



2010

UBC'S OKANAGAN CAMPUS

# STRATEGIC ACTION PLAN

Office of the Provost and Vice Principal Academic and Research



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA



# WELCOME FROM THE PROVOST AND VICE PRINCIPAL ACADEMIC AND RESEARCH

2010 marks a unique time for the University of British Columbia (UBC). It is a year abundant with opportunities to develop the future of UBC on both the Okanagan and Vancouver campuses—and at the system-wide level.

Since its establishment five years ago as an autonomous campus within the UBC system, the Okanagan campus has progressed from a state of transition and change to a growing and thriving academic community.

Over the past five years the direction of UBC's Okanagan campus has largely been guided by the *UBC Okanagan Academic Plan (2005)*—a document targeted as a road map to success and statement of intent from the newly formed campus. As the campus continues to grow, evolve, and accomplish many of the goals and ambitions laid out in the *Academic Plan*, a valuable opportunity is presented to not only review the progress made to date but also to continue to move forward and set succeeding goals.

The document herein, UBC's Okanagan campus' *Strategic Action Plan*, has been developed as part of the **Place and Promise: The UBC Plan** strategic planning exercise. Acting as a supplement to *Place and Promise: The UBC Plan*, this document seeks to reflect the distinctive features, opportunities, and potential of the Okanagan campus. In addition to following the guidance laid forth by this document, the Okanagan campus is committed to working with the Vancouver campus to develop various academic and research initiatives.

The strategic planning efforts that have resulted in the development of this document were coordinated by the Academic Strategic Planning Working Group (ASPWG), led by Dr. Alaa S. Abd-El-Aziz, the Provost and Vice Principal Academic and Research. The ASPWG is comprised of a broad cross-section of Deans, faculty members, staff members, and students. The guiding documents that informed the strategic planning process include: the *Academic Plan* and the *Strategic Research Plan (both from the Okanagan campus)*, *Trek 2010: A Global Journey, Inspirations and Aspirations: The Sustainability Strategy 2006 – 2010*, and the draft *Place and Promise: The UBC Plan*. In addition, in drafting this document the ASPWG took into consideration information generated by the UBC Okanagan Sustainability Working Group, the Sustainability Academic Strategy planning process, and the Aboriginal Strategic Plan Development Working Group.

This document goes above and beyond a standard strategic plan in that it will not only guide the direction of the campus over the next five years, but also act as a living and adaptable document that will reflect the identity and uniqueness of our campus.

**Alaa S. Abd-El-Aziz**

**Provost and Vice Principal Academic and Research**







## CONTENTS

Welcome	2
Plan Overview	4
Vision, Values and Foundations	5
Student Engagement	6
Foundations	7
Priority Themes	8
Priority Theme: Global and Civil Citizenship	9
Priority Theme: Inquiry-Driven, Research-Based Learning	11
Priority Theme: Interdisciplinary and Multidisciplinary Scholarship	13
Priority Theme: Sustainability	14



# PLAN OVERVIEW



This document is comprised of four major sections. The first, **Vision and Values**, is taken from *Place and Promise: The UBC Plan*, and identifies UBC's renewed vision statement and identifies six values that are key components of UBC's vision.

The second section reaffirms the **Okanagan campus' commitment to Student Engagement**. This commitment is to "create a common student experience"—to continue building the intimate learning community that is a special strength of the Okanagan campus, increase student engagement, and lend uniqueness and distinction to the campus. Student engagement is a core value that is central to all strategic planning initiatives.

