

TREK 2010

UBC OKANAGAN ACADEMIC PLAN

MASTER TEMPLATE FOR THEME GROUPS Revised November 12, 2004

VISION










The University of British Columbia Okanagan, aspiring to be one of the world's best learning organizations, will enable people to become exceptional global citizens, and promote the values of a civil and sustainable society as well as excellent teaching and research to serve the people of British Columbia, Canada, and the world.

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, industry, and the professions, 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.

CODING:

Generally – the goals and strategies left in black with an AP/ADMIN designation and all those in purple with AP designation require attention for the Academic Plan. We have to develop a Strategies and Targets Operational Timetable even before the AP is complete and therefore am using this document as the basis for that as well.

	UBC O Academic Plan 2010: AP <input type="checkbox"/>		Innovation Tradition
	UBC O CampusPlan 2010: CP		Research Intensification
	UBC O Administration: ADMIN		Campus Learning Environment
	NOT APPLICABLE TO UBC O		Academic Relationships
			Community Relationships

TREK 2010 GOALS AND STRATEGIES	UBC O ACADEMIC PLAN INITIATIVE AND RESPONSE	UBC O SPECIFIC ACADEMIC PLAN ACTIONS
PEOPLE	•	•
Provide the best possible environment for all members of the campus community.	<ul style="list-style-type: none"> • .Shared set of values and UBCO-defined environment • UBCO aspires to create a university experience in which the individuals who work and study here are enabled to be creative and reflective, are challenged intellectually, and community and globally engaged so that they will be among the best socially, intellectually and personally prepared people in the world. (see http://www.haas.berkeley.edu/groups/news_pubs/haasnews/archives/hn101804.html#story3, Accessed 26-10-04) • Provide appropriately equipped teaching and research space for ALL UBCO researchers. Equal and appropriate opportunities at each campus 	<ul style="list-style-type: none"> • Autonomy for UBC-O. • Wide consultation, shared decision making, deep system-wide collaboration • Avoid replicating top-down, hierarchical, authoritative management model • Hold regular Faculty meetings where the entire Faculty can meet to vote on issues. • Hold regular Town Hall meetings with senior administration. • Create a budget planning and approval process that is consultative and open • Focus on creating a distinct identity for UBC-O, one that is based upon existing strengths • Give support staff opportunities for professional development in leadership and communication • Departments to include consideration of space in annual departmental (strategic) plans to articulate feedback to Deans, AVP research, etc.
Continually review and enhance the quality of UBC 's physical environment —its buildings, academic facilities, and natural setting —to ensure that all members of the UBC community, whether in Vancouver or in the Okanagan, have the best possible surroundings in which to live, study, work, and play. [CP] [AP]	<p>UBCO Core Values must form a template for design consideration. Consult with users and create a atmosphere of open communication.</p> <ul style="list-style-type: none"> • Share the decision making process • Create continuous improvement processes to systematically seek, encourage, and report on ideas from the community that might improve an aspect of university programs or operations • Allow UBCO to be unique in its architecture. • Once again, work with the community when making changes <p>Yes. Make the campus attractive as an integrated and vibrant community for those who live and work there, and upgrade and maintain buildings, landscape and infrastructure so that UBC-O is seen as a model of a sustainable community and campus: safe, clean,</p>	<ul style="list-style-type: none"> • Strike a building committee to work with architects and facilities management to design new buildings. The committee should have student participation Recreational facilities must be expanded to help build community and attract new students. Entertainment spaces need to be expanded and diversified to create a collegiate atmosphere. Wide consultation, shared decision making, deep system-wide collaboration • Include the campus community as a full partner in planning and keep the external community fully informed about the spatial development of the campus, and ensure that proper consultation procedures are followed in all proposals relating to increases in density, traffic, and commercial development, taking the needs of these communities into account. <p>2. Work with community partners on the provision</p>

	<p>green. Livable, healthy, environmentally friendly, and accessible to all persons, including those with disabilities.</p> <ul style="list-style-type: none"> • 	<p>of bike paths to Quail Ridge, Rutland and Glenmore (Robert Lake Road), a second road access to the campus, an overpass at the main entrance, more bike racks, bike rental, and bike locks on campus, a U-Pass system for public transit, possible rapid rail transport on the current line to downtown Kelowna, and car pooling and car sharing opportunities</p>
<p>Provide more inclusive and extensive social and recreational opportunities for faculty, staff and students to meet and mingle. [CP] [AP]</p>	<ul style="list-style-type: none"> • To provide campus accommodation for international scholars, visitors, artists in residence etc.(internationalization) • Recreational facilities must be expanded to help build community and attract new students. Entertainment spaces need to be expanded and diversified to create a collegiate atmosphere. • Fantastic, but will they be separate, i.e. Student Union Building (SUB), Faculty club? • Perhaps a combination where both feel welcome, but can separate as well <p>Yes</p>	<p>Complete the current rec. facilities.</p> <ul style="list-style-type: none"> • Build or create new student union space that house informal spaces, pub and coffee shop. • • Include administration in the list. • Build onto existing sports infrastructure, such as squash courts and shared rink with the community • Set up eco-tours around the area that enable all to participate at a not-for-profit level <ol style="list-style-type: none"> 1. Complete the current master plan for the current OUC recreation building and facilities as a high priority. 2. Work with community partners on the provision of recreational facilities for students, staff, faculty and the community such as a 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. 3. Work with community partners on the provision of an on-campus theme attraction as a meeting place for campus, local and tourist communities such as a Digital Theatre, IMAX, Science Centre, or Museum. 4. Work with community partners on the provision of an on-campus Performing Arts Centre or

		<p>Theatre for concerts, film series, and/or dramatic productions</p> <p>5. Work with community partners on the provision of a UBC-O village or town centre encompassing commercial stores, restaurants, and the like.</p> <p>5. Work with community partners on the provision of a hotel and conference centre with full catering services and a 600-800 capacity room for plenary sessions, executive management programs, etc.</p>
<p>Continue to develop on-campus residential and social space for students. [CP] [AP]</p>	<p>New internal and external social spaces should be created to accommodate both on-campus and commuter students.</p> <p>In addition to above, a space completely autonomous, separate from institution, i.e. SUB</p> <p>Yes. Pay particular attention to the creation of 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, and make every effort to establish a wide scope and quality of events for students and the community.</p>	<ul style="list-style-type: none"> • The new residence building design should maximize ext. social space between existing Res. And develop new internal space for all students. • Add “value” to campus residences—lift passes to Big White, deals on other services (such as student discounts around the Okanagan), wireless internet • Build buildings with people valued above the economics of construction <p>1. Make its campus attractive as a place for student and community activities by increasing and upgrading residential and social spaces for students and the community, and by establishing services to students and the community.</p> <p>2. Provide a full-service Student Centre or Hub.</p> <p>3. Build student and community social and study spaces into all major buildings on campus.</p> <p>4. Provide a dedicated Aboriginal space on campus, not isolated in a corner, but as a visible, central and integrative (healing?) place that all students will pass though and populate on a regular basis.</p>
<p>Extend and improve campus child-care facilities. [CP] [ADMIN]</p>	<ul style="list-style-type: none"> • Current child-care facilities must maintain a capacity consistent with the growth of UBCO community. Acknowledge the diverse needs of the people who want to come 	<ul style="list-style-type: none"> • Expand and upgrade current facility. Provide for basic needs without waiting to be asked or negotiated. Develop as anticipated or needed

