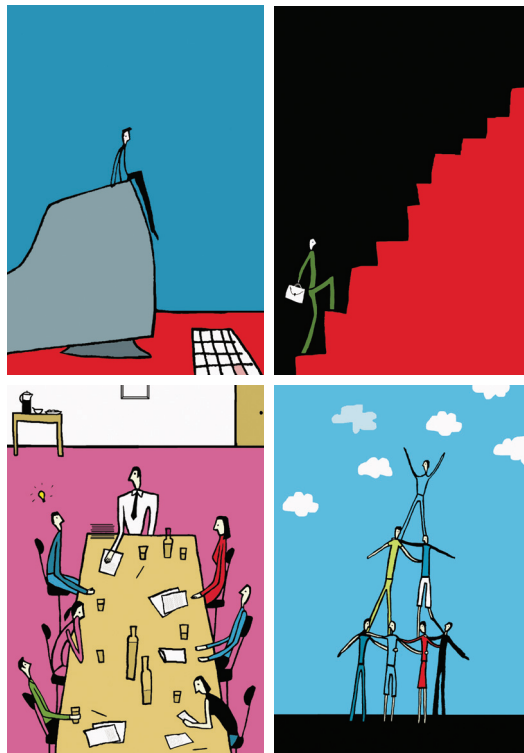


U B C O K A N A G A N  
A COMMUNITY OF EXCELLENCE  
*at all times and in all things*





# Welcome

... to a vision of the future for the University of British Columbia Okanagan.

The Academic Plan presented here arises from the diligence and commitment of a passionate academic community. In a time of unprecedented transition and under seemingly impossible deadlines, a large number of faculty and staff - and a small but determined number of students - found the energy and enthusiasm necessary to give form to the promise of a new UBC campus in Kelowna.



The Academic Planning process began in the spring of 2004 with the widest possible consultation. Okanagan University College community members joined in groups of eight to 12 to form brainstorming “University Circles.” Between April and June of 2004, more than 50 such Circles, representing a wide variety of topics and interests, conducted public forums and recorded their dreams and desires. There was also a series of round-tables held specifically with members of the external community.

The resulting input was compiled into the UBC Okanagan IdeaBook, a foundational document that guided the Academic Plan Working Group and the Core Team

members who issued a first draft in December 2004. That Draft Plan then circulated for further consultation and revision and was subjected to a series of “Mini-Projects” on issues of particular interest. The results of those projects are also recorded in these pages.

The document you hold today is perhaps more ambitious and wide-ranging than a conventional academic plan. Rooted in Trek 2010, the freshly defined Vision and Mission of the University of British Columbia, this Plan seeks to achieve two broad goals. One is to describe how UBC Okanagan will interpret the UBC Vision - how it will carry out the direction that comes, appropriately, from the UBC Board of Governors. The second goal is to identify those “Imperatives” - the values and the social, academic and geographic strengths - that will make UBC Okanagan distinct.

The document is divided into four major sections. The first - strategic and visionary - sets out the UBC Vision and Mission and describes the UBC Okanagan **Imperatives**. It also sets out a series of **Pathways** - directions that we may follow to achieve its goals. The second section sets out **priority Actions** - specific tasks that will help realize the Imperatives; and the third section follows with **Additional Actions** - again listing specific activities that the planning group and our community advisers considered important for the success of this new UBC. A fourth section describes the **UBC Okanagan Faculties and Organizational Structure**.

Overall, the document should be taken as a roadmap to success and a sincere statement of intent from all of us at UBC Okanagan. As such, it should provide direction to senior administrators, faculty, staff and students and should give comfort to all those who would hold the University to account. For every action included in the plan, you will find that a senior administrator has been charged with its responsibility and with reporting on its progress.

As already mentioned, a large, varied and energetic community contributed to this document - and every participant deserves our thanks. I would like to offer particular thanks to Academic Plan Chair Moura Quayle, without whose energy and diplomacy this document would not have been possible. I would also like to thank her Core Team: Vice Chair Phil Beckmann, Bernie Bauer, Bob Belton, Blane Després, Stephen Foster, Cynthia Mathieson, David Scott and Peter Wylie; as well as to our wordsmith, Richard Littlemore. All have worked hard and with unceasing goodwill, for which I am enormously grateful.

Barry McBride  
Deputy Vice Chancellor  
May 2005

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*UBC Okanagan is  
a learner-centred  
institution in which  
every individual  
is challenged to  
pursue and celebrate  
creativity and knowledge.*

## PART 1: VISION, MISSION, IMPERATIVES AND PATHWAYS

*The University of British Columbia Okanagan will be an academic, cultural and economic cornerstone in the Okanagan Valley. As an autonomous campus, UBC Okanagan will acknowledge the traditions and accomplishments of its predecessor institution, Okanagan University College. As a member of the University of British Columbia system, it will uphold and promote the global Vision and the Mission set out in the UBC strategic plan Trek 2010.*

### THE VISION

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

### THE 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.

UBC Okanagan will manifest the UBC Vision and Mission in a distinctive way. It is, for example, distinct in its small scale, creating an intimate learning environment in a sanctuary of academic freedom and mutual respect. The scale also enables students and faculty from traditionally segregated disciplines to mix and collaborate more easily, enhancing interdisciplinary education, research and community engagement.

Taking guidance from the University Circles consultation process and from the UBC Okanagan IdeaBook, the university will interpret and implement the UBC Vision and Mission in an Okanagan context. It will support and encourage students, faculty, staff, alumni and administrators to be active and engaged locally, regionally, nationally and globally. As an educational resource, the university will help the people of the Okanagan Valley reach their full potential. It will be a social, cultural and recreational centre, contributing to the richness of Okanagan life. And it will contribute to local and global productivity and knowledge through social, scientific and humanistic research and inquiry.

*UBC Okanagan will manifest the UBC Vision and Mission in a distinctive way.*

**A Community of Excellence**  
*In projecting the UBC Vision through the lens of these four imperatives, UBC Okanagan will distinguish itself regionally, provincially, nationally and internationally. It will set an example of community engagement and global citizenship that will serve the people of British Columbia, Canada and the world.*

**THE IMPERATIVES**

*UBC Okanagan expresses the UBC Vision as a distinct Community:*

**AN INTIMATE LEARNING COMMUNITY**



UBC Okanagan is a learner-centred institution in which every individual is inspired by a rich campus life and challenged to pursue and celebrate creativity and knowledge. The university's size, and the intimacy and integration of its student residences are significant advantages in sustaining an interactive environment in which students, faculty, administration, staff and alumni can ponder and debate, where they can lay down the patterns and reap the rewards of life-long learning - and where they can find enjoyment and fulfillment in their daily lives. Recognizing that different teaching methods work for

varying class sizes and types of learning, UBC Okanagan will encourage experimentation and promote experiential, workplace and community service-learning. While honouring and building disciplinary strength, it will also encourage academic collaborations that are multi-disciplinary, interdisciplinary and inter-professional. While maintaining the intimacy and excellence of a small undergraduate institution, UBC Okanagan will also develop high-calibre graduate programs linked to internationally competitive research.

**AN INTEGRATED RESEARCH COMMUNITY**

UBC Okanagan faculty and students (graduate and undergraduate) will pursue a wide range of research - basic and applied, local and global, - and will capitalize on the strength of research as a teaching and learning tool. This learning and research nexus will inform everything from curriculum development to campus planning. We will pursue diverse research approaches - individual, collaborative, clustered and interdisciplinary. We also will research the core activity of our community - student learning - and value the scholarship of teaching.



