



UBC Okanagan Transportation Plan

Phase 1: Public Consultation Summary Report

November 3 – 24, 2020



THE UNIVERSITY OF BRITISH COLUMBIA

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Part 1 - Executive Summary

Introduction

UBC is developing a comprehensive Transportation Plan for the UBC Okanagan campus over an approximately 18-month planning process, which started in April 2020. Campus Planning is leading this process, engaging with staff, faculty and students, and collaborating with campus and regional stakeholders from the City of Kelowna. This Plan will articulate a long-term vision for the future of transportation at UBC Okanagan, establish specific transportation-related targets and objectives along with strategies and actions to achieve them.

Public feedback is an essential input into the UBC Okanagan Transportation Plan. This report summarizes the findings from the first phase of public consultation that took place in November 2020. This consultation sought information about the community's pre-COVID travel behaviour, preferences and motivators for commuting, and feedback on the Plan's draft vision and objectives. The feedback and information received in this consultation will inform the development of the UBC Okanagan Transportation Plan. The public will be invited to provide input on the Draft Plan this coming Fall 2021.

Engagement Summary

The UBC Okanagan Transportation Plan public consultation was held November 3 - 24, 2020. Over **500 community members** participated through an online survey and virtual public open house. There were also two stakeholder workshops held.

Online survey

The online survey was a chance for the campus community to submit feedback about their travel behaviour, commuting preferences and motivators, and input on the Transportation Plan draft vision and objectives.

Virtual Open House

The virtual public open house was held on November 17, 2020, and was a drop-in style event where participants met for a Q&A with UBC staff and the planning project team.

Stakeholder Workshops

The public consultation process was supplemented with two stakeholder workshops with UBC Okanagan transportation professionals and community members. The first workshop was held in July 2020 and the second was held in December 2020. Each workshop engaged over 30 people, and included staff, faculty and students as well as external representatives from the City of Kelowna.

What We Heard

Through our online survey and virtual open house, participants provided feedback on their commuting experiences, perceptions of remote working and learning, and the Transportation Plan draft vision and objectives. It is important to note that the survey was framed in terms of understanding travel

behaviours before the COVID-19 pandemic, which was defined as a typical work or school week prior to March 2020.

Commuting

We heard from respondents about their commuting behaviour and preferences for driving, transit, carpooling, cycling, and walking. Key takeaways:

- **Challenges with Public Transit:** Obstacles to public transit was the most common topic of feedback across all survey questions regardless of specific travel mode. The majority of users who take transit 5 days per week are students. There were a number of challenges expressed about commuting via public transit:
 - Infrequent bus trips make it very difficult to align with people's work and school schedules.
 - Multiple bus transfers are a significant barrier to taking public transit because of the extra time they add to commuting time.
 - There are not extensive enough bus routes to reach all the neighbourhoods where commuters live.
- **Driving is More Convenient:** Those who commute by car alone as their main mode of travel do so: to save time, to run errands before and after work, and because of accessibility and convenience challenges with public transit. The majority of people driving to and from campus 5 days per week are staff.
- **Improvements to Carpooling:**
 - **Coordination App:** We heard that the main barrier to organizing a carpool is the effort it takes to coordinate drivers and passengers, and that respondents do not know who lives in their area. An interesting finding was that those who already in a carpool are not very interested in a phone app to help organize pools. However, those that drive alone and do not carpool are very interested in an app to help them coordinate with other drivers and passengers.
 - **Incentives:** Respondents who already carpool expressed strong interest in incentives, such as priority parking, to encourage carpooling because it is more environmentally friendly than driving alone.

Remote Working and Learning

We also asked participants about their preferences for continuing to work and learn from home post-pandemic. Across faculty, staff and students, we heard that they would prefer a hybrid scenario moving forward:

- **Staff** were most enthusiastic about continuing to work from home, with the majority of respondents preferring to work from home **3-5 days per week**. Staff also listed the least number of barriers to working from home, however barriers mentioned were: position requires them to work in-person, they prefer to work in person, and their manager does not support them to work remotely.
- **Faculty** preferred to work from home **2-4 days per week**, and mentioned a number of barriers to working from home, including: their position does not allow them to work remotely and that they prefer to teach in person, as opposed to teaching virtually.
- **Students** had the most barriers to remaining in a virtual learning space, and would prefer to learn online **0-2 days per week**. Students mentioned their preferences to continue learning

online for things that can be easily accommodated online, such as lectures, but have a strong preference to return to in person for things like labs and fieldwork. Barriers to continue learning online included: professors less familiar and effective at teaching online, and that learning in person is superior for the student learning and social experience.

Transportation Plan Vision and Objectives

Finally, we asked participants to submit feedback about the Transportation Plan draft vision and objectives:

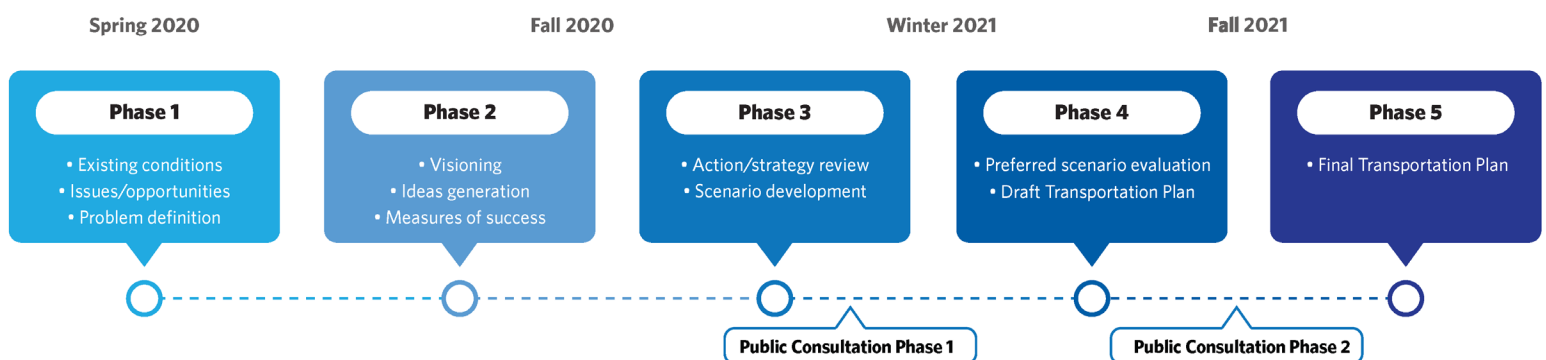
- **Support of Vision***: We heard broad support for the vision, with the majority of respondents either stating general support or focusing on specific parts of the vision they appreciated. The key thing that participants focused on was ensuring that the vision captures the need for increasing public transit accessibility and convenience for the entire UBC Okanagan community.
- **Importance of Objectives***: Participants were largely in support of the seven Plan objectives. The majority of people said that each of the objectives was either Very Important or Important to them. There was similar support across the objectives, however a marginal increase in support for objectives that discussed reducing carbon emissions, increasing transportation choice and flexibility, and improving the transportation experience with a focus on safety.

*Learn more about the Vision and Objectives [here](#).

