

**UBC'S NEXT CENTURY**



THE UNIVERSITY OF BRITISH COLUMBIA

**UBC'S NEXT CENTURY  
PHASE 3A SURVEY SUMMARY REPORT**

June 2017

## 1. EXECUTIVE SUMMARY

*“To help secure our future as an eminent public research university, UBC is embarking upon a comprehensive strategic planning process. Our new strategic plan will serve as a road map as we embark upon UBC’s second century. The strategic plan will help us focus even more intently on our core priorities of education and research. It will allow the UBC community to define our collective priorities and the means by which we can build upon the achievements of the past century.”*

Professor Santa Ono, UBC President and Vice-Chancellor

UBC’s *Next Century* will be developed over a six-phase process. In March 2017, we embarked upon *Phase 3 Setting Priorities* to gather ideas, interests, opportunities, challenges and feedback from UBC’s communities on the plan’s draft vision statement, core commitments, strategic priorities and directions for change.

From March 20 to April 20, 2017, a total of 7530 students, faculty, staff, alumni and community members provided input by responding to the survey. The survey included closed and open-ended questions, and over 17,000 open-ended responses were captured. People provided input and feedback on the draft core commitments, draft strategic priorities and shared ideas on adapting to change.

The input we received is summarized in this report and will be shared with the steering committee and UBC’s senior leadership. It will inform the next phases of the strategic planning process, including the working groups who will begin to construct more detailed plans in late summer 2017.

### CORE COMMITMENTS

Participant ratings indicated high levels of agreement with each of the six core commitments. Open-ended responses highlighted strengths and areas for improvement around each core commitment as outlined in the survey, as well as potential core commitments to be added. Here is a summary of what we heard.

#### **1. Academic Freedom** (85.7% agree or strongly agree, 324 responses)

Respondents indicated that this core commitment is a central aspect of UBC’s identity, helping the university play a fundamental role in society as a place where ideas can be freely explored and expressed. Comments converged around the importance of freedom of inquiry and expression as it relates to the exchange of ideas, perspectives, innovations in teaching, learning, research and governance, and freedom from outside corporate and political influence. Comments also indicated a strong desire for Academic Freedom to be exercised ethically, in ways that recognize and respect people and the environment and serve public interests. Comments suggested improving the definition of Academic Freedom, by elaborating on the meaning of “independent” and “free inquiry” and its implications for UBC’s communities and the broader communities UBC serves.

#### **2. Advancing and Sharing Knowledge** (89.9% agree or strongly agree, 194 responses)

Responses indicated that this core commitment is important because UBC has an important role to play in serving the general public through the understanding and alleviation of societal issues. Some comments suggested advancing and sharing knowledge is a primary value as UBC is a “gatekeeper” of knowledge for society. Other comments indicated concerns associated with this core commitment, including the need to protect scholar’s freedom to advance knowledge without outside influence, and the need to improve current efforts at advancing and sharing knowledge so that ideas are equitably advanced and accessible. A smaller number of comments suggested separating Advancing Knowledge from Sharing Knowledge to demonstrate that both are equally valued.



### **3. Excellence** (86.1% agree or strongly agree, 362 responses)

Many responses indicated a strong desire for UBC to strive towards excellence as central to its identity, purpose, mandate and operations. The majority of responses, however, highlighted concerns associated with excellence. Comments indicated a desire for a more specific definition and understanding of excellence, such as a focus on excellence in teaching, learning, research and athletics. There was also a concern over who defines excellence, how it will be measured, and how UBC can address current gaps and barriers to high quality teaching and learning. For others, excellence may be too narrowly focused on academic achievement and can be broadened to reflect holistic definitions of excellence. Some comments also suggested that excellence can be considered a standard by which to measure success in its activities rather than a value.

### **4. Integrity** (85.6% agree or strongly agree, 224 responses)

Responses indicated that Integrity is a foundational value that means honest and responsible scholarship. Comments indicated a desire for Integrity to be embedded in all activities, including in the workplace and community engagement. Comments indicated concern that there needs to be a more specific definition and understanding of Integrity. Other responses indicated that Integrity and Mutual Respect & Equity may have similar meanings and that Integrity may be difficult to advance without clear indicators of success. Other comments suggested that there might be tensions between Integrity and Academic Freedom.

### **5. Mutual Respect & Equity** (84.4% agree or strongly agree, 346 responses)

Many respondents indicated that mutual respect and equity set the foundation for UBC's mandate and is a foundational value. The majority of respondents, however, indicated areas for improvement. In particular, respondents acknowledged that UBC strives to provide a safe, respectful and equitable environment, but instances of inequity, discrimination, and harassment continue. Some respondents expressed a desire for UBC to commit to providing safe and inclusive environments. Other comments indicated concern that this value may be subjective and difficult to define and measure. Other comments suggested Mutual Respect & Equity may be blended with Integrity and that there may be tensions with Excellence and Academic Freedom.

### **6. Public Interest** (80.1% agree or strongly agree, 358 responses)

The majority of responses indicated that public interest is important as UBC has a responsibility to serve the communities living, learning and working at UBC. Comments also focused on many areas for improvement. Comments indicated concern that public interest may be ambiguous and subjective and that there is a desire to have more clarity on who is defining it and how is it being defined. Comments indicated excitement for public interest to focus on the advancement and sharing of knowledge, ensuring UBC appeals to and is relevant to the wider community, and with an emphasis on the 'local' public interest. Other comments indicated concern that public interest can be shaped by corporate and political interests and that there might be some tensions with Academic Freedom.

### **Suggestions for Core Commitments to be Added (1576 responses)**

Wide ranges of responses were submitted suggesting core commitments to be added. Fourteen themes emerged as follows: Environmental Sustainability (149 comments), Diversity (123 comments), Affordability (111 comments), Teaching and Learning (105 comments), Holistic Learner Experience (71 comments), Transparency (62 comments), Innovation (65 comments), Truth and Reconciliation (62 comments), Meaningful Engagement (57 responses), Investing in Staff (52 responses), Health & Wellbeing (52 responses), Global Outlook (51 responses), Serving the Local (49 responses) and Accountability (43 responses).



## ADAPTING TO CHANGE

Input received on the topic of adapting to change identified several key trends that will demand significant change from UBC over the next ten years, as well as some necessary ways in which the university can respond. A total of 5499 comments were gathered on adapting to change. Responses converged around seventeen trends: educational reform and transformation (718); digitization and technological change (566); changing job markets (355); increasingly diverse population (353); rising costs of living (350); changing government funding models for universities (337); climate change (325); changing global politics (259); globalization or a global outlook (246); the importance of an institution committed to social equity and safety (219); an increasingly aging population (204); increasing need for local public service (200); accommodating UBC's growing communities through improved and expanded infrastructure and facilities (199); rising costs of learning (186 comments); the rise of a perceived era of 'post-truthism' (171); changing global markets (128); and declining trust in institutions (124). There was a range of ideas shared on how people think UBC can respond to each of these.

## STRATEGIC PRIORITIES

Rating responses indicated that participants found all eight strategic priorities to be important to them and to UBC over the next ten years. Open-ended responses offered valuable input on what advancing each priority could mean, exciting opportunities within each priority, the most pressing challenges to address and big ideas for moving forward. Here is a summary of what we heard.

### 1. Local, Regional, & Global (83.0% somewhat important or very important, 893 responses)

Comments indicated that Local, Global and Regional could mean UBC is committed to promoting equal access to teaching, learning and research for all; UBC provides safe learning environments for scholars to engage with and understand diverse, intercultural and global ideas, knowledge and perspectives; and UBC is a 'global' institution with new programs, projects and technologies that enable local and global students, faculty, staff, community groups and institutions to connect like never before.

Comments identified opportunities for UBC to explore in advancing this strategic priority. These include designing programs and initiatives that advance intercultural fluency; and collaborating with international institutions to promote global research and knowledge sharing.

Comments also identified challenges to advancing this priority. Many comments indicated that there might be limited funding for and opportunities to bring local and international students, faculty and staff together. Many comments indicated strong concern for the rising costs of living and learning at UBC and the impact this has on UBC's ability to attract and retain world-class local, regional and global scholars. Another concern suggested this priority may lead to an over-emphasis on the global and there is a desire for UBC to equitably support 'local' students, faculty, staff and neighbouring communities.

### 2. Working Across Disciplines (89.2% somewhat important or very important, 1339 responses)

Comments indicated that Working Across Disciplines could mean embracing interdisciplinary education models; encouraging and creating new opportunities for collaboration between diverse scholars; providing diverse and collaborative learning environments that prepare students for lifelong learning; and ensuring a balance between interdisciplinarity and specialized teaching, learning and research.

Comments highlighted opportunities for UBC to explore. These include serving the public through interdisciplinary teaching, learning, research, knowledge mobilization and community engagement; advancing knowledge through interdisciplinary research; collaborating across diverse disciplines and



groups in mutually beneficial ways; and strengthening UBC's global reputation as a leader in interdisciplinary scholarship.

Comments also suggested challenges to advancing this priority. Comments indicated concern about existing disciplinary silos, as well as securing the financial and human resources needed to enable interdisciplinary work. Some comments suggested that UBC may need to explore how departmental ethos' and mindsets impact this priority, and how governing bodies and administrative systems incentivize (such as through awards, credits, funding, hiring and tenure practices) and disincentivize (such as through additional time and effort) interdisciplinary collaboration.

### **3. Creativity, Innovation, & Risk-Taking** (90.5% somewhat important or very important, 1300 responses)

Comments indicated that Creativity, Innovation, & Risk-Taking could mean fostering a culture of risk-taking; embracing flexible and interdisciplinary educational models and pedagogies; serving the public interest through research and community projects; enabling alternative ways of producing and advancing knowledge through greater exchange of ideas between scholars; and forging new collaborations and partnerships with industry and community.

Comments identified opportunities for UBC to advance this strategic priority. These include opportunities to strengthen UBC's global reputation as an innovative leader that advances new ideas and discoveries; to foster future generations of innovators through experiential and engaged student learning opportunities; to further pursue and invest in new research and development that alleviates social challenges; and to shape future employment opportunities through yet undiscovered fields of research and innovation.

Comments also suggested challenges to advancing this priority. Concerns included limited funding for innovation and risk-taking in new research and development projects, teaching and learning, and knowledge-mobilization. Comments also converged around the need to address barriers in institutional cultures and mindsets and to articulate both the benefits and ethical and financial risks associated with this priority. Comments indicated a desire to recognize and enable innovation in all disciplines – not only in science, technology, engineering, and mathematics – and in particular in the Humanities and Social Sciences. Some comments indicated concern for the potential of outside corporate interests to influence and shape innovation in teaching and learning, research and knowledge mobilization.

### **4. Engagement & Reciprocity** (86.8% somewhat important or very important, 691 responses)

Comments indicated that Engagement and Reciprocity could mean a commitment to meaningful and collaborative relationships with broader communities, in particular where research informs communities and communities inform research; a commitment to engaged teaching, learning (such as online and in community experiences) and knowledge mobilization (such as open education, open access, and open data); and ensuring teaching, learning, research and knowledge mobilization serve local, regional and global communities.

Comments identified opportunities for UBC to advance this strategic priority. These include increasing connections and mutually beneficial partnerships with community groups and industry to provide diverse experiences for students to learn and mobilize knowledge. Other comments indicated excitement for policies that ensure public engagement is included in teaching, learning, research, and on campus physical development to better represent UBC's diverse communities and to improve the living, working and learning experiences of different communities.

Comments suggested challenges to advancing this priority, including the need for improved communication channels between disciplines and departments to create more collaborative, engaging and reciprocal teaching, learning and research communities. Other comments indicated concern for the limited funding that may be available to research activities and laboratories that are engaged with community collaborators. Comments also suggested enhancing the rewards (such as funding and institutional support) for research that engages broader communities and their diverse perspectives and experiences.



## **5. Our Community and Wellbeing** (88.4% somewhat important or very important, 1233 responses)

Comments indicated that Our Community & Wellbeing could mean providing comprehensive services that support the health and wellbeing of all community members; addressing the health of existing learning and working environments, such as social norms, physical conditions, work pace and stress, working hours, work safety, opportunities for self-expression and individual development and work-life balance; fostering a greater sense of community belonging; ensuring equal opportunities for and treatment of all UBC community members; and investing in buildings, facilities, public and green spaces and infrastructure that promotes healthy lifestyles and community wellbeing.

Comments identified opportunities for UBC to advance this strategic priority. These include taking a holistic approach to campus health and wellbeing by fostering living laboratories on UBC's campuses; improving the physical, mental, emotional and spiritual health, wellbeing and productivity of scholars through additional social services; new self-care educational curricula, programs and opportunities; and enhancing broader public health through research, knowledge mobilization and informed public policy.

Comments suggested some challenges to advancing this priority. Many comments converged around concern for the rising costs of living and learning at UBC and the impacts that trend has on personal health and wellbeing. Many participants also noted that an increasing number of scholars may face mental health challenges and stigmas persist on both mental illness and seeking help. Some comments also indicated a desire for UBC to foster and protect the respectful treatment of staff.

## **6. Sustainability** (88.4% somewhat important or very important, 1115 responses)

Comments indicated that Sustainability could mean a commitment to a low carbon future and instilling a collective responsibility for future generations; fostering interdisciplinary perspectives on sustainability that equally value the social, economic and environmental; and a commitment to investing in research and development that advances new solutions to sustainability challenges and mobilizes best practices.

Comments identified opportunities for UBC to advance this strategic priority. These include enhancing current sustainability policies and expanding investment in new and existing programs such as the 'Campus as a Living Lab' initiative; funding cutting edge research so UBC is a national resource for greening institutions and the private and public sectors; and developing and implementing ethical and responsible funding models and investment strategies to support a low carbon future.

Other comments suggested some challenges to advancing this priority. Comments converged around concern for the rapid pace of new development on campuses (in particular the Point Grey campus) and the need to better integrate sustainability policies, targets and practices in new and existing buildings. Many comments suggested a strong desire to reduce UBC and its community member's carbon footprint, to achieve ambitious greenhouse gas emission reduction targets and to shift campuses to be powered more by renewable energy sources. Respondents also indicated a desire to see zero waste campuses accompanied by complementary research such as on how to recycle all plastics and household hygiene and hazardous laboratory materials and to create widespread composting programs.

## **7. Indigeneity** (73.5% somewhat important or very important, 707 responses)

Comments indicated that Indigeneity could mean a commitment to providing more opportunities for sustained relationships of mutual respect, understanding and knowledge exchange between Indigenous and non-Indigenous communities; incorporating Indigenous perspectives in teaching, learning and research; meaningful engagement with Indigenous communities and scholars; equal access to and representation of Indigenous scholars in positions of prominence; and advancing a collective understanding of Indigenous cultures, histories, practices and place-making. Some comments also suggested a distinct concept that Indigeneity is a fundamental part of embracing Diversity.



Comments identified opportunities for UBC to advance this strategic priority. These include modeling leadership in indigenous engagement as a Canadian university; committing to truth and reconciliation; and collaborating with Indigenous leaders, knowledge-keepers, artists, and community members to enhance Indigenous cultures, practices and place making on campus.

Comments identified challenges to advancing this priority. Many comments indicated that enduring colonial legal and decision-making structures persist and that decolonization is important to move forward in an inclusive and authentic manner. Furthermore, limited funding and resources to support Indigenous scholars poses a major barrier to advancing Indigeneity as a priority.

## **8. Diversity** (85.3% somewhat important or very important, 1124 responses)

Comments indicated that Diversity could mean a commitment to diversity scholarship at UBC; to meaningful engagement with UBC's diverse community members on issues of equity, justice, and intercultural respect and understanding; and to show leadership in responding to the diverse and changing needs of UBC's communities.

Comments identified opportunities for UBC to advance this strategic priority. These include fostering intercultural understanding and respect through scholars increasingly connecting with diverse people, ideas and perspectives; deepening existing networks of support for diverse communities to connect, communicate and feel a sense of belonging with each other; and providing ongoing gathering, dialogues, workshops and programs that enhance understanding, inclusivity and capacity for intercultural teaching, learning, research, knowledge mobilization and community engagement.

Comments suggested some challenges to advancing this priority. Many comments converged around concern about unsafe environments for intercultural dialogue and expression. Other comments identified a desire to see greater gender equality in teaching, learning and research, and ensuring UBC is accessible to scholars of diverse socioeconomic backgrounds. Comments suggested personal biases, ignorance, and discrimination still pose a major challenge to open and respectful relationships.



## 2. OVERVIEW

### 2.1 ABOUT THE PLAN

A strategic planning process allows a university to articulate its strategic goals for the future and to plan how to reach that strategic position. *UBC's Next Century* will include a concise vision statement that describes why UBC engages in the work that it does. It will articulate UBC's core mandates of teaching and learning, research and scholarship, and knowledge mobilization and engagement. The plan will contain a set of core commitments that describe UBC's values and identify how we will implement those values. It will also set out strategic priorities for institutional change, goals and high-level actions that we will pursue in respect of those priorities. It will be accompanied by an implementation plan to ensure that *UBC's Next Century* becomes a living document to help us achieve our collective vision of UBC's future.

### 2.2 ABOUT THE PROCESS

*UBC's Next Century* will be developed under the leadership of Professor Santa J Ono with input from a representative steering committee made up of UBC students, faculty, staff, and alumni. Professor Ono's senior advisor, Dr Emma Cunliffe, is overseeing the process.

UBC's strategic planning process began in November 2016. We expect that a final plan will be presented to UBC's Senates and Board of Governors for endorsement. The process has been designed in accordance with UBC's engagement principles, to ensure that we obtain input from UBC's diverse communities before making key decisions. UBC's senior leadership including Deans and Vice-Presidents have a central role throughout the process. The Phase 3 survey that this report focuses on offers one example of the several opportunities provided throughout the process for UBC's communities to share ideas and provide input along the way.

### 2.3 ABOUT THE REPORT

*Phase 3 Setting Priorities* launched in March 2017 to gather big ideas, interests, opportunities, challenges and feedback from UBC's diverse communities. This phase focuses on UBC's vision, core commitments, strategic priorities and directions for change over the next 25 years. The survey that forms the basis of this report was open from March 20 to April 20, 2017.



Through the survey, we received input from over 7,500 students, faculty, staff, alumni and community members. Respondents provided us with input and feedback on the draft core commitments and draft strategic priorities and shared ideas on adapting to change. This report documents the input gathered through the online survey.

