



JANUARY 12, 2018

UBC STRATEGIC PLAN

INSPIRE

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A NOTE FROM THE PRESIDENT AND VICE-CHANCELLOR

Welcome to **Inspire**: the strategic plan of the University of British Columbia (UBC). As we embark on our next century as a leading public university, it is an excellent time for UBC to launch a new strategic plan.

The planning process over the last year has afforded us the opportunity to connect with one another, to share perspectives on what defines UBC, and to exchange ideas around our role in the world. **Inspire** builds on the university's previous strategic plan, **Place and Promise**, and focuses on three themes that we believe are critical to society today: *collaboration, inclusion and innovation*. **Inspire** describes the strong connections between these **priorities** and the **pillars** that continue to define what we do as a public university: *People and Places, Research Excellence, Transformative Learning and Local and Global Engagement*. It also emphasizes our enduring commitment to academic excellence, to our people, and particularly to Indigenous engagement, sustainability and wellbeing.

Inspire sets out our collective vision and purpose, and our objectives and strategies for the years ahead. It will guide our decisions, actions and interactions. Our people are the cornerstone of UBC, and the plan reflects our commitment to their wellbeing, development and success, without which we will not fulfil our collective potential as a university. We want to *inspire* the very best in our students, faculty, staff, alumni and partners, and to draw the world's attention to what is happening at UBC.

I am excited to deliver this plan, and am confident that UBC will continue to play a pivotal role in helping *inspire* people, ideas and actions. This is our moment to harness the energies and strengths of this extraordinary institution to contribute to sustainable and positive change, both locally and globally. The title of our plan reflects our strongly held belief that we have, personally and collectively, the desire, capacity and responsibility to make this happen. This is our moment to **Inspire**.

I am proud of the way our community has come together to create the direction and spirit so evident in *Inspire*. To the many thousands of individuals – students, faculty, staff, alumni and university partners – who contributed their perspectives and passion to this effort, I offer my deepest thanks.

Professor Santa J. Ono
President and Vice-Chancellor

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INTRODUCTION

The process of developing UBC's new strategic plan has helped to forge a consensus about the directions we will take as a public institution. Throughout 2017, thousands of members of the UBC community came together through group discussions, open houses and online surveys to provide input that helped inform *Inspire*. That input was further shaped by a representative Steering Committee, multiple working groups, the Deans, the Executive and other diverse university committees. We have also engaged extensively with external partners along the way, with these conversations progressively more definite as priorities for collaboration have been agreed. UBC has benefited greatly from the contributions and commitment of these individuals and groups, and will further benefit from continued work together as we move into implementation.

Our new plan builds on the success of the past. UBC recently celebrated its centennial, marking 100 years of excellence in research, education and service to British Columbia. UBC's previous strategic plan, *Place and Promise*, sparked significant academic achievements, with deepening commitments to Indigenous people and communities, alumni and international engagement. It promoted a focus on intercultural understanding, on outstanding work environments and on sustainability. Collectively, these accomplishments position us well to embrace the opportunities and navigate the challenges that lie ahead. Our campuses and learning sites at the western edge of Canada enable perspectives and relationships that are fresh and relevant in a fast-changing global landscape, reinforced by the relative youth of UBC in the world of higher education.

As a public institution, UBC is proud to play a pivotal role in British Columbia, contributing to the development of its people, evolution in society and economic growth across the province. We have a mandate to serve the people of British Columbia – with the best research, the best learning experiences and the best community

partnerships. UBC operates through multiple campuses and learning sites, including the campuses in Vancouver and the Okanagan, and those sites within its distributed medical program. Built on the traditional, ancestral and unceded territory of the Musqueam people, UBC's Point Grey campus in Vancouver has long been a place of learning. UBC Okanagan in Kelowna, which is situated on the Syilx Okanagan Nation, was formally established by the provincial government in 2005, and since that time, it has grown to be an institution of choice in research, education and innovation. In 2016, UBC Okanagan articulated its goals and actions in a visioning exercise entitled *Aspire*, a foundational document for both the campus and our institutional planning ([LINK](#)). *Aspire* and *Inspire* are mutually reinforcing.

Inspire identifies key areas for future work and supports decision-making and resource allocation across the university. It allows us to see more clearly our roles in context, and defines the outcomes against which we can be held accountable. Furthermore, it creates a basis for external dialogue and engagement. In addition to providing guidance at an institutional level, *Inspire* helps make clear the connections across, and support for, the many strategic plans that articulate ambitions and guide activity in constituent parts of the university, including Faculties, campuses and cross-cutting areas of focus.

Snapshot: UBC by the numbers (2016/17)

With over 65,000 students, and 13,300 degrees granted, UBC is by far the largest university in British Columbia, and the second largest in Canada. It accounts for about a quarter of funded domestic enrolments in the province, and over 70% of new-to-UBC students are from British Columbia. 6.9% of domestic students enrolled at UBC Okanagan identify as Aboriginal, and 2.9% of domestic students at UBC Vancouver, both proportionately consistent with populations in their respective communities. UBC has been ranked as North America's most international university by Times Higher Education (THE) for the fourth consecutive year.

UBC has grown to rank consistently as one of the world's top research universities (ranked 31 by 2017 Shanghai Ranking's Academic Ranking and 36 by 2016 THE). Close to 3,000 faculty members attract approximately \$600 million in research funding from government, industry and not-for-profit partners. UBC conducts 93% of all university industry-sponsored research in British Columbia.

(LINK <https://www.ubc.ca/about/facts.html> for updates)

In developing *Inspire*, the university community has renewed its **vision** and **purpose**. These reflect an abiding commitment to excellence in the academic mission, to global citizenship and to bold and transformational change. In sharp relief is the emphasis on the people, ideas and actions that enable us, personally and collectively, to achieve these aims. Also highlighted is the interconnectedness across these elements that defines how UBC operates, both internally and with its local and global partners.

We are seeking to *inspire* people, ideas and actions, and to build together a creative and dynamic institution comprised of – and connected with – *inspiring* people, ideas and actions. We strive not only to “stimulate, arouse and animate persons and creative activity” but also to “breathe in”¹ and incorporate the opportunities and complexities of the world into our academic endeavours.

The vision and purpose of UBC seek to capture these elements.

Vision

Inspiring people, ideas and actions

Purpose

Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable society across British Columbia, Canada and the world

¹ Definitions adapted from: *The Canadian Oxford Dictionary* (2 ed.), Ed. by Katherine Barber, OUP 2004

Five enduring **values** underpin all our activities, interactions and decisions – from the classroom and laboratory, to committees and leadership of the university, to our interactions with the world.

