



UBC OKANAGAN

ASPIRE CONSULTATION REPORT

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INTRODUCTION

The University of British Columbia Okanagan campus became a new UBC presence in the interior of British Columbia in 2005, designed to deliver on the promise of a research-intensive institution purpose-built for the 21st century. The Okanagan campus serves the post-secondary education needs of BC's Interior region, while expanding UBC's capacity for knowledge creation serving Canada and the world.

Over the past nine years, UBC's Okanagan campus has become a distinctive learning community that includes 51 undergraduate programs and 14 graduate programs delivered by eight faculties and schools.

When classes began in September 2005, the campus had 3,500 students. By September 2013 enrolment had grown to more than 8,300 students, including the largest incoming class of Aboriginal students to date. It also included 640 graduate students.

In the research sphere, there was a 138 per cent growth rate in award funding from fiscal year 2006 to 2014, with year-to-date funding for fiscal year 2014 exceeding \$16 million. Several research institutes and centres have been established, and the campus now hosts six Tier 2 Canada Research Chairs, with the most recent being appointed in 2013.

More than \$400 million in capital investment from 2004 through 2012 saw the campus grow physically through a construction program that tripled floor space from 500,000 to more than 1.5 million square feet. In 2010, the University purchased an additional 256 acres (103.6 ha) of land, doubling the size of the campus and providing room for future growth and development. The number of student residence beds on campus increased from 300 in 2005 to 1,700 in 2013.

The past nine years have been a period of rapid growth and activity as the campus embarked on establishing programs, structures, processes, and institutional connections. In 2012, the campus reached enrolment targets, and completed its first phase of physical infrastructure construction. It is now moving into a period of stabilization, providing an opportunity for reflection, assessment, and discussion about the future.

In September 2013, a consultative visioning exercise entitled "Aspire" was launched to consider the current state of the campus, and to develop a compelling vision for the future. This process will provide direction to the Academic, Research, and Campus Master Planning processes.

Diverse constituent groups and stakeholders (see Appendix 2A) were asked to envision the campus 15-20 years into the future, provide their thoughts on what the campus should be known for at that time, and define what success would look like if the future vision was achieved. Specifically, they were asked to consider how the Okanagan campus could deliver upon the core commitments of UBC to provide a transformative learning experience, deliver research excellence, and enhance economic, social, and cultural well-being, and what the campus's distinct contribution could be to a global, civil, sustainable society.

This document provides an overview of the findings from this exercise, and recommendations for future planning efforts.

What emerged from the consultation was a consensus that the Okanagan campus should aspire 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.

STEERING COMMITTEE AND CAMPUS CHAMPIONS

STEERING COMMITTEE

- **Dr. Deborah Buszard**, Deputy Vice-Chancellor and Principal (ex officio)
- **Dr. Cynthia Mathieson**, Provost and Vice-Principal Academic
- **Dr. Gordon Binsted**, Interim Vice-Principal, Research
- **Dr. Miriam Grant**, Vice-Provost, Dean of Graduate and Post-Doctoral Studies
- **Ian Cull**, Associate Vice-President, Students
- **Michael Shakespeare**, Associate Vice-President, Finance and Operations
- **Dr. Barbara Rutherford**, Acting Dean, Irving K. Barber School of Arts and Sciences
- **Dr. Wisdom Tettey**, Dean, Faculty of Creative and Critical Studies
- **Dr. Edward Taylor**, Acting Dean, Faculty of Health and Social Development
- **Dr. Roger Sugden**, Dean, Faculty of Management
- **Dr. Dwayne Tannant**, Acting Associate Dean, School of Engineering
- **Pauline Brandes**, Director, Human Resources
- **Kimberly Darling**, Director, Academic Operations
- **Adrienne Nolan**, Director, Development and Alumni Engagement
- **Bud Mortenson**, Director, University Relations
- **Alexa Geddes**, Undergraduate Student Representative
- **Tim Abbott**, Graduate Student Representative
- **Nicole Udzenija**, Project Team Chair (ex officio)

CAMPUS COMMUNITY CHAMPIONS

Faculty Champions

- **John Klironomos**, Irving K. Barber School of Arts and Sciences
- **Stephen McNeil**, Irving K. Barber School of Arts and Sciences
- **Jessica Stites-Mor**, Irving K. Barber School of Arts and Sciences
- **Susan Crichton**, Faculty of Education
- **Rehan Sadiq**, School of Engineering
- **Patricia Marck**, School of Nursing
- **Jennifer Jakobi**, School of Health and Exercise Sciences
- **Norine Webster**, Faculty of Management
- **Robert Eggleston**, Faculty of Creative and Critical Studies
- **Charlotte Jones**, Faculty of Medicine

Staff Champions

- **Cara Kirkey**, Project Management Assistant
- **Lisa Levell**, Learning Services Specialist
- **Stephanie McKeown**, Director, Campus Research and Analysis
- **Bud Mortenson**, Director, University Relations
- **Adam Schubel**, Communications and International Resources Officer
- **Leanne Takenaka**, Marketing and Communications Manager
- **Steve Taylor**, Marketing Communications Specialist
- **Nicole Udzenija**, Project Team Chair

