



THE UNIVERSITY OF BRITISH COLUMBIA

Okanagan Campus Overview

2016

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UBC's Okanagan campus

Until 2005, the public post-secondary needs of the Okanagan region were served by Okanagan University College, created in 1989 from the former Okanagan College.

In 2002, the BC Progress Board, a government advisory body on the province's economic and social-wellbeing, proposed that a university be established in the Okanagan region. This recommendation aligned with a public movement in the Okanagan calling for Okanagan University College to be granted full university status.

In March 2004, the BC Ministry of Advanced Education announced a plan to create a campus of the University of British Columbia in the Okanagan, by transitioning Okanagan University College into two new entities and assigning OUC's North Kelowna campus to UBC. On July 4, 2005 The University of British Columbia 'received the keys' to Okanagan University College's 105 hectare (260 acre) North Kelowna campus and Okanagan College was officially established as a separate entity with its own network of campuses in Kelowna, Vernon, Penticton, and other regional communities.

When classes began in September 2005, UBC Okanagan opened its doors to 3,500 students. By September 2016, enrollment had grown to 8,632 students; over this same time span, Okanagan College also doubled its student enrolment. Today some 15,000 students are enrolled in post-secondary institutions in the Okanagan.

Investments of more than \$400 million from 2005 through 2012 saw UBC Okanagan grow physically through a construction program that tripled floor space from 500,000 square feet to more than 1.5 million square feet. In 2010, the University purchased an additional 256 acres (103.6 ha) of land adjacent to the campus, doubling the size and providing room for future growth and development. The number of student residence beds on campus increased from 300 in 2005 to 1,700 beds by 2013.

In 2014 the campus completed a visioning exercise known as *Aspire* which resulted in the following campus statement: UBC Okanagan aspires to be a model of innovative and interdisciplinary programming within the UBC system and a place that has an impact on communities, both local and global.

UBC System Governance

UBC operates under a bicameral governance model of board and senate, which separates business and administrative activities from the academic governance of the institution. A distinct feature of UBC's institutional governance is its senate system. The Vancouver and Okanagan Senates each have responsibility for the academic integrity of the University, subject to the Board's involvement where academic matters interface with matters of business and the larger community. A Council of Senates operates as a referral body to facilitate academic matters that relate to both campuses. The *University Act* provides for Board interaction with UBC's Senates in a number of areas, including the consideration of recommendations from the Senates for the establishment of Faculties and departments and the provision of chairs, institutes, fellowships, scholarships, exhibitions, bursaries and prizes.

Per the *University Act*, the Okanagan Senate is the academic governing body of the Okanagan campus. Its responsibilities include: admissions, course and program curriculum, granting of degrees, academic

policy, examinations, and appeals of standing and student discipline. The Okanagan Senate meets monthly from September to May. Its eight standing committees (Academic Building and Resources Committee; Academic Policy Committee; Admissions and Awards Committee; Agenda Committee; Appeals of Standing and Discipline Committee; Curriculum Committee; Learning and Research Committee; and Nominating Committee) meet as required.

UBC Leadership and Administration

UBC System Administration

- President and Vice-Chancellor
- Deputy Vice-Chancellor and Principal
- Provost and Vice-President Academic (Vancouver)
- Provost and Vice-Principal Academic (Okanagan)
- Vice-President, External Relations
- Vice-President, Development and Alumni Engagement
- Vice-President, Finance
- Vice-President, Human Resources
- Vice-President, Research and International
- Vice-President, Students
- University Counsel

The executive team, led by the President, provides overall academic and operational leadership. Each campus has a senior academic leadership team that works together to ensure consistency and continuity. The two campuses share most administrative/operational functions.

Okanagan Campus Administration

Deborah Buszard, Deputy Vice-Chancellor and Principal provides overall leadership for the Okanagan campus and is a member of the UBC system executive team. Key internal functions include: ensuring an effective organizational structure that reflects operational needs; leading strategic planning based on the imperatives outlined in strategic plans; and ensuring strategic allocation of resources and stewardship of those resources for a sustainable financial plan. The DVC&P also works externally to foster effective relationships for the campus and the University at the local, national and international levels.

Cynthia Mathieson, Provost and Vice-Principal Academic is responsible for all academic matters on the Okanagan campus including pedagogical initiatives and program development. This includes oversight of the Faculties, enrolment services, student recruitment and admissions, international student recruitment, and the Library. The Provost and Vice-Principal Academic also oversees teaching effectiveness and academic infrastructure.

Philip Barker, Vice-Principal, Research works with the Vice-President, Research and International to lead and administer research activities at the Okanagan campus. The Vice-Principal, Research works to deepen the research and innovation culture and build the structure and relationships to increase research and innovation capacity, as well as advocate for the campus research and innovation mission, both inside and outside the University. Included in the responsibilities for this role are oversight of the

University Industry Liaison Office, the Office of Research services and the research institutes at the Okanagan campus.