Excellence

A profound and aspirational value: the quality of being outstanding and extremely good at everything we do, however big or small

Integrity

A moral value: the quality of being honest, ethical and truthful

Respect

An essential and learned value: esteem or regard felt or shown towards everyone in the UBC community, its places and beyond

Academic freedom

A unique value of the academy: a scholar's freedom to express ideas responsibly without risk of institutional interference

Accountability

A value both personal and organizational: being responsible and accounting for our conduct and actions

Inspire provides a roadmap to help UBC reach its potential. It allows us to set outcomes and measures by which to assess our progress, both qualitatively and quantitatively. Our vision is further articulated with the following **objectives** – our goals as a university. UBC is an institution where we:

- Lead globally in research excellence, discovery, scholarship, and creative endeavours
- Inspire and enable students through excellence in transformative teaching, mentoring, advising and experience
- Partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships
- Build a diverse culture that integrates our priorities of innovation, collaboration and inclusion, and infuses them through all our activities
- Lead globally and locally in sustainability and wellbeing across our campuses and communities
- Significantly expand student access, alumni networks and institutional partnerships to create stronger and more powerful connections
- Define and leverage the distinctive and complementary strengths of our campuses
- Achieve agility in academic support and administration through substantial systemic change and simplification
- Lead as a model public institution, fostering discourse, knowledge mobilization and engagement

I. Priorities and pillars

Over the course of the planning process, we received thousands of thoughtful comments from students, faculty, staff, alumni and our external partners. This valuable input formed the basis of areas of strategic focus that have been articulated within this plan as **priorities** and **pillars**. Each plays a significant role as follows:

- The **priorities** represent key opportunities for transformational change in how we work in the coming years. These are cross-cutting themes will enhance our academic impact in an increasingly complex and interconnected world.
- The **pillars** represent foundational areas that underpin our work as a public university. They form the building blocks on which to achieve transformational change.

Each of the priorities and pillars is described within the plan, together with a series of strategies to help guide us to achieving our objectives. The strategies are grouped according to pillar, recognizing that they have been closely informed by the priorities.

II. Inspire: Priorities

During the planning process, the UBC community, together with our partners, converged on three priorities: **collaboration**, **inclusion** and **innovation**. By focusing on these areas, we can reinforce and improve on our current successes in research, teaching and learning, and local and global community engagement. Achieving sustained excellence in these priorities will require clear leadership and firm action to facilitate changes in culture and practice, both of which will inspire and set free new ways of thinking, working and interacting.

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Collaboration

Advancing purposeful, coordinated action within and across disciplines, campuses and the broader community, to address the challenges and opportunities facing society

Because opportunities and challenges rarely respect the expertise of a single individual, or even disciplinary or institutional boundaries, we need to become more adept at collaboration. There are real opportunities to make a difference, both within and across traditional disciplines. From climate change, to emerging health issues like the opioid crisis, to straining social cohesion, advances will require new depths of disciplinary expertise, and new ways of working across disciplines and with the community. This has ramifications in teaching and learning, in curriculum and course design, and in providing students the latitude they need to navigate their interests and aptitudes. It also impacts research, where interdisciplinary researchers, or multidisciplinary teams, come together to supplement the work in the disciplines, to make meaningful advances in knowledge creation, scholarship and knowledge mobilization.

With its two campuses, many learning sites and the strength of relationships across the province, as well as connections beyond British Columbia, UBC is well-positioned to create and foster collaborative efforts. Examples include: the *Centre for Inclusion and Citizenship* that connects the UBC School of Social Work with community living organizations seeking to further the integration of persons with intellectual disabilities; the *Language Sciences Initiative* that, with its broad research and educational agenda considers the uniquely human phenomenon of language across multiple disciplines; the *Stewart Blusson Quantum Matter Institute* that seeks to understand and develop new quantum materials through international collaborations with such partners as the University of Tokyo and the Max Planck Society; and the

Pacific Institute of Mathematical Sciences (PIMS) that promotes research and education in the mathematical sciences across 10 universities. These efforts are only the beginning. We will work to remove institutional barriers and, where appropriate, the establishment of mechanisms to engender and embed new behaviours, and so to drive further and sustained collaboration, both internally and externally. Opportunities for valuable forms of collaboration also extend off-campus to non-academic partners, such as Indigenous communities and other organizations that can inform research, teaching and other practices.

Snapshot on Collaboration: UBC Health is an institutional consortium across UBC's health disciplines. It complements the activities across the province of individual Faculties and Schools, through its focus on tasks of mutual importance that require intensive coordination. The university is uniquely placed to play a leading role in British Columbia and in Canada, in the transition to a system that is more patient-centred, community-based, team-oriented and evidence-informed. As the sole education provider in the province for many health disciplines, UBC has significant experience in distributed health education. Together with its Health Authority affiliates, UBC accounts for over 80% of health research in British Columbia, and has worked closely with other universities to grow provincial research funding. The university is intent on facilitating the path towards a more integrated health care system, and UBC Health is a critical mechanism in this aim. [\(LINK\)](#)

Inclusion

Achieving Inclusive Excellence by embedding diversity and equity considerations across university systems and structures

There is a growing societal focus on equity, inclusiveness and multiculturalism, which is especially deeply felt in Canada given our history and heritage. Achieving sustained excellence in research, education and engagement is indeed dependent on the integration of diverse perspectives and approaches. As a thoughtful public institution, UBC has an opportunity and responsibility to promote, and to ensure, inclusion across its many constituencies: students, faculty, staff and alumni. Inclusion constitutes equitable access for, and representation of, historically underserved, marginalized or excluded populations, and a commitment to their success. Aspects of our strategic planning that pertain to Indigenous peoples and communities are of high priority; there is much that needs to be done, given the long-lasting legacy of colonization. Other groups have faced exclusion, too, on the basis of gender, race, sexuality, ability and other areas, more broadly in society and especially in education. Advanced education is a critical enabler of social development and mobility, and affordability and physical accessibility are also important dimensions of inclusion.

The *Equity and Inclusion Office* and the *Access and Diversity Centre* at UBC provide leadership, vision and collaborative action to further UBC's commitment to Inclusive Excellence, and to engage, enhance and embed support for equity and diversity in the systems and operations of the university. The Office provides robust data collection and analysis, as well as case and issues management, and it works closely with students, faculty and staff to ensure they have the tools and skills necessary to create socially sustainable communities.

Inclusion is also a focus of our research and teaching. For example, faculty in the School of Nursing have used mixed-methods research for the last 20 years with groups of vulnerable youth, such as runaways or youth living on the streets, to examine stigma, violence and trauma as well as the factors that foster resilience

The university invests heavily in student financial assistance, with much of it focused on needs-based bursary support and funding for historically excluded student populations. Late in 2017, the *Blue & Gold Campaign for Students* was launched, with the goal of raising \$100 million in student support over three years – the largest fundraising campaign for students in UBC history. Resources are also in place to support international students and commuter students, both integral and vibrant parts of the university community. Our intentions are bold and genuine, and there are excellent examples of positive impact in inclusion to date, but we must redouble our efforts to make sustained progress. We will work harder to recruit and support students, faculty, staff and leadership that reflect the full range of people who would like to call UBC home.

