UBC OKANAGAN
ACADEMIC PLAN
DRAFT FRAMEWORK
November 15, 2004

21 Framework Recommendations

1. Endorse vision and mission of The University of British Columbia (system-wide)

What UBC O will be…

2. Sustainable in its policies and physical development
3. Transparent in its governance and communication
4.   A learning organization
5.   An environment in which learning and research are indivisible
6.   Welcoming and collaborative with indigenous/aboriginal peoples
7.   Dedicated to improving student experience and student success
8.   Committed to community
9.   A model of global citizenship

What UBC O will do…

10. UBC O will develop a flexible and adaptable academic structure
11. Use the Irving K Barber School of Arts and Sciences to build on the values of a civil society and to educate global citizens
12. Provide active coordination to encourage disciplinary permeability at UBC O
13. Create innovative multi-disciplinary academic themes and programs
14. Conduct research that is local, regional, global – and all world class
15. Re-think and re-work university time
16. Take leadership in a post-secondary network in the Okanagan Valley
17. Nurture the partnership between UBC Okanagan and UBC Vancouver
18. Be an Okanagan Partnership flagship
19. Internationalize UBC O strategically to take advantage of distinctive campus and community

What UBC O must never forget to do …

20. Value creativity and imagination in every aspect of life
21. Have fun

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Note to reader:

THIS IS A FIRST GO AT THIS DOCUMENT SO IT IS NOT FINISHED!!! IT IS AWAITING YOUR CRITIQUE, FEEDBACK AND IMPROVEMENTS!

Each of the 21 recommendations will have a paragraph of context to explain and introduce the ideas and actions. Within each framework recommendation, there are actions noted with time-lines attached – or at least there will be eventually. Suggested timelines are: Immediate (April 05-Sept06); Mid-term (Sept06-Sept08); and Long-term (Sept08-Sept10). It is proposed that the UBC O Academic Plan go to the UBC O Senate for approval in April 2005. We may also want to consider adding "who is responsible" to these recommendations. We have ideas for how to present the Plan graphically but for now we are most interested in content.

1. ENDORSE the VISION AND MISSION OF THE UNIVERSITY OF BRITISH COLUMBIA (SYSTEM-WIDE)
This section is the home for ideas that are very much "UBC system-wide" such as:
- Honour UBC system's policy that no eligible domestic student shall be excluded for financial reasons alone by building up our scholarship endowment to $300 million by 2010;
- Create an on-going student competition on innovative ways to increase student financial support;
- Include administration when we list faculty, staff and students
- Others?

What UBC Okanagan will be…
[these recommendations describe what we want UBC O to develop into – the recommendation focus on actions that will help us become what our vision, mission and principles describe]

UBC Okanagan will be
2. A SUSTAINABLE CAMPUS
The UBC O campus must be sustainable in every aspect of its operations – keeping its footprint light and its costs to a minimum, and setting a model standard of practice for all users of the campus and for the community at large.

- **Create a UBC O Office of Sustainability** to liaise with the UBC V Office and to take responsibility for the Board of Governors Sustainable Development Policy #5 http://www.universitycounsel.ubc.ca/policies/policy5.html at UBC O. Appoint a local Sustainability Ombudsperson and work with the UBC Director of Sustainability to revise and update Policy #5. Revise the Planning Principles for UBC Vancouver to suit UBC Okanagan. [Immediate]

- **Develop CampusPlan 2010 rooted in sustainability and responsive to university and external communities.** UBC O Vision, Mission and Principles must form a template for design and consultation and open communication as the foundation for the campus plan and for each new development. We must define and then support the "sense of place" that is UBC Okanagan, including architectural expression and the programming and use of our public open spaces. [Immediate]

  o **Appoint/elect a CampusPlan 2010 UBC O community committee** (students, staff, faculty, alumni, members from Pres. Community Advisory Council) to work with Master Planning consultant team to develop CampusPlan 2010 and to design and oversee a public engagement process that includes the internal and external UBC O communities; [Immediate]

  o **Appoint/elect User Committees for each building/landscape project at UBC O** (students, faculty, staff) to work with design/planning teams working on new buildings and public spaces; [Immediate]

  o Work closely with the Central Okanagan Regional District, the City of Kelowna, and other community partners on the following projects that may be appropriate to include in CampusPlan 2010:[1]

    - a UBC O village or town centre comprising commercial stores, restaurants, and the like;
    - student residences, including external social space between existing residential buildings and new internal space for all students;
    - a greenway system and bike paths to Quail Ridge, Rutland and Glenmore (Robert Lake Road);
    - potentially, adjacent lands for park and university use;
    - new student union space, including informal spaces, pub and coffee shop;
    - research facilities with partners including Discovery Parks Incorporated and others;
    - an overpass at the main entrance and a second road access to the campus;
    - more bike racks, bike locks and, potentially, bike rental;
    - a U-Pass system for public transit, car pooling and car sharing;

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[1] Note that the CampusPlan 2010 process will determine the appropriate programming; these ideas are noted here for reference and contribution to the planning process.

