



# UBC'S OKANAGAN CAMPUS



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

OKANAGAN CAMPUS



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This summary document is part of a report that was prepared for the Association of Universities and Colleges of Canada. The appendices referenced throughout are available online at: [dvc.ok.ubc.ca/welcome.html](http://dvc.ok.ubc.ca/welcome.html) or by contacting the Office of the Deputy Vice-Chancellor and Principal at 250-807-9226 or [deputy.vicechancellor@ubc.ca](mailto:deputy.vicechancellor@ubc.ca).



## WELCOME

I am delighted to present this publication from the University of British Columbia's Okanagan campus—an informative overview of the campus' history, achievements and academic and research initiatives.

The process of establishing a university in the Okanagan region of BC began in 2002, under the recommendation of a government advisory board. Three years later, UBC opened the Okanagan campus, one of two main campuses in the UBC system.

UBC's Okanagan campus is uniquely positioned as a small, distinguished university in western Canada that holds a distinct position within the UBC system and within BC. Both campuses deliver the same highly-regarded UBC degree.

I invite you to learn more about UBC Okanagan and its delivery of exceptional academic programming and innovative research activity.

Yours sincerely,

Stephen J. Toope  
President and Vice-Chancellor



## WELCOME

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

Over the past seven years, UBC's Okanagan campus has developed a distinctive learning community earning national and international recognition for excellence in research and teaching. Our campus is a model for new ways of thinking about interdisciplinary and innovative programs. We are dedicated to providing our students with a university experience that is transformative, challenging, and competitive.

This document offers a "snapshot" of the campus as it is today—demonstrating our growing strength in academic programs and research and providing a detailed description of our University. It sets a foundation for exploring what's next for UBC's Okanagan campus. This is a summary document and the appendices referenced are available online at: [dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

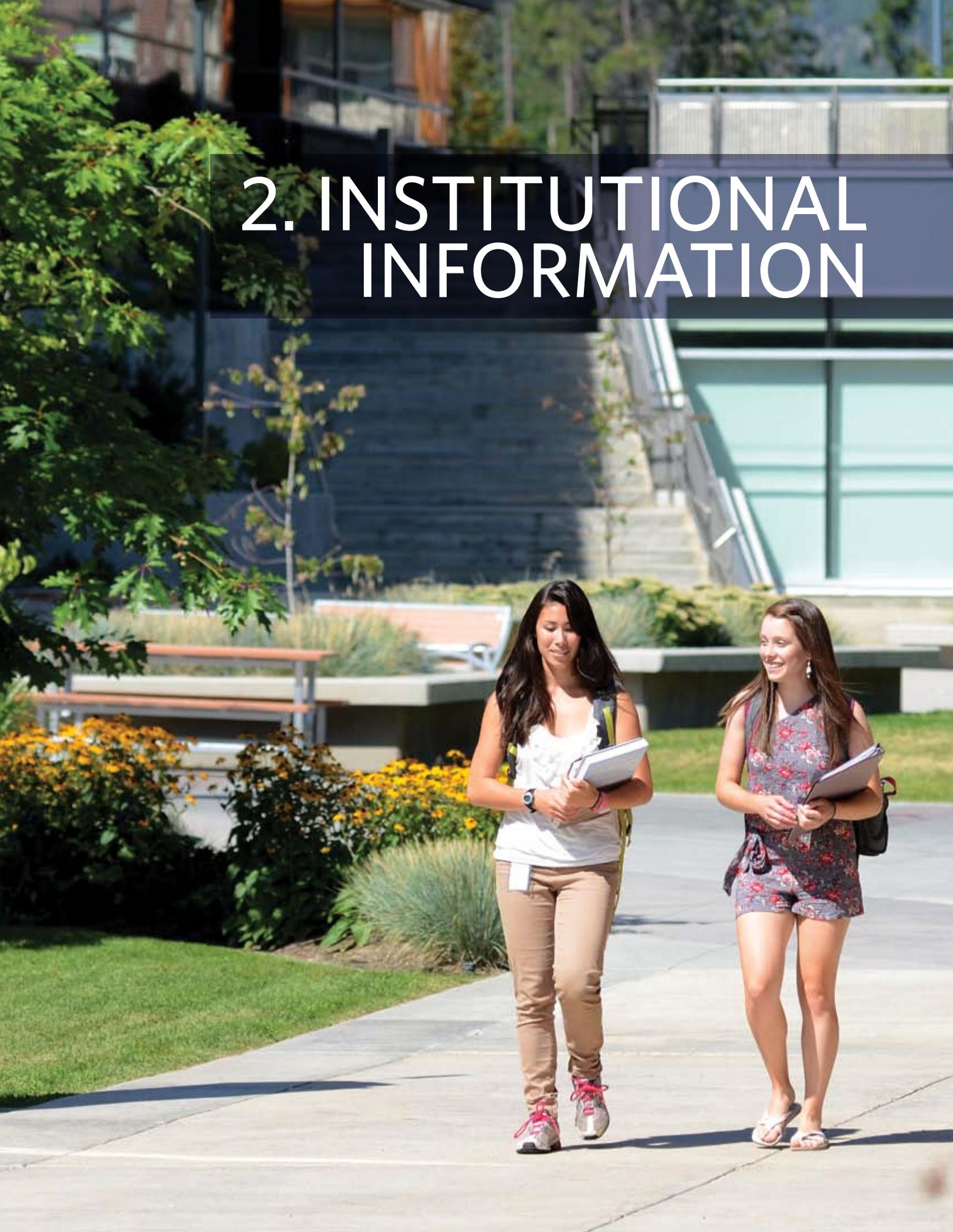
As we continue to evolve, we are engaging a variety of stakeholders in discussions about how the campus will deliver on the promises of providing a transformative learning experience, delivering research excellence, and driving economic, social, and cultural change.

The UBC Okanagan campus community is proud of what has been accomplished here to-date and we look forward to working with our partners and the people of British Columbia in creating the future.

Sincerely,

Deborah Buszard  
Deputy Vice-Chancellor and Principal

# 2. INSTITUTIONAL INFORMATION





“Since 2005 UBC’s Okanagan campus has undergone a remarkable transformation. In just seven years it has established a reputation for excellence in research and teaching. We are immensely proud of the success of UBC Okanagan to date, and look forward to its continued success.”

#### **THERESA ARSENAULT, Q.C.**

Chair, UBC Board of Governors  
Co-Chair, UBC Okanagan External  
Community Advisory Council

## **GOVERNANCE**

The University of British Columbia is a university system with two academically and financially independent campuses. Each campus operates under a bicameral governance system of a board and senate, which separates business and administrative activities from the academic governance of the institution. The provincial government is legally bound not to interfere with the academic policies, administration, and standards of the University (British Columbia University Act (1996) Part 10, Section 48).

The Board of Governors is responsible for the business of the University, its administration, finances, operations, assets and place in the community, and the integrity of such. Governors are committed to ongoing assessment and improvement in support of UBC’s leadership role as a complex institution serving the people of British Columbia and as a global leader in education and research. The Senates have responsibility for the academic integrity of the University, subject to the Board’s involvement where academic matters interface with matters of business and the larger community. A Council of Senates operates as a third academic governance body to address academic matters that relate to both campuses. The University Act provides for Board interaction with UBC’s Senates in a number of areas, including the consideration of recommendations from the Senates for the establishment of Faculties and departments and the provision of chairs, institutes, fellowships, scholarships, exhibitions, bursaries, and prizes.

### **OKANAGAN SENATE**

The Okanagan Senate is the academic governing body of the Okanagan campus. Its responsibilities include: admissions, course and program curriculum, granting of degrees, academic policy, examinations, and appeals of standing and student discipline. The Okanagan Senate meets monthly from September to May of each year. Its eight standing committees (Academic Building and Resources Committee; Academic Policy Committee; Admissions and Awards Committee; Agenda Committee; Appeals of Standing and Discipline Committee; Curriculum Committee; Learning and Research Committee; and Nominating Committee) meet as required.

### **BOARD OF GOVERNORS**

The British Columbia University Act (1996) sets out the responsibility of the Board of Governors for the management, administration, and control of the property, revenue, business, and affairs of the University. Provincial financial reporting requirements, and environmental and workplace codes also apply. Within this legislative context, the Board of Governors retains wide latitude to set policy for the University. The Board of Governors must ensure that the University is well managed and that procedures are in place to review all aspects of its operations with a view to increasing quality. The Office of the University Counsel maintains a collection of all policies approved by the Board of Governors, as well as associated procedures and guidelines currently in effect. It is also the responsibility of the Board of Governors to monitor the fiscal vitality of the University, and to determine that all possible areas of revenue enhancement are pursued.

## APPENDIX 2.1: GOVERNANCE [universitycounsel.ubc.ca/policies/index](http://universitycounsel.ubc.ca/policies/index)

- A. University Act
  - B. Regulations for Elections to the Board of Governors and the Senates
  - C. Board of Governors
  - D. Board of Governors Standing Committees
    - 1. Audit Committee
    - 2. Employee Relations Committee
    - 3. Executive Committee
    - 4. Finance Committee
    - 5. Governance Committee
    - 6. Learning and Research Committee
    - 7. Management Resources and Compensation Committee
    - 8. People, Community and International Committee
    - 9. Property and Planning Committee
  - E. Board of Governors Policies
  - F. Okanagan Senate
  - G. Senate Membership
  - H. Senate Standing Committees
    - 1. Academic Building and Resources Committee
    - 2. Academic Policy Committee
    - 3. Admissions and Awards Committee
    - 4. Agenda Committee
    - 5. Appeals of Standing and Discipline Committee
    - 6. Curriculum Committee
    - 7. Learning and Research Committee
    - 8. Nominating Committee
  - I. Rules and Procedures of the Okanagan Senate
  - J. Okanagan Senate Policies
    - 1. J-50: Secondary School Grade Adjustments for Undergraduate Admission to the University
    - 2. J-51: Admission Based on Interim Grades for Applicants following Canadian Extra-Provincial Curricula
      - i. J-51: Procedures
    - 3. J-101 Student Conduct during Examinations
    - 4. J-102 Examination Hardships and Clashes
    - 5. O-1: Format, Development and Administration of Senate Policies
    - 6. O-2: Faculty Councils
    - 7. O-4: Governance of the College of Graduate Studies
      - i. O-4 Procedures for the Administration of Membership in the College
    - 8. O-5: Research Centres and Research Institutes
    - 9. O-50 Broad-Based Admission
    - 10. O-52: Admission for Secondary School Applicants following the BC/Yukon Curriculum
      - i. O-52 Procedures
    - 11. O-100: Review of Assigned Standing in a Course
    - 12. O-300: Academic Standing
  - K. Okanagan Senate-Approved Policy Abstracts
    - 1. Composition and Membership of Senate
    - 2. Emeritus Status
    - 3. Establishment of the Council of Senates
    - 4. Senate Policy and Current Practice on Term and Examination Scheduling
    - 5. Senate Policy on Academic Concession
    - 6. System-Wide Academic Policy Development
    - 7. University Counsel: Status of Policy as Approved by the University Senate
- Policy abstracts approved prior to December 2005 by the then UBC Senate and that apply equally to the Okanagan campus:
- 1. Definition of Full-Time Status for Undergraduate Students
  - 2. System-Wide Academic Policy Development
  - 3. Faculty Retirement and Post-Retirement Policy (Draft)
  - 4. Prior Learning Assessment
  - 5. Guidelines for Co-operative Education Programs at UBC
  - 6. Degree Names and Parchments
  - 7. Evaluation of Joint Degree Proposals
  - 8. Naming of Master Degrees
  - 9. Sudden Examination Disruption Procedures
  - 10. Reviews of Administrative Units
  - 11. Voting Membership in Faculties
  - 12. Guidelines for the Establishment of a Faculty
  - 13. Guidelines for the Use of Faculties and Senate in Considering Recommendations for the Establishment of New Departments
  - 14. Optional Transfer of Professional Graduate Programs from the Faculty of Graduate Studies to the Disciplinary Faculties
  - 15. Organization of the University (Departments, Schools, and Divisions: Minimum Size)
  - 16. Renaming of Academic Institutions
- L. Council of Senates
  - M. Establishment of the Council of Senates
  - N. Council of Senates Membership
  - O. Council of Senates Committees
    - 1. Budget Committee
    - 2. Elections Committee
    - 3. Executive Committee
  - P. Rule and Procedures of the Council of Senates
  - Q. Council Policy C-2: Affiliations with Other Institutions of Learning

## 2.2 OKANAGAN CAMPUS HISTORY AND PLANS



UBC's Okanagan campus 2005



UBC's Okanagan campus 2011

### HISTORY OF UBC'S OKANAGAN CAMPUS

#### The Transition: Okanagan University College to UBC's Okanagan campus

Until 2005, the public post-secondary needs of British Columbia's Okanagan region had been served by Okanagan University College which was created in 1989 from the former regional college system of Okanagan College.

In 2002, the BC Progress Board, a government advisory body on the province's economic and social well-being, proposed that a university be established in the Okanagan region. This recommendation aligned with a public movement in the Okanagan calling for Okanagan University College to be granted full university status.

In March 2004, the BC Ministry of Advanced Education announced a plan to create a campus of the University of British Columbia in the Okanagan—by assigning Okanagan University College's North Kelowna campus to UBC, and dissolving Okanagan University College to become two new entities. The Ministry appointed a public administrator, Dr. J. Peter Meekison, to oversee the transformation of Okanagan University College as it split to become UBC's Okanagan campus, a comprehensive research university, and the new Okanagan College.

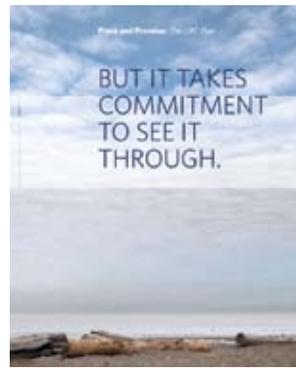
On July 4, 2005 the University of British Columbia received the "keys" to Okanagan University College's 260 acres (105 ha.) North Kelowna campus, and Okanagan College was officially established as a separate entity with its own network of campuses in Kelowna, Vernon, Penticton, and other regional communities.

When classes began in September 2005, the UBC Okanagan campus in Kelowna opened its doors to 3,500 students. By September 2012 enrollment had grown to 8,300 students. It is notable that over this same time span, Okanagan College has also doubled its student enrolment in the region. Today more than 16,000 students are in post-secondary education in the region.

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



Past President of UBC Martha Piper and Dr. J. Peter Meekison at the key ceremony in 2005.



## UBC VISION AND PLANS

### *Place and Promise: The UBC Plan | 2010*

In 2008 the UBC system began an ongoing consultation process for *Place and Promise: The UBC Plan*. This high-level plan is a living document delivered through an online platform that provides flexibility, accessibility, and interactivity for a wide-range of contributors, including students, staff, faculty, and community members. *Place and Promise* has three components: the vision, which includes the University system's vision, values and commitments, along with the goals and actions that accompany each commitment; a mid-level plan for each commitment; and plans for every academic and administrative unit on both campuses.

### THE UBC VISION

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

### UBC VALUES

#### Academic Freedom

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

#### Advancing and Sharing Knowledge

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

#### Excellence

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

### Integrity

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

### Mutual Respect and Equity

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

### Public Interest

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

## ACADEMIC STRATEGIC PLANNING

Three planning exercises, outlined below, have guided the Okanagan campus to where it is today. Through each of these planning processes, one key element has remained constant—the Okanagan campus is committed to providing a unique and transformative education experience.

