



Education Plan

2009-2011

Submitted by the Vice-President (Academic) and Provost

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Note: Normally, the institution's Strategic Plan sets the parameters for the Education Plan. Given that our current strategic planning exercise will not be completed until the spring and that the Education Plan needs to drive the budget process, which is now underway, this Education Plan precedes the relevant Strategic Plan. As the latter may necessitate revisions in the former, there is a provisional or interim quality to this Education Plan and to the Appendices which outline the plans of each of our Faculties and include a statement from the Office of Research Services and Industry Liaison.

INTRODUCTION

Two principal facts will shape education planning at UFV, now and in the near future. One is that **we are doing a lot of things right**. We know this because, once again, we have come out on top in the *Globe and Mail University Report*. Compared with all Canadian universities in our category ("small universities": 4,000-12,000 students) UFV placed at the top of the list, earning an A grade in the areas of most satisfied students, quality of education, and teaching, and an A+ in student-faculty interaction. We also rank first in British Columbia, *among universities of any size*, as we earned the most A's and A+'s of any public university in the province. The *Globe and Mail* results testify to the committed and talented faculty, staff, and administrators who work here and remind us that our outstanding achievement is made possible by all of us working together towards the same end: student success.

Second, **we must be prepared to change**, repeatedly and sometimes dramatically, because of current and expected fundamental changes in the context within which we work. The impact of the present recession and other, often related, political, economic, social, and cultural developments are having, and will continue to have, profound implications for the world of post-secondary education. This means that we will have to rethink much of what we do, including some of the things we are doing well.

We should not be daunted by this challenge as one reason why we have done so well is because of our incredible capacity for change. At least since 1991, when UFV became a university college, we have never stopped changing. The shift from a community college to a degree-granting institution was qualitatively greater than the one we are now experiencing: the transformation of a university college into a university. And we have managed all of these changes so well because we have not forgotten the values that made us relevant and responsive to our communities and our region.

But there are challenges in and for the world of post-secondary education that we must acknowledge and meet. In addition, there are constraints and opportunities peculiar to UFV and the BC post-secondary environment.

First, the Ministry of Advanced Education and Labour Market Development (ALMD), which provides about 60% of our funding, has its own mandate of bringing together four program areas: post-secondary education and training; labour –market analysis, planning and development; immigration policy and immigrant integration services; and public sector labour relations. Post-secondary institutions will need to be aware of how ALMD understands this mandate and of the information it is using for its own strategic planning for carrying out this mandate. In particular, the Ministry's analysis of the labour market, long-term demographic trends and the immediate impact of the recession, and its forecast of economic developments over the next several years—which relies particularly on the work of economists like David Baxter¹—have significant implications for its planning for post-secondary education and, hence, for our own education plans.

¹ David Baxter, "Fast Forward to the Future: 2020 British Columbians," Keynote Presentation at *Outlook 2020: Shaping B.C.'s Economic Future*, Vancouver, September 22, 2009. The themes of this presentation were central to the Ministry's "BC Labour Market: Engagement Sessions" held in October 2009. There, ALMD defined its

To begin with, ALMD recognizes that British Columbia will have an aging population and a diminishing labour supply and hence diminishing tax revenue from which to fund the increasing needs of the retired population. The two areas from which the BC government hopes to recruit new workers are immigration and the Aboriginal population. On the one hand, immigrants are expected to fill more than one third of the total job openings over the next ten years. While the percentage of immigrants with university education is much higher than that of the Canadian-born population, post-secondary institutions will need to pay particular attention to their English-language training needs and any programs which can facilitate their transition into the work force.

On the other hand, the Aboriginal population presents different opportunities and challenges for universities. Over the past decade, the Aboriginal population has grown four times faster than the non-Aboriginal population. Of even more significance for UFV, the only population of 17 -24-year-olds that is growing is that of the Aboriginal community. While the BC government will be focussing on increasing the labour market participation of Aboriginal people, this will only happen if post-secondary participation rates of this population improve significantly. This, in turn, will require an improvement in the rate of high school graduation for Aboriginal students. This means two things for UFV: the Indigenization of the institution, which includes fostering good relations and more partnerships with the Aboriginal communities; and cooperation with the school districts with a focus on moving Aboriginal students through Grade Twelve and into university.

For post-secondary institutions, all of the above means a continuation of the provincial priorities of the past two years: trades training, graduate programs, health (especially in relation to the aging population), and aboriginal education.

Second, beginning in 1999 with the Bologna Process and followed in 2002 by the Copenhagen Process, Europe has created a model for higher education that is quickly becoming “a global norm.” This model is characterized by quality assessment, outcomes-based assessment, recognition of non-formal learning (similar to PLAR), student and labour mobility, and “permeability” (the easy transfer of credits from one program in one university to another program in a different university—and a different country). “A set of documents known as 'Europass' are in use to enable learning achievements to be readable and transparent to educational and training institutions and employers across Europe, whether the learning acquired [is] in an academic setting or in supervised work or training.”² It gives a whole new meaning to “internationalization.” Those countries—not just institutions—which do not adopt a similar model will lose out not only in the competition for international students, but also in the competition for domestic students, as bachelor's degrees from countries not part of the dominant system might not be accepted for graduate programs abroad. They will also be challenged in their ability to compete in labour markets.

Third, and closely related, is the long-term impact of the recession and trends in public funding of universities. As public funding continues to decline (on top of the recent dramatic losses in endowment

“overarching purpose” as one of “position[ing] British Columbia to meet the competitive challenges of the twenty-first century through better aligning labour market supply and demand.”

² Alex Usher and Linda Green, *Bologna and Beyond* (Toronto, ON: Educational Policy Institute, May 2009), 1.

income), universities will scramble for new sources of revenue. Tuition increases will not be an option; they will become politically impossible. One remaining option is an increase in the number of international students on campus. But increasing competition among universities and forecasts about trends in international education suggest that this will not be a permanent solution. Developing countries like India have a burgeoning middle class (their middle class is as big as the population of the United States) seeking education from highly reputed Western universities--but in their home country. Alex Usher predicts that within a decade, major universities will have campuses all over the world, less as a profit-generating operation and more as a means of publicizing one's brand. With our BBA program in Chandigarh, we are, perhaps, somewhat ahead of the curve. But there are many ways of establishing our name and satisfying the growing demand overseas. "The growth market in education for major Western universities lies not in attracting ever-greater numbers of students but rather in modularizing knowledge, delivering it in locally-appropriate forms through international partnerships, and certifying students at the end of a course or period of studies."³ It is a growth market in which smaller universities can and must compete (UFV just became the first Canadian university to sign an MOU with Delhi University). In any case, international education, which generates revenue that allows us to balance our budget year-in, year-out, will become more important, for both economic and educational reasons.

Fourth, we will no longer be receiving growth-FTE funding from the province. Considering that we are not allowed to increase tuition by more than the rate of inflation (2% or less), that demand has clearly outstripped our current ability to meet it (we are a victim of our own success), and that, given the rapidly changing world in which we live, we will continue to need to develop new programs, this presents a formidable challenge for us. Above all, it will require us to take our enrolment management strategies to a whole new level.

Fifth, having spent our years of growth funding on the classroom and the increase of courses and sections, we face a situation of overburdened support services and insufficient administration. At the same time, there are both funding and political constraints on the expansion of administrative positions (ALMD has stated that the new universities cannot expand administrative positions at a greater rate than that of educational offerings). Nevertheless, over the next few months, we will review our administrative structure, the number and nature of our Faculties or decanal areas (one of our Faculties is waiting patiently for more than an "interim" dean), the distribution of resources for the administration of our educational programs, and the case for associate deans and an associate vice-president academic.

One "overburdened" area deserves special mention, and that is online learning. The explosion of online offerings has created what is, in effect, a fourth, if virtual, campus, with real needs. We have not resourced online learning as if it were a campus, but the ability of our IT and IMS Departments to support it has reached a critical point. It is particularly clear that our online options are increasingly the preferred choice of students during the summer months.

³ Alex Usher and Ryan Dunn, *On the Brink: How the Recession of 2009 Will Affect Post-Secondary Education* (Toronto ON: Educational Policy Institute, February 2009), 29.

Sixth, our mandate as laid out in the University Act and in government letters of expectation is to be a teaching-intensive, regional university. This both constrains us and provides us with important advantages and opportunities. It behoves us, first, to identify some of the characteristics of our “region.”

