



Growing UBC Okanagan

Developing the culture of The University of British Columbia

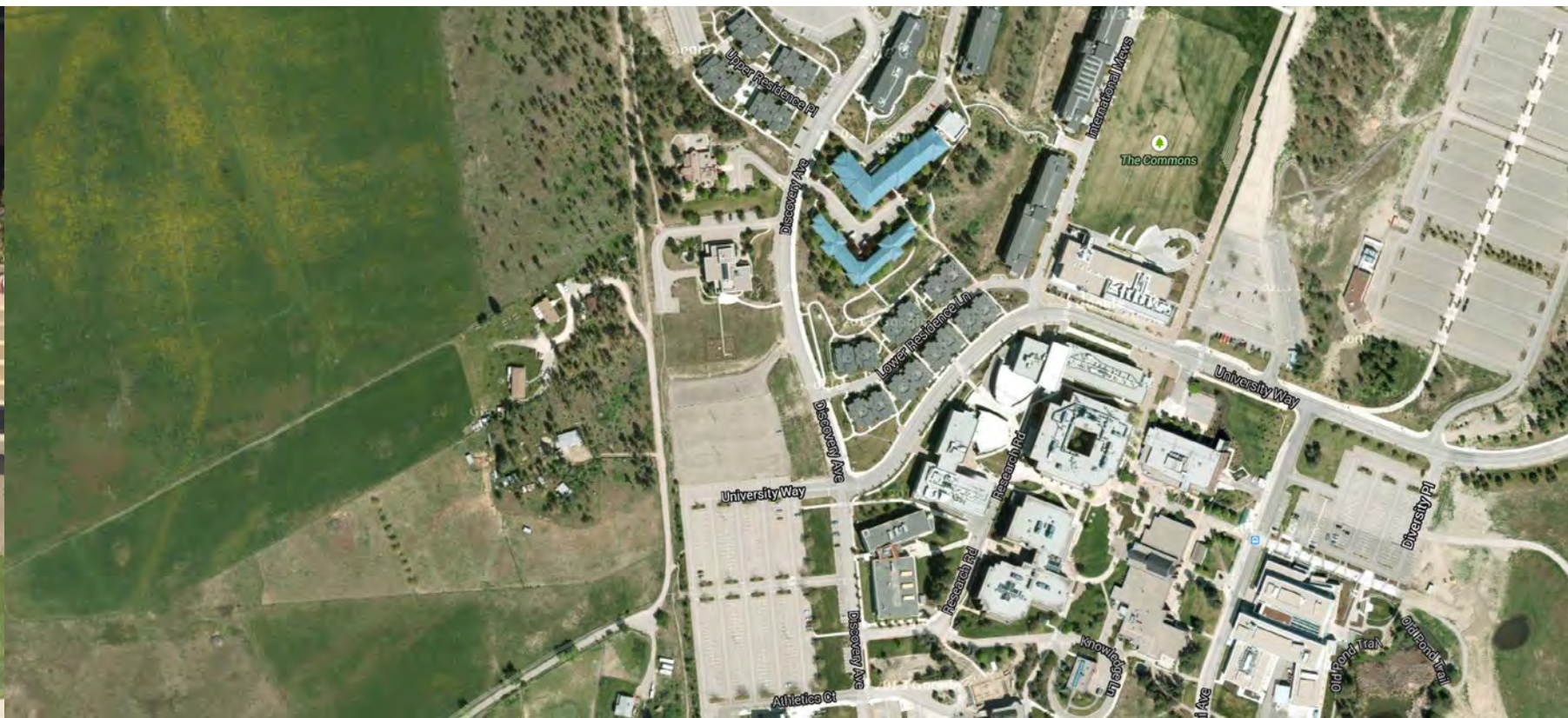
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Table of Contents

1.	Introduction	4
2.	A Brief History of UBC Okanagan	6
3.	Aerial Mapping of Campus Development	10
4.	Timeline of Campus Development	15
5.	Five Cultural Themes and Their Characteristics	16
6.	On Future Growth and Experience	36





1 Introduction

Growing UBC Okanagan is a cultural landscape study, an examination of today's campus - its buildings and landscape - for elements that can be seen as valuable signs of the University's culture from its inception to the present day.

Project Intent and Outcomes

The overall intent of the documentation of the cultural landscape history of the UBC Okanagan campus is to understand the physical changes to the campus over time that reflect historical changes in land use, policy and governance, demographics, teaching and curriculum. This understanding of the significant features of the campus and how they relate to its history is intended to help identify future directions for the stewardship of the place.

By documenting change over time using a series of historical themes as an organizing structure, important physical features and the way the campus is used can be recognized during future planning decision-making.

The expected outcomes of the project include:

- A document that will be a useful and flexible tool with which to understand the heritage value and significant components of the UBC Okanagan campus
- Recommendations and directions for the campus, integrating ideas from the Growth and Campus Experience Workshop held in June 2014
- Inform the 2014 / 2015 UBC Okanagan Master Plan Update process

The Nature of Cultural Landscapes

A cultural landscape, or a culturally significant landscape, is a geographical area that reflects the interaction between humans and the natural environment.

Parks Canada, in its Guiding Principles and Operational Policies, defines a cultural landscape as "*Any geographical area that has been modified, influenced or given special cultural meaning by people.*"

The UNESCO World Heritage Convention Operational Guidelines and Australia's Burra Charter use the term *cultural landscape* to embrace the diversity of interaction between humankind and the natural environment. According to these documents, cultural landscapes and features include elements such as:

- Architectural works, monumental sculpture, elements or structures of an archaeological nature
- Combinations of interrelated historical features
- Groups of buildings, as either separate entities or connected clusters which are significant because of their architecture, homogeneity or place in the landscape
- Sites, which are works of humankind or the combined works of nature and humankind which have historical value
- An area, land, landscape, building or structure, group of buildings or other works, including components, contents, spaces and views

Cultural landscapes fall into three general categories:

1. The *designed landscape* created intentionally by a person or group
2. The *organically evolved landscape* resulting from the social, economic, administrative or religious occupancy on the land
3. The *associative landscape* that has important intangible associations with the past

It is important to note that both built features and the natural environment are intrinsic in creating cultural landscapes, which may illustrate:

- The integration of built, designed and natural landscape elements
- Patterns of human activity on and around a site or historic place
- Points of view, philosophies or ways of doing things that are a product of a particular place and time
- Meanings which denote what a place signifies, indicates, evokes or expresses for certain people or cultures
- Associations, or the special connections that exist between people and a place, historic event, activity or person

Project Methodology

This cultural landscape document was developed using the following methodology:

1. Development of the brief historical context of UBC Okanagan

Historic contexts tell the overall story of the history and development of the UBC Okanagan campus. Any heritage building or feature must be considered in the context of the history and historical geography of the area surrounding it in order to obtain a meaningful understanding of its significance.

Developed chronologically, the context statement for the UBC Okanagan campus documents the origins of the campus as the Okanagan College through to the emergence of The University of British Columbia in the Okanagan.

2. Creation of the thematic framework

Historical themes are succinct ways of describing the major forces or processes that have contributed to the history of a place. They are useful contexts for a detailed understanding of the value or significance of a heritage building, structure, landscape or event. Developed with a broad scope, thematic frameworks ensure that the full extent of the history of a landscape or place is considered, instead of a focus on one particular building or time period.

The thematic framework for *Growing UBC Okanagan* was developed from the narrative of the historical context and on-site observation and documentation, distilling the history of the place into five over-arching themes:

Theme A: On Highway 97
Theme B: Start-up Collaboration
Theme C: Sustainable Expansion
Theme D: Serious Inquiry, High Purpose
Theme E: Diverse Views

3. Use of the thematic framework to document significant landscape characteristics

Current best practices in the documentation and assessment of cultural landscapes uses a series of landscape characteristics to comprehensively identify features of heritage significance. Individual features in the landscape are not viewed in isolation, but rather in their relationship to the landscape as a whole. The documentation of the landscape characteristics of the UBC Okanagan campus takes into account all of its features and how they represent a particular theme. Landscape characteristics may be important to more than one theme; each theme may not necessarily contain every characteristic.

Components of the cultural landscape include:

- Natural systems and features
- Spatial organization
- Land use
- Cultural traditions
- Circulation
- Topography
- Vegetation
- Buildings and structures
- Views and vistas
- Constructed water features
- Small-scale elements
- Archaeological sites

For each of the five themes, those characteristics that best represent the history and value embedded within that theme are identified and mapped.

4. Synthesis of collected information

The collected information from the historic context statement, thematic framework, identified values and landscape characteristic documentation provides a clear direction for heritage conservation, future campus development, and design and interpretation. Understanding what is important and why will help future decision-making to avoid impacting unduly the significant features of the campus.