### THE ACADEMIC PLAN | 2005

The consultation for what would be the first plan for the Okanagan campus, the *Academic Plan*, began in 2004. It was aligned with Trek 2010, which was the current vision and mission of UBC. The Okanagan *Academic Plan* provided direction and two broad goals: describing how UBC Okanagan would interpret and carry out the UBC vision; and identifying the values and social, academic, and geographic strengths that would make UBC Okanagan distinct. The *Academic Plan* identified “pathways,” or directions to achieve goals and priority actions to help realize the vision of the campus.

### STRATEGIC RESEARCH PLAN | 2009

In the *Academic Plan*, the Okanagan campus declared its intent to be “a locally responsive, globally conscious community.” The *Strategic Research Plan* was the next step towards turning that vision into action. The *Strategic Research Plan* was intended to serve three key purposes:

1. communicate the research vision for the next five years
2. translate the research imperatives in the *Academic Plan* into actionable strategies
3. serve as a decision-making tool for resource allocation and development

The *Strategic Research Plan* identified eight subject areas that represented existing strengths or emerging opportunities at the time, including: Entrepreneurship and Corporate Governance; Health, Culture and Diversity; Indigenous Communities and Contemporary Issues; Innovations in Teaching and Learning; Innovative Systems, Technologies and Processes; Managed Land Use, Agriculture and Natural Products; Sustainable Environments and Populations; and Understanding Community, Narrative and Identity. The *Strategic Research Plan* also identified “six general areas” for attention, with strategies to support research. These areas include: research space, support, collaboration, research environment, and decision-making.

### OKANAGAN STRATEGIC ACTION PLAN | 2010

Developed five years after the opening of UBC’s Okanagan campus, the *Strategic Action Plan* is a supplement to *Place and Promise: the UBC Plan*. The intention behind the *Strategic Action Plan* was to identify measurable actions and specific goals for the next five years, building on the distinctive features, opportunities, and potential of the Okanagan campus.

The *Strategic Action Plan* set out two core elements considered essential to the entire student experience: Advancing Knowledge and Transformative Learning; and Community Engagement. In addition, it identified four priority themes: Global Citizenship; Inquiry Driven, Research-Based Learning; Inter-Disciplinary and Multi-disciplinary Scholarship; and Sustainability. Each priority theme included a set of actions for the following areas of focus: Curriculum, Teaching, and Learning; Research and Scholarship; Community Relations and Partnerships.



## Campus Planning

### THE CAMPUS MASTER PLAN | 2005 AND 2009

The first campus plan, the UBC Okanagan Master Plan, was prepared in 2005 to guide the transformation of the lands from their former use as the North Kelowna Okanagan University College campus serving 2,500 students into a UBC campus, with a projected population of 7,500 students by 2010. The original plan involved extensive consultation with the campus community and other stakeholders, the preparation of a set of Planning and Design Principles, and structuring the physical form of an academic Master Program for the next phases of campus expansion to 2010. It was grounded in the principles and strategies of the institution and in the aspirations and directions of the *Academic Plan* for the Okanagan campus.

In 2009 the need to update the Master Plan arose from significant changes to the road and access network serving the University and the implementation of new building projects that resulted in some footprint changes to earlier concepts. The 2009 Plan revisions were directed by the staff of UBC Campus and Community Planning and a Steering Committee with representation from a range of key campus stakeholders.

### MASTER PLAN 2035 WORK PROGRAM | 2013

In 2013 UBC’s Okanagan campus received approval from the Board of Governors to begin work on a new campus long-term planning exercise, “Master Plan 2035”. The existing Master Plan requires a significant update to address a range of topics, including changing transportation and servicing needs, growth in demand for academic, research, and recreational facilities, and the new West Campus lands. The UBC Okanagan *Master Plan 2035 work program* supports the commitments, goals, and actions of *Place and Promise: The UBC Plan*.

A review of the academic growth and program priorities for the Okanagan campus is being undertaken over the coming year. This information will enable assessment of the associated academic and support infrastructure facility and floor space needs, a key input to the Master Plan process.

## CAMPUS ACADEMIC VISIONING PROCESS | 2013

The campus is undertaking a visioning process beginning summer 2013 to provide direction to the Academic, Research, and Campus Master Planning processes. This highly consultative and comprehensive process will engage a variety of stakeholders in a conversation about how the campus will uniquely deliver on the promises of providing a transformative learning experience, research excellence, and the enhancement of economic, social, and cultural wellbeing. This initiative will be informed by academic program and research planning and will provide guidance to both processes.

### APPENDIX 2.2: OKANAGAN CAMPUS HISTORY AND PLANS

[dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

#### CAMPUS PLANS AND REPORTS

- A. *Place and Promise: The UBC Plan*
- B. *The Academic Plan* | 2005
- C. *Strategic Research Plan* | 2009
- D. *Strategic Action Plan* | 2010
- E. *The Campus Master Plan* | 2005 and 2009
- F. *Master Plan 2035 Work Program* | 2013

## 2.3 SENIOR ADMINISTRATION

The leadership team on the Okanagan campus includes the following positions:

- Deputy Vice-Chancellor and Principal
- Provost and Vice-Principal Academic and Research
- Associate Vice-President, Students
- Associate Vice-President, Administration and Finance

### Summary of Senior Administration Portfolios

#### DEPUTY VICE-CHANCELLOR AND PRINCIPAL

The DVC and Principal provides overall leadership for the Okanagan campus and functions as a key member of the UBC executive leadership team. Key internal functions include: ensuring an effective organizational structure that reflects the operational needs; leading strategic planning based on the imperatives outlined in *Place and Promise: The UBC Plan*; and ensuring strategic allocation of resources and stewarding of those

resources for a sustainable financial plan. The DVC and Principal also works externally to foster effective relationships with the local, national, and international communities.

#### PROVOST AND VICE-PRINCIPAL ACADEMIC AND RESEARCH

The Provost of the Okanagan campus is responsible for all academic matters on the campus including pedagogical initiatives and program development. This includes oversight of the faculties, the library, three research institutes and the Office of Research Services. The Deans report to the Provost. The Provost's portfolio accounts for approximately 65% of the campus budget. In addition to the academic operations on campus, the human resources department reports directly to the Provost and accordingly all matters relating to faculty relations and the various collective agreements are also within the domain of the Provost.

#### ASSOCIATE VICE-PRESIDENT, STUDENTS

The Student Affairs portfolio includes 134 staff (direct and indirect reports; 109 FT) in the following areas: Enrolment Services, Student Recruitment and Advising, International Student Initiative, Student Development and Advising, Aboriginal Student Programs and Services, Health and Wellness, Student Housing and Hospitality Services, and Athletics and Recreation. The Student Affairs portfolio creates programs and student opportunities that improve student success, facilitate program connections between students and their academic units, and build institutional affinity.

#### ASSOCIATE VICE-PRESIDENT, ADMINISTRATION AND FINANCE

The Administration and Finance department manages the physical and financial side of campus life. Key reports to the AVP Administration and Finance portfolio include: Ceremonies and Events; Facilities Management; Finance; Health, Safety and Environment; Parking Services; Payment and Procurement Services; Security; Space Coordination; Sustainability (Operations); and UBC Public Art (Okanagan campus). The AVP Administration and Finance portfolio includes approximately 130 staff.

## THE OKANAGAN EXECUTIVE COMMITTEE

The OEC is the senior advisory body to the DVC and Principal on key administrative decisions for the Okanagan campus. Planning includes development of both short and long term goals for the campus based on *the Academic Plan*, review and recommendations to the DVC and Principal for resource allocations and program development, student recruitment and retention, as well as other issues.

### MEMBERS:

- Deputy Vice-Chancellor and Principal
- Provost and Vice-Principal Academic and Research
- Associate Vice-President, Students
- Associate Vice-President, Administration and Finance
- Associate Vice-President and Registrar
- Vice-Provost and Dean, College of Graduate Studies
- Director, University Relations
- Director, Development and Alumni Relations
- Associate Vice-President, Campus and Community Planning

### APPENDIX 2.3: UBC OKANAGAN CAMPUS ORGANIZATIONAL CHART

[dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

## 2.4 INTERNATIONAL RELATIONS

UBC Okanagan attracts talented faculty, researchers, and students from around the world and is engaged in numerous inter-university research agreements, collaborations, and exchange programs for students, faculty, and staff. International Engagement is one of six commitments in *Place and Promise: The UBC Plan*, in which the University commits to “create rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborate and communicate globally”.

Support for international relations at the Okanagan campus is coordinated by the International Resources Officer, who works in close collaboration with Okanagan campus senior administration, Deans, and faculty and with colleagues at UBC’s Vancouver campus.

## INTERNATIONAL UNIVERSITY ASSOCIATIONS AND PARTNERSHIPS

UBC has formal institutional agreements, memoranda of understanding and statements of cooperation with universities all around the world, reflecting more than 25 years of international partnerships. Several hundred agreements are in place covering a full range of collaborative activity from student mobility to research collaboration, some of which are specific to a campus, faculty, or department and some of which are system-wide.

UBC is a member of two international university associations: Universitas 21 (U21) and the Association of Pacific Rim Universities (APRU). These associations offer the potential for extending and deepening our existing range of partnerships and opportunities for exchange of best practice and multi-lateral activities, such as research conferences and summer schools, which bring together students from across the networks.

## INTERNATIONAL PROGRAMS FOR STUDENTS GO GLOBAL

This program develops and facilitates international learning opportunities through academic exchange, group study programs, and research. It offers students transformational, experiential learning opportunities that promote global awareness, meaningful engagement, and cross-cultural understanding. Approximately 200 students at the Okanagan campus participate in international study abroad or exchange each year. Over the course of a four-year period 30% of the graduating students from the Okanagan campus will have enriched their education with an international experience.

## THE INTERNATIONAL PROGRAMS AND SERVICES (IPS) OFFICE

The IPS Office provides advising for international students, coordinates international student orientation, and organizes campus cultural events. Additional details about international student services are provided in section 5.1, Student Affairs.



## INTERNATIONAL FACULTY ACTIVITIES

UBC Okanagan faculty members engage in research and collaborations with colleagues around the world. Many Faculties have Faculty-wide international activities, partnerships or collaborations. Examples of these include:

- FACULTY OF HEALTH AND SOCIAL DEVELOPMENT AND UNIVERSITY OF ZAMBIA, SCHOOL OF MEDICINE COLLABORATION**  
 The Faculty of Health and Social Development has been working with the University of Zambia's School of Medicine since 2008. The partnership involves nursing education and training opportunities, including student practicum placements in Zambia; collaboration on community development projects, such as building a community resource centre; and research collaborations.
- SCHOOL OF ENGINEERING AND INDIA INSTITUTES OF TECHNOLOGY (IIT) UNDERGRADUATE RESEARCH COLLABORATION**  
 In 2012 UBC Okanagan's School of Engineering formed a partnership with IIT to fund undergraduate research students from IIT to work with researchers at UBC Okanagan's School of Engineering during the summer term. A second cohort of students was selected for the 2013 summer term and

it is expected that this program will continue annually. Students' participation in the program is part of an internship component of their home degree requirements and students are selected by individual UBC research professors based on whether their qualifications match the researcher's current project.

- IRVING K. BARBER SCHOOL OF ARTS AND SCIENCES GROUP STUDY PROGRAMS**  
 Group Study is a program where faculty members teach UBC courses to UBC students in various settings abroad. In 2012 the School of Arts and Sciences offered a Group Study program in Romania. In 2013 Group Study programs are planned for the Azores Island and Portugal (Geography); Tanzania (Anthropology); and London and Oxford (History and English, in collaboration with the Faculty of Creative and Critical Studies).
- FACULTY OF EDUCATION TEACHER EDUCATION INSTITUTE IN BHUTAN**  
 The Faculty of Education is engaged in ongoing work with Ministry of Education in Bhutan to design and build a new teacher education program/institute. Faculty members visit Bhutan annually to work with the Ministry to design content, conceptualize blended learning options, and provide professional development.

# 3. ACADEMIC PROGRAMS



## 3.1 ACADEMIC PROGRAMS

UBC Okanagan offers 51 undergraduate programs and 14 graduate programs in eight faculties and schools, including: the Irving K. Barber School of Arts and Sciences; the Faculty of Creative and Critical Studies; the Faculty of Education; the Faculty of Applied Science; the Faculty of Health and Social Development; the Faculty of Management; the Faculty of Medicine, Southern Medical Program; and the College of Graduate Studies.



## UNDERGRADUATE PROGRAMS (MAJORS M, MINORS m, HONORS H)

- Anthropology (M, m)
- Art History (M, m)
- Biochemistry (M)
- Biology (M, m, H)
- Chemistry (M, m, H)
- Civil Engineering (M)
- Computer Science (m)
- Creative Writing (M, m)
- Cultural Studies (M)
- Earth and Environmental Sciences (M, m, H)
- Ecology and Evolutionary Biology (M, H)
- Economics (M BA, M BSc, m)
- Education (M)
- Electrical Engineering (M)
- English (M, m, H)
- English and Modern Languages (m, m)
- Environmental Chemistry (M)
- French (M)
- French and Spanish (M)
- Freshwater Science (M)
- Gender and Women's Studies (M, m)
- General Science - Bachelor of Science
- General Studies - Bachelor of Arts
- Geography (M, m)
- History (M, m)
- Human Kinetics (M, m)
- Indigenous Studies (M, m)
- International Relations (M)
- Latin American Studies (M, m)
- Management (M, m)
- Mathematics and Statistics (M, m, H)
- Mechanical Engineering (M)
- Medieval and Renaissance Studies (m)
- Microbiology (M, H)
- Molecular, Cell and Developmental Biology (M, H)
- Nursing (M)
- Performance/Theatre (m)
- Philosophy (M, m)
- Philosophy, Politics and Economics (M)
- Physics (M, m)
- Political Science (M, m)
- Psychology (BA or BSc; M, m, H)
- Sociology (M, m)
- Spanish (M, m)
- Visual Arts (M)
- Zoology (M,H)

## GRADUATE PROGRAMS

UBC's Okanagan campus offers Masters and PhDs in the following areas:

- Biology
- Biochemistry and Molecular Biology
- Chemistry
- Education
- Engineering (Mechanical, Electrical and Civil)
- English
- Environmental Sciences
- Fine Arts
- Interdisciplinary Graduate Studies (IGS)\*
- Management
- Mathematics
- Nursing
- Psychology
- Social Work

\*IGS degrees are offered across a wide range of program options, from the humanities and creative arts to social and natural sciences. Interdisciplinary studies are thesis-based programs. Students may choose to complete a themed or individualized program. A theme is defined as an area of research with specific courses to further students' education in that area, along with a group of interested faculty associated to assist students in their program. Currently, IGS students may apply to study in the following themes:

- Indigenous Studies theme
- Optimization
- Health and Exercise Sciences
- Latin American and Iberian Studies
- Sustainability - Under Review
- Urban Studies

The individualized IGS option builds a program that is flexible and responsive to student interests. Individualized options include: Agricultural Sciences, Anthropology, Biology, Chemistry, Computer Science, Creative and Critical Studies, Development Studies, Earth and Environmental Sciences, Economics, Education, Gender and Women's Studies, Geography, History, Human Geography, Mathematics, Physics, Philosophy, Political Science, Psychology and Behavioural Sciences, Statistics, and Regional and Urban Planning, Sociology. The Faculty of Health and Social Development offers individualized options in Public Health, Health and Exercise Sciences, Nursing, and Social Work.