- possible rapid rail to downtown Kelowna;
- a dedicated Aboriginal space on campus – a visible, central and integrative (healing?) place that all students will populate or pass through regularly;
- a facility where campus, local and tourist communities will mix, such as a Digital Theatre, IMAX, Science Centre, or Museum,
- a Performing Arts Centre or Theatre for concerts, films, and/or dramatic productions;
- a hotel and conference centre with catering services and a 600-800 capacity room for plenary sessions and executive management programs;
- expanded recreational facilities to help build community and attract new students, staff & faculty members (also to be used by external community members): swimming pool, squash and racquet ball courts, a community recreation centre, an indoor soccer facility, an ice arena, a 400m track, a golf facility, a ski chalet, and/or a boat house, areas for relaxation and meditation; and,
- entertainment spaces expanded and diversified to create a collegial atmosphere.

- Upgrade and maintain buildings, landscape and infrastructure so that UBC-O is seen as a model of sustainability – a community that is safe, clean and green – livable, healthy, environmentally friendly, and accessible to all persons.

- **Develop a UBC O Health and Wellness Office/Centre to emphasize the "whole person:** [Immediate]
  - **Create a health and wellness strategy for the entire UBC O population: students, faculty staff and administrators;** [Immediate]
    - Define wellness to include the physical, psychological and spiritual well-being of the citizens of UBC Okanagan.

- **Develop specific social, environmental, cultural and economic sustainability principles for guiding the academic and physical decision-making at UBC O:** [Immediate]

  SOCIAL
  - Acknowledge the diverse needs of the people who want to come here, whether to work, study or live;
  - Create social and gathering spaces where students and the community may relax, study, or eat in pleasant surroundings, and take part in campus and community events;
  - Build student and community social and study spaces into all major buildings on campus; and,
  - Maintain a child-care capacity consistent with the growth of UBC O.

  ENVIRONMENTAL
  - Integrate environmental sustainability should be an integrated into our academic programs, including education of students, staff and faculty – as well as the citizenry. For example, not-for-profit eco-tours would help internal and external community members understand the unique and special qualities of the UBC O landscape.
  - Ensure best practices in environmental sustainability including:

- All buildings/developments meet the UBC-wide version of LEEDS gold or better,
- Establish a GREEN program mandating environmentally neutral processes and purchases;
- Establish an energy conservation program;
- A water conservation program; and,
- Protect and conserve the natural landscape.

CULTURAL SUSTAINABILITY

- Cultural sustainability goes beyond the protection of a specific culture to the acceptance and understanding of culture as a rich, variable and desirable attribute. Its sustenance might include everything from honouring aboriginal and international cultures to bringing the creative and performing arts much more into our lives.
- Keep in mind that the Okanagan Valley has a cultural and ethnic make up that differs from large urban centres in Canada;
- Develop a public art program for UBC Okanagan, an enhanced sculpture park that also provides places and spaces for Fine Arts students to display their work and for others to enjoy a continual display of art and beauty appropriate to UBC Okanagan.

ECONOMIC SUSTAINABILITY

- The economic health of The University of British Columbia is essential to our sustainability agenda. Some environmental sustainability goals also serve economic purposes:
  - Save energy;
  - Reduce waste; and
  - Enlightened purchasing standards that are globally progressive in 1) environmental sustainability and 2) supportive of human rights and progressive labour standards.

UBC Okanagan will be…

3. A TRANSPARENT GOVERNANCE AND COMMUNICATION CULTURE

There is a hunger for wide consultation, shared decision-making, and system-wide collaboration. Decision-making processes should be inclusive and transparent.

- **Create an UBC Okanagan Equity Office including a UBC O governance and communication ombudsperson to ensure a transparent governance and communication culture by implementing the following:** [Immediate]
  - **Develop a "welcome orientation" for new faculty and staff;**
  - Systematically seek, encourage, and report on ideas that might improve an aspect of university programs or operations;
  - Hold regular Town Hall meetings with senior administration;
  - Create an open and consultative budgeting process;
  - Ensure collaborative processes in search/hiring committees, and,
  - Integrate wellness into all decision-making.

UBC Okanagan will be…
4. A LEARNING ORGANIZATION

According to Peter Senge (1990: 3) **learning organizations** are:…organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. The basic rationale for such organizations is that in situations of rapid change, only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to 'discover how to tap people's commitment and capacity to learn at *all* levels' (*ibid.*: 4). http://www.infed.org/thinkers/senge.htm

- **Create a Learning Organization environment at UBC O** in which the critical skills of collaboration and teamwork as well as individual responsibility are fostered and modeled at all levels, and blur boundaries among Departments, Faculties and the community:
    - o Treat all individuals as learners and ensure that all decisions support learning;
    - o Review and clarify policies governing the reward structure for faculty members: research, teaching and service; and,
    - o Learn from other organizations and implement best practices.