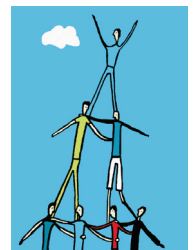
**A LOCALLY RESPONSIVE, GLOBALLY CONSCIOUS COMMUNITY**



A university's connection to the everyday world, especially through such vehicles as community service-learning, is essential to its educational and research functions and, especially, to the promotion of global citizenship. UBC Okanagan will strive to prepare its graduates to act as informed agents of change, equipped to work for the betterment of local and global communities. As an institution, UBC Okanagan will be responsive to the needs of the local and global community and will build on traditional collaborations, especially with indigenous peoples. Specifically, UBC Okanagan will endeavour to develop a close relationship with the Okanagan Nation, and to build new and better relationships with indigenous peoples throughout B.C. and the world. Other collaborators will include alumni - always - as well as government and non-governmental agencies, local community and cultural organizations, business and industry.

**A FLEXIBLE, ADAPTABLE, SUSTAINABLE COMMUNITY**

In its organization and processes, UBC Okanagan will strive always for agility, accountability and sustainability. Academically, that means balancing the natural and social sciences, the professions and the humanities and creative and performing arts. Administratively, it means streamlining processes and minimizing bureaucracy. Institutionally, it means providing a learning environment that is safe and welcoming to its diverse population. Individually, it means engaging the whole person-intellectual, physical and social. At every level, it means monitoring UBC Okanagan's ecological, cultural, social and economic footprint - always striving to make the campus as beautiful as it is efficient - both to assure our own sustainability and to act as a model for the community and the world.



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**THE PATHWAYS:** The four Imperatives will serve as constant reference points, defining the nature of the UBC Okanagan Community of Excellence. Beneath each of those Imperatives are series of PATHWAYS that will provide more specific direction.

## **THE IMPERATIVE:**

### **An Intimate Learning Community**

#### *The Pathways:*

##### TEACHING EXCELLENCE AND LEARNING SUCCESS

In knowledge lies inspiration: every student, every researcher must know the thrill of discovery, of learning something new. But inspiration can equally come from the passion, the commitment and the expert technique of a good teacher. UBC Okanagan must be a rich learning environment of unquestioned academic freedom, a place where students, faculty and staff share the joys of expanding their own field of knowledge even as researchers draw from students the inspiration to expand the total scope of human discovery.

##### OUTSTANDING STUDENT EXPERIENCES AND ACHIEVEMENTS

The University of British Columbia, wherever it arises, must stand as a centre of excellence, attracting students of the highest calibre and providing those students with every chance of achieving to their highest potential. Every student deserves an excellent orientation program, an appropriate instructional balance between graduate teaching-assistants and experienced professors, appropriate class sizes, opportunities to develop their leadership potential and their intercultural awareness, and high-quality academic and career advice. The UBC Okanagan experience will be enriching and enjoyable - facilitating the pursuit of excellence for all students.

##### CAREER DEVELOPMENT AND LIFE-LONG LEARNING

In addition to top academic and research programs, UBC Okanagan will provide a full spectrum of developmental programs, including career counselling and specific support and counselling for students with special requirements. It will also nurture its relationship with all UBC Okanagan alumni, providing ongoing learning opportunities and encouraging alumni - wherever on the globe they settle - to be a continuing part of the pursuit of excellence.

##### CREATIVITY, IMAGINATION AND FUN IN EVERY ASPECT OF ACADEMIC LIFE

Learning neither begins nor ends at the classroom door, and creativity cannot be inspired or demanded in a social vacuum. Art, music, theatre, sports and the provocations and distractions of an active social life all contribute to the richness of a university education, just as they nourish creativity in the workaday world.

## **THE IMPERATIVE:**

### **An Integrated Research Community**

#### *The Pathways:*

##### A BROAD SPECTRUM OF RESEARCH (BASIC-APPLIED, LOCAL-GLOBAL)

The Okanagan provides a fertile environment for research within and across many disciplines and, in many cases, the people and the industries of the Okanagan Valley hunger for the solutions that UBC Okanagan's individual researchers, cross-disciplinary teams and graduate students may provide.



## **Integrated Teaching and Research**

Whenever it is efficacious, UBC Okanagan will fuse teaching and research, to bolster the reach and quality of research and to sharpen the focus on active learning – a focus intended to empower every learner to act as his or her own “principal investigator.” The researcher thinks, postulates, tests, evaluates and learns. The goal is to involve undergraduates in this process, enriching their learning experience and adding their innovative energy to UBC Okanagan's research output.

## Multi-disciplinary

The term “multi-disciplinary” applies to specialty areas that necessarily embrace many disciplines (e.g., Medicine) or to programs that combine the study of several different disciplines. It is intended that UBC Okanagan open the door to more multi-disciplinary study – for example, by allowing students with diverse interests more latitude to design their own programs. It is not intended to force disciplinary specialists to work outside their area or to dilute their scholarship or research.

## Interdisciplinary

“Interdisciplinary” implies the establishment of a useful connection between different branches of learning. This occurs when an individual works with multiple specialties or when two or more disciplinary specialists work together to solve a problem that none can conquer alone. It is intended that UBC Okanagan do everything possible to promote and facilitate interdisciplinarity to take advantage of the vast potential of these interactions.

## Interprofessional

The term “interprofessional” applies when two or more professions learn with, from and about each other to improve collaboration and the quality of care.

## Multiprofessional

“Multiprofessional” applies when two or more professions learn side by side.

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## An Integrated Research Community (cont.)

UBC Okanagan will support basic research, even as it engages in the kind of applied research that will make it a regional economic engine. Some faculty members will also study global issues with regional impacts while others will study problems with local relevance and global significance.

### INTEGRATED TEACHING AND RESEARCH

Far from being a distraction from teaching or undergraduate learning, research has the capacity to enrich the undergraduate experience. Similarly, undergraduates can contribute energy, intelligence and open-mindedness to the research challenge. As UBC Okanagan celebrates excellence in teaching and in research, it also promotes the overlap, and will shape the physical learning and research environments to maximize integration. UBC Okanagan will foster the connection between undergraduate and graduate student learning and will encourage faculty members to use innovative and experimental teaching as a form of research and scholarship, taking a lead in pedagogical development.

### INTERDISCIPLINARY, MULTI-DISCIPLINARY AND INTER-PROFESSIONAL THEMES, PROGRAMS AND COLLABORATIONS

The complexity of modern inquiry is such that many research advances are occurring on the cusp between disciplines - or at least demand the input of more than one disciplinary specialist. Accordingly, UBC Okanagan will: recognize both disciplinary and interdisciplinary challenges when hiring and deciding on promotion and tenure; create institutional venues that capitalize on the interdisciplinary interface; avoid infrastructural silos; ensuring, for example, that buildings are shared among different disciplines; keep research space flexible, adaptable and mixed; and create communal space that promotes interaction among faculty to increase the potential for cross-disciplinary collaboration. None of the above will undermine the fundamental support that will always be due to the individual disciplines.

## THE IMPERATIVE:

### A Locally Responsive, Globally Conscious Community

#### *The Pathways:*

##### GLOBAL CITIZENSHIP

UBC Okanagan will be an academic, economic, social and cultural leader in the Okanagan Valley. As such, it will have a further responsibility to model civility, sustainability and responsibility - the foundations of citizenship - and to impart these values to students. It will also promote student mobility through international exchanges and internships and opportunities for global community service-learning.

##### COMMUNITY CONNECTIONS

The cliché, “Think globally, act locally” maintains its currency because it enunciates something elemental - it promotes a course of action that people instinctively understand to be valid. In that vein, UBC Okanagan's loyalty must be first to its “local” learning community - its students, faculty, staff and alumni. But the university can only serve a greater good if it is thoroughly integrated in the regional community - educating citizens and answering the research needs of the Okanagan Valley. UBC Okanagan will inspire global citizenship only if it can place its work in a global context, connecting the university and its citizens to the far corners of the world.