In addition to fulfilling the regular requirements for admission to graduate studies, students seeking entry into UBC's Okanagan campus IGS program are required to propose a program of study and research compatible with the research program and expertise of a potential supervisor. A supervisory committee is constructed by the supervisor in consultation with the applicant.

## SAMPLE COURSE OUTLINES

The appendix to this section includes course outlines (including learning outcomes and a syllabus for the course) for a selection of courses from a range of the Okanagan campus' academic programs, including Biology, Engineering, Nursing, and Creative and Critical Studies.

1. Biology BIOL 358: Plant Ecophysiology I
2. Engineering ENGR 459/559: Advanced Electromagnetics
3. Nursing NURS 320: Health and Healing VI: Global Health Issues
4. Theatre THTR 202: The Actor's Process II
5. Psychology PSYO 451: Intergroup Relations

### APPENDIX 3.1: ACADEMIC PROGRAMS

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

- A. Sample Course Outlines
- B. Academic Calendar 2013/14



## 3.2 ACADEMIC PROGRAM REVIEWS

UBC is committed to excellence in the delivery of its academic programming. As such, periodic reviews are undertaken of Faculties and individual programs.

### FACULTY AND UNIT REVIEWS

Board Policy 23 (Extension of Appointments for Deans and Principals) requires that an external review be conducted of a Faculty where the extension of the appointment of the Dean for a term of more than one year is being considered. Decanal appointments are for no more than six years, and accordingly, Faculties are subjected to external reviews approximately every five to six years. Departmental reviews are also undertaken. In 2012 the campus initiated the first external reviews for two departments: Psychology and Health and Exercise Science. These reviews consider both the teaching and research of the departments.

In advance of the review, the department or Faculty prepares a self-study document. The self-study is expected to address: number of students (undergraduate and graduate), time to completion of degree, funding for graduate students, research funding (internal and external), infrastructure needs, course programming, teaching loads, teaching evaluations, and tenure and promotion statistics. An external review committee is established to conduct a site visit. Appendix 3.2A includes the template Terms of Reference for review committees. Between two and three departments reviews will be performed annually and full Faculty reviews will begin in 2014, to coincide with decanal term completions.

In addition to these reviews there are also a number of professional programs that regularly undergo accreditation reviews (Education, Engineering, Nursing, and Social Work). These reviews are driven by the particular requirements of the professional accrediting body. The general cycle for accreditation reviews is between three and five years.

### PROGRAM REVIEWS

Program reviews are undertaken by Deans on a periodic basis to ensure that curriculum is meeting the learning objectives of the particular program, that sound pedagogies are used, and to encourage innovation in both curriculum and pedagogy. There is no set schedule for program reviews. Any new program is subject to scrutiny by the Okanagan Senate and the Provincial Ministry of Advanced Education.

### APPENDIX 3.2: ACADEMIC PROGRAM REVIEWS

[universitycounsel.ubc.ca/policies/index](http://universitycounsel.ubc.ca/policies/index)

- A. Sample Terms of Reference of the Review Committee
- B. Board of Governors Policy 21: Appointment of Deans and Principals
- C. Board of Governors Policy 22: Appointment and Extension of Appointments for Heads of Academic Units
- D. Board of Governors Policy 23: Extension of Appointments for Deans and Principals

## 3.3 ACADEMIC FREEDOM AND RESPONSIBILITY

### ACADEMIC FREEDOM AND RESPONSIBILITY POLICIES

UBC is committed to the principles of academic freedom, and in particular that faculty members are free to explore any avenue of inquiry in their research and publications. UBC actively supports its faculty members in engaging in unique and disparate areas of research. Additionally, UBC considers its campuses to be public space where dialogue on difficult issues is to be fostered and encouraged.

The following policies apply to academic freedom and responsibility, academic integrity and the ownership of intellectual property.

- A. Policy 85: Scholarly Integrity
- B. Policy 87: Research
- C. Policy 88: Patents and Licensing

*Refer to Section 4c, Human Resources Policies*



# 4. FACULTY



## 4.1 FACULTY AND STAFF

UBC is consistently recognized as one of British Columbia's top employers. Excellent benefits, diverse career opportunities, and a true community spirit are just some of the reasons people are attracted to joining the UBC community. UBC's Okanagan campus has 1,061 faculty and staff (full-time and part-time). UBC hires on the basis of merit and is committed to employment equity.

Employees at UBC's Okanagan campus are governed by three collective agreements governing the terms and conditions of two unions and one professional association. Generally, the 524 ongoing and term faculty members are union members of the UBC Faculty Association; the British Columbia Government Employees' Union (BCGEU) represents 567 trade and support staff; while the Association of Administrative and Professional Staff (AAPS) is the professional association that represents the University's 265 management and professional staff members. Completing the employment spectrum is a small group of excluded administrative and management staff.

In addition to the relevant collective agreements and handbooks that set out employment terms to the various bargaining groups, included in the appendix to this section (4.2) are University policies that provide direction and support of teaching and research activities and overall protection of the work environment that is addressed through the Discrimination and Harassment Policy.

UBC OKANAGAN FACULTY AND STAFF	Full Time	Part Time	Total	FTE
<b>Total Faculty and Staff</b>	<b>869</b>	<b>192</b>	<b>1,061</b>	<b>1,005</b>
<b>Long Term Faculty (including deans)</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Total</b>	<b>FTE</b>
Professors	39	0	39	39.0
Associate Professors	158	0	158	158.0
Assistant Professors	102	1	103	102.5
Lecturers (12 month)	10	0	10	10.0
Instructors I	21	2	23	22.7
Senior Instructors	14	0	14	14.0
<b>Total</b>	<b>344</b>	<b>3</b>	<b>347</b>	<b>346.2</b>
<b>Short Term Faculty</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Total</b>	<b>FTE</b>
Sessionals	21	38	59	37.2
Adjunct	4	6	10	7.6
<b>Total</b>	<b>25</b>	<b>44</b>	<b>69</b>	<b>44.8</b>
<b>Related Academic Staff</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Total</b>	<b>FTE</b>
Librarians	9	0	9	9.0
Heads and Directors	11	0	11	11.0
Associate/ Assistant Deans	5	0	5	5.0
Postdoctoral/ Clinical Fellows	16	1	17	16.6
Research Associates	2	1	3	2.8
<b>Total</b>	<b>43</b>	<b>2</b>	<b>45</b>	<b>44.4</b>
<b>Faculty and Academic Staff not paid by UBC</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Total</b>	<b>FTE</b>
Adjunct Professors	27	0	27	27.0
Visiting	8	0	8	8.0
Other	3	0	3	3.0
<b>Total</b>	<b>38</b>	<b>0</b>	<b>38</b>	<b>38.0</b>
<b>Staff</b>	<b>Full Time</b>	<b>Part Time</b>	<b>Total</b>	<b>FTE</b>
Management and Professional	234	41	275	263.2
Clerical, Secretarial and Library Assistants	90	42	132	128.3
Trades, Service and Technical	86	33	119	114.8
Other Staff	9	27	36	25.6
<b>Total</b>	<b>419</b>	<b>143</b>	<b>562</b>	<b>531.9</b>



## ACADEMIC RANKS

The faculty on UBC's Okanagan campus are innovative, dynamic, and entrepreneurial. Given the relative newness and UBC Okanagan's unique circumstances, during the last two academic years approximately 10% of the campus' faculty were ushered through the University's tenure and promotion process.

Appendix 4.1 A includes a list of all UBC Okanagan faculty and their qualifications. UBC has two primary academic streams that include six academic ranks: the Professoriate stream: Assistant, Associate, and Full Professorship; and the Professor of Teaching stream: Instructor I, Senior Instructor, and Professor of Teaching. Historically, scholarly activity was the distinguishing criteria that differentiated the streams—members of the professoriate were expected to be research intensive, while those in the Instructor stream were required to demonstrate teaching excellence.

The Professor of Teaching rank was created in 2011 to reflect the University's commitment to and recognition of outstanding educational leadership and applied pedagogical research, in addition to teaching excellence; and service to the University and the community. The introduction of the Professor of Teaching rank established two distinct academic paths at UBC that form the basis of its academic ranks.

To ensure the necessary flexibility required to meet the University's commitments in student learning, research excellence, and community engagement in *Place and Promise: The UBC Plan* (Appendix 2.2.), a range of faculty appointments are available allowing UBC to recruit uniquely qualified individuals. Further details about academic ranks are included in Appendix 4.3D, *Tenure Stream Faculty Ranks at a Glance*.



## APPENDIX 4.1: ACADEMIC STAFF AND FACULTY

[dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

- A. Academic Staff and Qualifications
- B. Canada Research Chairs & named chairs at UBC Okanagan
- C. List of Okanagan faculty members' peer-adjudicated publications 2006-2013

## APPENDIX 4.2: HUMAN RESOURCES AGREEMENTS AND POLICIES

[ubc.ca/okanagan/hr](http://ubc.ca/okanagan/hr)

### Human Resources Agreements

- A. Collective Agreement BCGEU | 2010-2012
- B. Summary of changes to BCGEU Collective Agreement | 2012- 2014
- C. Handbook for Executive Administrative Staff | 2008
- D. Collective Agreement Faculty Association | 2010- 2012
- E. UBC and Association of Administrative and Professional Staff (AAPS) Agreement | 2010- 2012

### Policies that provide direction and support of Scholarship of Teaching and Research Activities

[universitycounsel.ubc.ca/policies/index](http://universitycounsel.ubc.ca/policies/index)

- A. Policy 03 Discrimination and Harassment
- B. Policy 16 Non-University Use of University Services and Facilities
- C. Policy 35 Research Grants During Periods other than Study leave
- D. Policy 37 Research Grants as Part Payment During Study Leave
- E. Policy 85 Scholarly Integrity
- F. Policy 86 Extraordinary Expenses
- G. Policy 87 Research
- H. Policy 88 Patents and Licensing
- I. Policy 89 Research and Human Participants
- J. Policy 90 Over expenditure on Research
- K. Policy 91 Purchase of Animals for Research and Teaching
- L. Policy 97 Conflict of Interest and Conflict of Commitment
- M. Policy 105 Acceptance, Management and Sale of Technology Licensing Equity
- N. Policy 109 Ownership
- O. Policy 110 Third Party Use of university Trade-Marks
- P. Signing Resolution 1: General Contracts and Agreements
- Q. Signing Resolution 2: Research Contracts and Agreements

## 4.3 FACULTY HIRING, PROMOTION AND TENURE

### FACULTY HIRING

UBC Okanagan Policy 20 requires that all faculty positions, tenure-stream and term, as well as senior administrative positions, must be advertised prior to the selection of a candidate. All positions must be advertised for at least one month on the appropriate University websites (e.g. the faculty career opportunities page of the department or Faculty), as outlined in Appendix 4.3J with the exception of some positions that do not require advertising, which are noted in Appendix 4.3K.

In addition it is expected that faculty positions be advertised as widely as possible in both print and/or online media with the norm being advertisement in a minimum of three different places. Tenure-track or tenured positions must be advertised nationally in the AUCC publication "University Affairs", in appropriate newspapers (e.g. "CAUT Bulletin"), and other journals and/or publications.

### PROMOTION AND TENURE AT UBC'S OKANAGAN CAMPUS

#### Criteria

The UBC system criteria and procedures for tenure, promotion and reappointment reviews are detailed in the Agreement on Conditions of Appointment for Faculty (Appendix 4.3B). The criteria for tenure and promotion are set out in Articles 3 and 4.

#### Procedures

The procedures for tenure, promotion, and reappointment reviews are detailed in Articles 5 and 9 of the Agreement on Conditions of Appointment for Faculty (Appendix 4.3B).

The Guide to Reappointment, Promotion and Tenure Procedures at UBC for 2012/13 outlines, in further detail, the procedures for tenure, promotion and reappointment at UBC, including new and joint appointments. It is intended to summarize and supplement the Agreement on Conditions of Appointment for Faculty. The goal is to maintain high standards for tenure and promotion, to apply these standards fairly, and to handle cases as expeditiously as possible.

### Tenure, Promotion and Reappointment Schedules

The timing of a faculty member's regular reviews for tenure, promotion, and reappointment depends on appointment and rank. Mandatory Tenure Reviews take place in year seven for Assistant Professors and in year five for Associate Professors, Professors, and Instructors.

Tenure track Associate Professor and Professors are normally expected to be reviewed for tenure by end of the third year; however, if she/he is reappointed, the mandatory tenure review must take place in year five. Tenure clock extensions may be permitted (i.e. parental leave, sick leave greater than six months).

Periodic promotion reviews take place in year five and then every two years for Assistant Professors and in year five and then every three years for Associate Professors.



### APPENDIX 4.3: FACULTY HIRING, PROMOTION AND TENURE

[ubc.ca/okanagan/hr](http://ubc.ca/okanagan/hr)

#### Faculty Hiring, Promotion & Tenure

- A. Agreement on Conditions of Appointment for Faculty
- B. Agreement on Conditions of Appointment for Sessional and Part-time Faculty Members
- C. Memorandum of Agreement between UBC and Faculty Association: Review for Promotion at UBC Okanagan
- D. Tenure Stream Faculty Ranks at a Glance
- E. Tenure and Promotion Summary
- F. Post Tenure Promotion Review
- G. Sample Department ARPT Procedures, Version 1
- H. Sample Department ARPT Procedures, Version 2
- I. Policy 20: Advertising of Position Vacancies
- J. Faculty Hiring Advertising
- K. Exceptions to Faculty Hiring Advertising

## 4.4.1 RESEARCH PLANS AND STRATEGIES

UBC Okanagan seeks to excel internationally in research and teaching, and to be a leader in discoveries and scholarship that serve as the wellspring of scientific, technological, social, cultural, and organizational innovation in Canada and beyond. By conducting basic and applied research of international acclaim, and by educating graduates with outstanding creative and analytical skills, the University aims to enhance its impact on society. UBC is committed to the principles of academic freedom, and in particular that faculty members are free to explore any avenue of inquiry in their research and publications. UBC actively supports its faculty members in engaging in unique and disparate areas of research.

Research activity at UBC's Okanagan campus is guided by two plans: *Place and Promise: The UBC Plan*, which is a UBC-wide strategic plan, and *The Strategic Research Plan*, which is a plan specifically developed for the research activity on the Okanagan campus.

Both the Vancouver and the Okanagan campuses will play a defining role in how the University evolves. The intimate learning environment and complementary

research strengths of the Okanagan campus balance the longstanding partnerships and international reach of the Vancouver campus to create a University that is greater than the sum of its parts. Each campus is richer for the other's presence.

### *PLACE AND PROMISE: THE UBC PLAN*

UBC's strategic plan, *Place and Promise: The UBC Plan (2009)* (Appendix 2.2.A) provides a number of specific goals and actions to support the University's commitment to Research Excellence.

UBC makes specific commitments in *Place and Promise* to research excellence. The chosen strategies build on our strengths while turning our collective attention to areas where UBC needs to change. The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination, and application of research within and across disciplines. Within each commitment there are a number of overarching actions as well as specific portfolio actions to be undertaken to deliver on the commitment. These are outlined in the tables below.

