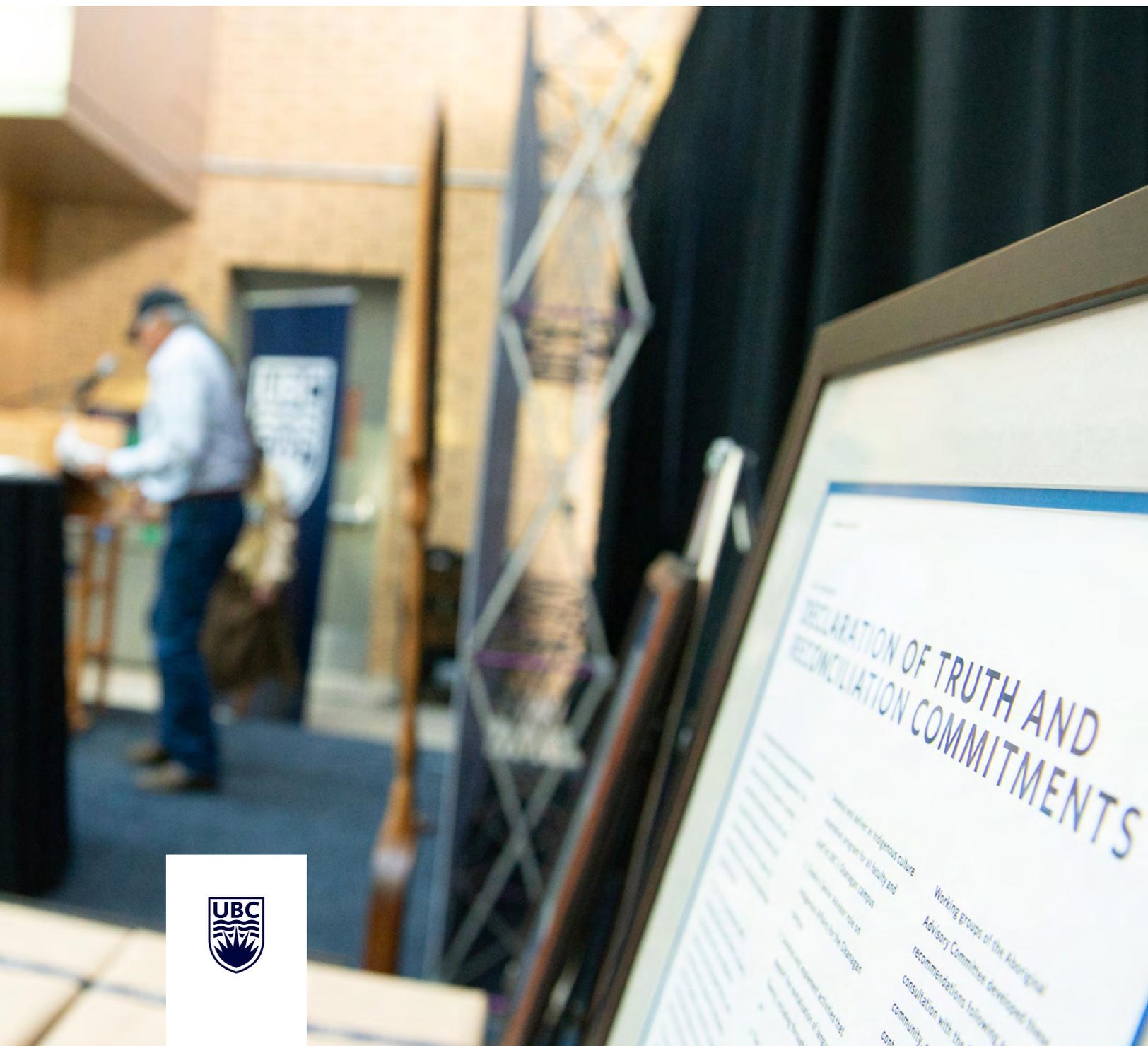
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**PRESENTATIONS**

1. Vancouver & Okanagan Career Strategy

# DECLARATION OF TRUTH AND RECONCILIATION COMMITMENTS

THE UNIVERSITY OF BRITISH COLUMBIA OKANAGAN  
2020 ANNUAL REPORT





On September 24, 2019,  
students, faculty and staff  
gathered with community  
members to witness UBC  
Okanagan's declaration of  
Truth and Reconciliation  
commitments.

## Deputy Vice-Chancellor and Principal



In 2019 UBC Okanagan pledged to support Indigenous students, culture and scholarship through a public declaration of five Truth and Reconciliation commitments. We have worked steadfastly in the last year toward realizing these commitments and are proud to share our progress thus far. Over the next four years, we will continue to work relentlessly until we reach all our promised commitments. However, we know that the work of reconciliation does not end there.

UBC Okanagan has the distinct privilege of being founded in partnership with Indigenous peoples on whose territory the campus is situated. We deeply value the collaborative relationship that we have with the Sylix Okanagan Nation and its member communities and vow to continue to work together with the support of UBC's Indigenous Strategic Plan to advance Indigenous rights and scholarship long after we have achieved the commitments outlined below.

**PROFESSOR LESLEY CORMACK**

## Senior Advisor on Indigenous Affairs

Last fall, many of you witnessed UBC Okanagan's formal declaration of commitments to the Truth and Reconciliation Commission's Calls to Action. This year also marks the 15<sup>th</sup> anniversary of UBC's Okanagan campus. On opening day in September 2005, UBC was welcomed to these lands by the Sylix Okanagan Nation communities and Chiefs and at that time a Memorandum of Understanding on Educational Cooperation and Programming was signed by the Okanagan Nation Alliance Chiefs Executive Council and UBC leaders.



As we work towards fulfilling our commitments, I respectfully acknowledge the collective work that has occurred over the last 15 years since UBC was welcomed to Sylix Okanagan Nation territory. We have much to do across UBC, and at UBC Okanagan we are working each day to deliver on our commitments to the TRC Calls to Action and Indigenous Strategic Plan. I look forward to connecting with you in person when we are able and will provide further updates as our essential work continues.

Thank you for your support and friendship.