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## A Locally Responsive, Globally Conscious Community (cont.)

### INDIGENOUS COMMUNITY COLLABORATIONS

UBC Okanagan should distinguish itself as an institution that respects cultural distinction and self-determination. It should also strive to be a welcoming academic community - a place of choice for aboriginal students. There is a public responsibility and a rich opportunity to build upon prior relationships between the Okanagan Nation and Okanagan University College. There is also an opportunity to develop respectful and mutually beneficial research partnerships with indigenous communities in the Okanagan - and around the world.

### ACADEMIC, INDUSTRIAL AND GOVERNMENTAL CONNECTIONS

In the course of promoting intellectual, social, recreational, cultural and economic development in the Okanagan Valley, UBC Okanagan, through its faculty, staff, students and alumni, will cooperate with other 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 all of its constituents. It will also work with educational partners, including the new Okanagan College, as well as with tourism and municipal authorities to help identify the region as an educational destination.

### INTERNATIONALIZATION

With established links, a distinctive campus, an attractive regional environment and Canada's admired position in the world, UBC Okanagan can use an international focus to transform its research, teaching and learning environment, connecting students, faculty, staff and alumni to the social, cultural and educational treasures of the world, extending its own research horizons and promoting the issues of cultural diversity and global citizenship. International students will bring their own diverse cultures to UBC Okanagan to enrich community experience, on and off campus.

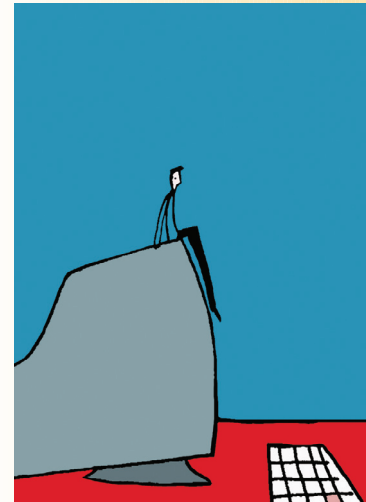
## THE IMPERATIVE:

### **A Flexible, Adaptable and Sustainable Community**

#### *The Pathways:*

#### A LEARNING ORGANIZATION

A Learning Organization is an organization in which people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. UBC Okanagan will model these attributes - not just as an organization dedicated to educating others, but an organization in which all members value learning personally and perpetually. It will emphasize collaboration and teamwork; support exemplars; treat all individuals as learners; and ensure that all decisions support learning. It will also learn from other organizations, implementing best practices.



### Learning Organizations are:

"...organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. The basic rationale for such organizations is that in situations of rapid change, only those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organizations need to 'discover how to tap people's commitment and capacity to learn at all levels'.

— Peter Senge, author of *The Fifth Discipline: The Art and Practice of the Learning Organization*

## “University Time”

There is a peculiar rhythm – a predictable temporal pace – that you find in universities and nowhere else: the three-hour lectures, the semesters, the Friday afternoons and weekends during which you could hold cannon practice in the hallways without endangering anyone but the custodial staff.

For many students, University Time means partying in September and sweating in fear and panic through early December and late April. It means skiing during spring break, even though they can't afford it – temporally or economically.

There is something reassuring in these traditions. But if we are to make the most of our infrastructure, if we are to serve a community that can't accommodate our quirky and inflexible schedules, we must change. Somehow, University Time must be all the time.

*UBC Okanagan faculty and students will pursue a wide range of research - basic and applied, local and global - and will capitalize on the strength of research as a teaching and learning tool.*

## A Flexible, Adaptable, Sustainable Community (cont.)

### A CIVIL AND SUSTAINABLE SOCIETY

The UBC Okanagan campus must be sustainable in every aspect of its operations. It must keep its footprint light and its costs appropriate to its mission, and it must set a standard of practice that will be an example for all campus users and for the community at large. UBC Okanagan must be safe, clean and green - livable, healthy, environmentally friendly and accessible to all persons. Students will accept the challenge of global citizenship only when they appreciate the advantages and responsibilities inherent in building and maintaining a civil society - a society in which the rule of law is supplemented by the public-spirited commitment of the citizenry. This will never be conveyed adequately in a single specialized course; it must be nurtured and embedded in all academic pursuits and in all day-to-day operations.

### RE-THINKING AND RE-WORKING “UNIVERSITY TIME”

As an important public resource, UBC Okanagan has a responsibility to make optimal use of its infrastructure and to accommodate the scheduling needs of its community. It has a responsibility to all participants to ensure that the university schedule supports sound pedagogy and provides ample time for reflection and debate. The institution itself must also be responsible for timely decision-making in its governance and operations.

### TRANSPARENT AND ACCOUNTABLE IN GOVERNANCE AND COMMUNICATIONS

There is a hunger in the university community for wide consultation, shared decision-making and system-wide collaboration. There is also an increasing demand for public accountability. UBC Okanagan must meet this challenge courageously and consistently. Decision-making processes should be inclusive and transparent.

## A COMMUNITY OF EXCELLENCE

*Excellence must stand as a goal and responsibility for every student and every member of the faculty, staff, administration and alumni. It is the guiding principle of UBC Okanagan. Excellence implies eminence – in implies work of surpassing merit and quality – and the pursuit of that standard should span all that we do at UBC Okanagan.*

### **Excellence includes:**

- Pushing the boundaries of what we thought possible
- Acting with integrity
- Striving to achieve full potential
- Honouring the whole person and the collective community
- Supporting and enriching the learning and research environments through innovation and experimentation

The four Academic Plan imperatives are key to building a community of excellence at UBC Okanagan. It will be important to showcase excellent practices and to create a review mechanism to ensure excellence throughout the institution.

## PART 2: PRIORITY ACTIONS

The following section includes Priority Actions that give substance to the Academic Plan vision. In some cases, such as with the design and implementation of a systematic review process, these Actions are urgent and will be ongoing. In other cases, such as with the creation of a Health and Wellness Centre, the Actions prescribe a specific time frame for results. While the responsibility for executing these Actions must be shared among all constituents, each Action item specifies a senior administrator who will take the lead and, where appropriate, provide progress reports to Senate.

### **ACTION: Create a Campus Life Council dedicated to providing great campus life experiences for students, faculty and staff.**

- Create UBC Okanagan orientation programs for undergraduate and graduate students, as well as for new faculty and staff; consider developing “First Class” and “First Week” - an expanded student orientation program designed to provide connections with peers, faculty and student leaders; it would include a modified timetable that ensures all students attend each of their classes at least once in “First Week”;
- Consider goals as varied as promoting healthier lifestyle choices, advocating for adequate child-care capacity and continuing traditional Okanagan University College outreach efforts such as the annual pre-convocation dinner/dance in honour of graduates, as well as intra-mural and extra-mural sports;
- Create a “University Time” Task Force that will: a) identify time for reflection, relaxation and dialogue; b) review conventional scheduling patterns; and c) protect the two-hour block of time each week during which all faculty and students can engage in academic and community activities, including recreation;
- Ensure that UBC Okanagan is a fun zone: the Council could consider ideas like developing sports competitions between departments, hosting a battle of the bands and advocating for more and better social space as a high priority.