In addition to serving as VPR at UBC Okanagan, Philip Barker serves as Associate Vice-President Research in the Office of the Vice-President Research and International, with responsibility for innovation for the overall UBC system.

Ian Cull, Associate Vice-President, Students, works with the Vice-President, Students to develop programs and student opportunities that improve student success, facilitate program connections between students and their academic units, and build institutional affinity. The portfolio includes a variety of services including: Student Development and Advising, Health and Wellness, Aboriginal Programs and Services, and Athletics and Recreation.

Rob Einarson, Associate Vice-President, Finance and Operations manages the physical and financial side of campus life and has a dual report to the Vice-President, Finance. Key reports include: Finance, Campus Planning and Development, IT, Media and Classroom Services, Business Operations, and Campus Operations and Risk Management.

Pauline Brandes, Director, Human Resources has a dual report to the VP, Human Resources and is responsible for human resources and faculty relations activities on the Okanagan campus.

Adrienne Nolan, Director, Development and Alumni Engagement has a dual report to the AVP Development and is responsible for development and alumni engagement activities in the Okanagan region.

Bud Mortenson, Director, University Relations works closely with key reports across the External Relations portfolio and leads the central campus office for communications and marketing, community engagement and media relations.

The Okanagan Leadership Team

The Okanagan campus employs a shared leadership model. The Okanagan Leadership Team (OLT) brings together members of the Deputy Vice-Chancellor's direct reports group and the Deans' Council. It is the senior advisory body to the DVC and Principal on key administrative decisions for the Okanagan campus and ensures connection between academic and administrative functions. The OLT develops short-and long-term goals for the campus based on the Academic Plan. The team also reviews and makes recommendations to the Deputy Vice-Chancellor and Principal for resource allocations and program development, student recruitment and retention as well as other issues.

Members:

- Deputy Vice-Chancellor and Principal
- Provost and Vice-Principal, Academic
- Vice-Principal, Research
- Associate Vice-President, Students
- Associate Vice-President, Finance and Operations
- Vice-Provost and Dean, Graduate and Postdoctoral studies
- Dean, Faculty of Creative and Critical Studies

- Dean, Faculty of Education
- Dean, Faculty of Health and Social Development
- Dean, Irving K. Barber School of Arts and Sciences
- Dean, Faculty of Management
- Associate Dean, School of Engineering
- Regional Associate Dean, Interior and Associate Vice-Provost, Medical Sciences
- Associate Dean, College of Graduate Studies and Advisor to the Deputy Vice-Chancellor on International Initiatives
- Associate Provost, Enrolment and Academic Programs
- Deputy Registrar
- Chief Librarian
- Director, University Relations
- Director, Development and Alumni Engagement
- Director, Human Resources
- Director, Campus Initiatives

Faculties and Schools

The Irving K. Barber School of Arts and Sciences is the largest Faculty on the Okanagan Campus. Thirty undergraduate and eight graduate programs are offered, including Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Sciences and doctoral studies. The Barber School currently has 3 Tier II Canada Research Chairs (CRCs) and several research centers. The Faculty is comprised of the following units:

- Community, Culture and Global Studies
- Biology
- Chemistry
- Psychology
- Computer Science, Math, Physics and Statistics
- History and Sociology
- Earth and Environmental Sciences and Physical Geography
- Economics, Philosophy and Political Science

Together with the Faculty of Creative and Critical Studies, the Barber School recently launched a Bachelor of Media Studies program.

The Faculty of Creative and Critical Studies is made up of the Department of Creative Studies which offers programs in creative writing, interdisciplinary performance and visual arts and the Department of Critical Studies which offers programs in art history and visual culture, cultural studies, English, French, Spanish, medieval and renaissance studies.

The Faculty of Education is currently in the process of revising its program structure. Current programs – the Elementary Teacher Education program and the Secondary Teacher Education Program – will shortly be replaced with a unified Bachelor's program that comprehensively prepares students for careers in teaching and related fields. In cooperation with the En'owkin Centre, the Faculty also offers a Developmental Standard Teaching Certificate (DSTC).

The Faculty of Health and Social Development is comprised of three Schools: Nursing, Social Work and Health and Exercise Sciences. The Faculty currently has two Tier II CRCs and a number of research centres, including the Centre for Heart, Lung and Vascular Health and the Centre for Inclusion and Citizenship.

The Faculty of Applied Science, School of Engineering is part of the UBC Faculty of Applied Science bridge Faculty. It offers programs in mechanical, electrical and civil engineering and co-op and capstone programs. The School is known for its innovative interdisciplinary academic and research programs and within it is a node of the Composites Research Network and facilities associated with the STAR applied research facility. The School also recently introduced an interdisciplinary master's program with the Faculty of Management in Engineering Leadership.

