

Priorities and Planning Framework Okanagan College 2005 – 06

Introduction:

This document outlines the institutional priorities, critical issues and some planning assumptions for 2005-06. Together, they should provide a framework for the development of the unit and institutional operational plans for 2005-06.

Key Strategic Directions:

The following Key Strategic Directions have been approved by the Okanagan College Board and provide important direction to college faculty, staff and management as we undertake the planning processes that will result in institutional and budget plans for 2005 – 06:

1. Model the learning organization in the development of the first annual plan and budget
2. Support student access and success
3. Develop the basis for a regionally balanced institution
4. Develop the resources required to support and deliver on OC's mandate and strategic directions
5. Create community awareness of the new Okanagan College

Critical Issues for 2005 – 06 Planning:

1. Split of OUC Programs and People, and Resulting Resource Needs:

Through the integrated transition planning process that has been undertaken under the direction and supervision of the Transition Management Committee, Okanagan College has been allocated 59.3% of the programming activities currently provided by OUC and has committed to the support and continuation of these programs, wherever possible.

Subsequently Okanagan College was allocated a similar proportion of OUC's continuing positions and has made employment offers to faculty members, support staff and administrators based on this proportion. (It should be noted that this "60% split" does not apply evenly to all programs and all service areas. It represents an overall proportion for Okanagan College as a whole.)

Associated with the Ministry funding is an expectation of providing post-secondary student access. The following table highlights the expected FTE growth for Okanagan College during the transition period.

	2005-06	2006-07	2007-08	2008-09	2009-10
New FTE	190	190	190	190	190
Total Target FTE	4,431	4,621	4,811	5,001	5,191

ISSUE #1:

Flowing from the program and people allocation processes, there are expectations that Okanagan College will fulfill its commitments to employees making the transition from OUC to OC and its obligations regarding programming. We must ensure that we have the financial resources in place to meet these expectations.

2. Split of Current OUC Government Funding:

Because OC has been allocated approximately 60% of OUC programming and 60% of OUC staff, it might be expected that it will also receive approximately 60% of the annual OUC grant of \$50.1 million when this annual grant is divided between UBC Okanagan and Okanagan College.

ISSUE #2:

Agreement has not yet been reached between UBCO and OC on this front, and MAVED has not yet had opportunity to review a plan for the allocation of portions of the \$50.1 million to UBCO and to OC.

Should agreement be reached with UBCO and with MAVED that would allocate a 60% portion of the OUC-level grant to Okanagan College, this will not be sufficient for OC to meet its program, services, and ‘people’ commitments. It is expected that OC’s Ministry grant will be larger than 60% of OUC’s grant, as there are cost differences resulting from the mandate change that will need to be addressed in the funding allocation. The major factors contributing to this situation include the following (see items 3 and 4):

3. Impact of Fixed Costs:

As has been noted in submissions to the Ministry and to the OC Board, there will be greater per-student costs associated with the running of a smaller organization than was the case with OUC. This higher cost structure is largely attributable to a number of fixed costs that can not be changed despite the change in size of the student body.

ISSUE #3:

Current estimates indicate that costs associated with the delivery of the committed programs and services within a smaller institution will result in an additional requirement for approximately \$3.4 - \$3.8 million in 2005-06.

4. There are two issues related to Okanagan College student fee revenue that will affect both short and long term planning:

- a) Revenue Adjustments Due to Tuition Fee Rate Changes:

With the implementation of its mandate as a college, rather than the university-college mandate enjoyed by OUC, Okanagan College 's tuition fees will reflect the range in effect at BC Colleges for similar programs rather than the fee levels currently in place at OUC. This will result in a significant reduction in per student revenues, when compared with tuition revenues received by OUC in operating those programs that are transitioning to OC.

- b) Impact on Enrolment of Increased Access Opportunities:

It is further anticipated that one impact of expansion of post secondary seats may result in OC no meeting Ministry FTE targets. We project overall enrolments to be approximately 10% below target level in the first year of OC operations, with a corresponding 10% negative effect on tuition revenues for those programs in 2005-06. It is expected that enrolments will continue to increase annually at a 2% rate towards the target during the transition period.

ISSUE #4:

The combined impact of adjusted tuition levels and the anticipated drop in student utilization rate is expected to total between \$4.0 million and \$4.5 million.