The Cultural Landscape of UBC Okanagan

While the campus opened its doors just a couple of decades ago (as a college), the mark of the evolution of the institution is evident in its layered cultural landscape, and found in its landscape characteristics.

The site's topography and views are natural features that have impacted the development of the site. The earliest buildings - the red bricked core - reveal the campus' beginnings as a relatively intimate institution, and later more transparent buildings and residential blocks reflect a more expansive spirit of a larger community. While the expanded campus now dominates the landscape, traces of early social and academic spaces, and ornamental vegetation remain.

These landscape layers and their significant characteristics are documented in the thematic sections that follow.

2 A Brief History

The Okanagan Setting

The Okanagan valley location of the UBC Okanagan campus is one of its greatest assets. The campus is located within the Kelowna Creek watershed. There are two biogeoclimatic subzones found within the Kelowna city limits: Very Dry Hot Ponderosa Pine Subzone (PPxh) and two variants of the Very Dry Hot Interior Douglasfir Subzone (IDFxh1 and IDFxh1a). Both of these subzones are characterized by very warm and dry summers with common moisture deficits during the growing season. The IDFxh subzone has a slightly milder climate receiving more precipitation and experiencing cooler temperatures in comparison. The campus is located on the transition between these two subzones.

UBC Okanagan appeals culturally for its climate, proximity to Okanagan Lake, outdoor recreational opportunities, and access to a major ski resort, as well as the aesthetic appeal of the natural and agricultural landscapes of the region.

The Glenview area was originally optioned in the early 1900s by the Central Okanagan Land Company, which marketed the land across Canada. The present University has expanded on land developed as the Okanagan University College campus, created through the amalgamation of a number of failed development lots purchased by the College from the City of Kelowna.

In 2010 the University acquired 259 acres of agricultural land (part of the lands formerly known as the Tutt Farm) now known as the West Campus Lands. The purchase doubled the size of the campus to 513 acres.

The West Campus Lands include a portion of Robert Lake, a prairie-type alkaline slough. Wet years can bring the water levels up nearly to the parking area, while during dry years the lake is a dust-bowl by late July. When water-filled, the lake provides habitat for wildlife, particularly birds, some endangered such as the American avocet, and it is a popular spot for birders, both local and visitors to the area.

The UBC Okanagan Campus lies within the traditional territory of the Westbank First Nation, today comprised of five reserves totaling 2,161 hectares. The two populated reserves, Tsinstikeptum Reserves 9 and 10, border Okanagan Lake and are in close proximity to the City of West Kelowna, while the remaining three reserve areas are located on the east side of Okanagan Lake in the Kelowna area and lie in generally unpopulated areas.

College Origins 1905 - 2005

In 1905, the first Okanagan College opened in Summerland with 26 students. The Baptist college, known as the House on the Hill, was affiliated with McMaster University in Ontario. In spite of its early success, World War I and diminishing funds forced the college to close in 1916.

After World War II, the attention of the province turned to the importance of schooling, particularly in the rural areas of the province. The Chant report of 1960 addressed post-secondary education, as did a second report in 1962 by the president of UBC, John McDonald. The Chant report recommended the establishment of an institute of advanced

technology while the McDonald report advanced the expansion of higher education in the province. The opening up of BC by premier W.A.C. Bennett, along with funds allocated under the federal government's Technical and Vocational Training Assistance Act - which provided provincial governments with up to 75% assistance towards the cost of new buildings and equipment - were both catalysts for the expansion of post secondary education in BC, in particular, the establishment of community colleges.

In 1963 B.C. Premier Bennett, himself a Kelowna native, opened the \$1.7 million BC Vocational School at Kelowna, located away from the small city's downtown core on KLO (Kelowna Land and Orchard Company) Road. This opening marked the beginning of today's Okanagan College. In 2010 the University acquired 259 acres of agricultural land (part of the lands formerly known as the Tutt Farm) now known as the West Campus Lands Ilege, established in 1968, a multi-campus college with the Kelowna campus originally opening in two portables located on the KLO property.

In the 1980s, students, faculty, business leaders, residents and others began a concerted effort at lobbying the provincial government for better access to undergraduate university programs. Their campaign, "Getting there by Degrees," facilitated a change in Okanagan College's mandate, allowing the college to offer undergraduate degree programs to students in the Okanagan region.

By 1989, the administration knew that the KLO campus would not be big enough for students wanting university degrees. President George Bowering envisioned OUC becoming a major institution, and the North Kelowna Campus near the airport was selected, a former dump site requiring cleanup. While the site was further from Kelowna than desirable, the expectation was that the city would grow to meet the new campus.

The college informally adopted the new name, Okanagan University College in 1992. The name was adopted as the institution's legal name in 1995. Initially, students completed their degrees through collaborations with the University of British Columbia and the University of Victoria. In 1998, Okanagan University College began granting degrees under its own authority.

The new, physical campus of Okanagan University College in North Kelowna opened its doors to students in January 1993. The original campus consisted of a core of four brick-faced buildings - Science, Arts, Library and Administration - arranged around a central courtyard, a gymnasium, two residences and a daycare, all set into the sloping site of a former quarry. The architects chose the warmth of brick to create a classic campus with substance, purposefully selecting the colour of the brick to harmonize with the colours in the natural surroundings.

Merging of Cultures 2004 - 2014

The creation of Okanagan University College did not end the wish for a full-status university. Political and business leaders and others in the Okanagan community wanted more than a university college. Colleges tend to serve regional needs, while universities have a greater provincial, national and international outreach. Colleges strive for teaching excellence, while universities place greater emphasis on pure research and publications.

The challenge became the maintenance of the traditional vocation courses while creating a university.

Recognizing the need to further expand post-secondary opportunities in the Okanagan Valley, in March 2004, the province and the University of British Columbia held a closed joint press conference at the Grand Hotel in downtown Kelowna, announcing that Okanagan University College would be dissolved, with OUC's North Kelowna Campus transferred to University of British Columbia. The regional campuses of Okanagan College would continue to operate as vocational institutions, and have continued to thrive.

Okanagan College continues today as a separate vocational institution with campuses in Kelowna, Vernon, Penticton and other regional communities. The College is governed, like all other colleges in the province, by the College and Institute Act of British Columbia. The act sets up dual responsibility for the College through its Board of Governors and its Education Council.

2005 saw the emergence of an exciting experiment, an academic university start-up in the Okanagan landscape. Purpose-built for the 21st century, the University of British Columbia's Okanagan campus opened in Kelowna in 2005. For a time, the two cultures – college and university – existed together, with the Legacy Faculty incorporated into the University.

In 2006, the City of Kelowna recommended the approval of a zoning by-law for the University of British Columbia Okanagan. This by-law would rezone the campus properties from the existing Agriculture, Education and Minor Institution and Utilities zones to a proposed CD20, a Comprehensive University Development Zone to permit comprehensive university expansion.

The continued integration of the campus community with the City of Kelowna in a positive way is valued. The younger demographic of students make the academic life of the place appealing. The university has added economic, social and academic value to Kelowna and the region, embracing issues of regional importance such as water, biodiversity, urban sprawl, indigenous rights and traditional knowledge.

Visions for the UBC campus include the provision of new amenities that would enhance the social or living experience on campus, while at the same time, bring the wider public to the UBC community.

The invitation of the local community into campus life would result in a two-way cultural exchange, including community lectures, continuing education, workshops and a broad scope of continuing studies programs to support students and life-long learners. A destination theatre, museum or restaurant on campus is also possible destination amenities. Visions for future recreational facilities such as pool, tennis court and track and field venue would offer opportunities for integrated activities with non-university citizens.

UBC's research excellence is a key economic driver for the city of Kelowna and the wider region, while the university aims to facilitate public dialogue on issues of public concern and actively invite community participation.

Both the city and the university contribute to programs and community-based research and learning with Aboriginal organizations and other groups. The City of Kelowna, surrounding communities and wider Okanagan region offer an urban experience for those at the university, as well as an appealing climate, landscape and year-round outdoor recreational opportunities. The presence of industry, agriculture and other commercial enterprises in the city and region are opportunities for collaboration.

The university has continued to recognize the importance of research opportunities on and off the campus, primarily through its Strategic Research Plan 2009 – 2014. Emphasis has been placed on research priorities which include 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 University embraces the local aboriginal culture through all of its faculties but particularly through its interdisciplinary Indigenous Studies program. The involvement of the Okanagan Nation and the En'owkin Centre in Penticton in its development and in ongoing partnership provides a strong foundation in the Okanagan community and ensures continuing input from indigenous perspectives.

Today, 30% of the University's students live within an hour drive of the campus, while for 70% of the student population, UBC Okanagan is a destination university. Of those, the campus community currently houses almost 1700 students in fully furnished housing, while others prefer to live off-campus.

