

Organizational Design for the new Okanagan College: a Learning Organization

1. Introduction

This document outlines the senior levels of an administrative structure to create the new Okanagan College as a highly successful learning organization. In its next phase of development, it will round out the job descriptions and detail the planning processes to be used in the new College.

This structure for the organization and leadership of the new Okanagan College is the result of consultation with, and contributions from, colleagues including the Organization and Leadership Cluster Group and the College Transition Steering Committee.

1.1 What is a Learning Organization?

A learning organization is one in which people at all levels, individually and collectively, are continually increasing their capacity to produce the best possible results for the organization.

This individual and collective learning is essential because the level of performance and ongoing improvement needed in modern organizations requires continual learning and adaptation at all levels. In most industries, in health care, education and in most areas of government, there is no clear path to success, no set path to follow. It must be developed by teams learning, testing, refining, as they go. Learning thus becomes not just a necessity for organizational success; it also becomes a way of life for the staff and – in the case of an entity such as Okanagan College – for the students.

Working or studying in a learning organization is enormously rewarding and personally satisfying. Support for process improvement as well as organizational and personal professional development is a hallmark of the successful learning organization. For those of us working in the field of post-secondary education, the possibility of providing a more complete educational experience for our students is a particular part of the attraction. The possibilities of achieving extraordinary personal and collective performance, experiencing career satisfaction and providing an outstanding level of service to students and our community are powerful motivators.

The learning organization is not so much an organizational model as it is an ideal or vision. The new Okanagan College has an opportunity to begin living and learning that vision.

1.2 Principles

The work has been guided by a number of key principles:

1) Form should follow function.

- The structure should therefore facilitate the realization of the vision, plan and goals.

2) The structure should create a learning organization.

- This means keeping the creation of the most effective learning experiences for students as the core value and operational principle of the institution. It also means recognizing that all faculty and staff are learners too and should be supported in their quest for constant improvement, both personally and organizationally.

3) Structure should encourage interaction

- Interaction between the various parts of the organization means each part contributes to, and benefits from, the collective talents, knowledge, creativity and energy of the organization, and the delivery of the most effective and timely plans, decisions, and activities.
- Thus, the organization needs to encourage horizontal as well as vertical relationships.

4) The organization structure should be as simple and integrated as possible.

- This means maximizing delegation and minimizing the extent to which we have managers managing managers.

5) There must be an effective system of accountability

- This means integrating achievement of goals across the whole organization.
- De-centralized decision-making and increased autonomy for the constituent elements of the organization are effective only when accompanied by clear expectations and appropriate accountability processes.

6) There must be an appropriate balance between regional and pan-institutional interests, authorities and responsibilities.