The Fraser Valley, the traditional territory of the Sto:lo people, is characterized by a rapidly growing, very diverse population, but low post-secondary participation rates; a large percentage (of those who go to university) of first generation university students; declining public school enrolments and post-secondary transition rates; a comparatively very high percentage of males and Aboriginal youth who drop out before completing high school; and growing numbers of adults wanting to return to or start post-secondary education.

This means many things for UFV: more must be done to attract both male and Aboriginal students and facilitate their transition into university. This, in turn, means connecting with our school districts, because education is a continuous process, but doing so in an affordable way so as not to drain resources from the service of current UFV students. Our curriculum must reflect the diverse identities of Fraser Valley citizens. In the immediate future, a growing percentage of our students and our potential students will be adults, including much older adults. A high percentage of our students—both high school graduates and mature students—are and will be working while going to school. UFV’s challenge is (1) to integrate the practical learning and experiential knowledge that working students have gained into the critical and scholarly learning they acquire in the university; (2) to design flexible programs, schedules, delivery methods, and so forth, that attract a diverse body of students with varying needs; and (3) to find the resources to understand and ameliorate the risk factors associated with first generation students—especially in their first semester and year of study, when retention rates are at their lowest (we lose about 25% of new students after one semester and 40% after their first year).⁴

We must also recognize that we have been given our “regional” mandate in an era of globalization when all regions and their problems are both local and global and, thanks to communication and information technologies, “time and space are compressed as never before, [and] . . . ideas, money, services, and people are constantly in motion, freed from the constraints of national boundaries.”⁵ What does it mean, for example, to serve a “region” in which at least twenty, perhaps twenty-five percent of the population of its largest city is Indo-Canadian with enduring economic, social, and cultural ties to India? How does a largely rural region deal with issues of urbanization, sustainability, environmental challenges, health, and more, without understanding the global nature and proportions of them? In the “creative economy,” where “people no longer follow jobs—jobs follow people,”⁶ and creative people

⁴ “Research Proposal to Support the Next Strategic Plan for UFV,” prepared by the Office of Institutional Research, July 7, 2009.

⁵ Mira Kamdar, *Planet India: The Turbulent Rise of the Largest Democracy and the Future of Our World* (New York: Scribner, 2007), 5.

⁶ Barbara Ischinger and Joana Puukku, “Universities for Cities and Regions: Lessons From the OECD Reviews,” *Change Magazine* (May-June 2009) (<http://www.changemag.org/May-June%202009/full-cities-regions.html>).

gravitate to “creative cities,” how does UFV help the Fraser Valley retain its talented and ambitious youth? Answering these questions has direct implications for our program development.

Our mandate to serve our communities and be regionally responsive and relevant, which is consistent with the increasing trend of viewing universities as a branch of public policy, has another implication for our education planning. Public problems rarely fit neatly into disciplines, the primary means by which modern universities have traditionally organized knowledge. Training and educating students to solve them must increasingly become inter- and multi-disciplinary.

For different reasons, interdisciplinarity has for some time also characterized the business world, where *collaborative teams* bring different methods together, thus breaking down the silos (of research, commercialization, production, and marketing) in which industry used to organize itself. So making our students employable now requires educating them to think and function in an interdisciplinary manner.

In a region with low post-secondary participation rates, access is a crucial issue. But if access is to have substantial meaning, it must be access to a university recognized for the quality and challenging nature of its programs and the excellence of its graduates.

This requires an accomplished and committed group of faculty and staff. Recruiting and retaining them in an increasingly competitive post-secondary environment is another challenge. Though we have limited resources, we know that ensuring that our faculty and staff have the support they need to achieve excellence and realize their ambitions is vital if we want our students to achieve excellence and realize *their* ambitions.

The challenges created by the recession mean that more of our students are returning to school after having been laid-off, more need career and educational planning help, and more want to spend less time acquiring an academic credential (for a variety of reasons, the “three-year degree” is the norm in Europe and a topic of such currency in North America that it made the cover of a recent edition of *Newsweek*)⁷. It also means that more of our students are in need of financial assistance (while there is a decrease in the funding options/opportunities available to them) and are trying to achieve academic success while faced with the stresses of such a situation. We must be particularly mindful of this in our recruitment and retention efforts—indeed, in all of our interactions with students.

This reminds us that students are not disembodied minds. Though we may focus on their intellectual development, no one's intellectual development can be separated from their emotional and physical state and their social and economic conditions. This is why we need to develop greater integration of our service and academic areas. The knowledge of students gained in every department--from Financial Aid to Counselling to Advice Centres to the Disability Resource Centre to the Career Centre to Student Life--needs to inform the thinking of faculty, and vice versa.

All of the above implies certain strategic priorities (which are outlined below), but we need to know how well we are achieving them. The principle mechanism available to academic departments for self-

⁷ *Newsweek* (October 26, 2009). The cover read: “WHY COLLEGE SHOULD TAKE ONLY 3 YEARS by Lamar Alexander plus AN EXCLUSIVE ROUNDTABLE ON THE REINVENTION OF HIGHER EDUCATION.”

assessment is the Program Review process. Our Program Review policy was passed by Senate last January and this academic year we have launched the review of four units and their programs: Criminology and Criminal Justice, Physics, Kinesiology and Physical Education, and Continuing Studies.

In addition to Program Reviews, we will continue to study and evaluate how we practice our commitment to being a learning institution. The findings of *Discussion Paper One: The Entering Characteristics of "Traditional" Students* and *Discussion Paper Two: Student Retention and Academic Success*, and the research projects and surveys planned by the Office of Institutional Research (on high schools, new applicants, the adult population in the Fraser Valley, and early-leavers from UFV) will inform our educational decisions.

In an historical moment when the university must demonstrate its relevance to its communities if it is to flourish or, perhaps, survive, our mandate and our geographical location give us certain advantages. A "teaching-intensive" mandate privileges us as a destination of choice for potential undergraduate students at a time when Canada's major research universities are discussing openly the abandonment of undergraduate education as a primary focus for their institutions. A mandate to serve a "region" in which we are the only public post-secondary institution underscores our long-standing connections to our communities, connections which other institutions with less (geographically or socially) well-defined communities can only envy. Moreover, in a globalizing world, universities without a well-defined region have few advantages over any other universities when it comes to recruiting from the local population. To the extent that we embrace our region and are embraced in return, to that extent we are "relevant" and worthy of support and defence by the region's citizens.

Looking at the peculiarities of our mandate, our region, and our Ministry's mandate and vision has focused attention on the economic dimensions and labour market relevance of higher education. This does not mean that our primary purpose is not the traditional one of universities: the education and development of active, ethical, and these days, *global* or "internationalized" citizens with critical and cross-cultural skills. The success and health of our region ultimately depends on this. But it does mean recognizing that the "citizen" has economic dimensions, that she or he must eat, drink, have shelter, and clothing, that our students in learning to become citizens must have the same and thus, very often, must work while studying and paying the ever higher costs of post-secondary education. The contradiction between the narrow and often short-term focus of governments that fund—in smaller and smaller percentages—universities and the expansive vision of post-secondary educators and their institutions is not a necessary one. A liberal education was, after all, originally meant to produce students who could participate fully in the economic and political realms of their society. In this sense, there never was a contradiction between an academic and an applied education. The strength of UFV lies in our ability to integrate the two and thus create citizens equally at home in the economic and political realms of a society that is at once local and global.

Believing that *our educational efforts should assist in connecting the university with the community, learning with doing, and research with teaching*, we have established the following strategic priorities for our education planning:

Strategic Priorities

(All of these are addressed more specifically in the Education Plans of each of the Faculties, which can be found in the Appendices):

1. Student Recruitment, Retention and Success

Student success is our overriding priority. We will continue to work on initiatives (such as the Supported Learning Groups and Peer Mentoring) to improve retention rates, especially where they are lowest: in the transitions from First to Second Semester and First to Second Year. Ultimately, both retention and student success are less a function of completing programs and more a question of students actually attaining their educational goals. In our new environment, with no growth FTEs and increasing student demand, our recruitment efforts may have to become more targeted. We will need to coordinate our dual commitments to student access and success. And we will need to direct efforts (and therefore, resources) to the first-year experience of all of our students, especially the first-generation ones. This will require a coordination of all of our counselling and advising services (including the role of faculty in advising, known to be a factor in student retention) and a coordination of advising with the activities, especially the teaching activities, of our instructional departments. We should also include in this coordination the considerable outreach and orientation activities and transition programs for high school students provided by Student Services, the Recruitment Office, and Aboriginal Access Services.

In addition, departments will work with their Student Societies to improve the quality of student life on campus and to foster a sense of community among students.

