



OKANAGAN

UBC Okanagan
Academic Plan Development

Mini-Project #2: Making Student Life Great

Final Report

March 15, 2005

Submitted by Co-Chairs Rob Johnson and Lyle Mueller

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Mini-Project #2: Making Student Life Great

Executive Summary

Overview of Mini-Project

As part of the UBC Okanagan Academic Plan development process, the Steering Committee identified five items, labeled “mini-projects,” that required further in-depth work in order to be adequately included in the final academic plan. The Steering Committee recruited co-chairs for each of these projects, set an eight-week timeline and requested that the groups working on each project submit a set of recommendations that would assist in the achievement of the goal of the respective project. “Making Student Life Great” was one of those mini-projects.

The co-chairs recruited students, staff, faculty and administrators to a committee. The committee was tasked to develop the foundations, components and requirements for a great student life at UBC Okanagan. From within the committee, four sub-committees were struck, each charged with developing recommendations around a specific component of Student Life.

A great student life may be seen to consisting of a balance of healthy social, physical, learning and spirit development. The Project Committee agreed that great student life results only when all groups on campus get involved with the pursuit of this balance. Therefore, great Campus Life creates great student life.

With the development of great Campus Life as its central theme, and recognizing their fundamental connection to the project at hand, the Committee reviewed *Trek 2010*, the *UBC Vancouver VP Students Draft Strategic Plan* and the *UBC Okanagan Draft Academic Plan*. These documents provided a context from which the Committee was able, through group discussion, to develop consensus around a set of values, principles, program imperatives, program elements, and recommendations for a delivery model. Finally, the Committee developed a short list of activities and opportunities in each of the elements that could be delivered in 2005-06.

This report describes the program philosophy, vision, values, and principles and provides a rationale for them. Finally, the report offers a set of recommendations to initiate the process.

Recommendations

With the firm belief that, if implemented, they will set the foundation for the creation of a great student life program, the Committee makes the following recommendations:

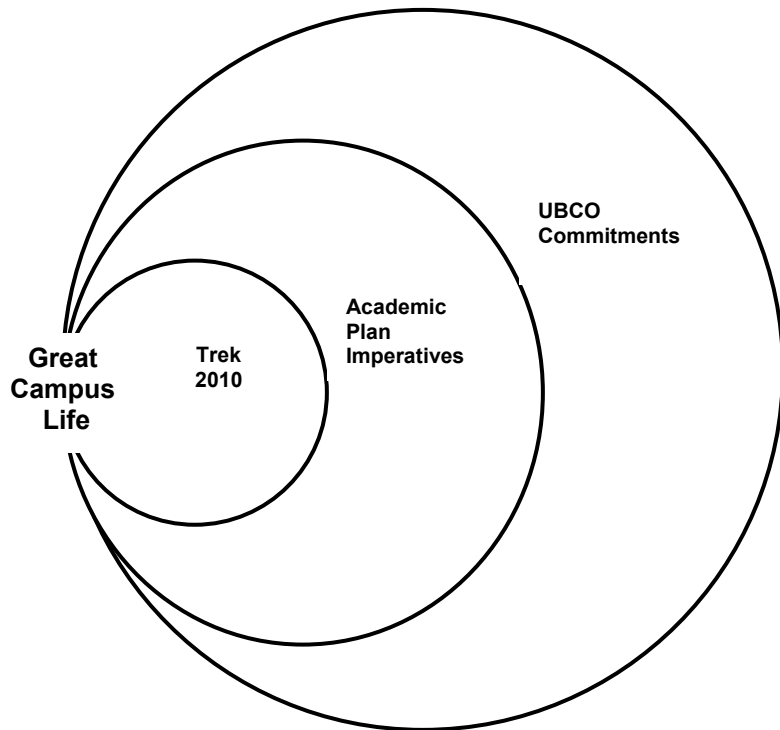
1. That the initiative be called the more inclusive “Campus Life” as opposed to the potentially exclusive “Student Life”:
 - a. That delivery of the Campus Life Program will be the responsibility

- of a Campus Life Council;
 - b. That a provisional Campus Life Council be recruited immediately for the 2005/06 year. In addition to delivering the inaugural set of Campus Life activities and opportunities, this group be charged with the responsibility of refining its mandate and determining terms of reference for future Councils.
2. That the institution provide and/or facilitate the resources required to make Great Campus Life a reality:
- a. That a position in the Student Development and Services area, reporting to the AVP Students, be assigned responsibility for facilitating the operations of the Campus Life Council and the delivery of the Campus Life program;
 - b. That the financial resources to fund Campus Life be committed at an institutional level;
 - c. That the Mini-Project be represented at the Master Site Planning table. The Project recommends construction of the following facilities: Learning Centre, Fitness Centre, social space, stage theatre, indigenous plants garden, sports field, movie theatre, shopping village, swimming pool, food markets, pub;
 - d. That a Task Force be struck to investigate and recommend an effective communication model for the campus.
3. That the institution provide the support necessary to ensure inclusively:
- a. The adoption of a weekly course time table that includes a common time(s) when there are no classes scheduled;
 - b. That the institution encourage the development of friendly rivalries between the five academic faculties;
 - c. The development of an institutional culture that encourages and supports involvement in Campus Life for all employees as well as students by adopting a flexible work-schedule.

Making Campus Life Great

Introduction

As part of the UBC Okanagan Academic Plan development process, the Steering Committee identified five items, labeled “mini-projects,” that required further in-depth work in order to be adequately included in the final academic plan. The Steering Committee recruited co-chairs for each of these mini-projects, set an eight-week timeline and requested that the groups working on each mini-project submit a set of recommendations that would assist in the achievement of the goal of the respective project. “Making Student Life Great” was one of those mini-projects.



Trek 2010, the *UBC Vancouver VP Students Draft Strategic Plan* and the *UBC Okanagan Draft Academic Plan* have been consulted as foundation documents for this mini-project. In addition, we have, over an eight (8) week period, consulted with faculty, students, staff and administrators to develop the foundation, components and requirements for a great student life at UBC Okanagan (See Appendix 3 for list of participants in this mini-project).