The Faculty of Management offers a Bachelor of Management, Master of Management and interdisciplinary graduate studies. The Faculty offers specialized courses to meet graduates needs for entrepreneurship, project management, financial statement analysis for non-accounting students and a Capstone program with Engineering and community partners.

The Faculty of Medicine, Southern Medical Program (SMP) is the fourth site in UBC's MD Undergraduate Program. Instruction is delivered on campus and at the UBC Clinical Academic Campus at Kelowna General Hospital. The program links with affiliated regional centres and community education facilities across the Southern Interior and Kootenay regions. The SMP program graduated its first MD students in 2015, and in 2014 launched a two year family residency in Kamloops and five year emergency residency in Kelowna.

The College of Graduate Studies governs master's and PhD-level studies in all Faculties and Schools on the Okanagan campus, as well as Interdisciplinary Graduate Study degrees. Since 2005, Graduate Studies in the Okanagan has grown to more than 700 students.

Academic Programs

The eight Faculties and Schools located on the Okanagan campus offer 50 undergraduate programs and 15 graduate programs.

Undergraduate Programs (Majors M, minors m, Honors H):

- Anthropology (M, m)
- Art History and Visual culture (M, m)
- Biochemistry (M)
- Biology (M, m, H)
- Chemistry (M, m, H)
- Civil Engineering (M)
- Computer Science (m)
- Creative Writing (M, m)
- Cultural Studies (M)
- Earth and Environmental Sciences (M, m, H)
- Ecology and Evolutionary Biology (M, H)
- Economics (M BA, M BSc, m)
- Education (M)
- Electrical Engineering (M)
- English (M, m, H)
- English and Modern Languages (m, m)
- Environmental Chemistry (M)
- French (M)
- French and Spanish (M)
- Freshwater Science (M)
- Gender & Women's Studies (M, m)
- General Science - Bachelor of Science
- General Studies - Bachelor of Arts
- Geography (M, m)
- History (M, m)
- Human Kinetics (M, m)
- Indigenous Studies (M, m)
- International Relations (M)
- Latin American Studies (M, m)
- Management (M, m)

- Mathematics and Statistics (M, m, H)
- Mechanical Engineering (M)
- Media studies
- Medieval and Renaissance Studies (m)
- Microbiology (M, H)
- Molecular, Cell and Developmental Biology (M, H)
- Nursing (M)
- Interdisciplinary Performance (M, m)
- Philosophy (M, m)
- Philosophy, Politics and Economics (M)
- Physics (M, m)
- Political Science (M, m)
- Psychology (BA or BSc; M, m, H)
- Sociology (M, m)
- Spanish (M, m)
- Visual Arts (M)
- Zoology,(M,H)

Masters and PhDs in the following areas:

- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Education
- Engineering (Mechanical, Electrical and Civil)
- English
- Environmental Sciences
- Fine Arts
- Interdisciplinary Graduate Studies (IGS)*
- Management
- Mathematics
- Medical Physics
- Nursing
- Psychology
- Social Work

*Interdisciplinary Graduate Studies degrees are offered across a wide range of program options, from the humanities and creative arts to social and natural sciences. Under the existing structure, IGS students may choose to complete a themed or individualized program. Currently, students may apply to study in the following themes:

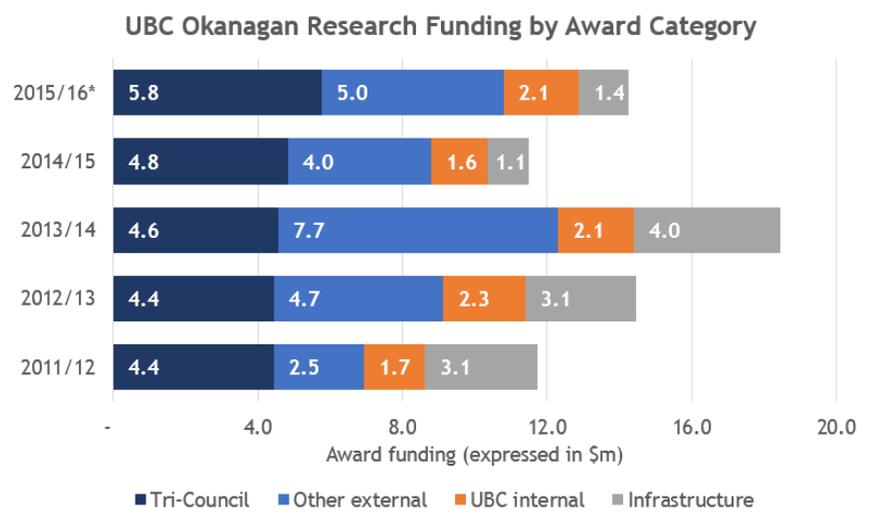
- Indigenous Studies
- Optimization
- Health and Exercise Sciences
- Latin American & Iberian Studies
- Sustainability
- Urban Studies