LEAD: AVP Students

### **ACTION: Create an Advisory Committee to the Deputy Vice-Chancellor Executive Committee charged with creating and establishing review mechanisms that ensure excellence is encouraged and maintained throughout the institution. The Advisory Committee's mandate could include but not be confined to the following:**

- Create best practices to maintain transparency and accountability in governance, and openness in communications;
- Develop priority-setting principles used to identify, plan and evaluate undergraduate and graduate programs;
- Provide guidance for future hiring and program development, including knowledge transfer activities as a part of research responsibilities;
- Develop policies and criteria to establish and review research centres, institutes and community research partnerships;

## First Class/First Week

Student orientation is much more than a day of welcoming. Ideally, it is an intentional community-building exercise that supports and enhances academic success. Orientation should provide students with a sense of identity, belonging and institutional knowledge. In supporting student retention, it is critical to intervene in the first days, when students form lasting impressions about their relationship with the institution, their program and their potential for success.

A new orientation component could be First Class, featuring a modified timetable that allows students to attend each class at least once in the First Week. These would be 30-minute introductory sessions during which faculty could present outlines and expectations for grading and standards of work, as well as information on faculty availability and student support. The goal is to put students firmly in charge of their own programs, such that they begin the second week ready to learn. Faculty might also use these classes to present one key concept that would get students excited about academic content.

The overarching goal of First Class/First Week is to help build relationships among peers and between students and instructors. New faculty could explore the First Class concept during faculty orientation, thus building this culture at the time when it is being created.

## FUN...

Several people questioned whether this word was too frivolous for a serious academic plan. But creativity balances with only one foot in hard work; the other must be somewhere else – somewhere fun.

University life also includes more than just academic rigor. For most young students, it marks a period of emancipation, liberation, exhilaration and, it has to be said, fun. We ought not rely on that happening by accident – for students, faculty or staff.

But if "fun" still doesn't work, pick a synonym: pleasure, enjoyment, amusement, play, sport, entertainment, recreation, relaxation, distraction, mirth, merriment, laughter, glee, hilarity, jollity, delight, gladness, gaiety, zest, joy, jubilation, exultation.

Fun.

## PART 2: Priority Actions (cont.)

- Develop collaborative processes in search and hiring committees, and regular Town Hall meetings with senior administration;
- Institute systematic review processes for all academic and service units;
- Establish a longitudinal assessment program to measure how well the Imperatives are being met; and,
- Produce a dynamic process and an evolving accountability manual that provides guidance for the UBC Okanagan community as it strives to be a learning organization.

LEAD: Deputy Vice-Chancellor and the Executive Committee



### **ACTION: Establish a Centre for Teaching, Learning and Research to enhance all of UBC Okanagan's teaching and research including:**

- Support innovative student-centred approaches including experiential learning, problem-based learning, project-based learning, e-portfolio strategies;
- Continue the annual learning/teaching/research conference; build a UBC Okanagan Teaching and Learning Enhancement Fund (TLEF); and offer mandatory instructional skill workshops for all faculty;
- Create a Teaching Success Task Force, including the AVP Academic and Research and the AVP Learning Services, to design and implement a reward system for teaching success, including linking teaching quality to promotion and tenure;
- Create a Research-Learning Task Force to integrate research and learning. The Task Force might also identify a coordinator for Interdisciplinary Studies to identify opportunities for joint activities with UBC Vancouver and other post-secondary institutions. A coordinator could also chair an undergraduate research committee to foster the integration of research and teaching at the undergraduate level;
- Create a Learning Commons connected to the Community engagement office and focused on interdisciplinary opportunities and learning enhancement.

LEAD: AVP Learning Services with AVP Students and AVP Academic and Research




### **ACTION: Institute a "Common Undergraduate Experience" that will incorporate student success initiatives, learning support and academic inquiry.**

- This inquiry-based learning program should provide students with basic library skills and verbal, written and internet-based communication skills. It will focus on leadership, teamwork, inter-cultural understanding and other lifeskills. Some elements could be instituted quickly (e.g., Sustainability 100, reading programs) while others would phase in (e.g., a general education program, learning colleges). A coordinator/director could work with a group of faculty, students, staff and administrators who provide assistance and oversight. The design must also accommodate pre-professional programs that prepare students for such specialties as Pharmacy, Agroecology and Management.

LEAD: AVP Students and AVP Academic and Research


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## PART 2: Priority Actions (cont.)

 **ACTION: Create a Global Citizenship Implementation Task Force** reporting to the Deputy Vice-Chancellor and charged with implementing Global Citizenship at UBC Okanagan. The ultimate goal for the Task Force would be to create an Office of Global Citizenship at UBC Okanagan, in collaboration with the AVP International and the Office of UBC International, with a mandate to measure progress and monitoring success in four theme areas suggested by the Mini-project:

- THEME 1 - Encourage Global Citizen Program Development incorporating: interdisciplinary course requirements for undergraduates; innovative ways for non-majors to take courses with a global and interdisciplinary focus; and support for second language acquisition.
- THEME 2 - Model a Global Community on Campus: sponsoring international conferences and campus speaking engagements with global citizen themes; expanding study, research, and work abroad opportunities; increasing funding to students from other countries who require financial assistance; and providing support services to students who face cultural and political challenges.
- THEME 3 - Identify and promote ways in which each individual can contribute to global citizenship at the local level by creating a strong attachment to place, encouraging ecological stewardship and creating an awareness of how one's behaviour locally affects others on the planet.
- THEME 4 - Improve Global Citizen Teaching and Research: improving teaching capabilities with in-service learning programs designed to support global citizenship; promoting a global citizen recognition program for the UBC Okanagan community and beyond; and supporting cross-disciplinary team-teaching on global issues.

LEAD: Deputy Vice-Chancellor

 **ACTION: Create a Community Engagement Office to help coordinate Co-operative Education, Student Employment, Continuing Studies and Distance Education, Career Services, Tri-mentoring and Community Service-Learning**

- The Community Engagement Office should also develop a Community Service-Learning (CSL) Program that is integral to educational programs, and should pilot at least two such programs in the Irving K. Barber School of Arts and Sciences.
- Work with community organizations, health and social service agencies, and schools to develop opportunities for Community Service-Learning.
- Explore ways to link research with community issues and organizations.

LEAD: AVP Learning Services with AVP Students and AVP Academic and Research

### A COMMON UNDERGRADUATE EXPERIENCE MINI-PROJECT

The recommendation to create a Common Undergraduate Experience reflects the desire to build more intimate learning communities, to increase student engagement, and to lend distinctiveness and distinction to UBC Okanagan. After decades of narrow specialization in academic disciplines, there are strong movements toward breadth of discovery, self-tailored learning, broad engagement and interdisciplinary approaches. Universities are redefining themselves and their mission within a global society, necessitating alternative modes of instruction and knowledge generation. We recognize students as equal partners in the educational process, and a Common Undergraduate Experience may help make incremental (or monumental) steps toward this end.

***The preferred outcomes for a Common Undergraduate Experience include:***

1. A strong sense of place, identity, purpose and belonging
2. Orientation to university resources and culture
3. Awareness of the breadth of academic options available to students
4. Proficiencies and skills essential for success at university and in future careers
5. Commitment to the education of the "whole" person (i.e., physical, emotional and intellectual)
6. A sense of "common mission" among students, faculty and staff
7. A sense of civic responsibility through community-based actions
8. A sense of global citizenship based on membership in sustainable societies



<http://theglobalcitizenproject.blogspot.com/>

#### FOUR REALITIES DEMONSTRATE THE NEED FOR GLOBAL CITIZENS.

##### 1. *Recognizing Our Interconnectedness*

Many of our problems (global warming, AIDS, pollution, etc.) require solutions that are beyond the scope of current political and cultural vehicles and beyond the scope of markets. These issues are often "systemic" and will require transnational cooperation.