This Phase 3A Survey Summary Report provides a summary of what we heard. The key findings are presented under the three key topics addressed and their respective focus questions. Detailed summaries of survey responses by UBC campus are included as appendices to this report.

## 3. WHAT WE DID

### 3.1 UBC'S NEXT CENTURY ENGAGEMENT OBJECTIVES

President Ono has set out an engagement strategy to help guide public and stakeholder consultation during the process.

The overall engagement objectives are to:

- Reflect UBC's engagement principles
- Foster active and broad awareness of the planning process.
- Create meaningful opportunities to inform, involve, consult and collaborate with UBC's diverse communities.
- Generate timely and meaningful input from a diverse range of community members and stakeholders.
- Clearly and effectively weave input into the planning process and be transparent about how community input is informing the plan's development.
- Give community members and stakeholders agency and trust in the process.

### 3.2 PHASE 3 SETTING PRIORITIES

In Phase 2 of *UBC's Next Century*, UBC heard from more than 1,000 people on the university's strengths, what differentiates us, and possible priorities for our next strategic plan. Based on this input and associated research, we drafted a vision and eight draft strategic priorities. We also identified the need to transition the six "values" identified in UBC's 2009 strategic plan, *Place and Promise*, into "core commitments" in order to reflect community feedback that emphasized the importance of relying upon on those values when engaged in institutional planning and decision-making.



In Phase 3 Setting Priorities, we sought input on the draft vision, core commitments, strategic priorities, and key trends to help shape the rest of the plan.

The objectives for Phase 3 were to:

- Increase existing awareness of the strategic planning process.
- Support broad participation in the process from UBC's diverse communities.
- Inform people of the draft vision, draft core commitments and draft strategic priorities.
- Gather meaningful input on the draft vision, draft core commitments, draft strategic priorities and adapting to change trends.
- Create fun, light and deep methods of online and in-person engagement for people to comment and share ideas.
- Bring people together through thoughtful conversations so they could hear the opinions and ideas of others and contribute to the scope of the plan.

## 3.3 PHASE 3 SURVEY

From March 20 to April 20, 2017, a survey was shared with our communities to gather input, feedback and ideas. The survey was designed as convenience-based ("opt-in") with a blend of required and choose-your-own questions.

A total of 4945 surveys were completed in full, 2585 surveys were completed in part, and over 17,000 open-ended responses were captured and 'coded' during analysis. All participants responded to questions on the draft core commitments and the importance of the strategic priorities, while respondents could select whether to provide more in-depth comments on any number of strategic priorities and on the significant changes that UBC faces, and how UBC might adapt to those changes.

The online survey focused on the following three topics with focus questions:

Topic: Core Commitments

1. How much do you agree or disagree that these principles capture our values as a public university?
2. Please tell us why you responded as you did!
3. Can you suggest a core commitment to add to this list?

Topic: Strategic Priorities

1. How important do you think each strategic priority is to you and UBC in the next ten years?
2. Which strategic priorities would you like to provide more feedback on? For each chosen priority:
  - a. What could this priority mean to you and UBC, today and in the next ten years?
  - b. What are 1-2 of the most exciting opportunities under this priority?
  - c. What are 1-2 of the biggest challenges to address under this priority?

Topic: Adapting to Change

1. Can you identify 1-3 factors or trends you think will demand significant change from UBC over the next ten years and how you think we should respond to these factors or trends?



## 4. WHAT WE HEARD

### 4.1 OVERVIEW

From March 20 to April 20, 2017, a total of 7530 students, faculty, staff, alumni and community members provided input by responding to the survey. 4945 surveys were fully completed and 2585 surveys were partially completed. Respondents discussed the core commitments to guide institutional decision-making, trends to adapt to, and the importance and meaning of and opportunities and challenges associated with the strategic priorities.

All information gathered and both complete and incomplete surveys was analyzed in detail. All open-ended responses were read and assigned a 'code' or a theme to allow for grouping of similar ideas. Some responses were assigned multiple codes if multiple ideas were expressed. Answers that were off-topic, vulgar or illegible were given a code of N/A and not included in the results.

A summary of what we heard through the survey is presented under the three topic headings:

1. Core Commitments
2. Strategic Priorities
3. Adapting to Change

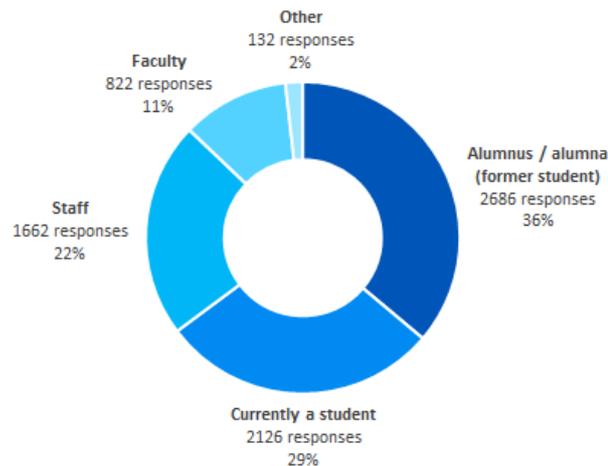
### 4.2 ABOUT THE RESPONDENTS

From March 20 to April 20, 2017, a total of 7530 students, faculty, staff, alumni and community members provided input by responding to the survey.

It is important to us that we hear from a diversity of people. Therefore, survey respondents were asked several questions to help us determine how the feedback we receive represents UBC's diverse community. Individual responses were treated as anonymous.

Participants in the survey were asked five identifying questions about their primary relationship to UBC; which age group they identify with; what gender, if any, they identify with; whether they identify with any North American Indigenous groups; and which languages they speak primarily at home. Participants who indicated in the first question that they were students, faculty, staff or alumni were then asked additional questions about their relationship to UBC.

Survey responses indicate that alumnus / alumna, students, and staff are the largest respondent groups with a smaller number of faculty and other groups (such as broader community members) taking part.



A majority of respondents (56%) indicated that they were affiliated with UBC's Vancouver campus, while 6% indicated they were affiliated with UBC's Okanagan campus. The remaining 38% indicated that they were affiliated with UBC through another site or did not specify an answer to this question.

For a more detailed report on respondent demographics, please see Appendix Section 5.1 *About the Respondents*.

## 4.3 CORE COMMITMENTS

When UBC's current strategic plan, *Place and Promise*, was developed, thousands of people helped define and express six "core values" to guide UBC's institutional decision-making. These values (now called core commitments) guide how the University plans, makes decisions and evaluates its activities.

The six core commitments are:

1. **Academic Freedom** - The University is independent and cherishes and defends free inquiry and scholarly responsibility.
2. **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.
3. **Excellence** - The University, through its students, faculty, staff, and alumni, strives for excellence and educates students to the highest standards.
4. **Integrity** - The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.
5. **Mutual respect and equity** - The University values and respects all members of its communities, each of whom individually and collaboratively contribute to creating, strengthening and enriching our learning environment.
6. **Public interest** - The University embodies the highest standards of service and stewardship of resources and works with the wider community to enhance societal good.

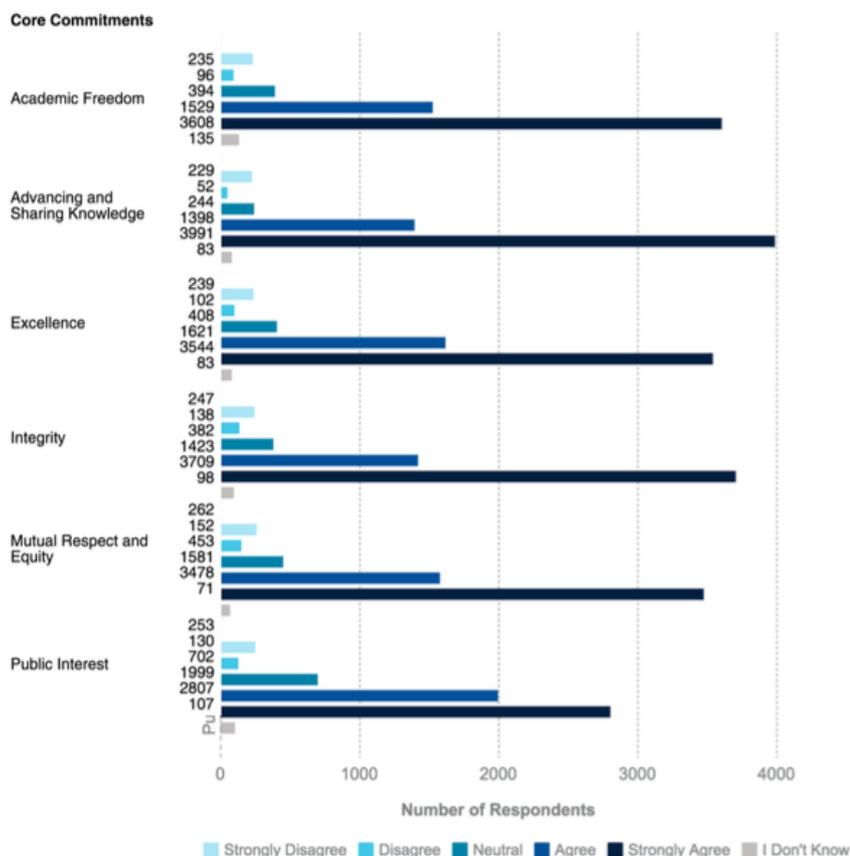
In the survey that forms the basis for this report, respondents were asked whether they consider these principles to capture UBC's values as a public university, why they responded the way they did and whether any core commitments should be added to the list.

## QUESTIONS

1. Participants in the survey were asked: *How much do you agree or disagree with the following core*

## commitments?

### Levels of agreement across all respondents:



In response to the first question, participants in the survey were asked: *Tell us why you responded as you did!*

Open-ended responses highlighted strengths and areas for improvement for each core commitment, as well as potential core commitments to be added. Here is a summary of what we heard.

### **ACADEMIC FREEDOM** (85.7% agree or strongly agree, 324 responses)

*“Societally, we need spaces in which we are permitted to pursue knowledge for its own sake; there are plenty of other arenas in which we can pursue commercial interests, etc. but a place where knowledge is valued for its own sake is vital for the growth of our society.” (Alumni)*

Academic Freedom	Top six themes (324 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i>
1. Freedom of Inquiry  There were 69 comments in the survey open ended responses	<p>Responses indicated that universities play a fundamental role in society as places where ideas can be freely explored:</p> <ul style="list-style-type: none"> <li>• Academic Freedom can lead to the free exchanges of ideas, new discoveries and innovations in teaching and learning, research, knowledge mobilization, and institutional governance and operations.</li> <li>• Free inquiry is essential to mobilizing knowledge.</li> <li>• Freedom to pursue knowledge is a value upheld by universities.</li> <li>• Freedom of inquiry enables scholars to inquire without undue influence from external groups such as corporate and political groups, and without fear of institutional censorship.</li> </ul>

<p>2. Ethics</p> <p>There were 100 comments in the survey open ended responses</p>	<p>Responses indicated a strong desire for Academic Freedom to be exercised responsibly, in ways that place ethics and respect for people and the planet above personal interests:</p> <ul style="list-style-type: none"> <li>• Comments expressed concern that Academic Freedom can cause real or perceived harm to others if used for personal gain or misconduct.</li> <li>• Comments indicated concern for some faculty members using Academic Freedom to express harmful and discriminatory ideas outside of their area of expertise.</li> <li>• Responses indicated a desire for ideas to be freely explored and not limited by “political correctness”.</li> <li>• Some respondents indicated a desire for greater clarity on which core commitments will be prioritized in situations of conflict, controversy or ethical dilemma.</li> </ul>
<p>3. University Identity and Purpose</p> <p>There were 62 comments in the survey open-ended responses.</p>	<p>Responses indicated that Academic Freedom is a central aspect of the University’s identity and purpose:</p> <ul style="list-style-type: none"> <li>• The free pursuit of knowledge is seen as what differentiates universities from other institutions in society.</li> <li>• Many comments stated that UBC’s societal role to freely inquire is obvious and self-evident.</li> </ul>
<p>4. Public Interest</p> <p>There were 35 comments in the survey open-ended responses.</p>	<p>Responses indicated that while UBC is a place where Academic Freedom is pursued, it is a public institution with a responsibility to serve the public:</p> <ul style="list-style-type: none"> <li>• Responses indicated a desire for UBC to increasingly consider research that benefits the general public and to increasingly make knowledge more widely available to the public.</li> <li>• Responses indicated a desire to carefully consider what is the “public interest” as it may be defined in multiple ways, and influenced by many ‘public’ pressures, such as political and corporate interests.</li> </ul>
<p>5. Freedom of Expression</p> <p>There were 18 comments in the survey open ended responses</p>	<p>Responses indicated that freedom of expression and the ability to express different ideas, opinions and perspectives is critical to a democratic academic institution:</p> <ul style="list-style-type: none"> <li>• Responses indicated that creating spaces for students to voice their opinions and have open debates in a respectful manner is an essential part of the learning experience.</li> <li>• Responses indicated a desire for controversial ideas to be encouraged to be expressed and discussed in a respectful manner.</li> <li>• Responses indicated that freedom of expression does not preclude UBC from taking a position on certain topics and issues that do not align with its core commitments and values.</li> </ul>
<p>6. Clarity in Definition</p> <p>There were 17 comments in the survey open ended responses</p>	<p>Responses indicated that the definition for Academic Freedom is unclear to some and may need further clarity:</p> <ul style="list-style-type: none"> <li>• Some respondents indicated a desire for greater clarity on the meaning of ‘being independent’ as UBC is deeply interconnected with many surrounding communities, groups, organizations and governments.</li> <li>• Some respondents indicated confusion about the meaning of ‘free inquiry’, and a desire for greater clarity on whether free inquiry allows research under all circumstances, irrespective of its potential controversial nature and implications for the public.</li> </ul>

## ADVANCING AND SHARING KNOWLEDGE (89.9% agree or strongly agree, 194 responses)

*“I see the place of a research university as one where advancing and sharing knowledge (with other researchers, with students, and with the community) as paramount. Crucial to this mission is a freedom to pursue any line of inquiry (academic freedom) and a protection of ideas, even unpopular ones.” (Faculty, UBC Vancouver)*

*“Advancing and sharing knowledge speaks to the interest of the University but does not articulate an end for the community. I of course agree this is a core principle for the University but would encourage that it go farther than it does presently.” (Staff, UBC Vancouver)*

<p><b>Advancing and sharing knowledge</b></p>	<p><b>Top six themes (194 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i></b></p>
<p>1. Public Interest</p>	<p>Respondents indicated that knowledge produced becomes meaningful once it is shared and mobilized towards alleviating societal issues and benefitting the broader community:</p>



<p>There were 72 comments in the survey open-ended responses.</p>	<ul style="list-style-type: none"> <li>• Respondents indicated that as a public university, UBC has an obligation to share knowledge with the wider community to increase public understanding of important issues and to enable positive action where needed.</li> <li>• Respondents indicated interest in UBC exploring new methods of sharing knowledge with the public including Open Access document libraries and online video platforms for sharing lectures.</li> </ul>
<p>2. A Primary Value</p> <p>There were 53 comments in the survey open-ended responses.</p>	<p>Comments indicated that this core commitment is a primary value:</p> <ul style="list-style-type: none"> <li>• Respondents indicated that UBC is a place of advancing and sharing knowledge</li> <li>• UBC is seen as a “gatekeeper” of knowledge for society.</li> <li>• Advancing and sharing knowledge is a key responsibility of a world-class university.</li> <li>• Advancing and Sharing Knowledge is perceived as one of UBC’s primary strengths that distinguishes it from other institutions.</li> </ul>
<p>3. Greater Access to Knowledge</p> <p>There were 18 comments in the survey open-ended responses.</p>	<p>Respondents indicated concern that there are many challenges to Advancing and Sharing knowledge with students and the general public:</p> <ul style="list-style-type: none"> <li>• Responses indicated a desire for more publicly accessible academic articles and research results, and new learning opportunities for non-students in person and online.</li> <li>• Comments desired more freedom and support for faculty and instructors to share academic and educational materials with scholars beyond their classroom.</li> </ul>
<p>4. Freedom to Advance Knowledge</p> <p>There were 12 comments in the survey open-ended responses</p>	<p>Respondents indicated that it is important to advance knowledge freely:</p> <ul style="list-style-type: none"> <li>• Respondents indicated concern that corporate interests and topical public trends and issues may drive research and potentially limit knowledge creation and new discoveries and innovations from occurring.</li> <li>• Respondents indicated a desire to advance knowledge freely and to address concerns that public interest and political correctness may limit the free discussion and debate of ideas and advancement of knowledge under some circumstances.</li> </ul>
<p>5. Inequity</p> <p>There were 7 comments in the survey open-ended responses.</p>	<p>Respondents indicated concern that certain faculties and departments are favoured over others for opportunities to advance and mobilize knowledge:</p> <ul style="list-style-type: none"> <li>• Respondents indicated concern that sessional instructors and junior faculty members may not have access to the same opportunities to advance and share knowledge as senior and full time faculty.</li> <li>• Respondents indicated concern that UBC Okanagan may not receive equal support, resources and funding as UBC Vancouver for advancing and sharing knowledge.</li> </ul>
<p>6. Separating Advancing Knowledge from Sharing Knowledge</p> <p>There were 6 comments in the survey open-ended responses.</p>	<p>Responses indicated a desire to separate advancing knowledge from sharing knowledge.</p> <ul style="list-style-type: none"> <li>• Respondents indicated that knowledge created may not be translatable into practice or applicable to the wider community but can still have value in advancing a given field of study.</li> <li>• Responses indicated both advancing knowledge and sharing knowledge might be equally valued if separated.</li> </ul>

**EXCELLENCE** (86.1% agree or strongly agree, 362 responses)

*“Excellence is pivotal on all fronts of UBC - research and teaching and community engagement” (Faculty, UBC Okanagan)*

*“I rated “excellence” much lower than the other commitments because I think that excellence is a very vague term. In what way is the University striving for excellence? Is it purely academic or are there other means to achieve excellence?” (Alumni)*