The third section identifies the two core **Foundations**—elements that should underpin the entire student experience at UBC's Okanagan campus:

## 1. Advancing Knowledge & Transformative Learning

## 2. Community Engagement

These Foundations will form the basis for the development and the delivery of this plan's key components, the **Priority Themes**, which comprise the fourth section of this document. Each Priority Theme includes a set of specific actions and methods of delivery that will aid in successfully delivering and representing both the core Foundations and the Priority Themes. There are four key Priority Themes that span each foundational element encompassed in this *Strategic Action Plan*:

- i. **Global Citizenship**
- ii. **Inquiry-Driven, Research-Based Learning**
- iii. **Interdisciplinary and Multidisciplinary Scholarship**
- iv. **Sustainability**

These four key themes represent the Okanagan campus and the unique educational experience that the institution will deliver, and will lead to a collection of values that the ideal graduate will have had the opportunity to develop over the course of his or her studies. The integration of the Priority Themes will result in a unique, diverse, and exceptional learning experience for all students, whether at the undergraduate or graduate level.

The action items that will define how the *Strategic Action Plan* is realized are divided into the following areas of focus:

- Curriculum, Teaching, and Learning
- Research and Scholarship
- Community Relations and Partnerships

The action items within each Priority Theme speak to the University at large, encompassing all faculties. The Provost and Vice Principal Academic and Research will further direct the Deans of the faculties and colleges to use this *Strategic Action Plan* as a driver for the development of subsequent strategic plans within their particular areas. Such plans will include a framework of action items to meet the goals set out in this *Strategic Action Plan* and to be accountable to the commitments inherent in this plan.

# 1. VISION, VALUES AND FOUNDATIONS

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In 2009, *Place and Promise: The UBC Plan* was released. *Place and Promise: The UBC Plan* is the product of an extensive 18-month strategic planning exercise, and forms the foundation for UBC's Okanagan campus' *Strategic Action Plan* herein.

As such, this *Strategic Action Plan* incorporates the following renewed UBC vision and values from *Place and Promise: The UBC Plan*:

## **Vision**

As one of the world's leading universities, The University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.

## **Values\***

### ACADEMIC FREEDOM

The University is independent and cherishes and defends free inquiry and scholarly responsibility.

### ADVANCING AND SHARING KNOWLEDGE

The University supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.

### EXCELLENCE

The University, through its students, faculty, staff, and alumni, strives for excellence and educates students to the highest standards.

### INTEGRITY

The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.

### MUTUAL RESPECT AND EQUITY

The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen and enrich our learning environment.

### PUBLIC INTEREST

The University embodies the highest standards of service and stewardship of resources and works within the wider community to enhance societal good.

\*Listed in alphabetical order.

## 2. STUDENT ENGAGEMENT



A fundamental value that underscores this *Strategic Action Plan* is an ongoing commitment to student engagement. This commitment is a reaffirmation of the ideals of the *Academic Plan*, particularly the goal to “create a common student experience.”

UBC’s Okanagan campus is committed to evaluating student engagement through measures such as participating in the National Survey of Student Engagement (NSSE), providing student feedback through teaching evaluation questionnaires, and continuing to offer student engagement-centred workshops and events through the Centre for Teaching and Learning. These measures provide insight into the success of student engagement practices while at the same time inform future student engagement-based events.

The sections that follow introduce two Foundations and four Priority Themes that, when taken together, formulate a strategic plan that will go far beyond academic programming alone and will aspire to deliver a truly unique experience for each student, one that sets UBC’s Okanagan campus apart from other institutions in distinctive and substantial ways.

In contemplating and engaging each of the four Priority Themes in this plan, every student will have had the opportunity to have a unique experience during the course of their studies.

These unique experiences will be achieved and supported through the First-Year Experience Early Intervention Project, which seeks to improve the University experience for direct-entry first-year students at the Okanagan campus. The project will intentionally create programs that respond to the needs of students on social/emotional, academic, and career development levels.

An immediate goal of this project is to improve the chances that first-year students will have fun, be successful, and find a career path, while the ultimate objective of the project is to improve the overall retention rate of students from first to second year and through to degree completion.

The Okanagan campus’ commitment to student engagement through a common undergraduate experience was first stated in the *Academic Plan*, which emphasized the importance of offering students a strong sense of place, identity, purpose and belonging, and promoting a sense of “common mission” campus-wide.