<i>Place and Promise: The UBC Plan</i> goal: Increase the quality and impact of UBC's research and scholarship	
Action	Portfolio Action
Support and enhance UBC researchers' grant funding competitiveness and success	<p>Continue to increase success rate and funding for tri-council programs at both campuses, especially team-based, partnership and strategic grants competitions. Improve UBC's leadership position in tri-council program funding.</p> <p>Increase funding support from foundation, international and non-traditional funding sources</p> <p>Work with partners to develop a provincial Research Strategy starting with a focus on health research</p>
Enhance infrastructure to support leading edge research	Support the development of all CFI proposals to achieve the highest success rate as a fraction of our competition funding cap
Foster UBC's globally influential areas of research excellence	<p>Focus resources on areas of research excellence and strategic priorities.</p> <p>Develop and prioritize research partnerships with local community organizations that address key emerging issues in the Okanagan</p> <p>Develop new global centres of excellence at UBC with international partners. For example, Max Planck Centres, Fraunhofer Institutes and the Canadian International Institute for Extractive Industries and Development</p>
Collaborate with faculties to measure research outputs and impact	Develop a UBC research impact framework and annual research impact report card in collaboration with each Faculty and provide adequate resources to allow us to support the collection of rigorous and relevant research impact metrics
Expand recruitment and retention of top ranked graduate students and postdoctoral fellows	<p>Complete a review of the funding landscape and make a recommendation regarding guaranteed funding packages, as part of an overall assessment of time-to-completion</p> <p>Develop new tools to enhance graduate student recruitment</p>

*Place and Promise: The UBC Plan goal: Be a world leader in knowledge exchange and mobilisation*

Action	Portfolio Action
Increase the impact of UBC research through strengthened knowledge mobilization capacity and effectiveness (technology transfer, technology mobilization and knowledge transfer)	<p>Increase the number of technology mobilization channels (i.e. open source, apps, patent pools) and facilitate their adoption and use</p> <p>Create knowledge translation support programs for UBC researchers in collaboration with research funders</p> <p>Partner nationally to access/develop meaningful metrics to measure knowledge mobilization</p>
Facilitate access of UBC personnel and alumni to entrepreneurship programs	Increase the number of individuals accessing support through entrepreneurship programs
Facilitate engagement of external communities in research and graduate training at UBC	<p>Develop three new partnerships related to the University as a Living Laboratory</p> <p>Continue to develop strategic linkages at the Okanagan campus with partners around sustainability water, wine and technology industries</p> <p>Expand the successfully launched Peter Wall Solutions Initiative, in collaboration with the Wall Trustees</p> <p>Develop a cross-campus Industry Engagement Strategy</p>
Develop a system for making UBC research accessible in digital repositories, especially open access repositories	<p>Draft statement of Open Access principles, for consideration by UBC Scholarly Communications committee (2012)</p> <p>Facilitate deliberations of the working group on scholarly publications and data repository</p>

### STRATEGIC RESEARCH PLAN 2009

The *Strategic Research Plan* (Appendix 2.2 C) is a road map of research ambitions collaboratively developed in 2009 by faculty, deans, and senior academic leaders. Guided by the principle of “a locally responsive, globally conscious community,” this plan identified eight areas of research priority, representing existing research strengths and the emerging opportunities on the Okanagan campus:

- Entrepreneurship and Corporate Governance
- Health, Culture and Diversity
- Indigenous Communities and Contemporary Issues
- Innovations in Teaching and Learning
- Innovative Systems, Technologies and Processes
- Managed Land Use, Agriculture and Natural Products
- Sustainable Environments and Populations
- Understanding Community, Narrative and Identity



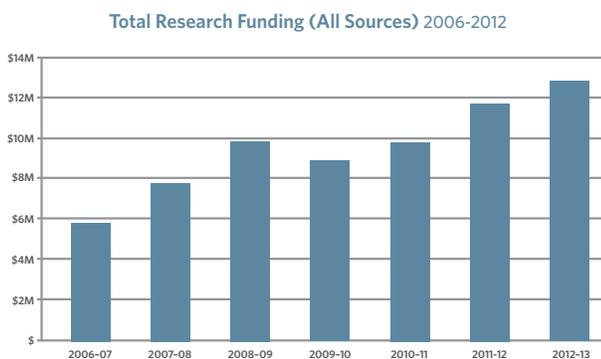
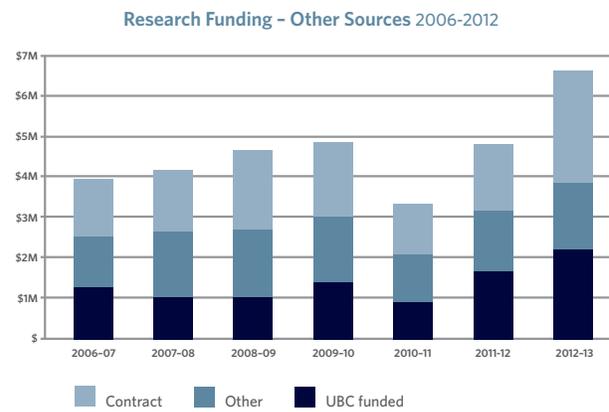
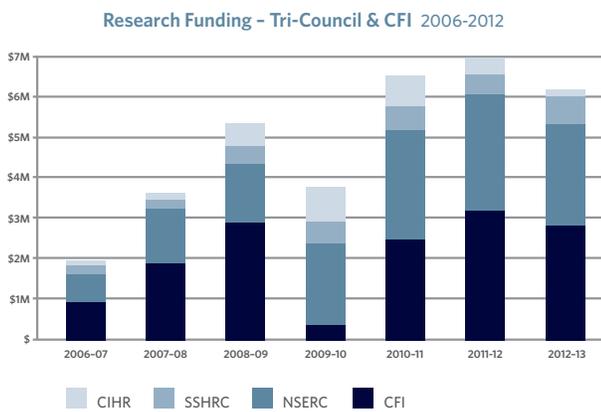
## 4.4.2 RESEARCH FUNDING

There are several sources of funding available to UBC Okanagan faculty. Both the number of awards and amount of funding continues to increase—a statistic that directly aligns with the commitments put forth in UBC’s *Place and Promise: The UBC Plan* and *The Strategic Research Plan* to support research opportunities. Appendix 4.4.2 provides a summary of the different funding sources, accompanied by graphs to illustrate the trend in the amount of funding and the number of awards over the period from 2006 to 2012.

Tri-council funding (CIHR, SSHRC, and NSERC) accounts for 30% of the university’s funding and 27% of awards. The top three funding sources from 2006-2012 were CFI (14.5M), NSERC (13.9M) and Contract funded research (12.6M), accounting for 62% of research funding and 37% of the awards. CFI grants are larger grants, accounting for 22% of total funding value, but only 7.5% of the number of grants awarded. Contract funded research is the third largest funding source for UBC researchers, accounting for nearly 20% of research funding. UBC funds provide 42% of the awards to researchers.

The trend of increasing research funding and awards further illustrates the maturation of UBC’s Okanagan campus following seven years of growth. As additional funding sources are identified and researchers continue to grow in their research capacity, it is expected that the trend will continue.

The bar graphs below allow for a quick comparison between the funding sources over the period 2006 to 2012.



### APPENDIX 4.4.2: RESEARCH GRANTS FUNDING AND AWARDS

[research.ok.ubc.ca](http://research.ok.ubc.ca)

- A. Canada Foundation for Innovation (CFI)
- B. Natural Sciences and Engineering Research Council of Canada (NSERC)
- C. Social Sciences and Humanities Research Council (SSHRC)
- D. Canadian Institutes of Health Research (CIHR)
- E. Internal Funding
- F. Contract Funding
- G. Other Funding



### 4.4.3 RESEARCH CENTRES AND INSTITUTES

Centres and Institutes promote research interaction and collaboration among faculty, between faculty and students, and with potential collaborators in the community and in other institutions.

#### INTER-FACULTY RESEARCH CENTRES AND INSTITUTES

##### **Centre for Optimization, Convex Analysis and Nonsmooth Analysis (COCANA)**

COCANA brings together researchers at UBC's Okanagan campus from mathematics, engineering, and computer science with a shared interest and expertise in optimization.

##### **Centre for Social, Spatial and Economic Justice (CSSEJ)**

CSSEJ focuses on issues of justice, uniting researchers from a broad range of disciplinary backgrounds, including anthropology, gender studies, indigenous studies, health studies, human geography, nursing, social work, and sociology.

##### **Centre for Species at Risk and Habitat Studies (SARAHS)**

The mission of SARAHS is to support basic and applied research addressing the structure and function of habitats and populations of species at risk. This

research spans multiple levels of organization from the molecular to the landscape. SARAHS researchers address the dynamics of habitats and species across multiple temporal and spatial scales. They collaborate with and provide relevant information to managers, government, and community organizations; and train undergraduate and graduate students. SARAHS is home to the Fragment Analysis DNA Sequencing Services (FADSS), a core research facility on the Okanagan campus.

##### **Institute for Healthy Living and Chronic Disease Prevention (IHLCDP)**

The IHLCDP supports research that links communities with the university, with a focus on building research capacity in community-based health in ways that benefit individuals, families, and communities. The IHLCDP has a wide range of Associates that include academics, community members, health practitioners, and policy makers who share an interest in promoting health and preventing chronic disease. Academic Associates represent a variety of Faculties, including the Irving K. Barber School of Arts and Sciences, the Faculty of Health and Social Development, the Faculty of Medicine, the Faculty of Education, the Faculty of Management, and the School of Engineering.

## Okanagan Sustainability Institute (OSI)

The OSI is an interdisciplinary, inter-faculty institute dedicated to basic and applied research, scholarship, and creative works relevant to issues of long-term sustainability within the Okanagan region and beyond. Membership includes diverse faculty and staff at UBC's Okanagan campus and community partners. The objectives of OSI include the generation of information, knowledge, methods, and processes that assist regions in planning sustainable development, while also advancing formal academic knowledge and practice in a broad array of cross-fertilizing disciplines and professions that inform sustainability as a nexus of inquiry.

## FACULTY-BASED RESEARCH CENTRES AND INSTITUTES

### Centre for the Advancement of Psychological Science and the Law (CAPSL)

The Centre for the Advancement of Psychological Science and Law (CAPSL), based in the Irving K. Barber School of Arts and Sciences, focuses on issues at the intersection of psychology and the legal system. The goal of CAPSL research is to lead to legal and investigative reforms, advances in clinical practice, and improved training for forensic professionals. Funded by the Canadian Foundation for Innovation and the British Columbia Knowledge Development Fund, CAPSL conducts cutting edge research with important basic scientific and applied implications.



## Centre for Culture and Technology

The Centre for Culture and Technology, led by the Faculty of Creative and Critical Studies, engages multiple forms of art, media, and information technologies as vehicles for the exploration and expression of community, culture, and identity. Its aim is to advance research/creation processes and theoretical discourse in the dynamic field of culture and technology to address rapid changes in technologies themselves as well as their reflection of, and influence on, our cultures and communities. The Centre fosters innovation in computer based multimedia technology and its associated art-making practices by building bridges between technology, community, and culture.

## Centre for Heart, Lung and Vascular Health

The Centre for Heart, Lung and Vascular Health is an interdisciplinary clinical research facility based in the Faculty of Health and Social Development with links to other faculties and schools on campus. The Centre is led by professors in the school of Health and Exercise Sciences and explores the challenges of finding new discoveries to combat chronic disease. The Centre focuses on research on human health and genomics, neuroscience and cognitive systems, and population health and works in collaboration with Interior Health, provincial, national, and international scientists, and other centres focused on heart, lung, and vascular health research.

## Centre for Inclusion and Citizenship

The Centre for Inclusion and Citizenship is a partnership between the UBC School of Social Work, community living organizations, and supporters seeking to further the inclusion and full citizenship of people with intellectual disabilities and their families locally, nationally, and globally. The Centre inspires and informs social change by creating a passion for inclusion; works with community, government, and the private sector to secure justice, equality and well-being of all citizens; and envisions a society that acts to achieve equality for all citizens.

## Centre for the Study for Services to Children and Families

The Centre for the Study for Services to Children and Families, based in the Faculty of Health and Social Development, focuses on identifying effective services for children and families with an emphasis on serving diverse populations. The Centre was established through a five-year infrastructure grant from the Canadian Foundation for Innovation. Funding

for projects is sought from the Canadian Institutes of Health Research, Social Sciences and Humanities Research Council, provincial sources and appropriate foundation funding. The Centre contributes to research for evidence-based practice and participates in training the next generation of researchers through graduate and undergraduate research assistant funding.

### **Centre for Research on Mindful Engagement (CRME)**

The CRME in the Faculty of Education supports inquiry into two key areas of interest from pre-school to graduate school, across the disciplines and in less formal places. These are teaching approaches that support mindfulness and those addressing better engaging learners. Researchers involved with the Centre take a broad view of what mindfulness means

but are guided by the notion of “habits of mind” or the “dispositions” of good thinkers (i.e. open-, fair- or full mindedness among many others). These habits are important educational goals. Approaches that support the development of such habits are central to the focus of CRME researchers’ inquiry.

### **Centre for Indigenous Media Arts (CIMA)**

The CIMA in the Faculty of Creative and Critical Studies works with artists and communities to foster the contemporary artistic practice of Indigenous media artists. The CIMA focuses on research/creation of scholarly projects at the confluence of contemporary art and indigenous culture exploring new forms of media and technology in contemporary indigenous art production.





## 4.4.4 RESEARCH NEWS

The university's media relations office handled 390 newsroom inquiries or story requests relating to research and issued 207 media releases in 2012, this resulted in 1,169 news or feature stories appearing in print and online publications with an estimated total readership of 73.7 million.

Appendix 4.4.4 A includes a selection of media coverage from 2012-2013. Among the stories featured in this section are those which drew national and international press coverage, including:

**PROFESSOR SANJOY GHOSH's** ground-breaking research questioning the value of fish oil based supplements as a way to combat cardiac and inflammatory disease. Professor Ghosh's findings indicate that when combined with a diet rich in vegetable oil, fish oil supplements interfere with the ability of tissues in the gastrointestinal system to repair themselves. The change in North American diets to replace saturated fat with unsaturated fats has dramatically increased their consumption of omega-6 polyunsaturated fatty acids and altered the balance of omega-3 and omega-6 fatty acids.

Professor Ghosh's research challenges previous research that found consuming large amounts of omega-3 fatty acids creates a protective effect against cardiac and inflammatory disease.

**PROFESSOR PHILIP AINSLIE's** research mission to Everest Base Camp to examine the effects of low oxygen levels on the body. Ainslie's research team included researchers from Duke University, University of Oregon, University of Sydney, Mount Royal University (Calgary), University of Cardiff, Okanagan College, University of Otago (New Zealand) and University of the Netherlands. They are examining how human subjects respond to low levels of oxygen by observing blood flow, lung, and brain function.

Since many health problems such as respiratory failure, sleep apnea, heart attacks and stroke also decrease the amount of oxygen reaching the brain and other organs, researchers hope their findings will improve our understanding of how the body adapts to low oxygen.

**PROFESSOR SHAHRIA ALAM's** research on the structural integrity of bridges and seismic safety. Professor Alam's research will assess the seismic vulnerability of existing highway bridges in British Columbia—something he says is crucial. B.C. has been fortunate to have escaped serious infrastructure damage thus far.

Professor Alam's study will allow for the development of bridge retrofit and post-earthquake emergency responses, ultimately better preparing B.C. for a large-magnitude earthquake.