Research

UBC seeks to excel internationally in research and teaching, and to be a leader in discovery and scholarship that serve as the wellspring of scientific, technological, social, cultural, and organizational innovation in Canada and beyond. By conducting excellent basic and applied research, and by educating graduates with outstanding creative and analytical skills, the University aims to enhance its impact on society. UBC is committed to the principles of academic freedom, and in particular that faculty members are free to explore any avenue of inquiry in their research and publications. UBC actively supports its faculty members in engaging in unique and varied areas of research.

The character of research at UBC Okanagan was one of the three areas of focus in the recent campus visioning process *Aspire*, with consultation participants being asked to consider how the campus should uniquely express UBC in the Okanagan. The key research characteristics identified were:

- interdisciplinary and collaborative (both internal and external);
- graduate and undergraduate involvement;
- and research with impact.



Research Initiatives

Survive and Thrive Applied Research (STAR) brings together academia and industry to create a unique driver for innovation and commercialization. Launched in 2014 with an initial investment of over \$8M, including a \$3.8M investment by Western Economic Diversification, STAR is a centre for applied research at the Okanagan campus. The STAR initiative connects organizations with world-class, UBC researchers and regional, national, and global partners. Through innovative R&D, STAR aims to provide technical solutions to business challenges and support economic development and job creation in Western Canada.

Partnerships

UBC Okanagan is committed to regional, social and economic development in the BC Interior and works collaboratively with other institutions across the region to promote innovate in pursuit of these

objectives. Partners and collaborators include various industry and non-profit organizations, health authorities, governments, and other post-secondary institutions, including Thompson Rivers University, the University of Northern British Columbia, and Okanagan College.

UBC has partnered with the Ministry of Technology, Innovation and Citizens' Services to strengthen regional capacity for innovation by locating a Ministry employee on the Okanagan campus. The focus of this initiative is to develop the Interior's innovation and competitiveness ecosystem and enable applied R&D with business to connect basic research to innovation, commercialization, job creation and socio-economic development.

UBC Okanagan and Mitacs also partnered to locate a Director of Business Development on campus to promote university collaboration with industry and not-for-profits across the Interior region, including through Mitacs research and training programs. 2015/16 was Mitacs' most successful year to date at UBC Okanagan with more than 100 funded internships.

Research Centres & Institutes on the Okanagan campus

Centers and Institutes promote research interaction and collaboration among faculty, between faculty and students, and with collaborators in the community and in other institutions.

Inter-Faculty Research Centres & Institutes

The Okanagan Institute for Biodiversity, Resilience and Ecosystem Services (BRAES) is a group of over 20 faculty members and their graduate students working in ecology, biodiversity, conservation, and environmental sustainability. BRAES' strength is its multidisciplinary approach; with members from, biology, mathematics and statistics, earth and environmental sciences, physical geography, economics and creative arts.

The Institute for Healthy Living and Chronic Disease Prevention (IHLCDP) undertakes research in community-based health that benefits individuals, families, and communities. The IHLCDP has a wide range of affiliates including academics, community members, health practitioners, and policy makers who share an interest in promoting health and preventing chronic disease.

The Okanagan Sustainability Institute (OSI) is an interdisciplinary institute dedicated to basic and applied research, scholarship, and creative works relevant to long-term sustainability of the Okanagan region and beyond. Membership includes diverse faculty and staff at UBC's Okanagan campus and community partners. The objectives of OSI include the generation of information, knowledge, methods, and processes that assist regions in planning sustainable development, while also advancing formal academic knowledge and practice in a broad array of cross-fertilizing disciplines and professions that inform sustainability as a nexus of inquiry.

The Centre for Optimization, Convex Analysis and Nonsmooth Analysis (COCANA) brings together researchers from mathematics, engineering, and computer science with a shared interest and expertise in optimization.

The Centre for Social, Spatial and Economic Justice (CSSEJ) focuses on issues of justice, uniting researchers from a broad range of disciplinary backgrounds, including anthropology, gender studies, indigenous studies, health, human geography, nursing, social work, and sociology.

The UBC Centre for Environmental Assessment Research, supports research about environmental assessment processes and methods, and helps integrate this information into practice. Research conducted or supported by CEAR contributes to resource development by furthering knowledge about the role that environmental assessment plays in helping to advance natural resource management practices that benefit Canadians.