This document describes the background, philosophy, components and infrastructure for a great Campus It includes a set of recommendations to drive the organizational change required for a great student life.

The Vision

UBC Okanagan will be recognized as a leader in the provision of a comprehensive Campus Life Program which fosters student leadership development, supports employee involvement and honors diversity and inclusion.

Connection to Trek 2010 and the UBC Okanagan Academic Plan

The University of British Columbia strategic plan Trek 2010 with its UBC Vision and Mission provides the foundation for the development of UBC Okanagan. The UBC Okanagan academic plan articulates its distinctive manifestation of the UBC Vision and Mission. Great Campus Life will be a fundamental component of UBC Okanagan.

The foundation to a great student life at UBC Okanagan receives its strength from the four academic plan imperatives, which are the UBC Okanagan expression of the UBC Vision:

- An intimate learning community.
- An integrated research community.
- A locally responsive, globally conscious community.
- A flexible, adaptable, sustainable community.

There is no one imperative under which a great Campus Life may be placed. Rather, a great Campus Life will be central to all imperatives. In addition, the Vice President Students Strategic Plan provides the opportunity to ensure that values and guiding principles are synchronized with, UBC Vancouver

Philosophy

- Great student life is about great “Campus Life”. If students, staff, administration, faculty, alumni and the outside community work together, great student life will result and if any of those groups is excluded, student life will suffer. “Campus Life” is an all-inclusive term, and one that is much more likely to attract participation from all groups.
- Great Campus Life at UBC Okanagan is a vital component to the maintenance of UBC’s reputation of excellence. It is an essential ingredient in the recruitment and retention of students and faculty/staff and it can contribute significantly to UBC’s Mission to prepare students to be “exceptional global citizens” through the provision of excellent co-curricular leadership opportunities.
- Great Campus Life is a journey, a process, as opposed to a destination or a product. A Campus Life Program must provide opportunities as diverse as the campus population. It must connect with the local community and encourage awareness of the global community. It must promote personal responsibility, respect the student voice and make a significant contribution to the overall educational experience at UBC Okanagan. In this way, a great Campus Life Program must be dynamic and flexible, able to meet the needs and priorities of its participants as those needs and priorities change.

Values – who we are

Great Campus Life is based on a set of common values shared by all participants. Further, values provide direction with respect to activity selection and support.

- **Inclusion & Diversity** – we recognize that participation is the key to great Campus Life and we further recognize that an atmosphere of inclusion, and a respect for, and interest in diversity, are essential to wide scale participation;
- **Involvement & Participation** – we believe that only with the involvement of students, staff, faculty, administrators, alumni and the community can our goal of mass participation be achieved;
- **Celebration** – we celebrate the personal achievement of participants;
- **Wellness & Balance** – we strive to provide opportunities and activities that address the components of the whole person. We encourage participants to seek balance in their lives and in their educational experience;
- **Identity & Belonging** – we acknowledge that a sense of identity and belonging is essential to student engagement and that engagement is essential to student success;
- **Pride & Rivalry** – we believe that a healthy rivalry between participant groups will enhance participation and assist in the development of identity, belonging and engagement;
- **Sustainability** – we are committed to operate in a way that respects the needs of both current and future generations;
- **Trust & Respect** – we see trust and respect for individuals as fundamental elements of a civil society and therefore essential to the success of our initiative;
- **Student Voice** – we hold that student voice is a driving force behind the creation of great Campus Life;
- **Collaboration & Partnership** – we support the building of relationships and partnerships between diverse groups, both internal and external, as vehicles to improve the delivery of great Campus Life.
- **Global Citizens** – we recognize that our collective future depends on the development of a new way of thinking about and interacting with the world.

Principles – how we do it

Guiding principles describe how we will make Campus Life great. Principles guide the selection and development of activities.

- **Be where students are** – our Campus Life hub will attract students, staff, administration and faculty with its atmosphere of energy and inclusion;
- **Serve beyond the expected** – we strive to exceed the expectations of our participants in terms of service, opportunities and facilities;
- **Practice sustainability** – we will be responsible stewards of our resources;
- **Listen and collaborate** – we will work together to improve Campus Life for everyone;
- **Make the small big** – we will develop a reputation as a small school with a big campus life program.
- **Dare to dream** – no idea is too big or too small to be considered by the Campus Life Council
- **Make student life a 24/7 experience**
- **Develop student leadership** – we will consistently provide and facilitate opportunities for student growth
- **Communicate** – open and effective communication will be a hallmark of our program

UBC Okanagan Commitments

Making Campus Life great occurs when the educational institution sponsors the experience and acts to remove barriers to quality and success of the initiative. At UBC Okanagan, the success of this initiative depends on:

- ***the provision of appropriate space*** – based on the relatively small size of the campus and on the belief that the vast majority of people benefit from exposure to an atmosphere that is charged with energy and that promotes the involvement of a wide range of people in a variety of activities and opportunities, a single location for the administration of, and visibility for, Campus Life is essential. The idea that participants see the Campus Life “home” whenever they are on campus, acts to facilitate participation. While the *delivery* of some aspects may well occur at other locations on or off campus, the concept of “one-stop-shopping” that exposes individuals to a contagious feeling of inclusion is vital. For example, rather than committing resources to having a “shopping village” area for resident students in the Residence, use those same resources to develop a comprehensive “shopping village” for the entire campus. This will provide a better experience for both resident and non-resident groups and promote interaction between the two groups that might not otherwise occur. Much of the required space is recreational and social in nature. A University Circle Report on such space is attached as Appendix 4. Other space requirements include: a Learning Centre, social space, a stage theatre, an indigenous plants garden, a movie theatre, a shopping village, food markets, a pub;
- ***the provision of time for involvement during the week*** – the adoption of a time table that includes a common time(s) when there are no classes scheduled for students and a flexible work schedule for employees during those times to facilitate high levels of participation from all groups.
- ***assistance with communication*** – the entire campus community has to know about the opportunities available to them. Current digital communication systems (Pipeline, WebCT, UBC O home page, etc) are not seen as effective communication strategies for the campus. The development of other communication strategies such as a central jumbo-tron, or campus TV may well ensure all members of the campus community are informed about Campus Life opportunities.
- ***assistance with accessibility*** – UBC Okanagan demonstrates its support for participation in Campus Life for not only students but for all employees as well by ensuring that barriers to participation are eliminated e.g. provision of flex-time for employees to participate, improved transit connections to campus, adaptive supports for students with disabilities, language signage for students from diverse cultural groups, etc