Building on these initial commitments, the *Strategic Action Plan* will, by way of the Foundations and Priority Themes, include commitments to offering students:

- experience and skills in both teaching and research with a focus on integration;
- global citizenship awareness and a greater understanding of cultures;
- an understanding of and appreciation for sustainability issues and challenges;
- an interdisciplinary and multidisciplinary perspective on scholarship;
- a strong sense of community and experience in community engagement (local, national, international, and Aboriginal); and
- proficiencies in problem solving, critical reflection and analysis.



## 3. FOUNDATIONS

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This *Strategic Action Plan* is built on two core “Foundations”— elements that should emphasize the entire student experience at the Okanagan campus, as well as form the basis for the development and the delivery of each Priority Theme.

### **Advancing Knowledge & Transformative Learning:**

All faculties and disciplines will strongly emphasize problem-solving skills, critical reflection, creativity, and innovation in their programs to create an outstanding learning environment. Faculty will strive to employ evidenced-based teaching models and approaches that allow their students and members of the wider community to have enriching learning experiences that incorporate these skill sets.

### **Community Engagement:**

The notion of community engagement is inclusive of a number of communities: local, indigenous, national, and international. This is in addition to the internal campus community comprised of faculty, staff, students, and alumni.

UBC’s Okanagan campus is well-positioned to engage in mutually beneficial cooperative relationships with a great variety of communities. In particular, the Okanagan campus offers a unique benefit to such relationships—the close-knit, intimate campus structure allows the development of relationships that serve many purposes in an innovative and efficient manner.

Advancing Knowledge & Transformative Learning and Community Engagement are bases upon which the Priority Themes can be built and a goal which each theme can strive to attain. The actions listed in the following sections will enable the campus to enhance and support these two foundations.



## 4. PRIORITY THEMES



The *Academic Plan* identified four Imperatives: An Intimate Learning Community; an Integrated Research Community; A Locally Responsive, Globally Conscious Community; and a Flexible, Adaptable, and Sustainable Community. These Imperatives have served as constant reference points, defining the nature of the Okanagan campus' Community of Excellence.

After five years of growth and development at UBC's Okanagan campus, this *Strategic Action Plan* revisits the notion of Imperatives as reference points and identifies Priority Themes. These themes are topics or areas of strength and potential for the campus that further achieve the goals of the *Strategic Action Plan* through action items associated with the Imperatives laid out in the *Academic Plan*.

As the actions in this plan are undertaken and achieved, it is important to examine the faculty and staff complements and ensure these are appropriate to support the academic priorities within this plan.

Taken together, the Priority Themes are indicative of the evolving campus identity as well as the University's commitment to its faculty, students, and staff. Each Priority Theme is a benchmark that can be used as an evaluation tool for development and decision-making.



## Priority Theme:

# GLOBAL AND CIVIL CITIZENSHIP

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UBC's Okanagan campus seeks to build an enriched environment where all individuals can participate in an abundance of intercultural learning opportunities and consequently develop a strong sense of intercultural awareness. Faculty, staff, and students will have the opportunity to participate within the immediate campus, the Okanagan community, and beyond in initiatives with global impacts.

The intimacy of the campus—matched with the well-known UBC reputation—presents something unique to international students: They can attend a highly sought-after, prestigious University with the ability to feel welcomed as they easily build relationships and interact with faculty, fellow students, and staff on campus. The Okanagan campus is proud to offer its diverse international population a welcoming home and a safe learning environment.

As we work on creating an enriching experience on campus for both incoming international students as well as the campus community at large, the campus is also committed to creating opportunities for faculty, staff, and students to participate in this type of learning internationally. Such opportunities will benefit the whole campus community as these experiences and alternative ways of knowing and knowledge are shared amongst colleagues, classmates, and others on campus.

### THE DELIVERY:

#### 1. Curriculum, Teaching, and Learning

With respect to the delivery of Global and Civil Citizenship through Curriculum, Teaching, and Learning, three further categories have been identified below to ensure that the distinct needs of the campus community at large, Aboriginal students, and international students are met.