The Regional Socio-Economic Development Institute of Canada, established in 2015, teams specialists in diverse disciplines to push theoretical and empirical frontiers to better understand regional development and advance evidence-based paths to building healthy economies.

The Institute for Community Engaged Research, also established in 2015, supports socially engaged research with communities internationally, nationally, and in the Okanagan Valley and is a hub for building relationships, collaboration, and effective knowledge creation and exchange through research clusters operating across disciplinary and institutional boundaries.

Faculty-based Research Centres & Institutes

The Centre for the Advancement of Psychological Science and Law (CAPSL) in the Irving K. Barber School of Arts & Sciences focuses on issues at the intersection of psychology and the legal system. The goal of CAPSL is to lead to legal and investigative reforms, advances in clinical practice, and improved training for forensic professionals. Funded by the Canadian Foundation for Innovation and the British Columbia Knowledge Development Fund, CAPSL conducts research with basic scientific and applied implications.

The Centre for Culture and Technology in the Faculty of Creative and Critical Studies, engages multiple forms of art, media, and information technologies as vehicles for the exploration and expression of community, culture, and identity. Its aim is to advance research/creation processes and theoretical discourse in the field of culture and technology to address rapid changes in technologies as well as their reflection of, and influence on, our cultures and communities. The Centre fosters innovation in computer based multimedia technology and its associated art-making practices by building bridges between technology, community, and culture.

The Centre for Heart, Lung and Vascular Health is an interdisciplinary clinical research facility in the Faculty of Health and Social Development with links to other Faculties and Schools on campus. The Centre is led by professors in the school of Health and Exercise Sciences and explores the challenges of finding new ways to combat chronic disease. The Centre focuses on research on human health and genomics, neuroscience and cognitive systems, and population health and works in collaboration with the Interior Health Association, provincial, national, and international scientists, and other centres focused on heart, lung, and vascular health research.

The Centre for Inclusion and Citizenship is a partnership between the School of Social Work, community living organizations, and supporters seeking to further the inclusion and full citizenship of people with intellectual disabilities and their families locally, nationally, and globally. The Centre inspires and informs social change by creating a passion for inclusion; works with community, government, and the private sector to secure justice, equality and well-being of all citizens; and envisions a society that acts to achieve equality for all citizens.

The Centre for the Study for Services to Children and Families in the Faculty of Health and Social Development focuses on identifying effective services for children and families with an emphasis on serving diverse populations. The Centre was established through a five-year infrastructure grant from the Canadian Foundation for Innovation. Project funding comes from the Canadian Institutes of Health Research, Social Sciences and Humanities Research Council, provincial sources and foundation funding. The Centre contributes creating evidence-based practice and participates in training the next generation of researchers and practitioners through graduate and undergraduate research training.

The Centre for Research on Mindful Engagement (CRME) in the Faculty of Education supports inquiry into two key areas of interest from pre-school to graduate school, across the disciplines and in less formal places; these are teaching approaches that support mindfulness and those addressing better engaging learners. Researchers in the Centre take a broad view of mindfulness but are guided by the notion of “habits of mind” or the “dispositions” of good thinkers (i.e. open-, fair- or full mindedness among many others). These habits are important educational goals. Approaches that support the development of such habits are central to the focus of CRME researchers’ inquiry.

The Centre for Indigenous Media Arts in the Faculty of Creative and Critical Studies works with artists and communities to foster the contemporary practice of Indigenous media artists. The CIMA focuses on research/creation of scholarly projects at the confluence of contemporary art and indigenous culture exploring new forms of media and technology in contemporary indigenous art production.