- **Create a UBC O Learning Resources Centre,** our own version of UBC V's Centre for Teaching and Academic Growth (TAG), and implement the following: [Immediate]
    - o **Initiate a UBC O Teaching and Learning Enhancement Fund (TLEF) to encourage pilot projects in alternative and innovative approaches to teaching;**
    - o **Develop an annual learning-teaching-research conference with 100% attendance;**
    - o **Make mandatory for all faculty members a basic teaching workshop (Instruction Skills Workshop) and a specialized workshop in a choice of specific skills, such as problem-based learning;**
    - o **Develop a teaching excellence recognition program like UBC V's Killam Teaching Awards ($5k plus honoured at Convocation);**
    - o Support experiential learning, problem-based learning, and project-based learning, such as through the da Vinci Program;
    - o Establish a professional development program for administrators, an administrator excellence recognition program and an accountability process for administrative innovation; and,
    - o Make teaching evaluations a critical part of developing teaching dossiers and bench-marking our teaching success.
    - o **The Learning Resources Centre should consider the following in support of Information Technology and Learning Technology:**
        - Create multi-media presentation facilities with both basic and higher end capabilities;
        - Ensure that new technology is implemented with sufficient support infrastructure for user training and maintenance;
        - Integrate presentation and digital communication technology into all formal and informal learning environments; and,
        - Create cross-department teams to test and pilot new educational technologies.

- **Create a strong and well-funded mentoring program for faculty members as part of integrating teaching/learning and research:** [Immediate]
    - o Create mentoring roles to help graduate students and new faculty develop teaching skills;
    - o Create a mentoring team and ongoing mentoring activities – a think tank; and,
    - o Develop a well-supported team of research mentors to aid all faculty.

- **Create an Information Technology/Learning Technology Task Force to create an inventory and assess needs. The Task Force should:**
    - o Allow the learning needs of the campus to dictate technology choices;
    - o Take interconnectedness and enabling as guiding principles in choosing technology;
    - o Implement technology such as virtual centres, wireless internet access, and Open Courseware on the MIT model, that takes UBC O out to the community, brings the community to UBC O, and supports community learning, research and engagement;
    - o Provide user-friendly, open, transparent and accountable community access to all UBC-O services, including the library and all appropriate internal information and management services e.g. budget, enrolments, courses;
    - o Support early adopters of learning of technologies as testers, reviewers, and evangelists; and,
    - o Provide mandatory courses in the use of instructional technologies to all new faculty which helps to establish a base-line of technological competency for all faculty, administrators and staff.

- **Support non-academic staff so they can assist in delivering the academic mission:**
    - o Create opportunities for staff to collaborate with faculty and become more engaged in the academic community; and,
    - o Create better personal development opportunities for staff to advance their own education and develop their own research.

- **Develop a Distributed Learning Strategy to take advantage of partnership with UBC Vancouver and UBC Okanagan, and Okanagan College:**
    - o Focus on northern and indigenous communities; and,
    - o Provide service and support for distance learners, by developing innovative credit and non-credit programs for students and community members who are unable to attend classes at regular hours or on campus.

UBC Okanagan will be…

5. AN ENVIRONMENT IN WHICH LEARNING AND RESEARCH ARE INDIVISIBLE

- **Celebrate excellence in teaching and research (and its overlap):**
    - o Develop a well-supported team of research mentors to aid faculty at all stages of research/teaching careers (see section 4); and,
    - o Reward faculty members who find ways to integrate teaching and research through a variety of incentives such as:

- Have an annual scholars reception;
- Give annual Awards for Research Excellence (one disciplinary and one inter-disciplinary) and for Instructional Leadership;
- Promote all research achievements - big or small, funded or unfunded; and,
- Give an undergraduate student research award.

- **Shape the physical Learning Environment to maximize interdisciplinary interaction:**
  - Avoid silos: whether in research or in planning departmental space, ensure that buildings are shared among different disciplines:
  - Keep research space flexible, adaptable and mixed; and,
  - Create communal space that promotes interaction among faculty to increase the potential for cross-discipline collaborations;

- **Create a UBC Okanagan Research Support Office that can also tap into system-wide capacity from UBC Vancouver:** [Immediate]
  - **The Research Support Office would contribute the following:**
    - Help with grant writing and strategies;
    - Support faculty growth model understanding that scholarship is developmental;
    - Research and publish international research funding opportunities;
    - Maintain and publicize the work of the research Ethics Committees including proper administrative support of Ethics Committee and Animal Care Committee and the provision of workshops to educate faculty and grad students about ethics and ethics review; locate on-line workshops and modules; bring in experts for special issues; carve out a specific role for departmental responsibility for ethics review;
    - Evaluate current and anticipated projected space and standards for animal care facilities;
    - Provide support for faculty at each stage of development— beginning, mid-career, advanced
  - **Budget allocations are required for:**
    - New faculty hires start-up funds to kickstart research, set up/ equip labs and studios;
    - Continuing faculty at UBC O equivalent of re-start-up funds to help them elevate their research projects, and to set up or upgrade labs or studios;
    - UBCO, campus-specific research grant fund – similar to GIA to mirror what is available at UBC V;
    - Competitive funds for:
      - undergraduate students to work with faculty on well-defined, short-duration research questions or projects (not intended as summer studentships);
      - time release from teaching in order to write research grants or other specific projects around research intensification; and,
      - research grants in support of smaller 'one-off' research projects, or sustained research projects;