#### THE CAMPUS COMMUNITY AT LARGE

- Develop more student community projects, co-op projects, and offer students more access to communities through course projects and experiential learning opportunities.
- Expand on programs such as community service learning and Social, Ecological, Economic Development Studies (SEEDS) projects to provide several models and options for all faculties to use the community as a classroom.

- Engage students in the community through teaching practices in graduate and undergraduate programs.
- Develop programming in the area of intercultural understanding.
- Use technology to offer opportunities for international collaboration and learning.
- Tackle issues such as racism through awareness-raising activities and courses that are open to all students, faculty, and staff.
- Build upon the Go Global initiative to develop more opportunities for students to participate in exchange projects at all levels of community; incorporate overseas trips and exchange programs into the curriculum.
- Develop two-way exchange opportunities for faculty members with international institutions with which UBC has established relationships.

#### ABORIGINAL STUDENTS

- Develop and maintain key programs that connect indigenous communities with the University, such as the Summer Institute for Interdisciplinary Indigenous Graduate Studies.
- Grow and deepen existing working relationships with Aboriginal and indigenous community and educational organizations.
- Assign and support fundraising for indigenous community engagement activities to the Development office.
- Create a familiar environment that welcomes new Aboriginal students and supports continuing Aboriginal students.
- Provide opportunities for aboriginal students to prepare for academic studies in order to access programs and provide continuing supports during their subsequent years of study.

#### INTERNATIONAL STUDENTS

- Develop a four-year strategy that accommodates the changing needs of international students as they progress through their educational programs. Examples of this include a comprehensive international student program, expansion of the support systems offered in the International Student Office and facilitation of the integration of international and domestic students through events and social opportunities.

- Direct efforts to build/strengthen relationships in countries represented by the Okanagan campus' international student population and where faculty have connections.

## 2. Research and Scholarship

- Develop/prioritize research partnerships with local community organizations that address key emerging issues in the Okanagan, including:
  - water, climate, biodiversity;
  - cultural and ethnic diversity;
  - homelessness and affordable housing;
  - urban sprawl and sustainable development;
  - indigenous rights and traditional knowledge; and
  - value-added agriculture and organic farming.
- Address issues of global impact by matching our research strengths with international communities' needs.
- Establish relationships with faculty members and their students at other institutions globally to offer joint supervision of international graduate students from their home countries.
- Work with universities internationally to establish joint Master and PhD programs.
- Develop mechanisms for support and recognition of faculty engaged in community-based research with indigenous communities.

## 3. Community Relations and Partnerships

- Develop a strategic plan to expand on partnerships at all levels of community: internal, external, local, national, international, and indigenous communities.
- Develop a strategic plan for internationalization that is in accord with the UBC system's plan, yet also reflects the specific goals of the Okanagan campus.
- Support and facilitate community engagement activities on campus.
- Expand on opportunities for students to work with community organizations, health and social service agencies,

and local schools in their field of study.

- Extend expertise to the community by increasing educational opportunities that meet the learning needs of the community.
- Promote and raise awareness of the Okanagan campus' community engagement activities.
- Develop a reward system for students excelling in community engagement.
- Design mechanisms whereby faculty and staff are recognized for community service as part of their professional activities.
- Build and expand on existing partnerships with community organizations and invite these organizations and the community to participate in academic activities, including workshops and conferences.
- Expand on and enhance information services for the external community.
- Develop a sense of social responsibility by increasing awareness of what is happening in our community and providing opportunities for students to become involved.
- Develop social spaces and cultural infrastructure on campus that complements the local community's resources and is accessible by both the internal campus community and the local community.
- Ensure there is proper space for theatre activities on campus, which could be achieved by a stand alone building or by expanding existing space. This theatre space should be used for research and scholarship and teaching and also serve the external community by offering a social space for performances and community events.
- Explore the opportunity for an on-campus clinic, either by expanding existing space or by a stand-alone building.