Excellence	Top six themes (362 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i>
<p>1. Clarity</p> <p>There were 80 comments in the survey open ended responses</p>	<p>Respondents indicated Excellence may be vague, broad and subject to diverse interpretations:</p> <ul style="list-style-type: none"> <li>• Respondents indicated interest in understanding how excellence is defined and who defines excellence.</li> <li>• Some comments suggested defining excellence by activity, such as excellence in teaching and learning, excellence in research, excellence in athletics etc.</li> </ul>
<p>2. Identity and Reputation</p> <p>There were 77 comments in the survey open ended responses</p>	<p>Comments indicated a desire for UBC to strive towards Excellence as a core component of its identity, reputation and mandate:</p> <ul style="list-style-type: none"> <li>• Responses indicated pursuing excellence is important not only for an institution of higher education but also for one recognized as world-class global institution.</li> <li>• Responses indicated that UBC is a top university in BC, one of the top universities in Canada, and internationally recognized. As such, there is a desire to see UBC strive for high teaching, learning, research and knowledge mobilization standards to maintain its reputation and ranking.</li> </ul>
<p>3. Quality</p> <p>There were 37 comments in the survey open ended responses</p>	<p>Comments indicated that there is a desire for improving the quality of teaching and learning at UBC:</p> <ul style="list-style-type: none"> <li>• Comments suggested teaching methods and lectures in some disciplines are not as engaging as others.</li> <li>• Comments suggested a desire for professors, TAs, mentors and advisors to improve their methods and to strive towards high quality teaching and student mentorship and guidance.</li> <li>• Comments suggested a concern that some scholars have difficulty achieving UBC's high learning standards and that there is a desire for greater support services for some students in need, such as greater English language services for multilingual scholars.</li> </ul>
<p>4. Broad Definition of Success</p> <p>There were 28 comments in the survey open ended responses</p>	<p>Comments indicated that there is a desire to clarify the meaning of Excellence and to broaden the criteria used to evaluate excellence:</p> <ul style="list-style-type: none"> <li>• Responses indicated concern that excellence may be narrowly focused on the pursuit of high rankings and high academic achievement.</li> <li>• Excellence and the evaluation of excellence may be subjective as it occurs in context with the definition varying from one mandate and discipline to another.</li> <li>• Responses indicated a desire for UBC to define excellence in a diversity of ways and to encourage excellence in teaching and learning, research, knowledge mobilization, community service and engagement, governance and operations.</li> </ul>
<p>5. Excellence in Teaching and Learning</p> <p>There were 19 comments in the survey open ended responses</p>	<p>Respondents indicated that the primary mandate of UBC is to provide an education for students and as such may focus on excellence in teaching and learning:</p> <ul style="list-style-type: none"> <li>• Respondents indicated that high quality teaching and learning can lead to many benefits, including satisfied students with a greater likelihood of success upon graduation, and a good reputation for high quality teaching and learning.</li> </ul>
<p>6. Excellence As A Standard</p> <p>There were 15 comments in the survey open ended responses</p>	<p>Responses indicated that excellence might be a standard by which UBC can measure achievement of its mandate by rather than a value and core commitment.</p>

## INTEGRITY (85.6% agree or strongly agree, 224 responses)

*"Without integrity and respect, it is impossible to create an environment for learning, growth, and development."* (Student, UBC Vancouver)

Integrity	Top six themes (224 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i>
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<p>1. Honest &amp; Responsible Scholarship</p> <p>There were 78 comments in the survey open ended responses</p>	<p>Comments indicated that academic Integrity means honest and responsible scholarship:</p> <ul style="list-style-type: none"> <li>• Comments highlighted concerns for past instances where some disciplines and community members did not fulfill their duty to open, honest and respectful relationships and scholarship.</li> <li>• A commonly cited example was unfair treatment of staff and lack of recognition for the important roles staff play at UBC.</li> <li>• Another example includes a desire for UBC to openly and honestly address academic misconduct and sexual harassment allegations.</li> <li>• Another example indicated a desire for UBC to commit to responsible scholarship over the pursuit of profit.</li> </ul>
<p>2. Foundational Value</p> <p>There were 54 comments in the survey open ended responses</p>	<p>Responses indicated that Integrity is a foundational value:</p> <ul style="list-style-type: none"> <li>• Responses indicated a desire for Integrity to be a foundational value in teaching, learning, research, the workplace and broader community engagement.</li> </ul>
<p>3. Integrity and Mutual Respect &amp; Equity</p> <p>There were 22 comments in the survey open ended responses</p>	<p>Responses indicated that Integrity and Mutual Respect &amp; Equity have similar meanings and may be blended into one core commitment:</p> <ul style="list-style-type: none"> <li>• Comments noted that the phrase “open, respectful relationships” overlaps with Mutual Respect &amp; Equity.</li> <li>• Comments suggested both core commitments have similar meanings.</li> <li>• Comments suggested UBC might consider moving “open, respectful relationships” to Mutual Respect &amp; Equity.</li> </ul>
<p>4. Ambiguity</p> <p>There were 19 comments in the survey open ended responses</p>	<p>Responses indicated that Integrity may be ambiguous and clarified with indicators of success:</p> <ul style="list-style-type: none"> <li>• Some comments indicated confusion over the meaning of “open and respectful relationships” and “fulfilling promises”.</li> <li>• Responses indicated that Integrity is a subjective concept that may be difficult to accomplish without clear indicators of success.</li> <li>• Some comments suggested that Integrity might be clarified by shifting to accountability in decision-making, policies, and practices.</li> </ul>
<p>5. Embedded In Everything UBC Does</p> <p>There were 11 comments in the survey open ended responses</p>	<p>Responses indicated Integrity is embedded in everything UBC does and may not need to be a core commitment.</p> <ul style="list-style-type: none"> <li>• Responses indicated that it is expected all universities act with integrity in all activities.</li> </ul>
<p>6. Balancing with Academic Freedom</p> <p>There were 6 comments in the survey open ended responses</p>	<p>Comments indicated that there is a need to balance Integrity with Academic Freedom:</p> <ul style="list-style-type: none"> <li>• Comments indicated concern that Academic Freedom needs to be balanced with Integrity to ensure open, honest and respectful relationships and scholarship.</li> <li>• Others indicated concern that Integrity may limit Academic Freedom in research.</li> </ul>

## MUTUAL RESPECT & EQUITY (84.4% agree or strongly agree, 346 responses)

*“A university needs to have academic freedom to pursue society's challenges and question the norm of how things operate, function and design its purpose. This can only be done in regards to having mutual respect for all communities and varying thoughts.” (Alumni)*



<b>Mutual Respect &amp; Equity</b>	<b>Top eight themes (346 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i></b>
<p>1. Foundational Value</p> <p>There were 66 comments in the survey open ended responses</p>	<p>Respondents indicated that Mutual Respect &amp; Equity is a foundation value:</p> <ul style="list-style-type: none"> <li>Without mutual respect and equity, respondents indicated that none of UBC's other core commitments might be accomplished.</li> <li>Valuing and respecting others is an integral aspect of any organization and is reflected in the behaviours and activities of all university affiliates and community groups.</li> </ul>
<p>2. Inequity</p> <p>There were 92 comments in the survey open ended responses</p>	<p>Responses indicate that instances of inequity, discrimination, and harassment persist and continue to pose barriers to the kind of respectful environment valued by and at UBC:</p> <ul style="list-style-type: none"> <li>Responses highlighted that instances of favouritism, bullying, discrimination and harassment may not be reported or dealt with in a fair, respectful and equitable manner.</li> <li>Responses indicated that there are unequal power dynamics between teachers and learners in the classroom, faculty and staff in the workplace (such as in salary disparities) and faculty across disciplines and departments.</li> <li>Responses indicated a desire for staff to receive greater recognition for their roles.</li> </ul>
<p>3. Inclusivity</p> <p>There were 37 comments in the survey open ended responses</p>	<p>Responses indicated a desire for UBC to foster safe and inclusive environments for UBC's diverse communities:</p> <ul style="list-style-type: none"> <li>Responses indicated a desire for safe and inclusive teaching and learning environments, workplace environments and student recreational environments.</li> <li>Respondents indicated that UBC has a responsibility to welcome people of all different backgrounds and to build community in diversity and to set an example for others in society to follow.</li> </ul>
<p>4. Balancing with Academic Freedom</p> <p>There were 32 comments in the survey open ended responses</p>	<p>Responses indicated the need to balance Mutual Respect &amp; Equity with Academic Freedom:</p> <ul style="list-style-type: none"> <li>Comments suggested UBC ensure, to the extent possible, that Academic Freedom is conducted in a way that is socially just and fair and does not compromise or disadvantage anyone based on prejudice or ignorance.</li> <li>Other comments indicated a desire for mutual respect and equity to be balanced with freedom of inquiry and expression to avoid censoring of differing views, opinions, ideas and perspectives.</li> </ul>
<p>5. Mutual Respect &amp; Equity and Integrity</p> <p>There were 22 comments in the survey open ended responses</p>	<p>Responses indicated that the commitments of Mutual Respect &amp; Equity and Integrity express similar ideas and may be blended together.</p> <ul style="list-style-type: none"> <li>Both core commitments seek to build respectful relationships and environments.</li> </ul>
<p>6. Ambiguity</p> <p>There were 16 comments in the survey open ended responses</p>	<p>Responses indicated that this core commitment may be vague and difficult to define:</p> <ul style="list-style-type: none"> <li>Without a clear definition, Mutual Respect &amp; Equity may be difficult to measure and to evaluate progress and success.</li> </ul>
<p>7. Balancing with Excellence</p> <p>There were 16 comments in the survey open ended responses</p>	<p>Responses indicated concern that the pursuit of Excellence needs to be balanced with Mutual Respect and Equity under certain circumstances:</p> <ul style="list-style-type: none"> <li>Although pursuing excellence in research is a priority for UBC, comments indicated concern that the potential to harm certain groups may prevent certain ideas from being explored.</li> <li>Comments indicated that UBC could be perceived to be an elite institution that strives for high standards.</li> <li>The pursuit of excellence in teaching and learning may impact the celebration of learners of diverse abilities.</li> <li>Other responses indicated that UBC, while striving for excellence, has a responsibility to serve the public and a duty to engage UBC's communities with respect.</li> </ul>



<p>8. Subjectivity</p> <p>There were 15 comments in the survey open ended responses</p>	<p>Responses indicated that providing environments of Mutual Respect and Equity can be subjective and interpreted in different ways:</p> <ul style="list-style-type: none"> <li>Some respondents indicated concern that this core commitment may be subjective and used by special interest groups to advance personal agendas.</li> </ul>
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## PUBLIC INTEREST (80.1% agree or strongly agree, 358 responses)

*“A public university should be there to serve the public, and this is best done by creating an environment that fosters inclusivity, participation and improvement of the Canadian population as a whole. Both as students and as beneficiaries of publicly funded research.” (Alumni)*

Public Interest	Top eight themes (358 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i>
<p>1. Ambiguity</p> <p>There were 85 comments in the survey open ended responses</p>	<p>Responses indicated that public interest and societal good are ambiguous and can be defined and interpreted in many different ways:</p> <ul style="list-style-type: none"> <li>Responses indicated that the subjectivity and ambiguity of public interest might lead to limited application in UBC's activities.</li> <li>Responses suggested providing more clarity on who is defining public interest and how it is defined.</li> </ul>
<p>2. Public Service</p> <p>There were 55 comments in the survey open ended responses</p>	<p>Responses indicated that as a public university, UBC has a responsibility to serve the broader public:</p> <ul style="list-style-type: none"> <li>As UBC receives funding from BC taxpayers, comments suggested UBC has a responsibility to steward its resources and benefit BC's communities.</li> <li>Responses indicated a desire for teaching and learning, research and scholarship and knowledge mobilization to alleviate issues relevant to the broader public.</li> <li>Responses indicated UBC is first and foremost an educational institution that can foster future generations of leaders in BC's communities and local economies.</li> </ul>
<p>3. Advancing and Sharing Knowledge</p> <p>There were 53 comments in the survey open ended responses</p>	<p>Responses indicated Public Interest could focus on advancing and sharing knowledge for the public's benefit:</p> <ul style="list-style-type: none"> <li>As a world-class research university, respondents indicated UBC produces excellent research and can act as a repository of knowledge for the public to access.</li> <li>UBC has the opportunity to produce and share knowledge widely to provide the general public and private and public sectors with evidence-based information on relevant topics.</li> </ul>
<p>4. Balancing with Academic Freedom</p> <p>There were 48 comments in the survey open ended responses</p>	<p>Responses indicated an interest in UBC balancing public service with the free pursuit of advancing knowledge:</p> <ul style="list-style-type: none"> <li>Comments suggested that UBC continue to support new discoveries and breakthroughs in areas that may not garner public attention.</li> <li>Responses suggested that research focused solely on areas in the public's immediate interest may limit research in areas that look beyond those immediate needs.</li> <li>Comments indicated a desire for research to be shaped independently of outside influence and interests, in particular influence from political groups.</li> </ul>
<p>5. Appeal and Relevance to the Public</p> <p>There were 48 comments in the survey open ended responses</p>	<p>Responses indicated that an important aspect of Public Interest is ensuring and sustaining appeal, relevance and a connection to the wider community:</p> <ul style="list-style-type: none"> <li>As a publicly funded institution, respondents indicated UBC has a responsibility to commit to acting in the best interests of its community members and the general public.</li> <li>UBC can commit to protecting the public by ensuring its members maintain the highest standards of professional conduct and competence.</li> <li>Respondents indicated that UBC could stay connected and relevant to the public by teaching and researching topics relevant to the public, and by partnering with community groups to share knowledge and discoveries.</li> <li>Responses indicated a desire to address a perception of UBC as an “elitist institution” by increasingly connecting research to community service and revising scholar admission standards to reflect a diversity of scholars they wish to attract.</li> </ul>

<p>6. Local Public</p> <p>There were 23 comments in the survey open ended responses</p>	<p>Responses indicated that as a publicly-funded university, UBC's primary role may be to educate local scholars and to support future generations of local leaders and innovators:</p> <ul style="list-style-type: none"> <li>• Responses indicated concern for the increasing importance placed on international rankings.</li> <li>• Responses indicated concern for the rising costs of learning and its impact on BC and Canadian students access to higher education.</li> </ul>
<p>7. External Influence</p> <p>There were 18 comments in the survey open ended responses</p>	<p>Responses indicated concern that UBC's ability to act in the Public Interest may be influenced by outside interests, in particular from corporate groups, and research funding networks.</p>
<p>8. Secondary Value</p> <p>There were 18 comments in the survey open ended responses</p>	<p>Responses indicated that the primary role of a university is to teach, learn, research and mobilize knowledge, while serving the public interest may be considered a secondary value.</p>

<p><b>General</b></p>	<p><b>Top six themes (838 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i></b></p>
<p>1. Core Values</p> <p>There were 222 comments in the survey open ended responses</p>	<p>Responses indicated that the draft core commitments are core values of any public university and are important to embed in UBC's mandate and activities.</p>
<p>2. Ambition</p> <p>There were 163 comments in the survey open ended responses</p>	<p>Responses indicated general support for all core commitments with a desire for UBC to be more ambitious in its values:</p> <ul style="list-style-type: none"> <li>• Responses used adjectives such as "standard", "obvious", "self-evident", and "apple-pie" to describe the core commitments.</li> <li>• Responses indicated a strong desire for more inspiring, ambitious and bold core commitments.</li> </ul>
<p>3. Reputation</p> <p>There were 61 comments in the survey open ended responses</p>	<p>Responses indicated that UBC has the opportunity to strengthen its reputation through the core commitments:</p> <ul style="list-style-type: none"> <li>• UBC has a global reputation for being an excellent research university and can build upon these strengths.</li> <li>• Responses indicated that the draft core commitments are a good foundation to build its reputation.</li> </ul>
<p>4. Equity</p> <p>There were 50 comments in the survey open ended responses</p>	<p>Responses indicated that UBC has a responsibility to ensuring equity and fairness for its diverse communities:</p> <ul style="list-style-type: none"> <li>• Comments indicated that inequity persists across different community groups and in access to different learning opportunities and environments.</li> <li>• Comments highlighted the need for greater representation of diverse people in prominent roles, in particular in faculty and staff roles.</li> <li>• Comments suggested a strong desire to create safe learning environments for all and to address sexual assault through robust, open and transparent sexual assault policies.</li> </ul>
<p>5. Implementation</p> <p>There were 46 comments in the survey open</p>	<p>Responses highlighted concern that there are many barriers to acting upon the core commitments in everyday practice:</p> <ul style="list-style-type: none"> <li>• Comments suggested they would support the core commitments once the University develops a concrete implementation plan.</li> <li>• Comments indicated concern for potential outside political and corporate influence on the implementation of the core commitments.</li> </ul>

ended responses	
6. Personal Values  There were 41 comments in the survey open ended responses	<p>Responses indicated agreement with the draft core commitments because of alignment with personal values, beliefs, principles and ideas:</p> <ul style="list-style-type: none"> <li>The draft core commitments resonated with some respondents' personal values and what they believe in and are willing to support and stand up for.</li> </ul>

## SUGGESTED CORE COMMITMENTS

### 3. Participants in the survey were asked: Can you suggest a core commitment to add to this list?

A wide range of responses were submitted suggesting core commitments to be added. Fourteen themes emerged as follows: Environmental Sustainability (149 comments), Diversity (123 comments), Affordability (111 comments), Teaching and Learning (105 comments), Holistic Learner Experience (71 comments), Transparency (62 comments), Innovation (65 comments), Truth and Reconciliation (62 comments), Meaningful Engagement (57 responses), Investing in Staff (52 responses), Health & Wellbeing (52 responses), Global Outlook (51 responses), Serving the Local (49 responses) and Accountability (43 responses).