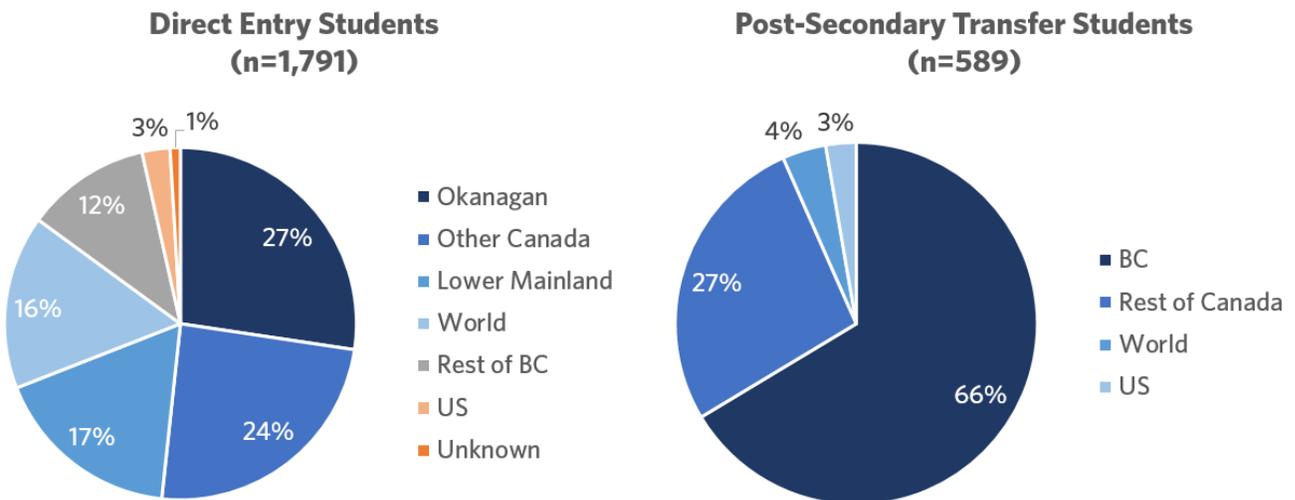
Students

Enrolment

British Columbia government funding is allocated for a defined number of full time equivalent (FTE) domestic students; FTE is calculated per student and based on the number of credits taken. For UBC's Okanagan campus, the current allocation is based on 6947 FTE students. The student headcount for the 2016 winter sessions was 8,632, including 740 graduate students, 1,216 international students, and 432 self-identified Aboriginal students.

Among the enrolment priorities for the campus are increasing Aboriginal student enrolment and graduation, improving retention rates in all programs, and increasing international student enrolment.

Enrolling students from diverse backgrounds enriches the learning environment for all students. The following graph shows the place of origin for new students in direct-entry from high schools in September 2016, reflecting the diversity of backgrounds of UBC Okanagan students.



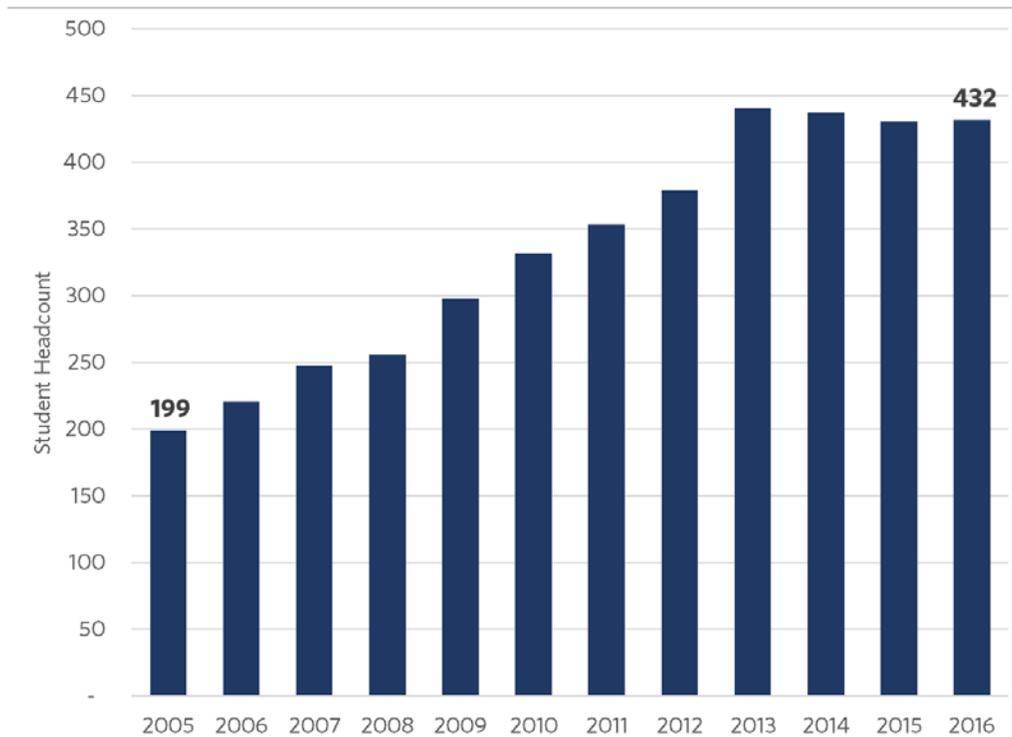
Student Diversity

International enrolment continues to grow at the Okanagan campus. In 2015 there were 857 undergraduate international students and 225 international graduate students registered at the Okanagan campus. The international student population at UBC Okanagan accounts for 13% of overall student enrolment and represents 92 countries (with China, the United States and India as the top three countries of international student citizenship).

Recruitment efforts for undergraduate international students focus primarily on undergraduate direct entry programs and these efforts continue to be highly successful at the Okanagan campus. A large subset of International student is identified as ISI (International Student Initiative). ISI refers to international undergraduate students who are in Canada on student or visitor visas and pay full-cost recovery tuition, and includes both degree and non-degree students.