	here, whether to work, study or lead.	
	Yes	
Ensure that the principles of sustainability as expressed in UBC Policy #5 (“Sustainable Development”) are incorporated into all levels of strategic planning and university operations. [CP] [ADMIN] [AP]	Consistency with core UBCO values must be maintained. That people come first in issues of sustainability. Planning should be factored out over longer time frames. Short term gains should not out way long term goals.	<ul style="list-style-type: none"> Decision making processes be made inclusive and transparent to whole UBCO community. Wide consultation, shared decision making, Create processes to include more collaboration with education technologies so that operational and support decisions are made with the principles of collaboration and sustainability in mind
Promote health, wellness, and safety in the UBC community throughout the year through a variety of programs, such as public lectures or annual symposia. [ADMIN] [AP]	<p>Health and safety are important to UBCO community building. UBCO must adopt the concept of servicing the whole student.</p> <ul style="list-style-type: none"> Safety also extends to issues of security This is implied in the first set of Goals and Strategies Define what wellness means for the UBC-O campus given our size and strengths <p>Yes</p>	<p>Medical facilities should be included in new renovation plans and building plans. Areas for relaxation and meditation should be considered among the creation of new rec facilities.</p> <ul style="list-style-type: none"> Work with rec facilities to develop new programs that include health and wellness Integrate wellness into all decision-making. Create a separate unit from human resources to foster and develop wellness Create a health and wellness strategy for the entire campus community <p>In partnership with community health authorities and centres provide a full on-campus Student Health Services Facility</p>
Ensure that UBC is accessible.	<ul style="list-style-type: none"> Positive and proactive approach, not negative and punitive, such as restricting number of parking spaces available. 	<ul style="list-style-type: none"> Rethink the transit system, carpooling incentives (get vans?) and parking facilities. Ensure main road access to the campus is safe and sensible.
Review our broad-based admission and student financial aid policies to ensure that qualified students with a variety of backgrounds and experiences have access to UBC. [ADMIN]	<ul style="list-style-type: none"> Work with local high schools and Okanagan College and indigenous communities to develop a unified approach for laddering students into university programs. We want to increase students coming from indigenous communities. Lower tuition fees and increase bursaries 	<ul style="list-style-type: none"> Set up a committee to review UBC admissions policies in relationship to the social economic situation of students. Who do we let in where do they come from? Create a broad-based committee to explore the barriers to admission and create cost-effective and creative solutions that will enhance student opportunities Provide emphasis and programs for student access from local and regional communities
In support of increased access and diversity, develop new programs at UBC Okanagan, Robson Square and Great Northern Way, and seek new opportunities for educational programming in other	<ul style="list-style-type: none"> New programs and programs that contribute to the internationalization of UBCO Focus on UBCO first before bridging to other campuses. 	<ul style="list-style-type: none"> Encourage service-based learning in all areas of the campus community Integrate programmes common to UBC V and UBC O

parts of British Columbia. [AP]	<ul style="list-style-type: none"> • Rather, “encourage” new programs in conjunction with the top 1st point • Explore the “service” component of the university 	
To honour UBC’s policy that no eligible domestic student shall be excluded for financial reasons alone, build up our scholarship endowment to \$300 million by 2010. [ADMIN]	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Create an on-going student competition on innovative and alternative ways to increase financial support for students
Intensify efforts to recruit, retain, and develop the best people.	<ul style="list-style-type: none"> • Will be fulfilled if 1st point is proactively pursued • Who are the “best” people? “Best” researchers? “Best” teachers? “Best” students? “Best” academics? • What are the requirements and criteria? 	<ul style="list-style-type: none"> • Improve our ability to distinguish exceptional teaching ability during the recruitment process • Establish a Learning Resources Centre for assisting faculty with teaching. • Training and upgrading workshops on pertinent topics, such as how to be an effective dept chair, or how to deal with difficult people, or how to be an effective graduate supervisor, or how to deal with stress, etc. • Encourage and support innovations in teaching
Review student recruitment, admissions, and scholarship policies and processes to ensure that UBC attracts and retains the best undergraduate and graduate students from across BC, Canada and the world. [ADMIN] [AP]	<p>Ensure that students are involved in their own education and have choices. Some programs are bottle necked at 3rd year level and force a high drop out rate.</p> <ul style="list-style-type: none"> • Expand the possibilities in which students could move through • Students attracted to excellent teachers, not just professors, a variety of programmes, and many services to ensure student health and well-being 	<p>Review and Adopt a new approach to the university education model.</p> <ul style="list-style-type: none"> • Have recruiters work more closely with dept. to develop promo material. • Develop retention scholarships to increase graduation rates • Develop a wait list system that does not “lose” students • Develop a new course marketing system to ensure new classes are filled • Develop a tuition savings program <p>Invest in student and parent orientation programs</p> <ul style="list-style-type: none"> •
Increase support for and recognition of outstanding graduate students and post-doctoral fellows. [ADMIN] [AP]	<p>In order to build the UBCO academic community create specific support and recognition for UBCO students and fellows</p>	<ul style="list-style-type: none"> • Institute specific UBCO scholarships. • Recognize graduate students who mentor and support undergraduates
Ensure that all necessary steps are taken to identify and recruit the best faculty members for any available position. [ADMIN] [AP] [CP]	<p>Create space for research and develop better facilities for research. Promote collegiality and mentorship.</p> <ul style="list-style-type: none"> • See 1st point 	<ul style="list-style-type: none"> • Increase the diversity of participation on hiring committees • Develop ways of identifying outstanding teachers

	<ul style="list-style-type: none"> • Define “best”? 	<ul style="list-style-type: none"> • Make certain new faculty orientation is improved every year
Work towards a more diverse faculty and staff complement, to reflect the increasing diversity in our student population. [ADMIN] [AP]	<ul style="list-style-type: none"> • Keep in mind that Kelowna and the Okanagan Valley has a different cultural and ethnic make up that differs from large urban centres in Canada. • See 1st point 	<ul style="list-style-type: none"> • Be responsive to regional as well as national diversity issues in hiring practices. • Create a new “best practice-based” faculty orientation process • Reward innovation through recognition
Review staff hiring policies in all areas to ensure that UBC is attracting the best candidates. [ADMIN] [AP] [CP]	<ul style="list-style-type: none"> • Ensure that opportunities and facilities are available to staff when they arrive. • See 1st point 	<p>We have to develop a more integrated community at the NK with full service facilities to attract new candidates.</p> <ul style="list-style-type: none"> • (Multi stage.) • Ensure collaborative process in hiring committees
Develop strategies for the recruitment and retention of Aboriginal students.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Support experiential learning, problem based learning, and project based learning, such as thru the da Vinci Program
Continue to collaborate with BC Aboriginal communities to develop programs that will assist increasing numbers of Aboriginal youth to enrol in undergraduate, graduate, and continuing education programs at UBC. [ADMIN] [AP]	<p>Continue to collaborate with Aboriginal partner institutions in Aotearoa / New Zealand, the South Pacific and West Africa. (internationalization)</p> <p>Improve bridging programs with Centres like Enowkwin. Increase services available to support aboriginal students once they are here to ease transition.</p> <p>Make the institution more attractive to indigenous communities.</p>	<p>Create a review committee with current Aboriginal student services and community reps to assess our services and strategize around expanding services.</p> <ul style="list-style-type: none"> • Create courses in regional language and cultural studies including traditional and contemporary art. • Create a support system for all high risk students • Improve advising for all students • Create a telephone advising system
Review rewards and incentives for faculty and staff.	<ul style="list-style-type: none"> • As with 1st point 	<ul style="list-style-type: none"> • Build a Learning Organization so that all individuals are treated as learners and that all decisions support learning • Consider equal weighting of teaching and research • Improve faculty training in technology and teaching for all new faculty members • Support research with a dedicated mentor program
Strengthen retention strategies for staff through more incentives like access to UBC courses and facilities, personal and professional development opportunities, and flexible work arrangements.	<ul style="list-style-type: none"> • Create opportunities for staff to work more collaboratively with faculty and become more engaged in the academic community. • As with 1st point 	<ul style="list-style-type: none"> • Create better PD opportunities for Staff to develop their own research. (Should be ongoing and evolve over time.) • Listen