## DIRECT QUOTES

*"Sustainability and Stewardship: The University commits to act as steward of the environment and makes it its goals to shape possibilities for future generations to thrive within the planetary boundaries through approaching environmental issues and innovative solutions head on." (Student, UBC Vancouver)*

*"Diversity of opinions, perspectives, cultures, languages, etc. As a public university, UBC should show the diversity of British Columbia, a province with 35 Indigenous languages, 34 of which are oral and one is sign. Home to English, ASL, Punjabi, Mandarin, French and many more, BC is a diverse place." (Alumni)*

*"I feel that "Transparency" should be an additional commitment for UBC. It seems that only transparency will ensure that all of the above commitments are actually taking place. It could read as "Transparency: the University is transparent with its decision-making as it is communicated openly to its community and beyond". (Graduate Student, UBC Vancouver)*

*"Accountability. Trust is best earned through honesty and transparency. Rumours of backdoor meetings and poor decision-making does not align well with a premiere public academic institution. Clearly expressing how the UBC will be accountable for its decisions and actions and then following through with them is critical." (Staff, UBC Vancouver)*

Core Commitments to add	Top fourteen themes (1576 responses) participant responses converged on in response to: <i>Please tell us why you responded as you did?</i>
1. Environmental Sustainability  There were 149 comments in the survey open-ended responses.	<p>Comments indicated a desire for UBC to commit to environmental sustainability:</p> <ul style="list-style-type: none"> <li>Global action towards mitigating and adapting to climate change is urgently needed.</li> <li>As a public university with an interest in serving the public, UBC has a responsibility to advance global knowledge and innovative solutions for climate change.</li> <li>As a leading sustainability university, UBC has the opportunity to role model sustainable action for other public and private institutions to follow.</li> <li>Comments suggested exploring ethical purchasing policies, investment strategies and changing campus-wide waste management practices.</li> </ul>



<p>2. Diversity</p> <p>There were 126 comments in the survey open-ended responses.</p>	<p>Comments indicated a desire to support diverse peoples, ideas and perspectives at UBC:</p> <ul style="list-style-type: none"> <li>As a globally recognized university situated in a multicultural country, respondents indicated UBC could play a role in embracing people of diverse backgrounds.</li> <li>UBC can commit to more diverse student and faculty communities by seeking to attract members of underrepresented groups.</li> <li>UBC can build a community of diversity by moving beyond celebrations and cultural events to recognizing diverse ways of producing knowledge.</li> <li>Comments indicated a diversity of knowledge and perspectives can flourish within a culture of open and respectful dialogue, learning environments and research explorations.</li> </ul>
<p>3. Affordability</p> <p>There were 111 comments in the survey open-ended responses.</p>	<p>Comments indicated a desire for UBC to commit to ensuring education is affordable and accessible to people of all socioeconomic backgrounds:</p> <ul style="list-style-type: none"> <li>Comments suggested education is a right and the high costs of school and housing may prevent many scholars from learning at UBC or advancing important research.</li> <li>Comments suggested the cost of education is an issue of equity and fairness.</li> <li>Comments indicated scholars with less access to financial resources have limited opportunities to receive an education.</li> </ul>
<p>4. Teaching and Learning</p> <p>There were 105 comments in the survey open-ended responses.</p>	<p>Comments indicated that UBC is an educational institution and there is a desire for teaching and learning to be prominently stated in the core commitments:</p> <ul style="list-style-type: none"> <li>Respondents indicated that providing a high-quality education through excellent teaching and inspired learning opportunities are core activities that can be enhanced with stronger institutional core commitments.</li> <li>Student education is mentioned in "Excellence" and is implied in "Advancing and Sharing Knowledge". However, comments suggested teaching and learning could be more prominent in all core commitments.</li> </ul>
<p>5. Holistic Learner Experience</p> <p>There were 71 comments in the survey open-ended responses.</p>	<p>Comments indicated a desire for a core commitment to focus on learners and providing multifaceted holistic experiences:</p> <ul style="list-style-type: none"> <li>Comments suggested a strong interest in providing students with the opportunities to learn and advance knowledge and skills in their respective areas of study but also in their personal and professional development, such as in their personal health and wellbeing, and in their sense of belonging and unity with campus culture and communities.</li> <li>Comments indicated a strong desire for the core commitments to be dedicated to improving the student learning experience.</li> </ul>
<p>6. Transparency</p> <p>There were 62 comments in the survey open-ended responses.</p>	<p>Comments indicated a desire for UBC to commit to transparency in its governance, administration and activities:</p> <ul style="list-style-type: none"> <li>Comments indicated a concern that decisions regarding controversial issues are made behind closed doors.</li> <li>Respondents indicated a commitment to transparency could mean honest communication and more meaningful engagement with students, staff, faculty and the wider community.</li> </ul>
<p>7. Innovation</p> <p>There were 65 comments in the survey open-ended responses.</p>	<p>Comments expressed a desire for UBC to commit to fostering innovation in all activities to be a leading institution that innovates for the future:</p> <ul style="list-style-type: none"> <li>Comments indicated a desire for UBC to adopt a culture that embraces transformational change and risk-taking, and the pursuit of 'new' ideas that challenge the 'old'.</li> </ul>
<p>8. Truth and Reconciliation</p> <p>There were 62 comments in the survey open-ended responses.</p>	<p>Comments indicated a desire for UBC to strengthen its relationships with Indigenous communities and to commit to the guidelines established and strategies recommended by the Truth and Reconciliation Commission:</p> <ul style="list-style-type: none"> <li>UBC can increase broader awareness and understanding of Indigenous cultures, histories and contemporary relations through mandatory core classes for all incoming students and professional development courses for staff and faculty.</li> <li>Comments indicated concern that Indigenous peoples are under-represented at UBC and that there is a desire for UBC to increasingly recruit and admit Indigenous scholars, teachers, researchers, leaders and staff.</li> </ul>
<p>9. Meaningful Engagement</p> <p>There were 57 comments in the</p>	<p>Comments indicated a strong desire for UBC to engage in open, honest, and respectful relationships with diverse groups, from students and staff to members of the broader community:</p> <ul style="list-style-type: none"> <li>Meaningful engagement could mean more public involvement in UBC's activities and more collaborative partnerships with community groups.</li> <li>Meaningful engagement with UBC's diverse communities and the general public can help</li> </ul>

survey open-ended responses.	reduce a perception of the “ivory tower” and pave the way for UBC to maintain its relevance and role in larger public discourses.
10. Investing in Staff  There were 52 comments in the survey open-ended responses.	Comments indicated a desire for UBC to support and recognize the important roles staff play: <ul style="list-style-type: none"> <li>• Comments suggested a number of ways to support staff development and success including tailored social services in the workplace, considerate organizational practices and expanded professional development opportunities.</li> </ul>
11. Health & Wellbeing  There were 52 comments in the survey open-ended responses.	Comments indicated a desire for UBC to commit to improving the health and wellbeing of its diverse communities: <ul style="list-style-type: none"> <li>• Supporting the physical, mental, emotional and spiritual well being of students, faculty, and staff is instrumental to UBC’s success.</li> <li>• The number of people facing mental and physical health issues is increasing and there is a desire to commit to providing healthy environments and resources to support people through difficult times, such as through campus-wide and satellite counselling services.</li> <li>• Promoting healthy balanced lifestyles can be part of UBC’s culture.</li> </ul>
12. Global Outlook  There were 51 comments in the survey open-ended responses.	Comments indicated a desire for UBC to commit to being a globally-minded institution: <ul style="list-style-type: none"> <li>• UBC can strengthen its connections to global communities through increasing partnerships with international universities and organizations, and increasing student and faculty exchanges that focus on solving global issues.</li> <li>• UBC can foster global citizenship through its campus community, course offerings and international learning opportunities.</li> </ul>
13. Local  There were 49 comments in the survey open-ended responses.	Comments indicated a desire for UBC to focus on serving the needs of local communities: <ul style="list-style-type: none"> <li>• Comments suggested BC taxpayers help fund UBC and UBC has a responsibility to serve BC’s public interests and to strengthen future generations of local innovators and leaders.</li> <li>• UBC can serve local communities by ensuring BC students have equal opportunities to access teaching, learning, and research opportunities at UBC.</li> </ul>
14. Accountability  There were 43 comments in the survey open-ended responses.	Comments indicated a desire for UBC to commit to greater accountability in its plans and activities: <ul style="list-style-type: none"> <li>• Accountability could mean setting clear objectives, reasonable targets and timelines, and being open and transparent about UBC’s plans and activities.</li> <li>• Accountability is seen as related to Integrity.</li> <li>• Being accountable could mean an obligation or willingness to accept responsibility to its community members and to account for all actions in order to maintain integrity and open and respectful relationships and scholarship.</li> </ul>

## MORE DIRECT QUOTES

*“More explicit reference to the commitment to undergraduate education -- I think at a research invested institution like UBC this commitment can get lost, or minimized, or assumed to be addressed in ways that it isn’t.” (Faculty, UBC Vancouver, Teaching & Learning, Core Commitments to Add)*

*“I do not see a commitment to the student experience. It appears the student is almost forgotten in these commitments. For instance where is the commitment to the student experience in varsity athletics, intramurals, performing arts, etc.? If these core values are driving decision-making, the student experience needs to be considered. A brief ‘educates students’ is not enough as education is only one part of the experience. I believe this is a MAJOR omission. I don’t believe that strategic priorities is good enough - students and their experience is THE core value of the institution in addition to creating new knowledge.” (Alumni)*

*“Perhaps something around Wellness - including physical, mental, and spiritual health. As one can do nothing with excellence or motivation if one is not well themselves. It all ties in!” (Undergraduate)*

# UBC'S NEXT CENTURY



THE UNIVERSITY OF BRITISH COLUMBIA

*Student, UBC Vancouver)*

*“Educating British Columbians. A core commitment of the university should include educating the public it serves and who supports it through taxation. While educating the world is laudable, when it is done at the expense of British Columbians who can not gain access to their own university for undergraduate, graduate or continuing education then UBC loses my support.” (Alumni)*

## 4.4 STRATEGIC PRIORITIES

Strategic Priorities are broad, high-level areas of focus that help structure the strategic planning process and allow us to establish key directions for change at UBC over the next ten years.

Following input from over 1,000 people on an initial community survey, eight draft strategic priorities were identified. Once settled, the strategic priorities will provide focus for UBC's institutional planning and change.

In the survey, participants were asked to tell us each strategic priority's level of importance to them and to UBC, and then to select strategic priorities to provide more in-depth input on. Within each strategic priority, participants were asked the following questions:

1. What could this priority mean to you and UBC, today and over the next ten years?
2. What are 1-2 of the most exciting opportunities under this priority?
3. What are 1-2 of the biggest challenges to address under this priority?

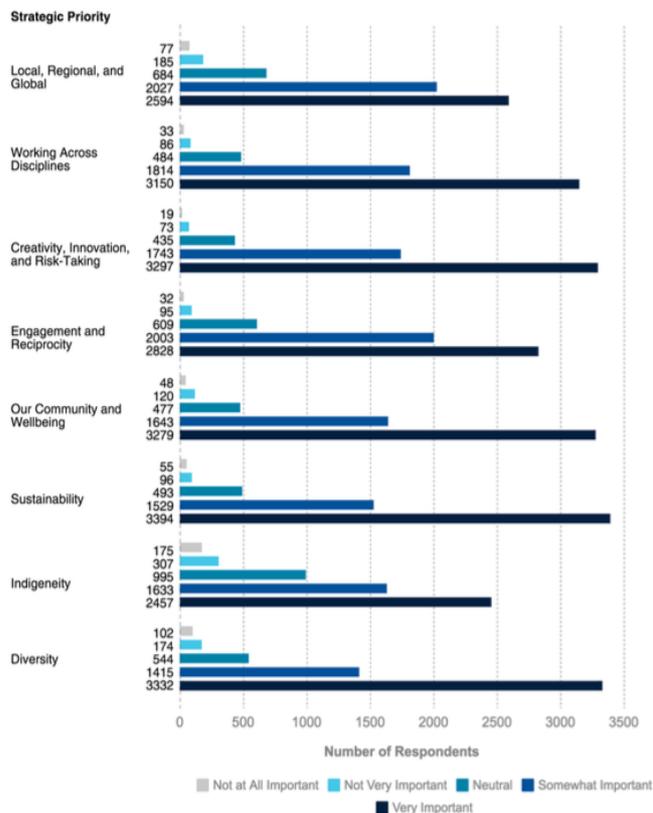
A total of 8144 comments were gathered and a summary of what we heard is provided below.

### QUESTION

1. Participants in the survey were asked: *How important do you think each strategic priority is to UBC in the next ten years?*

Responses indicated that participants found all eight strategic priorities to be important to them and to UBC over the next ten years.

### Strategic priority levels of importance from all respondents:





Open-ended responses on each strategic priority offered valuable input on what advancing each priority could mean, opportunities within each priority, and the most pressing challenges to address. Here is a summary of what we heard.

## 4.41 Local, Regional & Global

(83.0% somewhat important or very important, 893 responses)

“As a public research university located in the diverse province of British Columbia, Canada, and as North America's most international university, we are ideally positioned to embrace internationalization as an ethos. This strategic priority would foster learning and scholarship that equips people to live and work in diverse local, regional and global communities while engaging with the complexities of international relations.”

A total of 893 comments were gathered on Local, Regional and Global. Comments indicated that Local, Global and Regional could mean UBC is committed to promoting equal access to teaching, learning and research for all; UBC provides safe learning environments for scholars to engage with and understand diverse, intercultural and global ideas, knowledge and perspectives; and UBC is a 'global' institution with new programs, projects and technologies that enable local and global students, faculty, staff, community groups and institutions to connect like never before.

Comments identified a number of opportunities for UBC to explore in advancing this strategic priority. These include designing programs and initiatives that address intercultural inequity and injustice; and collaborating with international institutions to promote global research and knowledge sharing.

Comments also identified challenges to advancing this priority. Many comments indicated that there might be limited funding for and opportunities to bring local and international students, faculty and staff together. Some comments indicated concern about the rising costs of living and learning at UBC and the impact this has on UBC's ability to attract and retain world-class local, regional and global scholars. Another concern suggested this priority may lead to an over-emphasis on the global and there is a desire for UBC to equitably support 'local' students, faculty, staff and neighbouring communities.

## DIRECT QUOTES

*“Have more international collaboration with top internationally reputable universities having exchange programs in research. Integrate with aboriginal people from other regions and interact and learn more in various aspects.” (Student, UBC Vancouver)*

*“Developing students with a global mindset and skill set to thrive in and a truly international setting rather than certain geographic regions. (Alumni)”*

## QUESTIONS

1. Participants in the survey were asked: *What could this priority mean to you and UBC today and over the next ten years?*

Top Three Themes (205 comments):

### 1. Global Connections

There were 87 comments in the survey open-ended responses.

Comments indicated that this priority could mean enhancing UBC's global presence and connections:

- Investing in institutional protocols and practices that foster greater communication amongst local and global scholars and researchers.
- An increasingly global university that allows students, faculty, staff and community members to connect through new technologies and mediums not previously possible.



- Connecting with local and global communities, institutions, organizations and governments to advance solutions to global issues.

## 2. Equity & Access

There were 80 comments in the survey open-ended responses.

Comments indicated that this priority could mean ensuring equal access to UBC:

- Equal access to UBC for all community members to contribute to excellence in teaching, learning, research and knowledge mobilization.
- Equal opportunity for all to attend both undergraduate and graduate programs.
- Balancing the admissions of domestic and international scholars to better represent local, regional and international communities.

## 3. Diversity

There were 38 comments in the survey open-ended responses.

Comments indicated that this priority could mean welcoming and building community in diversity:

- A diverse student body that represents many ideas, perspectives and experiences enhances campus life.
- UBC is a leader in welcoming diverse communities while other global institutions close their doors during politically uneasy times.
- Developing students with diverse and global worldviews and skill sets to thrive in increasingly international settings.

## 2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*

Top Four Themes (431 comments):

### 1. Knowledge Exchange

There were 153 comments in the survey open-ended responses.

Comments indicated excitement for sharing knowledge across diverse groups of people:

- Greater exchange of global knowledge and perspectives in research, teaching and learning practices.
- Greater knowledge sharing and education from North American Indigenous groups to shape and diversify teaching pedagogies.

### 2. Partnerships and Collaboration

There were 137 comments in the survey open-ended responses.

Comments indicated excitement for forging new collaborations and connections with local and global partners:

- Opportunities to collaborate with other international institutions to promote global research and knowledge sharing.
- Local and international partnerships to provide more research and scholarship experiences for UBC students.
- A network of partners, collaborators and allies who share similar mandates and core commitments.

### 3. Intercultural Dialogue and Understanding

There were 85 comments in the survey open-ended responses.

Comments indicated excitement for improving intercultural understanding and dialogue between diverse groups on campus:

- Fostering environments where all students, faculty and staff can safely and effectively engage in dialogue and understand global perspectives.
- Activities and designated spaces for constructive dialogue and building an engaged



- community.
- Applied research that reflects the needs and topics of UBC's diverse communities.

#### 4. Leadership and Reputation

There were 56 comments in the survey open-ended responses.

Comments indicated excitement for strengthening UBC's reputation for local, regional and global scholarship:

- Strengthening leadership as an international university that promotes world-class teaching, learning, research and scholarship and knowledge mobilization that crosses local, regional and global scales of influence.
- Becoming an international champion for learning and sharing.

Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top three themes (212 Comments)

#### 1. Local Support

There were 94 comments in the survey open-ended responses.

Comments indicated concern for an overemphasis on the 'international' and a desire to support and engage more with the 'local':

- Greater access to and opportunities for local and regional students to attend UBC.
- More opportunities for students, faculty, and staff to contribute to local and regional communities through learning, research, knowledge mobilization, and community engagement.
- Improving relations with local private and public sectors to promote the advance local knowledge through innovative research, teaching, learning and engagement.
- Cultivating more local scholars, entrepreneurs, researchers and leaders to help bolster the local knowledge economy.

#### 2. Funding and Resources

There were 93 comments in the survey open-ended responses.

Comments indicated that limited funding and resources might pose barriers to advancing this priority:

- Improved funding for international collaborations and partnerships with private and public sectors may be needed.
- Greater social support services for regional and international students to build a sense of community belonging, such as greater English language skills support and community building activities.
- Limited funding and resources are currently available for initiatives that bring together local and international students, faculty and staff.

#### 3. Rising Costs of Living and Learning

There were 25 comments in the survey open-ended responses.

Comments indicated concern that the rising costs of living and learning may pose barriers to advancing this priority:

- The high and rising costs of housing and learning pose barriers to recruiting world-class faculty and scholars.
- The high cost of housing poses a barrier to students, faculty and staff living, learning, and working at UBC.



## 4.42 Working Across Disciplines

(89.2% somewhat important or very important, 1339 responses)

"The big challenges society faces today do not come neatly packaged in disciplinary categories. This strategic priority would foster trans-disciplinary learning opportunities, interdisciplinary scholarship and knowledge mobilization, while identifying and addressing institutional barriers to interdisciplinarity."