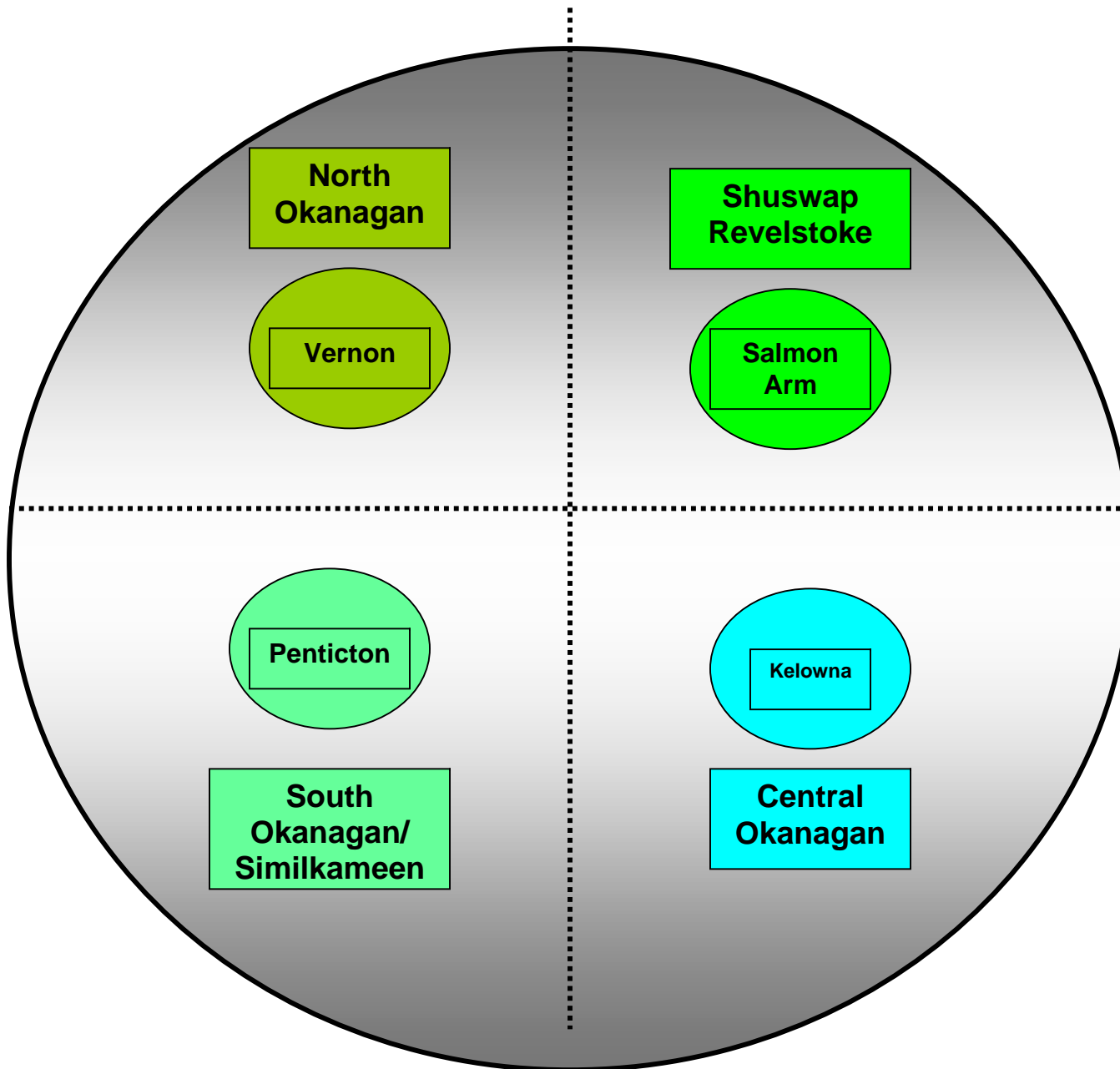
- This means recognizing that it is in everyone's interest to develop, within the overall College geographical area, four healthy regions, each with a major campus and a diversity of sustainable, vital programs.
- It also means recognizing that we need a management matrix that ensures consistency in service levels, quality, and standards across the institution and focuses on the sustainability of the institution as a whole.
- Thus, the organizational structure should be based on teamwork and good collegial process at every level.

7) The system must support accountability of the President and institution to the Board of Governors, and the communities the College serves.

- This means establishing an administrative structure and processes that align with the appropriate governance structures, including an effective Education Council.

2. Regional Organization

The new Okanagan College serves the entire Shuswap/Revelstoke/Okanagan/Similkameen area. It will serve the varying needs of that area through a structure comprised of four College regions of equal value but not necessarily equal size. Each College region will be a vibrant part of the organization, providing a variety of sustainable programs designed to meet the needs of students, communities and employers in its region, all within the context of Okanagan College as a whole.



3. Organizational Charts

3.1 Senior Management Team

Consisting of the President, three Vice Presidents, all Deans, Directors and Registrar, the Senior Management Team is the senior administrative policy-setting and decision-making body of the organization.