5. Requirements for Ministry Funding to Meet OC Commitments:

Okanagan College has provided detailed information to Ministry staff that thoroughly describes and quantifies the issues noted above. OC representatives have met with Ministry officials to review those materials. These submissions and discussions have quantified the scale and scope of the amount of funding that is required to launch Okanagan College as a viable institution in 2005-06.

ISSUE #5:

The Ministry of Advanced Education has yet to provide information regarding the provincial grant to the institution. That information will allow us to finalize the institutional budget and ascertain our ability to meet expectations and commitments.

6. Facilities Needs and Planning:

With the completion of the 2005-06 Education Plan, the preparation of an inventory of detailed facilities requirements is nearing its conclusion.

While there may be some relatively minor renovations required at the Penticton, Salmon Arm, and Vernon campuses, it is the Kelowna Campus that provides us with the greatest challenge for 2005-06. At the Kelowna Campus, we have a need:

- to provide additional classroom, and student space to accommodate the approximately 650 FTE students whose programs will be moving from the North Kelowna Campus of OUC to the Kelowna Campus of OC
- to provide office and workspace for the (net) addition of approximately 50 faculty and staff who will be moving or hired to OC and will require this space at OC,
- to create laboratory facilities to accommodate the science and computer based programming that will be moving to the Kelowna Campus
- to undertake the renovations necessary to provide suitable, adequate library services to students in all college programs,
- to upgrade and renovate the bookstore to allow it to function as a warehouse as well as rendering it capable of handling the increased volume of business
- to create adequate and appropriate executive office space at the Kelowna Campus,
- to add additional student and staff parking to meet the needs of those projected to be coming to the Kelowna campus
- to renovate the Kelowna bookstore to provide the distribution hub to support Okanagan College's bookstore operations

The institutional facilities plan will address these issues and needs by renovating existing space, creating a modest amount of new space, considering off-site space for some programs and/or services, as necessary, and assessing whether some college-bound programs can remain at NKC for a limited time (eg. one additional year).

This plan will be completed by mid-March to ensure that the necessary renovations and other work are ready in time for the college's September launch.

Talks have been initiated with senior officials in the Ministry's Facilities Branch, and these officials have been provided with preliminary documents and details describing the scale and scope of our classroom, laboratory, library, and support service space needs and their attendant costs.

ISSUE #6:

We have a lot of work to do to ensure that the appropriate facilities are in place for September 2005. The timing of the outcome of negotiations for funding with the Ministry of Advanced Education could influence the range of options available.

Planning Assumptions for 2005-06:

The following are the assumptions being incorporated into the planning process for Okanagan College by those undertaking this planning activity:

- Okanagan College will offer the programming identified as college programs in the OUC split and will employ the continuing employees who were offered positions as a result of this split
- OC will have a meaningful but limited array of 2nd – Year Arts and Science courses in Kelowna in '05-'06, growing to a complete set of offerings in '06-'07 and beyond. The selection of courses will be determined by student demand, instructional capacity and space availability.
- In keeping with the practice of other colleges in the province, OC will not be charging student tuition fees for Adult Basic Education and Adult Special Education programs and for domestic (ie. non-international) students enrolling in English as a Second Language courses.
- Reflecting the change in institutional mandate student tuition fees will be set at levels consistent with program fees at other colleges in BC.
- All staff and students currently at NKC in UT programs, CIS/BCIS programs, and Health and Social Development programs that are moving to the college will move to the Kelowna (“SK”) Campus for 2005-06
- The provincial government will provide funding necessary to meet the budget requirements that have been identified by OC .

Planning Process “Next Steps”:

1. Staff Planning, Recruitment and Orientation:

a) **Faculty Planning and Recruitment**

The VP Education has completed initial work on the Education Plan for 2005-06 and has identified requirements for instructional faculty. These requirements have been reviewed, along with the results of the faculty employment-offer process, to produce a detailed list of recruitment needs.

It is anticipated that faculty vacancies will be posted and advertised, beginning in late February, and selection and interview teams will be created. These teams will be comprised of OC-bound faculty and staff from OUC.

It should be noted that, in some cases, agreement to vary the composition of selection committees from that specified in the collective agreement will be negotiated with the OUCFA.