2. Enrolment Management

The same factors identified in the previous priority will require UFV to develop more sophisticated enrolment management strategies. Our Director of Enrolment Management, with the assistance of the Strategic Enrolment Initiatives Committee and ongoing consultation with departments across the institution, expects to produce an Enrolment Management Plan early in 2010.

Our enrolment management strategies will include a consideration of innovative programming (and innovative delivery) in the Summer semester. Last May's intensive three-week certificate in Indigenous Studies: Maps, Films, Rights, and Land Claims provides an example.

3. Indigenization

This looks to be the challenge facing Canadian universities in the early twenty-first century. For UFV, it means recognition that we exist on traditional Sto:lo territory and reflecting that fact in our courses and curriculum, our hiring decisions, our facilities and campus planning, our community and educational partnerships, our convocation ceremonies and all public events, and in everything that will contribute to making our university a safe and welcoming place for all Indigenous students. This includes strengthening our transition programs and developing degree programs in Indigenous Studies.

4. Internationalization

This is perhaps a close second to the Indigenization challenge. Aside from the economic reasons for moving further in this direction, there are good educational reasons--above all, preparing our students to become active, ethical, and thoughtful global citizens. This means increasing their international experiences and opportunities by increasing the number of international students on campus; developing student exchange and study abroad agreements (we currently have 24 student exchange partnerships in 16 countries); facilitating international internships; increasing not just student, but faculty mobility (this includes providing opportunities for international faculty to visit and teach here and for our faculty to do the same elsewhere); enriching our curriculum with more international content--in both existing and new courses (the Global Development Studies degree mentioned in last year's Education Plan will go some way towards accomplishing this as well as increasing opportunities for international student internships); teleconferencing lectures and student discussions to, with, and from foreign universities (as we did with St. Petersburg State University last year); and maintaining our Internationalization Fund and encouraging more of our faculty to apply to it. The central factor in recruiting international students has become partnerships with foreign universities and colleges. We are multiplying these, but they are dependent on our ability to articulate curriculum in a timely manner, and we have work to do here. This work is being facilitated by an International Liaison Coordinator in the Faculty of Science (appointed this fall) and an International Articulation Working Group. Our Global Development Institute and the Centre for Indo-Canadian Studies will continue to arrange study abroad and international internship opportunities for our students.

5. Environmental Sustainability

This involves not only transforming and developing what we teach to include more content and programs in this area, but where and how we teach, so that the issue of our impact on the environment becomes a factor in all of our decision-making. This includes rationalizing our timetables and inter-campus travel. We will continue to work on an Environmental Studies program and explore the possibility of a Food Safety and Security initiative with the Department of Agriculture and related programs.

6. Indo-Canadian and South Asian Studies

This continuing priority reflects the fact that our region has one of the largest Indo-Canadian communities in Canada, and one with enduring social, cultural, and economic connections to India. In addition to our Centre for Indo-Canadian Studies, our Certificate in India-Canada Studies, and our BBA in Chandigarh, we are establishing MOUs with many universities and colleges in India with the aim of fostering student and faculty exchanges. This could also involve enabling senior level UFV students to participate in "directed studies" in Delhi University's English MA program and opportunities for MA students from Delhi University to study the Indian Diaspora at UFV. We are also exploring collaboration possibilities between our Theatre programs.

Another consequence of this priority has been our Diaspora Education Consortium with York University and the Universities of Northampton (England) and Muenster (Germany). We were

successful in acquiring funding for this initiative from HRSDC and the European Union and are developing courses and a certificate in this field.

7. Mennonite Studies

In another effort better to reflect the nature of our region, we signed an historic agreement with the Mennonite Faith and Learning Society in June. Long-term plans include a community-supported Centre and a Chair in Mennonite Studies, but our initial focus is on course and program development. UFV faculty, in collaboration with a Mennonite Community Advisory Committee, are currently working on a Certificate in Mennonite Studies.

8. The Integration of Research and Teaching

This begins with the recognition that research and teaching do not function in mutual opposition—they fuel each other. A teaching intensive university must, therefore, ensure that research and its relationship to teaching is a priority. This involves both bringing one's research into the classroom and mentoring students as researchers in their own right. Involving students as participants in the creativity and discovery of inquiry-based learning can begin as early as first year and is known to contribute to student retention.⁸

Research skills in an information-rich society are not the privilege of university faculty; they are necessities for all successful citizens, so they must be integrated into the undergraduate curriculum. We will maximize the opportunities for our students to be involved in research, especially research that is directly relevant to the communities in which they reside (linking inquiry learning to service learning or community-based research is a logical priority for a regional university). Our library, the centre of our university, plays a crucial role in both supporting student research (as it should support faculty research) and teaching students research skills. Our newly opened Centre for Social Research adds another means of facilitating faculty research, mentoring student research, and teaching competency in research methodologies and the use of technology. As a place to which community members can come for assistance with understanding and solving social problems, it will enhance our ability to connect both faculty and student research with our communities and help UFV become an engine for the social and economic development of the Fraser Valley.

9. Strengthening the Culture of Teaching and Learning

This means developing the Centre for Teaching and Learning, creating celebratory events for our past and present recipients of our Teaching Excellence Award, sharing resources and expertise with our sister institutions, and increasing the number and range of professional development workshops on topics which include: the scholarship of teaching and learning, the use of educational technology, online teaching, the integration of media in the online environment, debates on the teaching of writing, the challenge of racism in the classroom and the university, and much more.

⁸ Yvon Dandurand, *Inquiry Learning at UCFV: Linking Research and Teaching in a Teaching Intensive University* (<http://www.ufv.ca/Assets/Research/Inquiry+learning+think+piece.pdf>), 6.

10. Community Partnerships, Forums, Events, and Conferences

As government funding declines, there will increasingly be economic as well as educational reasons for the university and individual departments to forge diverse partnerships. In addition, partnerships institutionalize our community service orientation and solidify our community connections. The appendices discuss a range of partnerships, from those with our School Districts to improve the high school graduation and transition to university rates in the Fraser Valley, to one with the BC Cancer Agency and the Abbotsford Hospital to offer a Concentration in Medical Physics in the Physics Major, and much more. A variety of forums, events, and conferences will also bring the community, as well as visiting scholars, onto our campuses.

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation

Giving priority to interdisciplinary and integrative approaches to learning will both prepare students for success in a world which demands interdisciplinary, integrative, cross-cultural, and collaborative skills and make for a more efficient use of resources and faculty expertise.

12. Recruitment and Retention of Faculty

In the increasingly competitive post-secondary world, all universities are making or have made this a priority. We need to do the same. To this end, the office of the Vice-President (Academic) and Provost, the deans, and the AVPS for Teaching and Development and Research and Graduate Studies will work with the Associate Vice-President for Employee Services to develop a strategic plan for the recruitment and retention of faculty, including the improvement and standardization of hiring procedures.

13. Creative Resourcing

Given the lack of growth FTE funding, departments will be encouraged, in cooperation with the Development Office, to seek out new sources of funding for various initiatives. Our Program Review of Continuing Studies, a traditional source of non-government funding, is timely. It will be important not to give up the economic benefits of the current model, yet we need to consider Continuing Studies' future role and purpose within the academy.

APPENDICES

2009-2011 Education Plan: Faculty of Access and Continuing Studies

2009-2011 Education Plan: Faculty of Arts

2009-2011 Education Plan: Faculty of Professional Studies

2009-2011 Education Plan: Faculty of Science

2009-2011 Education Plan: Faculty of Trades and Technology

2009-2011 Education Plan: Teaching and Development

2009-2011 Education Plan: Research

Faculty of Access and Continuing Studies

EDUCATION PLAN 2009-2011

Karen Evans, Interim Dean

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Faculty of Access and Continuing Studies

Education Plan 2009-2011

A. Overview

The Faculty of Access and Continuing Studies includes Aboriginal Access Services, Upgrading and University Preparation (UUP), English as a Second Language (ESL), and Continuing Studies.

The recent incorporation of this new Faculty (March 2009) into our organizational structure highlights our commitment to student access and transition programming, literacy, adults with special needs, and to immigrant populations who require English language skill acquisition to move forward with their educational and career goals. Aboriginal Access Services plays a critical leadership role in the ongoing development of culturally relevant programs and services for our Aboriginal students. Continuing Studies provides career-related programs to our communities and works closely with employer groups and organizations to ensure the relevancy of our programs in the labour market.

The overarching principle of the Faculty is to facilitate access to higher education and to further career aspirations by providing students with necessary skills and supports in a culturally safe, friendly, and academically-stimulating environment. At the core of all that we do is a commitment to the success of our students.