Next Steps

The ideas and feedback collected from this public consultation process about community travel behaviours, in combination with further technical work, will inform the next phase of the Transportation Plan development, which is developing strategies and targets for inclusion in the draft plan. Phase 2 of public consultation is planned for Fall 2021, where the project team will collect feedback on the draft Plan strategies.

Please see below for a more detailed project timeline.



Part 2 – Engagement Process and Survey Results

Engagement Process

The UBC Okanagan Transportation Plan public consultation was held November 3 – 24, 2020. Community members participated through an online survey and virtual public open house. There were also two stakeholder workshops held as a key input into the planning process.

This consultation process was guided by Campus and Community Planning's [Engagement Principles](#). These principles define how we engage the public and campus community in an open conversation about the design, implementation and conclusion of our public engagement.

In total, over **500 people participated** in this consultation, either attending the open houses and/or taking the online survey. This resulted in over **652 pieces of verbatim feedback collected**. Our engagement summary is as follows:

- Over **25 people** attended a virtual public open house via Zoom.
- **445 people** took the online survey and **331 people** completed the online survey.
- Over **30 people** participated in 2 stakeholder workshops.
- **652 pieces of verbatim feedback** were collected from the open house and survey.

Copies of the online survey and verbatim survey responses are provided in Appendix I and II respectively.

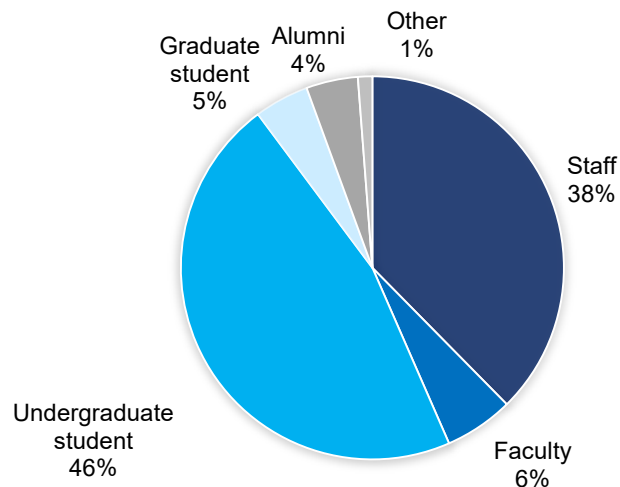
Online Survey

The online survey enabled the wider community to submit feedback about their travel behaviour, preferences and motivators for choosing how to travel to and from campus. 331 participants completed the survey, the majority of whom were undergraduate students (46%) and staff (38%).

Virtual Open House

The virtual public open house was held on November 17, 2020 over Zoom, and was a drop-in style event where participants met for a Q&A with UBC staff and the planning project team.

Survey Participant Demographics



Stakeholder Workshops

As part of the planning process, there were also two stakeholder workshops with staff, faculty, student representatives and external representatives. The first workshop was held in July 2020 and the second was held in December 2020.

Over 30 people attended each workshop, and these people included both internal UBC stakeholders:

- UBCycles
- Health, Safety and Environment
- UBC Student Union Okanagan
- Health and Wellness
- Parking Services
- Disability Resource Centre
- Business Operations and Services
- School of Engineering

And external stakeholders:

- City of Kelowna
- City of West Kelowna

Survey Results

This section summarizes the qualitative and quantitative feedback collected from the Transportation Plan online survey that was conducted between November 3 – 24, 2020.

The qualitative verbatim responses collected were reviewed and themed according to the sentiment of each comment. Top themes are described in the sections below. These include themes with an occurrence rate of 5% or more of the total number of comments for each question.

The quantitative feedback is also summarized below. This data were collected through multiple choice and Likert scale questions, with options to add text entries under “Other” for most questions. It is important to note that most questions had the option to “select all that apply,” so percentages of responses will not sum up to 100%.

Verbatim responses to the survey are included in Appendix II.

Travel Modes

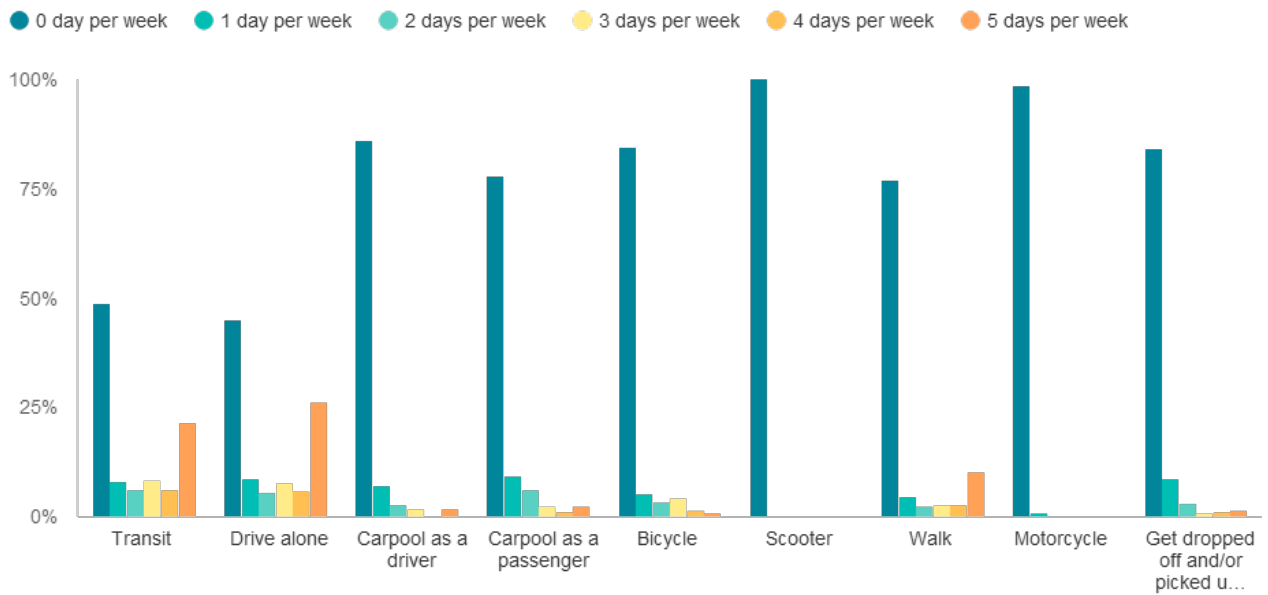
The first question on the survey asked about the pre-pandemic travel modes that participants used to get to and from campus. Participants answered according to the number of days per week they used each travel mode.

Out of the 328 respondents who answered this question, and setting aside the answers of travel modes taken zero days per week, the majority of people take transit or drive alone 5 days per week. It

is interesting to note that 70% of those who take transit 5 days per week are students, and 67% of those who drive alone 5 days per week are staff.

In a typical school/work week, which of the following transportation mode(s) did you use to get to and from campus? (Please select all the mode(s) that apply and how many days a week you used it)

Total responses: 328



Driving

Those who answered they drive alone to and from campus at least one day per week were directed to a series of driving questions.