- **the provision of effective leadership** – As with any quality initiative, support and leadership for the initiative must be visible and credible. The Campus Life Council, sponsored by the UBC O Associate Vice-President, Students, and reporting to UBC Okanagan Senate gives both credibility and visibility to the initiative.
- **adequate resources** – Great Campus Life will require resources. A strong commitment by all stakeholders (student body, staff, faculty, administration, alumni, City of Kelowna and outside user groups) will provide adequate resources. A possible example of how this may look is each bargaining group contributes a small portion of their dues, a modest student fee is levied, there is some level of GPO funding, there is some level of support from the Alumni Association and all outside users pay a fee.

The Model

The concept of Great Campus Life is founded on the premise that there must be opportunities that are attractive to everyone. Recognizing that interests are as diverse as the campus population, a Great Student Life Program must accommodate this diversity. The project identified four broad components that appear to capture the range of activities and/or opportunities required. Based on the Values stated above, a common theme integral to every activity in each component will be the development of global citizenship.



Components of Campus Life

The four components that, when integrated, achieve “Great Campus Life”, have been labeled: **Learning, Spirit, Health & Wellness, and Recreational & Social**. These four components help ensure a diverse and integrated Campus Life. While not completely depicted by the graphic, the Committee believes that these components are not separate and distinct but are highly interconnected in that participation in one results in benefits in several.

The table below provides an illustration of activities recommended by four sub-committees (see Appendix 1), each focusing on one perspective. The potential for integration is clear in the overlap of recommendations.

Examples of Great Campus Life Activities, Events and Opportunities

Activity	Recreation & Social	Learning	Health & Wellness	Spirit
Communication	X	X	X	X
Transition events	X	X	X	X
Campus Life Council	X	X	X	X
Social Spaces	X	X	X	X
Connection with UBC Vancouver	X	X	X	X
Orientation Staff and Students	X		X	X
Website/discussion forum	X	X	X	
Intramural events	X		X	X
Student presentation sessions	X	X	X	
Cultural events	X	X	X	
Opening Ceremonies	X		X	X
Community Tours	X	X		X
Workshops	X	X	X	
Graduation party	X			X
Learning Centre	X	X		
Merchandise – UBCO				X
Fan bus trips				X
Movie night	X			

Communication - some suggestions: large screen TV, ticker tape bulletin board, free standing giant poster board, website piped up onto large screen TV in student common areas. Install an events board dubbed “The Grapevine”. This could be an electronic media board much like the flat screen technology in airports that would display events around campus in an electronic and centralized way. Posters, flyers, newspaper stories, website events listings.

Learning Centre – a storefront where students access many of the learning life activities and events.

Workshops/Learn to.... – related to learning life e.g. student success, Excel, PowerPoint, library searches, managing stress, staying well, Web CT, weight room orientations, learn to run, intro to yoga etc.

Orientation – Orientation for upper year and first year students 2005-06. Orientation for faculty and staff.

Imagine UBC Okanagan (or a similar event) every year.

Website/ Discussion forum - Logical web site addresses for simple discovery of information, online events/activities/clubs/information calendar/directory, links to similar community clubs, including the opportunity to advertise/post new clubs, visible and accessible emails accounts for students, offer information sessions demonstrating how to navigate through these virtual systems.

UBC Okanagan Opening Events - This historic time in the fall of 2005 should be marked with formal ceremonial events and informal celebratory events. This event should have a cultural component (i.e. include Okanagan Nation Alliance)

Merchandise UBCO Swag - Team Mascot, Internal branding (merchandise, give-aways, etc.)

Social spaces - on campus food outlets or coffee bars, vendors to sell campus merchandise, comfortable seating (where appropriate) and music (again where appropriate) Aboriginal Gathering Place (both a stand-alone building as well as an integration of the Aboriginal community throughout the campus; i.e. include one of the regional Aboriginal languages on campus signs; totems at the gates, etc.)

Connection with UBC Vancouver – opportunities to connect UBC V and UBC O e.g. Great Trek Relay event.

Movie Nights - Movie nights, film debuts, film festivals, TV room, soap opera clubs.

Fan bus trips - Hockey game/sports team bus trips and pep rallies.

Delivering Great Campus Life

How Campus Life experiences are planned and delivered will contribute greatly to the success of a great Campus Life initiative. Therefore, great Campus Life should be delivered:

1. As a year round initiative.

2. With Leadership from a Campus Life Committee

A Campus Life Committee with representation from students, faculty, staff and alumni, sponsored by the AVP Students that promotes, supports and enhances Campus Life at the University. (See Appendix 2.)

3. With Human Resource

A position in the Student Development and Services area, reporting to the AVP Students, be assigned responsibility for facilitating the Campus Life Council and the delivery of Campus Life initiatives.

4. With Infrastructure

The development of a single location for the administration and visibility of Campus Life and the construction of the facilities necessary to deliver activities

and opportunities in each of the four components.

5. With Rivalry

Encourage, from all levels, the development of friendly rivalries between the five academic faculties. For example, a system whereby points for participation and achievement can be earned for every Campus Life event, culminating in recognition and award at an annual *Deans' Campus Life Challenge Cup*.