Snapshot on Inclusion: The Indian Residential School History and Dialogue Centre (IRSHDC) will open its doors to the public in Spring 2018. The Centre is conceived with two key goals in mind. First, it will be a place where former students and survivors, their families and communities access their records and other historical materials gathered by the *Truth and Reconciliation Commission of Canada* and others. It will be a place for them to share their experiences, and consider, with others, the consequences and implications of what happened to them. Second, the *IRSHDC* will serve as a source of educational and public information, for students at UBC and elsewhere, and for others who visit the Centre, in person or online. [\(LINK\)](#)

Innovation

*Cultivating creativity, resilience and shared risk-taking that catalyzes
new approaches within the university and beyond*

In a world characterized by complex societal challenges, heightened public expectations and increasing information availability, the imperative for broad-based innovation is profound. Technology and data are reshaping how we interact with each other. Increasingly available information is opening up opportunities to study and solve problems in new ways and to then mobilize the learnings, enabling the translation of research to impact beyond the academy. For instructors, there are gains in supplementing the traditional classroom experience and opening access to education through online learning. Universities need to support students, faculty and staff in acquiring the skills and competencies they need for success in this rapidly changing world. As institutions of research and learning, universities must embrace creativity and risk across all their activities. There is a compelling need in British Columbia to compete globally with other centres of innovation to advance living standards within the province. This spirit of innovation plays a strong role in the evolution of research and education, and it must also characterize the way we operate across the university, and align and steward our resources.

For many years, UBC has been a leading partner in advancing British Columbia's technology, natural resources, life sciences, cultural and information sectors. We are at the forefront of innovation in 'green' buildings and communities, and we are renowned for our long-standing commitment to innovation in teaching and learning. Fueling such innovation is an expanding network of support for entrepreneurship at university, campus and Faculty levels. This includes technology incubators in Applied Science and the Sauder School of Business, *Sauder's Centre for Social Innovation and Impact Investing (S3i)* and the *Innovation Precinct* in the Okanagan that creates a revolutionary

new space for research and development activity. The UBC Vancouver *Centre for Teaching and Learning Technologies* (CTLT) and the UBC Okanagan *Centre for Teaching and Learning* (CTL) support faculty in pedagogy and curriculum design. They coordinate dedicated annual competitions for funding that solicit, assess, support and evaluate proposals from faculty members and students for innovation in courses and programs. Going forward, we must ensure that our efforts and resources are enduring, purposeful and better connected; they must extend beyond the traditional domains of science and engineering; and they must support constructive engagement with industry and community partners.

Snapshot on Innovation: Research conducted at UBC has changed the world in many ways, from ensuring sustainable use of the world’s coastal marine ecosystems through Project Seahorse to developing composite materials that fly in commercial aircraft daily. UBC is supporting multiple **‘Research to Innovation’ pathways** to take new knowledge generated from research through to socio-economic impact. UBC has been supporting some of these pathways for more than 30 years, with many notable achievements including the largest licensing deal in Canadian History with the \$140 million licensing of a prostate cancer drug and the provision of panoramic stitching software used in mobile phones throughout the world. UBC licensed products, services and processes have generated an estimated \$11 billion in sales. In recent years, the university has developed and is offering support for new venture creation by students, faculty and staff through *entrepreneurship@UBC* (e@UBC). These ventures are already having impact. As just one example, Acuva is providing an easy to use and low footprint water disinfection solution based on LEDs. To this innovation ecosystem, UBC is adding sector specialists, such as in life sciences, to help form collaborations with outside partners that better enable the mobilization of knowledge into policies and practice. [\(LINK\)](#)

III. Inspire: Pillars and associated strategies

The pillars within this plan represent foundational areas that underpin our work as a public institution. They are: **People and Places**; **Research Excellence**; **Transformative Learning**; and **Local and Global Engagement**. UBC has considerable strength – and exciting new areas of activity – in all four pillars. However, there are clear opportunities within each for further improvement and strategic focus that **Inspire** sets out to address.

The enduring importance of each of these areas has been reinforced through the planning process, as has the interconnectedness across these pillars. People and places are at the core of everything that we do, and they are the foundation of our academic and public contributions. The synergies between research and learning are critical, and our academic endeavours are stronger when we leverage these connections. While we draw attention to engagement as a distinct pillar given its fundamental importance at UBC, it is truly intertwined with research and education; it enriches our academic activities, and enables increased impact. The interplay between local and global community engagement is an important enabler of UBC's capacity to translate regional solutions for broader impact, and to enhance regional impact through global perspective.

Through the extensive consultation of 2017, the UBC community provided input that resulted in the distillation of 20 **strategies**. These strategies form a key component of our roadmap, and will help shape the university in the coming years. There are rich connections made by the strategies across the pillars and priorities, and across our two campuses. Most strategies embrace multiple parts of our university community – and many engage our external partners. Each is intended to provide support and guidance to the activities of Faculties, Schools, departments and other cross-cutting initiatives, as expressed in their own strategic plans.

People and Places

*Creating vibrant, sustainable environments that enhance wellbeing
and excellence for people in their places at UBC and beyond*

At the core of the university's identity, *People and Places* refers to the mutually reinforcing groups of people and locations (physical and virtual) that define how the work of UBC is accomplished, and that endow it with its special qualities as an institution – such as the shared commitment to achieving excellence. 'People' naturally includes students, faculty, staff, alumni and residents. But also included are those less frequently mentioned, such as postdoctoral research fellows, medical trainees, lifelong learners, emeritus faculty members and retired staff – in addition to volunteers, philanthropic supporters, partners at other institutions, and those with whom we work in the provincial and federal governments. Our partners include the disciplinary societies, professional and community associations, and unions that provide the framework for much of our activity. UBC simply could not function without all of these important stakeholders.

The 'Places' of UBC are equally diverse, encompassing our campuses and campus communities at Point Grey and Kelowna, Robson Square in Vancouver, the additional sites of our distributed medical program, the *Learning Exchange* in Vancouver's Downtown Eastside, research forests in the province and the UBC Dairy in Agassiz, and numerous sites of community-based research and learning throughout British Columbia, across Canada and beyond. Our virtual *places* also include online class discussions and conference links between our various sites for research and learning.

We cannot begin a coherent examination of People and Places without acknowledging the fact that our campuses in Vancouver and the Okanagan are located on the traditional, ancestral and unceded lands of the Musqueam and Syilx / Okanagan

communities, respectively. This central fact is foundational for much of the research and educational enterprise of the university, including more than 180 courses with Indigenous content and degrees in First Nations and Indigenous studies and languages.