A total of 1339 comments were gathered on Working Across Disciplines. Comments indicated that Working Across Disciplines could mean embracing interdisciplinary education models; encouraging and creating new opportunities for collaboration between diverse scholars; providing diverse and collaborative learning environments that prepare students for lifelong learning; and maintaining a balance between interdisciplinarity and specialized teaching, learning and research.

Comments highlighted a number of opportunities for UBC to explore. These include serving the public through interdisciplinary teaching, learning, research, knowledge mobilization and community engagement; advancing knowledge through interdisciplinary research; collaborating across diverse disciplines and groups in mutually beneficial ways; and strengthening UBC's global reputation as a leader in interdisciplinary scholarship.

Comments also suggested challenges to advancing this priority. Comments indicated concern for existing disciplinary silos, as well as securing the financial and human resources needed to enable interdisciplinary work. Some comments suggested that UBC may need to explore how siloed departmental ethos' and mindsets impact this priority, and how governing bodies and administrative systems incentivize (such as through awards, credits, funding, hiring and tenure practices) and disincentivize (such as through additional time and effort) may impact the advancement of interdisciplinary collaboration.

### DIRECT QUOTES

*"That UBC has created and supports interdisciplinary 'hubs' that are encouraged to drive interdisciplinary collaboration of high quality"* (Faculty member, UBC Vancouver)

*"A major potential for success in new knowledge and research is the ability to blend different disciplines--diversity now equals new combinations that were not possible in the past. To take advantage of these opportunities we need to create networks that will be able to facilitate these cross cutting areas of expertise. There are 2 major pathways to this--firstly the undergraduate and post graduate blending of disciplines and secondly the encouragement of well established scholars to collaborate --- we need to develop both"* (Student, UBC Vancouver)

### QUESTIONS

1. Participants in the survey were asked: *What could this priority mean to you and UBC today and over the next ten years?*

Top Four Themes (563 comments):

#### 1. Interdisciplinary Education

There were 261 comments in the survey open-ended responses.

Comments indicated that this priority could mean greater interdisciplinary teaching and learning:

- Greater flexibility for students to take classes in other faculties.
- More interdisciplinary degree programs and an emphasis on well-rounded degree requirements.
- Interdisciplinary core courses taught to all students at UBC, in topics such as sustainability, communications, and scientific literacy.



- Greater encouragement for students to participate in existing interdisciplinary programs.

## 2. Collaboration

There were 169 comments in the survey open-ended responses.

Comments indicated that this priority could mean fostering greater collaboration and communication between disciplines:

- Increasing opportunities for students, faculty, staff, alumni and broader community members to share and mobilize knowledge across diverse disciplines.
- More facilitated and structured engagement across disciplines, such as through interdisciplinary think tanks and research groups, community projects, and conferences.
- Greater emphasis on collaboration and communication between disciplines and community groups, in particular through existing facilities and administrative operations such as medical care facilities, campus and community planning and building operations.

## 3. Preparing Learners for Life-long Success

There were 101 comments in the survey open-ended responses.

Comments indicated that this priority could mean updating teaching and learning curriculum to provide students with the skills necessary to prosper and achieve lifelong success:

- Preparing graduates for lifelong success through learning environments that support a diversity of people to interact with each other and to share a diversity of ideas, experiences, and practices.
- Introducing students to diverse and interdisciplinary groups so as to teach essential communication and collaboration skills.
- Teaching conflict resolution skills and increasing the capacity of students to handle difficult group work situations.
- Forging connections with community and industry to provide more opportunities for students to learn from and experience interdisciplinary collaboration in practice.

## 4. Balancing Interdisciplinarity with Specialization

There were 32 comments in the survey open-ended responses.

Comments indicated that this priority could mean balancing interdisciplinary collaboration with discipline-based, specialized knowledge:

- Supporting students and faculty to be firmly grounded in the knowledge and skills produced and shared within specific disciplines.
- Supporting teaching, learning and research within each discipline to build the knowledge base needed upon which larger-scale interdisciplinary projects are developed and implemented.

## 2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*

Top Four Themes (440 of comments):

### 1. Public Service

There were 180 comments in the survey open-ended responses.

Comments indicated excitement for greater public service:

- Increasing opportunities to mobilize research that solves societal problems and creates a positive impact.
- Combining the strengths of various disciplines and groups of researchers to solve problems, generate new ideas and discoveries and initiate community projects with diverse support networks.
- New partnerships with industry, including in the green and information technology sectors, to lead impactful projects and to contribute to innovative research and development.

### 2. Diversity



There were 128 comments in the survey open-ended responses.

Comments indicated excitement for the diverse benefits of engaging with diverse people and perspectives:

- The University can benefit from engaging with diverse leaders and community members, including Indigenous scholars, and non-academic voices, to help improve teaching and learning, research, knowledge mobilization, engagement and decision-making on campus.
- Encouraging interaction between student groups across disciplines to expand each student's social network and knowledge of diverse ideas.
- The increasing diversity of scholars offer unique opportunities for students to learn from each other and to share new perspectives and experiences.

### 3. Interdisciplinary Collaborations

There were 86 comments in the survey open-ended responses.

Comments indicated excitement for new interdisciplinary collaborations:

- Pursuing new research partnerships can lead to important new discoveries.
- Interdisciplinary research and teaching collaborations can inspire the asking of new questions and the development of new research methods and teaching pedagogies.
- Diverse research teams can improve the quality and applicability of research outcomes.
- Interdisciplinary dialogue between faculty and researchers may help improve research and teaching through new and innovative ways of coordinating activities and outcomes.

### 4. Leadership and Reputation

There were 46 comments in the survey open-ended responses.

Comments indicated excitement for strengthening UBC's global reputation as a leader in working across disciplines:

- UBC has the potential to become a world-leader in interdisciplinary teaching and learning, research, knowledge mobilization and community engagement.
- By demonstrating support for interdisciplinary teaching and learning, research and knowledge mobilization, UBC can attract unique scholars, projects, and partnerships that transcend the conventional boundaries of disciplinary work.
- Interdisciplinary public service and community problem-solving may contribute to UBC's reputation as one of North America's leading universities.

### 3. Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top Four Themes (480 of comments):

#### 1. Disciplinary Silos

There were 205 comments in the survey open-ended responses.

Comments indicated that existing disciplinary silos pose a challenge to advancing this priority:

- UBC admissions and allocation of degree credits tend to be organized by faculties, degrees and programs.
- This may pose barriers to developing and administering interdisciplinary learning opportunities for students.
- Faculties have separate and distinct norms, identities, languages, goals and practices.
- Limited opportunities for faculty and staff to communicate and interact across diverse disciplines persists.
- Many networking and social events take place within faculties or departments.
- Publications, awards, and the granting of tenure tends to be discipline-based.

#### 2. Financial and Human Resources

There were 115 comments in the survey open-ended responses.



Comments indicated that limited financial and human resources may pose a barrier to working across disciplines:

- Funding tends to be discipline/faculty-based, which may make it difficult to access funding for interdisciplinary teaching, learning, research, knowledge mobilization and engagement.
- Faculty members have many roles, responsibilities and priorities, including balancing research with teaching. This can limit time for interdisciplinary collaboration.
- Some faculty members have limited or no experience with and capacity for interdisciplinary teaching and research.
- Capacity building opportunities are needed to support interdisciplinary teachers and researchers.

### 3. Culture and Mindsets

There were 82 comments in the survey open-ended responses.

Comments indicated that current cultural beliefs and personal mindsets might pose barriers to advancing this priority:

- Interdisciplinary teaching, learning, research and knowledge mobilization can take more time and effort to coordinate ideas, concept and actions across diverse disciplines and groups of people.
- Interdisciplinary work can challenge existing disciplinary silos, social norms and knowledge, which can be a challenge for some scholars with specific areas of knowledge and experience.
- Interdisciplinary degrees and research projects may not be equally valued, due in part to current accreditation processes and conventional notions of knowledge production.

### 4. Governance and Administrative Support

There were 78 comments in the survey open-ended responses.

Comments indicated that some administrative systems might pose barriers to interdisciplinary collaboration in teaching, learning and research:

- An emphasis on “outputs rather than outcomes” and more exploratory and risky approaches to research can make it difficult for interdisciplinary projects to get approved and funded.
- There tends to be more administrative support for innovations in Science, Technology, Engineering, and Mathematics (STEM) fields while there is a need to increase support for interdisciplinary work in the humanities, social sciences, and smaller faculties.
- Increasing representation of interdisciplinary groups at various levels of UBC’s governing bodies can mobilize greater support for and allocation of resources to interdisciplinary activities.



## 4.43 Creativity, Innovation & Risk-taking

(90.5% somewhat important or very important, 1300 responses)

“UBC is already recognized by its peers as a university that is willing to be creative, to take risks and to innovate. This strategic priority would foster and reward innovation, creativity and risk-taking among students, faculty and staff while supporting collaboration with external partners.”

A total of 1300 comments were gathered on Creativity, Innovation and Risk-taking. Comments indicated that Creativity, Innovation, & Risk-Taking could mean fostering a culture of risk-taking; embracing flexible and interdisciplinary educational models and pedagogies; serving the public interest through research and community projects; enabling alternative ways of producing and advancing knowledge through greater exchange of ideas between scholars; and forging new collaborations and partnerships with industry and community.

Comments identified a number of opportunities for UBC to advance this strategic priority. These include opportunities to strengthen UBC’s global reputation as an innovative leader that advances new ideas and discoveries; to foster future generations of innovators through experiential and engaged student learning opportunities; to further pursue and invest in new research and development that alleviates social challenges; and to shape future employment opportunities through yet undiscovered fields of research and innovation.

Comments also suggested challenges to advancing this priority. Concerns included limited funding for innovation and risk-taking in new research and development projects, teaching and learning, and knowledge-mobilization. Comments also converged around the need to address any barriers in institutional cultures and mindsets and both the benefits and ethical and financial risks associated with this priority. Comments indicated a desire to recognize and enable innovation in all disciplines, in addition to science, technology, engineering, and mathematics and in particular in the Humanities and Social Sciences. Some comments indicated concern for the potential of outside corporate interests to influence and shape innovation in teaching and learning, research and knowledge mobilization.

### DIRECT QUOTES

*“As with interdisciplinarity, innovation and risk taking also need to be prioritized with care and with an eye towards supporting constructive possibilities and not simply novelty for its own sake. At the same time, success is hard to predict. Therefore, any initiatives to support innovation and risk-taking must also recognize and be prepared for a relatively high failure rate, which is the price of the occasional spectacular success that may result.” (Faculty, UBC Vancouver)*

*“It has always been my impression of UBC that it is a institution whose achievements and reputation thrives on innovation. I believe that UBC encourages its students and faculties to pursue creative, unprecedented notions. Although I am no longer a student, I allow this mentality to guide me in my career and am proud to have been influenced by this priority.” (Alumni)*

### QUESTIONS

1.Participants in the survey were asked: *What could this priority mean to you and UBC today and over the next ten years?*

Top Five Themes (663 comments):

1. Flexible and Interdisciplinary Pedagogies

There were 173 comments in the survey open-ended responses.

Comments indicated that this priority could mean greater flexible and interdisciplinary teaching and learning pedagogies:



- Providing more flexible learning opportunities and degrees, such as online courses, part-time, applied degree programs, and more convenient and flexible course hours for scholars in all stages of life.
- Providing more interdisciplinary degree programs and flexible degree requirements that allow students to freely explore topics from a variety of fields.
- More experiential, place-based and applied learning opportunities that place students at the forefront of their careers.

## 2. Alternative Ways of Advancing and Sharing Knowledge

There were 145 comments in the survey open-ended responses.

Comments indicated that this priority could mean embracing alternative ways of advancing and sharing knowledge:

- Ensuring freedom of speech and embracing “outside-the-box” ideas and opinions that may challenge existing norms and beliefs.
- Embracing teaching, learning, and research methods that transcend conventional disciplinary structures.
- Opening academic discussions to alternative forms of knowledge, knowledge production and exchange, such as Indigenous worldviews, knowledge and practices or knowledge held by members of the broader community.

## 3. Culture of Risk-Taking

There were 143 comments in the survey open-ended responses.

Comments indicated that this priority could mean fostering a culture that embraces change, risk-taking, and learning from failure:

- Students, faculty, staff, and alumni are encouraged to experiment and explore new ways of teaching, new ideas in research and new ways of governing.
- Understanding the benefits and risks of risk-taking is considered at a departmental level when deciding to move forward with innovation in teaching, learning, research, knowledge mobilization and community engagement.
- Creating a culture of “second chances” where scholars can learn from past and present practices.

## 4. Public Service

There were 127 comments in the survey open-ended responses.

Comments indicated that this priority could mean improving UBC’s ability to serve the public:

- Supporting research that advances knowledge that seeks to solve, where possible, pressing social and environmental issues.
- A focus on innovative teaching, learning, research and community engagement projects that directly benefit broader communities by engaging with and solving social and environmental issues.

## 5. Collaboration and Partnerships

There were 75 comments in the survey open-ended responses.

Comments indicated this priority could mean fostering new and mutually beneficial collaborations and partnerships with private and public groups to jumpstart innovation:

- Greater opportunities for collaborations with private and public sectors to encourage creativity and innovation and to access funding and support networks needed to develop and mobilize new ideas and projects.
- Student and faculty engagement on innovative teaching and learning pedagogies, research projects and community engagement opportunities.
- Partnerships with industry, including the green and information technology sectors, to stimulate innovative and applied research and more internships and mentorship opportunities for students.



## 2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*

Top Four Themes (402 comments):

### 1. Leadership and Reputation

There were 154 comments in the survey open-ended responses.

Comments indicated excitement for advancing UBC's global reputation as an innovation hub:

- UBC becomes a leader in innovative teaching, learning, research and community engagement, in particular in cutting-edge areas such as renewable energy, information technology, and medicine.
- UBC becomes a more attractive place for the "best and brightest" scholars.
- UBC provides more opportunities to lead and participate in global partnerships with prominent and reputable leaders, groups and institutions.

### 2. Fostering Innovators

There were 121 comments in the survey open-ended responses.

Comments indicated excitement for fostering future generations of innovators:

- Teaching students to think "outside-the-box" and engage in creative problem solving in the classroom to develop the skills needed to take risks and innovate in their future careers.
- Supporting innovative applied student projects such as the engineering design teams, robotics teams, and software development projects that test out new ideas and engage students in learning outside the classroom.
- Supporting students to take on impactful initiatives that address pressing social and ecological challenges, such as through the SEEDS Sustainability program, community grants, and the AMS Sustainability Fund.
- Greater mentorship and funding for student-led entrepreneurial activities and start-ups.

### 3. Research and Development

There were 97 comments in the survey open-ended responses.

Comments indicated excitement for advancing research and development (R&D):

- Embracing risk-taking in research can lead to important new discoveries and advancement in knowledge beyond what is currently known.
- New interdisciplinary research can lead to unique and impactful outcomes, tools and technologies.

### 4. New Employment Opportunities

There were 30 comments in the survey open-ended responses.

Comments indicated excitement for UBC to pave the way for new employment opportunities inside and outside the university:

- Supporting innovative research, community projects, business ventures and teaching and learning opportunities can provide professional development for students, faculty, staff, and alumni and shape future fields and employment opportunities.

## 3. Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top Four Themes (480 comments):

### 1. Funding

There were 162 comments in the survey open-ended responses.

Comments indicated that limited funding for innovative teaching, learning, research and knowledge mobilization poses a barrier to advancing this priority:



- There are concerns that growing financial pressures, such as increasing salaries and reducing funding sources (operating grants and tuition), may limit subsidization of innovative projects and opportunities.
- Operating within a limited budget may lead to more conservative, lower risk allocations of funding.
- Certain types of innovative interdisciplinary projects do not fit within existing discipline-based funding models, which can make it difficult for scholars to access funding for the work.
- Scholars who are less financially secure may find it more difficult to pursue innovative teaching and learning opportunities, research and community projects without adequate financial support such as through grants and funding programs.

## 2. Culture and Mindsets

There were 116 comments in the survey open-ended responses.

Comments indicated that some scholars are concerned with the potential risks associated with creativity and innovation and suggest fostering a culture of risk-taking to advance this priority:

- There is greater uncertainty in the outcomes of innovative teaching, learning, research and community projects, and that undesirable outcomes can have tangible consequences for UBC's communities, reputation and financial standing.
- Decision-makers may tend to support research that is "trendy", common or topical, which may make it difficult for new research and ideas to gain similar support.

## 3. Unequal Support Across Disciplines

There were 49 comments in the survey open-ended responses.

Comments indicated that there might be unequal distribution of support for innovation across all disciplines and forms of knowledge:

- Support for "innovation" is often focused on the Science, Technology, Engineering, and Mathematics (STEM) fields, and there is a desire for more support for innovation in the Humanities, Social Sciences, and Arts.
- "Innovation" can be nurtured in all disciplines and can serve a larger purpose of public service.
- There is a need to explore the diverse meanings of and outcomes for innovation such as through embracing alternative forms of knowledge, such as Indigenous traditional knowledge, and community-based knowledge.

## 4. Political & Corporate Influences

There were 47 comments in the survey open-ended responses.

Comments indicated concern for the influence of outside corporate and political groups on UBC's teaching and learning, research and knowledge mobilization:

- There is a perception that private partners tend to support reliable and "trendy" areas of research, which can limit opportunities for advancements in other equally important areas.
- UBC can balance research that attracts funders, and research that is meaningful, important, creative and innovative.



## 4.44 Engagement & Reciprocity

(86.8% somewhat important or very important, 691 responses)

*“The strategic priority emphasizes connections and relationships between UBC’s work and the communities and societies in which we live. This strategic priority would foster engaged research, learning opportunities and knowledge exchange.”*

A total of 691 comments were gathered on Engagement and Reciprocity. Comments indicated that Engagement and Reciprocity could mean a commitment to meaningful and collaborative relationships with broader communities, in particular where research informs communities and communities inform research; a commitment to engaged and democratized teaching, learning (such as online and in community experiences) and knowledge mobilization (such as open education, open access, and open data); and ensuring teaching, learning, research and knowledge mobilization serve local, regional and global communities.

Comments identified opportunities for UBC to advance this strategic priority. These include increasing connections and mutually beneficial partnerships with community groups and industry to provide diverse experiences for students to learn and mobilize knowledge. Other comments indicated excitement for policies that ensure public engagement is included in teaching, learning, research, and on campus physical development to better represent UBC’s diverse communities and to improve the living, working and learning experiences of different communities.