Close collaboration between students and faculty is highly valued at the University. Bill Bowering, past President of Okanagan College noted, "The students who went through there [Okanagan College] got just as good an education, if not better, because of fewer students and closer contact ..." The intimate feel of the campus and the integration of students and faculty is an important part of the current university.

University Vision - 2014 onward

The vision for UBC Okanagan is to complete the transformation from a regional college to a world-class university. UBC Okanagan aspires to build a research environment that is integrated, interdisciplinary and objectively excellent. UBC Okanagan is envisioned to be a centre for research, teaching and learning that is distinct in Canada and of sufficient quality to attract the best faculty and students from around the world.

A number of planning initiatives and master plans have been developed to guide the vision, including the 2005 Academic Plan, the 2009 Research Plan, the 2014 Aspire visioning document and the 2014 Sustainability Plan.

Campus Master Plans were developed in 2005 and 2009. The 2005 plan developed to guide the transformation of the lands from their former use as the North Kelowna Okanagan University College campus of 2500 students into a new UBC Okanagan campus for a projected population of 7500 student. The 2009 plan was based on the preceding 2005 UBC Okanagan Master Plan and included a number of updates, primarily involving

changes to the road and access network serving the University and the implementation of new building projects.

Both plans contained strongly articulated precincts which create a strong framework for understanding the character of the campus as it relates to the surrounding landscape and distinct landscape typologies. The seven precincts with distinct roles and characters included the Core, the Commons, Health, Wellness and Recreation, Hill Town, Pine Forest and University Reserve Lands.



Resources

1. Interviews

Leanne Bilodeau, Director, Sustainability Operations

Dr. Joan Bottorff, Professor & Chair in Health Promotion & Cancer Prevention

Dr. Deborah Buszard, Deputy Vice-Chancellor and Principal

Ian Cull, Associate Vice-President, Students

Dr. Keith Culver, Director, Okanagan Sustainability Institute

Dr. Gordon Lovegrove, Associate Professor, School of Engineering

Abigail Riley, Planner

Michael Shakespeare, Associate Vice-President, Finance and Operations

Dr. John Wagner, Associate Professor, Anthropology

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3 Aerial Mapping of Campus Development



2000



Campus development by era

College Origins
Building Landscape

Merging Cultures
Building Landscape

University Vision
Building Landscape

2003



**Campus development
by era**

- College Origins
 - Building
 - Landscape
- Merging Cultures
 - Building
 - Landscape
- University Vision
 - Building
 - Landscape

2006



Campus development by era

College Origins

- Building
- Landscape

Merging Cultures

- Building
- Landscape

University Vision

- Building
- Landscape

2009

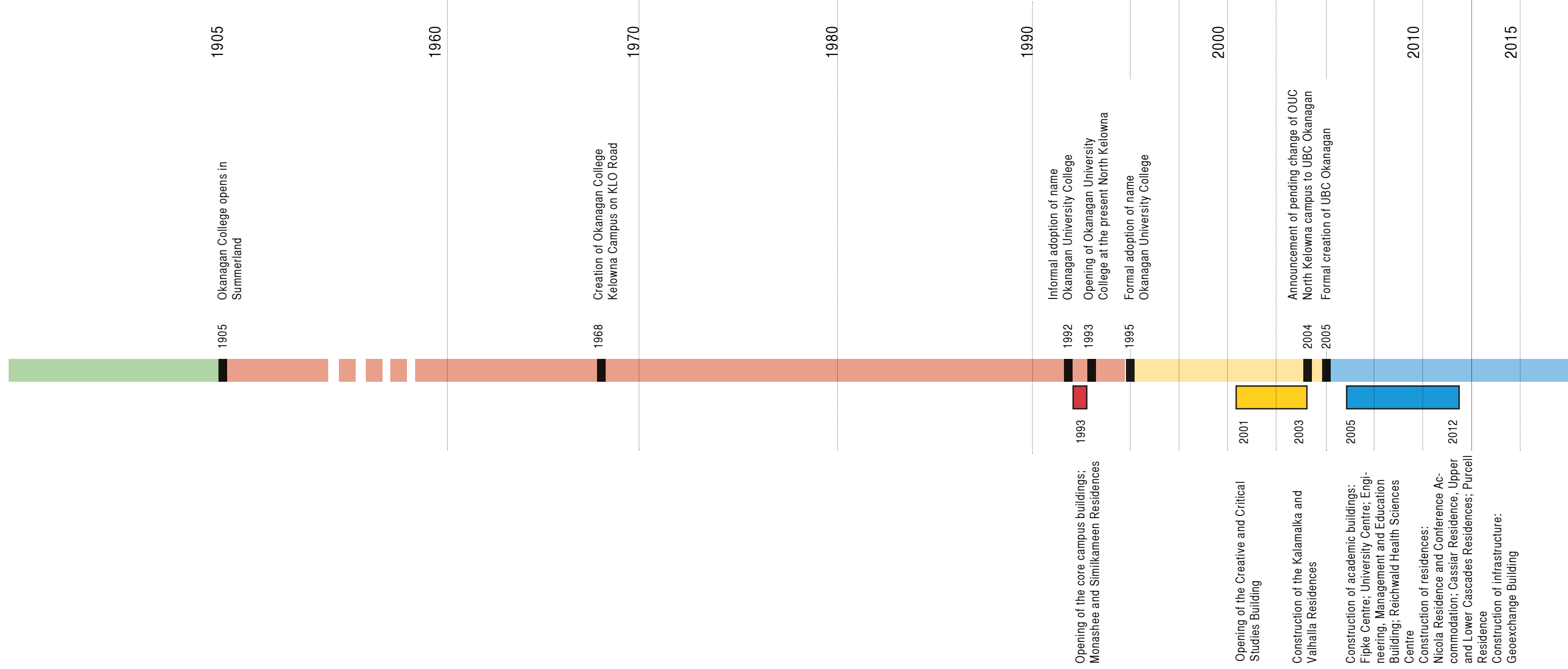


**Campus development
by era**

- College Origins
Building
Landscape
- Merging Cultures
Building
Landscape
- University Vision
Building
Landscape

2012

4 Timeline of Campus Development



4 Five Cultural Themes

The five themes below follow from an understanding of the cultural history of The University of British Columbia Okanagan, summarized in the preceding Historical Background section. Together, the themes serve as a guide to some of the key aspects in the consideration UBC Okanagan's culture and future.

Each theme has a list of identified features that reveal or illustrate the key characteristics of the campus' history over the decades. They are akin to a heritage inventory for the campus, and reveal change over time. A summary of the themes is listed below, with more in-depth exploration of each on subsequent pages.

Theme A: ON HIGHWAY 97

The ambiance of the campus is informed by its semi-rural situation on the south and east flanks of a hilltop next to Highway 97 connecting Kelowna with the Okanagan Valley. This context both contributes to the campus feeling like an isolated entity on the highway, but one that can be seen also as a unique dynamic independent community.

Theme B: START-UP COLLABORATION

During these early years as a university, the atmosphere is not unlike that of a start-up company: academic initiatives flow from faculty inspiration and are supported by those in charge of running the institution. Spaces are commandeered for purposes unplanned-for. Faculty and teaching space across many disciplines are situated in close proximity at the core of the campus.

Theme C: SUSTAINABLE EXPANSION

The campus' expansion out from its core of college buildings is a physical manifestation of the University's academic and cultural ambitions to be a major force locally and globally. As a leader in sustainable development, including social sustainability, the campus is an on-going research piece, with the potential of bringing best-practices theory to the campus environment.

Theme D: SERIOUS INQUIRY, HIGH PURPOSE

There is a pervasive sense among the faculty and operational staff that UBC Okanagan has a role as a place of serious academic inquiry. The University is committed to an engagement with issues faced uniquely in the Okanagan, but with the high purpose of demonstrating the global implications and applications of this regional engagement.

Theme E: DIVERSE VIEWS

The development of a physical campus within the context of the surrounding hills and valleys of the Okanagan landscape can be seen to be the physical equivalent of the University's cultural engagement with its immediate context and goal to foster a diverse character that is globally engaged.



The entrance to UBC Okanagan from Highway 97: a highway landscape.



The earliest buildings on campus, a legacy from the Okanagan College years, form the recognizable core of the campus around a grassy court.



Campus expansion shows a succession of planned initiatives to accommodate its growth, and physical cues that more expansion is planned.



Campus development features prominent places for research and innovation. (UBC Okanagan website image of Fipke Centre)



UBC Okanagan's growing diverse community. (UBC Okanagan website image)

Theme A: ON HIGHWAY 97

Part of the ambiance of the UBC Okanagan campus comes from its semi-rural situation on the south and east flanks of a hilltop north of the City of Kelowna, and adjacent to Highway 97 which connects Kelowna with the Okanagan Valley. The isolation of the campus and its separation from Kelowna's city centre contributes to the campus feeling like an isolated entity on the highway, but at the same time, contributes to the identity of place as a unique, dynamic, independent community.

