

UBC'S NEXT CENTURY



THE UNIVERSITY OF BRITISH COLUMBIA

**UBC'S NEXT CENTURY
PHASE 3A PUBLIC OPEN HOUSE 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 29, over 350 students, faculty, staff, alumni and community members provided input at a series of six public open house events held at UBC Vancouver and UBC Okanagan campuses. 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.

VISION & CORE COMMITMENTS

Input received on the proposed vision and six core commitments highlighted both strengths and areas for improvement. Comments that supported the draft vision statement focused on its scope, simplicity, and emphasis on impact. Comments that highlighted areas for improvement focused on the need for more clear and active language. Some participants recommended adding additional core commitments, including a commitment to positive learning experiences, interdisciplinary collaboration, sustainability, community health and wellbeing, and change, transparency and accountability.

ADAPTING TO CHANGE

Many participants commented on key trends and factors that will demand significant change from UBC over the next 10 years. Comments highlighted the following high-level trends: digitization and technological change (81 comments), educational reform and transformation (47), changing political systems (42), loss of trust in institutions (35), changing government funding models for universities (16), mental health and stigma (10), rising costs of living (10), climate change (10), and changing learner expectations of higher education (10). For UBC to be resilient to these changes, 20 comments suggested the University develop adaptive institutional systems.

STRATEGIC PRIORITIES

Overall, participants were supportive of UBC advancing all eight strategic priorities over the coming decade. Here is a summary of what we heard by strategic priority.

1. Local, Regional & Global (271 comments)

For participants, adopting Local, Regional & Global could mean greater global learning and knowledge-sharing opportunities, and unique partnerships resulting from expanding UBC’s efforts to connect to local, regional, and global communities. This priority could also facilitate greater global citizenship among students, staff and faculty as the campus engages more in international and

intercultural opportunities. However, comments identified that there are some financial barriers for students and scholars to engage in such efforts.

2. Working Across Disciplines (252 comments)

Comments related to Working Across Disciplines highlighted the potential of interdisciplinary efforts to solve complex societal problems and to foster resilient learners. More interdisciplinary learning opportunities and facilitated engagement between staff and faculty from different disciplines were other exciting possibilities. However, existing disciplinary divisions and inadequate institutional resources and support were identified as key challenges to advancing this priority.

3. Creativity, Innovation & Risk-taking (288 comments)

Participants indicated support for UBC to embrace risk-taking in its ethos and practices in order to foster creativity and innovation. Other possibilities include expanding collaborative efforts across disciplines and with industry, and facilitating more student-faculty partnerships. Comments also indicated that current organizational cultures and management systems at UBC may pose challenges to advancing this priority.

4. Engagement & Reciprocity (240 comments)

Many comments suggested that Engagement & Reciprocity could mean teaching, learning, research and knowledge mobilization that directly serves the local, regional and global community. Other comments indicated a desire to see broader community groups have more representation and responsibility in UBC's governance and a larger number of partnerships with UBC. However, comments indicated that mutually supportive and trusting relationships between local community groups and UBC are needed to advance this priority.

5. Our Community & Wellbeing (306 comments)

Many comments expressed excitement for building UBC's campus identity around health and wellbeing. Deepened institutional support and investment in health and wellbeing initiatives and stronger institutional leadership could mean a more holistic and happy campus life. Challenges identified to advancing this priority include the rising costs of living, mental health and stigma and existing norms around work and stress.

6. Sustainability (219 comments)

For participants, prioritizing sustainability could mean interdisciplinary teaching, learning, research and knowledge mobilization on sustainability issues. Participants were excited for UBC to continue its leadership in sustainability policies, research and practices, and to become one of the greenest universities in the world. Inadequate funding and a rapidly changing campus built environment were identified as present challenges to UBC advancing this priority.

7. Indigeneity (259 comments)

Comments relating to Indigeneity expressed a strong desire to increase representation and inclusion of Indigenous people throughout UBC, especially in positions of prominence. Comments indicated an interest in becoming a university of reconciliation that integrates understanding of Indigenous cultures, histories and contemporary relations into all activities for students, faculty, staff, alumni and community members. A lack of awareness, understanding and mutually supportive relationships from some at UBC were identified as challenges to advancing this priority.

8. Diversity (284 comments)

Comments highlighted that prioritizing diversity could mean celebrating differences through creating spaces for intercultural expression, and building intercultural fluency amongst students, faculty and

staff. UBC has the opportunity to embrace diversity as a core of its identity and to be a leader in equal and inclusive activities. To advance this priority, comments indicated that UBC may need to further build intercultural understanding, create more safe and inclusive spaces for open dialogue and address discrimination.

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.

We received input from over 350 students, faculty, staff, alumni and community members at a series of public open house events held at UBC Vancouver and UBC Okanagan. Participants provided us with input and shared ideas about UBC's vision, core commitments, strategic priorities and the big changes to which we will need to adapt. This report documents the comments and ideas generated at these events.

The Phase 3 Public Open House Event Report provides a summary of what we heard. The key findings are presented under the five key topics addressed. Detailed summaries of each public open house event 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 PUBLIC OPEN HOUSES

From March 20 to 29, we held six public open house events to gather input and ideas from over 350 members of our communities. The events were designed as 'open houses with interactive dialogues'. Participants could chose whether to provide input individually and/or in small groups, using interactive display stations, roundtable dialogues and event guidebooks.

The events focused on the five topics listed below and a number of key focus questions:

Vision

1. What do you like about the vision?
2. What could be improved about the vision?

Core Commitments

1. What do you like about the core commitments?
2. What could be improved about the core commitments?
3. What core commitments might we add?

Adapting to Change

1. What factors will demand significant change from UBC over the next 10 year and why?

Strategic Priorities

1. What could each strategic priority mean to you and UBC?
2. What are the most exciting possibilities under each strategic priority?
3. What are the biggest challenges to address under each strategic priority?

Big Ideas

1. What do you want for the future of UBC?
2. What goals do you want to set and what high level actions should we take to get there?

3.4 PARTICIPANTS

Over 350 registered participants attended the six public open house events, as follows:

UBC Okanagan	Event #1 Monday, March 20 Fipke Foyer	29 participants
UBC Vancouver	Event #2 Thursday, March 23 The Nest	140 participants
	Event #3 Tuesday, March 27 UBC Robson Square	17 participants
	Event #4 Wednesday, March 28 Jack Poole Hall (Alumni Centre)	64 participants
	Event #5 Thursday, March 29 Medical Student and Alumni Centre	26 participants
UBC Okanagan	Event #6 Thursday, March 30 Fipke Foyer	75 participants

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4. WHAT WE HEARD

4.1 OVERVIEW

At the *UBC's Next Century* public open house events, we heard healthy discussion on all the key topics and gathered 2574 comments from over 350 people. Participants discussed a vision of what UBC could look like by 2027, core commitments to guide institutional decision making, trends to adapt to, and the importance of and opportunities, challenges and big ideas associated with eight proposed strategic priorities.

All input was transcribed and then 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.

What we heard will be presented on the following, with a focus on the first four topics:

1. Vision
2. Core Commitments
3. Adapting to Change
4. Strategic Priorities
5. Big Ideas

The following report summarizes what we heard on these topics.

4.2 VISION

The vision statement being developed through *UBC's Next Century* aims to describe UBC's core ethos and long-term aspirations as a university.

A draft vision was identified and developed in February 2017. At the public open house events, participants were asked to provide feedback on the draft vision, including on what they like and what could be improved about the draft vision:

"Learning, research, and engagement for a better world."

What do you like about the vision?

"succinct, [and] easy to remember." March 20 (UBC Okanagan)

"great to see university's role is to create positive change." March 23 (UBC Vancouver)

1. Simplicity

There were 2 comments placed on the display boards and in the event guidebooks. Comments expressed that the vision was clear, simple, and easy to remember.

2. Ambition

There were 2 comments placed on the display boards and in the event guidebooks. Responses indicated satisfaction with the ambitious scope of the vision, covering a wide range of ideas and possibilities.

3. Inclusivity



There were 2 comments placed on the display boards and in the event guidebooks. Comments demonstrated support for the strong sense of community and inclusion generated by this vision statement as well as the academic freedom and mutual respect it inspired.