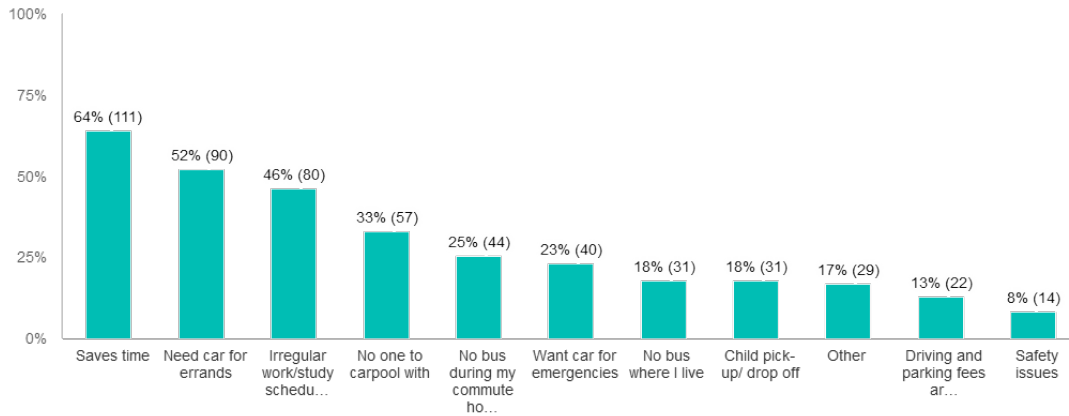
The first question dealt with why participants chose to drive alone during their commute. Of the 173 people who responded to this question, 111 (64%) responded that driving alone saves them time. Additionally, 52% of respondents said that they needed their car for errands as well as their commute, and 46% said that they had an irregular work or school schedule that required the flexibility and convenience of a car.

Participants were also able to select "Other" and provide a text entry. The majority of respondents added details about the difficulties commuting by bus, such as multiple exchanges and bus pass costs being equal to that of a parking pass. Additional entries included disability considerations, having meetings off campus during the day, and enjoying driving.

☒ Driving 1

Why did you choose to drive alone to/from campus? (Please select all that apply)

Total responses: 173



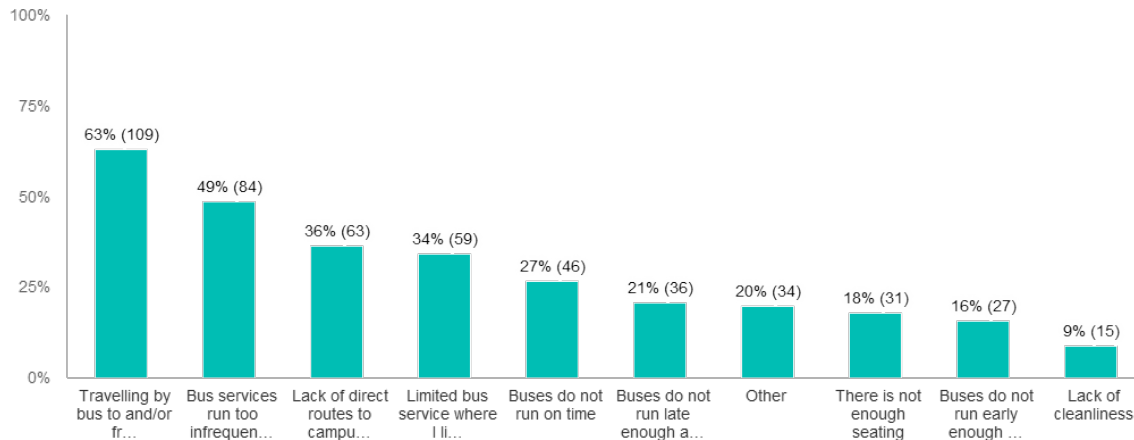
The second driving question asked about the reasons for driving alone as opposed to taking public transit. 109 respondents, or 63%, stated that travelling by bus is too time consuming, while 49% responded that bus service where they live is too infrequent. Additionally, 36% and 34% said that there is a lack of direct bus routes to campus and limited bus service where they live respectively.

“Other” text entries included a number of responses of the challenges with public transit, such as: off-peak hour work hours making transit very difficult, child pick-up and drop-off and needing a car to run errands after work.

☒ Driving 2

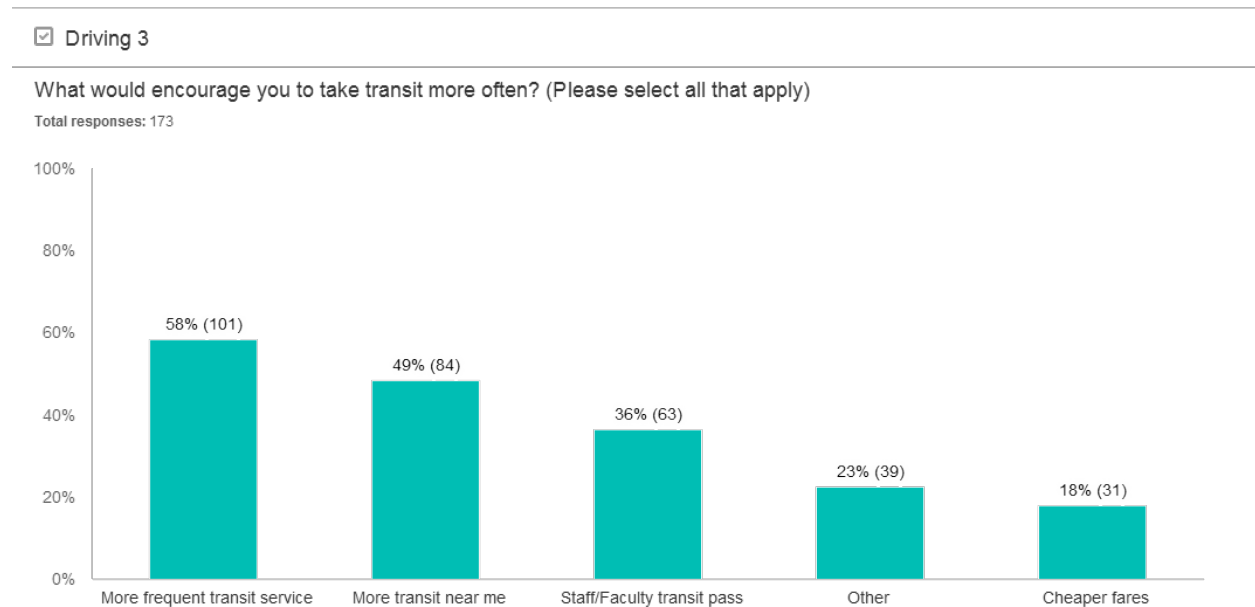
What are the reasons that prevented you from taking transit instead of driving alone? (Please select all that apply)

Total responses: 173



The third driving question asked about ways to encourage drivers to take public transit more often. The majority of respondents (58%) said that more frequent transit service would be an incentive to take public transit more often. 49% also said that more transit routes near where they live would encourage them, and 36% said that staff/faculty transit pass would encourage more public transit use.

Respondents added a number of “Other” text entries as well, and these included bus routes to campus with less transfers, and that nothing would incentivize public transit because it just does not work for their commuting needs.