In most cases, it is anticipated that new faculty members will report for duty and for orientation activities at some point after the transition date of July 1.

b) Support and Administrative Staff Planning and Recruitment

The VP Finance and Corporate Services and the VP Integrated Planning and Operations have prepared departmental and unit organization charts at the “60% of OUC” level. These have been matched with the results of the support and administrative staff employment-offer process to produce a detailed list of vacancies.

As has been indicated in previous descriptions of the impact of fixed costs faced by Okanagan College as it begins operations, we will be unable to fulfill our program and service commitments at the “60% of OUC” level. As a result, we are analyzing our needs beyond the 60% level and will make staffing decisions based on the funding available, once the funding situation is fully clarified.

In anticipation of this outcome, and as part of this analysis, directors and managers of non-instructional areas will prepare staffing plans and staffing requirements that can be used to quickly inform recruitment activity when OC’s budget situation is clarified.

Reporting dates will vary, depending on the nature and specifics of the position, but at least some new staff may be expected to begin on, or shortly after, April 1, assuming that OC budget resources are in place by that time.

c) Orientation Planning:

Orientation activities will be provided both for new faculty and staff members and for OUC staff who are making the transition to Okanagan College. The Human Resources/Labour Relations specialists who will be moving to the college will provide this training during the spring and summer months.

2. “Unit” Plan and Budget Plan Development:

Making direct use of, and reference to, the Key Strategic Directions, the funding and facilities information, and the planning assumptions provided above, those responsible for instructional and non-instructional ‘units’ at Okanagan College (including Deans, Managers and Directors) will develop education support plans for their areas and the budget plans required to implement them.

To provide additional direction for this activity, budget principles for 2005-06 are included here, and a consultation and development process is outlined below.

a) Budget Principles:

The following principles will be used to guide the development of Okanagan College's budget:

1. Using generally accepted accounting methods and fair projections of revenue, OC will prepare, on an annual and multi-year basis, balanced operating, capital and project budgets in compliance with legislative requirements and institutional policy.
2. Through collegial, multi-year planning and consultative process under development, OC will prepare, on an annual and multi-year basis, an institutional budget that reflects the necessary balance of programme and support activities within the institution. This planning process should account for the mandate of the institution, the multi-campus and regional organization of OC, and the role of all units and areas in ensuring the effective, efficient delivery of our mandate of teaching, learning, research and outreach.
3. The sustainability and quality of all programmes, services and activities will inform all budget recommendations.
4. OC will develop and maintain a manual of operational policies that will inform budgeting and budget review and management. This will include, but not be limited to, the following:
 - a) accumulated reserves from previous year's operations or other available one-time funding will be used only for capital and one-time purposes unless otherwise approved by the President;
 - b) revenues will be routinely reviewed and adjusted as appropriate; cost-recovery, contract or other outreach programmes will be informed by established overhead, and profit to cost expectations;
 - c) the first draft of annual budgets will include, as "fixed costs", the cost of compliance with all contractual requirements, as well as any federal or provincial requirements for funding.

b) Consultation/Development Process:

A team comprised of the three Vice Presidents and the Director of Public Affairs and led by the VP Finance & Corporate Services will visit each campus to meet with staff and students in all four regions of Okanagan College. During these sessions, the team will review the institutional strategic directions and our planning assumptions, will outline the "income and expenditure prospects" for the coming year, and will review the budget principles that will direct the budget development process.

In addition, each Vice President and the President will meet with their direct reports to review this information and these principles and guidelines. "Unit Managers" will use

this input when working with their staffs in the process of developing unit plans and associated budget plans for the first year of college operations. This unit-level process will reflect learning-organization principles by ensuring that collegial, unit-wide input is applied to the development of these plans and is reflected in the unit submissions.

While the process described above is designed to ensure that members of both instructional and non-instructional units/operations have direct involvement in steps leading to institutional and budget plans, it will also be essential to engage student and employee groups through the creation of an Okanagan College budget advisory group.

Income and Expenditure Planning Prospects

Unit managers will be asked to develop operational plans around a range of planning assumptions to be developed by the OC Board and Executive.

c) Consolidation and Approval Process:

Unit plans and supporting budget plans will be submitted for review by March 31, 2005

The process by which unit plans and budget plans will be reviewed and incorporated into the OC institutional plans and budget is described in Appendix "C", "Planning Framework for Okanagan College, A Learning Organization", which was approved by the OC Board at its January meeting.