4. Meaningful impact

There were 2 comments placed on the display boards and in the event guidebooks. Responses showed excitement for the dedication to meaningful and positive local, regional and international impact that the vision promised.

What could be improved about the vision?

"Learning and research is obvious. There should be an emphasis on engaging and trying to make Vancouver/Canada/the world a better place." March 23 (UBC Vancouver)

"Vision could be more detailed (while still appropriately vague) and more aspirational." March 23 (UBC Vancouver)

1. Clarity

There were 9 comments placed on the display boards and in the event guidebooks. Comments highlighted a concern that UBC's vision statement is lacking in clarity and requires definitions, namely for "engagement" and a "better world".

2. Focus

There were 9 comments placed on the display boards and in the event guidebooks. Comments indicated a concern for the breadth of UBC's vision and a desire for more focus through additional language and descriptions such as on meaningful impact through research and a connection to the local and global community.

3. Action-Orientation

There were 7 comments placed on the display boards and in the event guidebooks. Comments expressed a desire for more active and specific language such as "leading" rather than "learning", to better reflect UBC's aspirations as a world-class university.

4. Pragmatism

There were 5 comments placed on the display boards and in the event guidebooks. Some comments expressed concern for the lack of tangibility, pragmatism and feasibility of UBC's vision. These comments indicated that UBC should be realistic, sensible and practical about promises it is willing to make and actions it is going to take.

5. Boldness

There were 4 comments placed on the display boards and in the event guidebooks. Comments highlighted the desire to see UBC be even bolder in its vision and to include an emphasis on sustainability and global leadership.

4.3 CORE COMMITMENTS

When Place and Promise was being 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.

Open House participants were asked to provide feedback on these core commitments on interactive display boards, in an event guidebook and at roundtable discussions. Participants were asked the following three questions: What do you like about the core commitments? What could be improved about the core commitments? What core commitments might we add? In total, 245 comments were received on the core commitments across all six public open house events.

Direct Quotes

“Yes, keep academic freedom at the top. But ensure all UBC students, staff and faculty understand what this term means and why it’s so important.” March 28 (UBC Vancouver)

“Advancing and sharing knowledge tightly aligns with research and publication. Not clear it includes teaching and learning though.” March 20 (UBC Okanagan)

Public Interest: *“Provide transformative learning, empowering graduates to be agents of change in the world.”* March 30 (UBC Okanagan)

“Capturing [Public Interest] as not just an institutional value but as a means of empowering students with confidence to take this out and expand public interest globally.” March 30 (UBC Okanagan)

Core Commitment	What do you like about the core commitments?	What could be improved about the core commitments?
<p>Academic Freedom</p> <p><i>The University is independent and cherishes and defends free inquiry and scholarly responsibility.</i></p>	<p>6 comments indicated that this is an important commitment, as it is a core function of the university as a place where ideas can be freely explored.</p>	<p>8 comments suggested that academic freedom could be defined within rather than separate from the other Core Commitments (such as within Mutual Respect and Equity), and balanced with the other interests of the university.</p>
<p>Advancing and Sharing Knowledge</p> <p><i>The University supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines,</i></p>	<p>5 comments indicated “like” for this core commitment, particularly its alignment with research and serving the public interest.</p>	<p>9 comments indicated a desire for this core commitment to focus less on research and more on teaching and learning. Comments indicated an opportunity for this core commitment to be more action-oriented and to focus on “proactive innovation and creative problem solving”.</p>



<p><i>and seeks every opportunity to share them broadly.</i></p>		
<p>Excellence</p> <p><i>The University, through its students, faculty, staff, and alumni, strives for excellence and educates students to the highest standards.</i></p>		<p>2 comments indicated people's uncertainty of the definition of excellence.</p> <p>29 comments indicated that improvements can be made to this commitment. Comments indicated a desire for more clarity about the definition of excellence. Comments suggested that there needs to be a better understanding of the term amongst all members of the UBC community and a definition that aligns with the other goals and commitments of the university. Comments indicated a concern over who is defining the term, how it would be measured and for what purpose it would serve. Some comments suggested that continuing excellence for UBC means innovating through experimentation and that UBC can commit to an institutional culture that embraces risk-taking for students, staff and faculty.</p>
<p>Integrity</p> <p><i>The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.</i></p>	<p>4 comments indicated "like" for integrity as a core commitment, encouraging the university to continue to clarify its definition and plans to advance and achieve integrity.</p>	<p>9 comments indicated integrity as defined currently could be improved. Comments expressed a desire for the inclusion of reciprocity and fostering meaningful engagement and reciprocal conversations with and between members of UBC's community to advance integrity.</p>
<p>Mutual Respect and Equity</p> <p><i>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.</i></p>	<p>2 comments indicated "like" for this core commitment's focus on mutuality.</p>	<p>25 comments indicated Mutual Respect and Equity could be improved. Comments indicated an interest in better understanding how UBC plans to implement and evaluate issues of respect and equity. Comments also suggested incorporating diversity and inclusion of people and ideas into this core commitment.</p>
<p>Public Interest</p> <p><i>The University embodies the highest standards of service and stewardship of resources and works with the wider community to enhance societal good.</i></p>	<p>2 comments indicated that all who work and attend the university hold or should hold this value.</p>	<p>17 comments suggested improvements for this core commitment. Comments expressed the desire for more attention to fostering student capacities to enhance societal good and become agents of positive change. Comments encouraged the University to consider in its commitment how it plans to engage with the wider local, regional and</p>



		<p>global community. Comments indicated that "partnering" and "collaborating" with the wider community was seen as a stronger value than "working with".</p>
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What core commitments might we add?

"We need a core commitment to being a wellbeing-promoting university - health, social, economic, environment. It's more than a strategy, it's a way of doing things." March 30 (UBC Okanagan)

Comments suggesting new commitments were found under all three questions.

1. Commitment To Positive Learning Experiences

There were 52 comments placed on the display boards, in the event guidebooks and on the worksheets that were related to holistic education.

Comments highlighted:

- A desire to commit to improving learner's educational experience, particularly through flexible learning opportunities, improved campus life, and building a better sense of community.
- A need for establishing more holistic learning goals that include career and life long leadership development.

2. Commitment To Interdisciplinary Collaboration

There were 14 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments suggested:

- Incorporating interdisciplinary collaboration in the language of the existing six core commitments.
- Adding a core commitment to greater collaboration between students and faculty members, between disciplines, and across campuses.

3. Commitment To Sustainability

There were 8 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments recommended:

- Adding sustainability as a core commitment with a focus on stewarding and protecting environmental resources, being mindful of the environmental impact of UBC's activities and practices, and considering the impact of institutional decisions on future generations.

4. Commitment To Community Health & Wellbeing

There were 5 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments recommended:

- Integrating a commitment to health and wellbeing into the existing core commitments and UBC's culture, recognizing that all members of the UBC community need to be healthy to achieve excellence, integrity, mutual respect and equity and so on.
- Valuing more healthy, positive, supportive work environments for students, staff, faculty and alumni.

5. Commitment to Change, Transparency & Accountability

While this theme was not clearly identified in the core commitments section, there were 125 comments related to this potential core commitment across four of the strategic priorities: Working

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Across Disciplines; Sustainability; Engagement and Reciprocity; and Indigeneity.

Comments indicated that for UBC to advance four of the strategic priorities, it must build trust with UBC community members, including students, faculty, staff and broader community by demonstrating transparency, accountability, and authenticity in its practices.



4.4. ADAPTING TO CHANGE

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.

Over the course of the six events, a total of 247 comments were placed on the display boards, in the event guidebooks and on the table discussion worksheets. Responses, though varied in content and scope, converged around nine trends: digitization and technological change; educational reform and transformation; political systems in turmoil; loss in trust in institutions; changing government funding models for universities; mental health and stigma; climate change; rising living costs; changing learner expectations of higher education. To address these trends, some comments suggested UBC develop adaptable institutional systems.