The next question for drivers asked about reasons that prevent them from carpooling instead of driving alone. The top answer for this question was “Other,” with 79 respondents (46%) adding their own ideas for what prevents them from carpooling. These additions included:

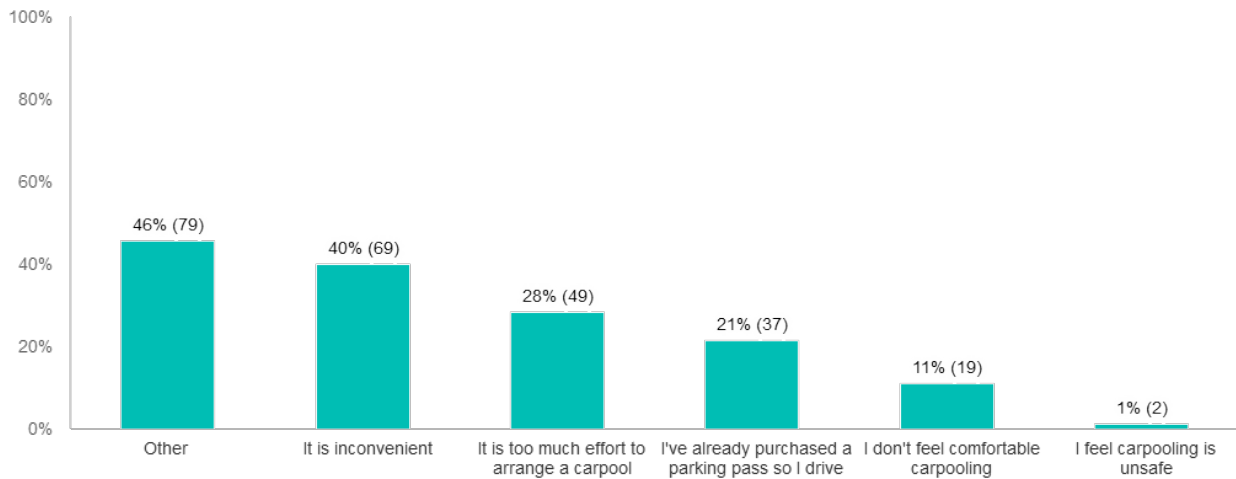
- Varied schedules making it difficult to coordinate with other drivers or passengers.
- Challenges identifying others who live in their neighbourhood or have the same commuting schedule.
- Child pick-up and drop-off duties when driving to and from campus.
- Requires too much effort and energy to coordinate and organize.

The descriptions provided for the response “other” align with the other multiple-choice options, where 40% responded that it is inconvenient for them and 28% responded that it is too much effort to organize a carpool.

☒ Driving 4

What are the reasons that prevented you from car/vanpooling instead of driving alone? (Please select all that apply)

Total responses: 173



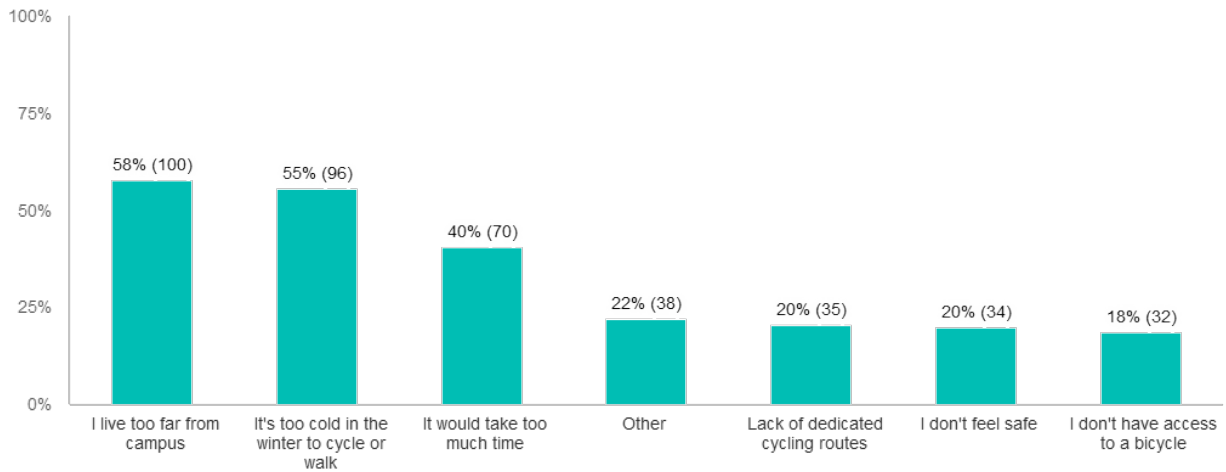
The final driving question asked drivers what prevents them from cycling or walking to and from campus instead of driving alone. The top two responses to this question were that respondents live too far from campus to cycle or walk (58%) and it is too cold or rainy in the winter to cycle or walk (55%). Survey participants also said that it would take too much time to walk or cycle, as opposed to driving (40%).

22% of respondents chose “other” and included additional details such as: feeling unsafe biking on connecting roads, physical disability and mobility considerations, and lack of end of trip facilities and safe bike parking. Some of these responses align / overlap with the other multiple-choice options.

☒ Driving 5

What are the reasons that prevented you from cycling or walking instead of driving alone? (Please select all that apply)

Total responses: 173



Transit

The second travel mode that the survey explored was public transit. Respondents who answered that they took public transit at least once per week were directed to two questions about why they take transit and what might improve their transit experience.

When asked about why they took public transit to and from campus, 164 participants said they had four top reasons:

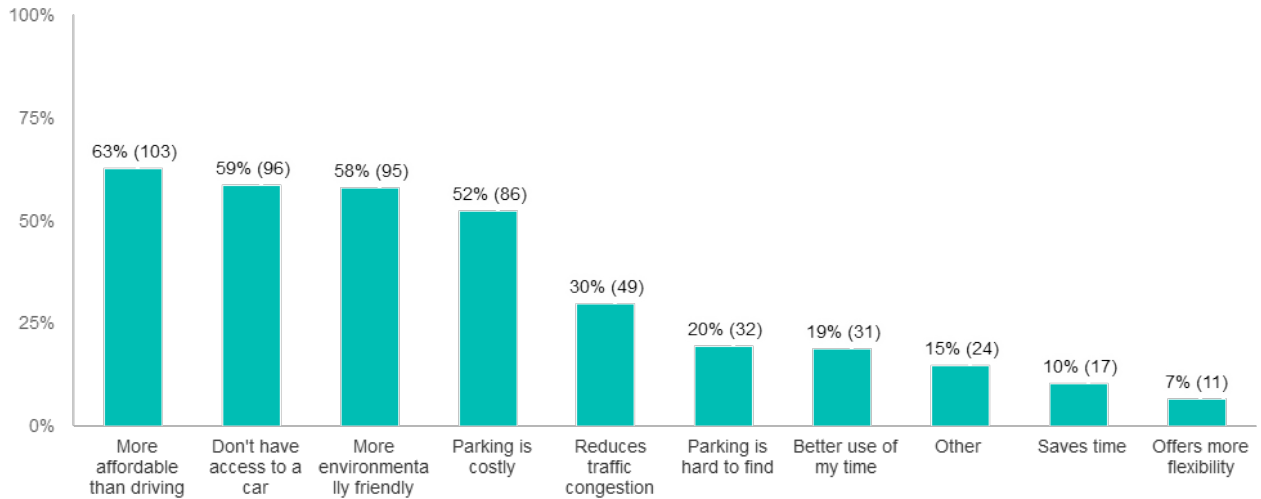
- 103 people (63%) said they took public transit because it was more affordable than other travel modes,
- 96 people (59%) responded that they did not have access to a car, so public transit was their other option,
- 95 people (58%) said that they took public transit because it was more environmentally friendly, and
- 86 people (52%) said that parking was too costly to drive to campus, and so they take public transit instead.