Comments suggested challenges to advancing this priority, including the need for improved communication channels between disciplines and departments to create more collaborative, engaging and reciprocal teaching, learning and research communities. Other comments indicated concern for the limited funding that may be available to research activities and laboratories that are engaged with community collaborators. Comments also suggested enhancing the rewards (such as funding and institutional support) for research that engages broader communities and their diverse perspectives and experiences.

### DIRECT QUOTES

*“Establishing and building connections between students, researchers, and the communities they live in.” (Student, UBC Vancouver)*

*“Promote, incentivize and encourage faculty and students working in meaningful ways with business, entrepreneurs, government and other agents in society. These relationships must have tangible value for all parties in order to be sustainable.” (Alumni)*

### QUESTIONS

1. Participants in the survey were asked: What could this priority mean to you and UBC today and over the next ten years?

Top Three Themes (225 comments)

#### 1. Knowledge Exchange

There were 110 comments in the survey open-ended responses.

Comments indicated that this priority could mean facilitating greater knowledge exchange between communities through community engagement:

- Diverse and abundant applied learning opportunities such as at community engagement events, networking, workshops and co-op placements can create more opportunities for the advancement, exchange and mobilization of knowledge.
- Providing more opportunities to share and mobilize knowledge gathered through teaching,



- learning and research with broader communities.
- Engagement with surrounding communities to facilitate a valuable exchange of knowledge, such as through collaborative research projects and facilitated events.
- Supporting research that informs community and community that informs research.

## 2. Equity and Access

There were 74 comments in the survey open-ended responses.

Comments indicated that this priority could mean equal access for all to UBC's campuses, site locations and activities:

- Providing more opportunities for teaching and learning, research, community services and campus operations to be equitable and accessible to all students, faculty, alumni, staff, and surrounding neighbourhood community members.
- Supporting innovative teaching and learning models that further democratize education such as open education, open access, and open data.
- Identifying on regular basis cutting edge knowledge and presenting it in a way that is understandable and accessible to the broader public.

## 3. Public Service

There were 41 comments in the survey open-ended responses.

Comments indicated that this priority could mean greater public service:

- Ensuring teaching, learning, research and knowledge mobilization serve broader local, regional and global communities.
- Providing more opportunities for students, faculty and staff to reach beyond the campus community to enact positive social and cultural change.
- Designing teaching, learning and research to increase the capacity of relevant broader communities to address inequity, injustice, and poverty.
- Greater experiential learning opportunities, such as through peer-to-peer learning programs, coaching, tutoring and work-integrated learning, that are mutually beneficial to students and the communities they are serving.

## 2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*

Top Three Themes (224 comments):

### 1. Community Connections

There were 121 comments in the survey open-ended responses.

Comments indicated excitement for fostering meaningful connections with local, regional and global communities:

- Building an institution well connected to broader communities in meaningful and sustainable ways.
- Providing greater learning, research and engagement opportunities that build new or improve existing connections between students, faculty, researchers, and the communities they live in.
- Ensuring researchers are meaningfully engaged in respectful relationships with the communities they are serving.
- Expanding community events and gatherings to promote interaction between all members of UBC's diverse communities.

### 2. Mutually Beneficial Partnerships

There were 76 comments in the survey open-ended responses.

Comments indicated excitement for fostering new mutually beneficial partnerships with community groups:

- Collaborative relationships with private and public groups to solve key problems identified by community groups.



- Partnerships with private sectors to provide opportunities for students to gain work experience while also informing industry practices with research and knowledge.
- Development of mutually beneficial relationships and research partnerships with Indigenous communities and off-campus communities.
- Comments expressed the need to ensure, to the extent possible, that research involving Indigenous peoples in Canada, is premised on respectful relationships that encourage collaboration, engagement and reciprocity between researchers and participants.
- Comments suggested that collaborating with local governments could provide valuable learning experiences and contributions to public policy, such as the 'City Studio' project.

### 3. New Internal Policies

There were 27 comments in the survey open-ended responses.

Comments indicated excitement for UBC to develop internal policies, guidelines and strategies that contribute to internal and external relationships of trust and reciprocity that can inform broader public policy:

- Developing internal policies, guidelines and strategies to ensure teaching, learning, research and knowledge mobilization that involves broader community groups is based on respectful, reciprocal and trusting relationships.
- Comments suggested having clear policies and guidelines for ethical and responsible investments that consider benefits to UBC, the general public and the planet.
- Developing policies in each discipline and department committed to meaningful, transparent and respectful public engagement across teaching and learning, research, knowledge mobilization, community engagement governance and campus development to improve the living, working and learning experiences of UBC's diverse communities.

### 3. Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top Three Themes (224 comments):

#### 1. Support and Resources

There were 99 comments in the survey open-ended responses.

Comments indicated concern that limited support and resources for scholars, faculty and staff seeking to engage in meaningful community engagement and reciprocity may pose a barrier to advancing this priority:

- Greater financial support is needed for research and laboratories that have external community collaborators.
- Greater funding opportunities can be explored for community relationship building and engagement to encourage broader community involvement in UBC policy making.
- UBC needs greater funding, administrative support and institutional recognition for research that engages with and serves the public in meaningful, reciprocal and positive ways.

#### 2. Communication Channels

There were 79 comments in the survey open-ended responses.

Comments suggested UBC might need to improve its communication channels to advance this priority:

- Building reciprocal, trusting relationships inside and outside of UBC takes time and there is a desire to improve existing communication channels across disciplines and between UBC representatives and community groups.
- There is a desire for greater transparent and accessible communications and engagement with the general public on UBC's governance and decision-making processes.
- Staff and faculty can facilitate new dialogues and connections with students at the undergraduate and graduate level to build greater relationships of trust.

#### 3. Clarify Meaning of Engagement



There were 26 comments in the survey open-ended responses.

Comments suggested that UBC might need to provide more clarity on the meaning of Engagement and Reciprocity:

- There is a desire for clear guidelines for understanding and implementing community engagement and reciprocity.
- There is a desire to consider how this priority can be advanced alongside Our Community and Wellbeing and Local, Regional and Global strategic priorities.



## 4.45 Our Community & Wellbeing

(88.4% somewhat important or very important, 1233 responses)

*“Cultivating physical and mental wellbeing amongst our students, faculty, staff and community is crucial to our success as a university. This strategic priority focuses on building strong and inclusive communities on our campuses and beyond, and on institutional initiatives that support our people to achieve their full potential.”*

A total of 1233 comments were gathered on Our Community & Wellbeing. Comments indicated that Our Community & Wellbeing could mean providing comprehensive services that support the health and wellbeing of all community members; addressing the health of existing learning and working environments, such as social norms, physical conditions, work pace and stress, working hours, work safety, opportunities for self-expression and individual development and work-life balance; fostering a greater sense of community belonging; ensuring equal opportunities for and treatment of all UBC community members; and investing in buildings, facilities, public and green spaces and infrastructure that promotes healthy lifestyles and community wellbeing.

Comments identified many exciting opportunities for UBC to advance this strategic priority. These include taking a holistic approach to campus health and wellbeing by fostering living laboratories on UBC's campuses; improving the physical, mental, emotional and spiritual health, wellbeing and productivity of scholars through additional social services; new self-care educational curricula, programs and opportunities; and enhancing broader public health through research, knowledge mobilization and informed public policy.

Comments suggested some challenges to advancing this priority. Many comments converged around concern for the rising costs of living and learning at UBC and the impacts that has on personal health and wellbeing. Many participants also noted that an increasing number of scholars may face mental health challenges and stigmas persist on both mental illness and seeking help. Some comments also indicated a desire for UBC to foster and protect the respectful treatment of staff.

### DIRECT QUOTES

*“I think we should also strive to support health and well-being in the larger community and society (e.g., contribute to development of economic, environmental, social and political institutions, policies, programs and services).” (Faculty, UBC Okanagan)*

*“There has been a trend in increasing workloads with no additional resources which doesn't promote wellbeing in the workplace. There needs to be a balance for faculty as well and more resources allocated to assist them in completing administrative tasks to enable them to succeed at their research and teaching so that they too have a healthy balanced lifestyle.” (Staff, UBC Vancouver)*

### QUESTIONS

1. Participants in the survey were asked: *What could this priority mean to you and UBC today and over the next ten years?*

Top Five Themes (681 comments):

1. Comprehensive Support Services

There were 186 comments in the survey open-ended responses.

Comments indicated that this priority could mean providing a “whole campus” approach to health and wellbeing with comprehensive, multi-faceted, and sustainable initiatives that are accessible and welcoming to all:

- Increasing the availability of counselling services, with reduced waiting times, for students,



- staff, faculty, and campus residents facing stress and other mental health challenges.
- Increasing the availability of support services for victims of sexual assault, discrimination, harassment and other forms of physical and mental abuse.
- Ensuring, to the extent possible, that support services are affordable and accessible to all UBC community members.
- Providing, to the extent possible, satellite and in-community health services that reach students, faculty, staff, alumni and broader community members where they already are.
- Ensuring that health services are safe, welcoming and inclusive environments that encourage individuals to accept support with dignity.

## 2. Changing Cultural Norms

There were 159 comments in the survey open-ended responses.

Comments indicated that this priority could mean changing cultural norms and addressing concerns that stress and work-life imbalance is becoming a part of everyday life at UBC:

- UBC can take proactive actions to shift the culture of academic success to include health and wellbeing, failing forward and slow learning.
- UBC can encourage balanced, well-rounded lifestyles amongst students, faculty, staff and community members.
- UBC can ensure, to the extent possible, that staff work hours are respected and flexible working arrangements are encouraged to enable staff to maintain work-life balance and health and wellbeing.

## 3. Community Belonging

There were 150 comments in the survey open-ended responses.

Comments indicated that this priority holds the promise of enriching the experience of UBC's diverse communities by supporting students, faculty, staff and neighbouring communities to cultivate shared identities and a sense of community belonging:

- Nurturing, where possible, community belonging by recognizing and honouring difference while developing shared values across diverse campus communities.
- UBC can be involved in the social and intellectual development of scholars.
- UBC can improve understanding and solutions to people's sense of loneliness and isolation.
- UBC can facilitate more interactions and socialization across disciplines and diverse campus communities.
- UBC can facilitate scholars to participate in more school activities, support services and academic advising and mentorship programs, which can improve scholar success, sense of belonging and experiences of feeling respected.
- UBC can enhance "school spirit" through the popularizing of Thunderbirds sports teams and campus-wide social events.
- UBC can provide more learning and engagement opportunities that connect local and international scholars.
- UBC can deepen connections between UBC campuses and site locations.
- UBC can invite members of neighbouring communities to participate in teaching, learning, research and knowledge mobilization programs, projects and events on campus.
- UBC can maintain strong relationships with alumni and develop creative ways for alumni to participate in ongoing campus activities.

## 4. Health Equity

There were 120 comments in the survey open-ended responses.

Comments indicated that this priority could mean ensuring UBC's diverse communities have health equity and fair opportunities to live, learn and work at UBC in healthy ways:

- Factors such as civility, respect, equity, and recognition of diverse groups (in particular staff) are important for creating healthy and supportive campus communities.
- Ensuring, to the extent possible, the absence of socially unjust or unfair health disparities between different groups.
- Ensuring, to the extent possible, health is not compromised or disadvantaged because of an



individual or group's background.

- Providing greater opportunities for meaningful engagement with UBC's diverse communities to discuss, plan and enact health and wellbeing policies, programs and projects.
- Supporting the dignified treatment of UBC's diverse communities, in particular staff through fair pay, healthy workplaces, and opportunities to receive equal health benefits.
- Ensuring greater equality and inclusion of women in male-dominated disciplines and working environments, such as through equal pay, equal opportunities to advance professionally, and equal inclusion in decision-making roles and circles.
- Policies that recognize and prioritize the rights of Indigenous peoples to achieve health equity through greater community representation in UBC's governance, greater self-determination and community-led research and the pursuit of reconciliation as a precursor to health.

## 5. Supporting Health through the Built Environment

There were 66 comments in the survey open-ended responses.

Comments indicated that this priority could mean supporting healthy campus communities through safe, healthy, sustainable, equitable and welcoming physical spaces:

- Planning and designing physical spaces to promote positive interactions between faculty, staff and students, and to create a positive sense of community, minimize stressors, and encourage healthy lifestyles.
- Developing "health and wellbeing" building guidelines and standards for new and retrofitted buildings, facilities and learning environments to promote healthy lifestyles.
- Making current healthy spaces accessible, affordable, and welcoming to all community members, including neighbouring community members.
- Expanding parks and recreation facilities on all campuses and site locations to encourage more community members to play and connect with each other and nature
- Improving access to existing parks and recreation facilities, such as through providing commuter students with similar free gym passes offered to students living on campus.
- Expanding healthy outdoor public open and green spaces.
- Expanding healthy indoor learning and working environments on campus, such as through meditation rooms, standing desks, and "nap pods".

## 2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*

Top Four Themes (392 comments):

### 1. Holistic Approach to Health and Wellbeing

There were 180 comments in the survey open-ended responses.

Comments indicated excitement for UBC's campus communities to take a holistic approach to health and wellbeing and to create 'living labs' on campus where all activities and operations experiment with creative ideas around health and wellbeing:

- UBC can take a holistic approach to health and wellbeing on campus and to promote strategies and programs that set UBC apart as the happiest, healthiest university community, with scholars able to thrive.
- UBC campuses can become "living labs" for health and wellbeing, encouraging action across all areas of campus life.
- UBC can increasingly focus on supporting people facing health challenges and addressing stigmas associated with mental and physical illness through awareness, education, dialogue, early recognition systems, and direct service and support for those suffering from illness.
- UBC can be at the forefront of "whole campus" approach to health and wellbeing policy, procedures, and practices.

### 2. Improving Community Health and Wellbeing

There were 82 comments in the survey open-ended responses.

Comments indicated excitement for ensuring scholars are thriving and able to meet their full potential:



- Mental health plays a pivotal role in the overall health and performance of scholars and good overall health is a combination of physical, social and mental well being.
- Promoting strategies and programs that improve community health and wellbeing and learning and working performance.
- Promoting strategies and programs that improve community satisfaction with UBC.
- Institutional processes, structures, strategies and programs that emphasize awareness, prevention and early identification of challenges and promotes well-balanced, healthy lifestyles, such as through physical activity and stress and crisis management.
- Sustainable processes, structures and programs that take a whole campus approach to scholar health, from promoting healthy eating through food literacy to healthy living through personal self-care programs.

There were 76 comments in the survey open-ended responses.

Comments indicated excitement for promoting broader public health through teaching and learning, research, knowledge mobilization, community engagement and informed public policy:

- UBC plays an important role in promoting public health and wellbeing while providing meaningful learning opportunities for scholars.
- UBC can advance public health promotion, disease prevention and health protection through interdisciplinary partnerships and community engagement.
- UBC can advance research, population health knowledge and skills and public policy to influence broader health care and urban planning decisions.
- UBC can advance research in the diverse fields that impact health and wellbeing and enable important discoveries and new health strategies that address community health issues, in particular in the fields of medicine and urban planning.

### 3. Personal Self-Care

There were 54 comments in the survey open-ended responses.

Comments indicated excitement for improving opportunities for personal self-care amongst UBC's communities on and off campus:

- Self-care and finding balance in people's academic, social and personal lives is important.
- UBC can develop teaching and learning models that support scholars and broader community members with the knowledge and skills necessary to maintain personal health, access support, reduce stress, and develop or maintain healthy relationships and social connections.
- Stress is very common amongst UBC's community members and UBC can develop policies, procedures, strategies and programs that support stress and workload management, such as through core course curricula.
- UBC can develop and promote programs, courses and workshops that support personal self-care, including life-skills training on cooking, sewing, home maintenance, interpersonal communication, managing budgets and filing taxes.

3. Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top Three Themes (282 comments):

### 2. Mental Health Stigma

There were 102 comments in the survey open-ended responses.

Comments indicated concern for a number of challenges surrounding mental health stigma at UBC:

- Knowledge is important to promoting mental health but one of the biggest barriers to help seeking for a mental illness is stigma, including the perception that some mental illnesses are "fake" or "imagined".
- Stigmas associated with mental health practitioners and counsellors may discourage people from seeking the help they need.
- More strategies and programs are needed that provide health education, in particular to increase mental health knowledge and to promote access to services where available.



- Campus sexual assault, violence and harassment are key issues and one of the biggest barriers to help seeking is stigma, including embarrassment, and a perception that UBC may not want to engage with the community on this topic.
- UBC can strengthen its leadership on comprehensive responses, policies, protocols, communications, protection measures and training and education in the areas of sexual violence and to deliver appropriate services for people to get the support they need.

## 2. Rising Costs of Living and Learning

There were 67 comments in the survey open-ended responses.

Comments indicated that the rising costs of living and learning at UBC might pose barriers to community health and wellbeing in a variety of ways:

- The rising costs of housing on and near campus is making it difficult for students, faculty, staff and community members to afford to live and learn at or near UBC.
- High rent and mortgage rates, as well as high costs of transportation, are ongoing sources of stress for students, staff, faculty, and residents alike.
- The full cost of education, including tuition rates and costs associated with living and learning at UBC, put financial pressure on students, which can cause stress and a reduced dedication to health and wellness activities.
- Health services such as counselling, healthy food outlets, specialized medical care, and recreation facilities, are becoming more expensive, limiting opportunities for all to pursue personal health and wellbeing.

## 3. Healthy Workplaces

There were 64 comments in the survey open-ended responses.

Comments indicated the importance of providing resources to enhance the health of UBC workplaces and to minimize and mitigate the impacts of employee stress in the workplace:

- Comments suggested that staff might feel “undervalued”.
- UBC can commit to the creation of safe, respectful and dignified workplaces, through fair pay, improved working conditions, professional development, tailored programs and services, regular recognition of work, and opportunities to receive the same social support benefits as other UBC community groups.



## 4.46 Sustainability

(88.4% somewhat important or very important, 1115 responses)

*“Our 2009 Strategic plan, Place and Promise, committed all aspects of the University—its infrastructure, research, teaching and learning elements—to exploring and exemplifying social, economic and environmental sustainability. In our initial survey, you told us that you are proud of what we have achieved in respect to sustainability, and that you would like UBC to continue to pursue this strategic priority.”*

A total of 1115 comments were gathered on Sustainability. Comments indicated that Sustainability could mean a commitment to a low carbon future and instilling a collective responsibility for future generations; fostering interdisciplinary perspectives on sustainability that equally value the social, economic and environmental; and a commitment to investing in research and development that advances new solutions to sustainability challenges and mobilizes best practices.