##### 2. *Adopting a Global Perspective*

The lack of a global perspective is at the root of many global problems. Individuals and organizations have failed to understand how local actions can create challenges in other jurisdictions. Far reaching environmental degradation presents one of the best examples.

##### 3. *The Need for Informed Leadership*

Western universities have been criticized for not taking the lead in confronting global issues such as economic, political or cultural inequality; the need to respond to this criticism has created a significant opportunity for change.


##### 4. *Working Toward Global Governance*

Global citizenship is not to be confused with the '60s notion of the "Citizen of the World." We are not trying to create a new class of "elite citizens." We are acknowledging the need for solutions that can be reached only when the people of the world work together.

#### What is a Global Citizen?

"Global citizens are willing to think beyond boundaries of place, identity and category, and recognize all human beings as their equals while respecting humanity's inherent diversity. Within their own sphere of influence, global citizens seek to imagine and work towards a better world."

## PART 2: Priority Actions (cont.)

 **ACTION:** Create a series of "Desks" to monitor, facilitate and coordinate these functions at UBC Okanagan with work being conducted at UBC Vancouver. These will be defined as areas of responsibility rather than specific positions or commitments to physical infrastructure. The examples that follow also link to UBC system-wide functions, but new Desks could evolve as needed:

- A Graduate Students Assistance Desk, linked to the Dean of Graduate Studies, will develop mentorship activities and graduate student support and incentives to apply for research funding, engage in developing a strong graduate student culture and research culture. The Desk might also facilitate recruitment, admissions and job and co-op placements.

**LEAD:** AVP Academic and Research; AVP Students

- An International Desk will ensure a strong UBC Okanagan presence in the system-wide office of UBC International and to develop an International Plan that takes advantage of UBC Okanagan's existing relationships in countries such as the United States, New Zealand and Senegal. The Desk can target research projects and cultural exchanges with indigenous peoples around the globe. It should develop collaborations with Universitas 21 and the Association of Pacific Rim Universities, and promote international collaborative research, the internationalization of curriculum and the promotion of international development projects.

**LEAD:** AVP Students; AVP Academic and Research

- A Research Services Desk will provide support for the intensification of research at UBC Okanagan with a strong link to UILO and Research Services system-wide.

**LEAD:** AVP Academic and Research

- A Public Affairs Desk will design and implement a regional communications strategy. This would serve external and internal audiences and could include: monthly and annual reports on our accomplishments and activities; campus events listings; online newsletters; blogs; and the organization of a Speakers Bureau.

**LEAD:** AVP Operations

- A Sustainability Desk will guide campus operations, involve students, staff and faculty in hands-on projects related to sustainability issues (SEEDS, Social, Ecological, Economic Development Studies), as well as influence academic and physical planning. The Desk's mandate would encompass the environmental sustainability of physical infrastructure (buildings should aim for LEED® gold or better) as well as the social sustainability of the learning environment - for example, ensuring that new and renovated buildings contain social and gathering spaces. The Desk should advocate environmentally neutral processes and enlightened purchasing standards, and should champion social and cultural sustainability - coordinating with the Campus Life Council to provide appropriate programming and attention to the human dimension, including access for people with disabilities.


**LEAD:** AVP Operations

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## PART 2: Priority Actions (cont.)

- An Equity Desk will ensure a strong local connection to the system-wide UBC Equity Office and to establish targets, and to monitor progress toward employment equity and diversity.

LEAD: AVP Academic and Research

 **ACTION: Create key partnerships, forging connections that capitalize on the strengths of our partner institutions. Use memoranda of understanding, affiliation agreements, protocol agreements and other mechanisms to formalize relationships, including with:**

- UBC Vancouver, at Point Grey, Robson Square and Great Northern Way;
- Okanagan College, including all its community campuses;
- Okanagan Nation Alliance;
- The Okanagan Sustainability Initiative and all levels of government, NGOs and First Nations Partners, through a UBC Okanagan Sustainability Institute;
- Agriculture and Agri-food Canada at Summerland, and the National Research Council at the Dominion Radio Astrophysical Observatory (DRAO) at White Lake;
- Alumni and alumni networks, locally, provincially, nationally and internationally;
- Universitas 21 and the Association of Pacific Rim Universities.

LEAD: AVP Academic and Research and AVP Learning Services

 **ACTION: : Create a Health and Wellness Centre that emphasizes the whole person and serves students, faculty, staff and administrators.**

- The Centre's mandate would include health services, counselling and advising (including peer advising), health and wellness courses and employee incentive programs for involvement in fitness for fun and health. Terms of Reference and implementation strategy should be in place by 2006, such that the centre will be operational by 2008.

LEAD: AVP Students

## Tri-Mentoring

Tri-mentoring is the matching of three people: two students and a professional (often an alumnus), in a triad mentoring system. In a UBC Faculty of Land and Food Systems (formerly Agricultural Sciences) pilot in 2002, 21 such triads were formed, each including a junior student, a senior student in the same program, and a professional working in the community. This proved a powerful mentoring approach, able to immediately connect students to their chosen profession. Sustainability is achieved when graduates return as mentors.

<http://www.agsci.ubc.ca/tri-mentoring/index.htm>

## Community Service-Learning

“Community Service-Learning” or “Service-Learning” refers to a model of experiential learning that combines voluntary community service with classroom learning. Real-life experiences in the community are linked to academic content through processes of critical reflection such as journal writing, small group discussion and the writing of analytical papers.

Community Service-Learning (CSL) has been shown to have positive effects on academic performance (including GPA, writing skills, critical thinking skills), values (e.g., commitment to activism and to promoting racial understanding), self-efficacy, leadership, choice of a service career, and plans to participate in service after graduation.

### THE UBC EXPERIENCE

In 1999, UBC Vancouver launched the Learning Exchange. UBC students began volunteering in inner-city schools, at community centres, at drop-in centres for people with mental health diagnoses, in homeless shelters, hospices and other settings.

Preliminary evaluations indicate that students are making a difference in the organizations and communities where they serve and that students are learning about themselves and society. It is also evident that the opportunity for critical reflection is crucial to maximizing learning outcomes - an opportunity that is best provided in the context of courses where academic credit is given for learning associated with community service.

## CAMPUS LIFE MINI PROJECT

### **The Vision**

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

### **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. If any of those groups is excluded, student life will suffer. Great Campus Life is an essential ingredient in the recruitment and retention of students, faculty and staff. It can also contribute to UBC's Mission to prepare students to be "exceptional global citizens" through the provision of excellent co-curricular leadership opportunities. Great Campus Life must connect with the local community and encourage awareness of the global community. It must promote personal responsibility, respect the student voice and contribute to the overall educational experience. A great Campus Life Program must be dynamic and flexible, able to meet the changing needs and priorities of its participants. Great Campus Life relies on our Values (who we are) and our Principles (how we behave).

### **Values**

- Inclusive and Diverse; Healthy and Balanced; Welcoming and Collegial; Proud and Competitive; Loyal and Collaborative; Trustworthy and Respectful; Open and Attentive; Globally Conscious

### **Principles - how we do it**

- Be where students are; Serve beyond the expected; Practice sustainability; Listen and cooperate; Make the small big; Dare to dream; Make student life a 24/7 experience; Develop student leadership; Communicate; Celebrate

## PART 3: ADDITIONAL ACTIONS

*This section includes a host of ideas and recommendations put forward by the planning community. Some expand on themes already developed in the Priority Actions. Some venture into new territory. There are good ideas with little or no cost - which take on a sense of urgency, as a result - and there are more complex and costly ideas that may be phased in over a longer period. For convenience in creating an accountability stream, all ideas and recommendations are grouped as a workplan that relates to a Priority Action under the senior administrator who will be expected to take the lead.*

### **AVP STUDENTS**

#### **Campus Life Council**

- Arrange cultural events and/or dinners on statutory holidays for students who might be isolated from family and friends, with faculty, staff, alumni and administrators acting as hosts.
- Organize a "Campus Reads" event in which books are read and discussed by all.
- Develop a public art, music and drama program for UBC Okanagan.
- Explore athletic and recreational opportunities with new Okanagan College and other partners.
- Program a series of Festivals and Events: recreation, science fairs, naturalist walks, open labs, open studio days.
- Develop an institutional culture that encourages and supports involvement in Campus Life for all employees as well as students by adopting a flexible work schedule.