**ADRIENNE VEDAN**

# TRUTH AND RECONCILIATION COMMITMENTS

**THE UNIVERSITY OF BRITISH COLUMBIA** is committed to meeting the challenge issued to Canadians by the Truth and Reconciliation Commission of Canada to engage in an ongoing process of reconciliation.

As part of the university's response to the Truth and Reconciliation Commission's Calls to Action, UBC Okanagan commits to supporting and implementing the following five recommendations received from the Aboriginal Advisory Committee to the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation:

**Develop and deliver an Indigenous culture orientation program for all faculty and staff at UBC's Okanagan campus**

**Create a Senior Advisor role on Indigenous Affairs for the Okanagan campus**

**Develop and implement activities that support the revitalization of language fluency, including through initiatives such as:**

- The Language Fluency/Proficiency Degree Framework;
- Pathways to language teacher education through the Faculty of Education; and
- Signage and wayfinding on campus which represents Okanagan language and culture

**Advance Indigenous teaching and research through positive incentives and strategies that support:**

- Faculty hires;
- Curriculum development support; and
- Land-based learning and teaching spaces, such as an outdoor classroom and nature interpretation in the Okanagan language

**Expand health and wellness services to better support Aboriginal students**

These actions build on the foundation of UBC's relationship with the Syilx Okanagan Nation and provide direction for efforts at the Okanagan campus to work with and in support of the Indigenous peoples of the Southern Interior region of British Columbia and other Indigenous communities in Canada and worldwide.

# Develop and deliver an Indigenous culture orientation program for all faculty and staff at UBC's Okanagan campus

## INDIGENOUS CULTURAL SAFETY TRAINING

Indigenous culture orientation material has been developed and has been piloted in small groups with the AVP Students, Enrolment Services and Residence & Housing at this time. Plans are being made to expand capacity to deliver the program to all faculty and staff.

Health and Wellness staff are participating in the San'yas: Indigenous Cultural Safety Training Program delivered by the Provincial Health Services Authority in British Columbia.

The Office of the Vice-Principal, Research and Innovation (VPRI), in collaboration with the Eminence Clusters supported and co-funded a two day Cultural Competency Training. The material was co-created by Interior Health Authority facilitators, Leslie Bryant and Vanessa Mitchell, along with Elders Christine Marchand and Eric Mitchell from the Syilx Okanagan Nation, and Elder Roberta from the Snuneymuxw and Cowichan First Nations, and Chris Macklin, a member of the Métis Nation of BC. The workshop was delivered January 20 and 21, 2020 to 45 people: 14 UBC research faculty, 4 cluster coordinators, 15 student researchers/trainees, 8 VPRI staff, and 4 Interior Health staff.

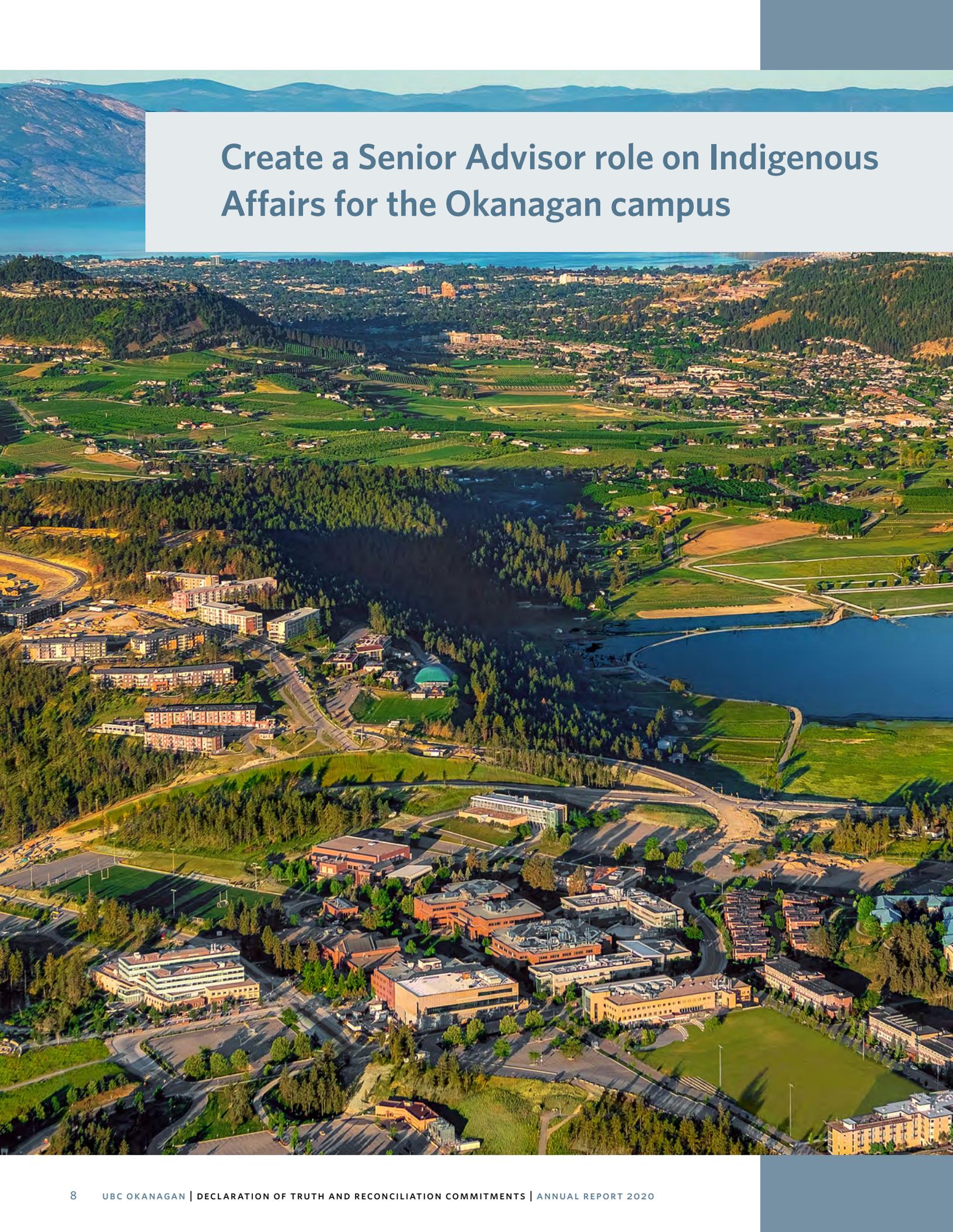
The training provided a basic level of Indigenous cultural competency in order to:

- 1 create an inclusive culture within the research community that values Indigenous peoples, perspectives, and ways of knowing; and
- 2 create a learning and research environment where Indigenous students feel a sense of welcome and belonging.