1. Indigenizing the Academy

Indigenizing efforts at the university have their roots in Aboriginal Access Services, and means, in its simplest of terms “to make the academy both responsive and responsible to the Indigenous people”. It is a model that holds at its centre the need for an integrated Aboriginal education. Integration in this instance refers to a student’s sense of belonging, comfort, and commitment to their educational goals. We have recently hired a new Aboriginal Access Coordinator and two department assistants, one in Abbotsford and one in Chilliwack. Goals for 2010-2011 include improving student success, curbing attrition, and improving retention. Efforts for this are well underway, with on-going community consultation, new program development across the faculties, new curriculum development, and revision of existing curriculum. Professional development opportunities will give faculty and staff cultural knowledge that will further our efforts to provide a safe and culturally relevant environment for our Aboriginal learners.

2. Internationalization

The presence of international students helps to internationalize the university and the broader community. The ESL and the UUP departments have many international and immigrant students in their programs and contribute to internationalization by assisting students with their studies and with their integration into community. The ESL department is forming an “ESL Awareness” committee that will raise awareness of English language and cultural issues for students who have a first language other than English. Our Faculty will support any culturally related initiatives by informing and encouraging students to engage with the broader community. Doing so helps our students become familiar with Canadian culture in all its diversity.

3. Challenges

Because the current economic climate precludes any additional funds to expand our programming, the Faculty is strategically focusing on future directions and re-prioritizing program development and offerings within that context. We are expecting continued increased enrolment because many students are returning for upgrading now they are underemployed or unemployed. We plan to offer more sections of our workplace essential skills courses that are designed to help students identify the skills they have and build on those skills to reach their educational and career goals. Many of our students

qualify to receive ABESAP funding, which is the only source of financial aid available to them. The increase in domestic ESL and UUP student registrations has resulted in a greater demand for ABESAP funding. Additional funds have been requested and received for this year from the Ministry but no commitments have been made for future years.

Another challenge facing the UUP department is its aging workforce and impending retirements. Experienced ABE instructors are in short supply throughout the province and the competition for them is great. We will continue to ask that people who replace faculty due to retirement be given permanent contracts. Unless we can offer them a permanent contract, they will go, and have already gone, elsewhere. To help new teachers gain experience with adult learners we will encourage them to volunteer in our classes.

The expansion of summer term and the increase in summer registrations have made it difficult for ESL department staff to take their contractual vacation time. As a result, vacations are taken sporadically throughout the year. While we have been coping with this “fragmentation”, it has resulted overall in less efficiency in the form of, for example, missed or delayed meetings and longer project completion time. This is an issue that needs to be addressed over the next year.

B. Program Development

1. Upgrading and University Preparation

UUP will continue to work with community agencies, school boards, and First Nation communities to deliver upgrading classes throughout the Fraser Valley. However, the end of provincial funding for the Regional Literacy Coordinator position requires that we find new ways to support our community partners in the development and delivery of literacy programs throughout the region. Maintaining current partnerships that allow us to offer community-based classes is a key priority for our Faculty; however, reduced funding for the community programs and no additional funding for the department will make this difficult. Community-based classes provide upgrading to parents with children in family literacy programs. Because these programs provide on-site daycare, parents can attend class at a site near where they live, improve their academic skills, and gain the confidence they need to move into on-campus classes. We will work with our community partners to develop new models of literacy program development and delivery that will not depend on a literacy coordinator.

The UUP department will also look for other partnerships that will allow us to provide community-based upgrading, workplace essential skills, and literacy classes. As a result of many student requests, we will develop a new introductory computer course focusing on current technologies that students use and want (flights online, Facebook, photographs, Twitter).

New math courses will be developed to reflect changes taking place in the K-12 system. The curriculum for these courses will be developed by the BC ABE articulation committee during the next year. UUP and Trades are developing math specific for trades programs and workplace essential skills and GED preparation for potential trades students. Faculty are working with our communities to review and revise the Workplace TASK program so it meets the needs of today’s adult special education students.

2. English as a Second Language

ESL will continue to support and work with Abbotsford Community Services and other local community agencies and school boards to deliver ESL literacy-related initiatives by serving on advisory boards, sharing resources and information, and acting as post-secondary partners for Ministry-funded initiatives that may require such collaboration. Involvement with community organizations helps raise awareness of ESL-related programs in the community, allowing us to better advise, assist, and advocate for our domestic students. It also helps community organizations become more knowledgeable about our ESL

program and UFV. As a regional university, UFV representatives may be seen as objective forum participants—a position which allows us to help foster and build trust between local organizations.

Our recent change to 7-week sessions within the full 14-week fall and winter terms for our 30-60 level classes has had a positive effect on both our international and domestic student intake by allowing for almost continuous registration in the fall and winter terms.

The 7-week sessions have had a number of other effects on our department. For example, they have affected the number of ESL elective versus core classes we put on each term. So far, the trend has been towards fewer electives and more core classes, especially speaking/listening. This has placed a greater need on our ESL lab. There is increased interest in the post-secondary ESL community to explore the idea of ESL for academic credit, especially since UNBC began attaching academic credit to some of their upper level ESL classes last year.

A sub-committee of the provincial ESL Articulation steering committee has applied for BCCAT Transfer Innovations Initiatives funding to research the possibility of academic transfer credit for provincially articulated ESL courses. Academic credit for ESL will be attractive to both international and domestic students who will be able to earn academic credentials in a shorter amount of time, but it may also affect ESL course tuition costs. Subject to funding, our department will be involved in the development of this initiative.

By continuing to work closely and cooperatively with the International Education Department, we expect to maintain and increase our current number of international ESL program students and to assist the overall increase of international student registrations for UFV by assisting with language assessments, short-term study programs, and acting as consultants for overseas language programs.

3. Continuing Studies

Continuing Studies is planning several new certificate programs in partnership with other university departments, community agencies, and business groups. These include Volunteer Management, Hospice Training, Human Resource Management, Supervisory Skills, Digital Media, Film-making, Teaching English as a Foreign Language, Lifeskills, a Library Technician Certificate, and a Sto:lo Medical Terminology Course. Continuing Studies operates as a revenue unit and is therefore able to expand its program offerings through tuition.

C. Other Initiatives

1. Retention

A number of retention initiatives are in development in Faculty departments. ESL plans to expand the ESL Help Centre begun last year. The Help Centre aids both ESL program students and other UFV students who need assistance with language and/or cultural-related questions. Expansion plans include creating aid resources and opening the centre in the evening for our evening students.

UUP will provide increased assistance to fundamental-level classes to ensure extra support is available to students. The amount of support available will be affected by human and funding resources. We will continue to have practicum students from other UFV programs, work study students, and volunteers from the community work with at-risk students in our classes. To learn more about the supports UUP students need for success, we will interview students who complete their courses and those who do not.

2. Research and Teaching

In addition to the current research projects, several faculty are planning to undertake research in the area of teaching and learning, including research on TESL students who are doing their practical with ESL students and on adults who have recently returned to the learning environment. Faculty from the UUP department will continue their research in several areas, including pedagogy as it pertains to

international students and teaching reading to adult learners. Teaching schedules of the faculty have been arranged to allow time for their research project.

3. Environmental Sustainability

Several initiatives that support environmental sustainability will be undertaken. For students, this includes developing materials for the curriculum that challenge students to think about the environment. Future ESL course offerings in Chilliwack will be timetabled to decrease the number of trips and, ultimately, time required for students in the Chilliwack area to travel to ESL classes. In addition, we are planning to use less paper by interacting with students through myUFV. The UUP department provides recycle bins for paper, bottles and cans in its classrooms and uses the money earned by recycling to support students in need. We will conduct some meetings via conference calls, use car pools, and schedule more subcommittee meetings around department and faculty council meetings. We also intend to continue working towards increasing the online components of some of our courses which should result in less classroom (and thus) travel time, especially for students in outlying areas.

4. Space and Capital Requirements

Additional classroom space, increased access to e-rooms, and wireless service on every campus are required. If our plans to expand ESL course offerings in Chilliwack are reciprocated with increased student registrations, there will be an increased demand for IT and IMS support as ESL classes tend to use a wide variety of instructional media. If Continuing Studies is to grow, it will also require additional classroom space. For UUP, there is a requirement for designated rooms, including a room for computers, at the new Chilliwack Campus.

5. Human Resource Requirements

All proposed curriculum and program changes will be done without additional financial resources. Impending retirements will necessitate thinking of department priorities and student enrolment trends and those priorities will determine hiring decisions.