APPENDICES:

Appendix A

OC Guiding Principles

1. Student Focused

This includes:

- a) promoting academic success
- b) demonstrating sensitivity to student satisfaction
- c) ensuring proactive, friendly, effective staff
- d) providing efficient service
- e) empowering students to be self-directed and responsible within a supportive environment
- f) providing laddering and progressive credentials
- g) ensuring student representation on the Board of Governors and Education Council
- h) offering opportunities that allow students to develop employability skills
- i) encouraging an environment that recognizes and develops sensitivity to diversity
- j) providing assistance to students to ensure education is affordable and accessible

2. An Assembly of Equal Status Campuses with Commitment to the Four Regions (South Okanagan/Similkameen, Central Okanagan, North Okanagan and Revelstoke/Shuswap) Valuing Education as a Public Good

This includes:

- a) a Board of Governors and an Education Council that have representation from all four regions within the Okanagan College area
- b) a regular senior administration presence in each region
- c) ensuring a range of credential completion at all campuses
- d) offering a range of courses and programs area-wide complementing signature programs
- e) balancing socially and fiscally responsible programming
- f) seeking and allocating adequate funding for Okanagan College as a multi-campus, multi-centre institution
- g) establishing and maintaining a College presence in the area-wide communities that demonstrates the institution's responsiveness and commitment to all the communities served by Okanagan College

3. Learning Centered

This includes:

- a) striving to provide excellence in all aspects of teaching and learning
- b) developing life-long learning skills
- c) providing a broad array of teaching and learning methodologies
- d) supporting teaching and learning by providing quality educational support

4. A Broad Range of Quality Programming, Maximizing Opportunities for Educational Progression

This includes:

- a) providing an appropriate balance between traditional core programming and signature programmes
- b) ensuring progression within the new Okanagan College, including progression from continuing education, developmental, certificates, diplomas and degrees
- c) ensuring progression to and from other institutions
- d) developing a special relationship with UBC Okanagan to ensure progression in both directions
- e) providing access and programming in partnership with First Nations' organizations
- f) using an integrated global perspective where appropriate, including student and faculty exchange
- g) providing opportunities and support for international students
- h) seeking sustainable funding for all programs
- i) committing to quality programs through accreditation and quality control
- j) maximizing access and flexibility in programming
- k) ensuring responsiveness to our communities

5. Value and Respect for Employees

This includes:

- a) recruiting and retaining quality employees

- b) providing a healthy, vibrant workplace
- c) providing employees with the tools needed to effectively respond to student needs
- d) empowering employees, by involving them in decision making and planning
- e) fostering respect for all employees
- f) creating a positive labour relations climate

6. Scholarly Activity and Research

This includes:

- a) engaging in applied research and development
- b) supporting scholarly research and activity in its broadest terms across the institution
- c) engaging in innovation
- d) ensuring relationships with UBC Okanagan and other research agencies and groups
- e) supporting entrepreneurship
- f) committing to ethical and socially responsible activities
- g) enhancing equitable and sustainable practices to promote environmental, economic, and social well-being

7. Preserve, Build and Shape Strategic Partnerships, Affiliations and Alliances through community, regional, provincial, national, international relationships

Appendix B

Key Strategic Directions

1. Model the learning organization in the development of the first annual plan and budget

- includes collegial processes, empowerment, teamwork, accountability

2. Support student access and success

- includes educational programs, new learning delivery models, services planning, facilities planning

3. Develop the basis for a regionally balanced institution

- includes putting in place structures and process for regional planning within the context of institution-wide planning

4. Develop the resources required to support and deliver on OC's mandate and strategic directions

- Includes recruitment of new staff and orientation of new and existing staff with orientation to reflect, and align with, OC principles and goals
- includes performance management and accountability, internal communication
- includes maximizing efficiencies in existing operations and developing new, and enhancing existing, revenue sources
- includes establishment of necessary facilities and capital resources for OC programs and services

5. Create community awareness of the new Okanagan College

- Includes implementing branding and marketing plans

Appendix C

Planning Framework for Okanagan College, A Learning Organization

1. Introduction

This document outlines the planning framework and timeline under way for the new Okanagan College. While it focuses primarily on short-term (annual) planning, it does so in the context of longer-term planning processes. A proposal for a longer-term planning process will be presented to the Board for discussion in February or March.