#### **International Desk**

- Provide excellent domestic and international student services that make students feel welcome and their transition smooth.
- Create a special "first year support" program.
- Make navigation through registration, financial aid and tuition inquiries as easy as possible.
- Provide scholarships for those who consider leaving for financial rather than academic reasons.
- Develop transitional support for international students, including student aid.
- Collaborate with UBC Vancouver to support and expand student exchange programs in all academic disciplines, as well as in athletics.
- Increase number of students in mobility programs by 10%.
- Increase international undergraduate student enrolment by 25% by 2006.
- Encourage faculty, staff and administration exchanges.
- Advance international development capacity in Africa, particularly in key counties with traditional links (Gambia and Ghana).
- Emphasize indigenous learning.
- Focus on agriculture (viticulture) and forestry, again remembering traditional links, as with Chile.

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## **PART 3: Additional Actions (cont.)**

### **Student Development and Services**

- Explore barriers to admission, including Prior Learning Assessment.
- Introduce broad-based admissions to enhance access for students with a variety of backgrounds and experiences.
- Identify and remove barriers to international visiting and transfer students.
- Work to ensure seamless transfers between UBC Okanagan, UBC Vancouver and Okanagan College.
- Expand bridging and laddering programs with centres like En'owkin to make UBC Okanagan more accessible to aboriginal students.
- Develop Summer Graduate Degree Programs that recognize the contributions and achievements of mid-career professionals in indigenous communities.
- Connect pre-professional students with their program community and professional community through advising and mentoring.

### **AVP LEARNING SERVICES**

#### **Centre for Teaching, Learning and Research:**

- Develop programs to recognize teaching excellence.
- Encourage support staff to join students, faculty and administrators in advancing their education and developing their own research.
- Review and clarify policies governing the faculty reward structure to recognize excellent teaching, contribution to community-based programs and the support of community service-learning.

#### **Information Technology/Learning Technology Task Force**

- Provide courses in instructional technologies for all faculty.
- Present innovative uses of technology in teaching as part of the annual teaching/learning/research conference and create awards for successfully integrating innovative learning technologies.
- Utilize the capacity of the Irving K. Barber Learning Centre Interface to inform UBC Okanagan's activities and to share its pedagogical and research innovations.
- Use Learning Technology infrastructure and the library to facilitate learning and research integration.
- Integrate an information literacy training program with curriculum.
- Increase the current library collection based on research requirements.
- Review the need for a rare and specialized materials archive.
- Develop a centralized information technology support system for research computing.
- Establish a library research advisory committee and draft collection development policies and guidelines to support research.

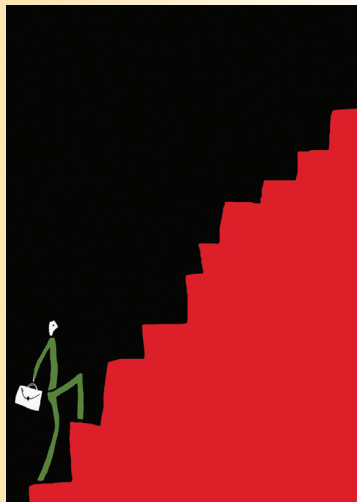
## **AVP ACADEMIC AND RESEARCH**

### **Research Services Desk**

- Develop a budget for research support including: start-up grants or upgrade grants for new and existing faculty research projects; appropriate funding for all graduate students, fellows and research associates; seed funding for collaborative grant writing; and, competitive funds for graduate and undergraduate research projects.
- Support basic, applied, disciplinary and interdisciplinary research. Elements may include: research ethics workshops for faculty and graduate students; peer-reviewed publication for undergraduate research; a mentoring system for undergraduate research; specific research targets for undergraduate assignment; and undergraduate research awards.
- Explore the feasibility of an Okanagan Research Advisory Council to identify and promote locally relevant research. The council should include regional social and economic leaders, including representatives of the Okanagan Nation and other local indigenous groups.
- Develop infrastructure to support UBC Okanagan Research: provide adequate support for all research support committees; evaluate current and projected space for animal care facilities; conduct workshops for faculty (ethics, grant-writing); centralize IT support for research; develop research data centres that house servers (a physical space for computing power); connect to Optical Research Advance Network; develop strategies for Research Centres that help facilitate institution-wide research needs and outreach; streamline the administration of grants; centralize on-site institutional research support services, including GIS, statistics, analytical services and electronics.

### **Graduate Students Assistance Desk**

- Establish awards that recognize graduate students who mentor and support undergraduates in both professional and research degrees.
- Create graduate courses or modules on oral and written communication, innovation and creativity, leadership and sustainability, innovative teaching and conflict management.
- Create graduate student research awards.
- Ensure that graduate students play a key role as tutors and teaching assistants, enriching undergraduate programs and providing the graduate students experience as educators.



*UBC Okanagan will  
strive always for agility,  
accountability and  
sustainability*

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## PART 3: Additional Actions (cont.)

### Research-Learning Task Force and Teaching Success Task Force

- Communicate research results derived from classroom experiences to support and reward the integration of learning and research.
- Create graduate and undergraduate research symposia specifically for the communication of research results derived from classroom experiences.
- Promote and communicate undergraduate research projects through community programs such as Shaw cable.
- Develop faculty mentorships and incentives for research success: establish internal colloquia and research cafes; hold annual scholar reception to recognize scholarly accomplishments, such as published books and articles, partnerships and collaborations; provide senior mentors for all untenured faculty; establish a nominating committee for external rewards such as the Royal Society; develop evaluation and recognition criteria for research achievement in the creative and performing arts; and, consider developing faculty positions with an emphasis on “knowledge mobility” or “knowledge transfer” that are rewarded for their community and industry connections.
- Celebrate and reward research: hold an annual scholar's reception; publicize research findings, applications of research, etc.
- Use research to inform the learning experience: encourage innovative teaching and analysis of pedagogy; promote scholarship, basic research as well as application to practice; ensure that graduates and undergraduates alike are exposed to a wide variety of research and research methods; and, schedule field trips as social science research projects.
- Encourage and facilitate collaboration: create incentives to assist research teams and research centres; sponsor internal colloquia; hold a research reception to honour collaborations and partnerships; and, provide seed funding for collaborative grants.
- Explore the creation of a teaching professorial stream and link to the system-wide Institute for the Scholarship of Teaching and Learning.
- Require that all candidates for faculty positions demonstrate a strong commitment to undergraduate education.

### Community Engagement Office

- Find funding for Community Associate teaching and research appointments and encourage community service study leaves.
- Create a UBC Okanagan lecture series.
- Promote participation in the 2006 World Urban Forum specifically through starting an annual Sustainability Summer Institute open to students globally.
- Identify the 2010 Olympic opportunities for UBC Okanagan.
- Establish Faculty Advisory Committees with community members for all Faculties.
- Continue the President's Community Advisory Council to encourage and develop greater connection between UBC Okanagan and its external community.