## Priority Theme:

# INQUIRY-DRIVEN, RESEARCH-BASED LEARNING

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The research community at UBC's Okanagan campus has developed substantially since the inception of the campus. In 2006, the *Academic Plan* defined "An Integrated Research Community" as an Imperative. Over the past five years we have sought to achieve the goals inherent in this Imperative: developing a broad spectrum of research, integrating teaching and research, and developing interdisciplinary and multidisciplinary opportunities in research.

The success of the campus' research community is manifested in its ambitious researchers, five institutes and centres, and 214 current research awards amounting to \$5,354,695 in funding (2009). The research activity on campus is broad, ranging from the basic to the applied, incorporating both local and global issues and ensuing impacts.

From the initial success in building a community of research excellence, we look now to pursue those specific objectives within this goal for which we are well positioned and well suited. In addition, serving the core goal of this plan—a dedication to student engagement—the academic community will look to continuously enhance the integration of teaching and research.

Going beyond encouraging student participation in research and teaching, the campus will undertake specific actions to build on and expand the opportunities available for students to engage in research and teaching, from the undergraduate to the PhD level.

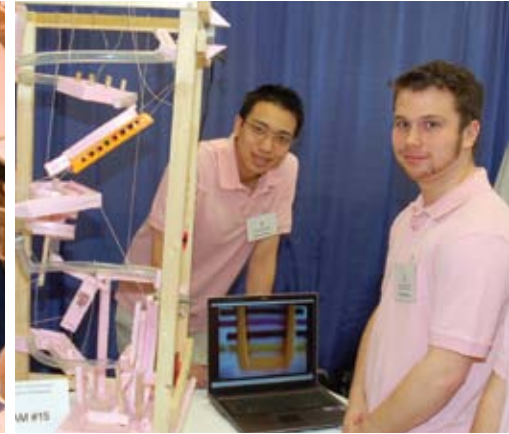
Beginning in their first year of study, undergraduate students will be invited to contribute to research activities on campus. Subsequently, as students move through their academic program, they will experience a complex integration of teaching and research. Research will be an informant for developing teaching practices and will act as a tool for teaching in the classroom. At the same time, teaching will enhance the span and quality of research.

To allow for these opportunities to be exceptional and moreover to involve faculty members in the development of offerings and experiences, the Okanagan campus will commit to providing the means to truly engage this theme.

## THE DELIVERY:

### 1. Curriculum, Teaching, and Learning

- Conduct a critical evaluation of programs and degree requirements in all faculties to ensure they reflect the goals of the University's strategic plans and are informed by best practice.
- Determine means to encourage development and implementation of effective teaching models and methods.
- Determine calendar and course outline initiatives that reflect problem solving, critical reflection, creativity, and innovation.
- Use teaching models that are effective (empirically based) in critical reflection.
- Encourage research into innovations in teaching and learning, which is an area of research priority in the *Strategic Research Plan*.
- Improve access to degree programs for Aboriginal students.
- From the undergraduate to the PhD level offer students the means to participate in the integration of teaching and research.
- Create opportunities for undergraduate students to be involved in teaching with the mentorship of a faculty member.
- Give all PhD students the opportunity to teach a course or part of a course with a faculty member as a mentor.
- Measure the outcomes and milestones of the student learning experience and the impact of the integrated research in teaching approach by tracking students' success in their transitions from University to careers.
- Conduct curriculum design and redesign workshops focused on the integration of research and teaching.
- Create opportunities for senior faculty members to mentor junior faculty members and be acknowledged for their mentoring.



## 2. Research and Scholarship

- Evaluate the opportunities for student involvement in research in undergraduate degrees and consider restructuring programs to enhance these opportunities where necessary.
- Increase and expand opportunities for student involvement in research and scholarship, including the co-op education program, summer research assistant positions, and the Social Economic, Ecological Development Studies (SEEDS) Sustainability Program.
- Support new forms of scholarship and new literacies by accelerating the migration to digital collections, where possible, through the Library and the Centre for Teaching and Learning.