Comments identified opportunities for UBC to advance this strategic priority. These include enhancing current sustainability policies and expanding investment in new and existing programs such as the ‘Living Lab’ initiative; funding cutting edge research so UBC is a national resource for greening institutions and the private and public sectors; and developing and implementing ethical and responsible funding models and investment strategies to support a low carbon future.

Other comments suggested some challenges to advancing this priority. Comments converged around concern for the rapid pace of new development on campuses (in particular the Point Grey campus) and the need to better integrate sustainability policies, targets and practices in new and existing buildings. Many comments suggested a strong desire to reduce UBC and its community member’s carbon footprint, to achieve ambitious greenhouse gas emission reduction targets and to shift campuses to be powered more by renewable energy sources. Respondents also indicated a desire to see zero waste campuses accompanied by complementary research such as on how to recycle all plastics and household hygiene and hazardous laboratory materials and to create widespread composting programs.

### DIRECT QUOTES

*“Promote research into sustainable technologies and societal / economic studies that outline the feasibility and acceptance of the transition to a more sustainable economy and society.” (Alumni)*

*“Innovation in recycling of all plastics and lab materials is crucial. I see a lot of emphasis on cardboard recycling and bottles/cans - but there is a lot of waste within labs.” (Alumni)*

### QUESTIONS

1. Participants in the survey were asked: *What could this priority mean to you and UBC today and over the next ten years?*

Top Three Themes (242 comments):

1. Commitment to the Future

There were 90 comments in the survey open-ended responses.

Comments indicated that this priority could mean a greater commitment to a low carbon future for future generations:

- UBC can enhance existing policies and practices to clearly commit a low carbon future.
- Equally valuing, understanding and achieving economic progress, ecological protection and social justice.
- A commitment to sustainable policies, structures and practices now means a clean and



- prosperous future.
- Prioritizing Sustainability is about ensuring future generations can enjoy living, learning and working at UBC.

## 2. Interdisciplinarity

There were 80 comments in the survey open-ended responses.

Comments indicated that this priority might require new synergies, collaboration and integration across disciplines and groups in order to generate solutions, foster change and contribute to social and environmental agendas:

- Adopting a multi-faceted, interdisciplinary and whole campus approach to sustainability where the social, economic and environmental elements are equally valued and acted upon.
- UBC is a global leader in sustainable policy and practices and new interdisciplinary pathways to achieving a more sustainable future.
- Research and best practices are shared across disciplines and applied to teaching and learning, knowledge mobilization, community engagement and campus planning.

## 3. Research and Development

There were 72 comments in the survey open-ended responses.

Comments indicated that this priority could mean research and development (R&D) plays a greater role in driving new pathways to a sustainable future:

- Supporting researchers to drive green innovation, and the development of best practices and knowledge (such as life cycle analysis, sustainability metrics embedded in project selection, sustainability targets set in an R&D strategy).
- Committing resources to R&D across diverse disciplines to shift unsustainable cultures, mindsets and practices on and off campus.
- Dedicating resources to the R&D of renewable energy and its widespread adoption.
- Attracting the brightest sustainability scholars and researchers to work, study, teach and learn at UBC and to research and operationalize interdisciplinary sustainability initiatives.

## 2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*

Top Four Themes (551 comments):

### 1. Public Service

There were 189 comments in the survey open-ended responses.

Comments indicated excitement for the role UBC's diverse communities and activities can play in advancing and implementing sustainable development across local, regional and global communities:

- Mobilizing knowledge, including research findings, to serve the general public under key areas of sustainable development.
- Great sustainability-focused, community and place-based teaching and learning, research, knowledge mobilization and community engagement.
- Commitment, resources and time dedicated to student-led research in partner communities.

### 2. Sustainability Policies

There were 140 comments in the survey open-ended responses.

Comments indicated excitement for enhancing current sustainability policies and expanding investment in sustainability-oriented initiatives:

- UBC was Canada's first university to adopt a Sustainability Policy and to establish a Campus Sustainability Office with policies that span sustainable development, energy, grounds, waste and more.
- UBC can update and enhance existing sustainability policies, while mindful of the need to balance ecological, social and economic imperatives.
- UBC can increasingly partner with local public and private sectors to align UBC policies and



practices with broader community values and to support action in areas where UBC has limited jurisdiction, such as in public policy, broader community engagement, and the commercialization of technologies and innovations.

- Creating improved policies with more ambitious and robust targets and programs that seek to improve campus environmental performance and human and environmental health.

### 3. Leadership and Reputation

There were 115 comments in the survey open-ended responses.

Comments indicated excitement for UBC to strengthen its global leader for advancing sustainable development:

- UBC can support highly interactive, interdisciplinary teams to work on projects based on topical, real-life challenges that contribute to understanding and solving some of the complex issues surrounding social, economic and environmental sustainability.
- UBC can expand existing policies, programs and initiatives to become a national resource that helps green public policies and private sector plans and operations.
- UBC can be one of the first institutions to require a core sustainability course across all disciplines.
- Research and the mobilization of best practices at the local, regional and international level.
- UBC can monitor, evaluate and advance bold and ambitious sustainability policies and practices to build and uphold its reputation.
- UBC is a role model in sustainable development through the promotion and expansion of initiatives like the green campus and living laboratory.

### 4. Responsible Fiscal Strategies

There were 107 comments in the survey open-ended responses.

Comments indicated excitement for a commitment to ethical and responsible fiscal management strategies that enable UBC to be a centre for teaching and learning about sustainable development and for advancing a low carbon future:

- Comments suggested a need for responsible fiscal management and ethical investments in sustainable companies to enable UBC to continue to pursue a cleaner and more responsible future.
- Comments indicated excitement for UBC to sell off investments related to oil, gas and coal and to shift its endowments away from fossil-fuel industries.
- UBC can enhance and continue to develop a responsible investment strategy that shows UBC is committed to a more environmentally friendly future.

### 3. Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top Five Themes (419 comments):

#### 1. Changing Built Environment

There were 132 comments in the survey open-ended responses.

Comments focused on the rapidly changing and growing built environment on campus (Point Grey campus) and the challenges it poses to campus environmental and social sustainability:

- Institutional and residential building operations are the largest component of UBC's environmental footprint.
- UBC can continue to pioneer all new buildings and developments with leading green building practices, from planning and design to construction and operations.
- UBC could expand UBC Renew to increasingly renovate, rather than demolish, aging buildings and to integrate leading green practices in those deep retrofits, such as the Passive House EnerPhit retrofit guidelines.
- UBC may encourage more sustainable modes of transportation to and from campus by improving and expanding infrastructure, in particular bike lanes, bike storage rooms and outdoor bike racks.



## 2. Carbon Footprint

There were 127 comments in the survey open-ended responses.

Comments indicated concern for individual and institutional carbon footprints and the impact that has on climate change:

- Responses recognized UBC's Climate Action Plan is committed to bold greenhouse gas (GHG) emission reduction targets but there is also a desire to set bolder targets and to ensure UBC's reduce institutional and individual carbon footprints.
- Responses suggested a need for a transition strategy towards renewable energy systems and further investment in renewable energy to power all campus buildings, facilities, and infrastructure.

## 3. Funding

There were 84 comments in the survey open-ended responses.

Comments indicated concern for limited funding for current and future sustainability policies and actions, across key university activities, in particular:

- Sustainability policy
- Community based sustainability initiatives
- Alternative energy research
- Food production and networks
- Waste reduction and disposal

## 4. Zero Waste

There were 51 comments in the survey open-ended responses.

Comments indicated concern that there is and will continue to be a growing need to prevent and manage solid waste disposal:

- Responses recognized UBC's Zero Waste Action Plan is committed to waste reduction and management targets and would like to see the program expanded to further reduce waste at both UBC Vancouver and UBC Okanagan.
- UBC's teaching and learning, and research and scholarship can support innovations in zero waste, with a focus on innovating methods to reuse and recycle all plastics and to manage hazardous materials.
- UBC can try to shift the culture of consumption through innovative policies and engagement.

## 5. Defining and Measuring Sustainability

There were 25 comments in the survey open-ended responses.

Comments indicated that there are many challenges to defining and measuring sustainability:

- The overuse of 'sustainability' as a buzzword has made the term's meaning unclear to some.
- UBC can review and update its definition of sustainability and set, enact and communicate clear targets and strategies to drive change.



## 4.47 Indigeneity

(73.5% somewhat important or very important, 707 responses)

*“The Aboriginal Strategic Plan adopted as part of Place and Promise reflected UBC’s commitment to Aboriginal education, respect for Aboriginal knowledge and cultures, and resolution to build upon the strengths of the university to more fully address the needs of Aboriginal and Indigenous communities in British Columbia, Canada, and the world. In our initial survey, you told us that our commitment to these principles differentiates UBC from other major research universities, and that we should build on these principles, especially in light of the work of the Truth and Reconciliation Commission of Canada.”*

A total of 707 comments were gathered on Indigeneity. Comments indicated that Indigeneity could mean a commitment to providing more opportunities for sustained relationships of mutual respect, understanding and knowledge exchange between Indigenous and non-Indigenous communities; incorporating Indigenous perspectives in teaching, learning and research; meaningful engagement with Indigenous communities and scholars; equal access to and representation of Indigenous scholars in positions of prominence; and advancing a collective understanding of Indigenous cultures, histories, practices and place-making. Comments also suggested a distinct concept that Indigeneity is a fundamental part of embracing Diversity and may be combined as strategic priorities.

Comments identified many exciting opportunities for UBC to advance this strategic priority. These include modeling leadership in indigenous engagement as a Canadian university; committing to truth and reconciliation; and collaborating with Indigenous leaders, knowledge-keepers, artists, and community members to enhance Indigenous cultures, practices and place making on campus.

Comments identified challenges to advancing this priority. Many comments indicated that colonial legal and decision-making structures persist and that decolonization is important to move forward in an inclusive and authentic manner. Furthermore, limited funding and resources to support Indigenous scholars poses a major barrier to advancing Indigeneity as a priority.

### DIRECT QUOTES

*“Consult indigenous people, involve them in this project (participatory action research), get to know their worldviews and needs. It is a moral debt and responsibility, besides an exciting journey to learn from them” (Alumni)*

*“An opportunity to make education more welcoming, accessible, and appropriate for indigenous people and communities. An opportunity for UBC to be a leader in educating all students about indigenous culture and values and Canada’s history with indigenous people (eg. colonialism)” (Alumni)*

### QUESTIONS

1. Participants in the survey were asked: *What could this priority mean to you and UBC today and over the next ten years?*

Top Five Themes (442 comments):

1. Indigenous Knowledge and Exchange

There were 117 comments in the survey open-ended responses.

Comments indicated that this priority could mean attention to Indigenous knowledge, perspectives and practices is strengthened in all teaching, learning, research and knowledge mobilization activities:

- Greater learning from Indigenous cultures, histories, knowledge, languages and practices.
- Incorporating Indigenous knowledge into the core curricula of every degree program.



- Collaborating with Indigenous communities and scholars to learn from, better understand and mutually share knowledge across diverse communities and disciplines.
- Providing more teaching and learning opportunities led by and for Indigenous peoples and engaging with Indigenous cultures, knowledge, languages, practices and place making.

## 2. Meaningful Engagement

There were 104 comments in the survey open-ended responses.

Comments indicated that this priority could mean meaningful engagement with Indigenous communities and scholars:

- Fostering deep and meaningful connections with local Indigenous communities that have lived on or near UBC from time immemorial.
- Meaningful engagement with local indigenous communities so that they can articulate their aspirations in UBC's governance, planning and place making initiatives.
- Fostering more opportunities for local Indigenous communities to lead and host engagement processes, events and gatherings that facilitate intercultural understanding, knowledge and culture sharing with non-Indigenous community members.
- Working in earnest in meaningful and reciprocal partnerships with Indigenous communities and individuals to enable teaching, learning, research and community service that is mutually beneficial and meet the needs and aspirations of the community.

## 3. Equal Access and Representation

There were 101 comments in the survey open-ended responses.

Comments indicated that this priority could mean equal access to and representation of Indigenous scholars in positions of prominence:

- Making all of UBC's opportunities equally accessible to Indigenous peoples.
- Improving faculty and staff hiring policies and practices to ensure more Indigenous leaders are in positions of prominence.
- Increasing representation of Indigenous peoples in UBC's governance structures, such as the Board of Governors and Senates.
- Providing more teaching, learning, research and engagement opportunities led by and for indigenous peoples.
- Improving student recruitment and admissions processes to increase Indigenous scholars.

## 4. Intercultural Understanding

There were 98 comments in the survey open-ended responses.

Comments indicated that this priority could mean advancing greater understanding of Indigenous cultures, histories, and contemporary topics amongst non-Indigenous community members:

- Expanding opportunities for students, faculty and staff to learn about Indigenous cultures, histories, languages, knowledge and perspectives through teaching and learning, research and community events.
- Creating more venues and spaces for dialogue on Indigenous perspectives.
- Addressing ignorance, prejudices, preconceptions and misunderstandings about Indigenous peoples.

## 5. Diversity

There were 22 comments in the survey open-ended responses.

Comments indicated that understanding and realizing the aspirations of Indigenous communities and peoples is a fundamental part of diversity at UBC and that UBC may want to embed Indigeneity within the strategic priority of Diversity:

- A separate strategic priority on Indigeneity may further perceptions of difference.
- By prioritizing Diversity UBC, can address Indigeneity.

2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*



Top Three Themes (151 comments):

## 1. Leadership in Indigenous Engagement

There were 64 comments in the survey open-ended responses.

Comments indicated excitement for UBC to become a leader amongst Canadian universities in meaningful Indigenous community engagement:

- Modelling authentic and deep engagement with Indigenous communities through relationship building, consistent and transparent communication and meaningful consultation.
- Supporting and working with Indigenous communities to build relationships with emerging Indigenous scholars and networks of trust with community members.

## 2. Truth and Reconciliation

There were 49 comments in the survey open-ended responses.

Comments indicated excitement for UBC to advance Indigenous truth telling and reconciliation:

- Engaging with Indigenous leaders and scholars to acknowledge and address the injustices and harms experienced by Indigenous people, including histories of land dispossession and residential schools.
- Establishing relationships of trust, mutual collaboration and recognition and respect for Indigenous cultures, histories and knowledge in all disciplines.
- Develop strategies to eliminate education gaps between Indigenous and non-Indigenous scholars.
- Develop teaching and learning pedagogies with the full participation of Indigenous leaders, scholars and communities.

## 3. Honouring Indigenous Cultures and Practices

There were 38 comments in the survey open-ended responses.

Comments indicated excitement for UBC to foster greater collaborations with Indigenous leaders, scholars, and community members to honour, respect and celebrate Indigenous cultures on campus:

- Embracing and integrating indigenous cultures and traditions in institutional ceremonial practices (such as events and gatherings).
- Expanding indigenous place making initiatives that honour and respect Indigenous cultures and histories such as public art, sculpture, translated signs, and protecting sacred spaces on campus.
- Providing more opportunities to learn about Indigenous peoples and perspectives, including more courses and workshops offered on indigenous cultures, histories, art, weaving, symbolism, traditional knowledge, languages and more.

## 3. Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top Two Themes (133 comments):

### 1. Colonization

There were 72 comments in the survey open-ended responses.

Comments indicated that historical government policies and contemporary colonization continues to pose challenges to advancing this priority:

- Unequal representation of Indigenous peoples and voices in UBC's governance and faculties persist.
- Indigenous title, land ownership and land claims remain unresolved and there is a desire for UBC to help Indigenous communities advance their rights and title.
- Support healing from the lasting impacts of colonial government policies, including residential schools.



- UBC can explore decolonization strategies to support and remove structural barriers to the physical, psychological, emotional and spiritual wellbeing of Indigenous community members.
- UBC can increase engagement with Indigenous peoples to understand and recognize different ways of knowing and learning and to work together to integrate Indigenous perspectives into UBC's activities.

## 2. Funding and Resources

There were 61 comments in the survey open-ended responses.

Comments indicated that limited support and resources for Indigenous scholars poses a barrier to advancing this priority:

- There are limited specialized funding programs available to Indigenous scholars, which pose a barrier to Indigenous scholars equally accessing educational programs at UBC.
- Indigenous scholars may face unique challenges, which require not only financial support but also an array of programs and services to help Indigenous scholars succeed.

## 4.48 Diversity

(85.3% somewhat important or very important, 1124 responses)

*“UBC’s success depends upon being an inclusive and welcoming place for all people. This strategic priority promotes inclusivity of all people regardless of sexual orientation, gender expression, racial and ethnic background, family status, ability, or national origin. It focuses attention on intercultural dialogue and diversity in scholarship, learning and institutional activities.”*

A total of 1124 comments were gathered on Diversity. Comments indicated that Diversity could mean a commitment to diversity scholarship at UBC; to meaningful engagement with UBC’s diverse community members on issues of equity, justice, and intercultural respect and understanding; and to show leadership in responding to the diverse and changing needs of UBC’s communities.

Comments identified opportunities for UBC to advance this strategic priority. These include fostering intercultural understanding and respect through scholars increasingly connecting with diverse people, ideas and perspectives; deepening existing networks of support for diverse communities to connect, communicate and feel a sense of belonging with each other; and providing ongoing gathering, dialogues, workshops and programs that enhance understanding, inclusivity and capacity for intercultural teaching, learning, research, knowledge mobilization and community engagement.

Comments suggested some challenges to advancing this priority. Many comments converged around concern about unsafe environments for intercultural dialogue and expression. Other comments identified a desire to see greater gender equality in teaching, learning and research, and ensuring UBC is accessible to scholars of diverse socioeconomic backgrounds. Comments suggested personal biases, ignorance, and discrimination still pose a major challenge to open and respectful relationships.

### DIRECT QUOTES

*“There is the potential to really exert some leadership in this area, given that we have a very diverse student body and social environment. We do not, however, yet have a full set of institutional practices that match that, or a very developed discourse for thinking about it in ways that are not obvious and nominal. Developing truly productive approaches to this area, and enacting them in practice, represents a very significant opportunity.” (Alumni)*

*“Faculty and staff training to enable a truly internationalized classroom experience for all students.” (Staff, UBC Vancouver Campus)*

### QUESTIONS

1. Participants in the survey were asked: *What could this priority mean to you and UBC today and over the next ten years?*

Top Four Themes (399 comments)

#### 1. Intercultural Understanding

There were 109 comments in the survey open-ended responses.