The campus is only one development in a region that is characterized by clustered suburban complexes, such as the adjacent Predator Ridge. Residents of the region are used to getting in the car to do most everything; the proximity of the campus to Highway 97 means its semi-rural isolation is comparatively minor in today's car-oriented Okanagan culture.

Programming regionally-focused events at the University is making UBC Okanagan a more recognized destination in the region, and ties into the University's mission to become a major contributor to the regional culture. One significant advantage to the University's location is its close proximity to the airport. Not only does this facilitate a closer connection with the University's Point Grey campus, but also facilitates public/private partnerships in a cluster near the airport, within the region, and with the world.

The campus is currently largely invisible from the highway. Instead of encountering the University while driving Highway 97, a driver is liable to misread the campus lands as simply more grassy highway margin, although interrupted by traffic interchanges with signs indicating the presence of the University somewhere east of the roadway. This has not gone unnoticed by the University, and it is an interesting question as to how to better connect UBC Okanagan visually with the region's main highway. There is entrepreneurial potential in these University lands fronting onto the highway; the University could use these

campus lands to explore alternatives to the surrounding standard development patterns along the highway.

The campus is blessed with a beautiful setting on a pine-covered hill with long views in all directions. The lowland grasslands and hilltop pine forest help give UBC Okanagan a unique and memorable character that is based on its physical setting. The setting and views give the campus an atmosphere of high purpose and the cultivation of big picture thinking.

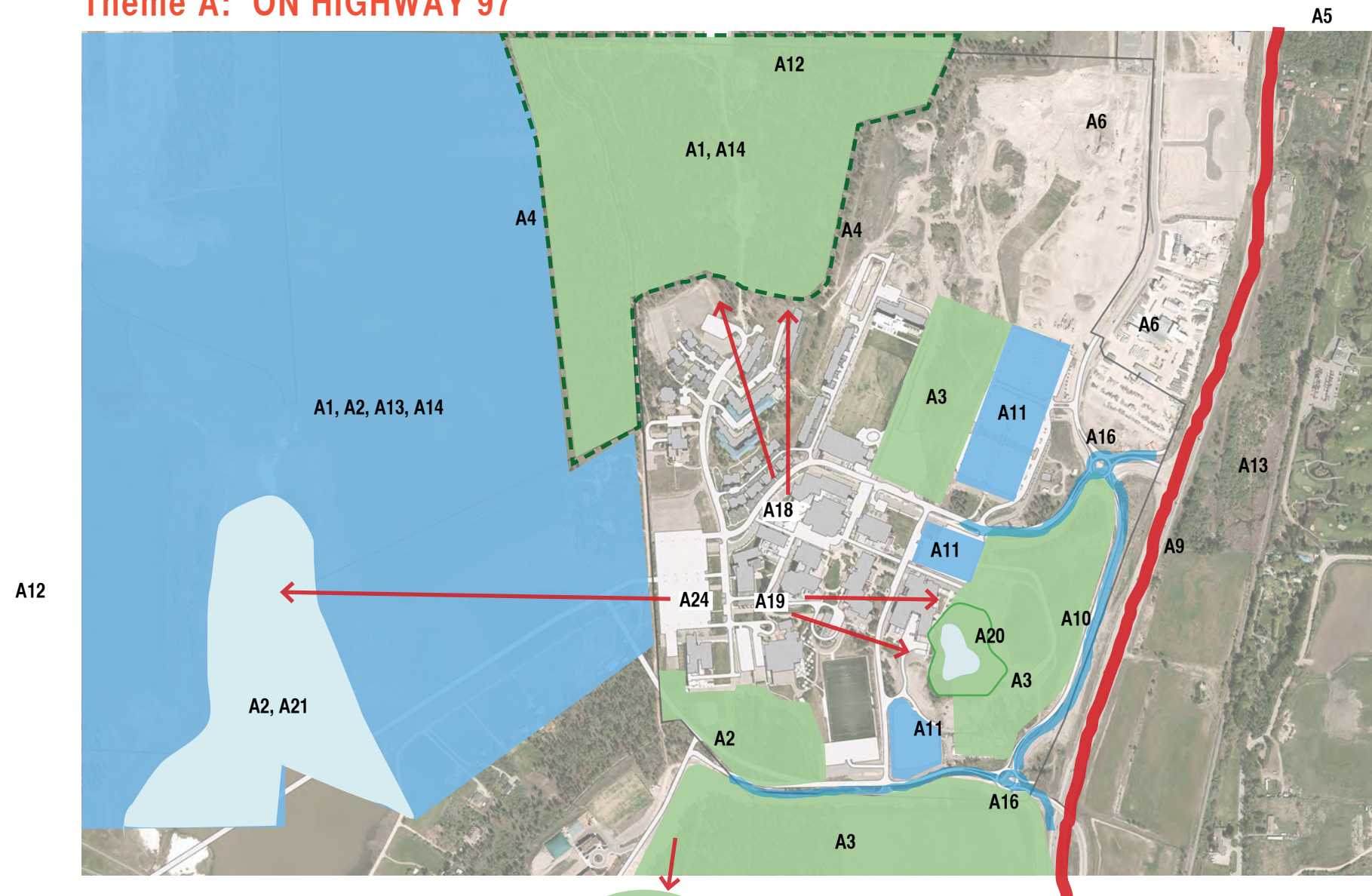
As the region develops, so UBC Okanagan finds itself to be physically more closely associated with neighbouring developments, most notably the mixed-use community developing to the south of the campus. Any development on campus lands now could be seen as an inspirational part of the overall development of rural lands in this corner of the region.

The UBC Okanagan campus is now more interesting and complex for having recently expanded to include a section of land west of the hilltop and saddle. This western flank of the campus – known as West Campus Lands – presents the University with new challenges and opportunities, including new land uses and road systems into the region in an environmentally sound manner. It allows road connection to the Glenmore Valley west and south, potentially knitting the campus more integrally into the region, and offers the University the possibility of exploring development based on the latest theories on sustainable community building.

Six Key Points:

1. The location of the University on Highway 97 north of Kelowna presents problems of access and cultural connection with the City of Kelowna, but also facilitates ease of connection within the region and beyond (via the airport); highway design presents challenges and opportunities for campus visibility and accessibility
2. The present campus sits on disturbed and human-modified grassland that is typical for much of the developed Okanagan
3. The sloped topography and remaining vestiges of hilltop pine forest help give UBC Okanagan a unique character
4. Views of adjacent valleys, hills, and agriculturally cultivated lands create an atmosphere of openness and high purpose
5. The present campus is the eastern portion of the total lands base now owned by UBC; what the University does with the West Campus Lands – the land west of the hills and saddle - is part of the University's future definition
6. The development of the southwest quadrant of the campus has potential to integrate the campus with the adjacent mixed-use development to the south

Theme A: ON HIGHWAY 97



Campus development by era

- Before building
 - Landscape
- College Origins
 - Building
 - Landscape
- Merging Cultures
 - Building
 - Landscape
- University Vision
 - Building
 - Landscape

Natural Systems

1. Pine-covered hilltop
2. West Campus lands
3. Modified and disturbed grassland ecosystem

Spatial Organization

4. Edges of pine forest

Land Use

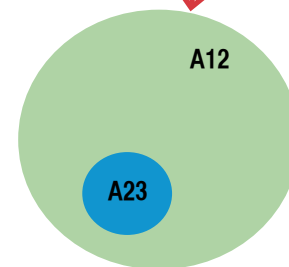
5. Nearby airport
6. Nearby industrial lands
7. Natural areas used as outdoor laboratories (non-specific)
23. Adjacent mixed-use development