15% of respondents also added their own text entries, and added more information related to them: combining transit with other modes (i.e. cycling), not wanting to drive in adverse weather conditions, and not having a driver's license.

☒ Transit 1

Why did you commute to/from campus by transit? (Please select all that apply)

Total responses: 164



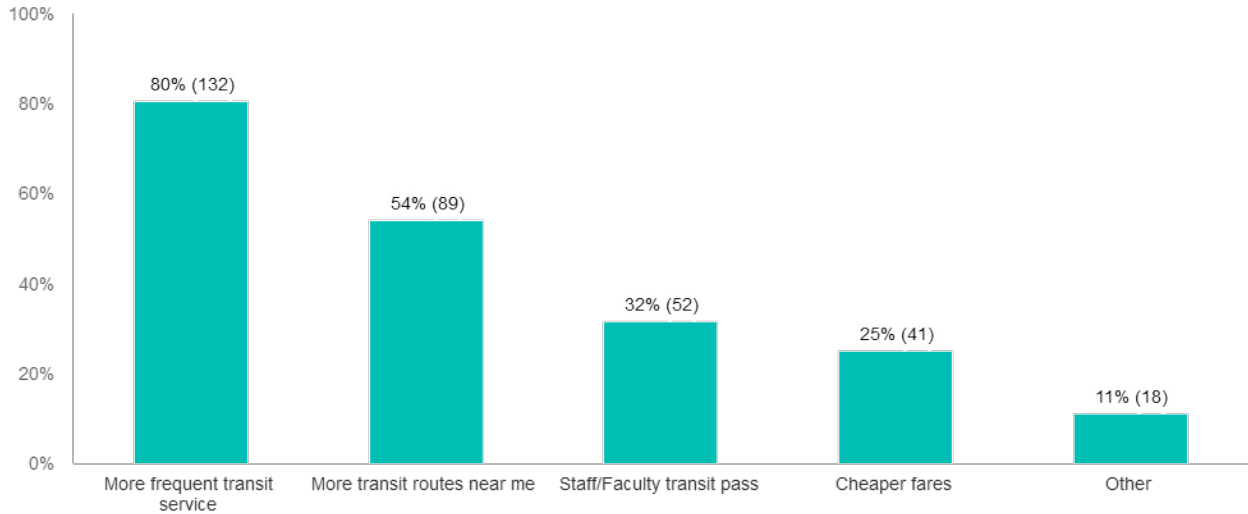
The second question related to public transit asked about what would improve the experience of taking public transit. A clear finding from this question is that the majority of respondents, 80%, want more frequent bus service. Following that top result, 54% would also like more transit routes near where they live, and 32% would like to see a staff/faculty transit pass.

Text entries for this question supported these findings, with the additional information echoing the need for more bus service, less bus transfer needed to get to campus, and a staff/faculty transit pass.

☒ Transit 2

What would improve your experience of taking transit? (Please select all that apply)

Total responses: 164



Carpooling

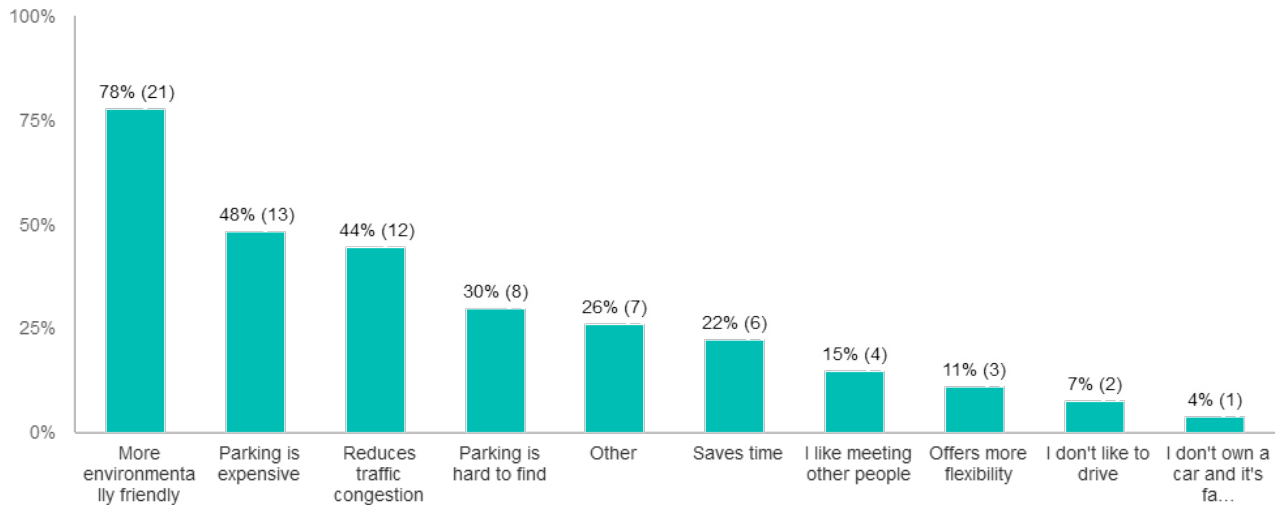
Thirdly, a travel mode the survey explored was carpooling. A smaller number of respondents (27) were directed to this question if they answered that they carpool at least one day per week.

When asked why they carpool to and from campus, 21 out of 27 respondents (78%) said it was because it is more environmentally friendly than driving alone. The second and third top answers were to avoid parking costs (48%) and to reduce traffic congestion (44%).

☒ Car/Vanpool 1

Why did you car/vanpool to/from campus? (Please select all that apply)