6. With Constant Attention to Threats

The biggest threat to Great Campus Life is lack of participation. Since the majority of students live off-campus, a primary goal must be to make staying on campus during the day more attractive than leaving. There are two vital steps to achieving this goal. First, we need to understand and develop ways to meet on-campus those needs that are taking students off-campus. There is a significant connection between this item and the Master Site Plan. Second, we need to establish a tradition of the participation/involvement of the entire campus community – students, faculty, staff, and administrators. People will stay when they feel they belong and when they feel they will miss out if they leave. A second threat to this initiative is lack of resources. There will be a need to work with the institution, the bargaining groups and the students to explore ways to adequately resource Campus Life.

Conclusions and Recommendations

This project has identified elements of a great Campus Life consistent with Trek 2010 and the UBC Mission and Vision, UBC Okanagan Academic Plan, and VP Students Strategic Plan. We have consulted with 40 faculty, staff, and students (Appendix 3) interested in creating a great Campus Life. We have put forward a list of activities/events/opportunities that may be implemented during the inaugural year of UBC Okanagan. Finally, we have put forward a recommendation for a Campus Life Council that would maintain and sustain a great student life.

This report constitutes the conclusion of Mini-Project #2: Making Student Life Great. Next steps will be determined by UBC Okanagan decisions concerning implementation of our recommendations and the resources that will be allocated. Participants in this mini-project remain poised to participate in making student life great at UBC Okanagan.

It is important to acknowledge the interest and contribution of all 40 participants, the list of which can be found in Appendix 3. In particular, it is important to acknowledge the four sub-committee leaders: Spirit Life – Anne-Marie Jakobi, Social Life – Heather Thomson, Learning Life – Mary DeMarinis, Recreation Life – Rob Johnson. Finally, it is important to thank Vicki Bruce and acknowledge her contribution for taking on the added responsibility of working with the co-chairs of this mini-project to ensure that this report is consistent and comprehensive.

Recommendations

With the firm belief that, if implemented, they will set the foundation for the creation of a great student life program, the project makes the following recommendations:

1. That the initiative be called the more inclusive “Campus Life” as opposed to the potentially exclusive “Student Life”;
 - a. That delivery of the Campus Life Program will be the responsibility of a Campus Life Council;
 - b. That a provisional Campus Life Council be recruited immediately for the 2005/06 year. In addition to delivering the inaugural set of Campus Life activities and opportunities, this group be charged with the responsibility of refining its mandate and determining terms of reference for future Councils;
2. That the institution provide and/or facilitate the resources required to make Great Campus Life a reality:
 - a. That a position in the Student Development and Services area, reporting to the AVP Students, be assigned responsibility for facilitating the operations of the Campus Life Council and the delivery of the Campus Life program;
 - b. That the financial resources to fund Campus Life be committed at an institutional level.
 - c. That the Mini-Project be represented at the Master Site Planning table. The Project recommends construction of the following facilities: Learning Centre, Fitness Centre, social space, stage theatre, indigenous plants garden, sports field, movie theatre, shopping village, swimming pool, food markets, pub; see appendix 4
 - d. That a Task Force be struck to investigate and recommend an effective communication model for the campus;
3. That the institution provide the support necessary to ensure inclusively:
 - a. The adoption of a weekly course timetable that includes a common time(s) when there are no classes scheduled;
 - b. That the institution encourage the development of friendly rivalries between the five academic faculties;
 - c. The development of an institutional culture that encourages and supports involvement in Campus Life for all employees as well as students by adopting a flexible work-schedule.

Appendices

The following appendices provide information not included in the final report but which may be useful upon implementation of our recommendations. It has been possible to provide general ideas in the main report. The background to these ideas is expressed in the appendices. Sub-committees have begun the work of defining how they will work and priorities related to their perspective. Appendix 1 provides work to date for each of these sub-committees. Campus Life Council draft terms of reference are presented in Appendix 2 and are intended to provide a starting place for the development of terms of reference consistent with existing UBC terms of reference template. Finally, Appendix 3 provides the list of participants in the project. These participants remain eager to participate in developing a great campus life.

Appendix 1: Sub-Committee meeting notes

Mini-Project #2: Making Student Life Great Sub-Committee reports

The activities recommended by each of the four sub groups have been carefully considered in order to create the maximum congruence with the four imperatives of the academic plan and the major themes of a Making Student Life great. As UBC Okanagan grows as a “flexible, adaptable, sustainable community”, activities will change. A process of continuous development and updating will provide a mechanism to ensure that, although activities may change, UBC Okanagan will have a continuous tradition of great student life.

The reports put forward by Mini-Project #2: Making Student Life Great sub committees are as follows:

Mini Project #2 - Making Student Life Great Sub-committee "Social Life" Relationships are Key!

Creating a safe environment in which students can develop a 'social forum' and a 'culture' should be considered fundamental to the learning experience. Initiating the development of positive relationships with students and between students inspires a student centered culture.

We define "social" as:

- Interaction among people and groups - academic and non-academic socializing
- Activities that promote discussion
- Good relationships among staff, students, faculty and administration
- Friendships, networking and connections
- Living as part of a community

The development of relationships and community within organizational culture and learning is essential for student life. Building connections through relationships with students and within the organization as a common focus can encourage student life and student success, aligning the organization's values and vision to include the values and vision of students.

Three foundation principles for our "social" category:

- (1) Inclusion = sense of belonging
- (2) Integrity = citizenship/image
- (3) Campus/community/global focus = (one, two or all of these)

The relationship that students have with each other creates a sense of inclusiveness and community. The link between self-confidence and motivation is an extremely important point. Fostering opportunities for "social" participation encourages self-confidence.

The role of student can be a new identity and self-reference. One of the less obvious problems, but one of serious importance to student life, is how to encourage social participation when students are dealing with feelings of isolation, loneliness and separation? Technology is creating fewer occasions to meet people with the dehumanizing of systems such as web-based registration and distance education.