Student Champions

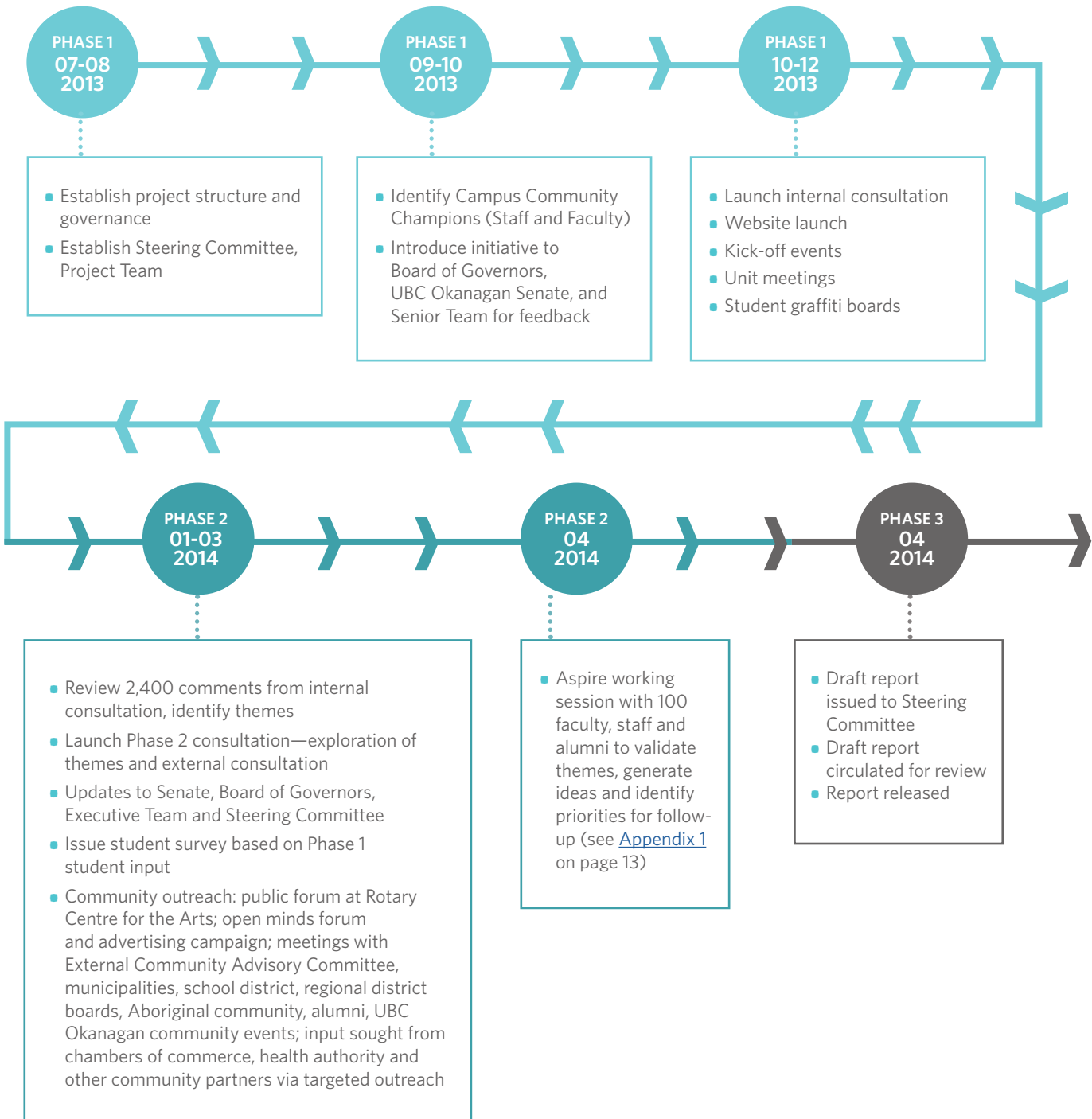
- **Nick Dodds**
- **Laura Fairburn**
- **Alexa Geddes**
- **Matt Husain**
- **Jeff Krupa**
- **Sepideh Pakpour**
- **Ellen Sierakowski**

PROCESS OVERVIEW

In June 2013, UBC’s Okanagan campus began planning for a consultative visioning process. In September 2013, Aspire was launched. The consultation included three phases:

- PHASE ONE - Initial engagement
- PHASE TWO - Exploration of emerging themes and external outreach
- PHASE THREE - Development of guiding principles

[Appendix 2B](#) includes a summary of the communications activities completed in each phase.



STAKEHOLDER SUMMARY

Diverse constituencies were consulted during the Aspire process, including, but not limited to UBC System leadership and governance bodies, UBC Okanagan faculty, staff, students and alumni, and regional community members and organizations. See [Appendix 2A](#) for a full summary of stakeholders consulted.

The following is a brief summary of input from a sample group of key stakeholders.

STUDENTS

UBC Okanagan students were canvassed via social media, face-to-face interaction, and a targeted survey regarding their vision for the future. They also participated in the final Aspire working session. Items of particular importance as per the final student survey were:

- Practical experiences tied to learning
- Maintenance of a learning environment with high student/faculty interaction opportunities for collaboration with professors and other students
- Availability of alternate learning modes (flipped classrooms, mobile learning, distance learning, etc.)
- National and international reputation for undergraduate student research
- Support for research across all fields of inquiry
- Greater development of interdisciplinary research opportunities and opportunities for innovative research/research-to-commercialization.