The Faculty of Creative and Critical Studies (FCCS) continue to support the appointment of two Syilx Okanagan Nation Elders, Eric Mitchell and Christine Marchand, as Adjunct Professors. Elders Eric and Chris support the offering of FCCS-specific Cultural Safety Training for faculty, staff and students who are interested, including colleagues from different faculties.



An aerial photograph of the UBC Okanagan campus and its surrounding environment. The foreground shows several large, modern university buildings with flat roofs and parking lots. A large, curved road winds through the campus. In the middle ground, there are green fields, a large body of water (likely a reservoir or lake), and a dense forest. The background features rolling hills and mountains under a clear blue sky. The text "Create a Senior Advisor role on Indigenous Affairs for the Okanagan campus" is overlaid in a white box on the upper left side of the image.

# Create a Senior Advisor role on Indigenous Affairs for the Okanagan campus



### IAN CULL

In January 2019, Ian Cull was appointed as the inaugural Senior Advisor to the Deputy Vice-Chancellor and Principal on Indigenous Affairs. Ian is a member of Dokis First Nation and served as Associate Vice- President Students for 15 years at UBC's Okanagan campus before his appointment as Senior Advisor on Indigenous Affairs.



### ADRIENNE VEDAN

Adrienne Vedan, member of the Syilx Okanagan Nation from the Okanagan Indian Band, was appointed Senior Advisor to the Deputy Vice-Chancellor as of July 1, 2020 following Ian Cull's retirement, and will maintain oversight of Aboriginal Programs and Services.

**Develop and implement activities that support the revitalization of language fluency, including through initiatives such as:**

## **The Language Fluency/Proficiency Degree Framework**

### **BACHELOR OF NSYILXCN LANGUAGE FLUENCY**

The Okanagan campus has approved the Bachelor of Nsyilxcn Language Fluency. The degree builds on a degree framework agreed upon by various post-secondary institutions in the province as well as Aboriginal organizations and institutions: the En'owkin Centre, IAHLA (Indigenous Adult and Higher Learning Association), FNEC (First Nations Steering Committee), and Wilp Wilxo'oskwhl Nisga'a.

The degree will respond to the urgent need to revitalize Indigenous languages and deliver language speakers at a high proficiency level through full immersion in their communities. Following approval from the Ministry of Advanced Education, Skills and Training, the degree will be implemented in 2021. Community leadership is fundamental to the Bachelor of Nsyilxcn Language Fluency, with courses taught in the community by Elders and native speakers, allowing for the full immersion of students.





## Pathways to language teacher education through the Faculty of Education

The Nsyilxcn Language Fluency program is collaborating with the Okanagan School of Education on a pathway for language fluency program graduates to have an admission pathway to the Bachelor of Education program.

### Signage and wayfinding on campus which represents Okanagan language and culture

Welcome signs in seven Indigenous languages of the Interior have been installed on the doors of Community, Culture and Global Studies faculty members. The aim is to welcome and be inclusive to Indigenous students who may be far from their home territories.

Campus Planning is working with the En'owkin Centre on an initiative to update existing street signs with the English translations of their Syilx names. The purpose of this project is to foster an inclusive public realm that supports the understanding and promotes the learning of the Syilx Okanagan Nation. The project will include the translation of eleven street signs that exist throughout campus.



The artwork of Csetkwe Fortier, a member of the Okanagan Nation from Upper Nicola, was permanently installed in the Commons building in March 2020. The artwork was produced from her involvement in the British Columbia wine industry identity workshops, held across B.C. in 2018 as part of a wider project on the industry's socio-economic development.

The Faculty of Management's Dean Roger Sugden, Marcela Valania, Dr. Malida Mookan, Dr. Jacques-Oliver Pesme and Kim Buschert organized the workshops and offered a space for reflection and dialogue about the identity of the B.C. wine territory among wine industry actors. In particular, they focused on the industry's relationship with the land, and on history, culture, heritage, and business approaches.

Csetkwe was invited to illustrate her perspective on what the workshops brought to the surface. She was asked to witness, observe, and listen to the discussions, and to translate her individual interpretations in her own style, through her art, however she saw fit. She worked at the workshops in real time, and shared her art with the participants.

Csetkwe's pieces are titled: "Grander than the Grand Canyon: kilawna", "Underground: senpinkten", "Siblings: n'kmip", and "Sophisticated Systems: Kwantlen".

# Advance Indigenous teaching and research through positive incentives and strategies that support:

## Faculty hires

**THE OKANAGAN SCHOOL OF EDUCATION** welcomed **DR. BILL COHEN** to the faculty in the position of Assistant Professor on July 1, 2020. Dr. Bill Cohen is from the Okanagan Nation with extensive kinship ties throughout BC and Washington. He specializes in the areas of Indigenous knowledge, research, education, and transforming pedagogy. The focus of Dr. Cohen's continuing research is to identify, understand and theorize the transforming potential of Indigenous and Okanagan knowledge and pedagogy through organic language and cultural knowledge revitalization.

**THE INDIGENOUS STUDIES** program in the Irving K. Barber Faculty of Arts and Social Sciences welcomed **DR. GABRIELLE LEGAULT** to the faculty in the position of Assistant Professor on July 1, 2020. Dr. Legault is Métis, originally from Saskatchewan, and her areas of research specialization include Contemporary Métis culture and identity, Métis history, Indigenous territories and homelands, Indigenous research methodologies, community-based research methods, Indigenous knowledge and Indigeneity.