As has been well known by Indigenous people for thousands of years, people are powerful influences on their places, and places in turn play a profound role in shaping the experience of the people who work and live in them. It is our ongoing responsibility to ensure that our activities engender a positive and reciprocal dynamic between our people and places. UBC seeks to promote and protect this fundamental balance through our core commitments to Indigenous peoples, to sustainability and to wellbeing. These three aspects of our work help to differentiate the University of British Columbia.

Over the years, UBC has worked to define a comprehensive approach on Indigenous engagement, with these ambitions the subject of the *Aboriginal Strategic Plan*, currently under renewal as the *Indigenous Strategic Plan* ([LINK](#)). Significant accomplishments have been achieved under this plan, but there remains much work to do. We need to ensure access of a greater number of Indigenous students to the full range of educational opportunities, and address embedded colonial habits throughout the curricula. We need to co-create curricula and research projects on matters of concern to Indigenous people and communities. Finally, UBC must use its influence to contribute more broadly to a greater understanding of Indigenous history and peoples, and the legacy of colonization.

UBC is regarded as a leader in sustainability among educational institutions, with a long track record of pioneering practices and impactful programs. Our evidence-informed approach delivers innovation in operations, learning environments, infrastructure and transportation, including UBC's globally celebrated use of the *Campus as a Living Laboratory* – the *UBC Farm* being a prime example. The 20-year Sustainability Strategy, articulated in 2014 ([LINK](#)), provides a long-term framework for the University in its planning and activity, but the challenges around climate change are growing increasingly complex and the stakes are increasingly high. Our academic and operational

efforts must intensify on our campuses, in affiliated communities and – through research and engagement – across the world more broadly. We must go beyond minimizing harm to becoming net contributors to human and ecological health.

In October 2016, UBC became one of the first universities in the world to adopt the *Okanagan Charter: An International Charter for Health Promoting Universities and Colleges*. The Charter includes two calls for action: (1) embedding health into all aspects of campus culture, across the administration, operations and academic mandates; and (2) leading health promotion action and collaboration locally and globally. The *UBC Wellbeing* and *UBC Thrive* programs are system-wide efforts to make the university a better place to live, work and learn; our focus on mental health, in particular, is integral to our success as an institution and as a source of influence for change in society.

Universities are increasingly competing for the very best faculty, staff and student talent, and UBC is no exception. We have made tremendous strides in building a strong culture of alumni engagement, but UBC is also competing for the attention of our alumni, numbering in 2017 more than 325,000 in over 140 countries. Success in these arenas will allow us to achieve our full institutional potential.

In addition to the imperatives noted above, we must improve the ways we work, address the significant challenges related to housing and transportation, and enhance the student experience and other aspects that impact quality of life across the institution. These are fundamental if we are to continue to strengthen the people and places that enable our performance as an institution.

Strategy 1. GREAT PEOPLE: We will attract, engage and retain a diverse global community of outstanding students, faculty and staff

Through recruitment, advising and mentoring, professional development and strong support we will build and sustain a global university community, representative of all, including historically excluded populations. We will work to create conditions whereby all faculty and staff feel a deep connection and contribution to the academic purpose of

the university. We will recruit more expansively to mirror the broader population of Canada, with particular focus on Indigenous students, faculty and staff. We will put into place improved support structures and services, including those to help address housing affordability in the Lower Mainland. Finally, professional development and succession planning are critically important. For this reason, we will strengthen programs that support workplace learning, course access for employees and leadership development through initiatives such as the *Academic Leadership Development Program (ALDP)*.

Strategy 2. INSPIRING SPACES: Create welcoming physical and virtual spaces to advance collaboration, innovation and community development

We will establish dedicated, accessible and vibrant spaces across the university, community and region that provide forums for interdisciplinary and creative interaction in research, learning and operations, and that showcase the impact of our work more broadly. Inspiring indoor and outdoor spaces can be powerful catalysts for new activities, especially when these promote engagement, interactive teaching and learning, and creative or entrepreneurial activity. These spaces can be virtual, too. Well-designed spaces are needed to drive and enable interaction within and between our Vancouver and Okanagan campuses, our multiple learning sites, and with the broader community. As part of this strategy, we will work with partners to prioritize the development of UBC's Downtown Vancouver and regional presence, recognizing the fact that many people live and work beyond easy reach of our campuses.

Strategy 3. CONNECTED COMMUNITIES: Support the ongoing development of sustainable, healthy and connected campuses and communities

We will advance knowledge and practice for deeper sustainability and wellbeing through the application of evidence-informed innovation into operations, learning environments and community infrastructure. We will intensify our collaborations with the growing residential communities on our campuses. We will work with relevant partners to advocate for the expansion of better transit to our campuses, as a complement to our work on housing support. We will make our campuses and learning

sites more physically accessible to persons with mobility challenges or otherwise differently abled, and we will better coordinate and raise the visibility of education and research associated with disability studies, as UBC has done – for example – in gender, race, sexuality and other areas. Beyond these efforts, UBC will continue to invest strategically in digital technologies, including capitalizing on our investments in the new learning management system. All of this will improve the daily experience of many at UBC.

Strategy 4. INCLUSIVE EXCELLENCE: Cultivate an institutional and individual capacity for inclusive discourse

Defined in the context of the inclusion priority, *Inclusive Excellence* is a fundamental commitment of the university. To that end, we will review and revise policies, practices and services to reflect our commitments to diversity, equity and inclusion. We will expand training across staff and faculty to create greater awareness and understanding around these principles. We will assess the climate with a view toward identifying areas with a need for focused attention, including systems, structures and processes that can be improved to create better access and success. And we will establish and implement visible, system-wide accountability mechanisms and metrics that enable us to track our progress towards the establishment of *Inclusive Excellence*.

Strategy 5. SYSTEMS RENEWAL: Transform University-level systems and processes to facilitate collaboration, innovation and agility

To support UBC's academic mission and public mandate, we will transform the ways in which we work through improved administrative systems, decision-making structures and funding models. The goal is to enable and encourage collaboration, collegial governance and better transparency – all in a more streamlined way. The University has embarked upon an ambitious program to rebuild and integrate its student information, human resources and financial management IT systems to improve their effectiveness; the timely implementation of these changes will remain a priority. We will also review, revise and communicate academic policies, incentives and budget models that are

currently constraining collaboration and innovation across research, teaching and learning, and operations. This strategy has the potential to make an extraordinary difference to the experience of our people and partners, and to our capacity for personal and collective impact.

Snapshot on People and Places: The accomplishments under the **Sustainability Strategy** are numerous and impressive. Emission reductions of 30% were notably achieved in less than five years through the *Climate Action Plan (2010-2015)*, and aggressive action is being taken towards the next target of 67% through the recent *Climate Action Plan Update*. The vision of the *Sustainability Strategy* features simultaneous improvements in human and environmental wellbeing with an expectation that, by 2035, sustainability is embedded across the university throughout teaching, learning, research, partnerships, operations and infrastructure, and the UBC community. The strategy has a scope encompassing three components: 1) teaching, learning and research; 2) operations and infrastructure; and 3) the UBC community. In each of these areas, metrics and targets are described, alongside strategies to reach further to accomplish them. UBC (2017) has some 400 faculty members working on sustainability-related research. The university offers about 50 sustainability-related degree programs, and over 600 sustainability-oriented courses.