When asked to describe today's learning environment, and what they believe should carry forward to distinguish the campus in the future, they emphasized the importance of student and faculty interaction, and opportunities for collaboration among students.

FACULTY

UBC Okanagan faculty were consulted via kick-off events, unit meetings, social media, and a final Aspire working session.

They articulated a desire for a collaborative, boundary-free community of learning and research, with faculty and students working together across disciplines on projects to apply learning, conduct research, and impact communities in new and innovative ways. They stressed the importance of a comprehensive set of programs, and the unique opportunities that the size, combination of expertise and location afforded this campus in terms of having cultural, social and economic impact, especially in the areas of environmental, social and economic sustainability.

They argued for research that has regional and global relevance, and for more interconnection and collaboration with campus and community partners, as well as other institutions. They also strongly advocated for protecting unfunded inquiry or curiosity-driven research.

We need to promote and facilitate interaction with other universities. Our local regions have many mirror images—as a university we bring the world to the Okanagan and bring the Okanagan to the world.

STUDENTS SAID...

It means feeling support and motivated in a dynamic learning space where the teachers have strong relationships with their students.

FACULTY SAID...

I would like to see a holistic educational institution offering a balance of academic/research opportunities as well as increased opportunities for co-operative education and service learning.

Would like experiential and engaged learning. Frequent opportunities for community projects, undergraduate research and one guaranteed collaboration or interdisciplinary project.

Interdisciplinary experience, global experience, multicultural experience.

I would like to find more means of cooperative, interdisciplinary research on issues and challenges specific to regions, such as the Okanagan, but not restricted to here. What is particular about poetry, dance, art, sociology, medicine, management etc. in regional context and how can they support each other?

Excellent networking with other universities—joint seminars (with videoconferencing)—special courses and programs (taught via videoconferencing to other campuses). So, students can be in a beautiful, intimate, engaging setting and still have access to a much larger community of academics.

Faculty (as well as other stakeholders including staff, students and community partners) also indicated a sense that the campus is beginning to be a very diverse community, and see that as a strength to be leveraged to increase the intercultural fluency of students and the further development of the region. There is also a desire to build on partnerships with Aboriginal communities to deliver unique learning and research experiences that value indigenous culture in the region, which was echoed during consultation with Aboriginal communities in the region.

First Nations should be active and ongoing participants in the life of this campus. I would like to see UBC Okanagan finding ways to create channels for carrying First Nations ways and wisdom to other communities.

REGIONAL COMMUNITY STAKEHOLDERS

Regional stakeholders were consulted via a variety of mechanisms, including the Open Minds Forum, community events, and meetings with municipalities, regional district boards and other groups. See [Appendix 2A](#) for a full summary of stakeholders consulted.

I'm excited about the opportunities UBC brings here to add to the region (e.g. engineering, management, health...).

Community members had high expectations for the University to have a transformative impact in the region. There were suggestions for program development, research collaboration, economic development initiatives, and a view that the campus could be a catalyst for cultural, economic and social development. There was an eagerness to see the University expand beyond its boundaries with virtual and place-based activities, as well as a desire for more welcoming spaces on campus to foster community involvement and partnerships.

And finally, there was a general agreement among many who were consulted, from students, staff and faculty to community members, that this particular place—nestled in the Okanagan Valley—is a place that could be a living lab for health and well-being.

Healthy people and environments are important.

REGIONAL COMMUNITY STAKEHOLDERS SAID...

Open learning/web-based public courses on research methods, GIS, work analysis, impact evaluation etc.

Connections with City, Interior Health, Regional District re: shared regional vision and how that is implemented by the major community employers/institutions. Promoting other aspects of multiple bottom line approaches that are not exclusively focused on meeting the economic objective—fostering relationships and opportunities that enrich the cultural, social and environmental opportunities within the fabric of Kelowna. Considering opportunities that are integral to place-making, community capacity building, and embracing sustainable lifestyle choices.

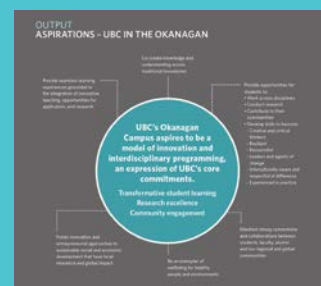
UBC Okanagan should place priority on entrepreneurship and innovation focusing on socially and environmentally responsible initiatives.

UBC Okanagan can be contributing to the local society by being a resource for the community to critically assess itself. Furthermore, it can harness international academic work to bring new/international perspectives to the valley, to improve our thinking locally.

ASPIRATIONS

What emerged from the consultation was a consensus that UBC Okanagan should aspire 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.

See the diagram on page 9 for a listing of aspirations.



INPUT KEY THEMES EMERGING FROM CONSULTATION

See the Stakeholder Summary, beginning on page 6, for a summation of input from a sample group of stakeholders.