Cultural Traditions

8. Aboriginal uses of the site (non-specific)

Circulation

9. Highway 97
10. Access to campus from Highway 97



11. Parking lots associated with new highway access

Topography

12. Height of land to the north, south and west
13. Valleys to the east and west

Vegetation

14. Pine forest
15. Non-native grasslands (non-specific)

Buildings and Structures

16. Highway access-related roundabouts
17. Highway signs

Views and Vistas

18. Views north to the pine covered hilltop
19. Views of grass fields and valley to the west
24. Views to Roberts Lake

Water Features

20. Pond
21. Robert Lake and associated wetlands

Small-scale Features

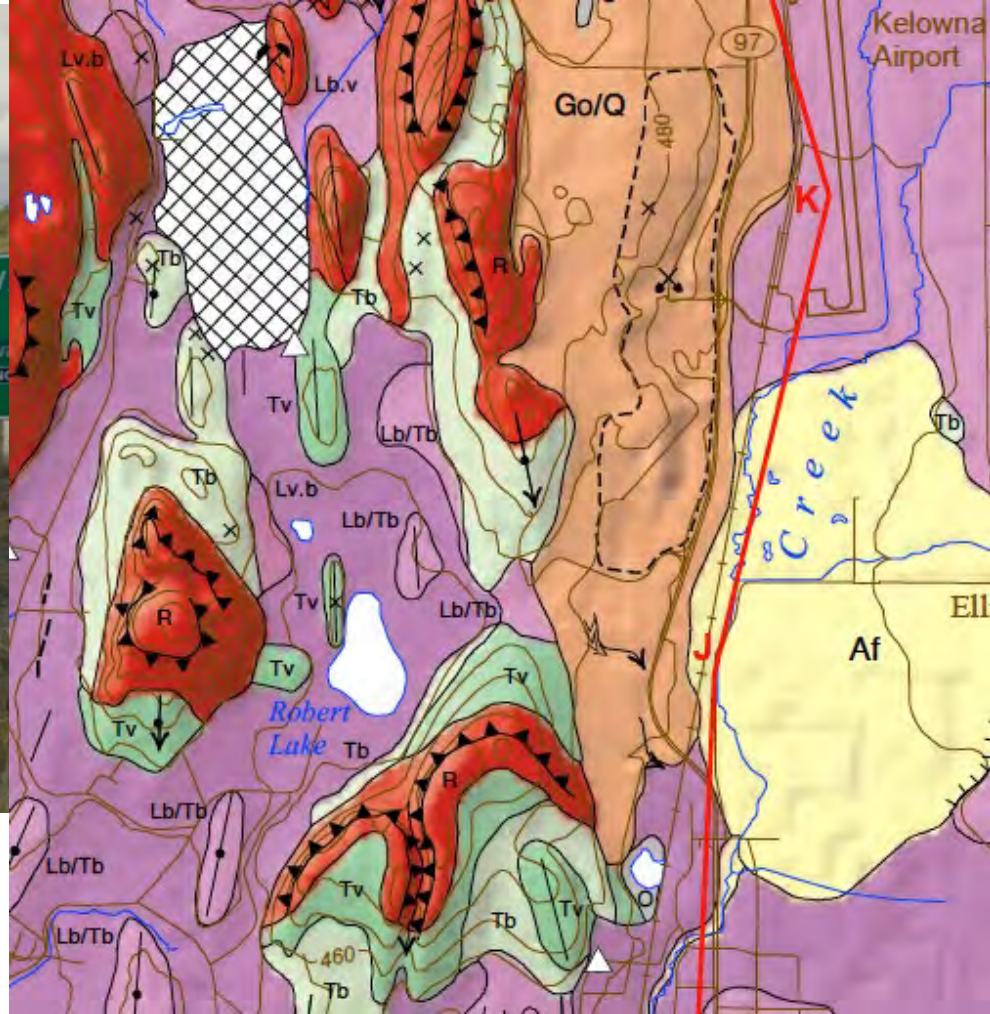
Theme A: ON HIGHWAY 97



Turn off to campus on Highway 97



Entrance to campus from Highway 97



Surficial geology and topography of the campus area



Airport Business Park's Innovation Drive



Top: University Way
Bottom: Parking lot and Upper Cascades housing

Theme B: START-UP COLLABORATION

During its early years as a university, the culture of UBC Okanagan was not unlike that of a start-up company: academic initiatives flowed from faculty inspiration and were supported by those in charge of running the institution. Spaces were commandeered for unplanned-for purposes. Faculty and teaching space across many disciplines were situated in close proximity at the core of the campus.

The original low-rise brick-faced Okanagan College campus buildings form an important cultural heart to the University, and as a group are critical to reading the history of the institution. The roots of the culture of collaborative learning can be traced to this intimate inward-oriented core of the campus.

The designed landscape of lawn and planters in the core area's Courtyard is a defining feature of the early campus. The tightly clustered buildings create an enclosed space with only discrete views to the surrounding hills, allowing the Courtyard to function as a kind of inward-oriented living room for faculty and students. Maintaining the Courtyard at the core of the campus reinforces the enduring importance of social interaction in campus life.

Alterations and additions to the original brick buildings have both preserved the origins of the campus and highlighted the growth of the institution as UBC Okanagan.

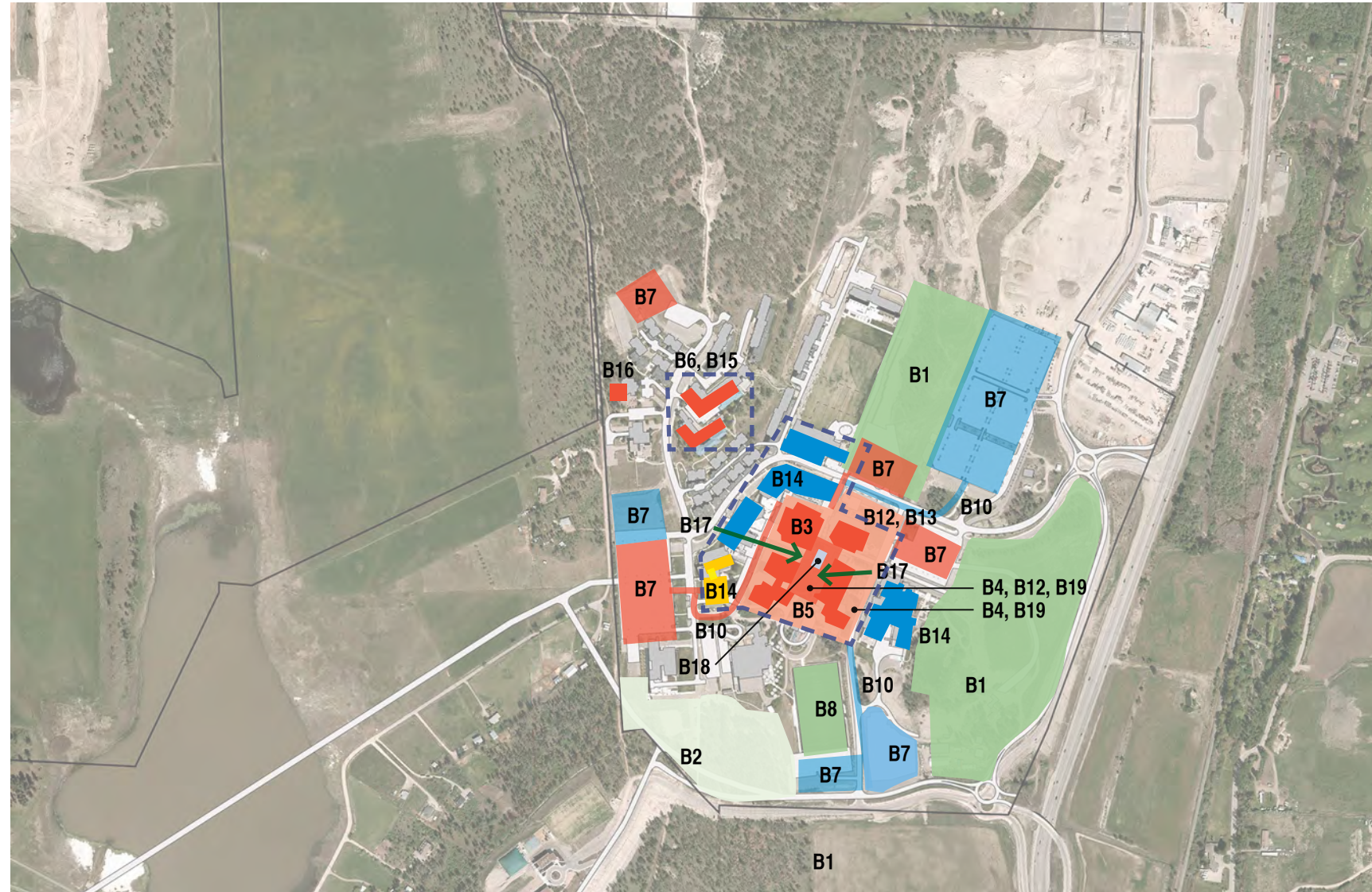
Later buildings on the campus associated with its expansion are of a clearly different aesthetic, appropriate to their period. The more animated and transparent design of the newer buildings helps differentiate the central original intimate core from subsequent building expansion, and underscores the University's ongoing commitment to an open collaborative academic experience.

As the campus expands, so does a program of collaboration between the University and its immediate neighbours. There are moves to engage in collaborative applications of research and learning with companies located in the nearby industrial park, and with other industries in the region.