[\(LINK\)](#)

Research Excellence

Creating and mobilizing knowledge for meaningful impact

UBC is a global leader in disciplinary research across many fields. As one indicator, UBC ranks within the top 25 in the world in Psychology, Education, Law, Business and Economics, and Life Sciences (THE subject rankings). This breadth of research strength has enabled UBC researchers to have profound impact on many areas of society, from ground-breaking work on how infants acquire language to enabling personalized oncogenomics. Such is the strength of our research that seven UBC-associated individuals have been awarded Nobel prizes, and our researchers have earned numerous other national and international awards. For example, our university community includes 208 Fellows of the Royal Society of Canada and 69 Rhodes Scholars.

Addressing the local and global challenges that we face today, such as climate change and the imminent societal shifts that will result from increased automation, requires more than disciplinary depth of knowledge; it requires collaboration within and across disciplines and communities. It also demands accelerated translation of new knowledge into action and enhanced engagement with external partners, and the creation of new knowledge through interactions with non-academic partners such as Indigenous communities and organizations. UBC researchers are clearly willing and able to help solve these challenges, having already demonstrated their capacity to channel their expertise and experience in many domains, such as the influential work of the *BC Center for Excellence in HIV/AIDS* in establishing the global standard of care that helped curb the impact of the HIV/AIDS pandemic.

Through *Inspire*, UBC will create environments that enable our researchers to optimize these contributions, establishing disciplinary excellence and reaching beyond their disciplines to collaborate with others to address problems of significance to British

Columbia and the world. UBC will also provide support for moving research results beyond academia into the community by supporting multiple pathways for innovation, from mobilization into practice and policy to entrepreneurship and commercialization. Of course, impact comes in a variety of forms: one research project may well lead to spinoffs that take advantage of technological innovations. But impact is also to be found in projects that lead to social innovations, that change the way research in a certain field is conducted, or that influence our understanding of history or culture. Still other types of research activity emphasize the creative impulse, with design or artistic composition as the focal point. *Research Excellence* encompasses this broad vision of accomplishment. Our collective community aim is for UBC to be the place of choice for researchers – whether students, faculty, staff, alumni or external partners – to generate new knowledge and enable creative pursuits that positively impact the world.

Strategy 6. COLLABORATIVE CLUSTERS: Enable interdisciplinary clusters of research excellence in pursuit of impact

Building from early successes in the promotion of interdisciplinary research, we will invest in and support emerging and established research clusters consisting of networks of diverse researchers working in pursuit of common aims. An initial pilot program to support clusters through the *UBC Excellence Fund* has already enhanced collaborations around green infrastructure and has enabled the *UBC Wingspan Dis/ability Arts, Culture and Public Pedagogy* to explore the rights of people with disabilities through the expression of lived experiences. Building on the success of the pilot program, we will provide researchers with the support needed to form collaborations internally across UBC campuses and learning sites, and externally with partners both locally and globally. Key components of this strategy will be the facilitation of access to enhanced research funding and coordinated campaigns across Faculties and campuses to attract postdoctoral fellows and faculty members to strengthen our impact through these clusters.

Strategy 7. SHARED INFRASTRUCTURE: Strengthen shared infrastructure and resources to support research excellence

UBC will improve support for researchers through enhanced core facilities, spaces and services. These capabilities will enable our researchers to work effectively and productively in a highly competitive environment. The equipment required to conduct globally leading research in many disciplines is sophisticated, requiring significant technical expertise to build and run. By creating core facilities, such as the *Sequencing and Bioinformatics Consortium* for gene sequencing, we can provide state-of-the-art facilities, training and expert advice for both UBC and external partners. We will also explore support to help researchers across all disciplines engage with communities and access scholarly resources. For example, the pilot *Indigenous Research Support Network* helps researchers collaborate with indigenous communities. Increasingly, all disciplines require additional platforms to tackle challenging problems. For example, digital technologies are transforming work across the academy as is evident in the creation and evolution of an online database of religious history that is changing how historical traditions are studied. By enhancing the digital research infrastructure, UBC will provide researchers with the physical and technical support needed to utilize such platforms in many areas of scholarship.

Strategy 8. STUDENT RESEARCH: Broaden student access to research experiences

UBC will expand opportunities for undergraduates, graduate students and postdoctoral fellows to gain first-hand experience in research. Engagement in research builds in students the ability to apply their learning, create new knowledge and utilize research skills. UBC will need to build on the success of such initiatives as the *Undergraduate Research Opportunities* to develop better mechanisms to match undergraduate students with relevant research projects, and to provide appropriate support. For graduate students and postdoctoral fellows, we will facilitate broadened research pathways, improve the mentorship that they receive and create opportunities for them to provide mentorship to others. Well-mentored research conducted by graduate

students and postdoctoral fellows is a crucial component of the research enterprise of the university. These experiences will provide a firm foundation in skills and expertise for future careers, whether in academia or beyond. Success in this strategy demands a culture that promotes collaboration, inclusion and innovation, creating an environment that enables these models of interaction across the university.

Strategy 9. KNOWLEDGE MOBILIZATION: Improve the ecosystem that supports the translation of research into action

UBC researchers are keen to find pathways for innovation, to turn knowledge into actions that impact the local and global community. Multiple pathways exist for achieving this, including entrepreneurship and commercial spinoffs, new policies and practices, community engagement and educational reform. UBC will develop better support functions and connections across these multiple pathways. We will strengthen alignment with regional and national innovation priorities, forging valuable relationships with stakeholders beyond the university. Collaboration with organizations such as the *Centre for Drug Research and Development (CDRD)*, co-located in Vancouver with the Faculty of Pharmaceutical Sciences, will be integral to our efforts to strengthen our capacity for knowledge mobilization. We will also continue to experiment with different ways to communicate knowledge so that it is accessible to a range of communities – from citizens to decision-makers.

Strategy 10. RESEARCH CULTURE: Foster a strong and diverse research culture that embraces the highest standards of integrity, collegiality and mentorship

UBC will develop further the principles and practices that define a collaborative and inclusive research culture, one that supports mentorship, scholarship, discovery and creativity, and one that demands integrity. To address the problems facing society requires the contribution of all. UBC will enable a culture that interacts in positive and respectful ways with Indigenous people and Indigenous knowledge, and that welcomes the participation of members of other historically excluded groups. These are some of

the most important components of a strategy to attract the best researchers and promote excellence across our research endeavours.

