

UBC OKANAGAN

ACADEMIC PLAN WORKBOOK SUMMARY:

Educating for a New Century by Entertaining and Attaining Possibilities

Draft for

September 9, 2004 Academic Plan Working Group Meeting

Revised Sept 12, 2004

The creation of UBC Okanagan presents a myriad of opportunities and challenges. It is necessary to collaboratively conduct an "Academic Planning Process" to create the blueprint for the future of UBC Okanagan. This blueprint goes well beyond curriculum to the very core of our academic values, structure, governance, pedagogy and learning/research aspirations for the future. The Academic Plan Working Group (APWG), a sub-committee of the Academic Advisory Council for UBC Okanagan, is tasked with delivering an Academic Plan in consultation with the various communities of interest.

Like the Academic Plan crafted for UBC Vancouver in the year 2000, the Academic Plan that we are working towards sets out ideas and actions designed to help shape the academic future and learning/research environment for UBC Okanagan. The Academic Plan needs to take its high level direction for TREK 2010: A Global Journey. In many ways, it is helpful that the TREK process parallels the academic planning process for UBC Okanagan. The ideas and actions in the UBCO Academic Plan are intended to guide faculty, staff, students and alumni in building the UBC envisioned by TREK 2010.

DRAFT VISION: *The University of British Columbia, aspiring to be one of the world's best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world.*

DRAFT MISSION: *The University of British Columbia will provide its students, faculty, and staff with the best possible resources and conditions for learning and research, and create a working environment dedicated to excellence, equity, and mutual respect. It will cooperate with government, business, and industry, as well as with other educational institutions and the general community, to create new knowledge, prepare its students for fulfilling careers, and improve the quality of life through leading-edge research. The graduates of UBC will have developed strong analytical, problem-solving and critical thinking abilities; they will have excellent research and communication skills; they will be knowledgeable, flexible, and innovative. As responsible members of society, the graduates of UBC will value diversity, work with and for their communities, and be agents for positive change. They will acknowledge their obligations as global citizens, and strive to secure a sustainable and equitable future for all.*

Nature of desired outcomes from APWG deliberations

To maximize the relevance, utility and credibility of the Academic Plan the Deputy Vice-Chancellor and the President want very specific and measurable outcomes from APWG. The proposed outcomes need to be measurable so we can see when we succeed or fail at achieving them. Clear priorities need to be set among the actions and ideas being put forward in the proposals so that we can devote our scarce time and financial resources to the most important. These proposals and recommendations need to provide clear guidance for the search for prospective faculty and staff to carry out the Academic Plan to ensure that our colleagues of the future continue to think along broad, flexible and community-wide lines.

In effect, the proposals will provide the priorities and guidelines that will empower people throughout UBCO to make the difficult choices that lie ahead. In so doing, we will realize the potential of UBCO and the potential of each member of the UBCO community.

PROPOSED THEMES AND SUBJECT MATTER

Each of the following themes (with the relevant “subject matter”) will be tasked with a specific mandate (open to liberal interpretation as the process evolves) noted below. Each theme will be asked to provide recommendations in three categories: short, medium and long-term. The short-term recommendations are particularly crucial as they are actions that need to be taken by September 2005 when the doors of UBCO open. All recommendations are important, but these short-term ones should be chosen strategically as we craft our vision of the future: what actions now (however challenging or difficult) will set us up for success?

Themes ♦ Philosophical “Zones”

Research Intensification: Graduate Studies, Mentorship [Chair: Cynthia Mathieson]

Campus Learning Environment: Pedagogy and Physical Space [Possible Chair: Stephen Foster]

Innovation: Tradition: Governance, Academic Structure, New Programs [Chair: Blane Despres]

Community Relationships: Industry, Community, Citizens [Chair: TBA]

Academic Relationships: New Okanagan College, UBC Vancouver, Global partnerships [Chair: David Scott]

Note also: two wild cards: Bob Belton and Bernie Bauer who will be “floating” amongst the themes and ‘cross-fertilizing’; and, Phil Beckmann (Vice-Chair) and Moura Quayle (Chair), who will be doing their best to help everyone deliver a draft plan by early December.

Subject Matter ♦ Cross-Cutting Topics ♦ Facts of Life

Technology: How does each theme interact and benefit from available technologies?