[ADMIN] [AP]		<ul style="list-style-type: none"> • Anticipate basic needs and perks, then respond proactively rather than waiting for negotiated settlements.
<p>Review criteria for promotion and tenure to include greater recognition for outstanding teaching, co-operative education initiatives, the creative application of new learning technologies, civic and professional involvement, and community-based scholarship.</p> <p>[ADMIN] [AP]</p>	<ul style="list-style-type: none"> • Allow instructors to have a say in how they will be reviewed. Do not accept UBCV's process at face value. Teaching and specifically undergraduate teaching should be weighted more heavily at UBCO as it will be the institutions main purpose. • As with 1st point • Create a Learning Organization environment in which the critical skills of collaboration and teamwork as well as individual responsibility are fostered and modeled at all levels of the institution, and blur boundaries between departments, faculties and the community. <p>Yes. Rather than "Review" say "Include in", delete "to include greater"</p>	<ul style="list-style-type: none"> • Acknowledge the work of the research task force and adopt their recommendations regarding tenure and promotion. A task force should be formed to strategize around implementation and transforming OUC's current process. The University should work in a non-adversarial manner with the faculty assoc. to arrive at the process. • Make tenure more explicit and clearer in terms of what activities are valued and what is not valued. • Give recognition for program development, especially in a new institution. This activity should be rewarded and recognized <p>Establish the three essential criteria for faculty tenure and promotion as teaching, research and service, with service defined to include academically focused community service such as significant contributions to professional practice and community well being.</p> <ul style="list-style-type: none"> •
<p>Ensure that, through selection of outstanding faculty and appropriate recognition for high performance, UBC is able to create an intellectually stimulating environment that calls forth the best in teaching and research. [ADMIN] [AP]</p>	<ul style="list-style-type: none"> • Collegial and Mentoring programs should be put in place. Incentive programs should be tempered with a team approach concept not built on individual competitiveness. Interdisciplinarity and collaboration should encourage. • As with 1st point • See previous point • Will the students be consulted regarding a teacher's abilities? 	<ul style="list-style-type: none"> • A sub committee of the tenure and promotion task force should explore other possible incentive programs that do not encourage divisiveness among faculty. • Develop an IT infrastructure that supports collaboration and research • Allow the learning needs of the campus to dictate technology choices • Create recruitment and retention committee with broad representation
LEARNING	•	•
<p>Foster a sense of social awareness and global responsibility.</p>	<ul style="list-style-type: none"> • internationalization • Should not be just lip service to the concept. • What does that mean - Global responsibility? How will that be accomplished for every student? 	<ul style="list-style-type: none"> • Enable innovative programs and offerings that are holistic • Model from the top
Through the Faculty-directed creation of new	Define clearly the responsibilities of a global	Define the statement/commitment in the new

<p>courses, the augmentation of existing courses, or modified promotion/graduation requirements, ensure that all students develop a greater awareness of their responsibilities as global citizens and of the issues surrounding social, environmental, and economic sustainability. [AP]</p>	<p>citizen in a manifesto document.</p> <ul style="list-style-type: none"> • Consider the practical strategies for acting locally and thinking globally or vice versa. • Improve the speed of new course and program innovation • Sounds good, but what does it mean? Will students have to take more courses in addition to their full course load? 	<p>Architecture of the campus.</p> <ul style="list-style-type: none"> • In addition consider featuring the text on a central monument or on the architecture of a new building. (This will focus the whole community on the ideals of the new institution) • Streamline the program/course approval process • Measure and manage the program/course approval process • Enable and support (risk) innovative approaches in learning <p>Create a dedicated 2 hour-block of time in the weekly academic schedule so that all faculty and students can engage in university community activities based on e.g. the global citizen or sustainability themes, or other themes as developed at different times</p>
<p>Support faculty efforts to integrate global perspectives into curricular planning and teaching practice. [AP]</p>	<ul style="list-style-type: none"> • Improve awareness of global perspectives • internationalization 	<ul style="list-style-type: none"> • Create regular conferences, workshops, and newsletters on global perspectives • Make the course approval process accountable and transparent and non-political
<p>Encourage students to learn more about Aboriginal issues and perspectives through courses in First Nations culture and history. [AP]</p>	<p>Work closely with the Okanagan Nation and encourage research that is both respectful and collaborative in nature.</p> <ul style="list-style-type: none"> • Encourage aboriginal students to share their knowledge with fellow students • Great! 	<p>Introduce more courses on Indigenous culture – both contemporary and traditional. (Fine Arts has 2 courses on the books – find someone to teach them)</p> <p>Institute language courses.</p> <ul style="list-style-type: none"> • Support Research Protocol with Okanagan Nation (fast track) • Create spaces designed to encourage reflection, healing, and recuperation
<p>Increase opportunities for student participation in international projects and study abroad programs. [AP]</p>	<ul style="list-style-type: none"> • Exchange programs are highly beneficial to both students taking part in the exchange and students that interact with the exchange students locally. • Increase the number of international students • internationalization 	<ul style="list-style-type: none"> • Increase and maintain current international exchange programs in all disciplines. Develop inter-regional exchange programs with other Canadian Universities and between UBC campuses. • Support cross-cultural sensitivity training for everyone • Seek financial aid for international students
<p>Encourage students to become involved in community service learning experiences. [AP]</p>	<ul style="list-style-type: none"> • Some OUC prog. have strong ties to local communities this should be encouraged. Collaborative efforts should be made in conjunction with the New OC to ensure that we do not act competitively against the College for community prog. 	<p>Expand current prog where possible and formalize relationships where necessary.</p> <ul style="list-style-type: none"> • Continue the work of the APWG theme on community with the formation of a steering committee to develop new relationships and to assist in integrating comm. service into UBCO programs. (Should be ongoing

	<ul style="list-style-type: none"> • Create awareness of community service learning opportunities 	<p>and evolve over time.)</p> <ul style="list-style-type: none"> • De-centralize the publishing of university information and remove barriers to communicating through the media <p>Encourage all students to undertake a community-based learning project as part of their program, and encourage faculty to take part in supervising these projects, supported by a University-Community Liaison Office, designed to develop partnerships involving faculty, students, staff and community organizations as a foundation for community-based research.</p> <ul style="list-style-type: none"> •
Ensure that all academic programs meet the highest standards of excellence.	<ul style="list-style-type: none"> • We expect no less, but whose standards are these? 	<ul style="list-style-type: none"> • Establish collaborative exploration of criteria
Ensure that in each year of their studies all students are exposed in lab or classroom to senior faculty members and researchers in their preferred discipline. [AP]	High professor to contact time should be a mantra. Small class sizes should be maintained even if it requires raising tuition. That class size should be decided on pedagogical criteria and not on budgetary criteria.	<p>Decisions on staffing plans and class sizes should be an open and transparent process that includes input from faculty, staff, admin and students. Academic and collegial integrity must be maintained in order for UBCO to achieve credibility as world-class institution. (Should be ongoing and evolve over time.)</p> <ul style="list-style-type: none"> • Encourage research at the senior undergraduate level • Enable and support alternative learning approaches that incorporate this concept
Renew our commitment to help students in all disciplines develop good analytic and communication skills. [AP]	<ul style="list-style-type: none"> • Plus intercultural awareness • Create opportunities for undergrad students to express what they have learned by instituting an interdisciplinary undergrad journal published through UBCO • Improve qualitative and communication skills • One assumes this may be accomplished through presentations and discussions, but is that possible in large classes? 	<p>By publishing the best student work at the senior undergraduate level --- preferably through journals and on-line outlets run by UBCO itself. Establishing a UBCO system of funding for small faculty research projects to be completed entirely by students with faculty in a supervisory role only.</p> <ul style="list-style-type: none"> • UBCO should establish it own publishing house. • Adopt writing intensive courses throughout the campus community. • Adopt team and interpersonal communication courses campus wide
Recognize interdisciplinarity as an important principle in academic planning for undergraduate and graduate programs. [AP]	<p>Encourage a multi disciplinary structure to first year through second year.</p> <ul style="list-style-type: none"> • Encourage courses to be developed with social context in mind in order to create a bridge between disciplines. • See point above on Learning Organization 	<ul style="list-style-type: none"> • Implement cross-referenced courses in all years of study and work towards a common first year. • Enable, foster and support team teaching and guest-lecturing across disciplines • Create more opportunities for cross-disciplinary interaction such as campus-wide events