Snapshot on Research Excellence: Working on problems from multiple perspectives, informed by a depth of expertise in different disciplines, can bring new insights and enable solutions to the hardest problems facing society. Forming partnerships and networks across disciplines requires support to enable new interactions and determine common foundations on which to build. UBC's research clusters program enables these collaborations to occur, coalescing activity and resource in areas of critical societal need. At UBC Vancouver, the first year of the **Research Excellence Clusters Initiative** funded 25 clusters spanning performing and creative arts, science and engineering, health and the social sciences and humanities. The second competition in 2017 awarded 33 clusters across all disciplines, 16 of which were renewal awards. At UBC Okanagan, five research clusters funded through the **Eminence Program** are investigating such issues as community health and neurobiology. Interdisciplinary research is also being supported through the creation of *President's Excellence Chairs* in areas as diverse as brain health to media studies.

(LINK <https://research.ubc.ca/about-vpri/initiatives/research-excellence-clusters/current-research-excellence-clusters> for updates on current clusters)

Transformative Learning

Enabling learning through evidence-based teaching, mentorship and enriched experiences

At its best, education is transformative with lasting impact on the learner. Transformative learning experiences feature sound pedagogical practice and sometimes new technology to promote student engagement, curiosity and the creation of knowledge by students. UBC has a long-established track record in teaching and learning excellence and innovation. For example, two systemic initiatives have involved hundreds of faculty members and impacted thousands of students. The Carl Wieman Science Education Initiative uses evidence-based pedagogical techniques to improve undergraduate science education. It features extensive evaluation of learning gains and substantial research output, and is a model now adopted widely by other institutions. Flexible Learning is a university-wide effort to drive technology-enabled teaching innovation. It encompasses open educational resources provided by faculty on the internet, as well as professional course on the edX platform. UBC's public online offerings include Reconciliation through Indigenous Education, How to Write a Novel and Introduction to Marketing. The Teaching and Learning Enhancement Fund (TLEF) grants support and celebrate excellence in teaching, as do a network of specialist resources, including UBC IT, UBC Studios and Faculty-specific teams such as MedIT.

Thousands of students participate in experiential or work-integrated learning each year. Indeed, the Cooperative *Education Program* has the second highest student participation rate in Canada (2015/16). The Faculty of Medicine organizes undergraduate medical education through a distributed model, via a combination of face-to-face and online learning. Many of the graduates choose to stay and practice in rural locations as a result – strengthening both these communities and health care delivery across the province. *Transformative Learning* extends also to the broader

community, for example, where people in Vancouver’s Downtown Eastside communities are engaged with faculty and students at the UBC *Learning Exchange*.

Changes in learner demographics and interests are reshaping the university. A rapidly diversifying economy and social context demands a different kind of education – one with a greater focus on transferable skills such as teamwork, leadership and intercultural fluency. To keep pace with the information age, and to meet the increasing expectations of students and employers, universities are investing in active, experiential and online models of education. The best among these efforts capitalize on the curiosity and drive inherent in our students, allowing them to become co-creators of their education. With a rapidly diversifying job market and evolving demographics comes greater demand for frequent skills upgrades and continuous learning. Universities must extend their traditional offerings to serve our populations better, and must rethink physical and virtual campus spaces, and facilities, to enable new ways of learning. Faculty and staff are working hard to deliver technological advances, and universities need to support them in this effort, balancing the demands for innovation in teaching with a commitment to evidence-based practice.

Building from our extensive experience and expertise in learning innovation, UBC is well positioned to strengthen its programs to meet the needs of tomorrow’s learners more effectively and to help shape new paradigms in teaching. Our efforts going forward will centre on enhanced support for excellence in teaching, advising and mentoring, program redesign around competences and interdisciplinary problem solving, and continued growth in work-integrated, professional and lifelong learning.

Strategy 11. PROGRAM REDESIGN: Reframe undergraduate academic program design in terms of outcomes rather than credit hours

Leveraging valuable experience in the Faculties of Medicine and Arts, we will move towards demonstrable learning outcomes and competencies as a primary organizing principle of program structure and completion. This reflects the growing premium on

transferable and cognitive skills, and the application of acquired knowledge to focused areas of interest or challenges we face in our society. This approach will be better at engaging student curiosity and initiative. Our plans here must be made with care, as several disciplines face highly structured accreditation requirements and course structures, including necessary prerequisites. However, where this is possible, the first steps are to agree on a set of desired outcomes and map courses to these outcomes. Redesign is then focused on rebalancing courses and curriculum to emphasize the acquisition and application of more broadly useful skills – where possible. Students, advisors and alumni need to be engaged as valuable partners in thinking through the outcomes and how they can best be achieved. The Faculty of *Education's International Baccalaureate (IB) educator stream* will also be a valuable resource, given its focus on preparing instructors to teach to learning outcomes through inquiry-based education.

Strategy 12. PRACTICAL LEARNING: Expand experiential, work-integrated and extended learning opportunities for students and alumni

We will work with industry and community partners to expand experiential learning – ‘learning by doing’ – across academic programs, and to strengthen student placement services, both of which will improve the ability of our graduates to secure fulfilling employment. Working through UBC *Extended Learning (ExL)*, we will support faculty members in expanding online and other accessible offerings for working professionals and lifelong learners, many of whom are alumni. It is important to address the need for more flexible credentials that have merit after graduation. The new enhanced learner record will be an important component, creating a lifelong mechanism for students and alumni to assess skills and profile experiences beyond those gained in academic credit study. It is also incumbent on the university to infuse a passion for continuous learning amongst our students, faculty and staff. This strategy is one of the most pressing for our student population, and it has significant benefit for the province more broadly.

Strategy 13. EDUCATION RENEWAL: Drive sustained program renewal and improvements in teaching effectiveness

UBC will support faculty members in the integration of evidence-informed pedagogies into their classrooms, and encourage innovations that have the potential to improve upon traditional learning approaches. Systemic program review and learning analytics will promote ongoing evaluation and improvement. The university will provide greater support for instructors to develop their craft and to take risks in their pedagogical approaches as they explore innovative ideas and approaches to create transformative educational experiences for our learners. UBC will create incentives and recognition structures to promote and celebrate excellence in teaching and mentorship. Effective teaching and mentoring that engages student curiosity and initiative is of particular value.

Strategy 14. INTERDISCIPLINARY LEARNING: Facilitate the development of interdisciplinary, problem-focused learning

We will develop programs and courses that foster and support undergraduate students from different perspectives and traditional disciplines to work together on complex or emergent challenges. UBC will pilot and assess ways to integrate problem-focused educational opportunities as an overlay or complement to traditional majors and minors. We will also optimize academic structures to allow the flourishing of interdisciplinary graduate and postdoctoral learning opportunities. In this way, we can work toward a day when UBC students can graduate with disciplinary expertise *and* a set of experiences and skills that address their passion for a specific area of opportunity or challenge.