Research Excellence

CHARACTERISTICS

- Interdisciplinary
- Collaborative internally and externally
- Undergraduate and graduate
- Research in practice (impact)

DESIRED OUTCOMES

- Regional and global impact (social/economic/cultural/well-being)

Transformative Learning

CHARACTERISTICS

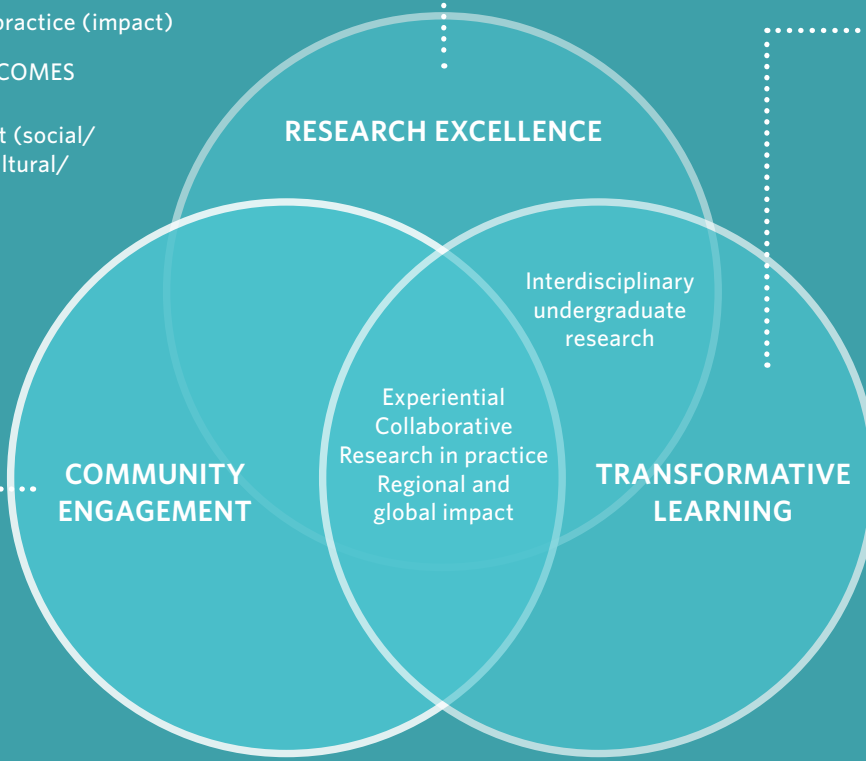
- Interdisciplinary
- Flexible learning
- Innovative teaching
- Experiential
 - Co-op/capstone
 - Community-based learning
 - Undergraduate research

STUDENT EXPERIENCE

- Small campus feel
- Healthy campus
- Diverse campus

DESIRED OUTCOMES

- Graduates who are:
 - Experienced in practice
 - Interculturally aware and respectful of difference
 - Creative and critical thinkers
 - Resilient
 - Resourceful
 - Leaders and change agents



COMMUNITY ENGAGEMENT

TRANSFORMATIVE LEARNING

RESEARCH EXCELLENCE

Experiential
Collaborative
Research in practice
Regional and
global impact

Interdisciplinary
undergraduate
research

Community Engagement

CHARACTERISTICS

- Regional and global partnerships

DESIRED OUTCOMES

- Economic, social and cultural well-being/health
- Regional and global impact

PLACE

- Healthy people and environments (well-being)
- Diverse

OUTPUT ASPIRATIONS

Provide seamless learning experiences grounded in the integration of innovative teaching, opportunities for application, and research

Co-create knowledge and understanding across traditional boundaries

Foster innovation and entrepreneurial approaches to sustainable social and economic development that have local relevance and global impact

**The Okanagan
Campus aspires to be a
model of innovation and
interdisciplinary programming
as an expression of UBC's core
commitments.**

**Transformative student learning
Research excellence
Community engagement**

Manifest strong connections and collaborations between students, faculty, alumni and our regional and global communities

Provide opportunities for students to:

- Work across disciplines
- Conduct research
- Contribute to their communities
- Develop skills to become:
 - Creative and critical thinkers
 - Resilient
 - Resourceful
 - Leaders and agents of change
 - Interculturally aware and respectful of difference
 - Experienced in practice

Be an exemplar of well-being for healthy people and environments

RECOMMENDATIONS

PRIORITY AREAS FOR EXPLORATION

That as a bold, innovative campus of UBC, we uniquely express the Promise of UBC's core commitments of transformative student learning, research excellence and community engagement at this Place. To reach the aspirations documented on the previous page, we want to explore the following:

TRANSFORMATIVE STUDENT LEARNING

Identify strategies to provide all students with enriched educational experiences, such as, but not limited to:

- Expanding experiential learning opportunities, such as co-op and capstone projects, throughout all faculties through community partnerships
- Identifying living lab opportunities on and off campus
- Expanding international opportunities and interactions
- Providing collaboration or interdisciplinary project opportunities
- Identifying more flexible structures for program delivery

Identify strategies to support undergraduate research, such as, but not limited to:

- Encouraging faculty to provide research opportunities for undergraduate students
- Facilitating student engagement in interdisciplinary, project-based research

Identify strategies to facilitate collaborative, interdisciplinary learning, such as, but not limited to:

- Identifying flexible learning paths and degree offerings across faculties and/or via collaboration with other post-secondary education providers
- Creating collaborative spaces
- Facilitating project-based learning across disciplines with community partners

Identify strategies to realize learning outcomes, such as, but not limited to:

- Building a shared understanding of outcomes identified in aspirations, and methods of evaluation

RESEARCH EXCELLENCE

Identify strategies to facilitate research collaboration, such as, but not limited to:

- Identifying barriers to collaborative and interdisciplinary research
- Facilitating methods to make research more transparent and accessible to further intra campus, inter campus and community collaboration
- Identifying opportunities for international and local conferences/forums and collaborations