**THE FACULTY OF CREATIVE AND CRITICAL STUDIES** welcomed **DR. KERRIE CHARNELY** to the faculty in the position of Assistant Professor of teaching English and Cultural Studies on July 1, 2020. Dr. Charnely is from Katsie First Nation and her teaching and courses will be in Indigenous Communication, Rhetoric, and Pedagogy.

The Faculty also welcomed **DR. MONICA GOOD** who has roots in the Comanche peoples residing in Coahuila state, Mexico, where she developed her passion for language instruction and study as instruments of social justice. In the last few years, she has developed strong ties with Indigenous communities in Oaxaca State, Mexico, culminating, in 2019, with her organization of a major conference for Indigenous interpreters and teachers in partnership with the Centro Profesional Indígena de Asesoría Defensa y Traducción. Dr. Good joined the Department of Languages and World Literature on July 1, 2020 in the tenure stream, teaching courses in Spanish, Mayan Language and Culture, and Indigenous voices of meso-America.

**THE SCHOOL OF ENGINEERING** will welcome **DR. MICHAEL BENOIT** in January 2021 in the position of Assistant Professor (tenure track). Dr. Benoit is Métis and is a Manufacturing Engineer. The Faculty will also welcome **DR. CHRISTOPHER COLLIER** starting July 2021 in the position of Assistant Professor (tenure track). Dr. Collier is Métis and is an Electrical Engineer.

**THE SCHOOL OF NURSING** welcomed **ELDER JANE TAYLOR** from the Vuntut Gwitchin First Nation who has worked in many areas of urban and on-reserve communities within the North, Central, and South Okanagan over the last 40 years in health wellness, homelessness, mental health, cultural safety and trauma care. She will be taking on the role of Indigenous health and cultural safety education and Elder Research Advisor.

*continued on next page*

## Faculty Hires cont'd

The School of Nursing would like to acknowledge and thank **ELDER JESSIE NYBERG** for her many contributions over the last fifteen years following her retirement in July 2020. Elder Jessie is a member of the Secwepemc Nation from the Canoe Creek Band and a registered nurse. She was a founding member of the Indigenous Health cultural safety modules curriculum offered through the School

of Nursing and as an undergraduate/graduate campus-wide course. She is an Adjunct Professor in the delivery and evaluation of these courses. Elder Jessie was also a mentor for several students from all disciplines, and the Elder Research Advisor on several nationally funded urban and acute care patient experience Indigenous health research studies and initiatives at UBC Okanagan.

## Curriculum development support

During the 2019/20 academic year, UBC Okanagan offered 79 courses with Indigenous content across graduate and undergraduate curricula. UBC Okanagan continues to work towards the creation of Faculty advisory committees to support curricular changes as well as Indigenous initiatives across campus. This initiative includes the hiring of new Faculty members who can serve as Indigenous Liaisons across disciplines.

### FACULTY OF HEALTH AND SOCIAL DEVELOPMENT

The School of Social Work is working on increasing the amount of field education sites so that students can be placed in Indigenous community settings to fulfill their 450 hours of practical learning. The School's goal is to reach a proportion of 25% of sites in Indigenous communities over the next five years. To support this goal, an instructor will be recruited to help with these relationships and support Indigenous students.

The School of Nursing is currently reviewing and mapping its curriculum to intentionally weave more Indigenous content through an undergraduate curriculum committee including Indigenous students and faculty members.

### OKANAGAN SCHOOL OF EDUCATION

The Okanagan School of Education (OSE) Indigenous Education Council provides advice, recommendations and guidance that promote, advance and support interweaving of Indigenous teachings, learning and First Peoples Principles of Learning (FPPL) across the Teacher Education program.

The OSE continues to engage faculty, staff, prospective educators, practicing educators and community partners in the Syilx Okanagan Nation in conversations with and through Elders, Knowledge-Keepers and the rich resources of the greater Okanagan region. The aim is to co-design curricular experiences that foster educators' Indigenous knowledge alongside curricular embodiment of First Nations principles and practices in the classroom. This place-based approach holds potential for transforming the educational landscape locally and broadly. In addition, the School offered 20 workshops programmatically embedding broad range of topics oriented towards strengthening curricular Indigenousization.

The School is currently working with the Faculty of Education on the Vancouver campus with the aim of offering components of the already established Indigenous Teacher Education (NITEP) in the Okanagan by Fall 2020.

The OSE offered a new course at the graduate level introducing Indigenous perspectives grounded in Syilx knowledge.

- *EDUC 562 Coyote Stories: Pedagogy and Praxis*



## IRVING K. BARBER FACULTY OF ARTS AND SOCIAL SCIENCES

Ongoing work continues to further integrate Indigenous perspectives and knowledge in curricula across the re-designed Bachelor of Arts, which includes mandatory Indigenous courses.

Community, Culture and Global Studies has created an 'Indigenizing the curriculum' working group that created a handbook for faculty members that maps out protocols for inviting Elders to classrooms or other departmental events. It also created a library of Okanagan resources (books) for faculty and staff. Additionally, the department of Anthropology recently hired a new Assistant Professor whose research interests are in post-colonial and Indigenous studies of cultural heritage; geospatial and digital methods and practice; landscape and settlement archaeology and the practice of archaeology.

The Faculty of Arts and Social Sciences has created a curriculum-related position on Indigenous Youth Mental Health and Wellbeing and has started the search process for this role.

## IRVING. K. BARBER FACULTY OF SCIENCE

Ongoing work continues to further integrate Indigenous perspectives and knowledge in curricula across the Bachelor of Science which includes mandatory Indigenous courses.

## FACULTY OF CREATIVE AND CRITICAL STUDIES

The Faculty of Creative and Critical Studies has created new courses focusing on Indigenous content:

- **WRLD 155 *Introduction to Language and Culture: Modern Maya*** A basic introduction to modern spoken Yucatec Maya, and key Indigenous intercultural and sociolinguistic concepts.
- **WRLD 340 *Tales of Resistance: Indigenous Voices in Central America*** Indigenous literature (including oral traditions, myths, legends, stories, songs testimonial narratives) from Indigenous nations in Southern Mexico and Guatemala.
- **ENGL 154 *Indigenous Narrative*** Introduces students to Indigenous narrative forms, including textual and oral storytelling in anecdotes, life-writing, films, histories, narrative poems, novels, performances and songs.