### APPENDIX 4.4.4: RESEARCH NEWS

[dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

A Selection of Media Coverage

## 4.4.5 RESEARCH SERVICES AND FACILITATION

### The Office of Research Services

#### THE OFFICE OF RESEARCH SERVICES (ORS)

This office is responsible for: sourcing funding, grant facilitation, collaboration facilitation, policy compliance, ethics, account set-up, grant administration, and research promotion. The operation of ORS is governed by several policies (see appendix 4.4.5). The ORS staff comprises a Manager, Grant Facilitator, Research Facilitator, Awards and Ethics Officer, Awards Officer, Administrative and Special Projects Coordinator, and an Administrative Assistant. ORS strives to enhance and promote research by providing high-quality administrative service -actively developing and managing research support services, facilitating knowledge transfer, and fostering innovation.

ORS, together with the University Industry Liaison Office (UILO):

- Provides information about research or project funding opportunities
- Provides/facilitates workshops on grant writing, ethics, and tri-councils and other funding agencies
- Provides grant facilitation and advice (editing, proofreading, troubleshooting) on preparing research proposals
- Project Grant setup
- Administration of the UBC Okanagan Behavioural Ethics Board (BREB): advice and assistance with ethics applications and the online ethics platform RISE
- Structuring and administering internal grant competitions
- Development and commercialization of University research and technology
- Development of contracts and agreements for industry related research (UILO)

#### RESEARCH FACILITATION: OKANAGAN RESEARCH CAPACITY ADVANCEMENT (ORCA)

ORCA operates within ORS and serves as the primary resource for researchers and contact for enquiries relating to UBC policies and procedures, sponsor guidelines and deadlines, and all pre-award activities. ORCA provides the following services:

**RESEARCH FACILITATION:** Sourcing Funding; facilitating interdisciplinary/multidisciplinary collaborations among researchers; facilitating Peer Review, connecting researchers across disciplines, departments, or the UBC community to provide application review; and managing application processes for major institutional funding programs and major collaborative partnerships.

**GRANT FACILITATION:** Reviewing, proofreading, editing, and providing assistance and mentorship in regards to grant writing; ensuring proposals comply with internal and external regulations and/or policies; providing institutional signature.

Advising on the appropriate administration of research funding (eligible/ineligible expenditures); providing information on the research ethics approval process, and other certifications.

**EDUCATION:** Organizing and promoting research education opportunities both in-house or presented by guests and funding agencies, including workshops and labs; presentations/panel discussions; information sessions; Tri-Council Application Program; Proto-Star.

**EVENTS:** Hosts a variety of events including: new faculty orientation; research presentations; and Celebrate Research Week events.

**OUTREACH:** Communicates customized funding opportunities (and alerts); identifies potential collaborators, networks, and institutes; fellowship programs; and capacity building strategies; manages faculty profile listings to facilitate collaborations; shares best practices; maintains a library of resources including successful grant applications.

#### APPENDIX 4.4.5: RESEARCH SERVICES AND FACILITATION

[ors.ok.ubc.ca](http://ors.ok.ubc.ca)

- A. Office of Research services policies
- B. Pre and Post Award Processes

## 4.4.6 RESEARCH COMMITTEES AND BOARDS

### INTERNAL RESEARCH GRANTS COMMITTEE

The Internal Research Grants (IRG) program provides seed funding grants to assist faculty and students seeking opportunities to develop their research. This funding is expected to lead to applications for external funding, or to be used for attending conferences, producing manuscripts, journals, or productions from research findings.

### RESEARCH ETHICS BOARDS

UBC Okanagan is committed to ensuring that research is conducted in accordance with the highest ethical standards to protect human research participants. Policy #89 mandates that all research involving human participants that is conducted under the auspices of the University must be approved by and overseen by a sanctioned Research Ethics Board (REB), which ensures that research is designed and conducted to protect the rights, welfare, and privacy of research participants.

REBs are independent committees established by the University and in partnership with affiliated hospitals and research institutes. REBs meet all requisite criteria for an authorized research ethics board, pursuant to the Tri-Council Policy Statement (TCPS), the International Conference on Harmonization Good Clinical Practice Guidelines (ICH-GCP) and the requirements of the US Department of Health and Human Services, as set out in the Federal Policy for the Protection of Human Subjects. There are six UBC system affiliated REBs:

- UBC Behavioural REB
- UBC Clinical REB
- UBC Okanagan BREB
- UBC-BC Cancer Agency REB
- UBC Children's and Women's REB
- UBC-Providence Health Care REB

The UBC Okanagan Behavioural Research Ethics Board (BREB), formed in February 2009, reviews UBC Okanagan researchers' applications for human behavioural ethics. The UBC Okanagan BREB is governed by the Standard Operating Procedures of the UBC BREB (contained in Appendix 4.4.6. A). In 2010, the UBC Okanagan BREB and the Interior Health Authority (IHA) REB implemented a joint review process to facilitate the review process for studies that involve UBC's Okanagan campus and IHA researchers. The joint review process is governed by a Memorandum of Agreement (Appendix 4.4.6.B) and a set of

Operating Procedures (Appendix 4.4.6.C). Through the process the IHA accepts UBC/Health Authority Research Applications processed through RISE as equivalent to research applications processed through the Health Authority's own application process.

### RISe

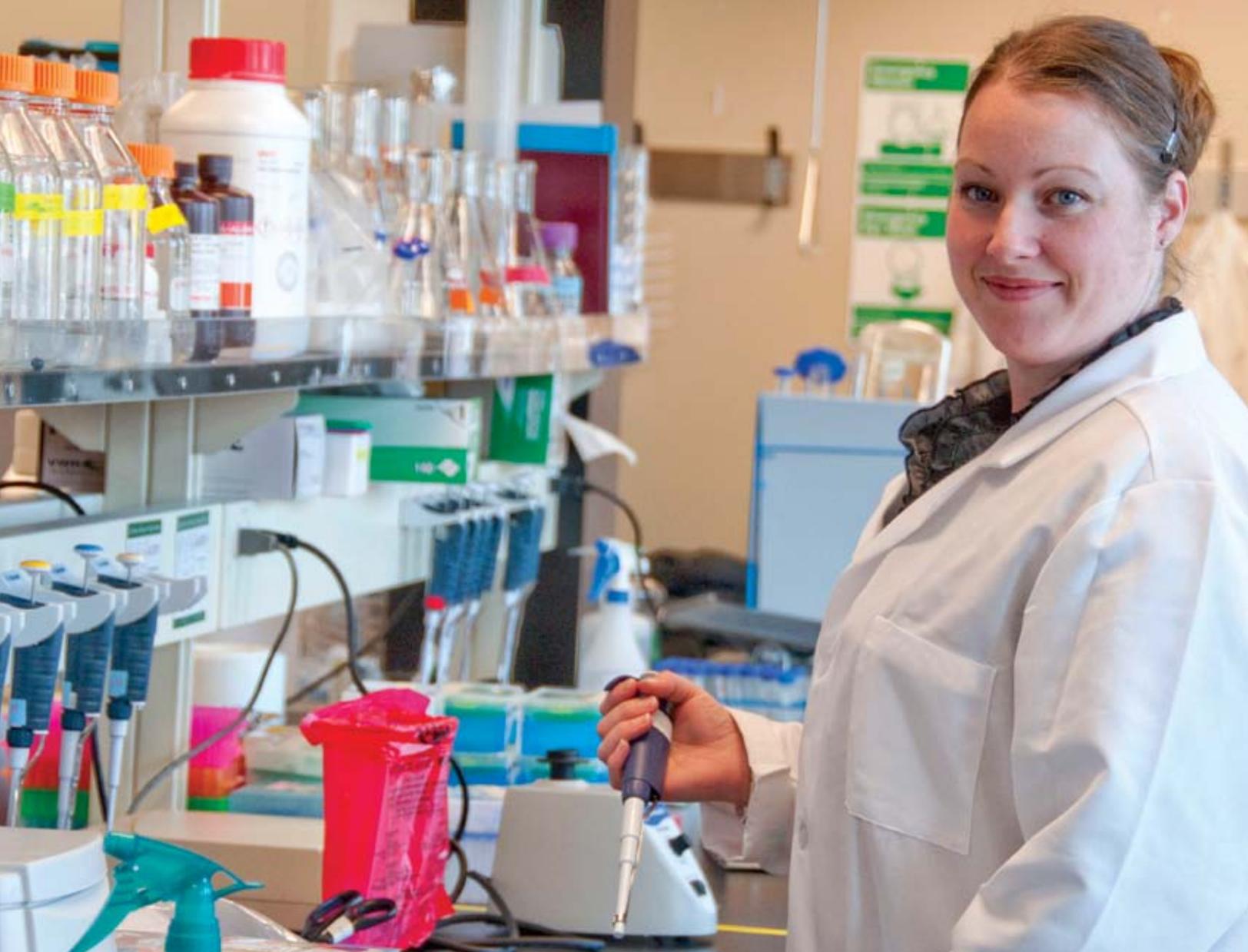
Researcher Information Services (RISe) is a secure, online research enterprise and document management system used by all UBC-affiliated REBs. All submissions and department approvals of ethics applications to any of the UBC-affiliated REBs use RISE. All amendments, renewals, completions, and requests for acknowledgment to previously approved applications must also use RISE. The use of the RISE system allows for integration between the research account side and the ethics side; providing for a means of controlling the release of funding until the appropriate ethics approval is received.

If a UBC Okanagan researcher requires animal care or biohazard approval, they apply through the RISE system and the studies are reviewed by the Animal Care Committee or the Biosafety Committee located at the Vancouver campus. Clinical Studies are also reviewed in Vancouver by the Clinical Research Ethics Board (CREB). While reviewed at the Vancouver campus, the use of the RISE system allows for a seamless integration of the ethics approval with the UBC Okanagan research account process.

### RESEARCH ADVISORY COUNCIL (RAC)

The Research Advisory Council (RAC) meets monthly and is chaired by the Vice-Provost, Research.

The RAC is a forum for the discussion of research news, plans, and strategy, but it is also a decision making body. In this capacity, the RAC serves as the vetting board for internal Letters of Intent including but not limited to Western Economic Diversification (WD), the Canada Foundation for Innovation (CFI), Natural Science and Engineering Research Council (NSERC) Collaborative Health Research Projects (CHRP), and/or any other situation where researchers require endorsement by the institution before they may submit an application for funding to a particular agency. Additionally, the RAC serves as both the NSERC and Social Science and Humanities Research Council (SSHRC) General Revenue Fund (GRF) "committees" for the Okanagan campus.



## GENERAL REVENUE FUND (GRF) COMMITTEE

The GRF committee is responsible for approving applications to the NSERC and SSHRC General Research Funds (GRF) accounts to ensure compliance with the Agencies' financial administration guide and UBC's related policies, in order to extend internal end dates on SSHRC and NSERC grants pending closure. This same committee is also responsible for approving applications for seed funds from the GRF Master Accounts. Use of GRF funds authorised by the agencies includes bridge funding to professors between applications, and additional funds to professors in support of research and other similar activities. GRF funds must be used in a timely manner, generally one year of their being awarded.

## APPENDIX 4.4.6: RESEARCH COMMITTEES AND BOARDS

[ors.ok.ubc.ca](http://ors.ok.ubc.ca)

- A. BREB Standard Operating Procedures
- B. Memorandum of Agreement UBCO BREB and Interior Health REB
- C. UBCO BREB and Interior Health REB Operating Guide
- D. Research Ethics Board Policies
- E. Research Advisory Council Membership
- F. General Revenue Fund Committee Policies
- G. Internal Research Grants Membership
- H. Internal Research Grants Program Terms
- I. Internal Research Grants Committee: Terms of Reference

## 4.4.7 RESEARCH POLICIES

UBCs research policies are designed to address the use of facilities, budget preparations, legal authority, use of ethical review committees, studies involving human subjects, animals and biological hazards, application signing, award administration, publication, patents and licensing, travel and entertainment, and conflict of interest. Research policies apply to UBC researchers at all campuses and locations. The Office of Research Services ensures that all researchers adhere to these policies.

UBC research policies are established by the UBC Board of Governors and presented in Section 4-4, Human Resources Policies (Appendices C-Q).

### CONFLICT OF INTEREST

All principal investigators and co-investigators are required to file a COI/COC declaration within 30 days of joining UBC and at least annually thereafter, or whenever there is a significant change to appointment or circumstances. The Conflict of Interest/Conflict of Commitment declaration discloses the nature of, and time spent on, any competing activities outside UBC. A current COI/COC declaration is required by Federal Tri-Council agencies (NSERC, CIHR and SSHRC) and is one of many ways in which UBC maintains its high ethical standards. COI Declarations are completed in RISE.

### TRI-AGENCY FRAMEWORK: RESPONSIBLE CONDUCT OF RESEARCH

The framework describes Agency policies and requirements related to applying for and managing Agency funds, performing research, and disseminating results, and the processes that institutions and agencies follow in the event of an allegation of a breach of an Agency policy.

[www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/)

[www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/#11](http://www.rcr.ethics.gc.ca/eng/policy-politique/framework-cadre/#11)



# 5. STUDENTS





## 5.1 STUDENT ENROLMENT

2012 marked a significant moment in the history of UBC's Okanagan campus, as the institution shifted away from a model of rapid enrolment growth to one of managing enrolment levels. This includes pursuing an optimal distribution of enrolments across academic programs and managing international student enrolments.

British Columbia government funding is allocated for a defined number of full-time equivalent (FTE) domestic students. FTE is calculated per student and based on the number of credits taken. For UBC's Okanagan campus, the allocation since 2010 is based on 6,923 FTE students. The campus met its government-funded target for the first time in 2011/12, when 6,616 FTE were delivered, a utilization rate of about 96%. Continuing this trend, utilization for 2012/13 was expected to be 100% of the ministry target.

The campus actively seeks to increase Aboriginal student enrolment and graduation, improve retention rates in all programs, and increase international student enrolment. Enrolling students from diverse backgrounds enriches the learning environment for all students.

## TUITION

Tuition rates for domestic students are defined by government policy; current rates are \$159.81 per credit. International students pay the full cost of their education, currently \$776.67 per credit. International student tuition is set at cost recovery levels and growth in international enrolment is thus not constrained by government funding allocations.

## ADMISSIONS

The admission process involves a series of filters. At each stage the number of applicants moving forward decreases. These steps are commonly referred to as the "enrolment funnel" and within the process "conversion rates" (the percentage of registrations out of total admissions) are carefully monitored. Conversion rates at UBC's Okanagan campus are at or just below 60%.

In 2012, even though applications dropped slightly from 2011, the quality of applicants was high and the number of offers of admission remained almost the same. The reduction in total application numbers did not affect the number of admissible students. The slight reduction in number of offers made is a reflection of managing enrolment of new students as enrolment numbers

approach the limits of funding for domestic students. The final registrations realized from these applications allowed overall enrolment to be managed to target.

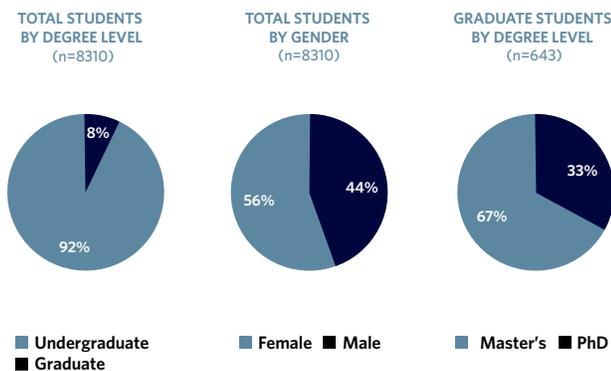
The drop in applications in 2012 was attributed to the introduction of personal profile questions being implemented for Vancouver-based programs, which form part of the same student application. A further slight drop in admissions is anticipated in 2013 as personal profile questions are implemented on the Okanagan campus.