### COMMUNITY ENGAGEMENT MINI-PROJECT

A coordinating committee of faculty, students and community members should be established to set forth a Community Engagement strategy. In the first year, a Community Engagement Office might:

- Establish an inventory of existing community-university partnerships. For example, the faculties of Health and Social Development and Education have more than 250 service learning sites. Education alone places more than 200 students in five school districts.
- Conduct a survey of research priorities with community-based organizations with an eye toward developing new community-based research.
- Work with faculty to discover and develop ways CSL would complement their curriculum.
- Be a physical presence in the region. Encourage, facilitate and celebrate staff and faculty involvement at community events and on boards and other voluntary community positions.
- Engage alumni wherever possible in learning and research projects.
- Hold sector-specific tours of UBC Okanagan - to showcase relevant programs and research initiatives and to introduce faculty.
- Explore ties with communities outside the Central Okanagan.
- Investigate best practices in community-university partnerships and invite exemplars to visit UBC Okanagan.
- Disseminate a publication on community activity and communicate engagement goals and successes to the internal community and to the public at large.

## In the Oxford English Dictionary:

**Excel:** /ek'sel/ **1** to be superior to. **2** intr be preeminent or the most outstanding

**Excellence:** /ek.sel.ents./ **1** the state of excelling; surpassing merit or quality. **2** the activity, etc. in which a person excels

## At UBC Okanagan:

**Excel:** **1** never settle for the adequate when the excellent is possible. **2** strive always for a level of accomplishment that will serve as an example in our community and, in the best cases, a blessing in the wider world

**Excellence:** **1** a guiding principle; and **2** a steady state

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### PART 3: Additional Actions (cont.)

- Convene an Okanagan Research Advisory Council.
- Continue support of the Okanagan Partnership Flagship initiative and generally develop and review research and teaching opportunities and directions.
- Support aboriginal programs: invite Elders to recommend structures and ceremonies that will help create a welcoming environment; ensure that research projects are bi-directional, culturally respectful and have built-in accountability measures.

### Global Citizenship Task Force

- Outline the specific learning outcomes necessary to promote a civil and sustainable society.
- Institute regular conferences, workshops and newsletters on global perspectives.
- Establish courses in cross-cultural communication and oral tradition.
- Establish a global citizenship recognition and award program.
- Integrate environmental, social, cultural and economic sustainability issues into academic programs.
- Conduct an audit of civil, sustainable and global learning outcomes every two years.
- Support programs in broadly based indigenous studies.

### AVP OPERATIONS

#### Public Affairs Desk

- Recommend an effective communication model for the campus.
- Advertise activities and services - e.g. conference space.
- Sponsor annual meetings in the Okanagan and Kootenay valleys, and communicate regularly with City Councils, School Boards and Regional Districts.
- Complete the 2010 Campus Plan.
- Complete Phase 1 of UBC Okanagan residence plan and begin work on the remainder of student residences per Campus Plan 2010.
- Ensure that students and student needs are well represented on the CampusPlan 2010 advisory groups and on any building user group.
- Set guidelines for the development of instructional space taking into consideration the anticipated changes in pedagogical practice.

#### Sustainability Desk

- Establish energy and water conservation and waste reduction programs.
- Consider conservation and rehabilitation of the existing natural landscape as a guiding principle in any campus expansion.
- As part of Campus Plan 2010, explore the feasibility of installing energy-efficient heating systems across the Kelowna campus.
- Develop a U-Pass plan.

#### Human Resources

- Establish personal and professional development programs for administrators and staff as well as for faculty.
- Implement the UBC system-wide People Plan at UBC Okanagan.

## PART 4: ACADEMIC STRUCTURE AND ORGANIZATION

UBC Okanagan will begin with five distinct Faculties, one “bridging Faculty” that exists in both Vancouver and Kelowna, and Graduate Studies. This structure is expected to evolve as UBC Okanagan adds programs and capacity. The inaugural Faculties will be as follows:

### *Irving K. Barber School of Arts and Sciences:*

VISION: The Irving K. Barber School of Arts and Sciences will provide students the opportunity to obtain a well-rounded education in the foundational areas of knowledge, including the Arts, the Humanities and in the Social, Natural and Physical Sciences. Although the School comprises traditional academic disciplines, it will be far from traditional. Students and faculty will be encouraged to break down the barriers that separate disciplines and to join in a mutual journey of discovery.

Students and faculty will also be encouraged to articulate, question, refine and practice the values of a civil and sustainable society - to illuminate the meaning of global citizenship as enshrined in the UBC Vision. The direction, for everyone, will be: listen, think, engage, learn, have fun and discover your place in the world.

PROGRAMS: Program offerings in the Irving K. Barber School of Arts and Sciences are organized loosely into clusters according to administrative units that combine several departments under the leadership of a Head. All programs lead to either a Bachelor of Arts (BA) or a Bachelor of Science (BSc) degree, with Major, Minor, and Honours options. Some graduate programs are also offered with many new offerings anticipated in 2006.

- BA: Anthropology, Economics, Geography, Gender & Women's Studies, History, Indigenous Studies, Mathematics, Philosophy, Political Science, Psychology, Sociology
- BSc: Agroecology, Biology, Chemistry, Computer Science, Earth & Environmental Sciences, Environmental Chemistry, Freshwater Science, Mathematics, Mathematical Sciences, Physics, Psychology
- Interdisciplinary Degrees: BA (General Studies; International Relations; Philosophy, Political Science, and Economics), BSc (General Studies, Biochemistry)
- Graduate: Environmental Sciences (MSc, PhD), Interdisciplinary Studies (MA, MSc, PhD)



IRVING K. BARBER  
SCHOOL OF ARTS  
AND SCIENCES

### **FOUNDING PRINCIPLES:**

- Provide an undergraduate environment of academic excellence designed to prepare students to become outstanding citizens of BC and the world
- Promote the values of a civil and sustainable society
- Advance excellence in teaching and learning
- Be a liberal arts and sciences school in the finest tradition, producing leaders with the insight for tomorrow
- Provide the structure to create a dynamic academic environment where the best teaching methods and learning experiences exist to challenge and encourage students
- Encourage creativity and innovation through fostering the exchange of ideas
- Collaborate with the Irving K. Barber Learning Centre at UBC through the Irving K. Barber Learning Centre Interface Program to ensure broad distribution of the School's innovations and activities
- Achieve national recognition as an exceptional undergraduate learning environment

*UBC Okanagan will be responsive to the needs of the local and global community*

## Graduate Studies

*Graduate Studies at UBC Okanagan will build on the professional and research strengths of our Faculties to ensure the development and delivery of innovative and high quality graduate programs.*

### PROGRAMS:

- Interdisciplinary Graduate Studies (M.A., M.F.A., M.Sc., and PhD) coordinated by Graduate Studies and offered jointly by the Irving K. Barber School of Arts and Sciences, the Faculty of Creative and Critical Studies, the Faculty of Education, and the Faculty of Health;
- Environmental Sciences (M.Sc. and PhD) offered by the Irving K. Barber School of Arts and Sciences;
- Masters in Education (M.A. and M.Ed.) offered by the Faculty of Education.

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## PART 4: Academic Structure and Organization (cont.)

### *Faculty of Creative and Critical Studies:*

VISION: This new faculty will be a marriage of the traditional creative and performing arts programs, such as creative writing, dance, film, music, theatre and visual arts, with related academic programs including arts criticism, history and research.