## 3. Community Relations and Partnerships

- Work with local non-profit agencies and the public sector to inventory challenges and identify “action research” opportunities for students and faculty.
- Invite community members to the campus when students display the results of their research projects (e.g. Undergraduate Student Research Awards/Honours projects/ Directed Studies poster days).



## Priority Theme:

# INTERDISCIPLINARY AND MULTIDISCIPLINARY SCHOLARSHIP

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UBC's Okanagan campus offers a learning environment abounding with opportunities for interaction between faculty and students across and within a variety of disciplines. The intimate campus community cultivates relationships that enhance each student's experience.

Embedded in the *Academic Plan* is a commitment to fostering interdisciplinary, multidisciplinary, and inter-professional themes, programs, and collaborations. "Interdisciplinary" implies the establishment of a useful connection between different branches of learning, occurring when an individual works with multiple specialties or when two or more disciplinary specialists work together to solve a problem that neither can conquer alone. "Multidisciplinary" applies to specialty areas that necessarily embrace many disciplines (e.g., medicine) or to programs that combine the study of several different disciplines.

By promoting and facilitating interdisciplinarity and multidisciplinary study, faculty are offered unique teaching and research experiences, while students accordingly enjoy enriched learning and research experiences.

From the outset, the Okanagan campus has developed programs and faculties that represent interdisciplinary and multidisciplinary scholarship. In addition to its faculties, the campus is home to outstanding research centres and institutes that—while conducting leading-edge research—provide opportunities for interdisciplinary participation and engagement across all disciplines.

### THE DELIVERY:

#### 1. Curriculum, Teaching, and Learning

- Develop new courses and repackage current course offerings (where applicable) to create new programs that have an interdisciplinary focus, including the addition of double majors and new minor options.
- Invest in mechanisms, such as co-teaching (team teaching) strategies that support interdisciplinary scholarship.
- Develop a greater integration and inter-relation between courses to strengthen the undergraduate experience.

- Employ strategic hires to develop interdisciplinary areas of excellence and target teaching excellence for future hiring within a discipline.

#### 2. Research and Scholarship

- Promote "action research" in the community through the media.
- Coordinate undergraduate research presentations so that students from different faculties and schools have the opportunity to see what other students are involved in.
- Encourage interdisciplinary student research.
- Encourage strategic hiring to promote interdisciplinary research.
- Develop social spaces on campus where faculty and staff can meet and interact with people from different areas.

#### 3. Community Relations and Partnerships

- Invite distinguished speakers who have interdisciplinary or multidisciplinary interests to engage the community in discussion that leads to an understanding of the need for interdisciplinarity in innovative problem solving.

## Priority Theme:

# SUSTAINABILITY

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From the outset, UBC's Okanagan campus has been dedicated to building a sustainable community, as identified in the founding *Academic Plan*: "[...] always striving to make the campus as beautiful as it is efficient—both to ensure our own sustainability and to act as a model for the community."

The Okanagan campus' sustainability commitments span the entire spectrum of sustainability, addressing both environmental sustainability of physical infrastructure, as well as the social sustainability of the learning and working environment.

There is expressed interest within the community to partner and engage with the Okanagan campus to share knowledge, experience, and dialogue on sustainability-related concepts and issues. Recent engagement between members of the campus community and the local community demonstrates that external community interest is matched by a compelling appeal on the part of students, faculty, and staff to respond to sustainability challenges and opportunities on campus and beyond.

In response to the interest and support of both internal and external communities with regards to sustainability, the Okanagan campus has undertaken a preliminary baseline inventory—identifying the current state and potential of our sustainable initiatives.

Through this process, we have recognized the strong foundation that currently exists in sustainability—in academic courses, research projects, and leading-edge sustainable operations and facilities.

