

# Institutional Memory Circle

## VISION AND VALUES

What are appropriate values for UBC Okanagan, based on the core values of OUC?

### Vision:

The OUC Business Plan approved by the Board on February 25, 2004 defined OUC's vision as follows:

**We are creating a comprehensive post-secondary education institution that combines access and quality through a network of choices to meet the learning, research and economic, social and cultural development needs of our communities.**

The current UBC Okanagan Vision is:

**To operate a world-class teaching and research intensive university site in Kelowna that is distinctive in its academic programs, is responsive to the needs and opportunities of the Southern Interior, attracts outstanding faculty and students and is an economic driver in the Southern Interior communities.**

See suggestions below.

### Values:

Values of OC included comprehensiveness, accessibility, quality, efficiency and participation.<sup>1</sup>

OUC's core values included quality, efficiency, comprehensiveness, regional access, governance, accountability, and partnerships.<sup>2</sup>

Suggested values for UBC Okanagan:

**Community:** Drawing on the unique nature and strength of individual communities, we provide an open window to the world in the Central Interior. With shared vision, we pool our talents, foster inclusion, value all voices, build synergy, and are mutually accountable.

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<sup>1</sup> Appendix I

<sup>2</sup> Appendix II

<b>Diversity:</b>	We value and encourage differences - they make us stronger.
<b>Integrity:</b>	Strict ethical standards guide every step along our path, building stepping-stones to the future.
<b>Innovation:</b>	We seek new ways of doing things by encouraging people to think outside the box.
<b>Honour:</b>	We honour our people – respecting the past, encouraging the present and inspiring the future.
<b>Communication:</b>	We eliminate barriers – building bridges to understanding and sharing knowledge.

**Does the vision as articulated speak to these values?**

Yes. They must work together as the values feed the vision, motivating people to strive for this vision.

Perhaps the vision could be restated as:

**To operate a world-class teaching and research-intensive university ~~site in Kelowna that is~~ campus in the Southern Interior with distinctive in-its academic programs is-responsive to the needs and opportunities of the ~~Southern Interior~~ region, that attracts outstanding faculty and students and is an economic driver in the ~~Southern Interior communities~~ region.**

**Vis, to operate a world-class teaching and research intensive university campus in the Southern Interior with distinctive academic programs responsive to the needs and opportunities of the region, that attracts outstanding faculty and students, and is an economic driver in the region.**

**TRANSITION**

**What are the most important learning needs in the Okanagan?**

Accessible, flexible timetable scheduling, must be built in to all programs to ensure that people from all walks of life can enter post secondary studies. While opportunities for youth graduating from high school must be our first priority, we need to offer world-class baccalaureate degree programs in programs that build on the strengths and characteristics of our region. BBA is an important example, with Saturday and evening course offerings, opportunities for laddering in from the diploma program, study abroad opportunities, and opportunities for MBA studies by distance with partner institutions.

This applied degree meets the needs of students and employers in the region, and offers our graduates a window to the world.

Introduction of master's level programming tailored to flow from our degree programs is essential to attract and retain high caliber graduate students, and to provide the next stage in academic development to people who are tied to the region by employment, family or lifestyle choices.

**What is the most important research needs in the Okanagan?**

See recommendations of OUC Research Task Force.

**What is the most important thing to preserve in the transition from OUC to UBC Okanagan and Okanagan College?**

We have accomplished a great deal with limited resources, a great deal of community support, many dedicated employees working together, in multiple communities. We should be proud of our humble beginnings and preserve institutional memory by:

- Establishing a permanent, high profile area to display framed photos of former Board Chairs and Presidents of B.C. Vocational School, Okanagan Regional College, Okanagan College, and Okanagan University College (preferably at South Kelowna Campus in the Student Services Building foyer or the Library building entrance).
- Establishing an archival records facility at the South Kelowna Campus and move the permanent records of the Board and President back to the College, as they contain forty years of “college” history.
- Maintaining and continuing to build the permanent collection of OUC Board records, which were fully packaged and indexed to 1997. Ensure that records since 1997 are properly packaged with archival quality labels, folders and boxes, indexed and saved as electronic records.
- Ensuring that these documents are available to both institutions as they reflect the historical context and development of both institutions, and contain historical records of the partnerships between OC and UBC, and OC and UVic, which were the genesis of OUC.
- Considering, alternatively, establishing a shared archival repository off campus accessible to both institutions.
- Preserving photos of past graduates, including some from the first Okanagan College convocation ceremony. The Advancement Office, Alumni Department, may be an appropriate host for these treasures.
- Preserving and displaying the watercolour rendering of the Coat of Arms of Okanagan University College, which was conferred to the Chair of OUC Board by the Honourable Jeanne Sauvé, the late Governor General of Canada. Madam Sauvé's photograph is an integral companion to the rendering and should be preserved with the Arms (preferably at South Kelowna Campus, where it was conferred to the institution).