## ENROLMENT

UBC's Okanagan campus expects to reach 100% utilization in 2012/13. The number of graduate students has increased since the campus was established to over 500 FTE in 2012.

Graduate FTE is calculated differently from undergraduate FTE. One graduate FTE reflects full-time enrolment over the whole academic year, and not just the winter semester as with undergraduate FTE.

### ENROLMENT HEADCOUNT 2012 WINTER TERM



## INTERNATIONAL AND REGIONAL DIVERSITY

International enrolment continues to grow at the Okanagan campus. Recruitment efforts for international students focus primarily on undergraduate direct entry programs. These efforts have been very successful at the Okanagan campus, showing a 23% increase in the international FTE count over last year.

When all international students are taken into account, including those who do not pay international fees (exchange students, dependents of diplomats), there were 551 undergraduate international students registered at the Okanagan campus in the 2012 winter session, and an additional 147 international graduate students, which represents about 8% of total student enrolment, an increase of 17% over the previous year. Students from China represent the largest percentage



of the international student body followed by students from Bangladesh, Iran, South Korea, and the USA.

Since 2005, Aboriginal Student Headcount (students who have declared aboriginal status in K-12 or post-secondary) at UBC's Okanagan campus has increased from 197 to 339. We are committed to increasing aboriginal student access and success in all programs.

## NEW STUDENT RETENTION

Overall retention for new, first-year, full-time students starting their programs on the Okanagan campus and enrolling in the following year has improved as compared to the levels of 2005. This is likely due to the improving quality of new students, more robust and wider selection of academic programs, and an improved campus environment. Improving retention is a key objective for the campus and is a focus of Strategic Enrolment Management efforts.

## GRADUATION

The steady growth in degrees conferred corresponds to the enrolment growth experienced in the Okanagan. In 2005 there were two graduation ceremonies in June. In 2013 there were five ceremonies graduating 1,485 students. Furthermore, some students now have degrees conferred in November. Students who graduate in November are invited to attend a ceremony in the following spring. A full analysis of enrolment data from 2008-2012 is provided in Appendix 5.1.

### APPENDIX 5.1: STUDENT ENROLMENT

[dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

A. 2012 Annual Enrolment Report for Okanagan Campus

## 5.2 STUDENT AFFAIRS

The Student Affairs portfolio is motivated by a desire for all students to have the same opportunities and the same high-quality educational experiences. The priorities are to create programs and student opportunities that improve student success, facilitate program connections between students and their academic units, and build institutional affinity. Student Affairs at UBC's Okanagan campus depends on a strong body of literature and evidence based practise to guide their work. In addition, the professional staff in the area has developed a culture of assessment and are vested in providing evidence that the service they provide meets both the needs of the students and the goals of the institution.

### THE STUDENT AFFAIRS PORTFOLIO INCLUDES:

- Enrolment Services
- Student Recruitment and Advising
- International Student Initiative
- Student Development and Advising
- Aboriginal Student Programs and Services
- Health and Wellness
- Student Housing and Hospitality Services
- Athletics and Recreation

### ENROLMENT SERVICES

#### UNDERGRADUATE ADMISSIONS MANAGEMENT:

While almost all undergraduate admissions are processed on the Vancouver campus, two positions are based at the Okanagan campus to provide local management, consultation, and liaison services for Faculties and applicants on the Okanagan campus. The managers advise applicants on the admission process; facilitate admissions appeals; and guide Faculties on admission policies for their undergraduate programs. Additionally, Enrolment Services conducts full application processing for special programs, including Aboriginal Access, the English Foundation Program, and Engineering Bridges.

#### STUDENT SERVICES AND FINANCIAL SUPPORT:

This unit combines front-line, student facing services with financial aid and awards processes and services. Local staff operate university funded financial support programs, such as bursaries and awards, as well as government student loan processes. Front-line services are provided by the same group in-person, by telephone, or electronically. These services range from accepting tuition payment and student card production to advising on student finances.

#### CLASS AND EXAMINATION SCHEDULING:

The master academic class schedule and related examination schedules are produced with an emphasis on equitable access to space that supports student demand for courses, in combination with efficient use of classroom space.

**STUDENT RECORDS AND REGISTRATION:** This unit provides support for the on-line registration process, final grade entry, student progression, academic standing, verification of program completion, the degree audit system, and processing and recording of transfer credit, and general support of the student information system.

**SENATE SECRETARIAT:** This system-wide unit supports both the Okanagan and Vancouver Senates and the Council of Senates. Two positions based in Kelowna support the Senate and its eight committees by organizing the meetings, providing research and analysis to business arising, and developing formal proposals and policies for approval.

### STUDENT RECRUITMENT AND ADVISING

The Student Recruitment and Advising unit serves as the primary contact for prospective domestic students and their parents as well as guidance counselors and International Baccalaureate/Advanced Placement coordinators working in private and public secondary schools. Recruiter-Advisors provide admissions and program advising support for prospective students, assist with registration for first-year students, and coordinate the student ambassadors who lead regularly scheduled tours of campus.

The Student Recruitment and Advising unit connects with domestic high school students and their parents via in-person and online sessions, print materials, email, websites, and a variety of social media channels. The Prospective Student Marketing, Communications and Social Media team (based across both UBC campuses) is responsible for the development of recruitment materials used by both the domestic and international recruitment units.

The primary out-of-province markets for regional recruitment are Calgary, Alberta and Toronto, Ontario, but visits are scheduled in cities from coast to coast. The Recruiters return to over a dozen locations across the country in April and May for the UBC Welcomes You yield activities.

Student Recruitment and Advising is a system-wide entity with staffing reports that cross between the Vancouver and Okanagan campuses. The Central

Canada Regional Manager position is located on the Okanagan campus alongside three Recruiter-Advisors (each assigned to a regional team), one Associate Recruiter-Advisor, one Student Support Representative and one Office Coordinator, who provides administrative support for both campuses.

Student recruitment and advising goals, provided by UBC-based strategic enrolment committees are:

- Progression toward the Ministry-funded target of 6,923 FTE
- Grow annual new student intake of out-of-province domestic students to 30% of total enrolment
- Increase the number of Aboriginal students to 10% of total population by 2015 (this total includes graduate, undergraduate degree, and non-degree studies)

The Recruiter-Advisor team represents all the direct-entry programs available to students on the Vancouver and Okanagan campuses. The programs on UBC's Okanagan campus that the unit provides recruitment and advising support for include:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Fine Arts
- Bachelor of Management
- Bachelor of Applied Science
- Bachelor of Human Kinetics
- Bachelor of Science in Nursing
- Bachelor of Education

Discussions are underway to expand this support to include the course-based graduate programs of Master of Management and Master of Social Work.

## INTERNATIONAL STUDENT INITIATIVE (ISI)

ISI is responsible for the recruitment of full fee paying undergraduate international students and operates as a single unit across the Vancouver and Okanagan campuses. The Manager of International Recruitment leads the ISI team members on the Okanagan campus. There are two regional direct recruitment teams: Asia and Europe (AE) and Americas and Middle East and Africa (AMEA). ISI also consists of a Marketing, Communications and Social Media Team, a Client Services Team, and an Awards and On-campus Recruitment Team.

ISI's key services are: the recruitment of direct entry international students to UBC and conditional admission international students to UBC Okanagan's

English Foundation Program (EFP) and UBC Vancouver's English Language Institute program. ISI recruitment staff travel regionally, nationally, and internationally to engage with students, parents, and counsellors via independent school visits, education fairs and exhibitions, applicant information events, and counsellor forums and conferences. Last year, ISI attended over 1,200 schools and events in 235 cities across 71 countries worldwide. ISI staff also serves prospective international students with inquiries via phone, email, and in-person appointments.

ISI has recently established pathway agreements with three reputable language schools: ELS, Global Village, and Eurocentres to lead qualified international students to the EFP and on to undergraduate studies. ISI is also in discussion with the Community Colleges Districts in the United States to form pathways for students who complete Associate Degrees and wish to transfer for degree completion at the UBC Okanagan.

In 2012 ISI launched the Summer Scholars Program (SSP), a 2-week academic program offered to junior international students during their high school summer break. SSP was introduced as a recruitment strategy. Early indications from the 2012 post-program surveys are that the program has encouraged students to strongly consider UBC Okanagan as a post-secondary option.

On campus, ISI staff conduct online recruitment activities; provide international counsellor and campus tours; host visiting delegations; host pre-conference events and full conferences and counsellor information days (local); and conduct phone and email yield campaigns.

A key ISI strength is in its growing knowledge base of markets around the world. Trip planning, logistics, communications, shipping, travel reports, and statistics are managed through internal databases to ensure that knowledge and data are successive. ISI staff members have a reputation as leaders in their field and contribute to the sector by delivering conference sessions, workshops, and seminars.

As part of its strategy to attract outstanding students and compete with other world leading universities, ISI has established a significant awards program, International Scholars, which includes merit and need-based awards including: International Leader of Tomorrow Award; Donald A. Wehrung International Student Award; International Major Entrance Scholarship; and Outstanding International Student (OIS).

## STUDENT DEVELOPMENT AND ADVISING

Student Development and Advising includes a number of units focused on orientation to the university, student engagement, student academic success, and student leadership. Details for each of the units within this portfolio are included below.

**THE CAMPUS LIFE OFFICE:** The Campus Life Office sponsors a number of programs designed to improve students' experience on campus, such as food exchange, the safe walk program, the bicycle rental program, diversity theme weeks, campus life clubs, and numerous events that are inspired by individual students or by student groups with a particular interest. In addition, the Campus Life Office plays a major role in new student orientation. Each September the Office welcomes approximately 2,200 students to the first day of classes in an orchestrated orientation program helping to familiarize each student with the campus and to build relationships amongst new students. The Office plans a week of events that focus on engaging students in healthy, positive activities and connecting students in social settings. This Office also addresses transition issues for first year students, helps engage commuter students, and provides a number of enriched experiences for all students. For example, the kick-start program, a pre-orientation program for domestic students starting prior to the regular semester, provides new students a chance to move-in early and get oriented to the campus and to the region before classes start. This program has been running for three years and has space for 60 students each year. The statistical analysis of participation in this program suggests that students who participate in the kick-start program are more likely to persist into second year studies.

The Campus Life Office also supports a peer-mentor program. Every first year student is matched up with a senior peer in the same discipline who is available to answer questions and offer support. The correspondence begins in July, with the goal of helping the student feel connected to campus. The mentor shares information about services and supports on-campus to assist the first year student with any challenges. The short term goals of the program are to assist with the social integration of students and to improve the academic success of first year students. The long term goal of the program is to improve first year retention by connecting students with services on campus that can help with their academic success. The preliminary findings indicate that first year students who engage with peer mentors are more likely to persist than first year students who do not access this service.

The collegia program is an innovative program designed to meet the basic needs of commuter students and to replicate the campus life experience of residence students. The collegia are social spaces where students can eat, rest, study, and socialize. The spaces are staffed with students who act as hosts of the space and who are tasked to build community with their constituent group. There are four collegia on campus for specific groups: junior students (first and second year), senior students (third and fourth year students), international students, and graduate and non traditional students. The collegia spaces are open from 7:30 a.m.-7:30 p.m. with peak hours between 11 a.m. and 3 p.m. and the greatest number of students using the space Tuesday-Thursday. The spaces are well used with: 9,099 Junior, 8,207 Senior, 2,723 Graduate and 8,928 International student visits annually.



The Campus Life Office operates a student leadership program designed to provide students with additional or enhanced employability skills, such as: communication, ethical decision making, professionalism, presentation skills, and email etiquette. Each year approximately 100 students participate in the program which culminates in a student organized leadership conference. This year the Okanagan student leadership team organized the national conference hosting 250 student leaders from across the country.

**COMMUNITY SERVICE LEARNING (CSL):** *Place and Promise: The UBC Plan* identifies community service learning as a key action item to meet the commitment of community engagement. CSL has partnered with nine academic faculty members to provide service learning components in academic course work, with an aim to develop responsible, engaged citizens and impact critical social issues in the local community. In addition, the staff in CSL hosts co-curricular programs



where students can participate in service learning outside of their academic courses. Some examples of the programs that CSL supports are: computer literacy training, reading week days of caring, and dealing with issues of poverty and homelessness. This year 524 students will participate in CSL both in their academic courses and as volunteers with one of the many co-curricular projects.

**ACADEMIC ADVISING AND CAREER ADVISING:**

The Okanagan campus operates a centralized advising unit which serves the whole population of students across disciplines and across all years. All advisors are required to intimately know all eight degree paths and the requirements for 55 majors and a large number of minors. On average the advisors see 750 students per month with the compliment of these students as follows: BA (44%), BSc (31%), Human Kinetics (10%), Management (6%) and BASC, BFA and Nursing (9%). The demand for specific services fluctuates with the demands of the semester; for instance, in September advisors see more first and second year students predominately for course selection, checking program requirements, and checking dates and deadlines. In January, advisors see senior students predominately for graduation checks. In 2012 faculty-specific advisors were added to advising team. This means that in addition to advising for all programs and years each advisor is developing expertise in a particular faculty

and is providing advice back to the faculty regarding the students' progression through that particular degree.

**CAREER CENTRE:** Career Services is instrumental in assisting students understand how their educational path can attach them to the labour market. It does this through several programs and services such as: resume writing workshops, interview preparation sessions, career cafes, and hosting an on-line job board. Staff in career services also provide career assessments for students who are unsure about selecting their majors. A large component of the career center role is the administration of the on-campus employment program. This year 487 students are employed on campus in jobs that range from research to service. The focus of the on-campus work program is to provide meaningful opportunities for students to gain valuable work experience while also maintaining their studies.

**SUPPLEMENTAL LEARNING GROUPS:** The Okanagan campus has become a Canadian leader in Supplemental Learning (SL), a program that is very popular in the United States but has been slow to grow in Canadian institutions. The premise of SL is to place an organized and intentional study group in courses with historically high D, F, and W profiles. These courses are considered 'gateway' courses and can prevent students from progressing through their degree in a timely way. The sessions are coordinated by a senior student who has performed well in the discipline

and has a relationship with the faculty member teaching the course. The concept behind the program is not to re-teach the material but rather for the student facilitator to engage the students in a process where they can find the answers themselves.

The program started in seven courses and has now expanded to 25 different courses across a multitude of disciplines. After four years of running the SL program, statistics show that if a student attends SL at least five times over the term they will improve their mark up to one letter grade. The assessment of the program is also showing a correlation between students who attend SL and retention of those students in the following year. Further, students who engage in SL in the first year are performing better in second year. Much of the success of the program rests upon the relationship between the faculty member teaching the class and the senior student facilitating the SL group.

**MATH AND SCIENCE CENTRE; LANGUAGE AND WRITING CENTRE:** These centres offer support for academic basics in math, science, and writing on a peer tutor model, where senior students work directly with first and second year students. The Math and Science Centre is open five days a week and is busiest just before mid-terms and on Friday nights when they host “back to basics” math nights. On average, the centre sees 1,000 students per term with most queries coming for math followed closely by chemistry and then physics. The Writing and Language Centre provided service to 1,281 unique students for a total of 5,725 appointments in the academic year of 2012/13. Just over half (56%) of these appointments are first year students who are requesting assistance with the structure of an essay, which includes assistance with form, grammar, thesis statement, APA format and English as an additional language.