Student Experience: How does each theme affect positive student experience on and off-campus?

Faculty and Staff Work Environment: How do faculty/staff workplace issues implicate each theme?

Disciplinary permeability(Inter/Intra/Multi): How does a permeability continuum affect each theme?

Review Mechanisms: What mechanisms should be in place to ensure excellence in each theme?

Space Requirements: What specific space requirements come out of recommendations?

Academic Programs: How do we support existing and new academic programs?

Support Services/Infrastructure: What is needed in these terms to support the themes?

↓“Themes” & “Subject Matter” →	Technology	Student Experience	Faculty & Staff	Disciplinary Permeability	Review Mechanisms	Support Services/Infra.	Academic Programs	Space Requirements
RESEARCH INTENSIFICATION <i>Chair: Cynthia Mathieson</i>								
CAMPUS LEARNING ENVIRONMENT <i>Chair: Stephen Foster</i>								
INNOVATION: TRADITION <i>Chair: Blane Despres</i>								
COMMUNITY RELATIONSHIPS <i>Chair: TBA</i>								
ACADEMIC RELATIONSHIPS								

<i>Chair: David Scott</i>								
<i>Wild Cards: Two B Two Bernie Bauer; Bob Belton</i>								
<i>Phil Beckmann Moura Quayle</i>								

draft for discussion

RESEARCH INTENSIFICATION THEME

Chair: Cynthia Mathieson

What is *research intensive*? What does it mean? It seems to be a linchpin driving a lot of the discourse around the evolution of UBCO and it is a central concern/interest of many faculty members.

Mandate:

Referring to the current and transition state documents prepared by the Research Task Force, this theme will focus ideas from the University Circles and the Ideabook as well as the following questions as a start for exploration:

- How can we best articulate the value of research in our academic plan?
- What are the best strategies for mentorship?
- By what means can we grow our research base by recruitment of new faculty members, keeping in mind that we are also hiring people to teach? How do we build this tandem capacity?
- What practices will work best for UBCO re: student research training at every level, in many different scenarios?
- What graduate programs and modes of graduate study should we focus on?
- How should we balance the positive and negative tensions between research and teaching, between research programs and curriculum development, and between big "showcase" research and the smaller initiatives?
- How do we translate research into the community? How should we work with our research partners such as industry and government?
- What about some special projects: NSERC faculty awards for women, Therese F. Casgrain award (SSHRC), Fulbrights, CRCs, Leadership Chairs and so on?
- How should we set priorities for institutional research support?
- ?????

CAMPUS LEARNING ENVIRONMENT THEME

Chair: Stephen Foster

As we evolve the Academic Plan at UBCO, we have a unique opportunity to pay attention to where pedagogy and space intersect – our learning environment. The vision for UBC focuses on the student – putting them at the centre of their learning environment. This theme will explore what this might mean for UBCO.

Mandate:

Referring to the current literature on pedagogy and the connection to physical space, (as well as our own experience), this theme will focus on ideas from the University Circles and the Ideabook, as well as the following questions as a start for exploration:

- What will a learning-centred environment be like at UBCO? How viable is it to move to problem-based learning, project-based learning, learning modules and medium-size group learning? It is important to realize that there is no universal panacea, no one size or one tactic fits all approach to learning.
- What about timetabling and organizing everyone's time to be more effective – giving students the time for reflection and faculty members time for quality student interaction and their own research?
- Where does e-learning fit in? How can we best take advantage of the technologies such as WEB-CT and others?
- What should our learning spaces look in response to our pedagogical models?
- What about informal learning spaces?
- What about the campus itself – where does the most intellectual activity take place?
- How do we make this learning environment inspirational for students, faculty, staff and the community?
- How is physical space critical to forming the character and distinctiveness of UBCO?
- Added on Sept 9/04
- Diversity; sense of belonging; equity, culture?
- Student recruitment/retention/rental accommodation?
- Recreation, student life, barrier free/universal design

INNOVATION: TRADITION THEME

Chair: Blane Despres

Consider that we bring a diversity of perceptions to the discussion, perceptions of purposes, of directions, of possibilities, and all shaded in the politics of desire, whether the desire for more time, more money, more info and details, more options, more or less of the same. Also consider that there are four (at least) critical categories that weigh on our discussions and directions: philosophical, practical, social and emotional/physical/spiritual.