Total responses: 27

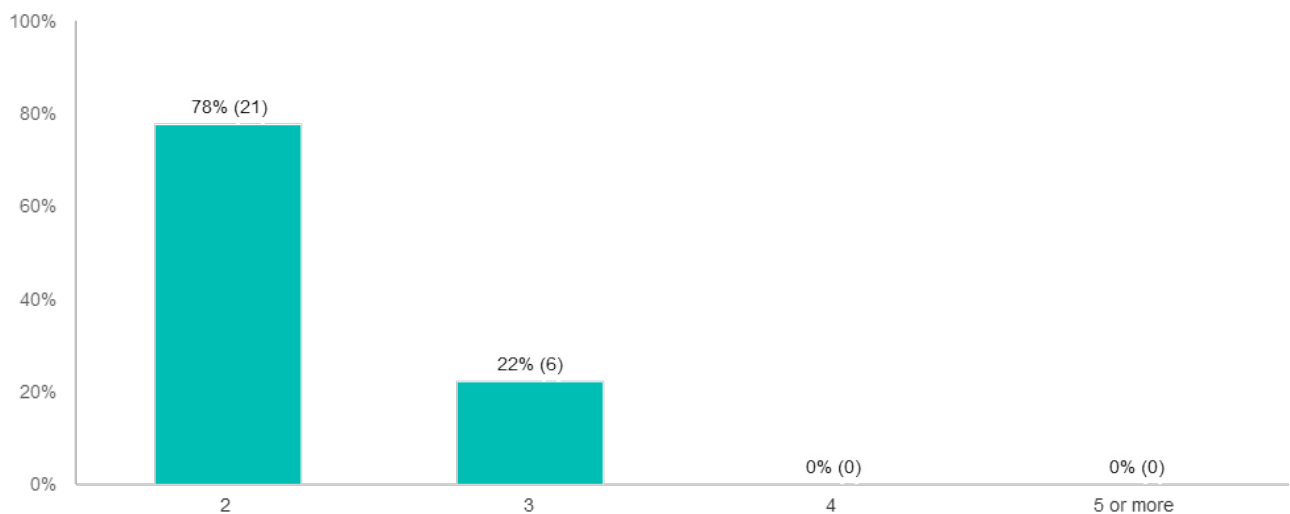


The survey also asked those that carpool about how many people are usually in their pool. The majority (78%) of respondents said 2 people are in their pool, while 22% have 3 people in their carpool. 0% have 4 or 5 or more people in their pool.

☒ Car/Vanpool 2

Typically, how many people, including the driver and passenger(s), are in your car/vanpool?

Total responses: 27

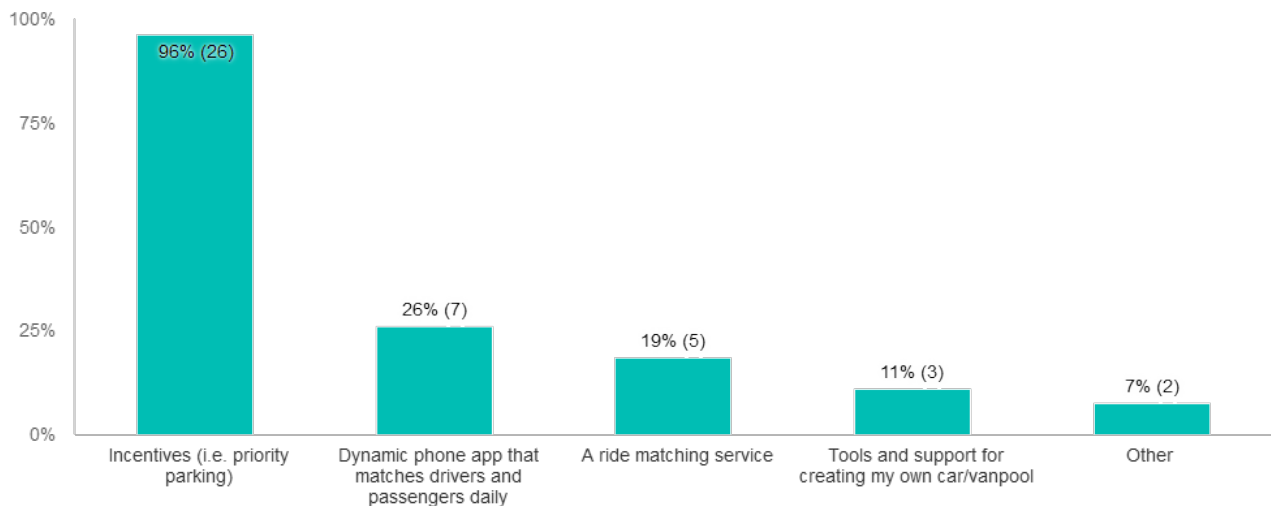


The third and final question and carpooling asked about how to improve the experience. Overwhelmingly, for 96% of participants the top way to improve the experience of carpooling is to provide incentives, such as priority parking for those who are in a pool. Interestingly, only 26% said a phone app to match drivers and passengers would improve their experience. This is interesting because it contrasts with the responses from people who drive alone who expressed interest in an app and signaled that an app would help them organize a carpool.

☒ Car/Vanpool 3

What would improve your experience of car/vanpooling? (Please select all that apply)

Total responses: 27



Walking and Cycling

The final travel mode explored in the online survey was active transportation, or walking and cycling. Respondents were directed to the following two questions if they answered that they walk or bike to and from campus at least one day per week before the COVID-19 pandemic.

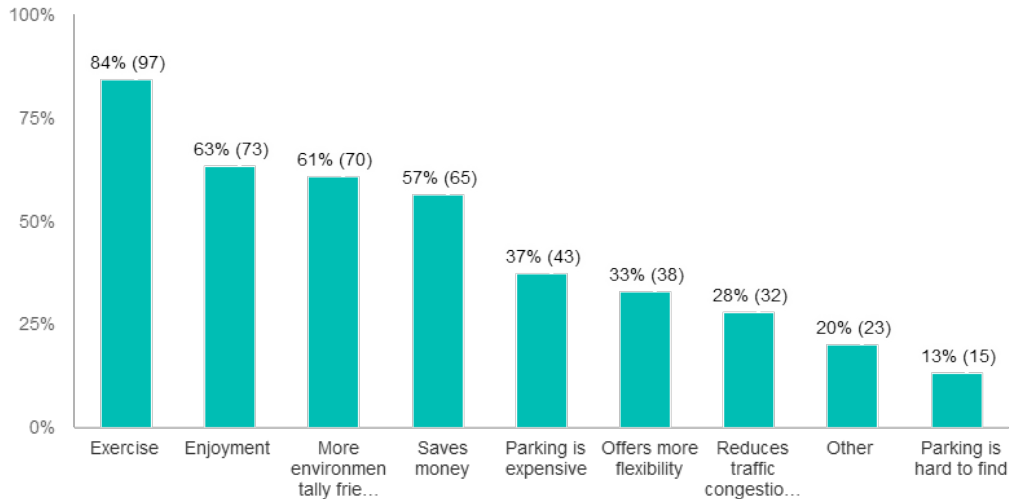
When asked about why they choose to walk or cycle as part of their daily commute, 84% of participants responded that it was mainly for the exercise benefits. Following that top answer, the next top three answers were for enjoyment (63%), because it is more environmentally friendly (61%), and because it saves them money (57%).

When asked to add any other “other” answers via text entry, respondents also added that active transportation was good for their mental health and wellbeing, because they live close enough to campus, and because public transit is unreliable, especially in the summer months.