<p>Explore new avenues in professional and interprofessional education. [AP]</p>	<ul style="list-style-type: none"> • See point above on Learning Organization 	<ul style="list-style-type: none"> • Mandatory leadership training for all administrators in the learning organization, collaborative decision-making, and other key abilities
<p>Create new programs for both full-time and part-time students that address the life-long learning needs of citizens in a knowledge-based society. [AP]</p>	<ul style="list-style-type: none"> • Part-time students should not be forgotten in any educational model. Neither should mature students returning for advanced educational opportunities. • Focus on innovation and creativity as a critical life-long ability <p>Yes. Also community members.</p>	<ul style="list-style-type: none"> • UBC should work hard to with other institutions to create a more standardized and accessible PLA process. (Ongoing 05---2010) • Give free tuition credits for alumni to return to the classroom as guest lecturers or volunteers <ol style="list-style-type: none"> 1. Such as youth camps or senior technology camps. 2. Re-think conventional patterns of instructional scheduling; 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, provide postgraduate study and professional upgrading opportunities to adult learners unable to enrol in regular programs on campus, and meet the needs of such students by drawing on multimedia and distance learning, and short-courses. <ul style="list-style-type: none"> •
<p>Continue improvements to all aspects of the learning environment, including upgrades to laboratories and classrooms, and re-examine the configuration of instructional space in the context of changing expectations about teaching and learning.. [AP]</p>	<ul style="list-style-type: none"> • On line communication available for students as part of intended Globalization Program at International Centre UBCO (internationalization) • A successful learning environment at the university level is dependent above all on a sense of campus community and a sense of collective enterprise among students, staff, admin and faculty. • Make certain the learning environment decisions are supported by our larger values: i.e. Environmental concerns, people concerns <p>Improve facilities, classrooms, labs, studios, etc as long as there is comprehension and understanding of the specific needs of specific</p>	<ul style="list-style-type: none"> • User consultation groups should be utilized to make design and renovation decisions and work directly with the architects and facilities management to ensure that pedagogical needs are met and the core values of the institution are adhered to. • Create spaces for students to meet informally, to study or to debrief? <p>Consult the specific programs to find out what space and resource needs are for those disciplines- needs assessment</p>

	classes and programs	
Review the methods by which instruction is delivered, including scheduling of courses and the structure of undergraduate programs. [AP]	<ul style="list-style-type: none"> • Think people first over efficiency or economics 	<ul style="list-style-type: none"> • Give administrators training in instructional leadership
Encourage Faculties to continue developing innovative approaches that expose undergraduates to research-based and experiential learning, including co-operative education and problem-based learning. [AP]	<p>Give credit where credit is due. Many prog. at OUC are ahead of the curve in regards to alternative learning models we should celebrate their innovation Yes; add off-campus learning and service modules. Support research for faculty and these opportunities will occur naturally Develop a culture that values the scope and importance of undergraduate research activities Provide opportunities to learn about problem-based learning</p>	<p>Encourage experimentation in delivery models and set up a teaching resource similar to TAG at UBCV. Provide funding for research initiatives that have immediate practical applications (similar to strategic innovation fund). Hold an annual honours conference so students can learn what their peers do and so faculty can learn what students do in a variety of disciplines.</p> <p>Bring in an expert for a seminar or two; locate and support our own experts so that they can give a seminar elsewhere about the UBC O experience; have regular workshops; have a problem-based learning group as part of a committee on teaching excellence so we can learn from each other</p>
Make the big small wherever appropriate: provide individualized services and experiences to students within Faculty-based or program-based communities. [AP]	<ul style="list-style-type: none"> • Pedagogy should drive issues of scale not be based solely on administrative goals. Core values should be considered when making decisions. • Small University. Big reputation. Let's focus on our strengths. • Yes. Small School – Big Reputation • Keep this a small University environment, individual attention, personal guidance, and a high faculty to student ratio 	<p>Build and publicize an Educational Network across the Okanagan region, 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.</p>
Examine the issue of class sizes, with a view to enhancing students' engagement in their learning. [AP]	<p>Keeping the current relationship of faculty with students and between students is part of our core values as an institution. It was also a valued characteristic of OUC and should be maintained as a way of honoring that tradition. Keep class sizes small. Period.</p>	<ul style="list-style-type: none"> • OUC was proof that quality University education could be delivered at an affordable level for the students without excessively large class sizes. UBCO should utilize that expertise developed at OUC to inform the discussion of class size at both campuses. • Train faculty on how to teach effectively to large classes • Provide mandatory courses in teaching and the use of instructional technologies for ALL NEW faculty • Establish a base-line of pedagogical and technological competency for every learner on campus including faculty, administrators, and staff • Keep classes small and humane (think people first)

<p>Continually strive to improve the digital environment at all UBC sites. [AP]</p>	<p>Interconnectedness and enabling should be guiding principles when thinking about the use of tech in education. (people first model)</p> <ul style="list-style-type: none"> • Increased bandwidth means increased innovation 	<p>UBCO should created multi-media presentation facilities with both basic and higher end capabilities. UBC should work to integrated digital communication tech directly into the learning environment.</p> <ul style="list-style-type: none"> • Greater support should be given for individuals attempting new tech into there learning process. • Support early adopters of learning of technologies as testers, reviewers, and evangelists • Create a fund to support early adopters of technology • Create the ability to market new courses and programs to students via e-mail <p>1. Implement technology such as virtual centres, wireless internet access zones in community places, 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.</p> <p>2. Implement technology that provides 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.</p>
<p>Enhance service and support for distance learners. [AP]</p>	<p>Focus on northern communities and indigenous communities.</p>	<ul style="list-style-type: none"> • Support hybrid models that combine face to face with online learning • Learn from other organizations and implement best practices <p>Provide service and support for distance learners, by developing ways of delivering credit and non-credit programs to students and community members unable to attend classes at regular hours or on campus. Engage in continuing education programs and provide unique distance learning opportunities throughout the region.</p> <ul style="list-style-type: none"> •

<p>In partnership with the teaching hospitals and health authorities, establish clinical educational opportunities in the health professions to accommodate increasing numbers of students.</p>	<ul style="list-style-type: none"> • This is a fantastic and much needed idea, positions for nursing students in the Okanagan are very scarce 	<ul style="list-style-type: none"> • Although there are no teaching hospitals in the region, the partnership with health authorities and health professionals is valid.
<p>Support innovations and improvements in teaching.</p>	<ul style="list-style-type: none"> • Teaching greatness equals administrative leadership and support 	<ul style="list-style-type: none"> • Develop a professional development program for administrators • Develop a administrator excellence recognition program • Create accountability process for administrative innovation • Pilot projects at all level of the institution? • Track all innovations in one data-base for idea accountability
<p>Institute regular Faculty-based reviews of learning methodologies in all disciplines to ensure maintenance of the highest standards. [AP]</p>	<p>Encourage experimentation and</p> <ul style="list-style-type: none"> • Research on educational models throughout disciplines • Interdisciplinary reviews and sharing of ideas may help as well. 	<p>Develop teaching resource facilities.</p> <ul style="list-style-type: none"> • Encourage a teaching focus at tenure and promotion level. • Develop a teaching excellence recognition program • Develop an annual learning and teaching conference with 100% attendance
<p>Develop programs to assist new faculty and graduate students in all disciplines to develop strong instructional skills. [AP]</p>	<p>Don't water down first year instruction by having too many 'rookie' instructors. The majority of instruction should still be conducted by full-time continuing faculty.</p>	<p>Create workshop and lecture series on new teaching concepts in all disciplines.</p> <ul style="list-style-type: none"> • Develop funding to support activities in this direction. • • Develop and expand mentor programs • Mandatory training in teaching and instructional technology for all NEW faculty <p>Create mentoring roles so colleagues can help graduate students and new faculty develop a variety of teaching skills. This mentoring could occur in an informal, face-to-face setting- "brown bag series"</p>
<p>Support innovative teaching and create new learning experiences through the application of leading-edge technology. [AP]</p>	<ul style="list-style-type: none"> • Implementation of new tech should coincide with support infrastructure both for user training and maintenance. The leading edge is often the bleeding edge. The implementation of new tech leads commonly to frustration and the waste of valuable resources if support mechanisms are fully thought out. 	<ul style="list-style-type: none"> • Presentation and digital communication tech should be integrated into all formal and informal learning environments. • Support innovation from the top-down by enlightened, emotionally-intelligent leadership • Create cross department teams to test and pilot new educational technologies