Identify strategies to facilitate research with local and global impact, such as, but not limited to:

- Creating innovation hubs to bring together interdisciplinary groups of students, faculty, alumni and community members to work on initiatives with social, cultural and economic impact initiatives
- Exploring living lab opportunities for social/economic/environmental sustainability/well-being research initiatives
- Facilitating more robust graduate programming and research opportunities

COMMUNITY ENGAGEMENT

*Identify strategies to support the evolution of **collaborative networks** and consortia such as, but not limited to:*

- Creating collaborative physical spaces both on and off campus
- Creating innovation hubs to bring together interdisciplinary groups of students, faculty, alumni and community members to work on initiatives with social, cultural and economic impact
- Creating mechanisms to support virtual and distributed collaboration
- Strengthening opportunities for learning and research collaboration with Aboriginal communities
- Exploring living lab opportunities using campus and/or region as focus for social/economic/environmental sustainability/well-being research initiatives
- Facilitating the development of alumni networks and relationships, and opportunities for alumni to act as mentors

PLACE

*Identify strategies to maintain a **distinctive learning environment**, such as, but not limited to:*

- Creating flexible learning paths and program delivery methods that facilitate student/faculty collaboration
- Creating educational and community spaces conducive to collaboration

*Identify strategies to strengthen **cultural diversity and intercultural understanding**:*

- Ensuring the campus is a welcoming and supportive place for diverse students and faculty
- Strengthening Aboriginal access, programming, affiliations and presence on campus
- Identifying opportunities for international and local conferences/forums and collaborations

*Identify strategies to support the development of this campus as an **exemplar of well-being for healthy people and healthy, sustainable environments**, such as, but not limited to:*

- Ensuring safe access to campus through sustainable transportation options and safe cycling/walking pathways
- Strengthening cultural diversity
- Modelling equitable, responsible and ethical workplace relations
- Exploring living lab opportunities using campus and/or region as focus for social/economic/environmental sustainability/well-being research initiatives
- Expanding methods to develop eco-literacy

NEXT STEPS

This report has been reviewed by the UBC Executive and leadership as well as stakeholders prior to the final report submission.

Priority pathways for exploration and implementation are being considered by the Okanagan Leadership Team for action, and will be assigned to planning activities as appropriate to develop strategies, including Academic Planning, Research Planning and Campus Master Plan in collaboration with our community stakeholders and partners.



APPENDIX 1: ASPIRE WORKING SESSION OUTPUTS-COLLABORATIVE THEMES

Transformative Learning	Research Excellence	Community Engagement
<p>FLEXIBLE LEARNING</p> <ul style="list-style-type: none"> • Breaking down barriers • Protect diversity and increase flexibility of programs and experiences • Flexible curriculum. Few barriers. Student centered and created • Flexible learning spaces that are available to the university and community • Flexible learning paths. Grounded in community experience • Implement flexible learning policies and flexible work load policies to support interdisciplinary <p>COLLABORATION AND COMMUNICATION</p> <ul style="list-style-type: none"> • Collaboration with industry • Interconnections between programs and curricula • Faculty and staff and student synergies • Interdisciplinary • Creative incentives for innovative and collaborative programming • Interconnectedness—community, classroom, all disciplines. Needs infrastructure • Breaking down barriers • Collaborative collegiums space <p>EXPERIENTIAL LEARNING AND UNDERGRADUATE RESEARCH</p> <ul style="list-style-type: none"> • Undergraduate research as a form of learning • Experiential and engaged learning. Frequent opportunities for: <ul style="list-style-type: none"> - Community projects - Undergraduate research - One guaranteed collaboration or interdisciplinary project • Develop students who are competent in sustainable practices, critical thinking and communication skills • Integration of learning/research/practical experience. Local community. Transferable globally • Connections and reinforcement of knowledge and skills for recognizing evidence based policy • Doing, supporting and valuing research in the curriculum. e.g., SAC recognizes supervision of undergraduate students for tenure and promotion <p>CAMPUS IDENTITY: SMALL, STIMULATING, WELL-BEING</p> <ul style="list-style-type: none"> • Stay small—current size or not much bigger (Contested) • Healthy people and environments • Stimulating environments • Campus culture and identity—make UBCO the place people want to be • Well-being for self and others • Creating innovative models/practices for cultural, environmental sustainability • Non-research based services for grad students (added after discussion) <p>CLARITY OF GOALS/ PRIORITIZATION</p> <ul style="list-style-type: none"> • Sufficient \$ • Aligned with priorities • Have a goal, stick to it, support with specific plans 	<p>COLLABORATION</p> <ul style="list-style-type: none"> • Communication and collaboration • Communication: group, leaders, intercultural, written, verbal, literacy • Multiple partners • Collaboration with industry • Collaborative collegium space • Interconnections between units • Interdisciplinary • Collaborative research space(s) <p>WELL-BEING</p> <ul style="list-style-type: none"> • Healthy people and environments • Research about well-being • Stimulating environment <p>GRADUATE STUDIES</p> <ul style="list-style-type: none"> • Funding for graduate students <p>UNDERGRADUATE</p> <ul style="list-style-type: none"> • Undergraduate research as a form of learning • Mechanism for facilitating undergraduate opportunities in research <p>\$/RESOURCES/INCENTIVES</p> <ul style="list-style-type: none"> • Funding for graduate students (overlapped theme) • Funding \$\$\$ • \$. Sufficient. Aligned with priorities • Provide resources and incentives for interdisciplinary research and community engagement • Doing supportive and valuing research in the curriculum. E.g. SAC recognizes supervision of undergraduate students for tenure and promotion • Have a goal, stick with it, support with specific plans <p>RECOGNITION, ICONIC PROGRAMS</p> <ul style="list-style-type: none"> • Entrepreneurship and innovation focusing on: Socially responsible, environmental responsible, locally relevant • UBCO recognized for research • Build some icon programs: Optimization, health sciences • Protect unfunded inquiry/curiosity driven research 	<p>PUBLIC GOOD</p> <ul style="list-style-type: none"> • Well-being for local and global communities • Entrepreneurship and innovation focusing on: <ul style="list-style-type: none"> - socially responsible - environmentally responsible - locally relevant <p>DIVERSITY</p> <ul style="list-style-type: none"> • Value indigenous culture here • Community: interconnected communication • Communication and collaboration • Diversity of race, ability and income • Aboriginal collaboration • Involve community members in teaching and research collaboration • Interdisciplinarity • Interdisciplinarity. Remove institutional barriers • Value arts and humanities <p>INCLUSIVE</p> <ul style="list-style-type: none"> • Comprehensive university • Basic research <p>RESPONSIVE TO CHANGES</p> <ul style="list-style-type: none"> • Responsive to changes • Resource sharing <p>SOCIAL SPACE WHERE COMMUNITY ENGAGEMENT CAN OCCUR</p> <ul style="list-style-type: none"> • Community engagement space • Social gathering place • Provide space and support for community interaction • Extending the learning environment beyond the confines of the university and out into the community (resources, opportunities, geography) <p>STUDENT EMPLOYABILITY</p> <ul style="list-style-type: none"> • Socially and environmentally sound employability • Collaboration with industry • Alumni Relations/Engagement • Support student leadership/enthusiasm • Entrepreneurship <ul style="list-style-type: none"> - affect policy - community career development - curriculum <p>HEALTHY ENVIRONMENT</p> <ul style="list-style-type: none"> • Healthy people and environments • Community engagement • Bike path • Physical infrastructure that makes campus accessible • Sustainability expand capacity <p>TRANSPARENT CHANGE</p> <ul style="list-style-type: none"> • Transparent change and access to information • Central access to information (on-campus) • \$, sufficient, aligned with process • Have a goal, stick to it, support with specific plans