**INTERNATIONAL PROGRAMS AND SERVICES (IPS):** There are currently approximately 700 international students on campus who receive service from 2.5 advisors in the IPS Office. The issues that bring students in to see an advisor are concentrated around their unique needs, including: visas, medical insurance, homesickness, academic issues, finances, and cultural acclimatization. Advisors generally provide one-to-one advising as the needs of the students are specific to the country and to the student. In addition to personal advising the unit takes a lead role in providing education and cultural programming for the campus. IPS engages a large number of students who organize cultural events such as: African Awareness Week, Chinese New Years, and International Student Day.

IPS also coordinates a Jump Start program that is a pre-orientation program for international students. All incoming international students (up to 250 annually) are invited to participate in the Jump Start program. Evidence suggests that students who participate in Jump Start are retained at a higher rate than students that do not participate.

**ENGLISH FOUNDATION PROGRAM (EFP):** EFP is a partnership between the Faculty of Education and Student Services to support students who are conditionally admitted to the institution in the degree of their choice, but have not met the English Language Admission Standard (ELAS). The Education faculty teaches an intensive language training program and students are permitted to study up to two additional academic courses in their degree path. Student Services staff provide tutorial supports to the English language course and advising to each of the students enrolled. EFP is a new program that began in 2012/2013 with 19 students participating. All but one of them will continue their studies in the fall as a fully-admitted UBC student who successfully satisfied the ELAS requirement with the intensive language. Collectively these students performed better than the average in all their additional academic courses and in some cases are performing at the top of their class in their courses. It is anticipated that this program will expand and will host up to 300 students annually by 2016.

**GO GLOBAL AND STUDY ABROAD PROGRAM:** The Go Global program develops and facilitates international learning opportunities through academic exchange and group study programs. These programs offer students transformational, experiential learning opportunities that promote global awareness, meaningful engagement, and cross-cultural understanding. UBC’s Vancouver and Okanagan campus share connections with over 150 partner institutions world-wide, in addition to some campus-specific programs. Students at the Okanagan campus participate in international study abroad or exchange at a rate of about 12% annually. This means that 200 students are going overseas either on an exchange or with an international study group program each year. Over the course of a four year period 30% of the graduating students from the Okanagan campus will have enriched their education experience with an international experience. In 2013/2014 there are four group study programs, which are faculty-led condensed courses in an international setting, organized with six faculty members investing in this type of deep learning experience.



## ABORIGINAL PROGRAMS AND SERVICES (APS)

APS provides holistic services and programming for Aboriginal students by providing cultural, academic, social, and physical supports. Two Aboriginal Student Advisors provide academic counselling to students. The advisors also liaise with third-party sponsors in supporting student academic goals. Peer tutors are also hired by the department to provide tutoring in English, Math, and Biology. For the 2012 Winter session there were 315 Aboriginal students (3.74% of the student population) enrolled at the Okanagan campus. Aboriginal cultural support is provided both on and off campus. Providing a sense of belonging for Aboriginal students on campus is important to their post-secondary success. By honouring cultural protocol, Aboriginal students feel safe, supported and more importantly, connected to their new surroundings. The Aboriginal Centre hosts Elders and community members to lead circles, hold smudges, and provide cultural presentations. Respect is shown to Elders and singers with invitations to speak at events on campus. Students are invited to share a weekly meal together in honour of the cultural importance of sharing food. Other cultural activities include trips to the Okanagan Nation Salmon Feast and the Lake Country Native Association's Annual Traditional Pow Wow. UBC Okanagan APS also receives guidance and support from the surrounding Aboriginal community by way of the Aboriginal Council. This council is comprised of representatives from Okanagan and Shuswap Nation bands as well as urban Aboriginal delegates from Friendship Centres and Metis organizations.

**THE ABORIGINAL PEER SUPPORT NETWORK (PSN):** The PSN provides social and personal support for their

fellow students. The PSN is made up of work study students filling the roles of mentors. The mandate of the PSN staff is to serve Aboriginal students in a culturally sensitive manner. All of the programming and services throughout the year have a social component. To start off the academic year, new students are provided with an introduction to staff, campus, and fellow peers at the Aboriginal Orientation.

**ABORIGINAL ACCESS STUDIES:** The Aboriginal Access Studies Program provides Aboriginal students who would not ordinarily meet UBC admission requirements with access to university study. These students do a qualifying year by enrolling in a maximum of nine credits per term. Upon the completion of 18 credits with a minimum of 60% in each course, students will be admitted to direct-entry degree programs. The program is also offered in partnership with the En'owkin Centre, an Indigenous Higher Learning Institute located in the Penticton Indian Band community. First-year university-level Aboriginal perspective courses that have been developed for this program include: Education 104, English 114, Math 126, and Biology 104. This program started in the 2007 Winter session and 213 students have been through this program from the 2007 winter session to the 2012 Winter session.

**ABORIGINAL CENTRE:** The Aboriginal Centre provides a "home away from home" for students. The Centre is approximately 1,720 sq. ft. and includes the office space, a meeting room, a student computer lab, a gathering space, and a full kitchen. The majority of the space is open concept and is designed for multi-use purposes, from study space to social gatherings. The Centre is also equipped with the ventilation needed for smudging and ceremonial purposes.

## HEALTH AND WELLNESS

The Campus Health Clinic is a drop-in medical clinic with doctors and nurses providing outpatient services for students. This service includes psychiatric consulting services and works closely with sports physicians, physiotherapists, Options for Sexual Health, nutritionists, and other campus partners to address a wide range of health needs that are typical of a student population. During the winter terms there are approximately 460 student visits per month to the Campus Health Clinic. Most students are seen for physical health reasons; however, students also seek help for mental health, addictions, sexual health, and communicable diseases. Nurses provide crisis response and outreach to students in residence as needed, as well

as are able to provide extra support to those students who are not familiar with Canadian health care.

Counselling Services provides short-term mental health counselling, outreach, and crisis response services for students, as well as assists Human Resources to provide assistance for Staff and Faculty in crisis. During the winter term, approximately 380 students visit counselling services. Counsellors provide approximately 175 separate counselling visits per month during the winter term. Anxiety or stress, depression, and relationship issues are the predominant reasons that students seek help from counsellors. Counselling staff work closely with the Campus Health Clinic team to provide a comprehensive service to the student. As well, counsellors work with the Campus Health Promotion and Education (CPHE) team to offer educational and preventative activities on campus.

CHPE focuses on providing health promotion and educational services to the campus community. Activities include both smaller group activities (up to 40 students at one time providing such things as sexual health teaching to resident students, education around marijuana use, alcohol action network meetings) and larger group activities (up to 1,500 students per event) for the larger campus community activities (such as residence blitz encouraging students to party responsibly, campus-wide smoking prevention, healthy nutrition fairs, etc.). CHPE holds approximately four to five events per month for the student body during the winter term. The CHPE collaborates with both the Campus Health and Counselling teams to identify current health trends and provides a coordinated response to address health needs on campus. The CHPE team also provide some research activities with a focus on preventative health in university students.

The Disability Resource Centre (DRC) provides disability-related services and accommodations to students with disabilities. There are currently 150 students registered with the DRC who are receiving academic accommodations across all faculties. The DRC also actively raises awareness on campus regarding systemic barriers for students and works with an advisory board to plan and execute awareness programs.



## STUDENT HOUSING AND HOSPITALITY SERVICES

**STUDENT HOUSING:** This department is part of a system-department that serves both UBC campuses. It includes the maintenance of the physical structures, the administration of admission, occupancy and payment process, as well as the residence life social and educational programming.

There has been an intensive build out in the residence infrastructure at the Okanagan campus over the past 7 years, growing from 320 residence beds in 2 buildings in 2005 to nearly 1,700 beds in 18 buildings in 2012. Plans are in place to add an additional 250 beds by 2016, which will increase the total percentage of students living on campus to 25%. Construction has been financed at 100% and subsidized by the system permitting student rental rates to remain affordable. The room inventory of Student Housing includes a mix of modern traditional residence rooms, quad style suite accommodation, studio units and one bedroom apartments. First year students are guaranteed accommodation on campus and returning students enter a random selection process to secure space.

**CONFERENCES AND ACCOMMODATION:** The demand for student housing is for the eight-month academic calendar. With mortgages that encompass 12 months of the year, it is necessary to find alternate revenue sources during the summer months. Conferences and Accommodations actively markets affordable short-term hotel style accommodation to both individual and group travellers. Considerable success has been found in serving the youth, sport, and religious group markets who often also use the classroom space, recreation space, and food service space on campus. Continued growth is also being experienced in serving academic conferences brought to campus by faculty members. In actuality, the campus becomes the largest hotel in the city during the summer months.

**CENTRAL BOOKING OFFICE (CBO):** Connected to Conferences and Accommodations, the CBO manages the booking of ad hoc meeting space campus-wide. The majority of users at this time are internal faculty or staff booking meeting space for institutional purposes. External clients with complex meeting requirements are supported through the Conferences and Accommodations team.

**FOOD SERVICES:** Food Services on campus are contracted to Aramark Food Services. The current contract is due to expire in 2014. Planning is underway to determine the appropriate next steps in the evolution of food service on campus. Current service includes two large scale food service venues supplemented by grab and go locations throughout campus. Four franchise locations also exist and include: Tim Horton's, Starbucks, and Extreme Pita and Booster Juice. A new non-franchised outlet is under construction in the Engineering, Management, and Education building to open August 2013. Of the nearly 1,700 students living on campus, almost 1,100 participate in a meal plan for their food service needs.

## ATHLETICS AND RECREATION

Athletics and Recreation is comprised of 13 full-time, two half-time, and six part-time employees as well as numerous volunteers and a large contingent of student staff. This portfolio is responsible for the provision of recreational and fitness services, as well as the campus' varsity athletics program. Recreational services include intramurals, special events, group fitness, individual fitness, and drop-in programming and are accessible to students, faculty, and staff.

Currently, the Okanagan Campus offers men's and women's basketball and volleyball in the Canada West Conference (CWUAA) of the CIS. In addition, the Okanagan campus men's and women's soccer, golf, and cross-country running teams compete in the Pacific Western Athletic Association, a conference of the Canadian Collegiate Athletics Association (CCAA). Starting in the fall of 2014 men's and women's soccer will also move to the CWUAA.

The athletics and recreation capital infrastructure includes the Gymnasium, the Hanger Fitness Centre, Nonis Field, and other outdoor amenities. The Gymnasium facility features indirect lighting, 40 feet (12m) of ceiling clear height, 16,800 sq ft of BioCushion II hardwood flooring, 862 theatre-style bleacher seats and court dimensions that meet or exceed international requirements for basketball and volleyball. It also includes an indoor track, surfaced with Mondo



Advanced composite flooring and an aerobic fitness area on the mezzanine overlooking the floor.

Nonis Field (opened in 2008) is an international-sized (soccer) artificial surface playing field with lines for soccer, Canadian football, lacrosse and field hockey. It also features covered team benches and 300 aluminum bleachers.

The Hangar fitness centre, set to open in spring 2013, consists of 8,800 sq. ft. over two floors. It houses a cardio exercise area and a weights and strength training area on the upper floor; three studio spaces for yoga, combat sports, spin bikes, Pilates, dance, etc. on the lower floor; and will eventually accommodate an interior climbing wall.



## 5.3 STUDENT SURVEYS

A number of annual and biennial surveys are used to collect information from new, current, and former students, which include the New to UBC survey, the National Survey of Student Engagement (NSSE), the Undergraduate Experience Survey, and the Baccalaureate Graduate Survey.

### NEW TO UBC SURVEY

Since 2009, UBC Okanagan has undertaken a survey to measure characteristics of our incoming students, including their expectations prior to their arrival at UBC, called the New to UBC survey (NUBC). The survey was administered at both UBC's Okanagan and Vancouver campuses and was administered to all new students (direct entrants and transfer students). The NUBC Survey, unlike other surveys in which UBC has participated, is unique since it attempts to measure the impact of the first year experience for both direct entrants and transfer students. In addition, the survey provides benchmarks to help assess progress towards strategic objectives, as set out in the University's strategic plan.

Data from the NUBC survey is presented in Appendix 5.3A-D. There is a 60% response rate from direct-entry students and 55% response rate for transfer students responding to the NUBC survey. As a result of student feedback, improvements have been made to the availability of first-year courses, orientation programs, and academic programs and services to better support new students transitioning to UBC. Since 2010, the NUBC survey has asked students whether or not they plan on graduating from UBC's Okanagan campus. The number responding yes to this question has risen since 2010, reflecting an increase in students selecting UBC's Okanagan campus as their first-choice destination campus.

### NATIONAL SURVEY OF STUDENT ENGAGEMENT

UBC has participated in three cycles of the National Survey of Student Engagement (NSSE) administration in 2006, 2008, and 2011. The NSSE was developed in 1999 by the Center for Postsecondary Research at the Indiana University School of Education. First-year and fourth-year students are invited to participate in this survey, which measures undergraduate student

behaviours, attitudes, and perceptions of institutional practices intended to correlate with learning. The NSSE is well-known for providing information on five institutional benchmarks: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.

Comparing three years' worth of data, first-year students have reported higher levels on four of the five benchmarks; student-faculty interaction was reported the same in 2008 as in 2011. Fourth-year students have reported higher levels on two of the benchmarks: active and collaborative learning and enriching educational experiences. Students' responses to level of academic challenge and student-faculty interaction have slightly decreased in 2011 from 2008.

UBC student NSSE responses were also compared against a group of research universities in Ontario. In comparison to first-year students in Ontario, UBC students gave higher ratings on three benchmarks: active and collaborative learning, student-faculty interaction, and supportive campus environment. Fourth-year students rated four of five benchmarks higher than fourth-year students in Ontario schools. Enriching educational experiences was the only benchmark rated slightly lower. Data for the NSSE are presented in Appendix 5.3E-J.

## UNDERGRADUATE EXPERIENCE SURVEY

The Undergraduate Experience Survey (UES) was developed as a collaborative project of faculty and institutional researchers within the University of California system and is based at the Centre for Studies in Higher Education at UC Berkeley. The UES is administered by Berkeley's Office of Student Research, and focused on analyzing and improving the undergraduate experience within major research universities. In 2010, a version of this survey was adapted for use at UBC and administered to all current students. The UES has been administered three times at UBC in 2010, 2012, and 2013.

Since 2005 we have been striving to better understand what drives key student behaviours such as persistence, academic achievement, and personal and social development on campus. One of the key drivers found consistently in student reports from the UES is a sense of belonging at the Okanagan campus. Items were added to the UES to investigate further what was meant by a sense of belonging for students on our campus. Based on student feedback, deliberate programming to develop UBC's Okanagan

campus as a place to belong for all our students has been implemented over the past few years. As a result, student responses to the UES over the past three years have demonstrated a growing sense of pride, belonging, and intention to graduate here. Data from the UES survey are presented in Appendix 5.3K, L.

## COLLEGIATE LEARNING ASSESSMENT

The Collegiate Learning Assessment (CLA) is a standardized performance-based testing initiative in the US. It is a direct measure of student general learning and was developed by a group of academics with the Council for Aid to Education (CAE) as a holistic approach to assessing higher order skills in college learning. The CLA is designed to test for critical thinking, analytic reasoning, problem solving, and written communication skills. This assessment was piloted on the Okanagan campus in Spring 2012 with fourth-year students.