	<ul style="list-style-type: none"> • See 1st point 	<ul style="list-style-type: none"> • Support a technology, teaching, and researching mentor program for faculty at all stages of their career.
RESEARCH	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Support the development of outstanding research in all disciplines.</p>	<ul style="list-style-type: none"> • Continue to maintain UBCO staff data base for International research activities • See 1st point • See point above on Learning Organization • Ensure we do not take away from the teaching aspect of the institution <p>Provide appropriately equipped research facilities for all UBC O Researchers- that's the gold standard.</p> <p>Celebrate excellence Institutional recognition of outstanding research</p> <p>Mentor faculty</p>	<ul style="list-style-type: none"> • Allow people to choose to emphasize teaching as a form of pedagogical research • Create rigor, support, and respect around excellence in teaching • Pilot collaborative IT technologies <p>SPACE! enough said</p> <p>Have an annual scholars reception. Give an annual Award for Research Excellence (to parallel our new award for Instructional Leadership) – could be one devoted specifically to interdisciplinary research.</p> <p>PR to promote all research achievements- both big and small- funded or unfunded</p> <p>Give an undergraduate student research award</p> <p>Utilize UBC-V's support systems for grant writing, new faculty support, etc.</p> <p>Create collaborative research teams where possible- use the research Centres as one vehicle for this</p> <p>Create a mentoring team and ongoing mentoring activities – a think tank of sorts for mentoring</p> <p>Have internal colloquia – perhaps sponsored by the VP s – followed by social event</p> <p>Budget for re-start up funds for OUC/UBC O faculty – GIAs or SDIs leading to individual or innovative collaborative grants</p> <p>Start up funds for new faculty who don't need (scientific)</p>

	<p>Budgeting issues</p>	<p>equipment could include ability to hire a R.A.</p> <p>Criteria should spread the funds out equally over the faculties.</p> <p>Create a small pool of (competitive) funds for undergraduate students to work with faculty on well defined research projects or research questions of short duration (not intended as summer studentships)</p>
<p>Continue to build excellence in disciplinary and interdisciplinary research, both basic and applied, through improvements in infrastructure, information technology, and mechanisms for appropriate recognition. [AP]</p> <p>[RIG thought that this was too big of a line time- perhaps IT should go it alone when discussing it]</p>	<ul style="list-style-type: none"> • See previous point • Create environment and incentives for interdisciplinary support <p>IT – could use an initial needs assessment of inventory and projected needs</p>	<ul style="list-style-type: none"> • Develop a well-supported team of research mentors to aid faculty at all stages of the career <p>Funds for re-orienting disciplinary research</p> <p>Provide time release from teaching</p> <p>Acknowledge interdisciplinary challenges when hiring, and in tenure and promotion</p> <ul style="list-style-type: none"> • Create institutional venues for innovative research at interdisciplinary interface (health/nursing /fine arts) <p>Assessment & Inventory of IT needs/requirements: Infrastructure req'd by individuals; Conductivity between institutions; Traditional vs non-traditional use of IT</p>
<p>Remove barriers that impede interdisciplinary and multidisciplinary research. [AP]</p>	<ul style="list-style-type: none"> • See previous point 	<ul style="list-style-type: none"> • Increase opportunities for faculty to socialize in low-stakes situations • Support faculty growth model understanding that scholarship is developmental. • Provide support for faculty at each stage of development—beginning, mid-career, advanced • Create an internal newsletter to showcase faculty research interests and collaboration opportunities • Especially for such research that is regionally-focused and community-based

	<p>Plans for building Integrate AP with Campus Plan</p> <p>Research Support Facility, office to help with grants</p>	<p>Don't always 'clump' researchers in the same disciplines together in a building – this can only lead to a silo-ing effect where individual disciplines always remain separate from one another. Create flexible research buildings that can evolve and change and allow for researchers from different areas to work together or in close proximity to one another. Community space for interaction – rather than creating too many specifically mandated collaborative research projects allow them to occur and evolve through faculty interactions</p> <p>Consult departments on infrastructure plan, build large for long term investment (e.g., greenhouse)</p> <p>Large buildings could be to be shared, not structured according to each individual discipline</p> <p>On-site support, not centralized at UBC V</p>
<p>Ensure that the Library provides appropriate support to enable UBC researchers to achieve excellence in all areas of their research. [AP]</p>	<ul style="list-style-type: none"> • Better support <p>Ensure that the library provides appropriate support to enable UBC O researchers and graduate students to achieve excellence.</p>	<ul style="list-style-type: none"> • Decentralize computer lab space for students <p>Provide adequate technological support through the library for access to a variety of data bases for periodical materials, and for data, and statistical access.</p> <p>Ensure that such access is supported by high speed conductivity, appropriate off site access, and adequate hardware for each faculty member.</p> <p>Provide adequate facilities for the secure storage of sensitive data.</p> <p>Provide a variety of study spaces for graduate researchers within the library.</p> <p>Evaluate the current library collection both print and non-print in order to enhance the collection based on research and research based course requirements.</p> <p>Provide greater access to the library collection by increased opening hours.</p> <p>7. Review the need for the establishment of an archive for rare and specialized</p>

	through on-line communication at UBCO International Centre(internationalization)	Create mechanisms to share models – what works, what doesn't Provide GIAs to undergraduate RAs
Review recruitment and retention of graduate students, post-doctoral fellows, and research associates.	<ul style="list-style-type: none"> Establish a graduate program Recommend Local management Funding	<ul style="list-style-type: none"> Encourage graduate programs and courses A school of Graduate Studies, with a Director, or some similar arrangement, in keeping with the scale of the place Tuition relief essential TA Ships
Continually review and enhance the strategies whereby we may recruit outstanding graduate students, post-doctoral fellows, and research associates in all disciplines. [AP]	<ul style="list-style-type: none"> See 1st point See point above on Learning Organization Appropriate funding and space must be made available for graduates, fellows and research associates in all disciplines. They will come and stay if they are able to work in supportive and well supported programs	<ul style="list-style-type: none">
Increase support and recognition of research graduate students, post-doctoral fellows, and research associates. [AP]	Funding Communal space	<ul style="list-style-type: none"> Show case faculty achievements and research interests Provide teaching assistantships but don't water down first year undergraduate programs by only having graduate students teach them – create opportunities for graduate teachers but not at the expense of continuing full time instructors and the well seasoned, high level of instruction they provide. We need to encourage graduate students to talk to and to meet each other - they need a graduate student common room of some sort, even if they have their own "lab" space. Otherwise, we risk isolating the grad students from each other at the early building stages of their careers in a new place.
Increase the ratio of graduate to undergraduate students at UBC Vancouver.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Build a strong graduate program at UBC Okanagan with an enrolment of 500 graduate students by 2010. [AP] Should we not contact the current grad studies committee to get their input? Is this 500 spread across all disciplines?	Depts interested should have sketch ready when this comes in to play – some already do Unit responsible needs master plan <ul style="list-style-type: none"> Evaluate how faculty research fits with a developing graduate; other wise, we shouldn't mandate grad program 	<ul style="list-style-type: none"> Develop a Master of Fine Arts in Creative Writing Develop an Intersciplianirty Graduate program Appropriate space and funding for graduate research/work is essential as well as appropriate space for teaching graduate level courses.

<p>Provide opportunities for the development of teamwork, creativity, critical thinking and strong communication skills among graduate students in all disciplines. [AP]</p>	<ul style="list-style-type: none"> • See 1st point • See point above on Learning Organization <p>Design graduate spaces that aren't necessarily tied to individual discipline buildings.</p> <p>Design graduate seminar courses that mix graduate students from various disciplines</p> <p>Provide teaching workshops geared toward innovative delivery of whatever discipline they are in</p>	<ul style="list-style-type: none"> • Develop a centralized course in Innovation and Creativity • Develop a set of courses that teach effective oral and written professional thinking and communication • Provide courses in leadership and sustainability • Provide courses in conflict management
<p>Increase research funding.</p>	<ul style="list-style-type: none"> • 	<p>Increase research funding for both large and small scale research initiatives.</p> <p>Give new faculty hires start-up funds to kickstart research, set up/ equip labs and studios, etc</p> <p>Give continuing faculty at UBCO the equivalent of start-up funds to help them elevate their research projects, set up/equip labs and studios that we have never had before. Create a level playing ground for UBCO faculty compared to UBCV faculty without removing anything from them. UBCO should not be perceived as a resource drain to our colleagues in Vancouver. Create equal opportunities for all researchers regardless of discipline.</p> <ul style="list-style-type: none"> • Create a UBCO, campus-specific research grant fund – similar to GIA to mirror what is available at UBCV
<p>Nurture relationships with the federal government to maintain and improve its participation in the research enterprise. [ADMIN]</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Develop private sector partnerships that solve critical industrial problems
<p>Persuade the provincial government to participate more fully in research through increased funding. [ADMIN]</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Increase research funding in non-traditional and interdisciplinary areas
<p>Invite the private sector to contribute more actively to UBC research through grants and fellowships.</p>	<ul style="list-style-type: none"> • See 1st point • See point above on Learning Organization <p>Senior administration responsible Fundraisers / fellowships / grants Explore all faculties, not just Science and Business</p>	<ul style="list-style-type: none"> • Invite faculty to regularly showcase their research. • Use the campus website to clearly articulate new research, new publications, and new activities • It should be very easy to find copies of faculty research publications • Create strong partnerships with private sector