Taking advantage of the opportunity to build relationships with other students, faculty, and administration can manifest students' feelings of acceptance and gain their confidence. A student's level of confidence can significantly be improved with meaningful personal contact. Creating situations for personal contact encourages student life.

How do we implement our three foundation principles?

- Awareness and communication, foster environments that allow the exchange of ideas
- Acknowledge diverse needs of everyone/provide variety
- Ownership and pride in a solid vision and identity for institution - who do we want to be?
- Quality products and service excellence
- Interest generates motivation and curiosity
- Engage socially, locally, regionally, nationally, globally
- Connect students with international initiatives - international exchange programs/internships/partnerships
- Emphasize whole person
- Publicity and simplicity
- Socially sustainable = reuse, recycle, and reinvest
- Build and establish traditions from year to year

What infrastructure/resource/space requirements are needed?

- Central, common, comfortable, and inviting space
- Common time for everyone to meet regularly
- Student/faculty departmental lounges, developing a social/academic community and collegial environment between students and faculty
- Healing (health & wellness) space
- Increased Athletics and Recreation facilities, (inside and outside space)
- Variety of food and drink/alcohol/coffee outlets
- Increase and offer variety of on-campus living, residences, villages
- Increased Campus "open" hours and flexible staff working schedules
- Bus/shuttle service from downtown to campus (especially with alcohol events), ski mountains service, bus trips, travelling
- Everyone likes to be "invited" - how can we do this?

Generate a list of "social" activities:

"Social" activities need to cultivate school spirit and opportunities to develop relationships between students, faculty and administration. There is a difference between learning about things and learning through experiences. Learning through experience requires trust. Team approaches to activities are one way for students to be a part of a group with less social pressure. Student Life activities could also include transitioning in to

"academic life" events and transitioning out to "employment life" events.

- Virtual "social" centres, ICQ, Online Discussion Forum,
 - Monitor's responsibility to answer and respond to questions and provide information, (Questions & Answers, Clubs & Events), allowing students to post threads and chat together
- Music, live concerts, dances
- Theatre, theatre sports, outdoor theatre
- Sports, Athletics, Recreation, Inter-murals, Weight Room, Running Track, Racquet Courts
- Outdoor activities, (develop walking & biking trail system)
- Festivals & Events
- Creative & Performing Arts
- Social links to Career networking/employment opportunities/professional recruiting events
- Club days/Interest groups/Fan clubs
- Promote use of alternative forms of transportation (carpooling, cycling, public transit)
 - Carpooling is social
 - Organize events around the promotion of public transit, bike clubs, and bike repair workshops
- Lunch time activities/presentations
- Comedy improv presentations
- Food/Drink socializing/BBQ's/International buffets/coffee gatherings/Pubs/Ice-cream
- Social "meet n' greet"/"wine & cheese" events for new students and residences
- Game Room, billiards, chess, backgammon, crib
- Movie nights, film debuts, film festivals, TV Room, Soap Opera Clubs
- Debates and roundtable discussions/café philosophy
- Integrating activities and orientations for International students
- Sharing and celebrating holidays/cultural customs
- Develop graduation celebrations and activities/connections to Alumni and their return to campus
- Student orientations/Staff orientations
- Build on community events, (Golf, Regatta, Dragon boat races, International Marathon)
- Purchase property/ski lodges at the ski mountains: Big White and Silver Star
 - All mountain activities: ski trips, snow-shoeing, cross-country skiing etc.
- Story-telling = using the power of stories to bring people together
- Research contests, research relay races
- Sport's Team Road Trips, Canucks Games
- Traveling: bike trips, hiking/camping trips, art trips, historical trips, language trips, shopping trips, etc.
- Family Events/Promotions: daycare coupons, children's events, each child born to UBC Okanagan student/staff/faculty in 2005 inaugural year receives a free UBC children's sweatshirt. These children could be contacted when they are of University age and be recruited as Inaugural UBC Okanagan Students.

What are ways to communicate information?

Sharing information and informing students about resources and services available can initiate opportunities for self-advocacy in addition to creating inclusion, partnerships and developing a sense of community. Community and relationships survive on communication. Information has the ability to bring people together allowing us to connect. Although the availability of programs is usually widely advertised, the difference between knowing a program exists, obtaining information about the program, and

accessing the program can be complex.

- Centralized and common space and time
- Traditions/Ritual Events that occur every year
- Tri-mentoring (1st yr, 4th yr, Alumni &/or International student) - student network
- Logical web site addresses for simple discovery of information
 - Online Events/Activities/Clubs/Information Calendar/Directory
 - Links to similar community clubs, including the opportunity to advertise/post new clubs
 - Visible and accessible emails accounts for students
 - Offer information sessions demonstrating how to navigate through these virtual systems
- Highly visible campus and highway signage
- Student Leadership/Student Life Council
 - A body of students, who are approachable, public figures as contact points for activities.
- Electronic TV screen in the foyer of each building
- Prizes - draws/competitions if you register for a discussion forum or club (free stuff, school supplies, coffee, gift certificates, tuition and bookstore credits, event tickets)
- Community/campus newspaper and radio
- Advertise and invite community to events, not just students

Evaluation and feedback on social activities/events is critical to future successes. Constant change with the purpose to create, negotiate and implement new ideas and solutions depicts a learning organization. Competitive survival is requiring us to learn faster, learn more, and maximize innovative ideas for systemic operations. As students and as a learning organization, using our collective wholeness makes us great.

With any kind of change there is a process of orientation to new roles, relationships, and expectations. The process of redefinition, establishing partnerships, and determining needs and common agendas is a complex transition. We are moving towards the complexities of identity transformation.

We have the responsibility to look for the similarities in our humanness rather than the differences in our cultures.

Student Leadership Council/Student Life Council

How is this organized/structured/funded at UBC Vancouver?

Our sub-committee felt it was important that this group be organized and implemented for the Inaugural UBC-Okanagan Year.

Leadership involves role modeling, ability to foster action, accountability and integrity. Leadership characteristics should include the ability to engage participants in a collaborative and consensual approach to student life.