Direct Quotes

"Alternative facts" narrative - more than ever, universities play a crucial role in sound research, validating facts and communicating them to the wider community." March 27 (UBC Vancouver)

"Adapt higher education to a world adapting so fast that in future people will probably have to change multiple jobs in their lifetimes." March 28 (UBC Vancouver)

"Career and education must be integrated/embedded more intentionally into UBC culture - "takes a whole campus." March 28 (UBC Vancouver)

***"funding models from main agencies is changing to become more and more competitive but university support to successful grant application has not changed accordingly."* March 28 (UBC Vancouver)**

"Institutional processes are slow to change, making adapting to change difficult. Need new decision-making processes to adapt quickly." March 28 (UBC Vancouver)

"(Funding) impacts priorities/mandates (eg. increasing international students to fund programs; cuts to staff professional development programs, and cuts to programs that don't earn as much)." March 28 (UBC Vancouver)

"More flexible ways of learning and teaching allows students to adapt courses or what is taught in courses to meet their needs and market needs. Need market research on future job market to identify how curriculums can change." March 30 (UBC Okanagan)

Question

Participants at the public open house event series were asked: "What trends will demand significant change at UBC over the next ten years and how do you think we should respond?"

1. Digitization and Technological Change

There were 81 comments placed on the display boards, in the event guidebooks and on the worksheets related to this trend.



Comments emphasized that new and emerging technologies will significantly alter the way the university, global economy and broader community are structured.

- Increasing digitization and automation of careers will change the knowledge, skills and experiences valued in the global economy and job market. UBC can prepare students to be adaptable and resilient to technological change. University learning and teaching can be adapted to foster the knowledge, skills, experiences and adaptability students need after graduation.
- UBC is making substantial investments in new technologies. The increasing ease of use and improved interactive features of technologies are leading UBC to use technology for teaching and learning. Yet new and emerging technologies will continue to bring about major changes in the way teaching and learning is organized and delivered. UBC will likely have to make organizational and administrative changes to realize the full potential of current and future technologies and increasing digitalization and to meet the needs of students, faculty, staff, alumni and community members. Staff and faculty may require re-training to work with upgraded systems.
- Some comments indicated concern over potential job losses due to technological upgrades, however, this was also balanced by interest in the new ways that teaching and learning can transcend the physical boundaries of campus.

2. Educational Reform and Transformation

There were 47 comments placed on the display boards, in the event guidebooks and on the worksheets related to this trend.

Comments highlighted that the landscape of teaching and learning is changing and UBC faces the challenge of adapting to the changing methods, contexts and needs of learners.

- The needs of learners are changing in response to many factors that range from technology and global markets to environmental change.
- Comments indicated a need to alter the educational system to prepare learners to thrive in a world where the skills and competencies required in the workplace are rapidly changing. UBC may have to consider what skills it teaches and how it inspires lifelong learning within a changing world
- New methods of teaching and learning through online and interactive platforms and real-world, applied and place-based experiences may enable
- Respondents indicated that UBC may see a wider range of diverse learners in the future and that UBC will have to continue to accommodate these learners needs and abilities.
- Investment in faculty and staff, tailored classroom models, and new ways of student assessment (such as to be more applied, practical or include assessment of soft skills) may be needed to enable the university to respond to the skills required in a changing job market, increasing use of data to drive change and the increasing diversity of learners (be it faculty, staff, students or community partners).

3. Changing Political Systems

There were 42 comments placed on the display boards, in the event guidebooks and on the worksheets.

In many parts of the world, existing political systems are being challenged and experiencing crisis. Comments indicated growing nationalism, protectionism and fear of the “other” in political systems abroad has normalized intolerance of difference in public discourse. In light of this, comments highlighted a strong desire for UBC to stand up as a global leader and role model for equity, openness and acceptance.



- UBC can build on its existing reputation as a welcoming international institution and strengthen its global systems and connections through increased local, regional and international recruitment, partnerships, and collaborative learning opportunities.
- Comments also indicated that UBC can continue to support its international students, faculty, staff, alumni and community to ensure all people are welcomed and included in the UBC community.

4. Decline of Trust In Institutions

There were 35 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments expressed concern over perceived or real eroding trust in traditionally-respected institutions, such as governments, news media and universities, and a perceived decline in reliance upon rigorous research and evidence-based decision-making. Comments focused on the important role UBC can play in rebuilding trust through:

- Supporting learners to find purpose, meaning and belonging.
- Bringing together the worlds outside and inside the classroom through collaboration, co-location and partnership.
- Promoting quality research and remaining a place where ideas can be explored freely and respectfully.
- Providing reliable empirical research and solutions to help solve societal issues and serve the broader public interest.

5. Changing Government Funding Models For Universities

There were 16 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments expressed concern that changing federal and provincial university funding models may decrease funding for teaching and learning, research, community engagement and important departmental programs. Comments expressed further concern that this could result in:

- Increased competition for grants and resources;
- Tradeoffs between providing programs and services, and financial stability;
- Less support and incentive for innovation; and
- Increasing cost to pursue a higher education.
- Increasing reliance on sponsorship from private industry, private donors and international tuition fees to supplement public funding

6. Mental Health & Stigma

There were 11 comments placed on the display board, in the event guidebooks and on the worksheets.

Comments indicated many people face challenges related to mental health at UBC.

- Responses indicated that workloads, academic stress and a culture of competition influence the number of people that experience mental health challenges.
- There is a need for more and accessible support systems to help people treat or manage mental illness and to address the stigma of mental health.
- There is a desire for a culture of well-being to be integrated into UBC's organizational culture and teaching, learning and research practices.

7. Rising Costs of Living

There were 10 comments placed on the display board, in the event guidebooks and on the



worksheets.

Comments indicated concern over the rising costs of living, in particular in Metro Vancouver, and the impact that has on people's experience at UBC.

- Areas close to UBC have experienced a dramatic rise in housing prices, obliging some students, faculty and staff to live far away from the Point Grey and Robson Square campuses.
- Rising costs of living may make it difficult to attract and retain talented out-of-province and international students, faculty and staff.

8. Climate Change

There were 10 comments placed on the display board, in the event guidebooks and on the worksheets.

Comments identified climate change as a significant trend.

- As the impacts of climate change worsen globally, UBC will need to address its institutional impact on the environment.
- For example, UBC may need to identify where and how it can shift away from fossil fuel consumption in its operations. This was seen as a key way for the University to remain a global leader in sustainability.
- There is potential for UBC to set an example for other institutions and organizations for sustainable practices.

9. Changing Learner Expectations of Higher Education

There were 10 comments placed on the display board, in the event guidebooks and on the worksheets.

Comments indicated that there are changing expectations of higher education from learners and their families.

- Students, and their parents, are perceived to be interested in having universities provide adequate training for post-graduation employment.
- In response to changing expectations, some comments indicated that UBC could reflect on its mandate and ability to meet these expectations.

10. Developing Adaptive Institutional Systems

There were 20 comments placed on the display boards, in the event guidebooks and on the worksheets.

For UBC to be resilient to all the above trends, comments suggested that the university develop adaptive institutional systems and practices that can quickly respond to change. Ideas discussed across multiple comments were to increase UBC's adaptability through:

- Fostering a "culture of change" from top down and bottom up in which change is valued, committed to, and part of excellence by all students, staff and faculty.

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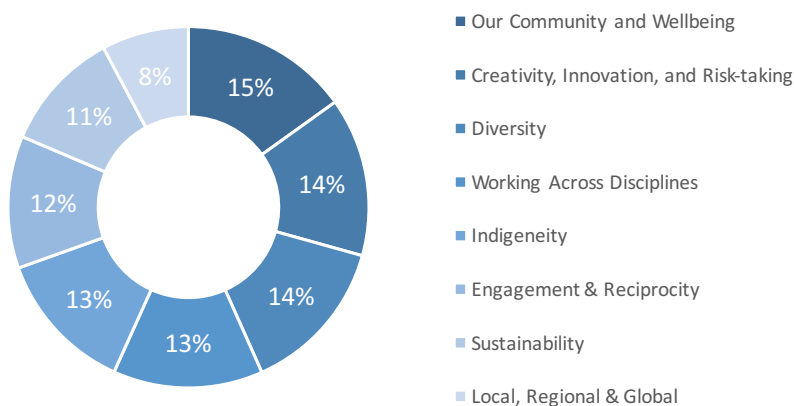
4.5 STRATEGIC PRIORITIES

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, these strategic priorities will provide the focus for UBC's institutional planning and change.