Five Key Points:

1. The retention of original low-rise red-brick faced Okanagan College campus is critical for understanding the roots of UBC Okanagan's culture
2. The built nature of the landscape design and character of the Courtyard situates the roots of the University in the late 20th Century designed landscape aesthetic
3. Alterations and additions to the original Okanagan College buildings help convey the development of today's UBC Okanagan
4. The inward orientation and edges of the Courtyard reinforce the enduring importance of social interaction in campus life
5. Later buildings and structures with forms, materials and details that reflect their respective contemporary design aesthetics both represent the evolving campus and help define the central original intimate core

Theme B: START-UP COLLABORATION



Campus development by era

Before building

■ Landscape

College Origins

■ Building

■ Landscape

Merging Cultures

■ Building

■ Landscape

University Vision

■ Building

■ Landscape

Natural Systems

1. Grass fields
2. Pine forest remnants

Spatial Organization

3. Core buildings
4. The Courtyard

Land Use

5. Academic precinct of campus
6. Residential precinct of campus
7. Surrounding parking lots
8. Playing field

Cultural Traditions

9. Collaborative nature of core academic precinct

Circulation

10. Pathways between academic precinct and surrounding parking lots

Topography

11. Grading of sloped site to create flat academic precinct

Vegetation

12. Hard landscape and lawns in the Courtyard and around buildings
13. Ornamental trees and shrubs

Buildings and Structures

14. Core area academic and administration buildings
15. Early residential buildings
16. Day care building

Views and Vistas

17. Interior views in the Courtyard

Water Features

18. Pool in the Courtyard

Small-scale Features

19. Walls, steps, seating in the Courtyard and around buildings

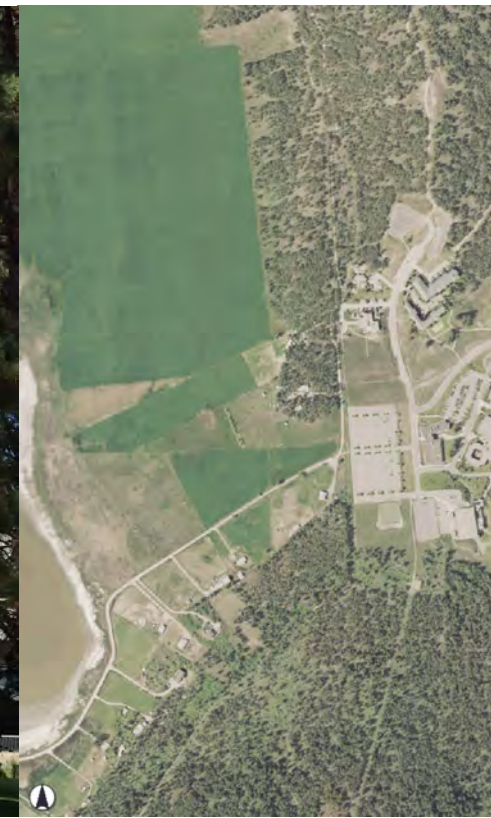
Theme B: START-UP COLLABORATION



Arts and Sciences Centre



Creative and Critical Studies



Industrial lands adjacent to the campus



The Courtyard: the central shared space at the core of the campus



Building for expansion of research next to the core: Fipke Centre

Theme C: SUSTAINABLE EXPANSION

The campus' expansion from its core of college buildings is a physical manifestation of the University's academic and cultural ambitions to be a major force locally and globally. As a leader in sustainable development, including social sustainability, the campus is an on-going research piece, with the potential of bringing best-practices theory to the campus environment.

In a current draft paper, the University holds that sustainability means to improve human and environmental wellbeing, and that it is a goal of the University to embed sustainability in the teaching, learning, research, partnerships, operations, infrastructure and the community of faculty, staff, and students.

Initiatives are already underway that demonstrate the University's commitment, including the supply of scientific equipment, for example, and the construction of a district energy system.

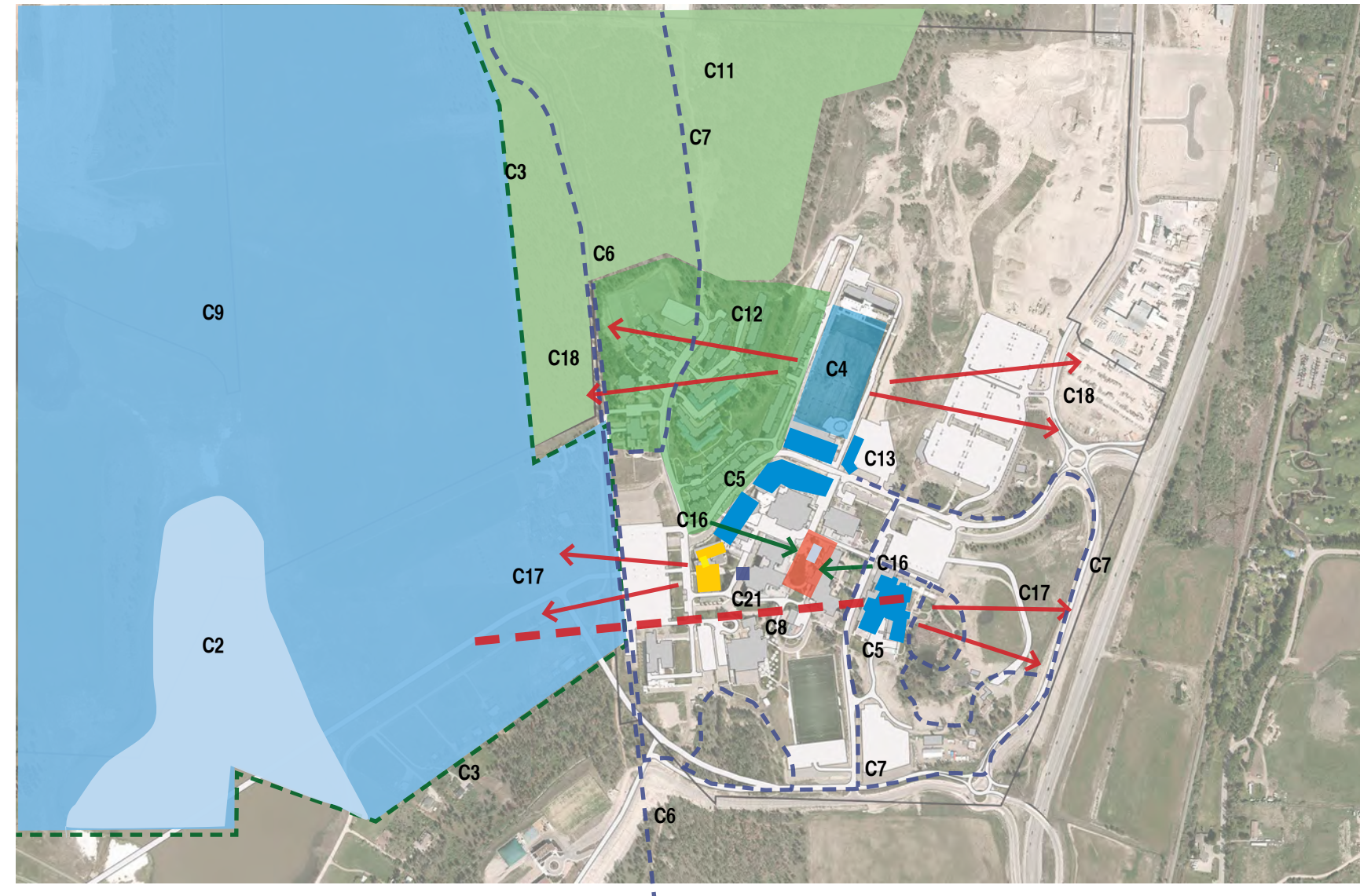
Landscape design is headed in a more environmentally responsible direction, seen in the contrast of new landscapes such as the grounds around the Upper Cascades Townhouses with the older more manicured landscapes of the Courtyard.

There is a challenge as to how to grow sustainably in a region designed around the use of the automobile. Future sustainable development is being considered that would limit the need for automobile use, whether that be improvements to public transit that serves the University, or increased residential development on campus or adjacent to it. The campus lands hold promise as a testing ground for sustainable development in the region, and can serve to announce leadership in the stewardship of the land and culture.