Mandate:

Referring to the current literature on innovation and change in education, (as well as our own experience), this theme will focus on the ideas from the University Circles and the Ideabook, as well as the following questions as a start for exploration:

- In regard to programs, degrees, courses, if the UBCO focus is oriented along business lines, then are we dealing with ways and means of thinking about knowledge differently, for example, as a commodity? That is, if we're "selling" our services for bums-in-seats, then there is a fiscal prime consideration. If the UBCO focus is the quest for knowledge, personal growth, learning for living/living for learning, then are we dealing with ways and means of fostering these goals through modeling, challenge, example, reflection, alternatives?
- What are the legitimate or authentic themes to be explored and considered, and why those?
- What are the factors that must be considered if UBCO is to develop as a place of innovation that also takes into consideration traditional practices, policies and beliefs? That is, what is the range of possibilities between the way things could be and the way things are?
 - a. Does UBCO/the APWG want to explore and consider the way things could be?
 - b. What does it mean to consider innovation alongside tradition?
 - c. Whose version of innovation (whacky to conservative) and tradition (whacky to *status quo*) do we authenticate?
 - d. What are the guidelines (desired, reasonable, contestable) necessary for progress in this core area?
- ?????

COMMUNITY RELATIONSHIPS THEME

Chair: TBA

Partnerships are absolutely key to the success of UBCO. One set of partnerships are those we foster in the community: industry, community groups, non-governmental organizations, government and so on. We will need to set priorities and also ways of working with these partners.

Mandate:

Referring to the UBC vision and our own experience [literature review needed], this theme will focus ideas from the University Circles and the Ideabook, as well as the following questions as a start for exploration:

- Who are our various partners now and what are our relationships with them? What is working well and what is not? Where are the gaps?
- How can we continue to work closely with the Okanagan Partnerships?
- The Interior Health Authority is an important partner – how can we ensure this partnership is a success?
- How do we engage the Okanagan Valley citizenry in caring more about what happens in the post-secondary system?
- What about continuing studies? What makes the most sense for UBCO in terms of target audiences and programs?
- What about student experiences in the community: co-op, internships, learning exchange, service learning and so on?
- ?????

ACADEMIC RELATIONSHIPS THEME

Possible Chair: David Scott

While the previous theme handles external community-based relationships, this theme focuses on academic relationships, both local and global. How should we relate to UBC Vancouver? How should we relate to the New Okanagan College? What should our global partnerships look like?

Mandate:

Referring to the UBC vision and our own experience, this theme will focus on ideas from the University Circles and the Ideabook, as well as the following questions as a start for exploration:

- What parts of the UBCV academic plan make sense for us to adopt for UBCO? What should our relationship and partnership be “academically” with UBCV? What are the win-win situations for both campuses?
- New Okanagan College is an important partner for UBCO. We will have university transfer programs? What are the possibilities of partnerships on other laddering programs? Existing ones? New ones?
- What about global partnerships and the international perspective for UBCO? System-wide global partnerships will be available to UBCO students? In what way are we going to respond to the UBC vision for global citizenship in our students? How is a global perspective going to be part of UBCO?
- ?????

ACADEMIC PLAN: TIMELINE AND MEETING DATES

APWG: working sessions open to all members of campus community

Thursday Sept 9	10:00-11:30
Wednesday Sept 22	12:00-1:30
Tuesday Oct 5	7:30-9:00
Wednesday Oct 20	12:00-1:30
Thursday Nov 4	7:30-9:00
Thursday Nov 18	12:00-1:30
Thursday Dec 2	7:30-9:00

Location of meetings TBA: check website

There will also be three campus-wide fora to engage as wide a community and to give us deadlines for making progress reports in the form of written drafts of the plan, getting more and more detailed as we progress.

Forum: Progress Reporting Sessions to students, faculty & staff

Tuesday Oct 19	3:30-5:00
Thursday Nov 25	12:00-1:30

Location of Fora TBA: check website

ACADEMIC PLAN WEB SITE:

<http://www.okanagan.ubc.ca/transition/input/index.html>.

[full workbook available on web by September 13, 2004]

draft for discussion