D. A Student Success Story

Last winter, we had a student in our ESL bridge program who was a trained pharmacist from Jordan. He was a recent immigrant to Canada along with his wife and two young children. To practice as a pharmacist in Canada, the student needed to show proof of English proficiency and serve an internship. He had done both the TOEFL and the IELTS but each time his scores were just shy of the minimum required. Although he was doing well in our skill courses, he was anxious about doing the IELTS again. This anxiety was tied to his concern about being able to practice his profession in Canada and support his family.

The IELTS has a speaking and listening component that the student felt most anxious about, as he believed these to be his weakest English language skills. However, he was able to overcome much of this anxiety after taking our S76 class. Furthermore, the instructor of that class recommended a free tutor program offered by Abbotsford Community Services (ACS) that paired the student with a volunteer from the community who had been trained in tutoring techniques by a UFV UUP instructor. (The program was collaboration between UFV and ACS). After a period of time with the tutor, the student again took the IELTS and passed with flying colours. He now has an internship with a pharmacy in Victoria where he has moved with his family.

E. CHART OUTLINING DEPARTMENT INITIATIVES, TIME FRAME AND RESOURCES REQUIRED

Dept/School	New Initiatives	Anticipated Implementation Date	Resources Required
CONTINUING STUDIES	<ul style="list-style-type: none"> ▪ TEFL Certificate Program ▪ LIBT post diploma certificate ▪ TESL courses ▪ Digital Media Certificate program ▪ Management Skills for Supervisors Cert Program ▪ Human Resource Certificate Program 	<ul style="list-style-type: none"> ➤ Spring 2010 ➤ Fall 2010 ➤ Winter 2010 ➤ Fall 2010 ➤ Fall 2010 ➤ Fall 2010 	<ul style="list-style-type: none"> ▪ For each initiative: Faculty Classroom Cost-recovery model
ENGLISH AS A SECOND LANGUAGE	<ul style="list-style-type: none"> ▪ Creation of a core body of ESL Help Centre resources material ▪ Development of a standard template/format for delivery of online hybrid ESL courses ▪ Development of 2-3 fully online ESL courses ▪ Creation of ESL Awareness information materials for non-ESL instructors and advisors ▪ Investigate the possibility of UFV ESL course delivery at off campus sites in the local community 	<ul style="list-style-type: none"> ➤ Summer 2010 ➤ Fall 2010 ➤ Fall 2010 ➤ Winter 2010 ➤ Fall 2010 	<ul style="list-style-type: none"> ▪ Faculty/staff ▪ Faculty/staff ▪ Faculty/staff ▪ Faculty/staff ▪ Faculty/staff
UPGRADING AND UNIVERSITY PREPARATION	<ul style="list-style-type: none"> ▪ Develop a new fundamental-level computer course ▪ Revise the Workplace TASK program ▪ Create a Workplace Essential Skills certificate program ▪ Create new intermediate, advanced, and provincial math courses ▪ Create 1 -2 online UUP courses 	<ul style="list-style-type: none"> ➤ Fall 2010 ➤ Fall 2010 ➤ Winter 2011 ➤ Fall 2011 ➤ Winter 2011 	<ul style="list-style-type: none"> ▪ Faculty/staff ▪ Faculty/staff ▪ Faculty/staff ▪ Faculty/staff ▪ Faculty/staff

Faculty of Arts

EDUCATION PLAN 2009-2011

Jacqueline Nolte, Dean

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Faculty of Arts Education Plan 2009-2011

A. PREAMBLE

The educational direction of the Arts Faculty is informed by the following priorities:

1. We educate our students to become global citizens by providing an integrated and broad liberal arts core curriculum. This educational programming will be developed and offered within ongoing program evaluation at UFV.
2. We promote student and faculty research and the integration of research into the classroom and community. We support research at the undergrad level.
3. Our programs and courses are relevant to our mandate as a regional university.
4. We are committed to indigenization of the Faculty of Arts and to the promotion of Indigenous Studies programs within the arts.
5. We are committed to education that promotes an understanding of and that explores solutions toward environmental sustainability.
6. We promote interdisciplinary and multi-disciplinary education with primary focus on: internationalization (including Indo-Canadian and South Asian Studies, Mennonite Studies, and LAS); rights, peace and security; leadership; integration of applied, creative, and theoretical studies.
7. We work toward managing enrolment in accordance with available resources and students' needs. We balance access and excellence in the Faculty.
8. We continue to advocate for improved academic resources (library resources digital technology; well-resourced labs, adequate office space and sufficient classrooms, and the relocation of the Theatre to the new Chilliwack campus).

B. MEASURABLE GOALS FOR EACH OF THE ABOVE

1. compare arts programs offered at UFV to similar sized universities elsewhere and identify which depts. have the demand and capacity to offer minors/majors but do not; identify how these areas could be supported toward delivering attainable programs
2. research the 1st year experience and ways of integrating research from the first year onwards
3. host student research and faculty research forums
4. assist with faculty releases in the form of 'pay back' sections and advocate for scholarly/research leaves to accommodate requests for doctoral completion

5. invite speakers and delivery of position papers to FC
6. promote forums and projects with local regional partners
7. promote research that facilitates indigenization of classroom and curriculum
8. host student and faculty research forums
9. support informal caucus for indigenous faculty
10. develop Indigenous Studies programming
11. develop Environmental Studies programming
12. promote interdisciplinary and multi-disciplinary initiatives and, where appropriate shared hires
13. bring together liberal arts and professional training under one roof
14. Promote research that facilitates indigenization and internationalization of classroom across the curriculum and development of specific programming
15. develop Mennonite Studies programming including attention to rights, peace and security, and to promote local and international connections
16. promote courses/programs that educate for leadership
17. review developing and existing programs to identify where the unique integration of applied, creative and theoretical studies could be inserted
18. develop music programming that relates to regional needs in partnership with community organizations and funding sources and establish a working group to work toward expansion of the Music program
19. shift emphasis from over-producing FTEs to planning enrolment targets
20. increase efficiency of program delivery (availability of courses and possible reduction of program length)
21. develop new delivery models to be introduced during the summer sessions
22. work with appropriate institutional offices to improve resources for Arts, for example, the Development Office to find sources of funding to improve new technologies on campus
23. develop coordinated advising model in the Arts
24. we will voice our support for improved library and writing centre services and resources
25. we recommend that the Theatre department be fully integrated into the current delivery of education on the new Chilliwack campus

C. CONTEXTUAL CHALLENGES

We move into a year of extreme challenges within the context of educational delivery. Some of the more obvious of these include environmental sustainability, the collapse of the US banking system and ensuing global bailout, British Columbia's struggling economy, unemployment and the strain on the health care system. Students arrive with complex questions that they are motivated to understand and work toward solving. As more diverse international and domestic populations arrive in the Fraser Valley, students will be requiring courses and programs that reflect their experiences and concerns.

Tremendous opportunities exist to redesign course content and inquiry-based learning to better reflect these challenges. Although we are in the midst of tough economic times, this is an opportunity for us to rejuvenate. We have a new president, new faculty and staff who have come into the organization. We have gone through changes – historically, there was excitement about college status; this is another opportunity for excitement. We believe we deliver exciting, cutting edge programs and that even in a daunting economic climate, we see this as an opportunity to continue to develop unique and relevant educational programs. One of our greatest opportunities is how to develop our own identity as we transition to university status.

We need to ensure that students' needs are met, that arts education at UFV is distinguished by its excellence and unique components of content and delivery. This is important in the context of increased competition from academic programs and in this economic climate. Students have to work longer hours to support their learning and students who would otherwise enter the workplace now enter the university less prepared. We have more life-long learners and there are fewer employment opportunities for our students. We need to offer financial incentives and equip students to be proactive in the workplace. We need to focus efforts on entry-level students, while not ignoring those with expectations of graduate education. We will be challenged to maintain current levels of advising to students, particularly students-at-risk. With lack of funding for extra sections, advising becomes crucial so that students can plan the completion of their degrees. Moving toward a coordinated Arts Advising model to consolidate training and resources will help to address some of the problems.

In a constrained economy, we have less money available to support student and faculty research so we must be innovative in how we support and integrate research. Increasingly, the university will need to rely on private sector funding and departments will have to forge diverse partnerships. There will be increased demands for program accountability. We need to ensure that our program delivery is efficient. We will explore providing 3 year degrees with the Hons degree in the 4th year in certain areas. While competing with other institutions we must not compromise our academic reputation.