There are two types of planning in which the College must engage:

- 1) Long-term planning: This type of planning process generates a strategic plan with elements such as a vision, mission statement, goals and objectives for the longer-term development of the College. To be effective, such a plan needs significant involvement from all the players in the College - Board, staff, students and communities - over a period of several months. It sets the major, strategic directions for all the significant components of the development of the institution such as educational programming, support services and structures, facilities, fundraising, government relations, and so on. Given that the Board was only appointed on 26 November 2004, that the majority of staff will not become College employees until 1 July 2005, and that the regular student body will not be in place until September 2005, there is not sufficient time to implement a full-blown, long-term planning process in advance of the annual operational planning processes necessary for 2005-06.
- 2) Annual operational planning: This type of planning includes the development of annual key strategic directions for the institution, unit plans for each region and major organizational unit of the College, an institutional annual plan that incorporates aspects of the unit plans, and a budget plan that resources the annual plan.

It is important to recognize the unusual conditions under which the College Board and staff have to plan this year. Time is of the essence and therefore 2005-06 calls for a compressed planning cycle in order to have the College fully operational by September 2005. For 2006-07 and subsequent years, the College will follow the regular operational planning process, which will be informed by a proper longer-term planning process to be completed during 2005-06.

Thus, the planning strategy for 2005-06 that the Transition Team Steering Committee has followed to date and recommends consists of:

- 1) A compressed annual operational planning process for 2005-06

- 2) The full annual operational planning process for 2006-07
- 3) A longer term planning process that will start when it is possible for all the players to take part and complete in time to inform the 2006-07 annual planning processes

2. Planning Steps 2005-06

The timeline for the compressed 2005-06 annual planning process is:

- By February 27 - issue Priorities and Planning Framework document
- By March 31 - complete review of unit plans
- By May 1 - approve annual plan and budget for 2005-06
- By June 30 - take stock of progress and prepare for next cycle
- July 1 - 2006-07 planning cycle begins

The Feb. 27 Priorities and Planning Framework document, approved by the Board, will include the following items designed to provide direction for the subsequent steps:

- Elaboration of key strategic themes
- Income/expenditure prospects and strategies
- Organizational structure, roles and responsibilities
- Staff planning, recruitment and orientation
- Facilities plan
- Budgeting principles, process and guidelines

By March 1, each region, faculty and administrative unit will generate a unit plan that addresses both institutional strategic directions and the needs of the particular unit. Unit plans will go through the following process:

- Executive ensures annual plans and budgets are developed as per guidelines
 - Responsibility assigned for development of plans in every area of college activity
 - Unit plans to express key strategic themes and be developed consistent with practice of a learning organization
 - Unit heads play lead role in plan development and are responsible for effective implementation
- Unit head meets with vice-presidential team to discuss planning submission

By May 1, the Senior Management Team will present an annual operating plan and budget plan for 2005-06 for Board approval. The process will include:

- Synthesis and consolidation: unit plans discussed and aggregated into draft annual plan and budget by executive team
- Budget recommendations reviewed with senior management team
- Annual plan and budget approved through governance process
- Budget decisions formally communicated to unit heads, and associated deliverables for performance management defined

By June 30, the Senior Management Team will present the Board with a review of the College's progress toward the achievement of its strategic directions.

Elements and next steps include:

- Administrative retreat to review progress and set stage for next cycle
- President and Board use results to begin to work with extended community
 - review vision and update key strategic directions
 - build on internal and external processes of consultation
 - identify new opportunities for programming, partnerships, revenue-generation, collaborative practice, process and practice improvements, etc.

3. Planning Process for 2006-07 and Subsequent Years

For 2006-07 and the following years, the annual process for operational planning will be aligned with the longer-term planning process and use the following timeline:

- April 1 – June 30: Evaluating previous year's progress
- July 1 – September 30: Updating Priorities and Planning Framework
- October 1 – December 31: Developing unit plans
- January 1 – March 31: Developing annual operational plan and budget plan

4. Conclusion

It should be noted that the planning process be an iterative process. In keeping with the learning organization model, every stage will include extensive collegial consultation, a collaborative approach, clearly defined outcomes and thoughtful evaluation.