		Provide for university-industry links in research e.g. through a Discovery Parks Inc. research building and facilities, encourage faculty and students to work collaboratively with the local private sector in joint research projects, encourage interdisciplinary and applied community-based research of the SSHRC CURA type
Increase awareness of international sources of research funding. [ADMIN] [AP]	<p>Research Office</p> <ul style="list-style-type: none"> Local point person for international Devise strategic plan around countries where we have contacts, rather than a more general approach which can drain resource (Don't go globetrotting, concentrate focus in a few geographical area- West Africa) 	<p>seminars about CIDA</p> <ul style="list-style-type: none"> Grant writing mentorships, workshops, etc and a publication of international research funding opportunities. Mini strategic international plan for UBC 0
Devise strategies to enable UBC to obtain a greater proportion of federal funding for research. [ADMIN] [AP]	Research Office	<ul style="list-style-type: none"> Hire a grant-writer-in-residence
Encourage local, national, and international research partnerships and exchanges.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Discussions with Sweden on International Institute of sustainable regional economics and other institutions
Collaborate with local, national, and international communities on problems of global interest in such areas as sustainability, health care, law, transportation, alternate energies, education, immigration, culture, and social and economic development. [AP]	<ul style="list-style-type: none"> Continue to collaborate with well established West African research Institutions, Universities and their communities. (internationalization) Don't forget the local community. <p>Provide infrastructure (once started) Compensate/acknowledge visiting scholars Honorariums? begin 05/06, running by 07/08 Support for international conferences Research developed by personal interest, can't develop top down</p>	<ul style="list-style-type: none"> Set up a community committee that reviews research prerogatives to ensure the local is not overlooked <ol style="list-style-type: none"> Work with community partners to strengthen existing and establish new interdisciplinary research centres, partnerships, institutes, roundtables, programs and initiatives. Work on 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.
Encourage active involvement in international research networks. [AP]	Continue working with Educational Research Network, West and Central Africa	<ul style="list-style-type: none"> Enable support if needed as incentive and positive PR to the world

	<p>(internationalization) Involves time and money #1 lobby feds to include money must be able to attend international conferences Technology to link globally, conferencing, infrastructure, both ends save money Specify differences between conference & conferences</p>	
<p>Develop and support co-operative research initiatives with Aboriginal scholars and communities in Canada and around the world. [AP]</p>	<ul style="list-style-type: none"> • Continue working with Aboriginal scholars from partner institutions ,NZ, the Pacific, West Africa etc.(internationalization) • See 1st point • Individual initiatives will likely drive this • See point above on Learning Organization 	<ul style="list-style-type: none"> • Invite Elders to speak publicly, sharing their teachings and research with all interested students and staff • Encourage discussion on teachings to foster wider cultural understanding among all people • Invite Elders to recommend appropriate structures and ceremonies to promote collaborative and enabling research endeavours
<p>Develop partnerships involving faculty, students, staff and community organizations as a foundation for community-based research. [AP]</p>	<ul style="list-style-type: none"> • See point above on Learning Organization <p>Local history program Mandate should be driven by researchers in the field</p>	<ul style="list-style-type: none"> • Create conferences and workshops on community-based research • Set up community committee <ol style="list-style-type: none"> 1. Create a University-Community Liaison Office to help co-ordinate and facilitate interactions with the community, develop innovative ways for the external community to gain access to UBC-O's academic and cultural offerings. 2. Explore the feasibility of establishing an Okanagan Research Advisory Council (ORACLE) as envisaged by the UBCO/NOC Flagship Initiative of the Okanagan Sustainable Prosperity Strategy of the Okanagan Partnership Initiative. 3. Explore the feasibility of supporting through community-based research the following Flagship Initiatives of the Okanagan Sustainable Prosperity Strategy of the Okanagan Partnership Initiative: Regional Planning and Transportation; Skills Pipeline; First Nations Partnership; Regional Water Strategy; Deal Generator; Regional Airport Strategy; Regional Brand.

<p>Facilitate and increase knowledge transfer for the benefit of society.</p>	<ul style="list-style-type: none"> • See point above on Learning Organization 	<ul style="list-style-type: none"> • Create OPEN knowledge systems freely available on the Internet so that the world can come to UBC-O and gain from our knowledge management • Manage our knowledge effectively so that it is easily accessible • “Communitize” our knowledge across a wide variety of channels and media • Create a data warehouse so that we can access the knowledge of the university • Create and implement an institution-wide system of records classification and retention, with appropriate and adequate orientation and support for implementation at all levels of the organization. Involve records managers at all levels to ensure system buy-in and conversion of current records.
<p>Encourage and expand technology transfer, and develop new models for knowledge translation. [ADMIN] [AP]</p>	<p>Through international research partners (internationalization)</p> <p>Infrastructure used for Access Centres</p> <p>Have clear understanding and policies around the relationship of IP and commercialization, technology transfer, etc.</p>	<ul style="list-style-type: none"> • Increase access to online research sources <p>Establish an on-campus Industrial Liaison Office to work with government, industry, and organized labour to transfer technology and development research, development and innovation to further the process of economic diversification and enhance the region's effectiveness in a knowledge-based economy. Focus perhaps 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.</p>
<p>Increase public awareness of research through the news media, public lectures, and open houses. [ADMIN] [AP]</p>	<p>Yes. Bring the results of research to public notice on a regular basis, and educate the public about the benefits of investing in research. PR dept to do more</p>	<ul style="list-style-type: none"> • Show case research findings and teaching practices in the community in various venues

	<ul style="list-style-type: none"> • Research Office to have more PR or a closer tie with PR 	
<p>Ensure that UBC research is conducted according to the highest standards of ethical inquiry and accountability. [ADMIN] [AP]</p>	<p>Ethics Committees in place – but awareness s everyone’s responsibility</p> <p>Appropriate budgeting</p> <p>Evaluate current and anticipated projected space and standards for animal care facilities</p> <p>Consider the terms of reference for chairing these committees- involved people burn out; on the other hand, representation across different disciplines is often elusive because of workload and lack of knowledge- this is why education is so important</p>	<ul style="list-style-type: none"> • Decentralize research and streamline accountability <p>Provide workshop 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</p> <p>Ensure proper administrative support of Ethics Committee and Animal Care Committee immediately - this is a serious issue here – perhaps one secretary for both</p> <p>Generate with VP Research short term and long term strategic plan for needs</p> <p>Course relief for chairs of committees- maybe one course at end of three year term?</p>
<p>Seek more opportunities to collaborate with government, industry, and organized labour on research strategies to benefit the economy regionally and nationally. [ADMIN] [AP]</p>	<p>..and internationally (internationalization) UBCV has ILO, does UBCO need one?</p>	<p>Participate fully and effectively with regional partners in regional development collaborations, steering committees, roundtables, partnerships, planning initiatives, forums, consortiums, corridors, advisory councils, and strategies, in particular, the Okanagan Partnership Initiative. Establish the office of the Okanagan partnership on the UBC O campus.</p>
<p>COMMUNITY</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Develop more opportunities for community involvement and collaboration.</p>	<ul style="list-style-type: none"> • See 1st point • See point above on Learning Organization <p>Yes. Partnerships fostered in the community with industry, community groups, organizations, governments and others will be one of the keys to the success of ubc o.</p>	<ul style="list-style-type: none"> • Reward community involvement through tenure and promotion • Reward community development when accomplished through new program development • Enable community involvement by allowing departments to create their own planning and outreach programs <p>While committed to its role as a campus of a</p>