APPENDIX 2A: STAKEHOLDER GROUPS

STAKEHOLDER GROUP	DESCRIPTION	CONSULTATION METHODS
EXTERNAL STAKEHOLDERS		
REGIONAL MAYORS	<ul style="list-style-type: none"> Walter Gray (Kelowna) Doug Findlater (West Kelowna) Garry Litke (Penticton) Rob Sawatzky (Vernon) Nancy Cooper (Salmon Arm) 	<ul style="list-style-type: none"> External Community Advisory Council (DVC Committee) Council meetings
CITY COUNCILLORS	<ul style="list-style-type: none"> Kelowna Vernon Lake Country Penticton 	<ul style="list-style-type: none"> Update on council agendas Regional District Boards
REGIONAL ABORIGINAL COMMUNITY	<ul style="list-style-type: none"> Okanagan Nation Alliance 	<ul style="list-style-type: none"> Okanagan Nation Education Council meeting Okanagan Nation Alliance Director meeting Okanagan Nation Alliance Chiefs meeting
REGIONAL DISTRICTS	<ul style="list-style-type: none"> Regional District of Central Okanagan (RDCO) Regional District of North Okanagan (RDNO) Regional District of South Okanagan (RDSO) 	<ul style="list-style-type: none"> Regional District Board meetings
REGIONAL SCHOOL BOARDS	<ul style="list-style-type: none"> School District 23 (Kelowna, Central) 	<ul style="list-style-type: none"> School District Board meetings
REGIONAL BUSINESS LEADERS		<ul style="list-style-type: none"> External Community Advisory Council (ECAC) Chamber of Commerce Economic Development Council Accelerate Okanagan
KEY PARTNERS	<ul style="list-style-type: none"> Interior Health Okanagan College 	<ul style="list-style-type: none"> External Community Advisory Council Meetings
ALUMNI	<ul style="list-style-type: none"> UBC Okanagan alumni UBC alumni with Okanagan connection 	<ul style="list-style-type: none"> Alumni Dialogues event Alumni website and social media Aspire working session
OKANAGAN COMMUNITY	<ul style="list-style-type: none"> Okanagan residents 	<ul style="list-style-type: none"> Community outreach advertising campaign Open Minds Forum (Aspire website) Public Events: <ul style="list-style-type: none"> Public Forum at Rotary Centre for the Arts Nobel Night Distinguished Speaker Series