Strategy 15. STUDENT EXPERIENCE: Strengthen undergraduate and graduate student communities and experience

Through a continued focus on the student experience – both inside and outside the classroom – we will create opportunities for students to feel more engaged and better supported during their time at UBC. Following a collaborative, university-wide visioning

exercise, with improved student experience a primary goal, UBC is migrating (2017) the learning management system to a new platform, *Canvas*. We will expand holistic, developmental and professional student advising and engagement. This will enable our students to become self-directed learners able to navigate – and increasingly shape – their pathways through courses and curriculum. Working closely with student government, the university will improve coordination across student services, teaching and learning, co-curricular programming, residential life and the commuter student experience. Development and improvement of student ‘hubs’ of gathering, engaging and learning, such as the AMS Nest on the Vancouver campus, and the Student Union on the Okanagan campus, will remain an area of focus. Student wellbeing has been improved by major investments in UBC Recreation facilities and the design of programs and spaces that promote engagement and fun. Our work will foster a greater sense of belonging, predicated on personal growth within a large and complex community.

Snapshot on Transformative Learning: Arts One is an established program that features learning in small groups with an integrated, interdisciplinary curriculum. Each year, students choose between two themes, each led by a dynamic team of instructors from different disciplines. The reading list contains core works widely regarded as literary classics, as well as critical or alternative texts that are more challenging of the status quo. *Arts One* students participate in seminar discussions and present essays in peer-centered workshops called tutorials. These tutorials form one of the most distinctive and valuable *Arts One* experiences, promoting and nurturing independent-thinking scholars. ([LINK](#))

Local and Global Engagement

*Engaging ethically to advance a stronger and more equitable society,
learn about the world and empower people to be
good stewards and change makers*

UBC is rapidly becoming locally integrated and globally connected; it is place of community engagement. Examples include the research forests that have been instrumental in smart management of some of the province's greatest resources; the nearly 200 public events hosted annually by UBC Okanagan, 55% of them in the community; and CityStudio, an innovation hub where City staff, students, and community co-create experimental projects to make Vancouver more sustainable, livable and joyful. UBC's leadership in campus and community development is globally distinctive, through an emphasis on vibrant mixed-use environments for learning, working, living and being active.

Our global networks open new vistas for research, and providing educational opportunities that would not otherwise exist. We have many close and productive associations with partners throughout North America, Europe, Australia and New Zealand, Africa and Latin America. UBC's Asia-Pacific connections, built over many years, have yielded a powerful set of partnerships and academic exchanges, notably with China. UBC boasts the top Asian Studies department in Canada, and one of the best outside of Asia, as well as the oldest and largest Punjabi language program in the country. Many other units have developed distinctive research and curriculum strengths oriented toward Asia. Of special note are the increasing numbers of UBC alumni of East, South, Southeast and Central Asian heritage, who bring expertise and deep connections to the community when they interact with UBC. Closer to home, two collaborations are of note in the Cascadia region of the Pacific Northwest: the Global Innovation Exchange, a unique graduate technology school in Washington State that we joined in 2017 as an

academic network partner, together with the University of Washington (UW), Tsinghua University and Microsoft; and the *Cascadia Urban Analytics Cooperative*, through which we work with UW and Microsoft to address chronic urban challenges, ranging from homelessness to traffic congestion.

Many of these engagements are enabled by the *Office of Regional and International Community Engagement (ORICE)*. ORICE helps overcome complex social and ecological challenges through asset-based community development practices. ORICE programming includes the International Service Learning Program, regional community engagement and courses that bring community partners and their areas of focus into the classroom. The *Public Scholars Initiative* builds connections, community and capacity for PhD students interested in explicitly linking their doctoral work to an arena of public benefit.

We must continue to play a strong role in engagement. This requires an outward orientation in our education, research and community development. It requires a willingness to collaborate and connect, with the passion for engagement that is a part of the fabric of our university. And it requires the capacity to listen and adapt as the needs and dynamics of the world beyond the university evolve.

We will sustain the important work of engagement, and expand its scope to connect our local and global efforts more effectively. Our engagement with Asia has a regional and national reflection in our growing engagement with Asian Canadian communities. We have another excellent opportunity to improve engagement with Indigenous peoples in British Columbia and beyond, consistent with the *Truth and Reconciliation Commission Action Plan*. We will also extend our focus on building meaningful relationships with UBC alumni the world over. Students are involved in much of this activity, whether on campus, in the community or abroad, and we need to expand the opportunities for them to participate. We also recognize the vital importance of strengthening our partnership and engagement with all those living at UBC, contributing to the overall health and happiness of our campuses.

Strategy 16. UBC RELEVANCE: Deepen the relevance, impact and public appreciation of UBC research and education

We will work to reinforce dialogue and knowledge exchange, so that the public is more consistently aware of UBC's educational and research endeavours. This will also help align UBC's efforts with priority issues in British Columbia and beyond. We will improve the approaches we take to respectful co-creation of educational and research collaborations with communities. From a base of 130 new community-based research and action research projects per year and a network of community-based learning initiatives that places more than 5,000 students per year in community settings (2017), we will work more closely to ensure that these are well conceived, managed and evaluated from all perspectives. We will seek opportunities to collaborate with government and peer institutions to identify ways to realign the post-secondary education system for the benefit of students and citizens in the province.

Strategy 17. INDIGENOUS ENGAGEMENT: Support the objectives and actions of the renewed Indigenous Strategic Plan

Much of the guidance for UBC's Indigenous engagement can be traced back to the first *Aboriginal Strategic Plan* (2008), which outlined *10 Key Areas of Strategic Engagement*. The plan has been a model of effective action, with *Implementation Reports* published in 2010, 2012 and 2014. UBC will adopt a similar approach in implementing *Inspire*. The 2018 *Indigenous Strategic Plan* will continue that work ([LINK](#)). As outlined in this plan, we will deepen connections with Indigenous colleagues within the university and beyond. We will do this by listening, learning and partnering on shared priorities in recruitment, research, programming and relationship building. And we will launch a UBC response to the calls to action in the 2015 *Truth and Reconciliation Action Plan*, as a way to track unit initiatives, plans and commitments to further this work.

Strategy 18. ALUMNI ENGAGEMENT: Reach, inspire and engage alumni through lifelong enrichment

Consistent with the *alumni UBC plan: Connecting Forward* ([LINK](#)), we will broaden and deepen engagement through programs that nourish pride, empower personal growth, support professional development and enable contribution. The plan builds on the vision of a *global alumni community for an exceptional UBC and a better world*; its strategic imperatives are to extend engagement to 50% of all alumni, and to double the number of alumni more deeply involved at UBC. Many alumni are in a strong position to provide mentorship and encouragement, connections and collaboration with current students, faculty members and staff. UBC is also in a strong position to provide opportunities for alumni to update skills, change careers or simply engage in lifelong learning. We will seize upon opportunities to extend the reach of our alumni programs, services and communications by continuing to increase the effective use of technology and digital platforms. The *Alumni Centre* on the Vancouver campus, opened in 2015, provides a fitting hub for much of this engagement.