Aboriginal student enrolment is at the highest level in the history of the Okanagan campus at 432 students in 2016 (5% of the campus student population). Enrolment initiatives such as Aboriginal Access, partnerships with the En'owkin Centre and Ki-Low-Na Friendship Society and targeted admissions in nursing and human kinetics are contributing factors to this positive trend.

Aboriginal student headcount enrolment since 2005



Student Retention

Overall retention for new, first-year, full-time students starting their programs on the Okanagan campus and enrolling in the following year has improved considerably relative to 2005. This may be due to the improving academic quality of new students, a growing appreciation on the part of applicants of the distinctiveness between UBC's two campuses, more robust and wider selection of academic programs, an improved campus environment, and maturation of several key student engagement programs. Improving retention is a key objective for the campus and is a focus of Strategic Enrolment Management efforts.

Regional context

The BC Interior post-secondary landscape contains three research universities; UBC Okanagan (UBCO), Thompson Rivers University (TRU) and the University of Northern British Columbia (UNBC). Other public institutions in the region include Okanagan College, Selkirk College, College of New Caledonia, College of the Rockies, Northern Lights College, and Northwest Community College.

UBC Okanagan works closely with TRU, UNBC, OC and other regional institutions on shared programming and student transfer agreements, as well as on promoting innovation and regional socio-economic development across the Interior. While the institutions collaborate where possible, each is a competing draw for students who wish to pursue post-secondary education in the Interior and take advantage of traits common to each of the institutions, including smaller class sizes, direct access to professors, and the lifestyle of smaller communities.

Thompson Rivers University offers a comprehensive range of programs, from master's and bachelor's degrees to diplomas, certificates, trades, apprenticeships and developmental programs. TRU also has a provincial mandate to provide open learning access, including distance education and flexible degree-completion options.

- Student count: 25,748, including 382 graduate, 689 trades and 12,658 Open Learning students
- Program overlap with UBC Okanagan in the following areas: Arts, Business and Economics, Human, Social and Educational Development, Nursing and Science

The University of Northern British Columbia offers a wide range of undergraduate, graduate and professional programs. While it engages in research of national and international significance, it has a particular mandate to serve the needs of the North. UNBC offers a range of programs, as well as medicine in conjunction with UBC.

- Student count: 4,020, including 700 graduate students
- Program overlap with UBC Okanagan in the following areas: Arts, Commerce, Education, Fine Arts, Health Sciences, Science, Applied Science, Nursing, and Social Work.

Okanagan College offers a range of continuing education, developmental, career and vocational, trades and technologies, as well as academic programs leading to certificates, diplomas, associate degrees and applied bachelor degrees.

- Student count: 6,979, including 1136 technologies, apprenticeships and trades students
- Program overlap with UBC Okanagan in the following areas: Arts, Business, Health and Social Development, and Science
- The Okanagan School of Business has its origins in Okanagan University College and therefore has a significantly longer history in the community than the Faculty of Management; some specific program overlap exists (e.g. accounting)

International Engagement

UBC is committed to creating rich opportunities for international engagement for students, faculty, staff, and alumni, and to collaborate and communicate globally. The development of international connections is essential to support the University's ongoing effort to strengthen its international credentials and secure UBC's identity as a globally engaged institution. The Okanagan campus is supporting that agenda by securing new international partners for academic and research collaborations. In doing so, the campus is enhancing its overall ability to deliver transformational learning opportunities, excellence in research and community engagement opportunities toward positive transformation of the Interior region.

Through its international engagement the Okanagan campus serves as a source for intercultural understanding unique within the Okanagan. Representing more than 90 countries, the international students at the Okanagan campus enrich the classroom experience for all UBC students and serve as cultural ambassadors in the classroom and the community.

International Partnerships

UBC has formal institutional agreements, memoranda of understanding and statements of cooperation with universities all around the world, reflecting more than 25 years of international partnerships. Several hundred agreements are in place covering a full range of collaborative activity from student mobility to research collaboration, some of which are specific to a campus, faculty, or department and some of which are system-wide.