☒ Walk/Cycle 1

What are the reasons you chose to walk or cycle to/from campus? (Please select all that apply)

Total responses: 115

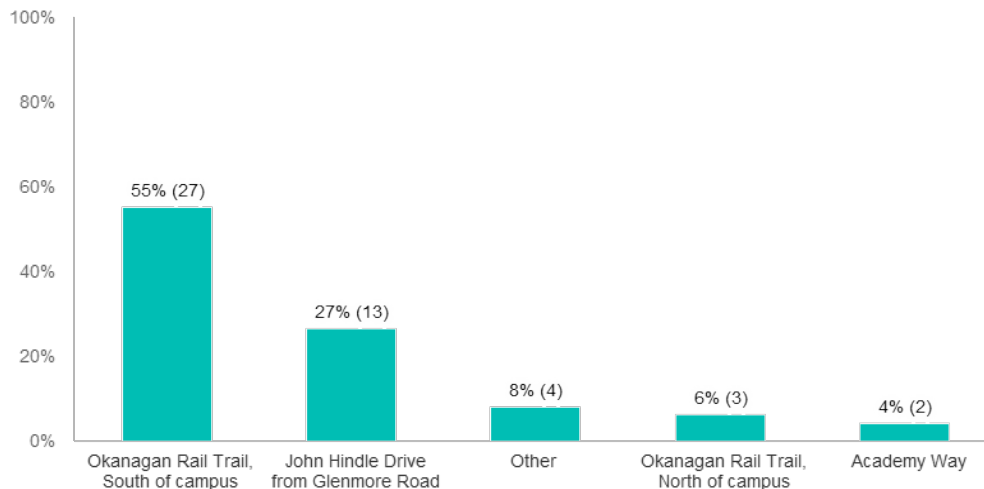


Finally, cyclists were asked about the bike routes that they take the most often when commuting. The majority of respondents take the Okanagan Rail Trail, south of campus (55%), while 27% of respondents said they take John Hindle Drive from Glenmore Road in order to get to campus.

☒ Walk/Cycle 2

When you rode your bicycle to and/or from campus, which route did you use most often to connect to campus?

Total responses: 49



Remote Working and Learning

The second section of the UBC Okanagan Transportation Plan survey asked a series of questions about participants' experiences working and learning remotely, and what their preferences are for moving forward with working and learning online post-COVID.

The first question about remote working and learning was about barriers to continuing to work and learn remotely in the long-term, beyond the COVID-19 pandemic. The survey responses indicated that students, faculty and staff, each have unique needs and barriers to remote working and learning. Key takeaways are described below.

66% of undergraduate students and 63% of graduate students said the largest barrier for them to continue learning online is simply because they prefer to learn in-person. 40% and 42% of undergraduate and graduate students respectively also responded that their study programs require in-person learning capacity, such as labs and fieldwork activities.

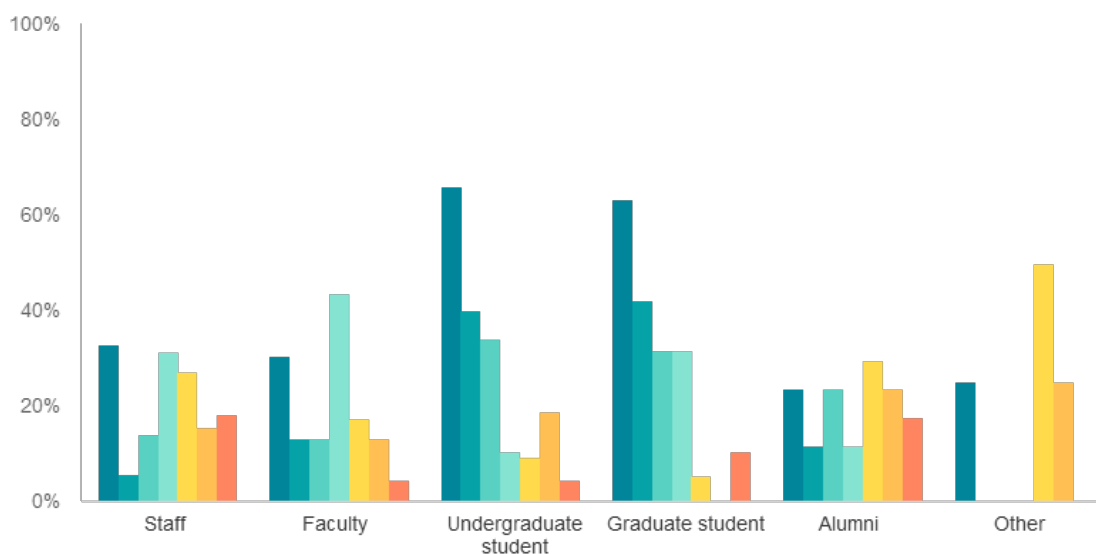
It is interesting to compare the student perspective to that of staff and faculty. In general, staff and faculty responded with less barriers than students. However, 43% of faculty feel that their position requires them to teach or conduct research in-person and 33% of staff prefer working in-person. An interesting distinction between staff and faculty is that 18% of staff reported their managers did not support remote work, while only 4% of faculty cited this lack of support.

☒ Remote Working/Learning 1

What are the reasons that might prevent you from continuing to learn online or work remotely in the long-term, post-COVID? (Please select all that apply)

Total responses: 351 • Subgroups: Affiliation (Converted) - Staff (143), Faculty (23), Undergraduate student (182), Graduate student (19), Alumni (17), Other (4)

- I prefer learning and/or working in person
- My study program requires in-person learning (i.e. labs)
- I do not have a good working space off campus
- My position does not allow me to work remotely
- Other
- No barriers
- My work/manager does not support remote working



Building on the barriers question was a second survey question that asked respondents how many days per week they would prefer to work or learn remotely post-COVID. Again, it is important to note that students, faculty and staff brought different perspectives to this question and answered in different sample sizes. For example, 143 staff compared to 23 faculty answered this question.

Generally, there was a fairly even split across all respondents, however, the results become more nuanced when demographic data were used to categorize the answers. Broadly, 63% of undergraduate students and 79% of graduate students prefer 0-2 learning remotely. 60% of faculty prefer 2-3 days working remotely, and 62% of staff would like 3-5 days working remotely per week. This is supported by the results from the previous question that suggested students experience higher barriers to remote learning than staff or faculty.

Remote Working/Learning 2

If the option was made available to you, how many days a week would you like to continue learning online and/or working remotely post-COVID?

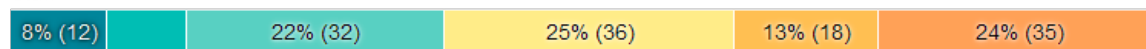
Total responses: 351 . Subgroups: Affiliation (Converted) - Staff (143), Faculty (23), Undergraduate student (182), Graduate student (19), Alumni (17), Other (4)

0 1 2 3 4 5

Total



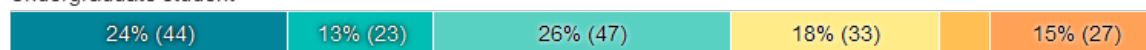
Staff



Faculty



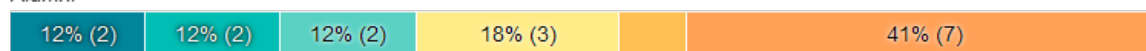
Undergraduate student



Graduate student



Alumni



Other



Finally, survey respondents were given the opportunity to add anything else they thought about returning to work and school post-COVID. This question was open-ended and the following table illustrates the top comments received related to remote learning and working. The top comment from staff and faculty about working from home is that they would like to see a hybrid approach moving forward, where there is flexibility built in for those who would like to be both in-person and working remotely a few days per week.