		<p>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.</p> <p>Building on OUC's past involvement in the community, UBC O will develop a strong presence with accessibility and visibility in the Okanagan that will complement the work being done by other institutions, such as the new OC. This presence will focus on meeting the social, cultural, and economic needs of the Okanagan region through educational programs, policy analysis, research consultation and expertise, student placements, and outreach programs. Accordingly, UBC O will 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.</p> <p>UBC O will establish its community presence by developing Community Service Learning courses and programs; by devising joint programs with the new OC</p>
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		and other post-secondary institutions; and by offering new learning opportunities to meet the needs of communities and life-long learners throughout the Okanagan and British Columbia. UBC O will also develop opportunities for local communities to partner in and make use of UBC O facilities and contribute actively to learning and research. It invites all UBC and OUC alumni to participate fully in its affairs.
Create community-university groups to identify possible areas for joint activity in such matters as local health and education needs. [ADMIN] [AP]	<ul style="list-style-type: none"> • See point above on Learning Organization 	<ul style="list-style-type: none"> • Create advisory groups with broad representation • Improve academic guidance services for community groups <p>Establish a permanent President's Community Advisory Council comprising 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.</p>
Develop Community Service Learning programs, whereby experience in the field will complement academic study or be integrated with academic credit courses, and aim for participation in such programs by at least 10% of our students. [AP]	<ul style="list-style-type: none"> • See point above on Learning Organization • Include: encourage faculty, staff and students to become involved in these programs, aiming for participation by at least 10% of faculty and students. 	<ul style="list-style-type: none"> •
Create more volunteer opportunities for members of faculty and staff. [ADMIN] [AP]	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Ensure recognition in promotion and tenure <ol style="list-style-type: none"> 1. Create, for faculty and staff, community service study leaves, with appropriately specified academic purpose, to allow them to work with community groups, not-for-profit organizations, businesses, and governments. 2. Create a volunteer database and network for faculty-staff-student- community organization matching purposes and services

<p>Acknowledge community and volunteer contributions by all members of the University. [ADMIN] [AP]</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Include in tenure/promotion criteria • Time release or workload compensation <p>Annually celebrate exceptional service by members of faculty, staff and students to the external community.</p>
<p>Create opportunities for employers, secondary school counselors, and other interested groups in the community to provide input and advice on goals and outcomes. [ADMIN] [AP]</p>	<ul style="list-style-type: none"> • Include students 	<ul style="list-style-type: none"> • Create a yearly event organized to improve transition and communication between stakeholders such as the school district and other post-secondary players <ol style="list-style-type: none"> 1. Hold Town Hall meetings for residents of Kelowna and neighbouring communities to discuss development of the University and its campus. 2. 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. 3. 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, collaborative solutions. 4. Produce a widely circulated UBC-O Annual Report, with periodic interim updated via the UBC O website, highlighting major activities and accomplishments including teaching and research prizes, student award winners, scholarly publications by members of the University, and noteworthy research discoveries, sponsor a public general meeting to take place annually in Kelowna, and publish a monthly UBC-O Report. 5. Encourage publicity about the university and its

		<p>communities, including public criticism, and encourage student and community news media to write and broadcast stories about the University.</p> <ul style="list-style-type: none"> •
<p>Encourage greater connection between UBC and the external community.</p>	<p>Ensure that an overriding ethic of responsible public life and service to the wider community binds all faculty, staff and students together as a University community.</p>	<ul style="list-style-type: none"> • Publish an online newsletter and blogs for each area of interest • Publish an online newsletter aimed at counselors at high schools <p>Host a conference for community members</p> <ol style="list-style-type: none"> 1. In order to foster connectivity of direct relevance to the regional community, create Faculties or Schools of: Tourism; Creative and Performing Arts; Engineering and Applied Science; Health Sciences; Continuing Studies and Professional Development (Life-Long Learning); Management; Medicine, Pharmacy, Dentistry and Veterinary Science; Urban, Regional and Community Planning, and a Summer Institute for Research and Learning, involving field courses and studies. 2. Encourage the creation of Community Associate teaching and research appointments, UBC-O Community Fellowships, Non-Tenured Adjunct Appointments, and the like 3. Work with community partners on the provision of community-university competitive sports teams in football, baseball, hockey, skiing, and other sports, and encourage student participation in athletics. <ul style="list-style-type: none"> • • Go into the community
<p>Develop improved and innovative ways for the external community to gain access to UBC 's many academic, cultural, and recreational offerings. [ADMIN] [AP]</p>	<p>Support initiatives like the Anthropology/ Fine Arts/ Indigenous Studies museum, gallery centre. A signature building with gallery, museum, film screening theatre, performing arts theatre, graduate student spaces, archives, etc at the UBCO campus. Create a cultural draw for the public to come to the</p>	<ul style="list-style-type: none"> • Create beautiful environments that enhance our natural situation • Go into the community with show cases and invitations <ol style="list-style-type: none"> 1. As part of a regional communications strategy, work with community partners including the new

	University	<p>OC, tourism and municipal authorities to brand the Okanagan region as an educational destination. Establish a UBC-O Speakers Bureau and a campus events listing.</p> <p>2. Establish a downtown Kelowna or Orchard Park Mall UBC-O storefront.</p> <p>3. Develop open access community outreach 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</p>
Explore the creation of outreach centres like the Learning Exchange in other parts of the province, acting independently or in collaboration with other post-secondary institutions. [ADMIN] [AP]	<ul style="list-style-type: none"> • See point above on Learning Organization 	<ul style="list-style-type: none"> • Decentralize the UBC web space, allow more blogs, more experimental web space, more online tools <p>Create outreach centres such as a Community Learning Exchanges in the Okanagan region, acting independently or in collaboration with regional partners.</p>
Through enhanced use of communication media, expand community awareness and understanding of the breadth, quality, and significance of research and learning at UBC. [ADMIN] [AP]	To include international research and learning (internationalization)	<ul style="list-style-type: none"> • Show case, community venues for Open House, conferences, media info (purchase a page in the local papers to highlight what UBC is doing) • Provide an on-campus UBC O Media Relations Department so that UBC O announcements come from Kelowna not Vancouver and implement a comprehensive regional communications strategy • Interesting, well designed publications of faculty research initiatives. Not a dry, internal publication but something people might like to read.
Offer more public lectures and forums at all UBC venues. [ADMIN] [AP]	To include works on international experiences through programs, projects and research (internationalization)	<p>Offer public lectures and forums at UBCO venues. After sabbatical, give public lectures, demonstrations, exhibitions, etc</p> <p>Create public gallery / museum spaces, etc</p> <p>Anthropology/Fine Arts/ Indigenous Studies Centre</p>
Ensure that the new Irving K. Barber Learning Centre fulfils its mandate as a provincial resource for	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Create an provincial recognition program for excellence and a publication medium