- **Define "gold standard" and ensure there are "gold standard" spaces and places for teaching and research at UBC Okanagan:**
  - Allow people to emphasize teaching as a form of pedagogical research and create rigor, support, and respect for excellence in teaching;
  - Provide a variety of study spaces for graduate researchers;and,
  - Create an internal newsletter to showcase faculty research interests and collaboration opportunities.

- **Think collaboratively and across disciplines:**
  - Create collaborative research and research planning teams, using research Centres as well as the proposed coordinator of Interdisciplinary Studies;
  - Have internal colloquia – perhaps sponsored by the vice presidents – followed by social event;
  - Acknowledge interdisciplinary challenges when hiring, and in tenure and promotion;
  - Create institutional venues for innovative research at interdisciplinary interface (health/nursing /fine arts); and,
  - Have a Vice-chancellor's research reception to honour partnerships between hospitals/external partners and the UBC O faculty,

- **Ensure that the library supports researchers and graduate students to achieve excellence:**
  - Provide adequate technological support to access a variety of databases for periodical materials, and for data and statistical access;
  - Ensure that such access is supported by high-speed conductivity, appropriate off site access, and adequate hardware for each faculty member;
  - Provide adequate facilities for the secure storage of sensitive data;
  - Evaluate the current library collection, print and non-print, in order to enhance the collection based on research and research-based course requirements;
  - Provide greater access to the library collection by increased opening hours; and,
  - Review the need for an archive for rare and specialized materials.

UBC Okanagan will be…

6. WELCOMING AND COLLABORATIVE WITH INDIGENOUS/ABORIGINAL PEOPLES

- **Improve our capacity to welcome indigenous and aboriginal people into the community at UBC Okanagan and provide support for student success:**
  - **Create a review committee with current Aboriginal student services and community representatives to assess our services and opportunities for expansion** including working with local high schools and Okanagan College and indigenous communities to develop a unified approach for laddering students into university programs;
  - Create a "Gathering Place" designed to encourage reflection, healing and recuperation which is a dedicated, central and public aboriginal space;
  - Improve bridging programs with Centres like Enowkwin;
  - Increase transitional services to support aboriginal students;

- o Create courses in regional language and cultural studies including traditional and contemporary art; and,
- o Invite Elders to recommend structures and ceremonies that will create a welcoming environment, including their contributions by speak publicly and frequently.

- **Create an Anthropology/Fine Arts/ Indigenous Studies Centre that works closely with the Okanagan Nation and encourage research that is both respectful and collaborative:** [Mid-term]
  - o Encourage aboriginal students to share their knowledge with fellow students and introduce more courses on Indigenous culture and language – contemporary and traditional;
  - o Support Research Protocol with Okanagan Nation (fast track); and,
  - o Invite Elders to recommend collaborative and enabling research endeavours.

UBC Okanagan will be…
7. DEDICATED TO IMPROVING STUDENT EXPERIENCE AND STUDENT SUCCESS

- **Find ways to improve all student experiences and position students for success:** [Immediate]
  - o Improve advising for all students and create a telephone advising system;
  - o Institute UBC O scholarships, including retention scholarships to increase graduation rates;
  - o Create a broad-based committee to explore barriers to admission and create cost-effective solutions to enhance student access and opportunities;
  - o Participate fully in BC Council on Admissions & Transfer (BCCAT) to maintain and expand articulation agreements;
  - o Hold an annual honours conference so students can learn what their peers do and so faculty can learn what students in other disciplines are doing;
  - o Work to ensure seamless transfers between UBC O, UBC V and NOC, provided students meet the standards including offering "visiting student" status to students from UBC V and NOC;   and,
  - o Create a support system for all high risk students.

- **Create a positive experience for undergraduates, including:**
  - o Invest in student and parent orientation programs;
  - o Keep staffing and class size decisions open and transparent, including input from faculty, staff, administrators and students;
  - o Encourage research at the senior undergraduate level;
  - o Recognize graduate students who mentor and support undergraduates;
  - o Ensure that first year students enjoy an appropriate instructional balance between graduate teaching assistants and experienced professors; and,
  - o Work with other institutions to create a more standardized and accessible Prior Learning Assessment process.

- **Create a positive experience for graduate students, including:**
  - o **Create a school of Graduate Studies to develop graduate programs and support graduate students:** [Immediate]
    - ▪ Ensure that graduate programs evolve in step with faculty research;

- Provide appropriate funding and space for graduates, fellows and research associates in all disciplines;
- Ensure there are an adequate number of teaching assistantships;
- Design graduate seminar courses that mix disciplines;
- Develop courses or modules oral and written communication; innovation and creativity; innovative teaching; leadership and sustainability; and, conflict management; and,
- Encourage graduate students to talk to and to meet each other, perhaps by providing a graduate student common room including sufficient and appropriate space and funding for graduate research/work.