Comments indicated that this priority could mean improving intercultural understanding, aptitudes and skills amongst UBC’s diverse communities:

- Ensuring diversity is a foundation of learning and developing as a scholar at UBC.
- Fostering greater intercultural relationship building, learning and engagement opportunities to bring people together.
- Foster a culture of empathy around diversity.
- Working across disciplines to embrace and integrate intercultural content in course curricula



to build greater intercultural awareness, understanding, skills and aptitudes.

## 2. Honouring and Celebrating Diversity

There were 108 comments in the survey open-ended responses.

Comments indicated that Diversity could mean honouring and celebrating UBC's diversity:

- The success of UBC is linked to being a diverse and welcoming place for all.
- Recognizing diversity as a strength while addressing discrimination and harassment.
- Hosting events that celebrate diversity and help community members engage with different perspectives, experiences and languages.
- Providing more spaces for intercultural expression and celebrations.
- Providing more community engagement opportunities around issues of equity, justice, respect, and intercultural understanding.

## 3. Fostering Dialogue & Relationship Building

There were 107 comments in the survey open-ended responses.

Comments indicated this priority could mean providing greater opportunities for intercultural dialogue and engagement between UBC's diverse communities:

- Providing policies and programs that invite traditionally under-represented voices to share their opinions and perspectives.
- Understanding and developing easily accessible communication channels between UBC's diverse communities.
- Providing greater opportunities for dialogue and relationship building around equity and inclusivity.

## 4. Leadership and Reputation

There were 75 comments in the survey open-ended responses.

Comments indicated that this priority could mean UBC strengthens its leadership in responding to the diverse and changing needs of UBC's communities:

- Diversity can be recognized a strength and asset of a world leading institution.
- A reputation for leadership in diversity can improve partnerships with local and global leaders and organizations who share similar values and priorities.
- Being a leader and role model in Diversity helps UBC adapt to future changing communities' needs with greater understanding and foresight.

## 2. Participants in the survey were asked: *What are 1-2 of the most exciting opportunities under this priority?*

Top Four Themes (429 comments):

### 1. Building Social Capital

There were 145 comments in the survey open-ended responses.

Comments indicated excitement for deepening existing networks of support for diverse communities to connect, communicate and feel a sense of belonging with each other:

- Creating strong networks of support for diverse communities to communicate with each other and share ideas.
- Building intercultural understanding, respect, trust and partnerships as a foundation of diverse community relationships.
- Students as ambassadors of inclusive dialogue and diversity during their study at UBC and afterwards.
- Fostering future generations of scholars and researchers who exhibit global awareness and intercultural empathy.

### 2. Knowledge Exchange



There were 107 comments in the survey open-ended responses.

Comments indicated excitement for facilitating greater intercultural knowledge exchange between diverse groups of scholars:

- Exposure to diverse ideas, perspectives and experiences help foster greater intercultural understanding and respect.
- UBC can actively encourage and disseminate academic knowledge and discussions across all disciplines for diverse community members.
- UBC can demonstrate the benefits of sharing intercultural knowledge and experiences through teaching, learning, research and work.
- More programs, workshops and exchanges can encourage knowledge sharing between people of diverse backgrounds.
- Providing more opportunities for students to engage with diverse people and perspectives to support personal and professional development.
- By providing a variety of flexible and interdisciplinary degree options, UBC can open its doors to diverse learners who bring unique perspectives to campus life.

### 3. Accessible Programs, Services & Facilities

There were 91 comments in the survey open-ended responses.

Comments indicated excitement for providing more opportunities for people of diverse backgrounds to access academic programs, university services and facilities:

- Improving access to social support systems that advocate for diversity.
- Committing to designing and retrofitting spaces with equal access and safety in mind, in particular for those living with disabilities and those facing mental illness.
- Greater access to and funding for social services that support disadvantaged groups in overcoming barriers to their academic success.
- Fostering diverse and community-led and -based learning and knowledge sharing programs.
- More scholarship / funding opportunities for a diversity of people to access at UBC.

### 4. Diversity Policies

There were 62 comments in the survey open-ended responses.

Comments indicated excitement for UBC to continue to expand and embolden policies that support diversity:

- Review and improve policies that commit to and encourage equity, inclusivity and respect for all across disciplines.
- Diversity guidelines and criteria shape in part how degrees and programs are reviewed.
- New understandings of what policy-making entails in a pluralistic society.
- Fostering an institutional culture through policies and programs that promote intercultural respect and inclusivity.
- Supporting greater policy discourse that promotes community discussion and input on diversity and UBC's diversity policies.
- Greater institutional effort to better understand the ways in which community members are discriminated against and harassed and to implement policies and practices that address these challenges.
- Diversity policies that include clear targets, milestones and monitoring and evaluation to ensure diverse groups are equally represented across UBC.

### 5. Intercultural Capacity Building

There were 24 comments in the survey open-ended responses.

Comments indicated excitement for UBC to provide greater opportunities for training and capacity building that enhances intercultural understanding, inclusivity and capacity for intercultural teaching, learning and research:

- More opportunities for students, faculty, and staff to access and receive intercultural and training and capacity building.
- Training and capacity building on key intercultural topics as core components of all



disciplines.

- Ongoing workshops and programs that ensure diversity and intercultural inclusivity and respect remain at the forefront of the teaching, learning and research experience at UBC.

### 3. Participants in the survey were asked: *What are 1-2 of the biggest challenges to address under this priority?*

Top Four Themes (324 comments):

#### 1. Equal Representation

There were 128 comments in the survey open-ended responses.

Comments indicated a desire to see equal representation of diverse community members amongst the student body, faculties, administration and governing bodies:

- Greater representation of diverse people within positions of prominence to better serve and represent the diverse people and perspectives at UBC.
- Equal treatment and fair representation of UBC's diverse communities in institutional governance roles and activities.
- Equal representation of women in faculty and research positions and in teaching, learning, research and campus workplaces.

#### 2. Safe and Welcoming Spaces

There were 101 comments in the survey open-ended responses.

Comments indicated concern that unwelcome spaces exist and pose a barrier to advancing this priority:

- Unsafe environments for intercultural dialogue and cultural expression persist.
- Comments suggested there is a sense of competition between local and international scholars.
- UBC needs to address how it can make campus communities, building designs, public and green spaces, and educational programs feel safe and welcome to all.

#### 3. Socio-Economic Diversity

There were 71 comments in the survey open-ended responses.

Comments indicated concern that there needs to be greater support for scholars of lower socio-economic status:

- The rising costs of learning pose a barrier to scholars of lower socio-economic status equally accessing education opportunities at UBC.
- Increasing financial support for low-income students is desired.
- Making UBC financially accessible helps scholars with greater social mobility.
- A more socio-economically diverse student body benefits everyone.

#### 4. Discrimination

There were 24 comments in the survey open-ended responses.

Comments indicated concern for the impacts of biases, prejudices, discrimination and harassment on the success of students, faculty and staff:

- Discrimination persists as a barrier to individual, community and institutional cultural change.
- Implicit and unspoken biases continue to make it difficult to change current structures on campus.
- Some groups and individuals do not recognize discrimination is a challenge.
- Personal biases, ignorance, and prejudices continue to pose a challenge to open and respectful dialogue.
- Greater education on and understanding of biases, prejudices, stereotypes and discrimination is needed.



## 4.5 ADAPTING TO CHANGE

(5499 responses)

Over the last century, UBC has become one of the world's leading universities. Today, UBC is faced with the challenge of adapting to social, economic and environmental changes that may affect the university today and over the coming century.

Comments gathered converged around several key trends that may demand significant change from UBC over the next ten years, as well as some necessary ways in which the university can respond. Responses converged around the following trends: educational reform and transformation (718); digitization and technological change (566); changing job markets (355); increasingly diverse population (353); rising costs of living (350); changing government funding models for universities (337); climate change (325); changing global politics (259); globalization or an increasingly global outlook (246); the importance of social equity and safety (219); an increasingly aging population (204); increasing need for local public service (200); accommodating UBC's growing communities through improved and expanded infrastructure and facilities (199); rising costs of learning (186 comments); the rise of a perceived era of 'post-truthism' (171); changing global markets (128); and declining trust in institutions (124). There were a range of ideas shared on how people think UBC should respond to each of these and they are listed in Appendix Section 5.4.

### DIRECT QUOTES

*"A digitally connected world will enable distributed and competitive higher-education institutions. UBC needs to be ahead of the wave in distance learning and targeted educational models (well beyond MOOCs, etc). Lectures and other outdated education models need to be replaced by sophisticated new vehicles (multi-media, immersive experiences, etc.) (Faculty, UBC Vancouver)*

*"Increasing diversity is both a desirable goal and a likely reality. We must learn how to create inclusive, welcoming learning and research environments for all, whilst not stifling debate, academic free speech or fleeing from difficult conversations." (Faculty, UBC Vancouver)*

*"Responding to changes in government funding models. We need to invest more resources in development and fundraising from private sector, including individual donors and corporations." (Staff, UBC Vancouver)*

*"Environmental issues and climate change - not just protecting the university itself, but making sure it is an active participant and force for change, both through research and how UBC chooses to use its influence." (Faculty, UBC Vancouver)*

*"Globalization of the workforce. We need to work globally but also be prepared to set our students up for success in any part of the world, ensuring they have the resources to find opportunities where they want to live." (Alumni)*

### QUESTION



## 1. Participants in the survey were asked: *What trends will demand significant change at UBC over the next ten years and how do you think we should respond?*

Top Themes (5500 comments):

### 1. Educational Reform and Transformation

There were 718 comments in the survey open-ended responses.

Comments indicated that teaching and learning pedagogies are evolving and UBC can adapt to and transform its educational models:

- UBC can better understand and plan for the needs of future generations of learners to provide relevant, effective and forward thinking educational models.
- Democratizing higher education through digital learning modules and free courses online may require UBC to move towards more free, public experiential and/or hands-on learning programs.
- UBC can invest in new educational practices such as online courses and distance education that provide students with unique and flexible educational experiences that meets their needs and makes university education more accessible to all.

### 2. Digitization and Technological Change

There were 566 comments in the survey open-ended responses.

Comments converged on the impressive advancements in technology that have and will continue to emerge in the coming decades, and the implications on UBC:

- UBC has the potential to be a world leader in cutting-edge research and development of new technologies such as Artificial Intelligence, and can increase funding in these areas to stay relevant as a world-class institution.
- UBC can embrace technological advancements and the digitization of certain forms of work to support new and more efficient research, development, teaching, learning, and organizational practices.
- UBC can utilize social media as an organizational and educational tool through which to communicate with future generations of learners and community members who are digitally connected.

### 3. Changing Job Market

There were 355 comments in the survey open-ended responses.

Comments indicated that there are changing demands for and supply of jobs around the world and that UBC may need to prepare graduating students for these changing trends:

- Employers are demanding a wide variety of skills in students beyond degree-specific knowledge, such as communication skills and adeptness at computing.
- UBC can develop teaching and learning curricula and modules that integrate diverse skill building across all disciplines.
- Technological change and the digitalization of labour may impact the number of jobs available to recent graduates.
- UBC can play a role in helping students build connections to employers through experiential learning programs such as internships and co-ops.

### 4. Diversity

There were 353 comments in the survey open-ended responses.

Comments indicated that increasing diversity in people and ideas would remain a trend at UBC:

- There is a need to encourage diversity of all forms and to foster an open, inclusive, welcoming and tolerant environment for scholars from around the world.
- There is a concern for prejudice and discrimination.
- UBC can continue to protect freedom of speech alongside respectful communication.
- UBC can strengthen its global identity by celebrating the wide array of voices and perspectives that make up its diverse and dynamic communities.



## 5. Rising Costs of Living and Working

There were 350 comments in the survey open-ended responses.

Comments indicated that the costs of living and working at UBC (in particular at UBC Point Grey campus) might continue to rise into the future:

- High housing costs (for purchase and rent) pose barriers to students, faculty, and staff living and working at UBC.
- People are increasingly moving farther away from campus.
- The challenges (including costs, time and stress) associated with commuting to UBC for work and study pose barriers to many people living, working and learning at UBC, and influences people's sense of belonging and connection to campus community life.

## 6. Changing Funding Models

There were 337 comments in the survey open-ended responses.

Comments indicated concern for declines in federal and provincial funding for public education:

- UBC may need to reassess its budget and respond to decreased funding by optimizing expenditures in various areas, while ensuring all programs are adequately funded.
- UBC may need to explore new and emerging funding models to sustain its practices, such as through private investors and private partners, rather than through increasing student tuition fees.

## 7. Climate Change

There were 325 comments in the survey open-ended responses.

Comments identified increasing local and global climate change is a major trend that UBC needs to respond to at a local level:

- UBC can synchronize its practices and investments with the principles of sustainability.
- UBC can divest its endowment from the fossil fuels sectors and other impactful industries.
- Teaching, learning, research on climate change increases internal and external knowledge of climate change and advances best practices in mitigation and adaptation.

## 8. Changing Global Politics

There were 259 comments in the survey open-ended responses.

Comments indicated changing global politics would increasingly influence UBC:

- Comments indicated concern for the rise of global discriminatory immigration policies and the implications this may have on global scholars at UBC.
- Comments indicated concern for threats of war and terrorism that may jeopardize scholarly collaborations, partnerships and opportunities abroad.
- UBC can find new ways of overcoming fear of difference by welcoming and inviting scholars from abroad and maintaining strong international academic relationships.
- UBC can remain a welcoming, safe, and inclusive place for all students, faculty, staff and community members.

## 9. Global Identity

There were 246 comments in the survey open-ended responses.

Comments identified globalization as a trend that will continue to shape UBC:

- Respondents indicated concern that UBC is facing increasing competition from other global institutions to attract the "best and brightest" scholars and may need to build a unique and strong reputation.
- In a time of globalization, UBC can foster more partnerships with other universities and global leaders to provide its scholars with the connections needed to collaborate locally, regionally and globally and to pursue international teaching, learning, research and knowledge mobilization opportunities.



## 10. Equity

There were 219 comments in the survey open-ended responses.

Comments indicated a desire for UBC to continue building social equity through ensuring the safety, inclusion, and equal treatment of all people at UBC:

- UBC can take action to ensure campus communities are a safe place for all, particularly in response to recent sexual violence and harassment incidents against women and sexually vulnerable groups.
- UBC should oppose discrimination of any kind, be it on the basis of race, ethnicity, age, gender, sexuality, or socio-economic background.
- UBC can encourage greater representation of diverse groups in UBC's governing bodies, administrative groups and academic community, in particular women, and Indigenous peoples.
- Global migration is bringing increasingly multicultural populations to Canada, which may require UBC to adapt its policies and practices to attract and respond to new groups while balancing the needs of residents.

## 11. Increasingly Aging Population

There were 204 comments in the survey open-ended responses.

Comments indicated that UBC might need to adapt to increasingly aging students, faculty, staff, and broader communities:

- With improved medical care and declining birth rates, Canadians are "aging".
- UBC can play a role in providing elderly support and senior living opportunities, as well as accommodating older students throughout lifelong learning.
- As the population "ages", UBC can ensure adequate university job opportunities remain available to younger generations, and that efforts are made to balance the retirement and hiring of new faculty, staff and leaders

## 12. Local Service

There were 200 comments in the survey open-ended responses.

Comments indicated that UBC could play an increasing role in shaping the local context of Vancouver, Okanagan and British Columbia:

- UBC can ensure its emphasis on global reputation and partnership does not limit its contribution to and engagement with local communities.
- Efforts can be made to understand and address challenges faced by local communities prior to addressing global or international challenges.
- UBC can balance local and international student recruitment, and teaching, learning, research and community engagement opportunities.

## 13. Infrastructure and Facilities

There were 199 comments in the survey open-ended responses.

Comments indicated that UBC might need to reflect its growing student body and campus communities through improving the infrastructure and facilities that serve them:

- UBC's population has grown in recent decades, and there is a need to expand its facilities such as libraries, parks, sports and recreation centers, cafeterias, study areas, and residences, to support the growing community.
- Some of UBC's buildings and facilities are in need of renovation and upgrading to reflect current safety and occupancy standards, as well as new and emerging technological and green building standards.
- UBC can improve public transportation to and from the university in the near future as demand grows. Suggestions included designing more facilities that better serve the growing number of commuters.

## 14. Rising Costs of Learning

There were 186 comments in the survey open-ended responses.



Comments indicated concern that the cost of tuition and fees are rising for both local and international students:

- Rising costs of learning may increasingly pose barriers for scholars to access a higher education, in particular for scholars with limited financial resources.
- This may increasingly narrow the socioeconomic composition of UBC's student body.
- Rising costs of tuition may impact the interest in and propensity for international students to study at UBC.

## 15. Post-truthism

There were 171 comments in the survey open-ended responses.

Comments indicated a desire for UBC to strengthen its role to providing high-quality, rigorous research in the perceived era of "Post-truthism":

- Comments indicated concern for the rise of easily available online information that has enabled the spread of ideas that reject and run contrary to scientific knowledge and "truth".
- UBC can continue to advance research and discovery to resist these trends.
- The future of science and research can be interdisciplinary and applied to stay relevant to changing public interests and issues.
- UBC can consider how these trends may affect research in discipline-specific fields and how to balance the two frontiers of research and discovery.

## 16. Changing Global Market

There were 128 comments in the survey open-ended responses.

Comments indicated global economic forces might continue to impact UBC:

- UBC may need to address concerns regarding the "commodification" of teaching, learning and research and continuing to support all fields of study.
- Comments suggested UBC might need to ensure new buildings and spaces on campus primarily serve students, faculty, staff, and the local community, rather than the desire to attract foreign investors.

## 17. Declining Trust in Institutions

There were 124 comments in the survey open-ended responses.

Comments indicated concern over perceived declining public trust in traditionally respected institutions such as governments, universities, and the media:

- Institutions have and will continue to play an important role in conveying "truthful" information and engaging in activities that serve the individuals and communities they represent.
- A perceived lack of accountability for past and present mistakes, missteps and unfulfilled promises pose barriers to building relationships of trust with certain community groups.
- There may be growing perception of lack of transparency in UBC's policies and practice, in regards to decision-making and funding, and this can contribute to a sense of distrust.
- UBC can strengthen trust with its diverse communities.