At the six public open house events, participants were asked to reflect on a number of focus questions. Participants were asked which strategic priorities are most important to them and why with a light game of 'voting' with beads. Participants were then asked what the strategic priorities could mean to them and UBC, what challenges, opportunities and big ideas might we face or pursue for advancement. Input was collected on the display boards, event guidebooks and in roundtable discussions. A total of 2053 comments were gathered and an overview of what we heard is detailed in the following sections.

Percentage of Responses by Priority



**Comments were placed on display boards, worksheets, and in event guides*

4.5.1 Local, Regional & Global

Following input from over 1,000 people on an initial community survey, Local, Regional & Global strategic priority was identified and described as such:

“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 271 comments were gathered on the Local, Regional & Global strategic priority across all six public open house events. For participants, adopting Local, Regional & Global could mean greater global learning and knowledge-sharing opportunities, and unique partnerships resulting from expanding UBC's efforts to connect to local, regional, and global communities. This priority could also facilitate greater global citizenship among students, staff and faculty as the campus engages more in international and intercultural opportunities. However, comments identified that there are some financial barriers for students and scholars to engage in such efforts.



Direct Quotes

“Fully engage students, faculty and staff in global thinking - value and learn from the many international perspectives in our UBC community.” March 28 (UBC Vancouver)

“Focus and strengthen regional impact and connections. There is not a local issue that does not have international implications.” March 28 (UBC Vancouver)

What does this priority mean to you and UBC?

1. Activities That Transcend Geographic Boundaries

There were 39 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments indicated that this strategic priority could mean:

- Exciting learning opportunities that transcend the boundaries of local, regional, and global, such as student and knowledge exchange, research abroad, partnerships with institutions, and scholarship and internships with local and global organizations.
- Exposure and involvement in regional, national and global learning opportunities for the personal and professional development of students, faculty, staff and alumni.
- More support for regional and global opportunities (1) for faculty and staff including applied research and participation in international academic events and (2) for students and alumni through real-world and place-based learning, and travel and studying abroad.

2. Intercultural Fluency

There were 22 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments indicated that this strategic priority could mean:

- Deepening intercultural understanding and building the knowledge, skills and aptitudes of students, faculty and staff to meaningfully engage with local, regional and global communities and environments. This knowledge, skill and aptitude could be a graduation outcome of every student's education
- Fostering a strong sense of inclusion and a cohesive, welcoming, and socially integrated community, on and off campus.

What are the most exciting possibilities for this priority?

1. Collaborations & Partnerships

There were 28 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments noted that this strategic priority could mean:

- Encouraging collaboration between local, regional and global leaders, organizations, governments and communities.
- Opportunities for the UBC community to create partnerships and build relationships with global universities and other organizations
- Local, regional and global collaborations that result in improved knowledge mobilization and



sharing, problem-solving and innovation, meaningful impact and public service, and stronger research and scholarship.

2. Promoting International & Intercultural Diversity

There were 23 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments identified that this strategic priority could mean valuing international and intercultural perspectives on campus and increasing the number of diverse community members as part of UBC's global identity.

- International students, faculty, staff, partners, and community members can contribute diverse values, circumstances, perspectives and intellectual viewpoints.
- International and intercultural students, faculty, staff and community members encourage greater understanding, knowledge and new ideas, and an expanded scope of research and scholarship.
- Welcoming and promoting people from a range of nationalities and cultures can enrich dialogues at UBC on the global issues of our time and give leaders, teachers, learners, researchers and community members far-reaching influence across the globe.

What are the biggest challenges to address under this priority?

1. Affordability

There were 14 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments identified affordability as a major barrier to welcoming, promoting and integrating diverse people, perspectives and experiences into UBC's activities, namely:

- Affordability of education and housing for international students.
- Limited funding opportunities for international students to live and learn at UBC.
- Affordability of international teaching, learning and research opportunities.
- Limited scholarships and grants to fund national and international scholars.

2. Inadequate Social Services

There were 7 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments indicated that there is a lack of social support services for incoming international scholars and outgoing local scholars in terms of adapting to their new environments abroad. Some challenges include:

- Lack of programs that foster connections between local and international scholars and help international scholars connect with the local community.
- Lack of support programs for Canadian scholars going abroad, and a feeling of disconnect from UBC when performing international activities.

What big ideas do you have to advance this priority?

There were 15 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

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- Cultural events and festivals that celebrate diversity at UBC.
- Programs and curricula that help forge connections between local and incoming regional and global students.
- More funding for student and faculty led programs, initiatives and research.



4.5.2 Working Across Disciplines

Following input from over 1,000 people on an initial community survey, Working Across Disciplines strategic priority was identified and described as such:

“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.”

During the six public open house events, there were a total of 252 comments related to Working Across Disciplines. Comments highlighted the potential of interdisciplinary efforts to solve complex societal problems and to foster resilient learners. More interdisciplinary teaching and learning opportunities and facilitated engagement between staff and faculty from different disciplines were other exciting possibilities. However, participants identified existing disciplinary silos and inadequate institutional resources and support as key challenges to advancing this priority.

Direct Quotes

"Because no real-world topic is relevant to only one discipline, working across disciplines is necessary to produce action-oriented research." March 28 (UBC Vancouver)

"UBC should contribute to a better world - no issue or priority will be addressed by one discipline - must collaborate across disciplines to have an impact." March 28 (UBC Vancouver)

What does this priority mean to you and UBC?

1. Problem-Solving

There were 57 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments indicated that working across disciplines could mean:

- Increased ability to understand and solve complex societal challenges from multiple perspectives.
- Interdisciplinary collaboration that inspires more effective research, new discoveries and teaching and learning opportunities.
- Interdisciplinary collaboration that can reform or transform institutional structures and organizations to respond to internal and external pressures and solve issues.

2. Resilient Learners

There were 15 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments highlighted that working across disciplines could mean fostering more resilient learners such as:

- Offering programs and resources to help students to discover and pursue their passions, purpose, meaning and career paths, during and after university.
- Increased attention to fostering well-rounded students with a blend of knowledge, skills and



abilities, including hard and soft skills, that prepare them for a changing world.

What are the most exciting possibilities for this priority?

1. *Interdisciplinary Engagement*

There were 68 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments indicated excitement for:

- Increased opportunities for students, faculty, staff, alumni and community to share and mobilize knowledge across diverse disciplines.
- More facilitated engagement across disciplines, faculties and research areas such as interdisciplinary working and research groups, community projects, and other initiatives.

2. *Interdisciplinary Teaching & Learning*

There were 49 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated a desire for expanded interdisciplinary teaching and learning opportunities, including:

- Greater flexibility for students to take classes in other faculties.
- Greater opportunities for faculty and staff to develop interdisciplinary curricula.
- Greater opportunities for undergraduate students to learn through interdisciplinary applied research.

What are the biggest challenges to address under this priority?

1. *Disciplinary Silos*

There were 41 comments placed on the display boards, in the event guidebooks and on the worksheets.

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

- Faculties have separate and distinct norms, identities, languages, goals and practices that make collaboration challenging.
- Funding, credit, and other institutional systems are discipline/faculty-based, further entrenching disciplinary silos.
- As publications and awards are discipline-based, there lacks incentives to work across disciplines

2. *Lack of Resources & Support*

There were 14 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments emphasized that inadequate institutional support, resources, time and enabling structures pose barriers to working across disciplines:

- The pressures placed upon faculty members to balance research and publication with teaching responsibilities within their disciplines leave them with little time to collaborate across disciplines



- Without adequate awards, credits or funding incentives, interdisciplinary teaching, research and knowledge mobilization is perceived by some respondents to entail more time and effort without the same recognition and financial support as discipline-based teaching, research and knowledge mobilization.

What big ideas do you have to advance this priority?

There were 36 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

- Interdisciplinary research think tanks and groups.
- Interdisciplinary campus-wide conferences, such as a TED talk across disciplines.
- Interdisciplinary programs, classes and curricula.



4.5.3 Creativity, Innovation & Risk-taking

Following input from over 1,000 people on an initial community survey, Creativity, Innovation & Risk-taking strategic priority was identified and described as such:

“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.”