- Maintaining and displaying the donor wall for the Bold Horizon's campaign in the North Kelowna gymnasium to remind people that the gym was built as a partnership of the people of the OUC region, with funds raised by the first fund raising campaign, and the Provincial Government.
- Considering naming University House, "Serwa House" in recognition of the support provided to the development of North Campus by the former MLA and friend of OUC, Mr. Cliff Serwa, without whom the North Kelowna Campus would not have been established on its present site.
- Hosting a public ceremony to commemorate the transition of OUC to UBCO in late August 2005. Send special invitations to former Board members, past Presidents of Okanagan College/OUC, former and current MLA's, MP's and Mayors of the OUC region, and former and current Ministers of Advanced Education for the period 1989 to present. Issue a public invitation to all graduates of both former institutions to attend. Use the occasion to sign up any who are missing from the Alumni roster. Welcome the entire community to share in the celebration.
- Preserving the permanent collection of student fine art works which has been collected over the years. Continue to build the collection and to display it with pride.
- Retaining and updating the OUC Records Classification and Retention Schedule, which was commissioned in 1996. It is a useful mechanism for managing records (active, semi active and archival) at a post secondary institution. It could be easily adapted for use by the new institutions.
- Preserving the time capsules left as legacies to future generations by Past Boards. There are two, with one at each South Kelowna Campus (Student Services foyer) and North Kelowna Campus (Library foyer). Both have bronze plaques with directions to future Boards indicating the opening dates. Don't lose sight of these special gifts.
- Preserving the bronze plaques in various locations throughout our campuses, commemorating special occasions in our past. Ensure that there is a clear record of these plaques and their locations so that renovation/construction projects do not destroy them.
- Determining whether the OUC Health Sciences Museum still exists and if so, preserving it, and build upon it.
- Packaging, indexing, and preserving the books and records bequeathed to OUC by Dr. Knox, a pioneer in the community, for use by researchers.
- Packaging, indexing, and preserving the records of Dr. Bill Bowering, former President of OUC, gathered during his twenty-seven year career at the institution, for use by researchers.

**What is the most important thing to change in the transition from UBC to UBC Okanagan and Okanagan College?**

**Improve communication by reducing barriers.** For example, currently one person in the HR department controls access to job descriptions and updating organization charts. Such information should always be current and freely available to all employees (administration, faculty, support staff), to ensure that people will know who to talk to when they need information quickly to respond appropriately to tasks and situations. Structural restrictions need to be bridged by providing opportunities for staff social and organizational functions. Boundary differences (authority, task, political, identity, status) must be reduced by encouraging more open, communication and sharing of information so that we are all working with the same information.

**Encourage more organic methods of communication.** Although we work within a bureaucracy, we can choose and foster more effective management models. We do not deliver goods; we deliver services. We need to be responsive to the needs of our customers to maintain and expand our market penetration. Outdated mechanistic, chain-of-command management no longer serves our best interests. We have great resources in our employees, some of whom are under-valued, demoralized and frustrated by unfortunate past experiences. We need to empower individuals and departments to function as innovative work teams whose leaders will motivate and inspire employees. Look for ways to try fresh approaches, not for all the reasons why suggestions won't work.

**Provide opportunities for in-house job exchanges for support and management staff.** Long-term employees would benefit by having an opportunity to work in other departments. The institution would benefit because employees would broaden and share their knowledge and perspectives, and their understanding of the pressures and demands of their colleagues in other areas. This would improve communication and motivate people to update their skills.

**What advice do you have for the Administrator, UBC Okanagan and Okanagan College on the transition?**

Review recommendations of the Meekison Report (1998 Meekison II Inc., Victoria). Most of the observations and recommendations were accurate and relevant. Some issues have been addressed while remaining issues require attention.

Retain the name, "Okanagan College". Okanagan College was established as a grass roots initiative, with many dedicated citizens working together to lobby government, investing their time and other resources into developing a first class post secondary institution here in the Central Interior. While the name may not include geographical reference to the Shuswap, it has an established reputation throughout the province as a comprehensive multi campus institution, which has a longstanding tradition of respecting and serving the needs of all its constituent communities, each with its own unique strengths and needs, within the constraints of available resources.

**ACADEMIC: Students, Learning, Research**

**What are some critical Academic Planning principles?**

Look to faculty for advice on this matter.

**What about some ideas about possible innovative academic structures to meet the needs of UBC Okanagan (academic programs, research and students)?**

Foster collaboration between Okanagan College and UBCO wherever possible. Continue to build synergy between the institutions and among the faculties.

**What are the distinctive qualities that we should be emphasizing at UBC Okanagan?**

UBC O will inherit a relatively stable work force, with long term employees committed to the institution, the students, and the community. We must emphasize the value of the people who work here - at all levels. Staff will welcome an opportunity for their voices to be heard and their suggestions to be acknowledged and valued.

Invest resources in developing staff. They are UBC O's most valuable assets if they are empowered and have the tools they need to do their work well.