For students, the additional comments supported the previous quantitative information that learning in-person is more beneficial for the student learning and social experience. We also heard the desire for professors to develop a stronger understanding of how to teach effectively online, and to develop new tools and methods for teaching online. Some students also added that they would be amenable to continuing learning online for some activities, like lectures, but would prefer others to be in person, such as labs and tutorials.

| Question: Would you like to add anything about the future of learning online and working remotely post-COVID? | Frequency of Top Comments |
|---------------------------------------------------------------------------------------------------------------|---------------------------|
| Remote learning | 47 |
| Learning in person is better for the student experience | 17 |
| Methods for remote learning need to be improved for learning to be effective | 13 |
| Would like to see in person resources (i.e. labs, tutorials) coupled with remote learning | 11 |
| Good online tools can make remote learning easier (i.e. tracking deadlines and assignments) | 6 |
| Remote working | 32 |
| Would like to see flexibility in a hybrid approach to working from home | 25 |
| Need new infrastructure to support working from home (i.e. budget for home office, desk sharing) | 7 |
| Total Top Comments | 79 |
| Grand Total of Verbatim Comments | 122 |

Transportation Plan Vision and Objectives

The final of the three survey sections dealt with the UBC Okanagan Transportation Plan itself and asked for feedback on the draft vision for the Plan, and the seven draft objectives that accompany that vision.

Vision Feedback

When asked about the draft [vision](#), participants answered with a diversity of topics that they liked about the vision, or would like to see reflected in the vision. Generally, respondents supported the vision, with a large number having nothing to add. However, many participants want to see a stronger statement around increasing public accessibility and convenience, and improving the public transit experience broadly.

| Question: Do you have any comments or feedback on the draft vision? | Frequency of Top Comments |
|----------------------------------------------------------------------------------------------|---------------------------|
| Public transit | 36 |
| Increase public transit accessibility with more frequent bus trips and additional bus routes | 23 |
| Improve cleanliness and safety of transit experience | 7 |
| Make more affordable for faculty and staff (i.e. Faculty staff U-Pass) | 4 |
| General support and nothing to add | 29 |

| | |
|--------------------------------------------------------------------------------------------|------------|
| Missing from the vision | 5 |
| Mention of safety | 5 |
| Parking | 5 |
| Parking is currently too expensive | 5 |
| Infrastructure and accessibility | 4 |
| Improve accessibility to campus beyond cars (i.e. park and ride, bike pathway to downtown) | 4 |
| Total Top Comments | 79 |
| Grand Total of Verbatim Comments | 104 |

Objectives Feedback

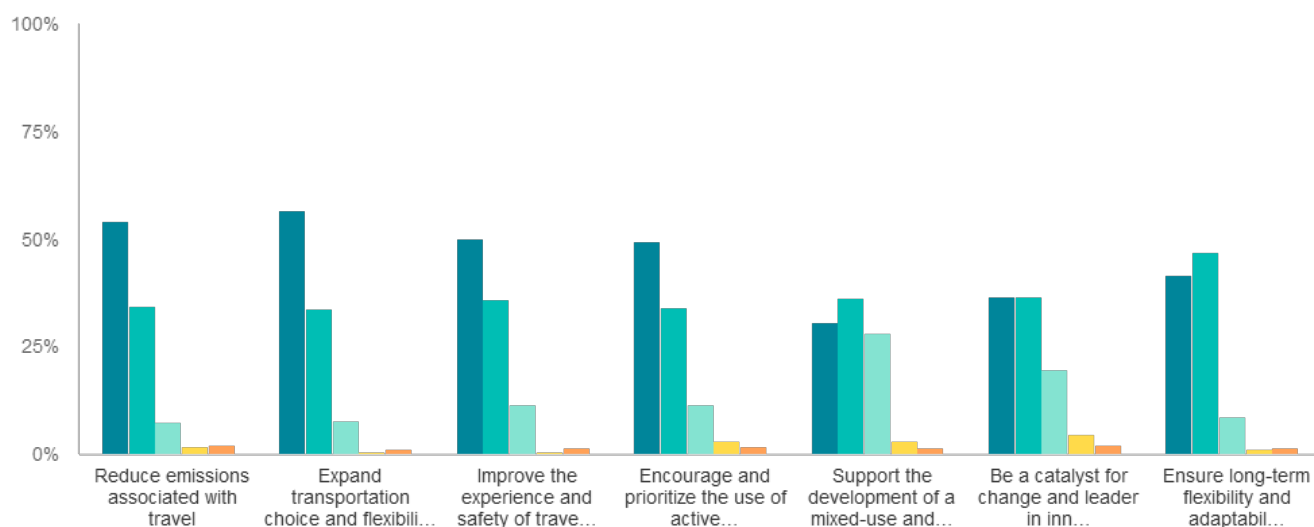
The Transportation Plan project team also developed seven objectives to accompany the vision and provide clear directions for achieving the vision. When asked about the importance of each objective, participants answered that the majority of objectives were very important or important, indicating general support for the objectives overall. Please refer to the text below the figure for the full objectives.

Objectives

Please tell us how important each objective is to you:

Total responses: 335

Very Important Important Neutral Unimportant Very Unimportant



Full objectives from left to right: (1) Reduce emissions associated with travel, (2) Expand transportation choice and flexibility, (3) Improve the experience and safety of travel for people of all ages and abilities, (4) Encourage and prioritize the use of active and sustainable modes, (5) Support the development of mixed-use and compact campus community, (6) Be a catalyst for change and leader in innovation for sustainable transportation, (7) Ensure long-term flexibility and adaptability to changing needs.

The final survey question asked about participants' ideas for achieving any of the seven objectives. This was an open-ended question, and we heard a range of ideas, however overwhelmingly the answers surrounded the existing challenges with public transit. The clear top comment was a desire for increased public transit accessibility by adding more bus trips every day, and more bus routes in the region. Affordability was also a common theme, with the main suggestion of creating a faculty-staff transit pass, similar to the student U-Pass.

We also heard support for increasing awareness with this Plan about the other options for transportation to and from campus outside of simply driving alone. Participants expressed interest in learning more about their options and suggested an education campaign as part of the release of the final Transportation Plan.

| Question: What are your ideas for achieving these objectives? | Frequency of Top Comments |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Public transit | 51 |
| Increase public transit accessibility with more frequent bus trips and additional bus routes | 41 |
| Make more affordable for faculty and staff (i.e. Faculty staff U-Pass) | 10 |
| Community engagement | 16 |
| Educate and increase awareness about transportation options for the community | 16 |
| Remote working and learning | 9 |
| Reduce emissions and traffic congestion by encouraging remote work and/or learning | 9 |
| Active transportation | 8 |
| Enhanced bike lanes and routes (i.e. on Glenmore Road) | 8 |
| Parking | 6 |
| Parking pricing as an incentive to take alternative transport modes (i.e. needs to be more expensive than transit) | 6 |
| Total Top Comments | 90 |
| Grand Total of Verbatim Comments | 130 |

Next Steps

Feedback from Phase 1 of public consultation on the draft Vision and Objectives, in combination with further technical work, will inform the future phases of the Transportation Plan development.

The next stage of the planning process is to confirm the Plan strategies and actions (our preferred Scenario), develop targets and produce a draft version of the Plan. The draft Plan will be presented as part of the next phase of public consultation in Fall 2021.