During the six public open house events, there were a total of 288 comments related to Creativity, Innovation and Risk Taking. Participants indicated support for UBC to embrace risk-taking in its ethos and practices in order to foster creativity and innovation. Other possibilities included expanding collaborative efforts across disciplines and with industry, and to facilitate more student-faculty partnerships. Comments also indicated that current organizational cultures and management systems at UBC may pose challenges to advancing this priority.

Direct Quotes

“You can't have innovation without taking risks.” March 27 (UBC Vancouver)

“Finding ways to model creativity and “safe” failure as an institution (accompanied by careful planning for long term success).” March 30 (UBC Okanagan)

What does this priority mean to you and UBC?

1. A Culture of Embracing Risk-taking and Failure

There were 68 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that this priority could mean fostering a culture and environments that supports risk-taking where:

- Students, faculty, staff, and alumni are trusted and feel secure in experimenting and exploring new ideas in teaching and learning, research, knowledge mobilization and community engagement.
- Failure inside and outside the classroom is embraced and treated as an opportunity to learn and innovate.
- Students are recognized as a source of new ideas and are empowered to try new things.
- Risk taking is balanced with the need for ethical conduct and for UBC maintain its reputation as a public institution. Some responses termed this concept as “safe failure”.

2. Collaboration & Partnerships

There were 42 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments emphasized that collaboration, not competition, could foster greater innovation, including:

- Collaborating across disciplines to stimulate creativity and innovation and inspire



interdisciplinary teaching and learning, research and community engagement.

- University-led student and faculty engagement to develop innovative learning programs, research and community projects.
- Partnerships with industry, including the information technology sector, to stimulate innovative and applied research and real-world internships and mentorship opportunities for students.

3. Adaptability to Change

There were 26 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that this priority could enable UBC to improve its adaptability to internal and external pressures, including through:

- Embracing innovative technologies in UBC's teaching and learning, research and community engagement and campus community norms to become more resilient to future technological change.
- Embracing design-thinking to encourage more rapid development and testing of ideas. Participants suggested intensive design-thinking based events such as hack-a-thons, professional development courses for staff and faculty, and integration of design-thinking principles into institutional decision-making.
- Fostering cultural resilience amongst UBC's students, faculty, staff, alumni and community members to prepare for an uncertain future.

4. Improved Teaching & Learning Pedagogies

There were 25 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that this priority could mean increasingly creative, innovative, and diverse teaching pedagogies, environments and learner experiences, including:

- Creativity in new teaching pedagogies and methods.
- Technological innovation to increase interactive and flexible learning environments.

What are the most exciting possibilities for this priority?

1. Innovative Leadership

There were 27 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments highlighted a desire for UBC to embrace a philosophy and techniques to be a leader among universities in innovative teaching and learning, and research and scholarship. Some exciting possibilities include:

- Exploring and enabling experts in new areas of research that will lead the world to exciting new discoveries.
- Becoming a hub for technological innovation where the university is one of the first to identify, act upon and introduce new technologies instead of following others.

2. Public Service

There were 15 comments placed on the display boards, in the event guidebooks and on the worksheets.



Comments emphasized that innovation, among students in the classroom, researchers in the laboratory and partnerships with the larger community, can result in service to local, regional and global societies.

- Partnerships with the wider community, particularly the surrounding local community, can foster broader trust and result in relevant, meaningful and impactful real-world learning programs, ethical applied research, and community projects.

What are the biggest challenges to address under this priority?

1. Culture

There were 28 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that UBC's existing culture and perspectives may pose barriers to change:

- Existing organizational cultures are risk-averse and fearful of uncertainty.
- As failure could have tangible consequences, the university must balance creativity, innovation and risk-taking with ethical, reputational and financial factors.

2. Administration & Management

There were 14 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that existing administrative systems may pose barriers to creativity, innovation and risk-taking:

- Current UBC approval processes give some people the impression that there is limited openness to exploring new ideas in teaching and learning, research, knowledge mobilization and community engagement.
- Disconnection between administrators and researchers and divergent priorities can result in missed opportunities for innovative projects.

3. Funding

There were 8 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that lack of funding poses a barrier to change:

- Funding constraints can restrict faculty and staff from developing creative and innovative research, teaching pedagogies and organizational practices.
- Traditional funding structures tend to be discipline- and faculty-based, restricting opportunities to be creative and innovative through collaborating across disciplines.

What big ideas do you have to advance this priority?

There were 28 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

- Build capacity for a systems and design-thinking framework across all faculties and departments.
- Create a "safe failure / innovation" strategy with spaces for free and safe innovation.
- Establish a Human Library, a network of subject matter experts who can be taken out "on

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loan” to share and mobilize knowledge mobilization

4.5.4 Engagement & Reciprocity

Following input from over 1,000 people on an initial community survey, Engagement & Reciprocity strategic priority was identified and described as such:

“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.”

During the six public open house events, a total of 240 comments related to Engagement and Reciprocity were gathered. Participants suggested that Engagement & Reciprocity could mean teaching, learning and research activities that directly serve the local, regional and global community. Other comments indicated a desire for community groups to have greater representation and responsibility in UBC’s governance and for increasing the number of partnerships with UBC. However, comments indicated that mutually supportive and trusting relationships between local community groups and UBC are needed to advance this priority.

Direct Quotes

“To work with community to tackle challenges that are raised by community. Like housing affordability and opportunities for youth employment.” March 28 (UBC Vancouver)

“My best research ideas come from being engaged with communities beyond the university - it makes my scholarship stronger.” March 29 (UBC Vancouver)

What does this priority mean to you and UBC?

1. Public Service

There were 71 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that this strategic priority could mean ensuring teaching and learning, research and knowledge mobilization that serve the broader local, regional and global community. For example, participants suggested:

- Engaged and ethical scholarship can create meaningful impact and visible results, and opportunities for teachers, learners and researchers to develop practical experience and applied research.
- Increasing support for and funding of teaching and learning and research that balances community needs with the interests of the university, teachers, learners and researchers.

2. Broadening Access & Representation

There were 56 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments highlighted that this strategic priority could mean UBC’s teaching and learning, research, operations and community services are inclusive and accessible to not only students, faculty, and staff, but also the broader community through:



- Empowering diverse members of UBC's broader community to play a role in university decision-making and governance.
- Greater representation of and responsibilities for community groups in UBC's governance, organizations, programs, facilities and services.

3. *Mutual Knowledge Sharing*

There were 38 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that this strategic priority could mean strengthening efforts to share and mobilize knowledge gathered through teaching, learning and research with surrounding communities and vice versa, including through:

- Engagement with communities to facilitate a valuable exchange of knowledge.
- Using research to inform community and community to inform research.

What are the most exciting possibilities for this priority?

1. *Mutually Beneficial Partnerships*

There were 38 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated a desire for UBC to form mutually beneficial partnerships between campus and communities, other institutions, organizations, businesses and governments. This strategy could create exciting synergies and opportunities such as:

- Engaged and reciprocal teaching and learning.
- Practical experience and place-based learning experiences.
- Applied research.
- Relationship-building between students, researchers, community, and industry in diverse professional areas.

2. *Social Cohesion & Community Belonging*

There were 22 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated a desire for UBC to engage students, faculty, staff and alumni with broader communities, institutions, businesses and governments to foster a broader sense of community belonging and unity. Exciting opportunities include:

- Fostering a UBC identity that is inclusive by offering more opportunities to connect with the broader community and public and private sectors.
- Far-reaching events that promote interaction between all members of UBC's communities, and are inviting to those beyond campus.

What are the biggest challenges to address under this priority?

1. *Developing Mutual Relationships*

There were 20 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated a concern that UBC needs to build mutual relationships of trust with the local communities that it engages with and serves.



- Comments pointed to a lack of representation of broader community voices in UBC's decision-making processes and a perception that community input is not valued.
- There is a perception that property taxes paid by university neighbourhood residents funds developments limited in benefit to neighbourhood residents.
- Comments indicated a need for UBC to take more time and put more effort into building mutual and trusting relationships with the broader community as a foundation for all university activities, including making ethical and responsible investments beneficial to the university's growth, and to the wider community and environment.

What big ideas do you have to advance this priority?