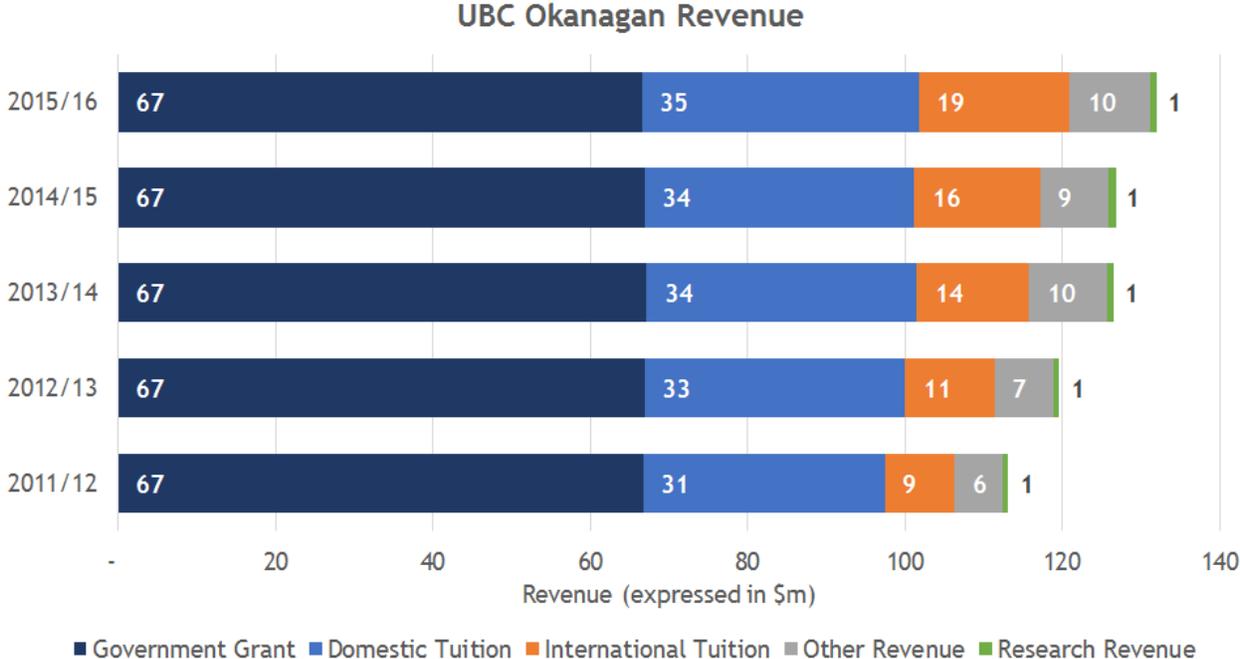
The Okanagan campus is developing new strategic relationships with prominent international institutions, including through a series of recent memoranda of understanding with the following institutions in Europe and South America: Imperial College London (UK), University of Barcelona (Spain), Basque Institute of Competitiveness - Orkestra (Spain), Kedge Business School (France), University of São Paulo (Brazil), and Federal University of Rio Grande do Sul (Brazil). These new partnerships are in addition to the campus' longstanding international collaborations elsewhere, such as in Zambia and Ghana.

Financial Reports and Budgets

UBC’s annual operating budget is reported to the Board of Governors and the Province in an integrated report which contains separate budgets for each campus. Student FTE targets and government funding are set for each campus by the Ministry of Advanced Education.

Okanagan Campus Operating Budget

The operating budget for the Okanagan campus has grown to \$132 million in 2015/16. Growth is mainly attributable to increased student enrolment. The government grant as a percentage of the operating budget has decreased from 65% in 2010/11 to 56% in 2014/15, while tuition has increased from 34% in 2010/11 to 42% in 2014/15.



Since the Okanagan campus was established in 2005 more than \$400 million has been invested in new construction, including the addition of five new academic buildings and several student residences, increasing the number of student beds on campus from 328 to 1,676. Ongoing infrastructure priorities include a new learning centre within an expanded Library, expanded industrial scale engineering laboratory space and related facilities, recreational amenities, and a mixed-use facility.

Faculty and Staff

UBC is consistently recognized as one of BC's top employers. Excellent benefits, diverse career opportunities, and a true community spirit are just some of the reasons people are attracted to joining the UBC community. UBC's Okanagan campus has approximately 1,000 faculty and staff (full-time and part-time). UBC hires on the basis of merit and is committed to employment equity.

EMPLOYMENT

HEADCOUNT	2005	2015	% CHANGE
Faculty	257	498	94%
Tenure Stream*	208	294	41%
Non-Tenure Stream	49	204	316%
Staff	218	559	156%
Student Appointments**	185	455	146%
TOTAL	660	1,512	129%

Headcount totals are unique (by primary job) and include active appointments only. 2005 data are valid as of November and 2015 data are valid as of September.

*Includes Deans.

**Unique count of student employees.

Employees at UBC's Okanagan campus are governed by three collective agreements governing the terms and conditions of two unions and one professional association. Generally, faculty members are union members of the UBC Faculty Association; the British Columbia Government Employees' Union (BCGEU) represents trade and support staff; while the Association of Administrative and Professional Staff (AAPS) is the professional association that represents the University's management and professional staff members. Completing the employment spectrum is a small group of excluded administrative and management staff.