The Senior Management Team works together to ensure that inputs from all affected College communities are brought together in order to develop shared long term and annual objectives for the organization. The Team plans and acts to meet those objectives through open and collegial processes. Unless legal considerations dictate otherwise, all key administrative matters for the College will be discussed, and in many cases decided, by the Senior Management Team or delegated committees of that group. This type of teamwork is fundamental to successful learning organizations and will reduce but not eliminate the need for some policy and strategic decisions to be made solely by the Senior Executive, comprised of the Vice Presidents and President.

Clearly articulated processes will follow from this document.

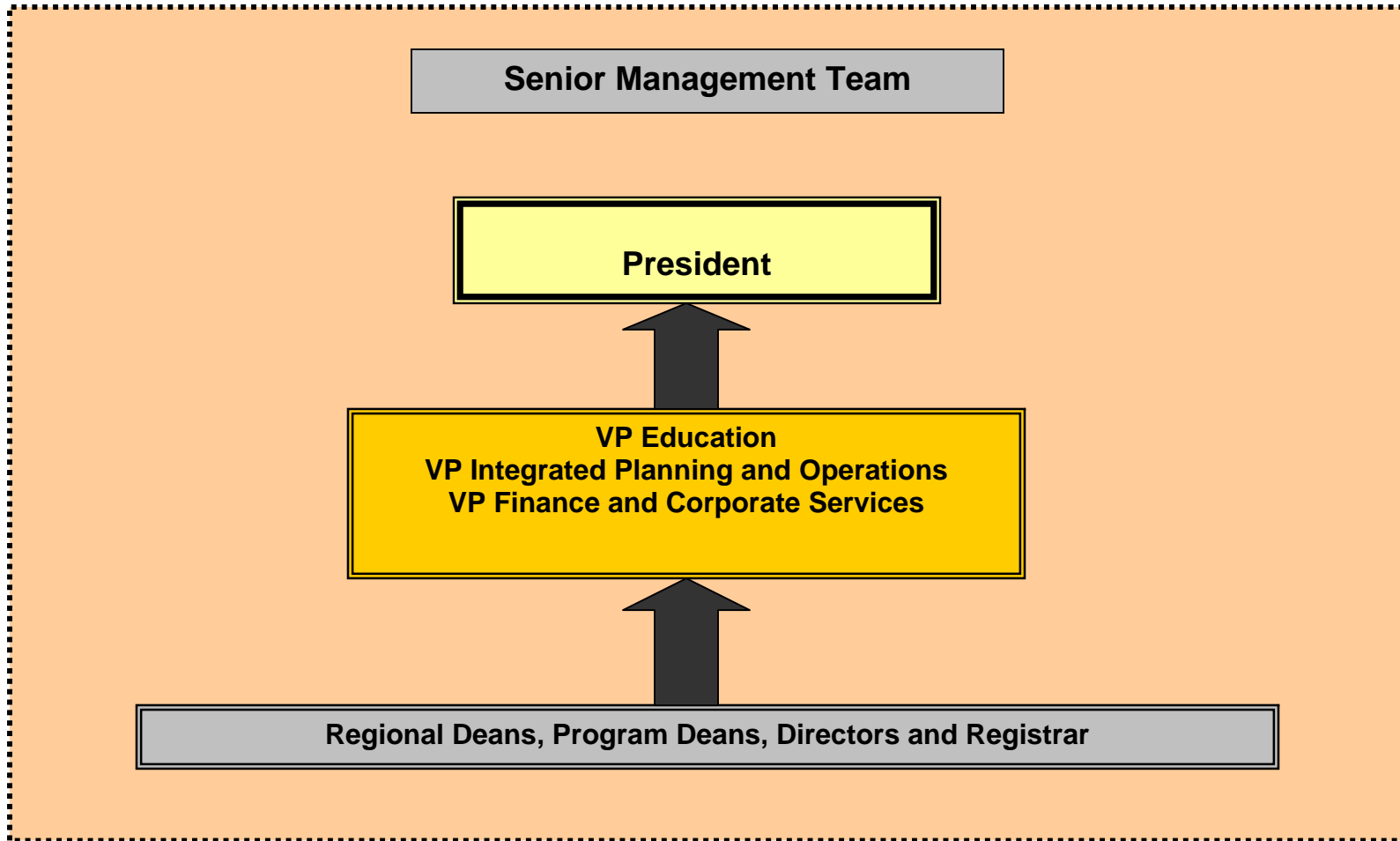
3.2 Reporting and Integrating Relationships