The Faculty of Arts is committed to developing students' critical thinking and research skills, skills that are invaluable in these difficult economic times. Departments recognize the importance of student-led learning, cross-disciplinary education and the integration of 'applied' arts into traditionally defined academic areas. Many students now entering the university have a more sophisticated understanding of new technology than some instructors and they require opportunities and facilities to use this knowledge. A major challenge in providing a transformative liberal arts education is to ensure that students develop historical consciousness as well as a critical engagement with popular technology. The challenge to UFV is to review and develop curriculum content and program outcomes that reflect this fast-changing context and demographic.

D. OBJECTIVES AND PRIORITIES

1. Student recruitment and retention

Despite improved enrolment in the Faculty of Arts, the Faculty realizes that recruitment and retention of students will be an ongoing challenge. Below are some of the key strategies the Faculty has identified to address these concerns:

Marketing: improve department websites and include faculty expertise; High School visits (including beyond FV); Open houses and campus tours; Annual History Day; FV Regional Historica Fair; BFA graduate show; Fashion Design show and use of media sponsors; Season of Theatre productions, talk back sessions, student matinees and provincial Directors' Theatre Festival; sessions to explain the usefulness of a particular degree; more scholarships; graduate and awards ceremonies for students; involve alumnae in dept. activities; host professional training forums ; provide workshops for local High School teachers

Communication: ensure clear presence at the Welcome Back Barbeque; hold student orientations; increase office hours, improve email response time and response to waitlists

First year experience: focus on success and retention of first year students; encourage involvement in delivery of University 101; ensure 1st and 2nd years are taught by regular B faculty; focused advising for 1st years; advising for Arts Studies students; lead department introductions in all 1st year classes with introduction to upper level offerings; orientation sessions before semester starts; upper level student mentoring; ice- breaker activities (in first few weeks of the semester invite all department students together for pizza night and getting to know each other; focus on success and retention of first year students (e.g. CSM 108);")

Student aid: work to develop new department scholarships, bursaries and awards

Improve timetabling: encourage students to declare majors early for reserved seats and advising; timetable based on enrolment and needs; cluster timetabling in Mission and Chilliwack; deliver a modified CHARTS program; provide online and blended offerings; provide Saturday classes; host summer workshops developed with Continuing Education

Support student culture: support student societies in departments; host student teas and lunches; film viewings; cultural events; speaker series; work with student organizations

Support student learning: provide mentoring (faculty and peer) and supportive learning

Support for specific groups: focus on recruiting aboriginal students; reach out to special population groups (e.g. athletics and students in residence); attend to new declarations and at risk students

Survey those who do not register or who leave: phone missed registrations (Arts Advice); survey those who drop outs of programs

Provide relevant courses and support: respond to mature students, diverse students, ESL students, students with digital know-how and students expecting to attain interdisciplinary knowledge and diverse skills to succeed in life

Improve program delivery: conduct program reviews; provide more majors so as to retain students; ensure classes are interactive and engaging; develop new upper level courses to increase breadth, and new cutting-edge courses; ensure prerequisites are flexible; ensure a number of online options

Promote research and workplace learning: introduce student success courses (e.g. CRIM 129); increase student research through work-study or grants; support students to present at conferences/ exhibitions; help students prepare grant applications and graduate school applications; offer seminars to help majors become successful in grad school; develop opportunities for grad education; increase involvement with local industry; provide advising for graduate studies and for careers

Review structure of Faculty of Arts. The Faculty of Arts has outgrown one Dean and a review of its structure is required.

2. Faculty Recruitment

The Faculty of Arts recognizes the need to ensure that new hires have the highest terminal degrees in their disciplines and recognizes the challenges we face with recruitment. Departments have also identified the need to support faculty in attaining their doctorates, especially important in terms of grant applications and faculty rating. Departments have identified the need to support faculty in managing workload and research. The Faculty is committed to hiring for diversity with specific attention to increasing the number of indigenous arts faculty. The Faculty undertakes to ensure that faculty members have adequate personal office space and adequate labs, studios and technical support.

See item 10 table for recruitment needs identified by departments.

Sabbaticals and retirements create challenges in the following areas:

Arts Advice: The Director and one educational advisor are eligible to retire within the next two years. The Director and one educational advisor are eligible for sabbatical now.

Criminology: The department anticipates three or four retirements within the next three years that will need to be filled. The department may have several faculty members on maternity leave within the next five years.

English: The department is expecting two retirements within the next 2-4 years

Philosophy/Political Science: The department expects two retirements in the next three years, and possibly five within six years. Over the next six years fully half of the current department may have retired just as the new major programs are coming on line. In light of the new majors, it is important to arrange bridging positions.

3. Enrolment Management

The Faculty supports the need for a coordinated strategic enrolment plan to cover a period of one year, three years, and five years hence, one that is flexible enough to adapt to the fast changing context of educational delivery.

Challenges: There is an issue with moving students off waitlists to vacated seats in a timely fashion in the first week of classes. Quick and effective articulation of courses is needed and, where appropriate, block transfers, particularly in relation to inter-provincial and international articulation requests. The Faculty of Arts requires additional sections in ENGL, CMNS and PSYC so as to accommodate students seeking to complete core program requirements. Department Heads require data from IR to help project enrolments, as well as training in how to project and manage FTEs. Arts advisors require improved reporting on BA majors and minors, to identify upper level offerings required for program completion, and to identify at-risk-students.

Initiatives: Departments are exploring flexible delivery models for program completion. Arts Advice plans the production of a web-based video clip and plans to offer online advising. Arts continuance policies will be reviewed. Early declaration of majors will be encouraged. A conversation has started on coordinated advising across all arts programs. The Faculty has identified the need to improve the 1st year experience and to this end the Dean plans to facilitate a working group to examine the viability of a 'foundation' year for degree students in the arts. Instruction at the 1st year level will be a priority.

4. Contribution to Indigenization of the Faculty of Arts

UFV is situated on Sto:lo territory and works closely with the Aboriginal Community Council so as to ensure the provision of education that responds to the needs of indigenous communities. The Faculty of Arts remains committed to providing indigenous content and indigenizing the institution. One of our priorities is to develop a major and minor in Indigenous Studies. The Faculty is committed to encouraging the hiring of more indigenous faculty and to working on course and program development with indigenous content. The Faculty is committed to improving access for indigenous students. The Office of the Dean of Arts will support the inclusion of elders, indigenous community leaders and visiting indigenous leaders and educators within the delivery of arts education.

What follows is a sample of some new initiatives planned for the year ahead:

- Arts Advice will create a first year student study theme related to indigenous studies.
- English will proceed with a shared hire in North American indigenous literatures.
- Communications 125 and 251 will be offered on Seabird Island.
- Criminology will be working with the Aboriginal Recruitment Officer at Correctional Services, Canada. Six classes provide indigenous content and research proposals focus on Aboriginal issues, designed to mentor and train aboriginal students about policy. Scholarships will be offered for students doing research on aboriginal criminal justice issues.
- Economics is liaising with ASP: Building Opportunities Group. The department is developing links with Ch'nook Aboriginal Business Accord and Ch'nook Scholar Program and has developed courses such as Development Economics with regional development issues pertinent to indigenous communities.
- Fashion Design is developing a new course, "Textile Traditions for Indigenous Peoples".

- Psychology is looking at how to improve the success of aboriginal students who require Introductory Psychology I for Social Work or Early Childhood Education. The department is considering offering a non transferable course that compares indigenous approaches to traditional psychology methods.
- Anthropology instructors are communicating with the First Nations community with the intention of developing a certificate in Cultural Resource Management.
- Theatre has a new course in storytelling.

5. Contribution of the Faculty to India-Canada Studies

The Faculty of Arts is committed to working with the Centre of Indo-Canadian Studies to promote an understanding of issues relevant to the Indian Diaspora community in the Fraser Valley through: research; the delivery of education; the establishment of local and international partnerships; travel and study abroad opportunities; the promotion of forums, publications, and exhibitions. The Faculty will continue to offer, and develop, courses for the delivery of the India-Canada certificate.

Selected new department initiatives are:

- The English department is working on the Canada/EU Mobility project to deliver a Certificate in Diaspora Studies. The department is working with Delhi University.
- The Philosophy and Political Sciences department is planning a new course in South Asian politics. A future course in the politics of multiculturalism will provide an opportunity to explore issues related to the South Asian Diaspora in Canada.