There were 29 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

- Build an environment of support for community engagement through large, public open spaces and events that bring campus and the wider community together.
- Increase capacity building for faculty and staff and learning opportunities for learners and researchers to engage the community in ethical ways on topics that matter.
- Conduct annual needs assessments on current and projected needs of the communities the university serves.



4.5.5 Our Community & Wellbeing

Following input from over 1,000 people on an initial community survey, Our Community & Wellbeing strategic priority was identified and described as such:

“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.”

During the six public open house events, a total of 306 comments were gathered related to Our Community & Wellbeing. Many comments expressed excitement for building UBC’s campus identities around health and wellbeing. Deepened support for and investment in health and wellbeing initiatives and stronger institutional leadership could mean a more holistic and happy campus life. Challenges identified to advancing this priority include the rising costs of living, mental health and stigma and existing norms around work and stress.

Direct Quotes

“There is a lot of emphasis on achievement, efficiency and competition. This needs to be balanced with resources for wellness.” March 28 (UBC Vancouver)

“Wellbeing is a foundation for excellence in teaching, learning, research and knowledge mobilization.” March 28 (UBC Vancouver)

What does this priority mean to you and UBC?

1. Community Health & Wellbeing Support & Resources

There were 72 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that Our Community & Wellbeing could deepen institutional support for and investment in community health and wellbeing through:

- Increased availability of health and wellbeing resources and support networks on campus.
- Building and expanding facilities and spaces dedicated to mental, physical, and emotional wellbeing, such as relaxation rooms, recreation facilities, and public gathering spaces.
- Increasing funding for programs, initiatives and events that promote health, wellbeing and safety on campus.

2. Social Cohesion & Community Belonging

There were 46 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments conveyed that Our Community & Wellbeing could mean greater social cohesion and community belonging, given concerns that some people do not identify with the university’s norms, beliefs, values and communities.

- Some comments indicated that some UBC Okanagan students may not feel a sense of



belonging with the larger UBC institution and community.

- Some comments indicated that some international learners may not feel a sense of belonging and unity with other students, faculty, residents and the institution itself.
- Participants were interested in transcending faculty and departmental silos to be more cooperative, rather than competitive.
- Increasing opportunities for people to engage with themselves, each other and nature in meaningful ways on campus.
- Increasing opportunities to overcome exclusion and marginalization to create a sense of belonging and trust.

What are the most exciting possibilities for this priority?

1. Leadership & Reputation

There were 73 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments emphasized that promoting community health and wellbeing on campus is an important step in building UBC's leadership and reputation as a world-class university.

- The university can strengthen its reputation as a desirable place for students, faculty, staff, and residents through providing the world's best campus life and student experience.
- UBC can become a leader in its policies, plans, programs and initiatives to promote community health, happiness, productivity, success, and positive experiences.

2. Campus and Environmental Design

There were 38 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated an interest in cultivating community health and wellbeing through improved environmental design, such as by:

- Creating policies that integrate physical activity into teaching and learning curricula and campus life, following initiatives such as Move UBC, which are aimed at breaking up sedentary behaviour.
- Designing spaces with healthy building infrastructure such as standing desks, treadmill desks, and cycling desks to promote active work and study options.
- Improving the quality of indoor and outdoor spaces on UBC's campuses in terms of lighting, connection to natural elements, ventilation, and the ability to accommodate diverse needs and activities.

3. Building a Culture of Wellbeing

There were 28 comments placed on the display boards, in the event guidebooks and on the worksheets.

Participants expressed excitement for promoting community wellbeing and healthy lifestyles in teaching, learning, and working environments. Some possibilities include:

- Improved awareness and understanding of the importance of work-life balance, physical activity, and stress management through interdisciplinary course curricula.
- Shifting UBC's culture to value, emphasize and nurture greater wellbeing among students, faculty, staff and community members.
- Providing opportunities to conduct academic activities in ways that contribute to improved wellbeing, such as through promoting walking meetings, outdoor study, taking breaks,



teaching and learning in nature.

What are the biggest challenges to address under this priority?

1. *Rising Costs of Living*

There were 67 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments expressed concern about a lack of universal access to health and wellbeing due to the rising costs of living:

- Scarcity of affordable healthy food, housing, enrolment fees and social services (such as childcare) for all are barriers to equitable and healthy teaching, learning and working experiences.
- Financial burdens for commuters, particularly for students and staff, were identified as major stressors to living, working, learning and contributing to UBC's community.

2. *Mental Health & Stigma*

There were 60 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments expressed concern that students, faculty and staff face challenges with mental health and social norms at the university. Norms to excel at school at work and that only reward top achievers promote high levels of stress, work overload and devalue work-life balance. Comments indicated a strong desire to address this challenge through:

- Proactive responses from the university to shift the culture of academic success to include health and wellbeing, learning from failure, and an appreciation of the learning process
- Encouraging balanced, well-rounded lifestyles amongst students, faculty, staff and community members.
- Greater attention to the wellbeing of graduate students and staff in particular, as these groups may be overworked and operating in highly competitive environments.

What big ideas do you have to advance this priority?

There were 32 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

- Introducing active study stations (such as standing desks and treadmill desks) into libraries and classrooms to interrupt sedentary behaviour.
- Increasing place-based, outdoor and in the field learning opportunities.
- Increasing outdoor spaces for teaching and learning, community engagement and working together.
- Developing public relaxation stations on campus for people to slow down, enjoy, and connect to themselves, each other and nature.



4.5.6 Sustainability

Following input from over 1,000 people on an initial community survey, Sustainability strategic priority was identified and described as such:

“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.”

During the six public open house events, there were a total of 219 comments gathered on Sustainability. For participants, sustainability could mean interdisciplinary teaching, learning, research and knowledge mobilization on sustainability issues. Participants were excited for UBC to continue its leadership in sustainability policies, research and practices, and to become one of the greenest universities in the world. Inadequate funding and a rapidly changing campus built environment were identified as present challenges to UBC achieving its sustainability goals.

Direct Quotes

“UBC as leader in achieving Canada's climate change goals. Developing new technologies, using clean energy, support local food systems. Sustainability as a framework for all activity.” March 23 (UBC Vancouver)

“Putting resources into research and operations that promotes and enhances environmental stewardship.” March 30 (UBC Okanagan)

What does this priority mean to you and UBC?

1. Interdisciplinarity

There were 42 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that sustainability means interdisciplinary teaching and learning, research and knowledge mobilization, where:

- UBC Vancouver and Okanagan are global leaders in emerging sustainable practices, in theory and in practice, across disciplines and campus operations.
- Research and best practices are shared across disciplines, through teaching and learning and by community engagement.
- The brightest minds in every field and background - from ecological and social to indigenous knowledge – are engaged in developing a more holistic understanding of sustainability and in the implementation of sustainability policies, programs and projects.

2. Intergenerational Commitment

There were 27 comments placed on the display boards, in the event guidebooks and on the worksheets.



Comments indicated that sustainability means a commitment to meet the needs of society today without compromising the needs of future generations, including

- Commitments to considering all institutional decisions through an intergenerational lens
- Commitments to sustainable, carbon-neutral practices

What are the most exciting possibilities for this priority?

1. Leadership & Reputation

There were 36 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments highlighted that UBC can build on its existing initiatives to become one of the greenest universities in the world in terms of teaching and learning, research, community engagement and campus life:

- Many faculties at UBC are leaders in examining and solving contemporary sustainability issues.
- Sustainability research and the mobilization of best practices can be supported on campus and applied locally, regionally and internationally through teaching and learning and community engagement.
- Clear and quantifiable sustainable criteria and practices can be adopted in every faculty, department, program and campus to ensure efficacy and success.
- UBC can remain committed to consistently reviewing and adjusting sustainability policies and practices to protect and build its reputation in this area.

2. Public Service

There were 25 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments indicated excitement for the mobilization of sustainability knowledge for broader public service:

- Greater emphasis on student-led research that contributes to the sustainability of partner communities.
- Greater emphasis on sustainability-related, place-based teaching and learning and community engagement opportunities.

What are the biggest challenges to address under this priority?