We agree the council should be formed on a volunteer basis to start. Volunteers who are interested in participating may provide input from a greater variety of people and develop a broader scope of activities. Elections might be too selective and may wean out many eager people who are not up for a voting system. A student consensus could decide if elections are appropriate for future councils.

Council will have a simple structure but will include authority figures to moderate, prioritize and provide leadership. Students would be responsible to plan, organize and

implement activities and events. Membership would include students, faculty, staff, and alumni. We suggest that a UBC Okanagan "paid" position be included to ensure success. This position's candidates could be selected from outstanding Student Leadership Council members.

Possible funding sources: sponsorship, fundraising, UBC Okanagan budget allocation, student fees, etc.

UBC Okanagan Inaugural Year Events, (max six):

Timeline	Social Event/Activity	Resources Needed
September	Grand Opening Ceremony	
September	Student/Staff Orientation	
September	Student Leadership/Life Council	
Ongoing	Web site & Online Discussion Forum	
Ongoing	Movie Nights	
Ongoing	Community Tours (Open to Public)	Open House format Community advertising
Ongoing	Daytime Inter-murals	Gym time
Sports Season Specific	Hockey Game/Sports Team Bus Trips and Pep Rallies	
Ongoing	Lunch Time Presentations (Comedian/Magician) Brown Bag lunch for International Students	Food, drink, music Campus advertising

Sub-committee "Social Life"

Patti Boyd
 Heather Cook
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Mini Project #2 – Making Student Life Great: Sub-committee “Spirit Life”

We have broken down our initial brainstorming list into a number of categories. In our discussions we found some ideas, events, and activities over-lapped with the other three areas of Mini-Project 2 as well as with some of our own categories. We were not concerned with this over-lap as it demonstrates the inter-connectedness of each of these areas.

1. Identity – “Who are we?”

The most important issue at present is our lack of identify. Before the students leave in April we need to have a sense of who we are. This includes everything from a team mascot (Lakers, Thunderbirds, or something else) to how we define our selves both internally and externally and who we are in relation to UBC Vancouver. Many students, faculty and staff feel like ‘the poor cousin’. Advertisements in the newspapers, stories, websites, etc. refer to the campus on the coast as UBC and the campus in Kelowna as UBC Okanagan. The community needs a sense of identity and also needs to know why we should be proud of being UBC Okanagan. This is key to creating a sense of pride and excitement about returning in the fall.

Suggestions:

- Team Mascot (perhaps a survey in the Phoenix)
- Internal branding (merchandise, give-aways, etc.)
- Internal communication (posters, flyers, newspaper stories re: the transition and what is happening, website development – a student voice)
- External communication (media coverage, prominence on the UBC Vancouver websites, relationship to UBC Vancouver, all media re: the Vancouver campus must say “UBC Vancouver” in order for students on both campuses to begin to see they are part of something larger)

Identity often comes from knowing who we are not (Canadians differentiate themselves by saying we are not Americans). The UBC Okanagan community is NOT OUC, nor is it OC, nor is it UBC Vancouver. There are connections to each of these other institutions but we need to have a strong sense of who we are in order to differentiate ourselves from who we are not.

2. Space – “Where do we congregate”?

Social space is key to creating a vibrant campus community. Space will allow students, faculty and staff a place to meet, relax, build friendships and networks – but it is also a physical reminder that the institution is committed to building, and supporting a sense of community. All social, academic, instructional, and meeting space on campus should be a place of pride. One of the learning and research themes of UBC Okanagan is Sustainability. This should be a central part of the learning AND social part of the campus. Students, staff and faculty should be proud of the campus. When bringing family, friends, and the larger community to campus, the students, faculty and staff should proud to share the many ways the institution has incorporated sustainability into its designs and should encourage the campus community to think about the future and how they are a part of creating something lasting.

Suggestions:

- Social spaces on campus need to include food outlets or coffee bars, vendors to sell campus merchandise, comfortable seating (where appropriate) and even music (again where appropriate)

- The Gym should have a lounge/restaurant area as well as a merchandise outlet. This area needs to be open during evening and weekend hours
- Better use of outdoor space (i.e. outdoor theatre, expanded trails, pond developed for hockey in the winter)
- The courtyard needs more seating, BBQ's, information tables, etc.
- South side of the gym should be expanded for more outdoor social space
- Aboriginal Gathering Place (both a stand-alone building as well as an integration of the Aboriginal community throughout the campus; i.e. include one of the regional Aboriginal languages on campus signs)
- Space to promote exchange of cultures (i.e. International House which will put on cultural events, including cultural foods, fashions, slide shows, etc.) Students, faculty and staff would be encouraged to share their travels, home culture and research with the community

3. Events “How do we share our pride”

In order for students (as well as staff and faculty) to feel a part of the transition and to understand what will happen while they are away for the summer, a few key events need immediate attention. Some of these events are connected to building a stronger sense of identity while others have a more functional purpose. Students, staff and faculty on the North Kelowna Campus need to know what will happen in the next few months that will make their return in September different than in previous years. Students will need to register for classes; students, faculty and staff will need to become familiar with new websites and computer systems; a large gathering is needed to reassure the community that changes are underway and also to invite them to participate in the discussions.

Suggestions:

- Transition Event for students – this is a functional event to help students prepare for the registration period as well as to share information about services on campus (counseling services, disability services, aboriginal services) as well as to help students with their up-coming online registration
- Establishing a connection with UBC Vancouver. The opportunity to connect UBC V and UBC O with a Great Trek Relay event is a tradition that should be explored. This history moment should not be taken lightly and should be, in most part, student driven.
- OUC Farewell events: There should be a formal and informal closing ceremony and recognition of the solid educational foundations of OUC and the legacy of the efforts to get to where we are today
- UBC Okanagan Opening Events: This historic time in the fall of 2005 should be marked with formal ceremonial events and informal celebratory events. It is recommended that all members of the UBC Okanagan community can enjoy these events.
- Orientation: Imagine UBC Okanagan will be a critical event to set the stage for an exciting first year on the new UBC O campus. Student volunteers to organize imagine are critical to its inaugural launch.
- Orientation will have two distinct groups one for new students and one for returning students.