Five Key Points:

1. The contrast between the earlier Okanagan College campus and later buildings and landscape design is a defining feature of the campus
2. Expansion according to well-defined residential, educational, and recreational precincts would ensure an overall spatial and social coherence
3. Managed incremental development can continue to be a defining socially sustainable strategy for campus development, avoiding a wholesale destruction of valuable physical infrastructure that is also the visual evidence of campus evolution
4. Sustainable building and landscape design can define the growth of the campus and define a role for the University in the region and around the globe; West Campus expansion is a prime opportunity to implement groundbreaking sustainable practices; inspiration for compact campus building can be drawn from the original college cluster
5. Buildings and structures with forms, materials and details that reflect their respective contemporary design aesthetics are important contributors to understanding the campus as a dynamic work in progress that began with a cluster of buildings now at the core, and together form an integrated dynamic place of learning in its distinctive landscape

Theme C: SUSTAINABLE EXPANSION



Campus development by era

Before building

Green Landscape

College Origins

Red Building

Light Red Landscape

Merging Cultures

Yellow Building

Light Yellow Landscape

University Vision

Dark Blue Building

Light Blue Landscape

Natural Systems

1. Sustainable ground water management systems (not mapped)
2. Robert Lake and associated wetlands partially on West Campus Lands

Spatial Organization

3. Edges of West Campus Lands

Land Use

4. The Commons as outdoor social space

Cultural Traditions

5. Collaboration in later academic buildings

Circulation

6. Right-of-way through West Campus lands
7. Walking and cycling routes on and off-campus

Topography

8. Saddle with campus on both east and west slopes (saddle valley shown as heavy dotted line on map)

9. Valley bottom lands of West Campus

Vegetation

10. Re-introduced native plant communities
11. Pine forest
12. Xeriscape / native landscape planting

Buildings and Structures

13. Geo Exchange District Energy Building
14. LEED certified buildings
15. Energy-conscious service systems

Views and Vistas

16. Unchanged views inside the Courtyard
17. New views from new buildings
18. New views from The Commons

Water Features

Small-scale Features

19. Recycling system infrastructure (campus-wide)
20. Wayfinding infrastructure (campus-wide)
21. Public art

Theme C: SUSTAINABLE EXPANSION



Left and above: Building vocabulary of recent expansion work distinct from original college campus buildings



Recent more sustainable landscaping, Upper Cascades Townhouses



Geo Exchange Building



Bus stop on Alumni Avenue



The north end of the Commons: place for future housing imparts a raw incomplete feel to the area

Theme D: SERIOUS INQUIRY, HIGH PURPOSE

There is a pervasive sense among the faculty and operational staff that UBC Okanagan has a role to play as a place of serious inquiry. The University is committed to an engagement with issues faced uniquely in the Okanagan, but with the high purpose of demonstrating the global implications and applications of this regional engagement.

The recent Aspire process clearly revealed the University's ambition to be not only a bigger institution, but one with a compelling vision for its future. The University aspires to be an exemplar of wellbeing for healthy people and environment and provider of transformative learning experiences and research excellence.

The existing campus has characteristics that support the vision for transformative student learning. Intimate learning environments characterized by high student/faculty interaction have been a feature of the classroom space from the campus' earliest years. The small size of the original campus allowed for easy faculty and student collaboration. As the campus expanded, the need to re-purpose office and learning room fostered an integrated organization of faculties and an interdisciplinary experience.

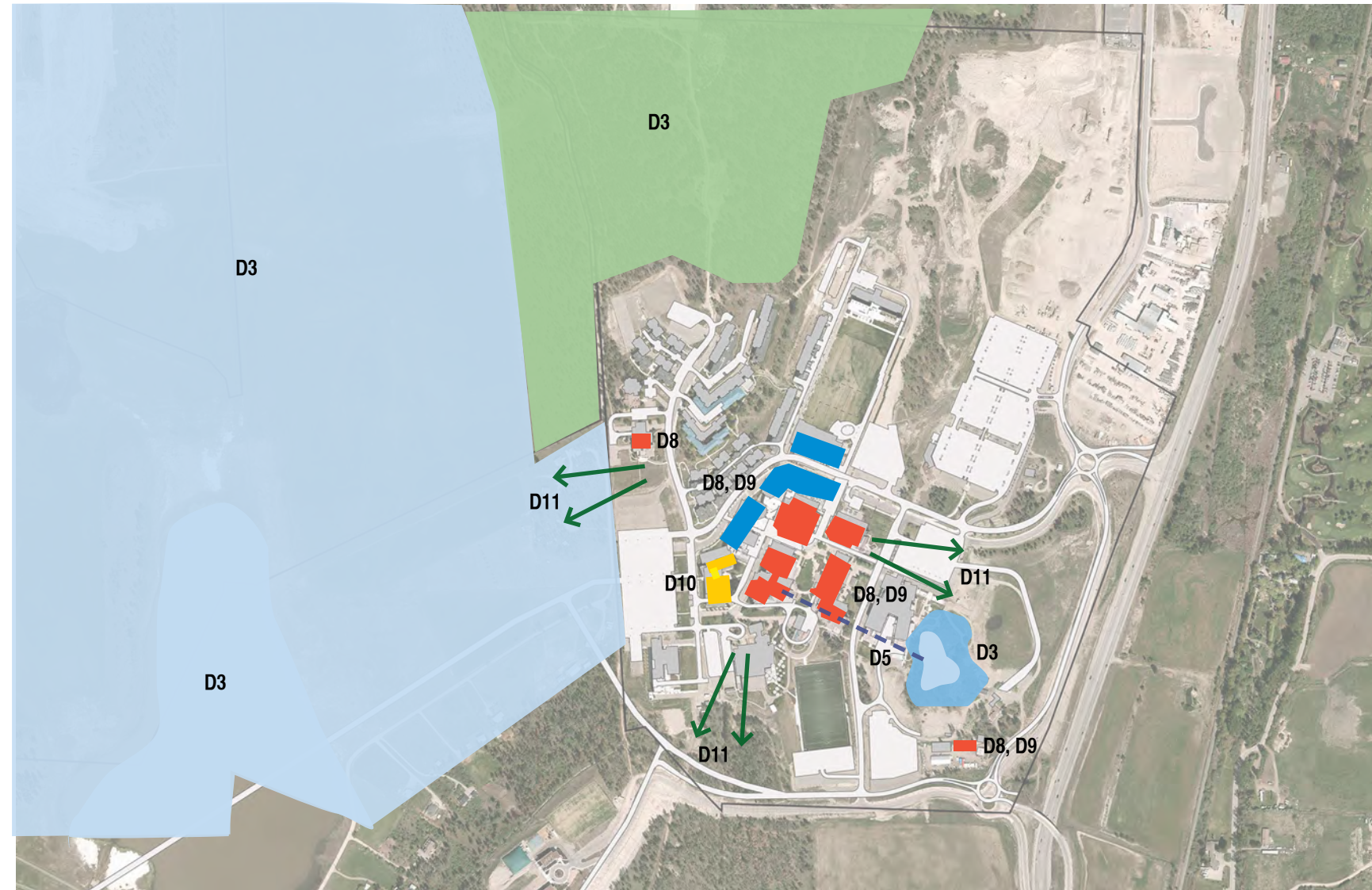
Recent additional office, teaching and research space located immediately adjacent to the original campus cluster are characterized by interdisciplinary organization – Arts with Sciences, Engineering with Management and Education – or by novel characterization – including the Creative & Critical Studies building, and the Fipke Centre for Innovative Research.

Faculty and Operations Staff are viewing the campus as a potential living lab, using the place as to grow local expertise with global implications and applications. Future development can promote interactive student life and academic-focused social exchange by consciously developing programmed and unprogrammed interior and exterior places for this interaction. The recent acquisition of lands west of the hill and saddle expands the scope of what is possibly explored on site.

Five Key Points:

1. The University is committed to growing a campus culture that is marked by a commitment to co-creating knowledge and understanding across traditional boundaries; this can be promoted through the development of places for academic-focused interaction
2. The campus is being formed as a place for seamless learning experiences grounded in the integration of innovative teaching, opportunities for application, and research
3. The University places a high value of developing itself as a network of interior and exterior collaborative spaces to engage both on and off-campus communities
4. The University as an institution is supportive of the campus development itself as a application of innovative research
5. The West Campus Lands provide opportunities for the University to realize its ambitions