Curriculum development support cont'd

## FACULTY OF MANAGEMENT

Curriculum for the proposed Master of Management integrates Indigenous content with the help of Aboriginal Programs and Services. Awards will also be made available to Aboriginal students who are interested in the Master of Management.

Recent government funding was received by the Faculty of Management to engage with the Vancouver campus, co-op office and Aboriginal Programs and Services to explore current levels of engagement in Work Integrated Learning (WIL) programming by Indigenous students towards a pilot project to achieve more equitable participation across BC. Additionally, the Faculty has collaborated with the Okanagan Nation Alliance on their application for funding for an Operations, Evaluation and Learning Framework to achieve goals identified by the Okanagan Nation Alliance.

The Faculty of Management continues to integrate experiential education and presentations by invited speakers through the engagement with Westbank First Nation's Sncewips Heritage Museum. The Faculty also continues to offer workshops on the historical occupations of the Okanagan for students and the community. A further result of this relationship is a chapter on the History of Occupations in the Okanagan written by Westbank First Nation member Councillor Jordan Coble, on a forthcoming publication of the Faculty.

## SCHOOL OF ENGINEERING

In 2019-20, the School of Engineering at UBC's Okanagan campus delivered the second phase of a project to prepare students to understand why and how to consult and cooperate with Indigenous communities in engineering contexts. For the second consecutive year, curricular content was delivered in core courses, mixing direct instruction with guest lectures and assessing student learning through reflections, projects, presentations, and reports. The courses are APSC 201 - Technical Communication, ENGR 303 - Engineering Project Management, and ENGR 413 - Law and Ethics for Engineers. In two years, the project has impacted more than 1500 students across all years of the undergraduate engineering.

## LIBRARY

The UBC Okanagan Library continues to support and expand collections resources on the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and Missing and Murdered Indigenous Women and Girls (MMIWG) since the launch of the Okanagan Special Collections in 2018. The collection includes the R.S. Sargent Collection, most of the catalogue of Theytus Books, and publications from the Okanagan Nation Alliance. The UBC Okanagan Library worked closely with the CCGS faculty to support the access and digitization of Indigenous literature. The Library is working with the En'owkin Centre to provide training to En'owkin Centre's staff for the archiving and digitization of unique literature and resources that will serve student learning in the Bachelor of Nsyilxcn Fluency degree and the Indigenous Studies major, starting the summer of 2020.

## Land-based learning and teaching spaces, such as an outdoor classroom and nature interpretation in the Okanagan language

In the fall of 2019, Campus Planning retained the architectural services of Formline Architecture, an award winning Aboriginally owned architectural practices firm, to work with the university to generate a concept plan for an outdoor gathering space and classroom. Through a series of workshops, a draft concept design has been created that reflects both the tule mat house and winter home architecture utilized by the Syilx Okanagan people. Based on the concept plan, a Class D cost estimate was completed. Once funding is secured, next steps will include further site and functional programming work.



## Research

On August 11, 2020, the T̓silhqot̓in Nation and UBC signed a memorandum of understanding (MOU) and an Indigenous Knowledge Protocol Agreement (IK Protocol). The agreements were led by Chief Russell Myers Ross, Vice-Chair of the T̓silhqot̓in National Government (TNG) and Helen Burt, AVP, Research and Innovation at UBC, with Chief Myers recognizing the central contributions of UBC Okanagan researcher Kevin Hanna in helping bring the partners together.

Kevin Hanna is an Associate Professor in the Irving K. Barber Faculty of Science. He played a leading role in building the university's relationship with the T̓silhqot̓in, working with the TNG lands department in his capacity as Director of the UBC Centre for Environmental Assessment Research to conduct a variety of projects to improve understanding of T̓silhqot̓in territory.

The MOU and IK Protocol are a first between UBC and the T̓silhqot̓in Nation and set a path forward for collaboration, cooperation, and partnership grounded in respect for the Indigenous Rights of the T̓silhqot̓in Nation and which ensures research is undertaken with cultural safety as a key consideration.

Effective April 2020, Associate Professor Ian Foulds with the School of Engineering was appointed as a Tier 1 Indigenous Reconciliation in Engineering Chair as part of the Principal's Research Chairs Program at UBCO. This program is aligned with the Tier 1 and Tier 2 Canada Research Chair program criteria and recipients of the award are appointed to a renewable five-year term.

UBC Okanagan is receiving a \$1 million Social Sciences and Humanities Research Council (SSHRC) Partnership grant to establish a partnership research initiative for the next five years. The project—Co-Curricular-Making: Honoring Indigenous Connections to Land, Culture and the Relational Self—is led by Professor Margaret Macintyre Latta, director of UBC Okanagan's School of Education. Community partners include the Okanagan Nation Alliance, Central Okanagan Public Schools, IndigenEYEZ, Kelowna Art Gallery, Kelowna Museums Society and the universities of Alberta and Ottawa. The partnership will bring local Elders and Knowledge Keepers together with participating educators and the extended community. By the end of the five-year project, teachers and their students will have gained deeper understandings of Syilx culture with teachings that connect land, culture and understandings of self in the world. University and community partners will design and deliver learning opportunities that will help teachers in confronting and challenging the colonizing practices that have influenced education. These experiences will study the education conditions that challenge participation in reconciling conversations, grapple with personal narratives, and grow understandings of the histories of colonized and colonizers.

The Office of the Provost and Aboriginal Programs and Services have received an NSERC PromoScience Award for the Aboriginal Undergraduate Research Mentorship. The Aboriginal Undergraduate Research Mentorship program provides opportunities for Indigenous undergraduate students to be paired with faculty mentors and gain research experience. Financial support from the NSERC PromoScience program will allow for the continuation and expansion of programming offered through the Aboriginal Undergraduate Research Mentorship program.