6. Contribution of the Faculty to Mennonite Studies

The Faculty is developing a certificate in Mennonite Studies. Toward this end a roundtable discussion is being planned with the recently formed Mennonite Community Advisory Committee. The Faculty plans to propose to the Mennonite Community Advisory a 5 course interdisciplinary Mennonite Studies certificate of which one course is a core and the rest electives. The core course will be a HIST 2xx entitled "Mennonite Experience: Origins to 1780s" (serving as a pre or co requisite to the upper level History electives). Electives include: HIST 311: The Reformation; HIST 328 (in process of being renumbered): History of Mennonites in North America; MENN 2xx: Special Topics with a focus on Mennonites and the Russian Experience; PHIL/RLST 2xx: Peace Traditions; MENN 2xx: The Role and Work of Mennonite Organizations in Disaster, Relief, Development, Peace and justice work (possibility of cross listing with Sociology); ENGL Special Topics: Mennonite Literature; MOLA is proposing the reintroduction of German for the Mennonite Studies Program. Mennonite communities will be incorporated as part of Spanish and Latin American Studies.

7. Contributions of the Faculty to Internationalization of UFV

The Faculty of Arts is committed to providing an international perspective in course content and to promoting international exchanges between faculty and students. The Faculty of Arts will be working with the Associate VP Academic and Provost and the Director of International Education toward ensuring coordinated support for the many international partnerships currently in place.

The Faculty of Arts has many members with considerable international expertise and experience and departments are committed to making courses friendly and relevant to international students. Faculty members are active in organizing and contributing to international conferences, international publications and travel/study abroad opportunities.

A sample of *new* plans for internationalization by specific departments follows:

The Director of Arts Advice is contributing to the International Articulation Working Group. Criminology is working on a dual M.A. program with the University of the Panjab and is developing a project between Global Development Institute and Centre for Indo-Canadian Studies to do a study in India. English is working with York University, Muenster University and Northampton University on the Canada/EU Mobility Project and is building exchanges with Delhi University and Roehampton University. Economics has met with representatives from The Business School of Lausanne and the Russian Academy of Entrepreneurship and is planning student and faculty exchanges. Fashion Design is co-planning (with MOLA and VA) the 2011 study tour to Paris. The department is developing a study tour in India in collaboration with Maiwa. History is developing a letter of agreement between St. Petersburg State University and a Russian Study tour is likely in May 2010. Modern Languages Institute is organizing forums for international exchange between UFV students and students from Universite Chaib Doukkali in El Jadida, Morocco. (In the summer of 2009 the Chinese government partially funded a study tour experience for UFV Mandarin students in recognition of UFV students' high achievements. UFV students won top prizes in the provincial Mandarin competition.) Theatre runs an every other year tour to the Oregon Shakespeare Festival in cooperation with Southern Oregon University in Ashland. Theatre is working to establish MOUs with the National University of Ireland at Galway and the University of East London (in collaboration with the English Dept). Visual Arts has three MOUs in place with Poland which it will develop.

8. Research and Scholarship: Integration of teaching and research and the scholarship of teaching and learning

The Faculty of Arts is committed to promoting research and to facilitating the integration of faculty research into teaching activities. In accordance with our mandate as a teaching-intensive university the Faculty of Arts supports the scholarship of teaching and learning and recognizes the importance of this research toward the improvement of learners' experiences at UFV. The Faculty supports the diverse research interests of its Faculty and believes that these varied specialties inform the breadth and depth of curriculum content and research skills conveyed to students. Many faculty members are actively involved in, or are supporting, undergraduate research through internships or grants, or they are conducting research that informs their teaching. A large number of Faculty continue to use their sabbaticals toward the integration of research and teaching and a number of Faculty are pursuing research in the design and delivery of online learning .

The Faculty of Arts supports:

- inquiry-based learning from the 1st year onwards
- developing research methods classes from the 1st year to graduate level
- opportunities for students to work on research projects and with faculty
- interdisciplinary and inter-faculty research
- the development of a strategic research plan while also supporting the pursuit of specialized areas of research by faculty located in the diverse disciplines within the humanities and social sciences

- the distribution of research in various forms from forums, publications, exhibitions and so forth (note, for example, the UFV Research Review and Criminology's involvement in the publication of a Journal of Criminal Justice Education)
- building minors, majors and, if viable, honours and graduate programs
- exploring the viability of an interdisciplinary graduate program, for example in Canadian Studies
- research by advisors toward improving teaching and learning
- numerous arts faculty research projects on the integration of research and teaching and the scholarship of teaching and learning

Research is conducted by Arts Faculty in the following centres and labs:

The Centre of Indo-Canadian Studies; The Centre of Social Research; the Centre for Criminal Justice Research; the Centre for Social Responsibility; The Centre for Safe Schools and Communities; the Luminescence Dating Laboratory, and the Biogeography Laboratory. These provide opportunities for student-led and faculty-led research as well as employment opportunities for students.

9. Interdisciplinary initiatives and educational partnerships

The Faculty of Arts encourages interdisciplinary initiatives so as to promote innovative problem-solving and unique program delivery. The BGS still stands as a model of flexible interdisciplinary programming and increasingly becomes a popular choice for students wishing to bridge disciplinary epistemologies. Existing Interdisciplinary initiatives within the faculty include: Indo-Canadian Studies Certificate; Indigenous Studies Certificate and the Journalism Certificate. Planned initiatives include: Media Arts Degree; Environmental Studies Program; Global Development Studies Degree; Mennonite Studies Certificate; Early Modern Studies Certificate; BFA Minors and Extended Minors; Paris Study Tour; Mexico Study Tour and Professional Communications Degree.

Further select examples of educational partnership initiatives:

- Communications partners with the Career Centre to offer employer focus groups. The department has partnerships with BCCAT and local business and agencies, including Rise and Shine Toastmasters (Abbotsford) and Toastmasters Canada.
- The Criminology department conducts joint research projects with Kinesiology and with Early Child Education; joint non-profit development courses are also offered with Business. Criminology proposals are being submitted to the federal government for Community-University-Research-Alliance (CURA) studies. Further development of partnerships with RCMP, ICBC, My Safe Ride Home, Surrey Fire, Chilliwack Council, SFU, BCIT, Ministry of Citizenship, VPD, Ministry of Children and Family Development, Ministry of Public Safety are taking place. The department has partnerships with universities and colleges in delivering non-profit development courses and partners with the school districts in British Columbia regarding violence in schools. The department has partnerships with IBM, Sun Microsystems, and SPSS to develop the Centre for Criminal Justice Research lab.
- Fashion Design is working with UBC to ladder a BGS (thematic option) into a UBC Training Certificate for High School Teachers.
- The Geography department is planning a new diploma or certificate in GIS with Computer Information Science. Geography places students into community employment positions e.g. with the City of Abbotsford. One faculty member is developing partnerships with universities in Punjab, India. Another faculty member has initiated a research partnership with scholars

from Woods Hole Institute to conduct water quality and particulate transfer issues in BC rivers. Resident specialist in Biogeography will continue partnerships internally with Biology and Simon Fraser University in coastal wetland research. The two research labs will continue to be centres of inter-disciplinary research teaching and learning. *The Environmental Studies Program* will be housed within Geography and will draw from a range of departments including courses such as: ENG 275 Literature; Economics; ECON 100 Principles of Economics; ECON 361 Environmental Economics; ECON 388 Law and Economics; ANTH/SOC 468 Environment and Society; North American Environmental History; forthcoming Philosophy courses on environmental ethics; a forthcoming course on Religion, Science and the Environment.

In the 2009-10 academic year:

- History students will be working with: Abbotsford Archives (*The Reach*); Abbotsford Genealogical Society; MSA Museum. History is contributing to the Diaspora Studies international consortium and working group with the contribution of at least two courses, HIST 430 and 464.
- Modern Languages Institute has a partnership with Hope Secondary School to offer HALQ. It intends to explore partnerships with St Petersburg and universities in Japan and China, as well as links with federal ministries to offer French in the workplace.
- Psychology is collaborating with Biology to offer a Psych. stream in a degree on Biopsychology. Psychology works with the Fraser Health Authority to investigate the efficacy of an outpatient program for fragile seniors living in the community
- Philosophy has a potential partnership with Fu Jen Catholic University in Taiwan.
- Theatre has for many years worked with community partners and the English Dept. and others in Faculties of Arts and Sciences to develop Music as a program at UFV.

10. Program and curriculum changes and link to institutional priorities

The following table is a complete wish list from departments and the table below breaks this down into requests for 2010 and requests for 2011.