Theme D: SERIOUS INQUIRY, HIGH PURPOSE



Campus development by era

Before building

■ Landscape

College Origins

■ Building

■ Landscape

Merging Cultures

■ Building

■ Landscape

University Vision

■ Building

■ Landscape

Natural Systems

1. Living Lab landscapes (non-specific)

Spatial Organization

Land Use

2. Research fields (non-specific)
3. Outdoor teaching areas

Cultural Traditions

4. Regional cultural events

Circulation

5. Ceremonial walk for future Gathering Centre for First Nations

Topography

6. Height of land

Vegetation

7. Research vegetation (non-specific)

Buildings and Structures

8. Research Facilities
9. Teaching Facilities
10. Spaces for the presentation of the Arts

Views and Vistas

11. Inspirational distant vistas

Water Features

Small-scale Features

Theme D: SERIOUS INQUIRY, HIGH PURPOSE

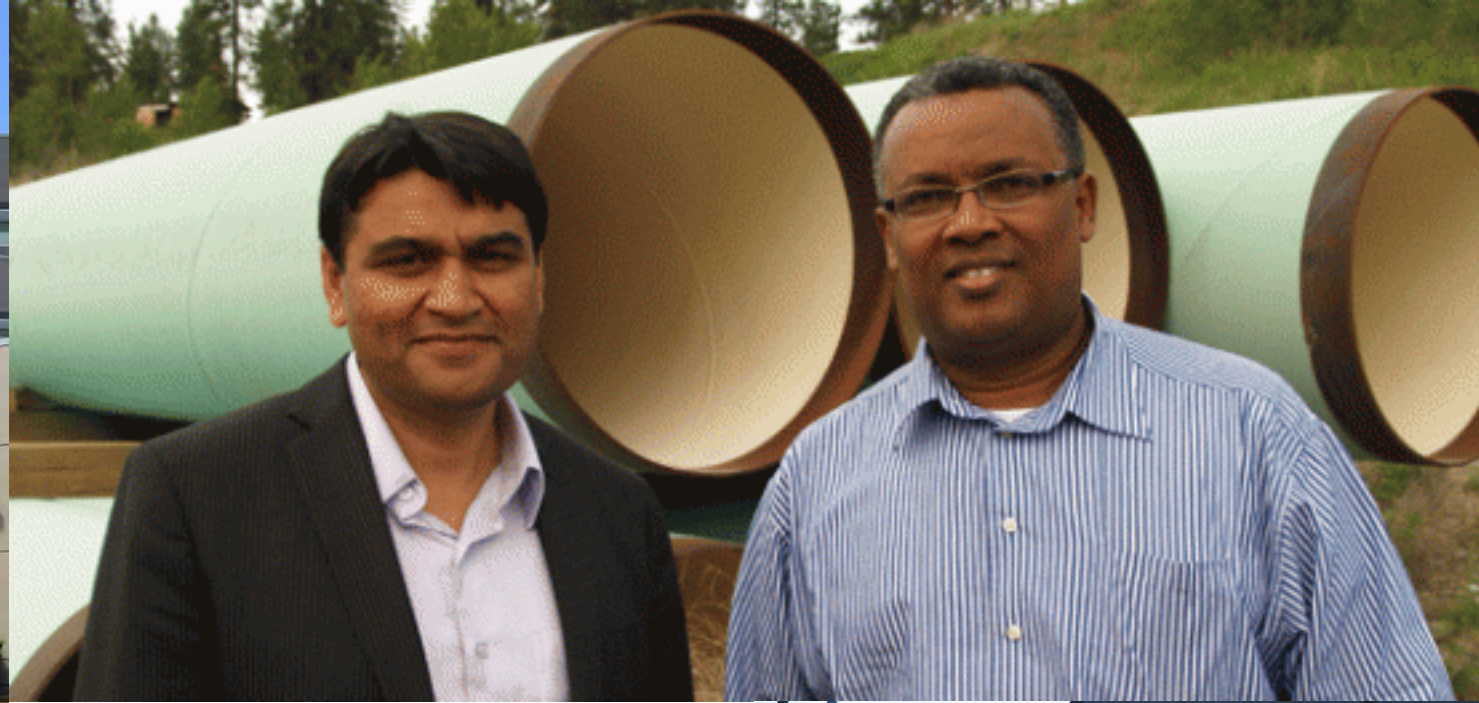


Fipke Centre for Innovative Research



Street signs with Okanagan language





Engineering professors at UBC Okanagan campus (UBC)



Theme E: DIVERSE VIEWS

The development of the physical campus within the context of the landscape of surrounding hills and valleys can be seen as the physical equivalent of the University's cultural engagement with its immediate context and its goal to foster a diverse character that is globally engaged.

The vision of diversity of the University fosters the dynamic integration of diverse perspectives, including collaborations with the local First Nations community and has the potential to bring an international profile to faculty and student populations.

The diverse vistas of the University also encompass the valued physical views from the campus to the natural and agricultural landscapes of the Okanagan.

Five Key Points:

1. Unprogrammed open spaces created in part by the incremental nature of campus development have resulted in eclectic social spaces and the potential for the creation of others in the future
2. The increasingly social nature of the campus has allowed the evolution of outdoor space: inclusion of picnic tables, benches and activities spilling out into the available landscape is an important characteristic
3. A more globally diverse faculty and student population will promote the University's aspirations to contribute to research with global impact
4. The University has a stated goal of wanting to strengthen opportunities for learning and research with Aboriginal communities
5. Increasingly, student voices have been heard through outreach through means such as student government, newspaper, radio and internet

Theme E: DIVERSE VIEWS



Campus development by era

Before building

■ Landscape

College Origins

■ Building

■ Landscape

Merging Cultures

■ Building

■ Landscape

University Vision

■ Building

■ Landscape

Natural Systems

1. Land devoted to native species with cultural significance to Aboriginal people (non-specific)

Spatial Organization

2. The Commons
3. The Courtyard

Land Use

4. Shared social grounds (including interior spaces), sports fields

Cultural Traditions

5. Club Days, Storm the Wall, and other student events (non-specific)

Circulation

6. Converging paths, places of vertical circulation (non-specific)
7. Promenade to future Gathering Centre for First Nations
8. Main pedestrian circulation spine
13. Pathways engaged with natural landscape

Topography

Vegetation

Buildings and Structures

9. Residences
10. Collegia within residences (non-specific)

Views and Vistas

11. Views to the local landscape
12. Sights of diverse faculty and students (non-specific)

Water Features

Small-scale Features

Theme E: DIVERSE VIEWS





Movie night



Vista to the east from The Commons



Looking south toward Robert Lake



6 On Future Growth and Experience

The five themes can be used to form a series of topics to explore the future culture of the University of British Columbia Okanagan. Each theme addresses particular aspects of UBC Okanagan's culture.

Topic A: RELATING TO HIGHWAY 97

- Linking growth of the campus to improvement of the experience of arrival on campus;
- Developing the presence of the campus in its highway context: explicit connection with the airport and private research communities and functions
- Exploring restoration of modified grasslands next to highway as living lab project
- Ensuring the visual stature of research partnerships and opportunities is evident as part of the arrival experience from the airport to the campus
- Focussing on transit as primary transportation mode
- Developing a pedestrian-focussed campus with pedestrians a priority
- Constructing a light rapid transit system to connect the campus and the wider region
- Providing smaller-scale, vehicular transport around campus when needed
- Developing unobtrusive and small footprint parking for cars and other vehicles
- Celebrating campus arrival with gateways

Topic B: COLLABORATIVE ENVIRONMENTS WITHIN A GROWING INSTITUTION

- Linking growth with intensified and multiplied collaboration
- Identifying means to forming collaborative environments
- Funding for non-programmed collaborative space – a social sustainability issue
- Initiate a more pervasive campus vibrancy: increased collaborate exchange and a memorable student experience
- Community engagement through academic pursuits
- Forming a coffee house culture: eating and drinking venues to support campus life
- Showcasing innovation inside and outside the classroom and within the community
- Academia becomes a welcoming and accessible pursuit to the greater community
- Combining educational, social, cultural, ecological and economic initiatives

Topic C: SUSTAINABLE EXPANSION

- Linking sustainability to effective regional transit system
- Create a living laboratory that demonstrates stewardship of distinctive cultural landscape character that strengthens campus identity
- Linking UBC Okanagan's growth to regional growth
- Correlating the rate of growth and change with social sustainability
- Locating new research facilities toward the Northeast quadrant of campus to anticipate links to private research, high tech, and related commercial development in the vicinity of the airport gateway
- Building a university community in which infrastructure, social, academic and community are integrated
- Celebrating natural landscapes and topographic features
- Expanding and enhancing stormwater management systems and the related wetland,

- including a demonstration storm water management pond for living lab purposes
- Developing green vegetation corridors and both designed and natural landscapes
- Designing mixed use developments and shared utilities and systems for research, academic and industrial functions
- Utilizing the West Campus lands for ecological and recreational purposes
- Reinforcing the importance of local landscapes and sustainable food systems

Topic D: SPACES FOR EXCELLENCE

- Draw inspiration for academic excellence from the grandness of the setting
- Create distinctive and memorable places for social and academic interaction
- Designing aspirational and inspirational spaces
- Invigorating and animating the campus core and south campus
- Maintaining the compact and intimate campus
- Drawing inspiration for academic excellence from the grandness of the setting as well as the creation of distinctive and memorable places on campus
- Focussing on the use, organization and interaction of people with the campus
- Providing amenities such as landscaping, artwork and arts performances
- Pedestrian-oriented features such as cafes, retail and places to sit
- Creating an arts and culture precinct that includes museum, cultural functions outdoor terrace cafes, as well as opportunities for star gazing
- Reinforcing a clear and legible campus structure
- Designing a destination campus with community-based uses and activities
- Integrating buildings into topography and landscape
- Diverse building footprints and design, high quality materials
- Expanding sports and recreation opportunities
- Mixed-use activities on and off campus

Topic E: INCLUSIVE ENVIRONMENTS

- Linking growth with deepening relationships with Aboriginal communities
- Linking growth with global presence
- Linking growth with exemplary stewardship
- Ensuring integrated student and community services





UBC Okanagan's growing diverse community. (UBC Okanagan website image)