#### PROGRAMS:

Anticipated programming includes:

- Visual Arts, Creative Writing, Literary Studies, Art History/Theory/Criticism and Modern Languages
- Film (production), Theatre (performance), Film and Media Studies, Theatre (dramaturgy/history/theory/criticism), Cultural Studies and General Interest and Service Courses (2006)
- Dance, Music and Musicology (2007 or later)
- Graduate: Interdisciplinary Studies (MA, MFA, PhD)

### *Faculty of Health*

VISION: The Faculty of Health and Human Services is dedicated to quality in professional and interprofessional education, research and professional practice. The Faculty builds on the foundations of disciplinary excellence to construct additional and unique programming to enable faculty and students to participate in interprofessional and interdisciplinary education, research and practice within a community-based framework.

#### PROGRAMS: Actual and anticipated

- Health Studies, Nursing, Social Work, Interprofessional Health Program (affiliated program: Pharmacy)
- MSN (Nursing), MSW (Social work), Aging Studies Program, Human Kinetics, Practice Education Program (affiliated program: Dentistry) (2006)
- Rehabilitation Sciences (2007)
- Medicine (2009)
- Graduate: Interdisciplinary Studies (MA, PhD)

### *Faculty of Management*

VISION: The Faculty of Management at UBC Okanagan aspires to provide leading edge business education and research to the Okanagan region. The Faculty strives to provide the knowledge and critical thinking skills and to promote the values of ethical and sustainable business to allow our students to become exceptional business leaders in the region, in British Columbia and internationally.

#### PROGRAMS:

- Bachelor of Management: This is a “two-plus-two” program including two years of study in foundation areas, such as economics, English, math and psychology, followed by two years of intensive business study. In addition, focused study will also be available in areas tailored to the Okanagan region, such as tourism and service management.

## PART 4: Academic Structure and Organization (cont.)

### *Faculty of Education*

VISION: The mission of the Faculty of Education is to educate teachers who will exemplify those attitudes, abilities and qualities of mind that are requisite for successful teaching. Our goal is to offer a teacher education program of the highest quality. To do so, we recognize the need for ongoing monitoring and formative evaluation to maintain a dynamic program with relevant and current offerings.

#### PROGRAMS:

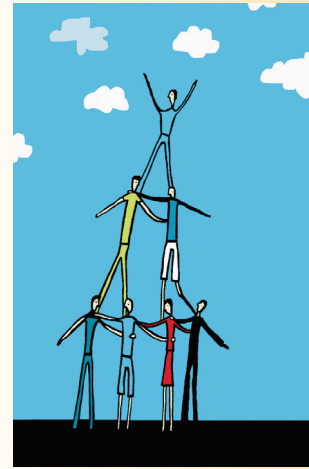
- Elementary Teacher Education Program (ETEP)
- Secondary Teacher Education Program (STEP)
- Graduate: M.Ed. (Teaching and Learning), Interdisciplinary Studies (MA, PhD)

### *Faculty of Applied Science*

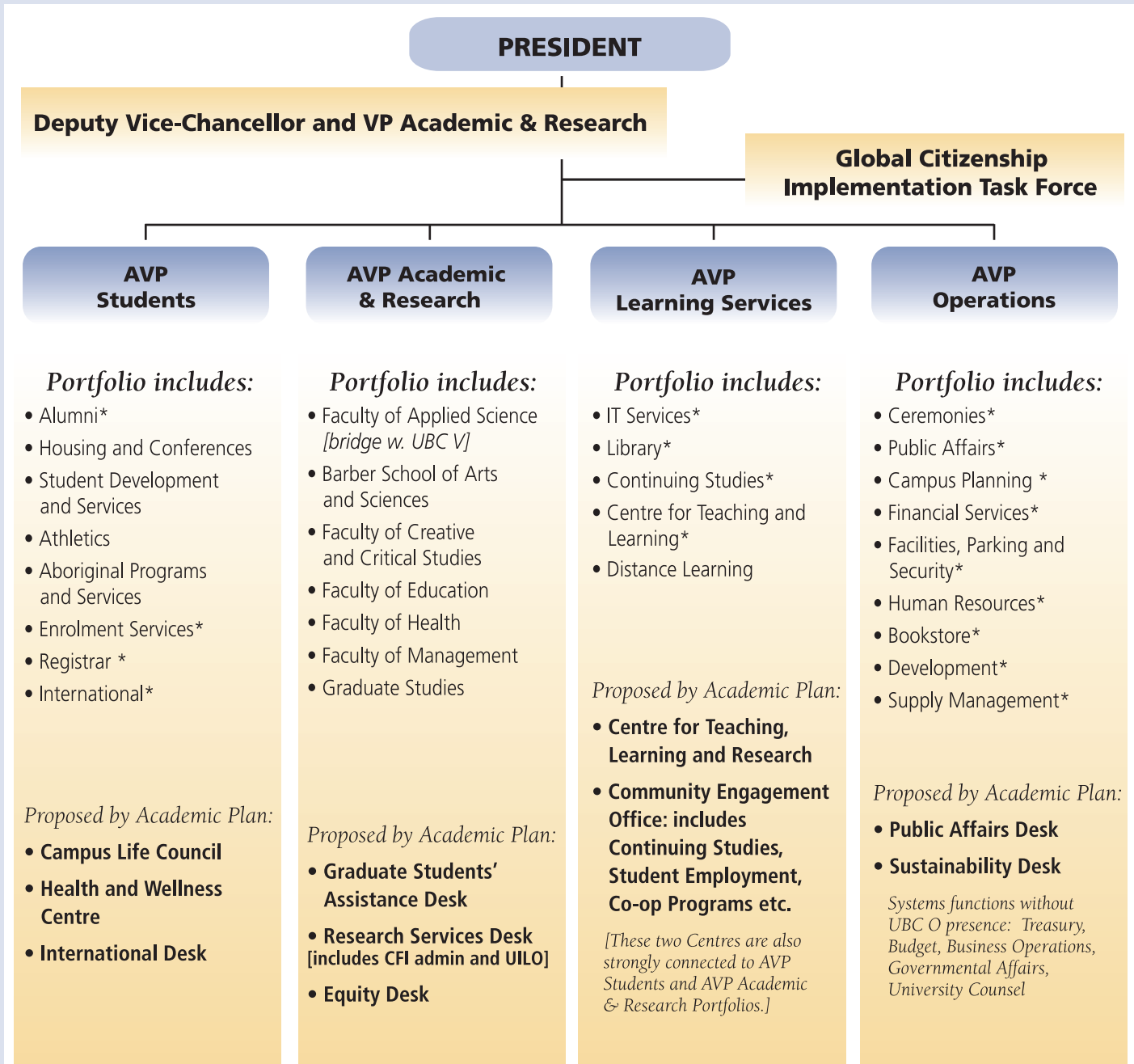
VISION: The Faculty of Applied Science will be a more highly integrated “bridging faculty” connecting UBC Vancouver and UBC Okanagan. A single Dean and an integrated administrative structure will ensure the highest quality in applied science education at both campuses, and will meet requirements of the Canadian Engineering Accreditation Board. An integrated faculty, many of whom will enjoy linkages to both campuses, will provide a consistent learning opportunity.

#### PROGRAMS:

- Engineering One, a full-time studies equivalent to the first-year engineering program at UBC Vancouver, but with a distinctive pedagogy and delivery mode.
- Civil engineering, electrical and computer engineering, and mechanical engineering, with the use of common second-year courses wherever possible. Distinctive options within each discipline will be offered at the campus in third and fourth years. Students at both Kelowna and Vancouver will be able to transfer to specific discipline programs offered at either campus.
- Graduate Programs in engineering are also under development.



**PART 4: Academic Structure and Organization (cont.)**



**NB:** \*These portfolio items are “UBC System-Wide” functions with UBC O presence; coordinated with UBC Vancouver offices and personnel.





OKANAGAN

ACADEMIC PLAN | JANUARY 2006

<http://web.ubc.ca/okanagan/transition/academicplan.html>