1. Funding

There were 62 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated concern for inadequate financial investment in sustainability policies and actions across key university activities, in particular:

- Applied research (eg. Living Lab initiatives such as SEEDS)
- Campus operations (eg. maintaining and expanding UBC's E3 Platinum vehicle fleet)
- Physical infrastructure (eg. LEED platinum buildings like CIRS at UBC Vancouver)
- Food networks (eg. UBC Farm)
- Waste reduction (eg. improved recycling of research materials and plastics)

2. Changing Built Environment



There were 22 comments placed on the display boards, in the event guidebooks and on the worksheets related to this theme.

Comments focused on the rapidly changing and growing built environment on the Vancouver Point Grey campus and its challenges to campus environmental and social sustainability, including the need for:

- Some comments indicated the desire to see new buildings and developments integrate sustainability policies, criteria and practices from planning and design to implementation and operations.
- While other comments indicated the desire to see the retrofitting of older buildings and spaces, rather than building new, to improve sustainability where possible.
- There was a divergence in opinion from the responses whether new buildings or retrofitting older buildings was the best way to integrate sustainable building practices.

What big ideas do you have to advance this priority?

There were 19 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

- Partner with local leaders and knowledge holders such as Indigenous elders for a more holistic understanding of sustainability.
- Adopt sustainable policies and practices in all areas of campus life and operations.

4.5.7 Indigeneity

Following input from over 1,000 people on an initial community survey, Indigeneity strategic priority was identified and described as such:

“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.”

During the six public open house events, a total of 259 comments were gathered on Indigeneity. Comments expressed a strong desire to increase representation and inclusion of Indigenous people throughout UBC, especially in positions of prominence. Comments indicated an interest in becoming a university of reconciliation that integrates understanding of Indigenous cultures, histories and contemporary relations into activities for all students, faculty, staff and alumni. Lack of awareness, understanding and mutually supportive relationships from some at UBC were identified as barriers to advancing this priority.

Direct Quotes

“Because indigeneity to me implies different ways of knowing and the university should value that diversity.” March 23 (UBC Vancouver)

“This should be the most important priority as it impacts all other priorities - it reflects our responsibility toward land, history.” March 28 (UBC Vancouver)

“How might we see this priority as the highest priority? Because if we truly devote UBC to indigeneity we will adopt sustainability, wellbeing, risk-taking, diversity, etc., all of that.” March 28 (UBC Vancouver)

What could this priority mean for you and UBC?

1. Equal Access & Representation

There were 44 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that Indigeneity could mean that the opportunities provided by UBC are equally accessible to Indigenous peoples:

- Increase the number of Indigenous people in leadership roles (e.g., faculty, elders in residence, scholars, advisors) to inspire future generations of indigenous scholars to pursue leadership and success in academia.
- Improve faculty and staff hiring policies and practice to support new and emerging Indigenous role models.
- Proportionate representation of Indigenous peoples in UBC's governance structure, such as



the Board of Governors and Senates.

- Increase the number of Indigenous learners at UBC.
- Improve the university's efforts to recruit and meet the needs of First Nations, Métis, and Inuit students, faculty, staff, alumni and community members.

2. Deepened Support & Resources

There were 27 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that Indigeneity could mean UBC provides increased support to further the social and political health, capacity and self-determination of Indigenous peoples. Support could include:

- Social contract to make Indigenous lives better (through the strategic plan)
- Expanded grants and funding for Indigenous educational programs.
- Tuition, scholarships, bursaries and award options to increase access to educational programs for Indigenous learners.
- More opportunities to listen and learn from Indigenous people.
- Integrating an understanding of Indigenous cultures and perspectives across departments.
- Increase awareness and following for the groups and spaces that are doing good work and support more.
- Promoting health, wellbeing, peace and spirituality through well funded and supported programs led by and for Indigenous community members.

3. Embracing Indigeneity

There were 26 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that Indigeneity could foster a deeper commitment to engaging with Indigenous cultures, histories, languages and knowledge. Some comments acknowledge UBC has created positive environments for First Nations, Métis, and Inuit students, staff, and faculty, including buildings and ceremonies that honour Indigenous cultures. Other comments indicate that UBC can do more to embrace Indigeneity in its practices and activities and integrate Indigenous cultures and wisdom across disciplines and campus communities. Comments indicated that embracing indigeneity could include:

- Acknowledging UBC campuses are located on the traditional, ancestral and unceded territories of the Musqueam, Squamish and Tsleil-Waututh First Nations and Okanagan Nation Alliance.
- Valuing different ways of knowing.
- Drawing from traditional Indigenous approaches to teaching, learning and research to support Indigenous students, faculty, staff and community.
- Adopting Indigenous teaching and learning pedagogies, research and campus services.
- Expanding indigenous place-making initiatives such as artistic, musical, and cultural displays to showcase diverse Indigenous arts and cultures on the larger university stage.
- Expanding safe spaces for dialogue and knowledge mobilization that respects Indigenous cultures and histories that shaped UBC today.
- Greater inclusion of Indigenous culture, arts, and language, such as “celebrating solstice”, in public spaces to reimagine and reconnect the university to its Indigenous past and present.

What are the most exciting possibilities for this priority?

1. Truth & Reconciliation



There were 57 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments expressed a strong desire for UBC to be a leader in engaging with Indigenous knowledge keepers, leaders and resources to integrate Indigenous cultures, histories and knowledge in all faculties, degrees, and disciplines and to advance reconciliation. Suggestions offered by participants for this priority include:

- Equipping all learners with the skills and knowledge to engage in meaningful dialogue both on and off campus regarding Indigenous topics.
- Developing a core curriculum course on Indigeneity taught by Indigenous professors that could be required for most first-year programs.
- Indigeneity courses offered free of charge and open to anyone in the community.
- Capacity building modules for faculty, staff, and researchers to deepen understanding of and mutual relationships with Indigenous community members.

2. Mutual Knowledge Sharing

There were 18 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments identified interest in Indigenous and non-Indigenous community members sharing knowledge:

- Learning from and integrating Indigenous cultures and practices in all other strategic priorities.
- Greater effort to understand, recognize and share Indigenous knowledge and practices in teaching and learning, research and community engagement.
- Working with Indigenous peoples to share knowledge across communities and disciplines.

What are the biggest challenges to address under this priority?

1. Awareness, Understanding and Respect

There were 59 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments highlighted a concern that there may be a lack of widespread awareness, understanding and respect for indigenous peoples, cultures, needs and contemporary topics:

- Indigenous issues are perceived to not be "on the radar" of or of interest to some students, faculty, and staff.
- A need to acknowledge that the colonial legacy continues to operate.
- Ignorance, prejudices, preconceptions and misunderstandings about Indigenous peoples persist, and UBC can actively commit to anti-racism.
- A shift in university culture and individual mindsets is needed to move forward.

2. Meaningful Engagement

There were 37 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that some participants experienced UBC's efforts at Indigenous reconciliation as token. Participants expressed a strong desire for UBC to take meaningful action to further the health, capacity and self-determination of indigenous peoples. Examples include:

- A genuine commitment to understanding, building mutual relationships and collaborating with Indigenous peoples on all teaching and learning, research, knowledge mobilization and



community engagement.

- Moving beyond acknowledging the presence of Indigenous cultures, and traditional, ancestral and unceded land to identifying and removing structural barriers to reconciliation.

What big ideas do you have to advance this priority?

There were 24 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

- Rename and reframe landmarks to better reflect and respect Indigenous peoples, cultures, land uses, and languages.
- Return ownership and stewardship of land, where possible, to Indigenous communities through areas and programs such as UBC Farm's Indigenous Gardens.
- Honour Indigenous peoples, cultures and traditions through ceremonies and festivals such as the Solstice.



4.5.8 Diversity

Following input from over 1,000 people on an initial community survey, Diversity strategic priority was identified and described as such:

“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.”

During the six public open house events, a total of 284 comments were gathered on Diversity. Comments highlighted that Diversity could mean celebrating differences by creating spaces for intercultural expression, and building intercultural fluency amongst students, faculty and staff. Participants suggested that UBC has the opportunity to embrace diversity as a core of its mandate and identity and to be a leader in equitable and inclusive activities. To advance this priority, comments indicated that UBC may need to further build intercultural fluency, create more safe and inclusive spaces for open dialogue and address discrimination.