APPENDIX 2A: STAKEHOLDER GROUPS

STAKEHOLDER GROUP	DESCRIPTION	CONSULTATION METHODS
INTERNAL STAKEHOLDERS		
UBC BOARD OF GOVERNORS		<ul style="list-style-type: none"> Board meetings For information
OKANAGAN SENATE		<ul style="list-style-type: none"> DVC updates
UBC VANCOUVER LEADERSHIP	<ul style="list-style-type: none"> Senior Executive 	<ul style="list-style-type: none"> Senior Executive meetings
UBC VANCOUVER STAFF AND FACULTY	<ul style="list-style-type: none"> Deans, directors, department heads Faculty, staff, and students 	<ul style="list-style-type: none"> E-mail Website
UBC OKANAGAN LEADERSHIP	<ul style="list-style-type: none"> Senior Team Deans, directors, department heads 	Presentations to: <ul style="list-style-type: none"> Okanagan Leadership Team Steering Committee Heads Up (Management Forum)
UBC OKANAGAN FACULTY	<ul style="list-style-type: none"> Deans Associate/Assistant Deans Unit Heads Tenured faculty Tenure-track faculty Sessional, adjuncts 	<ul style="list-style-type: none"> Steering committee Senate Faculty champions Town Hall-style meetings Unit meetings Focus groups Aspire website and Open Minds Forum Aspire working session
UBC OKANAGAN STAFF	<ul style="list-style-type: none"> Mid-level management Staff at large 	<ul style="list-style-type: none"> Steering committee Project team Town Hall-style meetings Unit meetings Heads Up (Management Forum) Aspire website and Open Minds Forum Aspire working session
UBC OKANAGAN STUDENTS	<ul style="list-style-type: none"> Current Alumni 	<ul style="list-style-type: none"> Student steering committee reps Face-to-face (e.g. graffiti boards) Social media Aspire website and Open Minds Forum Student advocates Survey data Aspire working session

APPENDIX 2B: COMMUNICATIONS ACTIVITIES

TIMING	COMMUNICATION ITEM/EVENT	COMMUNICATION VEHICLE	AUDIENCE	SENDER	DATE(S) COMPLETED
PHASE 1: AWARENESS, INITIAL ENGAGEMENT					
June/ Sept. 2013	Leadership presentation	<ul style="list-style-type: none"> • Presentation • Questions 	<ul style="list-style-type: none"> • Okanagan Leadership Team (OLT) • UBCV Senior Executive • UBC Board of Governors • Okanagan Senate 	<ul style="list-style-type: none"> • DVC 	<ul style="list-style-type: none"> • OLT June 17 • UBCV Senior Exec., Sept. 16 • Board of Governors, Sept. 16 • Okanagan Senate, Sept. 25
Aug./Sept. 2013	Town Hall announcements	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • UBCO faculty, staff, students 	<ul style="list-style-type: none"> • President, DVC 	<ul style="list-style-type: none"> • DVC Welcome Back Town Hall, Aug. 29 • Presidents' Town Hall, Sept. 16
Sept. 2013	External community presentation	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Regional Mayors • Regional business leaders • Key partners 	<ul style="list-style-type: none"> • DVC 	<ul style="list-style-type: none"> • ECAC meeting, Sept. 25
Oct. 2013	Website launch	<ul style="list-style-type: none"> • E-mail announcements 	<ul style="list-style-type: none"> • UBCO leadership • UBCO faculty • UBCO staff • UBCO students 	<ul style="list-style-type: none"> • Project team 	<ul style="list-style-type: none"> • Oct. 11
	Kickoff events	<ul style="list-style-type: none"> • Face-to-face, via global e-mail invitation and follow-up via steering committee and champions 	<ul style="list-style-type: none"> • UBCO leadership • UBCO faculty • UBCO staff 	<ul style="list-style-type: none"> • Project team • Steering committee • Faculty champions 	<ul style="list-style-type: none"> • Oct. 29
Nov. 2013	Student advocates engaged	<ul style="list-style-type: none"> • Face-to-face meetings with interested course union and student steering committee applicants 	<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Project team 	<ul style="list-style-type: none"> • Nov. 12 (Group One) • Nov. 14 (Group Two)
	Student social media campaign	<ul style="list-style-type: none"> • UBCO Facebook and Twitter 	<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Project team 	<ul style="list-style-type: none"> • Week of Nov. 11
	Student graffiti walls	<ul style="list-style-type: none"> • Face-to-face via "graffiti walls" • Posters • Digital screens • Exchange Newsletter 	<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Project team • Student advocates 	<ul style="list-style-type: none"> • Week of Nov. 18
Dec. 2013	Faculty unit meetings	<ul style="list-style-type: none"> • Face-to-face, all units 	<ul style="list-style-type: none"> • Faculty 	<ul style="list-style-type: none"> • Faculty champions 	<ul style="list-style-type: none"> • Dec. 18