4. Communications “How do we connect the community?”

Communication is vital to a successful and healthy community. There are many functions of communication as there are many media through which the messages can be delivered. In terms of internal (on campus) communications, although it is recognized that

there is an informal distributed campus communication system in place (multiple poster boards under campus) there is a need for a more centralized system whereby students can collect information about what is happening on the community. External communications can also be a source of spreading and generating school spirit.

Suggestions:

Internal Communications

- Install an events board dubbed “The grapevine” this could be an electronic media board much like the flat screen technology in airports that would display events around campus in an electronic and centralized way.
- UBC Okanagan events listings and other communications could be a part of all public access computers on campus.

External Communications

- Larger and more appropriate sign on Hwy 97.
- UBC Okanagan “Gates” or signpost that you are entering a campus community
- Media coverage for events on campus.

5. Summer Life on Campus in the Sunny Okanagan

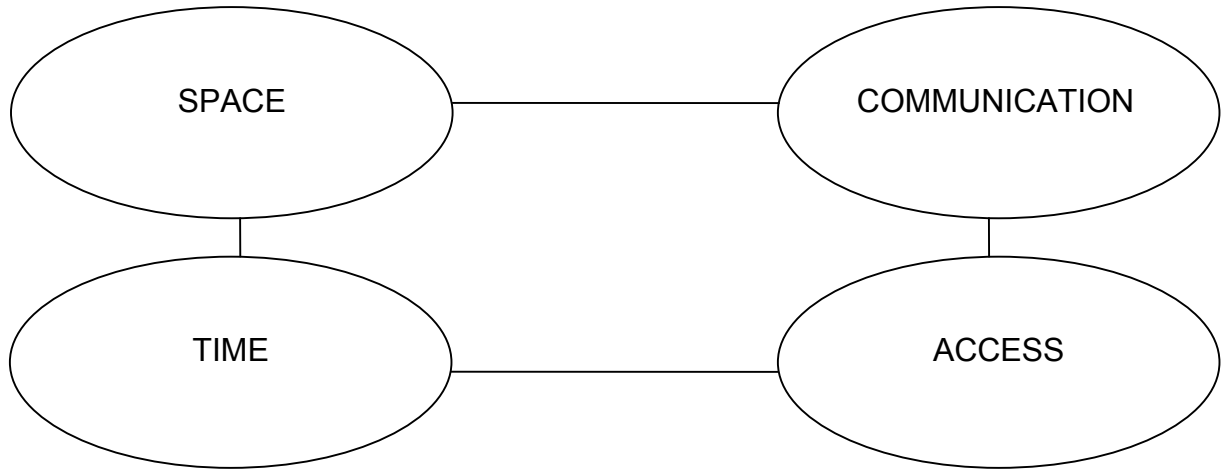
When thinking of the advantages of the Okanagan summer comes to mind. This should be considered as UBC Okanagan moves forward that a significant competitive advantage is to have a vibrant summer campus. It goes with our saying that a memorable college experience could include a ‘summer session’ in the Okanagan for students from both UBC campuses. In this light the services and spirit of UBC Okanagan should be extended to the summer months.

Suggestions:

- Increased classes offered in the summer sessions
- Residence open for students during the summer sessions
- Events on campus to coincide with local festivals like Wakefest, the Apple Triathlon, Regatta,
- Outdoor events such as theatre under the stars or concerts.

**Mini Project #2 – Making Student Life Great:
Sub-committee “Recreation Life”**

Foundations for Campus Life & Recreation Activities



Main points:

- add “accessibility” to the list of principles for the mini-project
- recommend centralized hub of activity
- create “Learn to...” Activities to encourage people to try new things
- create rivalry among faculties

Other notes:

- 4 elements must be in place for Recreation Life to be successful – space, time, access, communication
- should focus on the process rather than one specific event
- encourage the development of a central “hub” of activity
- “jumbotron” for advertising campus events and activities
- identity to be separate from UBCV, OUC
- rivalry: internal; “Faculty pride”; “Houses”
- create rivalries among faculties
- implement a point system for “scoring” participation in several different events
- local activity – taking advantage of our geography
- matching of services system-wide (UBCV and UBCO)
- clubs – communicating, advertising, funding for clubs; “club days”
- restaurants, food booths at campus events
- forming student networks
- larger community activities – fundraising, sponsorship, community involvement
- intramural – connection with University Time idea – organize intramural activities around proposed open block of time during the school week
- multi-purpose rooms for “learn to...” activities
- online events calendar
- online club and activity listings
- campus publications

Mini Project #2: Making Student Life Great
Sub-committee "Learning Life"

Overall Assumptions and Values for making student life great

- Academic space has the potential to influence academic learning therefore space must be diverse and value variety: "Space Influences Behaviour"
- Academic enterprise needs to support the development of student leaders

Assumptions/Principles for campus learning

- Most students, regardless of ability, would benefit from some form of augmentative support outside of the classroom.
- Supports should be responsible to the flow of the semester.
- Supports should be dynamic, valuable and responsive to the "just in time" technology age.
- Learning extends beyond the classroom therefore curriculum should support the development of global citizens
- Activities and supports should aspire to link the learning in the classroom to the larger community, both on and off campus.

Suggested name for our area: **Student Learning Office**

Introduction:

In order to suggest some activities that might make campus life great as it pertains to learning, our mini group first discussed what currently frustrates students or gets in the way of learning. After much discussion we agreed that it was useful to think of the semester in 4 quadrants. I have presented these quadrants in a table format complete with a listing of the suggested activities but will provide a short discussion of our thinking around the development of each section.