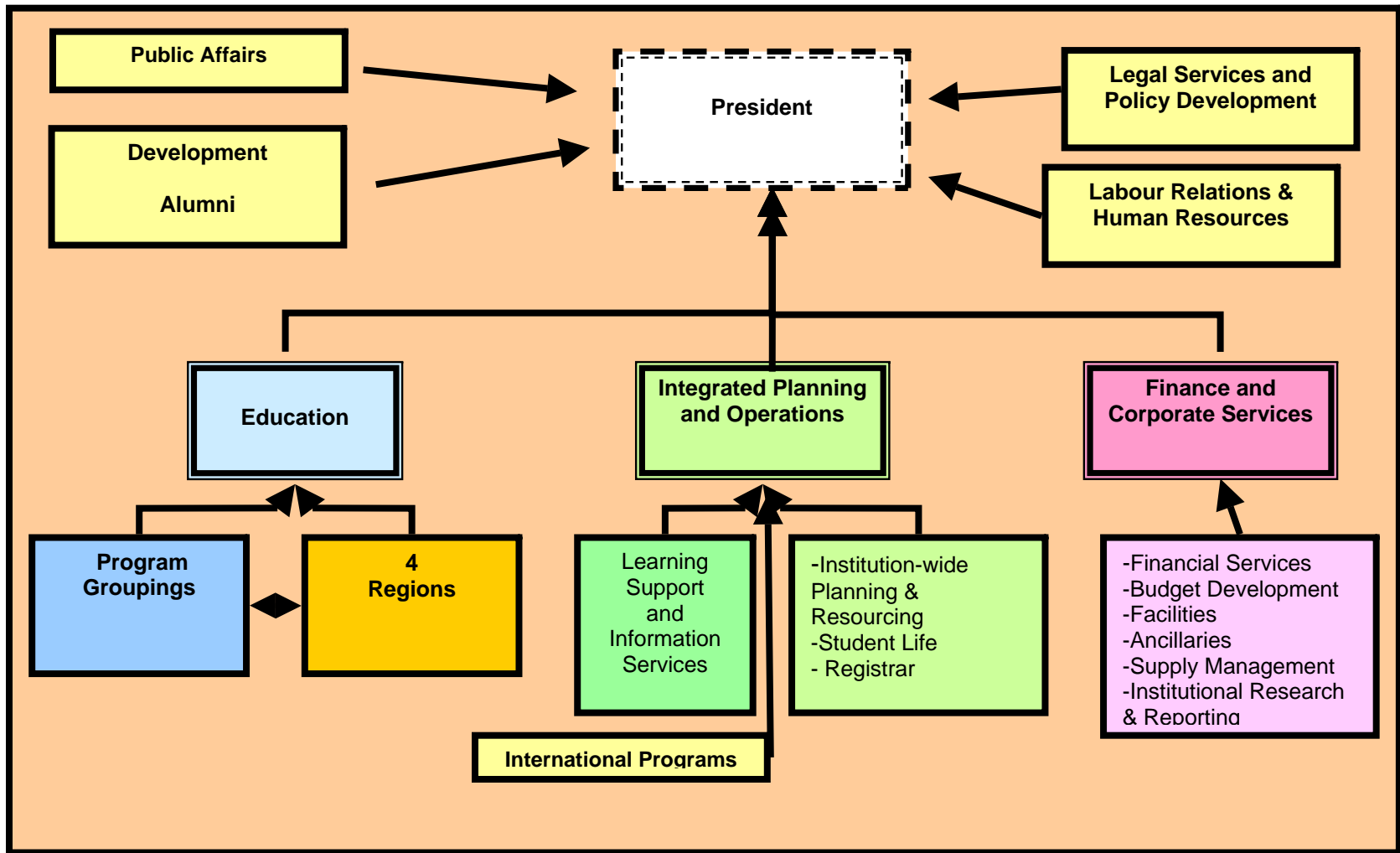
As was the case with OUC, the new Okanagan College will serve a large area of geographical, social, economic and cultural diversity. The College's success in attaining its goal of becoming a first-rate learning organization will flow from its success in empowering each component of that organization within a pan-institutional context. The College will face the particular challenge of being a multi-campus organization dependent on ensuring each of the four College regions thrives and expands. The addition of the fourth College region – Central Okanagan – to the three OUC regions of South Okanagan-Similkameen, North Okanagan and Shuswap-Revelstoke, provides symmetry to the organizational structure. The addition also makes it more important than ever to achieve an