APPENDIX 2B: COMMUNICATIONS ACTIVITIES

TIMING	COMMUNICATION ITEM/EVENT	COMMUNICATION VEHICLE	AUDIENCE	SENDER	DATE(S) COMPLETED
Nov. 2013/ Feb. 2014	<ul style="list-style-type: none"> Management Forum Department presentations 	<ul style="list-style-type: none"> Face-to-face, all departments 	<ul style="list-style-type: none"> Staff 	<ul style="list-style-type: none"> Project Team 	<ul style="list-style-type: none"> Management Forum, Nov. 20 Finance Dept., Nov. 13 Senate, Nov. 27 Facilities Dept., Nov. 28 HR Dept., Dec. 4 Communicators Network, Dec. 12 Creative and Critical, Dec. 12 Recruitment and International Student Initiative, Jan. 8 Athletics and Recreation, Jan. 22 AVP Student Leadership, Feb. 11 Health and Wellness, Feb. 12 Student Housing and Hospitality Service, Feb. 27
Dec. 2013 Feb./Apr. 2014	<ul style="list-style-type: none"> Community engagement 	<ul style="list-style-type: none"> Display boards Graffiti table 	<ul style="list-style-type: none"> Community 	<ul style="list-style-type: none"> Project team 	<ul style="list-style-type: none"> Nobel Night, Dec. 10 Public Forum at Rotary Centre for the Arts, Feb. 17 Distinguished Speaker Series, Apr. 7
PHASE 2-EXPLORATION OF EMERGING THEMES AND EXTERNAL OUTREACH					
Jan.-Mar. 2014	Present themes	<ul style="list-style-type: none"> Face-to-face Website E-mail update 	<ul style="list-style-type: none"> UBCO Leadership UBCO Senate UBCO Staff and Faculty 	<ul style="list-style-type: none"> Project team 	<ul style="list-style-type: none"> Steering Committee, Jan. 23 DVC update at Senate, Feb. 26 Board of Governors, Feb. 4 Finance, Resources and Operations, Vancouver, Mar. 7 Broadcast e-mail Feb., announcing themes and online forum
	Initiate external outreach	<ul style="list-style-type: none"> Face-to-face Letters On-line forum Meetings and presentations 	<ul style="list-style-type: none"> Regional Mayors Regional City Councillors Regional School Boards Aboriginal communities Community partners Regional business leaders Okanagan community Alumni 	<ul style="list-style-type: none"> Project team DVC 	<ul style="list-style-type: none"> Meeting with Pauline Terbasket (ONEC), Jan. 14 Meeting with Okanagan Nation Education Council (ONEC), Jan. 17 Economic Development Commission, Feb. 26 ECAC, Jan. 29 Alumni Dialogues event, Jan. 30 Regional District Boards <ul style="list-style-type: none"> - RDCO Board, Jan. 27 - RDNO Board, Feb. 19 - RDSO Board, Mar. 6 West Kelowna Council meeting presentation, Feb. 25 Lake Country Council meeting presentation, Feb. 18 Public open house at Rotary Centre for the Arts, Feb. 17

APPENDIX 2B: COMMUNICATIONS ACTIVITIES

TIMING	COMMUNICATION ITEM/EVENT	COMMUNICATION VEHICLE	AUDIENCE	SENDER	DATE(S) COMPLETED
Jan. 2014	Phase 2—student engagement	<ul style="list-style-type: none"> Face-to-face meetings with course union leaders, student steering committee applicants and students recommended by faculty 	<ul style="list-style-type: none"> Students 	<ul style="list-style-type: none"> Project Team 	<ul style="list-style-type: none"> Jan. 17
	Phase 2—student engagement	<ul style="list-style-type: none"> Survey emailed to stratified sample of approximately 2,000 current students 	<ul style="list-style-type: none"> Students 	<ul style="list-style-type: none"> Project team (OPAIR) 	<ul style="list-style-type: none"> Survey released, Jan. 20 Completion rates-356 Results compiled
	Alumni engagement	<ul style="list-style-type: none"> Aspire graffiti table at Dialogues event 	<ul style="list-style-type: none"> UBC Alumni 	<ul style="list-style-type: none"> Project team 	<ul style="list-style-type: none"> Aspire message in reminder e-mail, Jan. 27 Dialogues event, Jan. 30 Alumni website and social media promotions Targeted invite to working session, Mar. 7
Feb. 2014	Preliminary themes and Venn diagram Update on process	<ul style="list-style-type: none"> Global e-mail Meetings 	<ul style="list-style-type: none"> Campus community Board of Governors Senior Executive Okanagan Senate 	<ul style="list-style-type: none"> DVC Project team 	<ul style="list-style-type: none"> Senate, Feb. 27 Board meeting, Feb. 4
	Advertising campaign Engage the community—direct to the Open Minds Forum/Aspire website Promote the Public Forum	<ul style="list-style-type: none"> Newspapers Radio Castanet News release Chambers Business mail Targeted e-mail 	<ul style="list-style-type: none"> Community members Business community 	<ul style="list-style-type: none"> University Relations 	<ul style="list-style-type: none"> Feb. 17
	School Districts outreach	<ul style="list-style-type: none"> Attending meetings 	<ul style="list-style-type: none"> Prospective university students 	<ul style="list-style-type: none"> Project team 	<ul style="list-style-type: none"> School District 23, Feb. 26
Mar./Apr. 2014	Presenting themes Updates on process	<ul style="list-style-type: none"> Meetings 	<ul style="list-style-type: none"> UBC Senior Executive team UBC Board of Governors 	<ul style="list-style-type: none"> DVC 	<ul style="list-style-type: none"> Mar. 10 Apr. 1
Apr. 2014	Aspire working session	<ul style="list-style-type: none"> Workshop 	<ul style="list-style-type: none"> Faculty, students, alumni and staff. Facilitated by Morna Consedine 	<ul style="list-style-type: none"> Aspire team 	<ul style="list-style-type: none"> Apr. 10
PHASE 3: DEVELOPMENT OF GUIDING PRINCIPLES					
Apr. 2014	DRAFT REPORT REVIEW	<ul style="list-style-type: none"> E-mail Meetings 	<ul style="list-style-type: none"> Steering committee Campus community 	<ul style="list-style-type: none"> Nicole 	<ul style="list-style-type: none"> May, June



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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Deputy Vice-Chancellor and Principal
Okanagan Campus

August 2014