UBC Okanagan will be…

8. COMMITTED TO COMMUNITY

- **Create a Community-University Liaison Office (CULO) to develop partnerships for service learning and to facilitate Community-based research:** [Immediate]
    - **The CULO would coordinate Co-operative Education, Student Employment, and Career Services and form a steering committee to develop new relationships and to integrate community service into UBC O programs. It could support the following program ideas:**
        - Create community service study leaves, with appropriate academic purpose, to allow faculty and staff to work with community groups, not-for-profit organizations, businesses and governments;
        - Host a conference for community members;
        - Work with community partners on community-university competitive teams in football, baseball, hockey, skiing and other sports;
        - Create a volunteer database and network for faculty-staff-student-community organization;
        - Publish a campus events listing, online newsletter and blogs for each area of interest and an online newsletter aimed at high school counselors.
    - **Encourage all students to undertake a community-based learning project:**
        - Explore the creation of Community Associate teaching and research appointments (community scholars), UBC O Community Fellowships, Non-Tenured Adjunct Appointments, and the like.

- **Continue the President's Community Advisory Council:**
    - Includes citizens representing areas of the community, including business, industry, education, culture, organized labour, charitable organizations, and public health, to be consulted on such matters as outreach programs, regional initiatives, curriculum development, and fundraising.

- **Create Community Learning Exchanges in cooperation with Okanagan College:**
    - Create outreach centres in the Okanagan region, acting independently or in collaboration (rather than competition) with regional partners;
    - Purchase a page in the local papers to highlight what UBC O is doing and what community services it can offer – e.g. conference space; and,

- o Encourage and maintain Okanagan University College programs that have strong ties to local communities.

- **Partner with community organizations, on campus and off:**
  - o **Establish a downtown Kelowna or Orchard Park Mall UBC O storefront.** [Mid-term]
  - o Create public gallery / museum spaces as a cultural draw – e.g., an Anthropology/Fine Arts/ Indigenous Studies Centre, perhaps including a gallery, museum, film screening theatre, performing arts theatre, graduate student spaces and archives;
  - o Work with community partners including the new Okanagan College, tourism and municipal authorities to brand the region as an educational destination;
  - o Develop open access courses, similar in quality and content to 1st year liberal arts and science courses, such as Humanities 101, encompassing philosophy, politics and economics, literature and history, indigenous studies, anthropology, sociology, art history and gender studies; or Science 101.

- **Establish a UBC O public affairs and media department:**
  - o Design and implement a comprehensive regional communications strategy, and assure that UBC O announcements come from Kelowna;
  - o Publicize faculty research initiatives in readable, accessible formats;
  - o Produce a UBC O Annual Report, with periodic website updates, highlighting major activities and accomplishments including teaching and research prizes, student award winners, scholarly publications, and research discoveries;
  - o Sponsor an annual public meeting in Kelowna;
  - o Publish a monthly UBC-O Report;
  - o Encourage publicity about the university and its communities, including public criticism, and encourage student and community news media to write and broadcast stories about the University;
  - o Decentralize the UBC web space, allow more blogs, more experimental web space, more online tools; and,
  - o Establish a UBC O Speakers Bureau and offer public lectures and forums and encourage faculty to follow sabbaticals with public lectures, demonstrations, and exhibitions.

UBC Okanagan will be…
9. A MODEL OF GLOBAL CITIZENSHIP

- **Create a clear definition and implementation plan for educating global citizens:**[Immediate]
  - o **Define clearly the responsibilities of a global citizen in a manifesto; feature the text on a central monument or on a new building;**
  - o Create a global citizenship recognition program for excellence and a publication medium;
  - o Consider practical strategies for acting locally and thinking globally and improving awareness of global perspectives;

- o Support alternative and innovative programs that incorporate global citizenship;
- o Create regular conferences, workshops, and newsletters on global perspectives;
- o Offer instruction in more languages; including First Nations languages;
- o Add courses in cross-cultural communication and oral traditions; and,
- o Support cross-cultural sensitivity training for everyone.