appropriate balance between regional and institution-wide perspectives. In addition to an administrative structure rooted in teamwork and clearly defined vertical reporting relationships of the type illustrated in the accompanying organizational chart, the College must have lateral systems and processes that will create a fully integrated vertical and lateral flow of consultation, information, planning and reporting that is dynamic and timely. Such processes will help ensure that the new College avoids regional fragmentation and benefits from the strengths inherent in its diversity.

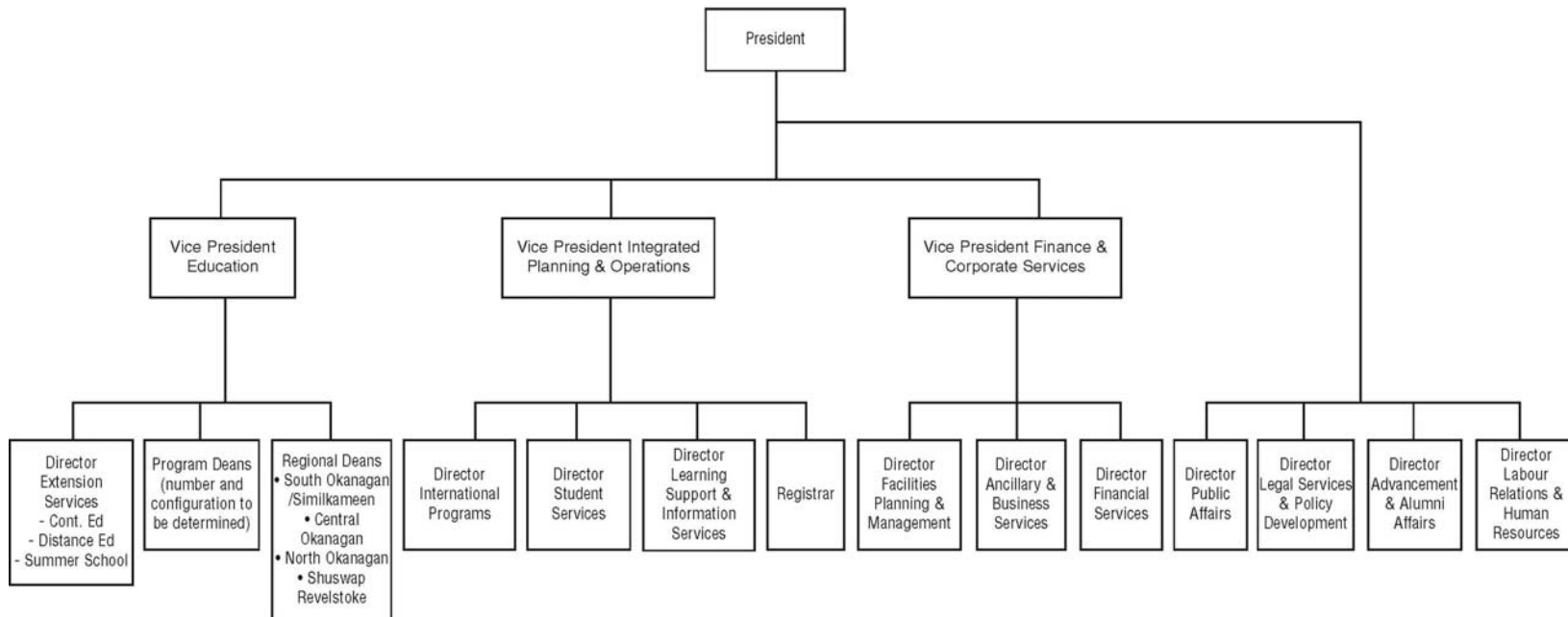
The organizational structure in the accompanying charts contains an executive-level position designed specifically to support the development of the learning organization model. The integration of operations, planning and decision-making will be a key determinant of the success of the complex organization that will be Okanagan College. Although such integration is the responsibility of all employees and appropriate administrative structures and systems will be put in place, this feature of the development of the learning organization model is of such importance that it needs the oversight of a senior administrator: the Vice President of Integrated Planning and Operations. This unique position will play a leadership role in enabling both instructional and non-instructional areas to function in ways that maximize learning and enhance student experience. The Vice President will be responsible for ensuring that annual planning proceeds from long-term planning objectives in a collegial and integrated fashion. As well, the Directors responsible for providing institution-wide learning support and student support will report to this Vice President, again in an attempt to make sure that the whole organization is working to support the development of a learning culture. The Vice President of Integrated Planning and Operations will work closely with the other two Vice Presidents, whose portfolios more closely resemble those traditionally found in community colleges.