# Expand health and wellness services to better support Aboriginal students

Health and Wellness has hired a full-time and permanent Indigenous counsellor starting in September 2019. The role has office space in both Health and Wellness and Aboriginal Programs and Services.

The expansion of health and wellness services to better support Aboriginal students uses a holistic understanding and approach of health and wellness that serves the whole student. Initiatives supporting the financial wellbeing of Aboriginal students include:

The Community, Culture and Global Studies (CCGS) Department within the Irving K. Barber Faculty of Arts and Social Sciences provided four \$500 awards to Indigenous students who are majoring in Indigenous Studies in the Winter 2019 academic session.

The CIBC Aboriginal Access Studies Award will provide five \$5,000 awards annually for students who have been admitted to an undergraduate degree program from the Aboriginal Access Studies program.

A bursary of \$3,450 has been endowed by the family of Mabel and Wilbur Hill for a student enrolled in the Bachelor of Arts Program.





**Appendix 6: UBC Okanagan Capital Development Update – Towards 2040**

Project	Summary	Status
<b>Interdisciplinary Collaboration and Innovation Building (ICI)</b>	146,000 sq. ft building for housing interdisciplinary teaching and research, including indigenous programs, health, data, high value agriculture and socio-economic regional development areas of focus.	Received BOG 1 approval June 2020 and design continues towards a projected BOG 2 approval Fall 2022
<b>Downtown Kelowna Project</b>	Properties Trust Building with lease to UBCO: 80,000 sq ft of academic space including programs in Nursing, Social Work and space for a Creative Studies engagement gallery and Management wine sensory lab. Project planned to include a University Housing residential tower of 17 to 20 stories.	The project is in design phase with projected occupancy summer 2025
<b>Engineering Design Labs</b>	Modular building - 4,234 sq ft teaching lab space creating backfill research space in EME building.	Opened Fall 2019
<b>Innovation Precinct One Building</b>	14,000 sq ft of UBC space for research and related graduate student space under development for faculties of Engineering and Creative and Critical Studies. Additional 7,000 ft <sup>2</sup> for potential industry research partner space under development.	Occupancy summer 2021
<b>Modular office facility</b>	Approximately 5,000 sq ft built to accommodate central administrative functions creating additional space in academic buildings	Opened Sept 2020
<b>Innovation Annex One</b>	Leased space adjacent to campus to accommodate 11,000 sq ft for administrative office functions creating additional space in academic buildings as well as 6,000 ft <sup>2</sup> high head space for additional short-term campus needs	April 2021
<b>Plant Growth Facility</b>	6000 sq ft facility, with 3000 sq ft as growth facility and 3,000 sq ft as header house	Opened summer of 2020
<b>Daycare</b>	Twenty spot expansion to existing facility completed with 57 spots now available and approval of another Provincial grant for an additional facility/expansion projected to add 30-40 more spaces with project planning currently underway	Anticipated opening late 2022 for second project
<b>Skeena Student Residence</b>	Accommodating a capacity of 220 students in modified traditional style facility	Fall 2020
<b>Nechako Student Residence</b>	Commons block accommodating a capacity of 220 students in modified traditional style facility along with a 450-seat dining hall and 24-hour amenity and front desk support for all 2,100 residence students.	July 2021
<b>Fieldhouse/Athletics Expansion</b>	Basic double gym facility to augment the current competition gym facility. This will add additional capacity for recreation on campus and also badly needed flexibility by providing another larger “flat floor” space	Exec 1 approval

# UBC OKANAGAN 2040 PROGRESS UPDATE

UBC Board of Governors April 2021

LESLEY CORMACK, DEPUTY VICE CHANCELLOR AND PRINCIPAL, UBCO



# ALIGNMENT WITH UBC STRATEGIC PLAN

## All goals, but most specifically:

- Lead globally (Goal 1)
- Partner with Indigenous communities (Goal 3)
- Build a diverse culture (Goal 4)
- Define & leverage distinct & complementary strengths (Goal 8)

## And all core areas and strategies:

- People and Place – Strategies 1-5
- Research Excellence – Strategies 6 -10
- Transformative Learning – Strategies 11-15
- Local and Global Engagement and Impact – Strategies 16- 20



# UBCO IN 2040...

- Is recognized for its historic partnership with the Okanagan Nation and is leading in Canada in the proportion of Indigenous faculty and students
- Offers an array of excellent undergraduate, graduate and professional continuing education programs, delivered to a diverse and international student body
- Has global impact through scholarship, research & innovation
- Drives positive economic and social development in the region
- Is recognized for educating informed, socially conscious, global citizens
- Is an exemplar of a healthy & sustainable campus



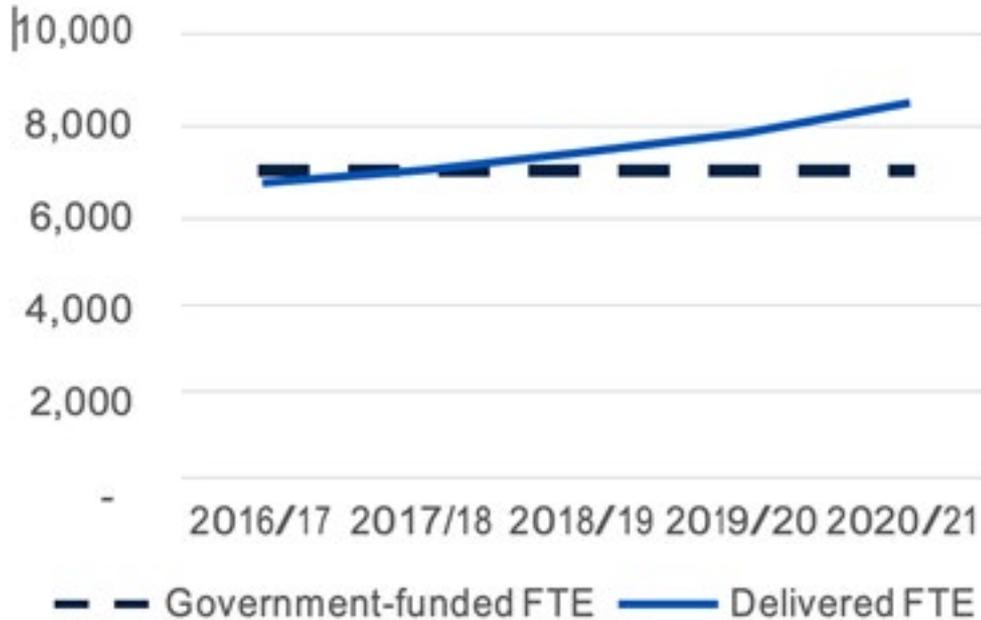
# UBCO BY 2040 BY THE NUMBERS

- 18,000 students enrolled
- 500 tenure-track faculty
- \$100M of annual research funding
- \$4.8B of annual economic impact