UBC's Okanagan campus performed extremely well in this pilot study. A random sample of 100 fourth-year students across all programs were targeted and 97 students were recruited to participate in the 2.5-half hour standardized online assessment. UBC Okanagan students scored higher than the overall average (Canadian and American schools, combined) across all categories of the assessment. Data from the CLA are presented in Appendix 5.3M.

## BRITISH COLUMBIA BACCALAUREATE GRADUATES SURVEY

The BC Baccalaureate Graduates Survey (BGS) is designed to gather information on graduates' education satisfaction levels, education financing and student debt, as well as further education and employment outcomes. The survey includes baccalaureate graduates from 22 public degree-granting institutions in BC, including research universities, teaching universities, colleges, and institutes. The project has adopted a model of interviewing graduates both two and five years after graduation to: meet the demand for university accountability at the system level in British Columbia; gather timely and relevant data for use in program evaluation and planning processes; and ensure that new, continuing, and prospective students are provided with information they can use to help them make informed decisions about their personal and economic futures. Graduates from UBC's Okanagan campus were first surveyed in 2011.

In 2011, 50% or 315 students participated in the BGS. Of these students, 92% indicated that they were very

satisfied or satisfied with their programs and with the quality of instruction. Of the students who indicated that they were in the labour force, 90% were employed at the time of surveying. Of those, the majority were employed in jobs that were very or somewhat related to their program of study. On another note, a large majority of students (70%) were living in the Southern Interior when surveyed, indicating that UBC Okanagan students tend to stay within the Okanagan region post-graduation. Data from the BGS are presented in Appendix 5.3N.

### APPENDIX 5.3: STUDENT SURVEYS STUDENT SURVEY REPORTS

[dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

#### New to UBC Survey (NUBC)

- A. New to UBC Student Survey, Okanagan Campus | 2009
- B. New to UBC Student Survey, Okanagan Campus | 2010
- C. New to UBC Student Survey, Okanagan Campus | 2011
- D. New to UBC Student Survey, Okanagan Campus | 2012

#### National Survey of Student Engagement (NSSE)

- E. NSSE Summary | 2006, 2008, 2011
- F. NSSE Benchmark Comparison Report | 2006
- G. NSSE Benchmark Comparison Report | 2008
- H. NSSE Multi-Year Means Report | 2006 and 2008
- I. NSSE Benchmark Comparison Report | 2011
- J. NSSE Multi-year Benchmark Report | 2011

#### Undergraduate Experience Survey

- K. Understanding First year Students: The 2011-12 Academic Year, NUBC 2011 combined with Undergraduate Experience Survey UES 2012
- L. Undergraduate Experience Survey | 2010

#### Collegiate Learning Assessment

- M. CLA Institutional Report | 2011-2012

#### Baccalaureate Graduates Survey

- N. BC Baccalaureate Outcomes | 2011 Survey of 2009 Baccalaureate Graduates

## 5.4 STUDENT EVALUATION OF TEACHING

The student evaluation of teaching is an important component of an overall evaluation of teaching strategy. All course sections are evaluated by students each time it is offered. The Centre for Teaching and Learning coordinates the process based on recommendations that were created in consultation with the Teaching Effectiveness Committee, which consists of elected representatives from each of the Faculties on campus. Since fall 2012 UBC Okanagan has used an online system to administer the student surveys. Results of the survey are used by faculty as feedback to inform their teaching practice and are also used in assessment of tenure and promotion and in annual reviews with faculty members.





# 6. FINANCE & BUDGET



## 6.1 FINANCIAL REPORTS AND BUDGETS

As the second major campus of the UBC system, the Okanagan campus budget is separate and firewalled from the Vancouver campus budget. UBC's annual operating budget is reported to the Board of Governors and the government in an integrated report which contains separate budgets for each campus. Student FTE targets and government funding are set for each campus by the Ministry of Advanced Education, Innovation and Technology.

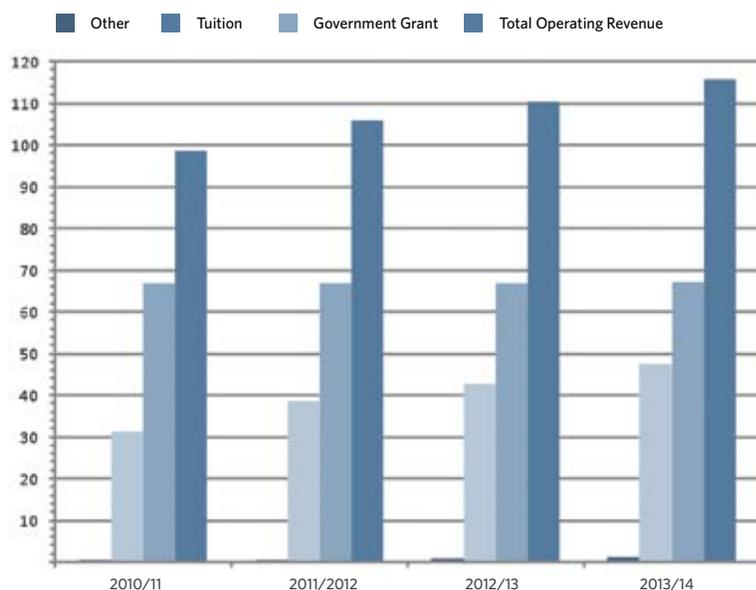
Since the Okanagan campus was established in 2005 more than \$400 million has been invested in new construction, including the addition of five new academic buildings and several student residences, increasing the number of student beds on campus from 328 to 1,676. While the rate of capital development is not expected to continue at this pace, infrastructure

development will continue with top priorities focusing on recreational amenities, student residence, a mixed-use facility, and a Library learning centre. To support these capital projects the campus has an active fundraising campaign, one-time funds in capital contingency, and access to approximately \$35 million in debt through the UBC system.

### OKANAGAN CAMPUS OPERATING BUDGET

The operating budget for the Okanagan campus has grown from \$99 million in 2010/11 to \$116 million in 2013/14. Growth is mainly attributable to increased student enrolment. The government grant as a percentage of the operating budget has decreased from 68% in 2010/11 to 58% in 2013/14, while tuition has increased from 32% in 2010/11 to 41% in 2013/14.

### OPERATING REVENUE BY SOURCE (\$millions)

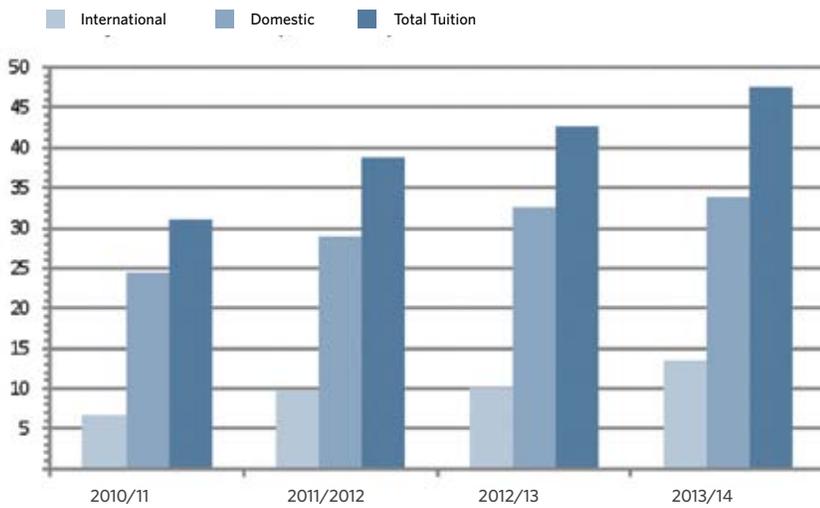


### APPENDIX 6.1 FINANCIAL REPORTS AND BUDGETS [dvc.ok.ubc.ca](http://dvc.ok.ubc.ca)

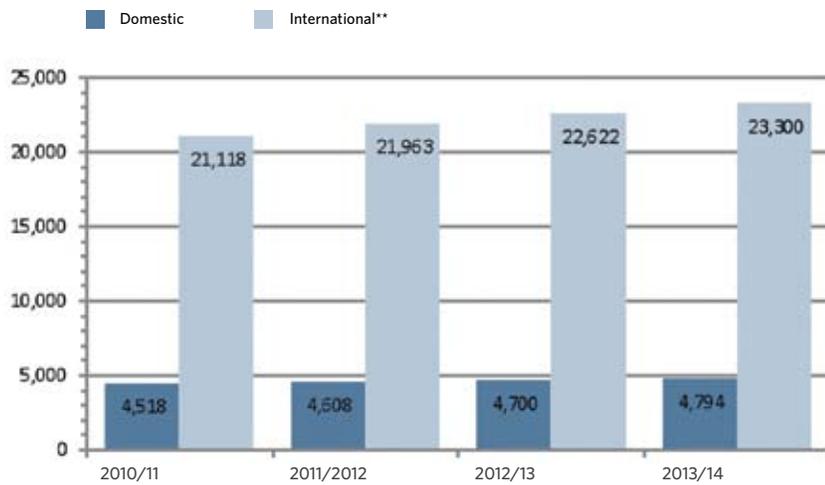
- A. Operating Budget | 2013-14
- B. Operating Budget | 2012-13
- C. Operating Budget | 2011-12
- D. Library Budget | 2013
- E. Consolidated Financial Statements | 2012
- F. Consolidated Financial Statements | 2011
- G. Consolidated Financial Statements | 2010

## TUITION BY STUDENT MIX (\$millions)

In 2013/14 domestic tuition is projected at \$34m (71%) and international tuition at \$14m (29%).



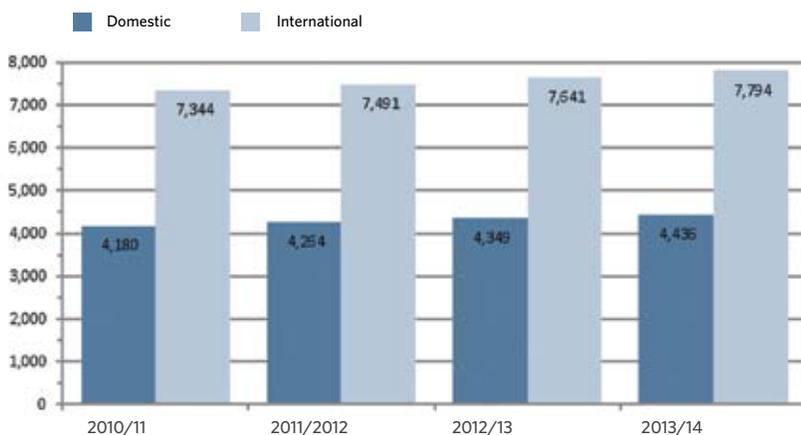
## UNDERGRADUATE TUITION FEES PER STUDENT\* (\$)



\*Tuition fees for full-time domestic and international students in an arts and humanities program at the undergraduate level.

\*\* International tuition fees reflect fees paid by new incoming students. There is a range of fees based on the year of entry; for 2013/14 the range is \$22,135 - 23,300.

## GRADUATE TUITION FEES PER STUDENT\* (\$)



\*Tuition fees for full-time domestic and international students at the graduate level.

# 7. LIBRARY





## 7.1 LIBRARY

The UBC Library system consists of 14 branches, divisions, and affiliated hospital sites, including the branch at UBC's Okanagan campus. UBC Okanagan library services are well used; in 2011/12 the Okanagan library loaned 54,459 books, answered 18,551 reference and information questions, and had close to 5,700 participants in instructional sessions. UBC Okanagan campus Library is a preferred study space for many students and received just under 600,000 in-person visits in 2011/12, the highest gate count of any library in the UBC Library system. This 3,557<sup>m2</sup> space has 520 public seats, representing a combination of individual study, group study, and soft seating options; 121 computer workstations; 9 bookable study rooms, complete with SMART Board technology and/or LCD displays; and 2 bookable classrooms. At UBC's Okanagan campus the Library takes pride in being a proactive campus leader that delivers exceptional service in a vibrant learning space.

In its latest ranking of North American research libraries, the Washington-based Association of Research Libraries (ARL) ranked UBC Library 16 out of 115 ARL universities, and third in Canada. This is the highest ranking in UBC Library history and reflects continued investment in collections and services.

## COLLECTIONS

UBC Library's collection comprises approximately 6.5 million volumes. Over the last three years the collection has grown by an average of 140,000 volumes per year. In 2011/12 total collections expenditures were \$15.2 million. UBC is committed to fixed-percentage annual increases in the Library's collections budget.

Areas of subject specialty for the UBC Library include Woodward Library, the largest biomedical collection in Western Canada; the First Nations House of Learning Library, with unique services and subject descriptors for collections relating to aboriginal peoples; and Asian Library, holding one of the largest Asian collections in North America.

Locally, UBC's Okanagan campus Library boasts an extremely robust, high-use monograph and audiovisual collection of approximately 221,000 items, which has grown by an average of 8,000-8,500 volumes per year. This collection serves all academic faculties and supports UBC Okanagan teaching, learning, and research priorities; librarians work closely with faculty members and graduate students to ensure that collections appropriately reflect current course and research needs.

Areas of specialty in the Okanagan collection include:

- an extensive multidisciplinary film collection, particularly strong in the areas of Latin American Studies and Anthropology;
- ethnobotany, with a focus on British Columbia;
- Latin American history and politics;
- mathematics, with specific focus on optimization and convex analysis;
- Okanagan fiction, poetry and history;
- sustainability;
- water rights and usage;
- wine chemistry; and
- works by First Nations authors, with focus on British Columbia.

For UBC Okanagan students and faculty, access to the entire range of UBC Library's vast collection of print resources is provided efficiently through a document delivery service that sees these materials in users' hands within 3-4 days of their initial request.

Additionally, the Okanagan campus benefits from access to virtually all UBC Library electronic resources. The Library currently provides 24/7 access to 950,000 e-books, over 200,000 electronic journal titles, and 1,460 bibliographic and full-text databases.

The UBC Okanagan Library budget consistently dedicates approximately 40% of its total operating budget to collections expenditures; this commitment represented just under \$1.2 million in 2011/12.

## CHANGES TO LIBRARY SPACE

In 2012, the UBC Okanagan campus Library underwent a \$1.4 million renovation to better meet the diverse needs of an expanded campus community and the general public. This renovation increased student seating by 25%, created a single service point that combines circulation and reference services, and added additional group study rooms and a second quiet reading room. The physical library space is continually re-envisioned in response to users' needs.

Over the last decade, the UBC Library system has seen the growth of electronic access, decreased use of physical collections, and changed expectations about how library space supports the university, for example, by shifting emphasis from housing print collections to providing study spaces. A proposed new modular storage facility, the BC Integrated Research Library, will house sensitive and low-use collections, provide a controlled environment for long term preservation, and free space for other purposes within existing library facilities.

## STAFFING

The UBC Okanagan Campus Library employs 31 full-time equivalent staff members. UBC librarians are faculty members and are represented by the UBC Faculty Association. At a minimum, librarians have a master's degree in Library and Information or Archival Studies and many have additional degrees and qualifications. Our highly skilled faculty and staff are passionate about creating open, inclusive, respectful and collegial working and learning environments.

## UBC OKANAGAN LIBRARY STAFF (FTE)

Librarians (Faculty)	9
Management and Professional	2
Support staff	16
Subtotal	27
Student employees	4
Total	31

## APPENDIX 4.1A ACADEMIC STAFF AND FACULTY

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A. Academic Staff and Qualifications







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**OKANAGAN CAMPUS**