What UBC Okanagan will do…

[These are ideas and actions that we will implement in order to create the UBC Okanagan that we envision]

UBC Okanagan will…

10. DEVELOP A FLEXIBLE AND ADAPTABLE ACADEMIC STRUCTURE

- **Explore the following option for the creation of academic units as a structure to move forward:**

Origin (Lineage)	Proposed UBC O School or Faculty	*Example Sub-Units*	Pan-Institutional Programmes				
			Graduate Studies	*International Programmes*	*Interdisciplinary Studies*	*Community-University Liaison*	*Other ?*
OUC Faculty of Arts	**Faculty of Creative & Performing Arts**	*Fine Arts, Theatre, Drama, Film, Music, Creating Writing*					
OUC Faculty of Science	**Irving K. Barber School of Arts and Sciences**	*Natural Sciences, Social Sciences, Languages, Humanities*					
OUC Faculty of Education	**Faculty of Education**						
OUC Faculty of Health & Social Development	**Faculty of Allied Health Disciplines**	*Health Services, Nursing, Social Work, Human Kinetics, Gerontology, Rehabilitation Science [Pharmacy, Dentistry, Medicine]*					
New Initiative	**Faculty of Management (Systems & Entrepreneurship)**	*Business, Tourism*					
UBCV-based Bridging Initiative	**Applied Sciences**	*Civil/Environmental, Mechanical, Electrical*					
UBCV-based Bridging Initiative	**Land & Food Systems**	*Agriculture, Forestry, Food/Nutrition/Health*					
UBCV-based Bridging Initiative	**Pharmaceutical Sciences**	*First-year Pharmacy*					

Considerable discussion continues to occur around academic organization and how much it signals innovation or lack thereof. The current concept is that Schools will be "funded" entities so the school nomenclature is defined, leaving us to develop other labels as necessary or desirable.

So-called "bridging Faculties" from UBC Vancouver currently include Applied Science (Engineering Program), Land and Food Systems (Agroecology; Food, Nutrition and Health), and Pharmaceutical Sciences. The status of these Faculties could change over time and we may find better ways to deal with bridging programs, ie find them homes in UBC O Faculties.

UBC Okanagan will…

11. USE THE IRVING K. BARBER SCHOOL OF ARTS AND SCIENCES TO BUILD ON THE VALUES OF A CIVIL SOCIETY

Ike Barber's vision -- smaller classes and tutorials, novel curricula, creative methodologies, experiential learning, community involvement and distinguished visitors in residence -- is a true opportunity for UBC Okanagan. The Ike Barber Learning Centre connection to create OPEN knowledge systems freely available on the Internet will encourage the world to come to UBC O and gain from our knowledge management.

- **Charge the School of Arts and Sciences with providing leadership in learning models for UBC O by piloting a variety of projects such as:**
    - o Explore the creation of a common first year for all students at UBC Okanagan that integrates liberal arts and sciences, as well as providing skills in team building, intercultural understanding and career development looking at a variety of models elsewhere;
    - o Create an interdisciplinary undergraduate journal in which students can share what they have learned;
    - o Emphasize and Improve qualitative and communication skills;
    - o Adopt writing intensive courses through all disciplines;
    - o Adopt team and interpersonal communication courses campus wide;
    - o More…..

UBC Okanagan will…

12. PROVIDE ACTIVE COORDINATION TO ENCOURAGE DISCIPLINARY PERMABILITY AT UBC OKANAGAN

- **Create a position of Coordinator of Interdisciplinary Studies whose role would be to:**
    - o Work across the academic units at UBC O to remove structural and institutional obstacles to collaborating across disciplinary boundaries; and,
    - o Encourage and support faculty members who work outside their conventional disciplines.

UBC Okanagan will…

13. CREATE INNOVATIVE MULTI-DISCIPLINARY ACADEMIC THEMES AND PROGRAMS

The Ideabook and the Circles provided us with many ideas about academic themes and programs – most of which would be a wonderful addition to UBC O's menu of academic

activities. For the purposes of this first Academic Plan, it is possible to record the progress on new Programs proposed for September 2005 and programs/themes on the horizon.

Summary of new program activity:

Program Name	Impl'n Date		Summary of Progress [This needs to be filled in with progress report]
Sept 2005			
Arts & Sciences			
Indigenous Studies	05		
Creative Writing	05		
Gender Studies	05		
Major in Spanish	05		
Agroecology	05		
Biochemistry	05		
Engineering	05		
Health			
Inter-disciplinary/Inter-Professional Health Programs	05		
Pre-Pharmacy	05		
Education			
STEP new specialty	05		
Grad Programs			
Master of Nursing	05		
Master of Social Work	05		
Sept 2006 and beyond			
Arts & Sciences			
Creative & Performing Arts			
Management	06		
School of Tourism	06		
Health			
Human Kinetics	06		
Pharmacy	06/07		
Grad Programs			
Ph.D. Pscyhology	06		
EESC			

UBC Okanagan will…

14. CONDUCT EXCELLENT RESEARCH THAT IS LOCAL, REGIONAL, AND GLOBAL

- **Build a UBC Okanagan Research Plan:** [Immediate]

- o AVP Research responsible for creating research plan that outlines short-term and long-term goals for UBC O;
- o Capitalize on existing strengths and clarify and expand upon the areas outlined as broad research and learning themes:
  - Indigenous Studies;
  - Health and Welness;
  - Sustainability; and,
  - Creativity, Culture and Community.
- o Use plan strategically to lobby for Increased research funding in non-traditional and interdisciplinary areas; and,
- o Ensure the plan takes best advantage of our external partners such as the various levels of government including but not limited to the Interior Health Authority, National Research Council and Agriculture and Agri-food Canada.