Strategy 19. GLOBAL NETWORKS: Build and sustain strategic global networks, notably across the Pacific Rim, that enhance impact

As of 2017, UBC partners with 11 of the 15 top-ranked universities in the world in research and educational activities, and has collaboration agreements with more than 300 universities and research institutions in more than 50 countries. We will prioritize and support partnerships with the greatest mutual value, and foster other collaborations in areas of shared, strategic importance. We will also simplify processes for international engagement. We will continue to expand opportunities for our students to study abroad through initiatives such as *Go Global*, or for international students to participate in exchange programs at UBC. Through partnership, both at home and abroad, we will help students, faculty members and staff broaden their perspectives, learn from peers around the globe, and contribute to a shared positive impact.

Strategy 20. COORDINATED ENGAGEMENT: Co-create with communities the principles and effective practices of engagement, and establish supporting infrastructure

Community engagement at UBC has been part of research, teaching, service and student-led initiatives since the institution was founded. We will work with diverse partners to develop shared values for effective engagement. We will better align our structures, processes, funding and incentives to reinforce effective practices consistent with those shared values. We will also be intentional about coordinating our engagement efforts and removing barriers to community engagement. The establishment of a joint framework for engagement with local and global partners is the first step. To shift further the prevailing model and mindset, UBC will increase support for students, faculty members and staff working with, and in, the community. We will create mechanisms for our partners to access and navigate the university, and celebrate engagement in parity with, and as part of, research, teaching and learning. This strategy also extends to deepening our engagement with campus neighbourhoods to support the unique and vibrant experience of living at UBC.

Snapshot on Local and Global Engagement: Given the growing importance of Asian migration to Canada – and to British Columbia specifically – UBC is intent on building stronger connections with the growing Asian Canadian communities. An example is the 2011 Senate approval of measures to commemorate the 61 Japanese Canadian UBC students who were forcibly prevented from completing their studies in 1942 and the creation of the *Asian Canadian and Asian Migration Studies Program*. This program in the Faculty of Arts responds to community issues and concerns, engaging students in multidisciplinary, intercultural research that contributes to the building of a dynamic and sustainable Asian Canadian Community initiative at UBC. The **Asian Canadian Community Engagement (ACCE) Committee** is intent on achieving a substantial paradigm shift with regard to Asian Canadian community engagement. By building awareness and cultural fluency, and through focused educational and research programs built together with the community, UBC has an opportunity to nurture a culture of collaboration and cohesion that extends beyond university and provincial interactions for broader impact in Asia. [\(LINK\)](#)

IV. Other institutional plans

Inspire is a strategic plan for the University of British Columbia. It acts as a roadmap to help guide, connect and support other institutional plans. In addition to the cross-cutting plans referenced throughout the document (*Indigenous Strategic Plan, Sustainability Strategy, alumni UBC Plan*), below you can find a selection of campus and Faculty plans from different areas of the university.

Vancouver campus

Faculty of Applied Science ([LINK TO PLAN](#))

Faculty of Arts ([LINK TO PLAN](#))

Sauder School of Business ([LINK TO PLAN](#))

Faculty of Dentistry ([LINK TO PLAN](#))

Faculty of Education ([LINK TO PLAN](#))

Faculty of Forestry ([LINK TO PLAN](#))

Faculty of Land and Food Systems ([LINK TO PLAN](#))

Peter A. Allard School of Law ([LINK TO PLAN](#))

Faculty of Medicine ([LINK TO PLAN](#))

Faculty of Pharmaceutical Sciences ([LINK TO PLAN](#))

Faculty of Science ([LINK TO PLAN](#))

Okanagan campus

Aspire (UBC Okanagan visioning plan) ([LINK TO PLAN](#))

Irving K. Barber School of Arts and Sciences ([LINK TO PLAN](#))

Faculty of Creative and Critical Studies ([LINK TO PLAN](#))

Faculty of Education ([LINK TO PLAN](#))

Faculty of Applied Science – School of Engineering ([LINK TO PLAN](#))

Faculty of Health and Social Development ([LINK TO PLAN](#))

Faculty of Management ([LINK TO PLAN](#))

DRAFT

V. Approach to implementation

A strategic plan provides thoughtful guidance for action. It is a framework for decision-making and allocation of effort and resources within the university. The plan also provides guidance for engagement beyond our campuses and associated learning sites. Faculties will review their respective strategic plans and identify opportunities for realignment and synergy.

An important component of the work to be done involves the planning and execution of actions or projects that support the strategies outlined in these pages. Some of these are ongoing, possibly requiring realignment, different forms of support or additional funding; many will be new, arising in response to the direction and focus of *Inspire*. Some will be cross-institution initiatives; others will be specific to one or more Faculties. These actions will be revisited and renewed annually as we move forward in implementation. We are committed to ensuring that our people and teams are appropriately resourced and connected in the various initiatives that support the strategic plan.

Because there is much valuable work to be done, a structured approach to implementation is in order. The actions should have responsible leadership, accountable for budgets and progress. The project plans should be public, with milestones and measures to provide assurance about progress. Where possible, we should pilot ideas and assess outcomes before making wholesale change. The strategic plan is intended to encompass most activity across the university, and it will accordingly act as a useful mechanism for determining what we might be able to stop or defer doing. Ongoing discussion around prioritization, dependencies and capacity will be critical.

As mentioned at the outset, tracking our progress against the objectives of the strategic plan will be critical. As the saying goes, "if you can measure it, you can manage it". We must know when there is a need to revisit plans if progress is not as expected or

required. The university already tracks, and will continue to track, several **metrics** at the institutional level, many of which are reported in the *UBC Annual Report*.

We have defined a subset of these that constitute a ‘dashboard’ for the strategic plan. These metrics collectively align with the objectives that underpin the plan, and, more specifically, with the dimensions that we are most intent on shifting:

People and places

- Yield on first choice students, faculty and staff
- Student, faculty, staff and leadership demographics (diversity)
- Student wellbeing (mental health)
- % faculty and staff that would recommend UBC as a place to work
- Greenhouse gas emissions (sustainability)

Research excellence

- THE and ARWU rankings
- Social attention about impact (altmetrics)
- Number of startups and licenses
- Student research participation

Transformative learning

- Graduation rate with degree within 6 years²
- Enriched education (experiential learning) participation
- Student satisfaction with quality of the learning experience
- Courses with significant Indigenous content

Local and global engagement

- Alumni engagement
- Contract agreements with government, industry and non-profit partners
- Perception of UBC’s role and impact

² In time this may be replaced with graduate performance against defined UBC learning outcomes