Direct Quotes

“Encourage diversity celebrations and recognition of different communities/groups within the university.” March 28 (UBC Vancouver)

“A year of learning together. Advance a topic related to diversity in every faculty- make it relevant to each discipline/cross discipline.” March 28 (UBC Vancouver)

What does this priority mean to you and UBC?

1. Honouring & Celebrating Difference

There were 55 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that diversity could mean honouring and celebrating people’s differences, overcoming exclusion and marginalization and building a culture of reflection, and intercultural fluency. In particular:

- Creating environments, including intentional events and spaces for diversity and inter-cultural expression, to help community members build intercultural fluency for different perspectives, experiences, languages and contexts.
- Expanding meaningful engagement with diverse communities through teaching and learning, research and community engagement around issues of inequity.
- Cultural celebrations within the university that expose community members to the diverse festivals, ceremonies and performances of those that live, work and study at UBC.

2. Leadership & Reputation

There were 48 comments placed on the display boards, in the event guidebooks and on the worksheets.



Comments indicated that diversity is an important part of what makes UBC a successful, unique, and internationally reputable university.

- Diversity is foundational to the university's mandate, identity, vision and core commitments.
- UBC can enhance and celebrate equal access for students, faculty and staff to the university, including for international learners, to bring new perspectives, ideas and personality to UBC.
- Diversity enables local, regional and global partnerships and UBC's growing international influence.

3. Intercultural Understanding & Fluency

There were 29 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated that prioritizing Diversity could mean improving intercultural understanding, fluency and skills amongst UBC diverse community members. This could include:

- Building basic literacy around diversity.
- Learning curricula designed to encourage diverse interactions, foster respect, and build awareness and aptitudes for engaging with diverse people.
- Setting diversity as foundational to all university activities and environments in order to encourage, value, and benefit from diversity.

What are the most exciting possibilities for this priority?

1. Exchange of Knowledge & Perspectives

There were 62 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated excitement for the opportunities associated with exchanging diverse knowledge and perspectives in teaching and learning, research and knowledge mobilization:

- Educational programs and physical spaces that ensure the exchange of knowledge across people of diverse backgrounds.
- Exposing students to diverse ideas and perspectives to enable their personal and professional development and prepare them for life.
- Exchanging diverse international and local research practices and implementing this knowledge into the work being done at UBC.

2. Building Social Capital

There were 37 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated a desire to identify, create and reward meaningful relationships between UBC's diverse communities to pursue greater social equity. Opportunities include:

- Creating strong networks of support for diverse communities to communicate and share ideas.
- Empowering individuals, groups and larger communities to engage with UBC and to bring new perspectives, challenges and ideas into academic circles.
- Building partnerships, intercultural understanding, respect, and trust as pre-conditions to realizing the benefits of diversity.

What are the biggest challenges to address under this priority?



1. Safety and Inclusion

There were 48 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated concern over the ability of UBC to create safe and inclusive teaching, learning, and research practices and environments for the university's most vulnerable groups. Comments indicated the need to address the following:

- A mandate of diversity supported by inclusive building designs, spaces, educational programs and operations that make all community members feel safe and welcome.
- Ensure safe environments for dialogue and cultural expression.
- Equal treatment and fair representation of UBC's diverse communities in all institutional activities, roles and decision-making processes.

2. Discrimination

There were 20 comments placed on the display boards, in the event guidebooks and on the worksheets.

Comments indicated concern for the impacts of biases, prejudices and discrimination on the wellbeing and success of diverse students, faculty and staff. Participants suggested the need to address the following:

- Personal biases, ignorance, and prejudices that pose a challenge to open and respectful dialogue.
- A lack of education and understanding of biases and stereotypes.
- Discrimination as a barrier to personal, institutional and community cultural change.

What big ideas do you have to advance this priority?

There were 43 comments placed on the display boards, in the event guidebooks and on the worksheets related to this question.

Here are some highlights:

- Celebrating and recognizing diversity on campus through public events.
- Intercultural skills training for faculty, staff and students.
- Establishing safe and inclusive spaces that foster safe dialogue and sharing.
- A diversity theme or course embedded in every faculty.

5. APPENDIX

Table 1. Response distribution across all display boards.

Event	Vision	Core Commitments	Adapting to Change	Strategic Priorities	Big Ideas	Total
UBC Vancouver	18	71	122	48	41	259
UBC Okanagan	11	57	60	24	34	152
Total	29	128	182	72	75	411

Table 2. Response distribution for draft Vision statement questions.

Campus	Vision		Total
	Display Board: What do you like about the vision?	Display Board: What could be improved about the vision?	
UBC Vancouver	3	15	18
UBC Okanagan	5	6	11
Total	8	21	29

Table 3. Response distribution for Core Commitments questions.

Event	Core Commitments					Total
	Display Board: What do you like about the core commitments?	Display Board: What could be improved about the core commitments?	Display Board: What core commitments might we add?	Worksheet: Comments on Existing Commitments	Worksheet: Comments on New Commitments	
UBC Vancouver	21	31	19	56	40	167
UBC Okanagan	12	30	15	15	6	78
Total	33	61	34	71	46	245

Table 4. Response distribution for Adapting to Change questions.

Campus	Adapting to Change		Total
	Display Boards: What factors will demand significant change from UBC over the next 10 years and why?	Worksheet: What will this trend/factor mean to UBC and how can we address it?	
UBC Vancouver	123	41	164

UBC Okanagan	60	23	83
Total	183	64	247

Table 5. Response distribution for Big Ideas display board.

	Big Ideas		
Event	Display Board: What big ideas do you have for UBC to advance?		Total
UBC Vancouver		41	41
UBC Okanagan		34	34
Total		75	75

Table 6. Response distribution for Strategic Priorities display board.

	Strategic Priorities		
Campus	Display Board: Tell us which priorities are important to you and why?		Total
UBC Vancouver		48	48
UBC Okanagan		24	24
Total		72	72

5.1 STRATEGIC PRIORITIES RESPONSE DISTRIBUTION

Table 7. Response distribution for Strategic Priority: Local, Regional, & Global

	Local, Regional, and Global				
Campus	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	Total
UBC Vancouver	26	32	37	16	111
UBC Okanagan	16	19	14	0	49
Total	42	51	51	16	160

Table 8. Response distribution for Strategic Priority: Creativity, Innovation, & Risk-Taking

Campus	Creativity, Innovation, & Risk-Taking	Total
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UBC'S NEXT CENTURY



	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	
UBC Vancouver	75	43	57	28	203
UBC Okanagan	22	32	30	4	88
Total	97	75	87	32	291

Table 9. Response distribution for Strategic Priority: Working Across Disciplines

Working Across Disciplines					
Campus	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	Total
UBC Vancouver	73	56	54	38	221
UBC Okanagan	15	24	16	0	55
Total	88	80	70	38	276

Table 10. Response distribution for Strategic Priority: Our Community & Wellbeing

Our Community & Wellbeing					
Campus	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	Total
UBC Vancouver	46	55	51	14	166
UBC Okanagan	47	38	39	19	143
Total	93	93	90	33	309

Table 11. Response distribution for Strategic Priority: Sustainability

Sustainability					
Campus	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	Total
UBC Vancouver	58	28	42	17	145
UBC Okanagan	26	28	20	5	79
Total	84	56	62	22	224

Table 12. Response distribution for Strategic Priority: Indigeneity

Campus	Indigeneity				Total
	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	
UBC Vancouver	77	43	42	20	182
UBC Okanagan	34	22	19	5	80
Total	111	65	61	25	262

Table 13. Response distribution for Strategic Priority: Engagement & Reciprocity

Campus	Engagement & Reciprocity				Total
	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	
UBC Vancouver	65	52	41	27	185
UBC Okanagan	15	21	19	3	58
Total	80	73	60	30	243

Table 14. Response distribution for Strategic Priority: Diversity

Campus	Diversity				Total
	What will this priority mean to you and UBC over the next 10 years?	What are the most exciting possibilities under this priority?	What are the biggest challenges to address under this priority?	What big ideas do you have for advancing this priority?	
UBC Vancouver	57	52	52	43	204
UBC Okanagan	28	28	25	3	84

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Total	85	80	77	46	288
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