- **As part of Research Plan, consider distinguishing UBC O as a centre for research in the humanities and especially in areas that build our understanding and capacity for global citizenship through policy development:**
  - o Encourage research that strengthens Canadians' understanding of themselves and their place in the world;
  - o Utilize the faculty in the humanities to articulate ways in which self-knowledge and self-awareness and can be encouraged for all learners;
  - o Ensure there is understanding about and opportunities for creative and performing arts research; and,
  - o Consider interdisciplinary city and regional issues like economic, social and cultural development, crime and violence, transportation systems, schools, urban growth and the environment, immigration, or problems of the elderly as key areas of contribution.

[We might want to include here a table of ideas that have been put forward such as the Mountain Research Centre and so on. Could be a similar table to the New Programs table as a update.]

UBC Okanagan will…
15. RE-THINK AND RE-WORK UNIVERSITY TIME

- **Identify a "Time" Task Force to explore the following ideas and options with a view to their implementation by 2006:**
  - o Re-think conventional patterns of instructional scheduling, for example, create a Weekend University,
  - o Create modules instead of typical course scheduling;
  - o Review the "time" that students and faculty have for reflection and reflective learning, make some "time" in the week for this; and
  - o Create a two-hour block of time each week where all faculty and students can engage in university community activities.

UBC Okanagan will…
16. TAKE LEADERSHIP IN A POST-SECONDARY EDUCATION NETWORK IN THE OKANAGAN VALLEY
While committed to its role as a campus of a global university, UBC O recognizes its responsibilities to the citizens of the Okanagan, British Columbia and Canada. UBC O will collaborate with local and regional communities to further the intellectual, social,

recreational, cultural and economic development of these communities. To this end, it will cooperate with other local, regional, provincial and national educational institutions, industries, governments and agencies to advance learning and research and to foster the transfer of knowledge. In its teaching, research, and community outreach, and through partnerships that bring mutual benefit, the University will be fully accountable to the society that supports it. [example of paragraph that would follow each of 21]

- **Develop a continuing studies presence, in partnership with Okanagan College where appropriate, to ensure life-long learning opportunities in the Okanagan Valley:**
    o Academic planning should accommodate part-time and mature students for live-long learning;
    o Strive for flexibility in instructional scheduling (see also Re-think University Time); for example, create a Weekend University for students unable to attend during the week, provide a mechanism that students can take one course at a time, intensively, rather than five at a time;
    o Provide postgraduate study and professional upgrading opportunities to adult learners unable to enroll in regular programs on campus, and meet the needs of such students by drawing on multimedia and distance learning, and short courses.

- **Develop a menu of opportunities for the community and the university to communicate:**
    o Develop an annual President's Community Conference/Forum/Workshop that brings together business, government, community and UBC O to discuss current issues/problems and to seek to foster, through teaching, research, and outreach;
    o Create a yearly event organized to improve transition and communication between stakeholders such as the school district and other post-secondary players;
    o Establish Program Advisory Committees with community members for all Faculties and Schools, to identify problems in academic curricula, and to develop community links through adjunct appointments, outreach programs, work placements, fundraising initiatives, and community-based programs and services;
    o Build and publicize an Educational Network across the Okanagan region;

- **Consider how UBC O can be an educational partner for the Olympics**:
    o Partner with Okanagan College on youth and seniors sports camps, athlete residential training camps, student and athlete scholarships and internships, and volunteer registries.

- **Keep alumni close in the UBC O community:**
    o Create on-line tracking alumni tracking system that allows easy and quick "surveys including a data-base for alumni;
    o Create intellectual and professional learning opportunities, and social opportunities such as Homecoming, for alumni;
    o Connect with existing UBC O and OUC alumni branches throughout the region, province, nation and globe and ensure that they are kept well informed and regularly consulted through a regular email alumni newsletter; and,

- Considering giving free tuition credits for alumni to return to the classroom as guest lecturers or volunteers.

UBC Okanagan will…

17. NURTURE PARTNERSHIPS BETWEEN (i) UBC O - UBC V and (ii) UBC O - OKANAGAN COLLEGE

Create a level and transparent playing field as between UBC O and UBC V, as two great campuses of one great university.

- **Set up a joint UBC O and UBC V Task Force to initiate some pilot projects on ways that the two campuses can partner:**
    - **Develop a Committee of UBC System Deans across the two campuses to meet twice a year to exchange ideas;**
    - Each Faculty/School could identify one pilot project that takes advantage of strengths at both campuses – the Task Force could help facilitate and funds are required for teleconferencing or travel to make this happen;
    - Use the Agroecology undergraduate program as a pilot project for a UBC O – UBC V bridging program, building on the problem-based learning format and experimenting with joint field trips, web-based courses and tele-conferencing.