# ENROLMENT

GOVERNMENT-FUNDED AND DELIVERED  
(ACTUAL) DOMESTIC FTES UBC OKANAGAN



- 20% of UBC's domestic undergraduate students,
- 35% of UBC's Indigenous students
- 13% of the system's international students
- 10% of domestic graduate students
- 17% of all students combined
- *Stabilizing enrolment pending space and faculty growth*



# FACULTY

- PAEI Accelerate Phase – 16 UBC Okanagan hires; first 8 earmarked for BIPOC hires, with potential for next 8 to support cluster hires
- More than \$5M committed to Accelerate Phase from Excellence Fund
- High quality recruitments, but need to increase pace to meet 2040 target of 500 tenure track faculty

	2015	2016	2017	2018	2019	2020
Research stream	230	238	226	237	234	245
Educational Leadership	37	41	41	43	47	52
Total	267	279	267	280	281	297



# PROGRAMS

Significant progress has been made towards the development of innovative academic programs, as envisaged in Outlook 2040, including interdisciplinary programs.

Highlights include:

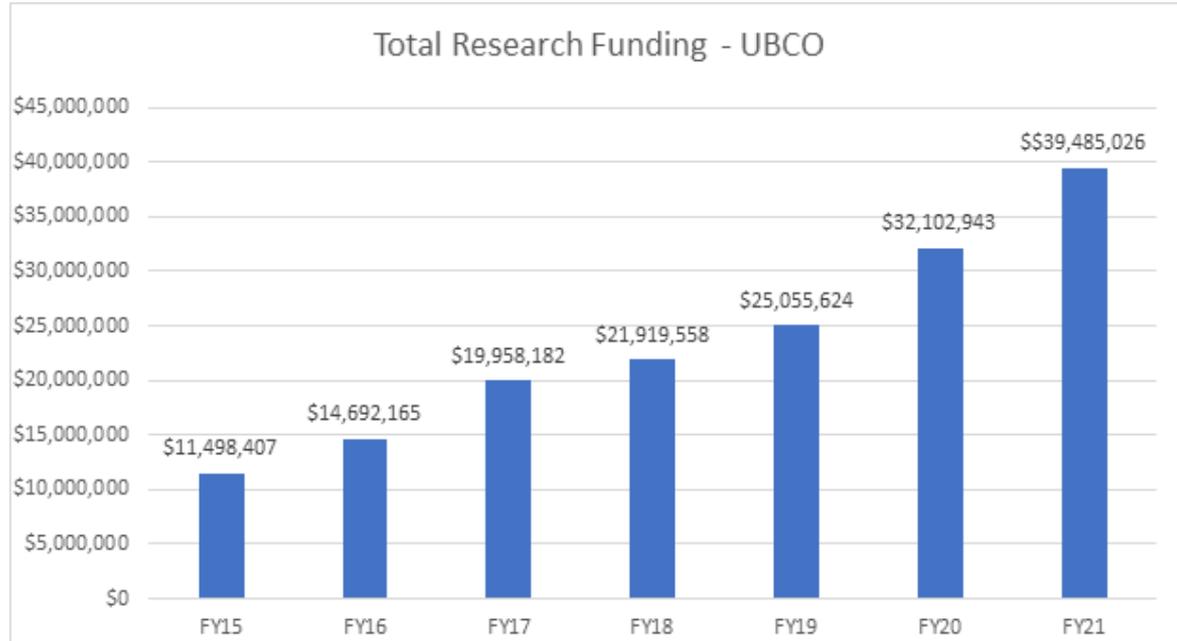
- *The redesigned BA and BSc with required indigenous content*
- *Bachelor of Sustainability*
- *Indigenous Language Fluency degree: Bachelor of Nsyilxcn Language Fluency*
- *Advanced Manufacturing*
- *World Literatures*
- *Media Studies*
- *Accelerated Masters of Management*
- *PhD in Nursing*

Upcoming programs:

- *Master of Design in Design, Innovation, Creativity and Entrepreneurship (MDES)*
- *Ed. D, Education*



# RESEARCH



Total research funding at UBCO has grown more than 3-fold since 2015; projected to be almost \$40M in FY21