For the student, the first few weeks of post-secondary education is marked by confusion and frustration around administrative items such as; how do I register, when do I pay, where do I get my parking pass etc. This confusion and frustration affects their ability to concentrate on their learning, so our group has suggested activities that are focused on information giving. For example, it would be ideal to have a large screen TV with constant information about academic life or perhaps a town crier to announce important dates or a variety of sandwich board displays that provide information 24/7. In addition to this information we thought it was important to have peer mentors available to provide one-to-one assistance with information.

It is our belief that the second quadrant of the semester is characterized by frustration with services and technologies that are actually designed to enhance the success of students in the classroom. We have called this time frame the success skills era and have suggested activities such as; WebCT workshops, library orientation workshops, success workshops etc.

In the third quadrant of the semester it is suggested that more intense support may be required for students. The type of concern for a student now may be that they are falling behind or that they have not done as well on their midterms as they would have hoped. The types of activities suggested for this era are intended to support the learning in the class but with a focus on one-on-one interventions. Activities such as supported learning groups, tutoring, TA tutorials, math assistance and writing clinics characterize the activities suggested for this time frame.

The fourth and final section of the semester is related to a celebration of the learning that has taken place in the classroom. The activities suggested for this section include items such as student conferences, Philosophers café, guest lecturers, science fairs and published articles.

See the attached table for a complete listing of suggested activities.

Table 1:

Timeline	Focus of Activities	Suggested Activities
August – Early September	Information Giving	Information Fair Town Crier/ticker tape info Sandwich Board Important Date Sheet clarification Last day to withdraw Peer Mentor Program for items such as; <ul style="list-style-type: none"> ➤ how to get student card ➤ parking pass ➤ pipeline ➤ tours ➤ financial aide ➤ meal cards ➤ gym passes ➤ registration – on-line (computer training)
Early September to October	Success Skills	Library Orientation – reserved readings/information commons - organize a scavenger hunt Library Workshop- searches Study Strategies workshops managing the semester note taking preparing for exams managing stress WebCT workshops
Late September through Nov	Supported Learning	Peer Tutors Learning Centers Writing Clinics Math Assistance Supported Learning Groups Access to TA tutorials
November through to the end of term	Celebration of Learning	Philosopher's Café T.A. Resources Contributions to the Phoenix Student Conference – UBCO students only Science Fair Guest Lectures Faculty Contributions to Newspaper Student contributions to the Newspapers Workshops on how to turn a paper into a publishable article. Field Trips

Appendix 2 Campus Life Council: Terms of Reference (Example)

Campus Life Council

The continued maintenance and development of a great campus life requires an ongoing commitment and organizational support mechanism. This example is based on the ideas of balance and healthy growth of the whole person: physical, social, learning and spirit. It is also dedicated to development of global citizenship. Quality campus life is important for students, faculty, staff and alumni.

Responsible Vice President(s)

Deputy Vice Chancellor
Associate Vice President Students

Policies and Guidelines

The following policies and guidelines will guide the Council:

University Act [RSBC 1996] Chapter 468

http://www.qp.gov.bc.ca/statreg/stat/U/96468_01.htm

UBC Mission Statement <http://www.ubc.ca/about/mission.html>

Trek 2010

UBC Okanagan Academic Plan

Purpose

The Campus Life Council is a standing committee of the UBC Okanagan Senate. It has the primary role in:

- (i) promoting, supporting and enhancing campus life at the University;
- (ii) Recommend policies, principles and strategic plans in regards to campus life;
- (iii) monitoring all matters relating to campus life;

Scope

1. Review, monitor and recommend policies and actions to the Senate to enhance the University's campus life plans.
2. Review, monitor and recommend to the Senate, in conformity with the University Act and prevailing policies, all matters relating to campus life fees.
3. Review, monitor and recommend to the Senate, policies and actions concerning the administration of all grants, contracts, funds, fees, endowments and other assets that related to campus life.
4. Advise and assist the Senate on ways to help the Associate Vice Chancellor advance the goals of the University's strategic plan (Trek 2010).

Composition (Membership)

The premise for establishing Campus Life Committee membership is diversity and inclusion. That is, representatives from all identifiable campus groups should be included. For example, one student, staff and faculty representative from each academic stream in each of the faculties, one student representative from each of: International Education, graduate students, resident students, aboriginal students, student-athletes, the



UBCSU, etc.

Term of Appointment

Appointments are made for a two-year term, with an annual renewal of 50% of the members. Appointments are from January 1 to December 31.

Secretary

The Secretary to the Associate Vice President Students will act as Secretary for the Council.

Frequency of Meetings

Council meets monthly with the exception of July.

Reporting

Council reports at each regularly scheduled Senate meeting.

A summary of the Council meeting is circulated to each Senate member, generally within two working days following the Council meeting.

SCHEDULE A – Forward Agenda

NOTE: This schedule of agenda items of the Campus Life Council as they relate to activities, events and opportunities carried out through given year.

Year: 2005

Agenda Item	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Student Orientation				X								
Graduation Celebration										X		
Year end Celebration											X	
Communication	X	X	X	X	X	X	X	X	X	X	X	X
Learning Centres				X	X	X	X	X	X	X	X	
Workshops				X	X	X	X	X	X	X		
Food Markets	X	X	X	X	X	X	X	X	X	X	X	X
Website Discussion Forum	X	X	X	X	X	X	X	X	X	X	X	X
Student Presentation Sessions	X	X				X			X			
Fan Bus Trips					X	X		X	X			
Intramural Events				X	X	X	X	X	X	X		
Spaghetti Bridge Building Competition									X			
Cultural Events	X	X	X	X	X	X	X	X	X	X	X	X
Movie Night	X	X	X	X	X	X	X	X	X	X	X	X
Merchandising - Swag	X	X	X	X	X	X	X	X	X	X	X	X

Appendix 3 Mini-Project #2: Making Student Life Great Participants

This mini-project has relied on the contributions made by a long list of students, faculty and staff.

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Appendix 4 – University Circles on Athletics and Recreation