**How can we build on and improve the excellent student experience of OUC in creating UBC Okanagan?**

Ensure that all university transfer courses offered at the College can be transferred to degree programs offered at UBCO and other universities in the Province.

Maintain existing degree programs, particularly those that bridge from diploma programs offered at Okanagan College, such as Bachelor of Business Administration/Diploma in Business Administration; Bachelor of Science in Nursing/RN Access to BSN, LPN Access to BSN.

Maintain degree programs including the Bachelor of Arts, International Relations Major, and Modern Languages Majors, which support strategic initiatives such as internationalization.

Resource and staff the naicent study abroad program. Currently it is managed by a number of individuals as an add-on to their full time jobs. Despite the lack of resources, the International Office, the Business Faculty and the Modern Languages department have developed an excellent foundation. With funding and staffing, this resource could be fully developed as a foundation for internationalization efforts. Harness the passion that currently exists within the OUC International Department and build on it.

**How can we create programs that give students research experience from years 1-4?**

See recommendations of the Research Task Force.

**What graduate programs make sense?**

Definitely the MBA, possibly PhD Business, would make sense here. See recommendations from faculty.

**What about co-op programs, mentoring, service learning, work experience and other “hands-on” experiences for students?**

Continue to build on these strengths, by increasing the number and quality of placement opportunities available to students through community partnerships.

**Supporting the Vision and Mission**

**What kinds of systems do we need to support the vision and mission?**

Transfer credit continues to be a source of misunderstanding and difficulty for domestic and international students. If we plan to increase international participation we must encourage faculty to be somewhat flexible in this regard. It would be useful for representatives of UMAP (University Mobility in the Asia Pacific) or ECTS (European Credit Transfer System) to visit faculty, admissions managers, the Registrar, Deans, and others to explain in detail how their systems can facilitate transcript evaluation for international and Canadian students. Students who wish to study abroad must have assurance that they will receive credit upon their return home to complete their studies. More faculty should be encouraged to participate in exchange programs, particularly at our partner institutions, so they can see first hand the quality of education our students will receive while studying abroad. Until faculty is fully engaged and supportive of such endeavours, international activities and opportunities will be limited.

**What should the campus community be like? What services are needed? What works now and what doesn't?**

In addition to the cafeteria, students need other places to meet and mingle. One of the most important elements in a post secondary education is learning about how other people think and do things. Students need places to meet informally. There should be comfortable seating areas in all areas where students gather, indoors and out, so that they can gather informally between and after classes.

Additional facilities services workers must be included in the expansion. The student population at North Kelowna Campus has more than doubled over the past ten years and further increase is projected. Conference and event activities have also increased, each requiring set-up and follow-up. There has not been a corresponding increase in the number of facility services workers to accommodate the associated services, with zero

increase since the campus opened. Staffing levels must correspond to activity levels. Otherwise service standards are diminished and staff members become unduly stressed. We cannot continue to add faculty and administrators without proportionate increases to support staffing. We need to maintain the quality of our campuses as well as our service standards.

Review the costs of contract services over the past decade to determine whether work can be accomplished more economically in-house. The return on investment in continuing employees who have a sense of pride and ownership in their workplace may be more advantageous than the optics of contract expenses versus salary expenses. Even if the salary costs appear to be marginally higher, the difference may be offset by the improvements to employee morale and labour relations that may be achieved.

On-site cleaning supervision is essential, whether cleaning is done by contracted services or in-house. Since the cleaning supervisor position was discontinued, cleaning standards at North Campus and others have diminished considerably. Consider reinstating the position of Cleaning Supervisor, which was eliminated as a budget measure in the mid 1990's. Buildings and grounds staffing, which was eliminated in the early 1980's should also be reinstated.

### **How should UBC Okanagan relate to the greater Okanagan community?**

What support services should be shared with Okanagan College and other post-secondary institutions?

#### **Okanagan College:**

Potential for sharing services exist with library resources, recreation facilities, student housing, facilities services (security, parking, cleaning, communication networks telephone, computing), human resources, purchasing and financial, central stores, student affairs/services (ie, co-op, educational advising, counseling, financial awards, campus health, records and registration, admissions, bookstore, campus health) and international education/services.

#### **Secondary Schools:**

As more and more school districts look to international students as sources of income, we should consider partnerships with the school districts in our region to facilitate joint marketing, laddering and bridging programs, and possible coordination with respect to homestay and student residence where feasible.

### **How should we be partnering with industry and government?**

As UBCO contributes to the economic growth of the community, it will be in a position to ask for an increased number of co-op work term opportunities for students. We need every ounce of leverage we can apply in communities with a shortage of industrial opportunities.

We also have a social responsibility to help grow the economy. Our graduates will certainly feed into this. Hopefully our research will also be useful to emerging businesses, particularly those in the high tech sector as it nurtures development of the “Silicone Vineyard”.

Work with the Chamber of Commerce and the Economic Development Commission to get our vision message out to the world to attract the students and business partners we wish to attract and engage.