- **Continue discussions started during the Transition process around natural partnerships between UBC O and Okanagan College:**
    - Develop Community Service Learning courses and programs with Okanagan College;
    - Devise joint programs with the new OC and other post-secondary institutions; and
    - Remove barriers to allow students to design and package part of their programs (e.g. a maximum of 12 credits in a 120 credit degree) from course offerings and learning opportunities from across this network, including OC and selective community and private institutions.

UBC Okanagan will…

18. BE AN OKANAGAN PARTNERSHIP FLAGSHIP

UBC Okanagan has been named a "flagship initiative" of the Okanagan Partnership. Taking this seriously means developing some continuing means of engaging the various clusters of the Partnership and taking leadership in some of the important initiatives.

- **Establish an on-campus Liaison Office to work with government, industry, and organized labour including establishing the office of the Okanagan Partnership on the UBC O campus;**
    - Objectives of the Liaison Office will be to:
        - Transfer technology and development research;
        - Develop and innovate to further the process of economic diversification; and,
        - Enhance the region's effectiveness in a knowledge-based economy.
    - Participate fully and effectively with regional partners in development collaborations, steering committees, roundtables, partnerships, planning initiatives, forums, consortiums, corridors, advisory councils, and strategies;
    - Focus on the Clusters of the Okanagan Sustainable Prosperity Strategy of the Okanagan Partnership Initiative: Tourism; Wine and Beverages; Value-

Added Agriculture; Life Sciences; Knowledge Services (including a Okanagan Technology Commercialization Consortium); Aviation Services; Forest Products;

- **Explore the feasibility of an Okanagan Research Advisory Council (ORACLE):**
  - o The Council was envisaged by the UBC O/OC Flagship Initiative of the Okanagan Sustainable Prosperity Strategy of the Okanagan Partnership;
  - o Use Council to:
    - ▪ Consult with local government, business, and community organizations to determine what kinds of skills and services it may provide, and how its teaching and research missions may be most usefully aligned with the needs of the local and regional community; and,
    - ▪ Bring the results of research to public notice on a regular basis, and educate the public about the benefits of investing in research including showcasing research findings and teaching practices in the community in various venues.
  - o Provide for university-industry links in research e.g. through a Discovery Parks Inc. research building and facilities and,
  - o Encourage interdisciplinary and applied community-based research of the SSHRC CURA type.

UBC Okanagan will…

19. INTERNATIONALIZE UBC O STRATEGICALLY TO TAKE ADVANTAGE OF ITS DISTINCTIVE CAMPUS AND COMMUNITY

Through internationalization UBCO will seek to transform its learning environment to prepare its students to understand the global dimensions of their local environment and prepare them to accept the challenge of cultural diversity and global citizenship.

- **Draft a strategic international plan for UBC Okanagan to complement the system-wide UBC plan:**
  - o **Devise strategic plan with an international component to all academic and administrative plans, including curriculum and support programs;**
  - o **Create an international programs office (or at least a liaison office, working in conjunction with the international affairs office in Vancouver);**
  - o Target countries where we have contacts (eg., West and Central Africa), building on existing academic relationships and partnerships;
  - o Pursue international research partnerships, including, for example, with Swedish Universities;
  - o Familiarize faculty and student services staff with UMAP and ECTS systems;
  - o Establish ethical guidelines for UBC-O's engagement in international activities;
  - o Create online publication in a variety of languages; and,
  - o Make our website multi-lingual.

- **Support and expand student exchange programs:**
  - o Increase and maintain international exchange programs in all disciplines;
  - o Develop inter-regional exchange programs with other Canadian universities and between UBC campuses;
  - o Seek financial aid for international students;

- o Improve recognition of transfer credit from study abroad.

- **Encourage international contact:**
  - o Encourage students, faculty and staff to live, study, work and travel abroad;
  - o Support faculty and administration exchanges, including sabbatical exchange, secondments and international partnership activities;
  - o Provide a welcoming environment for international students, faculty and visitors; and,
  - o Set a target for the proportion of international students on campus.

DRAFT

UBC Okanagan must never forget to…

20. VALUE CREATIVITY AND IMAGINATION IN EVERY ASPECT OF LIFE
- o Create a program where pilot projects at all levels of the institution are supported and encouraged, with a system for evaluation and either continuance or termination;
- o Imagine UBC O – orientation and continue with an "Imagine" series that is weekly during the terms, hosted by various units on campus;
- o Track all innovations in one database for idea accountability;
- o Construct a kiosk in each of the main buildings on campus that display upcoming events, directions, and maps to these events
- o Have computer stations situated around campus with scrolling information regarding UBCO events
- o Introduction of an evening shuttle service using a wheelchair-accessible vehicle to transport students and staff to different parts of the campus
- o Develop a 'Rent-a-bike' system and establish a bike repair shop
- o More…

UBC Okanagan must never forget to…
21. HAVE FUN
- o Annually celebrate exceptional service by members of faculty, staff and students to the external community;
- o Campus Reads: everybody reads the same book and then campus events are organized to discuss and debate
- o Create a Brew Pub and Wine Bar on campus featuring Okanagan products
- o More…