This progress to date presents a solid foundation upon which to build and further strengthen the campus as a leader in sustainability, both locally and globally. The Okanagan campus has the opportunity to serve as a model of sustainability by fully integrating and supporting sustainability in its academic programs, operations, and campus community to create a healthy, vibrant, and sustainable campus culture.

The development of a "Sustainability House" on campus has begun, which will serve as the hub of activity where sustainability research and initiatives will be developed and demonstrated. Examples of key sustainability initiatives through the Sustainability House include:

- Strategically position and drive sustainability as a key pillar of the Okanagan campus' culture and exceptional experience by providing the project base for an interdisciplinary systems approach to sustainability that integrates academics from all disciplines and operations on campus as "a living lab."
- Bring together academics and operations under one umbrella to achieve integration of sustainability as a "living campus" and act as a model and incubator for transformative sustainability innovation and research and student engagement.
- Support ground-up, grass-roots approaches that enable every faculty and unit to contribute to a sustainable campus by taking on sustainability-related projects, tasks, or behaviour changes to help build a campus culture of sustainability.
- Build and enhance campus-wide programs, services, and activities that are designed to promote balance and create a socially vibrant, resilient, and healthy campus community.
- Implement a campus-wide transformative change strategy that involves the active participation of all faculty, staff, and students in behaviour change and sustainable practices that are targeted to achieve the campus' collective sustainability goals.
- Create clear goals and targets for sustainability performance from the baseline inventory and install the monitoring and reporting protocols to track and report on performance on an annual basis.
- Ensure that all administrative departments and academic units are aligned with and adhering to sustainability principles and practices related to the campus' sustainability vision.





## THE DELIVERY:

### 1. Curriculum, Teaching, and Learning

- Create a coordinated events and educational strategy that delivers a steady stream of “experiential” opportunities related to sustainability across all disciplines, such as guest speakers and sustainability-related topic weeks.
- Build upon existing curriculum and integrate sustainability into the content of courses to create a minor in sustainability and examine the possibility of developing a sustainability major and undergraduate interdisciplinary sustainability degree.
- Ensure strategic faculty recruitment practices to develop local expertise in sustainability teaching and research within a broad scope of disciplines to reflect the interdisciplinary nature of sustainability issues and to foster collaboration between disciplines to help meet these challenges.

### 2. Research and Scholarship

- Establish an institutional commitment to leadership in sustainability research and scholarship across all disciplines.
- Promote and expand upon the Senate’s recently approved Sustainability Theme within the Interdisciplinary Graduate Studies Program.
- Establish a process to track sustainability-related research in the Research Services Office and connect this to the communications and promotional functions in the University to raise the profile of research in this area.
- Increase awareness among faculty of primary national research funding agencies that include sustainability criteria in their applications.

- Provide faculty members with opportunities to engage in sustainability-related research tied to research conducted on campus and in the community.
- Provide support for research and teaching that contributes to the sustainability of the agricultural industry in the Okanagan region and its emerging leadership as a premier wine region of Canada.

### 3. Community Relations and Partnerships

- Build new sustainability research partnerships locally, regionally, and globally through the Okanagan Sustainability Institute (OSI).
- Partner with the community to develop sustainability programs and events to engage and build the capacity of students, faculty, staff, and community members.
- Build on the existing Okanagan campus’ Sustainability Office website content and archives.
- Work to build an institutional psychology to embrace sustainability and understand its importance for the campus, the community, and the world and to communicate this psychology to the community at large.
- Expand the SEEDS Program with a new title to reflect community engagement on campus, locally, regionally and globally and build awareness of the program.
- Implement an educational initiative (tours, signage, etc.) to educate students, staff, faculty, and visitors on the innovative and sustainability-oriented elements of the campus’ buildings, landscapes, and infrastructure.

UBC'S OKANAGAN CAMPUS

# STRATEGIC ACTION PLAN 2010

Office of the Provost and Vice Principal Academic and Research

3333 University Way  
Kelowna, BC V1V 1V7

[www.ubc.ca/okanagan/provost](http://www.ubc.ca/okanagan/provost)



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