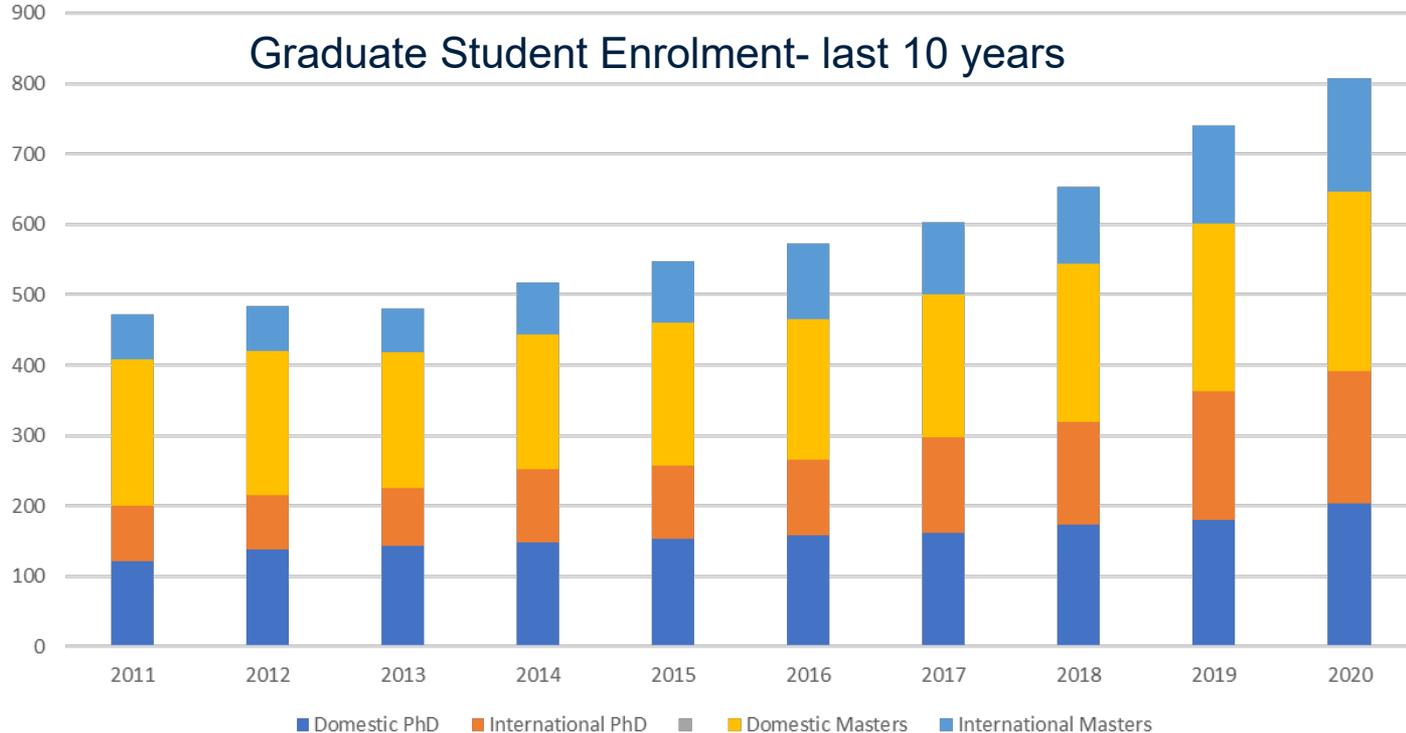
Over the period FY15 – FY20, UBC total research funding increased by a very respectable 23% at UBCV and 179% at UBC Okanagan

On track for \$100m 2040 target subject to space constraints being addressed



# RESEARCH

Significant growth in graduate students, helping fuel research trajectory



# STUDENT EXPERIENCE

In addition to new housing, food service, career advising and health and wellbeing expansions, more than \$2.6M has been committed from Excellence funds towards:

- Guaranteed minimum funding program for PhD students, with additional allocations for international students so that their net take-home stipend is the same as domestic students (includes \$2M in funding from TREK)
- Expanded bursaries and scholarships for international students
- Expansion of work-integrated learning opportunities
- Intercultural initiatives
- Anti-racism initiatives
- Undergraduate research programs
- Integrated/Experiential Learning Hub
- Technology Bursaries
- Student sustainability hub



# TRC AND ISP

- Indigenous student population growth - 504 students in 2016/17 to 712 students (35 percent of UBC total Indigenous Student population) in 2020/21.
- Intercultural fluency initiatives
- Curriculum development
- Senior Advisor to the DVC on Indigenous Affairs
- Six new faculty hires
- Indigenous Counsellor in Health and Wellness
- Outdoor classroom planning
- Bachelor of *Nsyilxcn* Language Fluency (BNLF) program (first in Canada)



# HEALTHY/SUSTAINABLE CAMPUS - SPACE

## Capital Projects completed:

- Modular building for Engineering design labs – Fall 2019
- Plant growth facility – Summer 2020
- Daycare expansion phase 1 – Summer 2020
- Modular office facility – Sept 2020
- Skeena residence – Fall 2020
- Innovation Annex 1 – April 2021

## In progress:

- Innovation Precinct 1 – Summer 2021
- Nechako Student residence – July 2021
- Daycare phase two – 2022
- Downtown Kelowna project - 2025
- ICI – Board 1 (Board 2 fall 2021)
- Fieldhouse expansion – Exec 1



# HEALTHY /SUSTAINABLE CAMPUS

## Sustainability Initiatives:

- Continued investment into the Strategic Energy Master Plan (SEMP) projects annually, approx. \$2m over 10 years projected funded from operating
- Climate Action Plan and related Transportation Master Plan studies currently underway in 2021
- High-level Campus Carbon Energy Strategy developed to address building renewal, new buildings, central energy decarbonization and infrastructure resiliency
- Realistic emission reduction target proposed (65% of 2013 levels by 2030) with capital contingency requirements identified for existing and new buildings over the next 9 years, requiring approx. \$10m currently unfunded
- Launch of the UBC Okanagan Campus as a Living Lab initiative in Fall 2021, with an annual disbursement of \$200K of Excellence funds for direct project costs



# CONCLUSION

## Progress to 2040

Enrolment 

Faculty 

Programs 

Research 

Student Experience 

TRC 

Healthy/Sustainable Campus –  
Space 

Sustainability 



# CONCLUSION

## Investments (current)

- over \$5M towards the PAEI-Accelerate phase (dedicated primarily to BIPOC hiring; from Excellence)
- \$2.6-\$3M annually towards new investments in student experience (from Excellence and Operations)
- \$4M annually towards minimum funding guarantee for PhD students (from Excellence and Trek)
- \$1.45M towards TRC commitments, from the Excellence Fund for the next three years; additional commitments exist in individual portfolios
- \$4M annually towards lease costs for the new downtown project (from Excellence and Operations)
- \$20M towards ICI for down payment; \$48M in mortgage costs, amortized over 30+ years (from Operating Reserves and Excellence Funds)
- ~\$2M from Excellence funds toward COVID impact

## Investments (tbd)

- \$32M for IRP
- \$4M per annum for ICI
- \$2M per annum for PAEI





THE UNIVERSITY OF BRITISH COLUMBIA