Senior Management Team



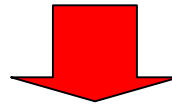


Senior Management Team: Reporting Relationships



4.0 Role Descriptions

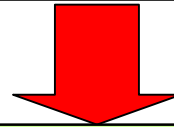
**President
(and CEO)**



Responsibilities:

- Is accountable to the Board of Governors
- Ensures learning-centred focus and processes enterprise-wide
- Leads and embodies 'learning organization' values
- Leads and directs major institutional initiatives
- Provides leadership for the new Okanagan College inside and outside the organization
- Plays a key role in advancement and alumni development
- Provides inspiration and direction for development and integration of leadership team
- Develops and promotes new Okanagan College vision
- Directs and engages in external relations (public at large, community, government – coordinates regional deans' activities to ensure effective relationships of all campuses with their communities.)
- Monitors effectiveness of internal systems of integration (matrix management)
- Acts as final arbiter of internal matters

**Vice President
Integrated Planning
and
Operations**



Direct Reports:

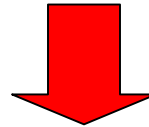
- Director of Learning Support and Information Services
- Registrar
- Director of Student Services
- Director of International Programs

Responsibilities:

Ensures effective and integrated processes for planning and operations across the new Okanagan College in support of the development of the learning organization

- Manages systems that implement student and learning-centeredness
- Ensures and coordinates processes for institutional planning (including budget development), resourcing and implementation
- Acts as the primary integrator, supervising matrix management systems including pan institutional planning and resourcing and enrolment management

Vice President Education



Direct Reports:

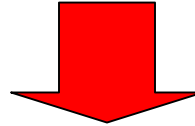
- Program Deans
- Regional Deans
- Director of Extension Services

Responsibilities:

Direction and quality assurance of education programs and delivery across the new Okanagan College regions

- Holds primary responsibility for quality of all programs and student achievement of key learning outcomes, as well as:
 - Planning, development and review of programs
 - Hiring, promotion and development programs for instructional staff
 - Performance standards for instructional staff
 - Development and delivery of new learning models
- Monitors program delivery performance
- Monitors achievement of enrolment targets

**Vice President
Finance and
Corporate Services**



Direct Reports:

- Director of Financial Services
- Director of Auxiliary and Business Services
- Director of Facilities Planning and Management

Responsibilities:

Ensures effective development, control and stewardship of resources.

- Manages corporate services
- Manages corporate oversight activities such as financial controls and risk management
- Directs budgeting and resource management processes
- Ensures sound business practices to support revenue generation initiatives.
- Manages production of information necessary for formal reporting purposes and institutional planning needs.