the citizens of British Columbia. [ADMIN] [AP]		Establish a downtown Kelowna Community Learning Exchange with wireless connectivity to the campus and the wider community.
Support and recognize faculty members whose work makes a significant contribution to professional practice, public policy, and leadership at the local, regional, or national level. [ADMIN] [AP]	<ul style="list-style-type: none"> • ..and international level (internationalization) • See point above on Learning Organization 	<ul style="list-style-type: none"> • Support professional practice as an integral part of tenure • Increase support for new technology and patent applications
Build academic, recreational, and community programs around UBC's role as the leading educational partner for the 2010 Olympics. [ADMIN] [AP]	<ul style="list-style-type: none"> • Intercultural awareness programs (internationalization) • How will UBC be an educational partner for the Olympics? How will this affect student life? Will we lose services or priority? 	<ul style="list-style-type: none"> • Such as youth and seniors sports camps, athlete residential training camps, student and athlete scholarships and internships, volunteer registries, etc. • Anthropology/Fine Arts/ Indigenous Studies Centre
Model UBC as a responsible, engaged, and sustainable community, dedicated to the principles of inclusivity and global citizenship. [ADMIN] [AP]	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Install a GREEN program so that UBC-O engages in environmentally neutral processes and purchases environmentally friendly products and services • Create enlightened purchasing standards for UBC-O that are globally progressive in terms of 1) environmental sustainability and 2) supportive of human rights and progressive labour standards. <p>Provide Co-operative Education, Student Employment, and Career Services, an Athletics and Recreation Department, Conference Services, and an Office of Campus Environmental Sustainability</p>
Expand UBC's engagement with Aboriginal communities, especially in British Columbia.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • See previous points about commiserating with Aboriginal communities and setting up inclusive committees
Invite First Nations bands to share their perspectives with UBC students and with the general public through expanded or newly-developed credit and non-credit programs. [ADMIN] [AP]	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Anthropology/Fine Arts/ Indigenous Studies Centre
Continue to develop community-based programs in partnership with Aboriginal peoples, and seek to address their learning needs and aspirations, including the preservation of indigenous languages. [ADMIN] [AP]	<ul style="list-style-type: none"> • See point above on Learning Organization 	<ul style="list-style-type: none"> • Engage elders and Aboriginal people about this concept • Anthropology/Fine Arts/ Indigenous Studies Centre
Explore ways and means of developing a closer relationship between UBC and the First Nations communities located near our campuses. [ADMIN] [AP]	Continue to work in partnership with Okanagan Nation and E'nowkwim Centre (Penticton)	<ul style="list-style-type: none"> • Healing space with outdoor native art. See earlier comments under "Develop and support co-operative research initiatives with Aboriginal scholars..." • Anthropology/Fine Arts/ Indigenous Studies Centre
Expand UBC's engagement with its Alumni.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Invite alumni to assist students in community service, mentoring, co-operative work-term opportunities, and career self-management. [ADMIN] [AP]	<ul style="list-style-type: none"> Funding for honoraria to do this sort of mentoring, etc... 	<ul style="list-style-type: none"> Create on-line tracking alumni tracking system that allows easy and quick "surveys"
Assist alumni in developing connections with each other. [ADMIN]	<ul style="list-style-type: none"> 	Create intellectual and professional learning opportunities, and social opportunities such as Homecoming, for alumni. Establish alumni branches throughout the region and province, and ensure that they are kept well informed and regularly consulted. Create connections with alumni residing in other parts of North America and throughout the world by communications and cooperative initiatives.
Encourage alumni to assist Government Relations in advocacy for the University. [ADMIN]	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Encourage alumni to assist the Development Office in developing fundraising strategies. [ADMIN]	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Work with international alumni to create links with important groups or communities in other countries. [ADMIN]	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Create intellectual and professional learning opportunities for UBC alumni. [ADMIN] [AP]	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Create a database for regional alumni Create regular email newsletter
INTERNATIONALIZATION		
Strengthen global awareness through degree programs, public lectures, and conferences.	<ul style="list-style-type: none"> See 1st point Develop additional joint degree programs with international partners 	<ul style="list-style-type: none"> Enable alternative and innovative programs that incorporate this concept
Include "global content " in programs wherever possible and appropriate, to ensure that students are presented with global issues, concerns, and solutions as part of their regular disciplinary or professional studies. [AP]	<ul style="list-style-type: none"> Good, makes it more interesting To promote curricula that integrate an international, transcultural and intercultural outlook and provide global and comparative perspectives, which are appropriate to particular courses and programs 	<ul style="list-style-type: none"> Enhance the ability of UBC-O to offer instruction in a variety of languages including First Nations languages and oral traditions.
Develop new programs on global citizenship, civil society, and related issues, intended for audiences both on and off campus. [AP]	<ul style="list-style-type: none"> Introduce 'Globalization' Program as a major or minor sequence in all undergraduate programs. Draw on expertise across UBCO. All topics taught by team of Faculty from different disciplines. 	<ul style="list-style-type: none"> Add courses in cross cultural communication Implement Interdisciplinary graduate program <p>Encourage UBC O faculty, staff and students to "Think Globally, Act Locally"</p>
Establish and nurture mutually beneficial partnerships with international agencies and organizations based in British Columbia, to promote learning and research opportunities for students and	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

faculty. [AP]		
Ensure that students have access to a range of courses that provide information and ideas about all parts of the world. [AP]	Introduce 'Globalization' as a major sequence alongside main chosen disciplines.	<ul style="list-style-type: none"> • Add Classical studies, Religious, and International studies
Increase international learning opportunities.	<ul style="list-style-type: none"> • Ensure adequate support 	<ul style="list-style-type: none"> •
Explore opportunities for community service learning through student, staff and faculty exchanges with similarly disposed institutions abroad. [AP]	<ul style="list-style-type: none"> • Funding is integral for the success of such an idea. • UBCO to develop 'off-campus' flexible delivery options through international partner agreements 	<ul style="list-style-type: none"> •
Expand student mobility and study abroad programs, and develop sustaining funding to encourage greater involvement by UBC students. [ADMIN]	<ul style="list-style-type: none"> • See 1st point • Through UBCO's partnership agreements with international institutions continue and develop new student exchanges etc., • See point above on Learning Organization 	<ul style="list-style-type: none"> • Use existing strengths in the faculty • Improve recognition of transfer credit from study abroad. Familiarize faculty and student services staff with UMAP and ECTS systems.
Encourage UBC involvement in overseas partnerships and consortia where these would be consistent with UBC's strategic objectives. [ADMIN]	Through existing and new UBCO partnerships develop joint project delivery, research collaboration etc.	<ul style="list-style-type: none"> •
Expand international career development, experiential learning, and co-operative education opportunities for UBC students. [ADMIN] [AP]	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Establish working partnerships with groups in emerging countries to address local problems in health, agriculture, social infrastructure, education, and sustainable development. [ADMIN] [AP]	To continue working with research partner groups in partner institutions abroad especially West Africa.	<ul style="list-style-type: none"> •
Extend and strengthen our involvement in international consortia like the Association of Pacific Rim Universities and Universitas 21 through joint learning and research opportunities and through faculty, staff, and student exchanges. [ADMIN] [AP]	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Develop partnership with Swedish Universities and beyond <p>Also build on existing OUC international academic relationships and partnerships</p>
Enhance UBC's reputation internationally.	<ul style="list-style-type: none"> • See 1st point • See Learning Organization point 	<ul style="list-style-type: none"> • Foster risk and innovation, be bold
Continue to promote international undergraduate student enrolment through the International Student Initiative. [ADMIN] [AP]	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Create online publication in a variety of languages • Make our website multi-lingual
Plan for the establishment of a Global Learning Centre at UBC. [physical bldg at UBCV]	<ul style="list-style-type: none"> • Allow for satellite "centres" to model a global perspective 	<ul style="list-style-type: none"> •
Establish a UBC Asia-Pacific Regional Office.	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Add more UBC-International student residences to reflect UBC partnerships and to build representation from different parts of the world. [CP]	<ul style="list-style-type: none"> • Are you suggesting we segregate international students from local? How does that create global citizens? [Note from MQ: these residences are 50% Cdn students and 50% Intl students in same res building] <p>No, not relevant in the smaller and more intimate UBC O context</p>	<ul style="list-style-type: none"> •

	..and accommodation for international visiting scholars and artists in residence etc.	
Enhance and increase support services for international students at UBC. [ADMIN]	• ..develop UBCO's International Centre	•

NOTES from INNOV/TRAD:

1. Fresh ground (could refer to new earth, coffee, or flour for bread, or ...)
2. Liberating (adjective and verb: expressing casting off past practices that are of questionable value, hurtful, retarding, fettering; expressing forward momentum, freeing up to pursue and enjoy, and expanding)
3. Creative focus (inviting and enabling to pursue, encourage, push)
4. Learning Organization (the artful practice of cooperative and collaborative study, research, creative endeavours, learning, sharing ideas, moving from rhetoric to practice, walking-the-walk AND setting the pace)
5. Systemic (bigger picture thinking and practices, interconnections between knowledges and disciplines, family mentality of caring, community/global interaction and partners)
6. Quality (encouragement of best practices, thinking, creations and research, integrity)
7. Amelioration (collective move to improvement, enabling)
8. Fun (joy in work and interaction)
9. Honouring (acknowledge, respect, appreciate the value and worth of individuals, and of practices and approaches to learning and being, celebrate accomplishments)

Recommendations across the strands

To come as we adopt the particular principles and agree upon the core values. It is these core values and principles that inform the form/design as well as the infrastructure of the new UBCO.

PLANS OF ACTION

1. Explore Innovative Multi-disciplinary Academic Themes

- develop team-based research programs in existing areas of strength
- foster emergent cross-cutting research themes

2. Enhance Community Involvement for Learners

- recognize and reward community involvement for tenure and promotion
- provide more community-based learning opportunities for students

3. Develop Learner Centred Decision-making

- establish campus-wide team to examine governance, planning, and learning issues
- increase the participation of the entire campus community

4. Promote Learner Centred Teaching

- recognize and reward excellence in teaching
- provide tools and services for research into learning and teaching