TABLE 1. DEPARTMENT INITIATIVES			
DEPARTMENT	NEW INITIATIVES	IMPLEMENTATION DATE	RESOURCES
Office of Dean	Administrative structural review required. Increase of support for Faculty Council Curriculum Committee and Faculty Council. Increase support for personnel contracts and reviews	2010	Ongoing assistance for Dean(Associate) Ongoing assistance for Program Development (coordinator, assistant) 1.7 support (increase 60% to 100%; increase 70% to 100%; 1 new position)

DEPARTMENT	NEW INITIATIVES	IMPLEMENTATION DATE	RESOURCES
Arts Advice Centre	Ongoing review of Arts program requirements, such as BA admissions requirements, continuance policy, at risk calendar copy changes and clarifications in consultation with relevant UFV depts.	2010 2011-12	.4 advisor .5 Program Assistant .5 Front desk assistant 1 advisor
Communications	Journalism Certificate CMNS 200 Introduction to Portfolio Development CMNS/ENGL 2xx Text Editing CMNS 353 Workplace Decision Making: Using Research (working title) CMNS/ADED 355 Portfolio Applications CMNS 370 The Cross-Generational Workplace: Closing the Communication Gap CMNS 420 Virtual Team Communication CMNS 430 Project Management Communication in Action Professional Communications Degree	2010 2011	1 Faculty (or temp full time?) .2 increase of support staff
Criminology	Themed first year offerings Special Topics course MA course based alternative	2010 2010 2011	1 Faculty
Economics	Economics Major	2011-12?	1 Faculty
English	BFA Minor and Extended (Creative Writing) Media Arts Degree Journalism certificate Special topics Mennonite course On-line courses and research into methods of on-line delivery Douglas partnership for Major and CW Minor and Ext Minor Graduate certificate	2010 2010 2010 2010 2010-11 2011	1 Faculty (composition and rhetoric)

	Graduate degree	2011/12?	1 support staff
DEPARTMENT	NEW INITIATIVES	IMPLEMENTATION DATE	RESOURCES
Fashion Design	BFA Minor and Ext Minor (Fashion); BGS Thematic option Fashion Design New courses: FD 390 Technology; FD Special Topics (Textiles and Quilting); Theatre Costume Design	2010	Aux support staff for Fashion Show
Geography	Environmental Studies Program	2011-12?	1 Faculty with PhD in hydrology and soils plus GIS and Environmental Studies expertise .5 support staff (lab)
History	MA in Research and Teaching History	2011?	.5 faculty to coordinate and teach .5 support staff (grad secretary)
MOLA	Spanish Minor? Upper level courses in French, Spanish, Japanese, Mandarin	2011-12?	New sections where demand exists 1 faculty Regularized lab instructors
PHIL/POSC	Major Philosophy Major Political Science	2009-10 2009-10 2010-11	1 Faculty (International Relations/ Shared with Global Dev Studies)
PSYCH	Psychotherapy or interventions course Course in neurobiology for degree in Biopsychology	2010-11	1 support staff (lab)
SCMS	Global Development Studies Degree BFA Ext Minor and Minor (MACS) Media Arts Degree Concentrations in Sociology and Anthropology Major MACS/SOC 385 Television and Social Values: The Simpsons	2010 2010 2010 2010-11 2010	1 Faculty (shared with Political Science: IR?) 1 MACS faculty (vacancy)
THEA	BA (Theatre Major)	2010	1 faculty

DEPARTMENT	NEW INITIATIVES	IMPLEMENTATION DATE	RESOURCES
VA	BFA Minor and Ext Minor (Art History and Visual Studies); (Graphic and Digital Design) New Audio course New Art History courses in Contemporary Canadian and in Northwest Coast Art	2010 2010 2010	.25 support staff .5 support staff (lab tech) 1 Faculty in Digital Design for Media Arts Degree and GD
Combination of above	Indigenous Studies Degree Mennonite Studies Certificate (see above)	2011 2010	1 Faculty (.shared hire: History/ Link to MA?)

NOTE: programs that were on 2008-09 Ed Plan

Global Development Studies Degree; Media Arts Degree; BFA (Minors); Indigenous Studies major/minor; MA in Research and Teaching History (MARTH); Crime Scene Assistantship Certificate; Music

Subsequent program initiatives:

Environmental Studies Certificate and Degree; Economics Major; Professional Communications Degree; Criminology Honours; MA in Applied Social Research; English Grad Certificate as part of Education Graduate Certificate; MA English; Interdisciplinary Certificate in Early Modern Studies; Certificate in Cultural Resource Management; Non-Profit Certificate; Portfolio Certificate; Indigenous Arts Certificate (extended); Textile Studies Certificate

11. Public forums/events/conferences

The Faculty of Arts recognizes the need to find funding to support public forums that bring the public to the campus on an annual basis, such as the English Writers Series; the Writers in Residence Series; Historica; Theatre events; the Fashion Design show, and the annual BFA grad show.

A sample of department initiatives for this forthcoming year includes:

- Arts Advice working on new students orientations and parent orientations
- The English department working on: the writers series; colloquia; Joseph Boyden reading; slam poetry event; staged readings of students' creative work; film festival; poetry readings; hosting David Schalkwyk in Sept 2010
- Communication department's plans for more employer focus groups and continued involvement in planning ICICTE (Information Communication Technologies in Education) conference in Greece; seminar at Provincial Skills competition in Abbotsford in Spring 2010
- Fashion Design Open House and the annual Fashion Show
- The Geography department's third annual Geography Awareness Week

- The History department will host: Doris Bergen - Chancellor Rose and Ray Wolfe Chair in Holocaust Studies at the University of Toronto; Roundtable Series on Print Culture in the late 19th and early 20th centuries to run in the Winter 2010 semester
- MOLA is hosting the Standing Committee on Language Articulation (SCOLA) in May
- Nicola Mooney has received a SSHRC grant to hold an academic workshop and several public forums, entitled *Diasporizing Punjab, Disorienting Bhangra*, in collaboration with the Centre for Indo-Canadian Studies, UBC's Department of Asian Studies, and the Vancouver International Celebration of Bhangra, in May 2010.
- The 30th Season of Theatre and the 15th annual Directors' Theatre Festival will bring 10,000 patrons to campus. Additional concerts, meetings, lectures, performances by visiting groups annually attract thousands more to campus.
- The Visual Arts department is planning VA Research Colloquia, a VA Faculty Exhibit at The Reach, the BFA and Diploma Grad show and a student show in Chilliwack.

12. Major concerns of students

These student concerns were identified in discussion with department members and collated by department heads

STUDENT CONCERNS	STEPS TO ADDRESS THESE
Opportunities for co-op experience in BA	
Studies applicable to the workplace	The Economics department has used software in an integrated manner in courses so student skills can grow as they move through the courses (Excel, VBA, PowerPoint, and Access).
More work study opportunities	
Desire for more majors	PHIL/POSC majors under DQAB review; ECON and THEA major planned; Prof Communication major planned and various interdisciplinary majors (Media Arts; Environmental Studies; GDS; Indigenous Studies)
That programming is current and that the course calendar accurately reflects available courses	Departments to ensure course and curriculum reviews occur and need to check calendar copy
Douglas students in need of advising	Increase advising
Int. students in need of clearer articulation	International Articulation Committee
Clear information re. continuance policy, at risk, and course duplications	Increase advising
Frustrated re. waiting to see advisors	Increase advisors
More online classes	Criminology and English are committed to offering more on-line courses
Not all offerings in one semester only	Crim. will sequence courses so that not all offerings are in one semester only.
More courses in gender and sexuality in English and possibly more broadly	Encourage course development in ENGL and other depts. e.g. courses in queer studies

STUDENT CONCERNS	STEPS TO ADDRESS THESE
More lab tutorials in MOLA	
More sections in ENGL 105, CMNS, PSYCH and GEOG intro. courses in regional climatology and geomorphology	
More summer courses	FD Summer boot camp; strategic delivery of certificates; Criminology will offer more courses during the summer semester.
More study tours	History is planning tours; FD/VA/MOLA tour; VA and FD tour to NY; GEOG and SCMS to Mexico. Every other year tour to Oregon Shakespeare Festival.
Better facilities	Address ongoing issues in C building not addressed in renovations. Replicate Chilliwack North Theatre facilities at Canada Education Park ASAP. Build performance studio on Abbotsford campus
Access to studios (and weekend access)	
Student seminar and social spaces	Advocate for resource and seminar rooms for students

13. Projects that require fund-raising

English Writers Series	\$5,000 - \$10,000
Writer-in-Residence	\$20,000
<i>The Loudon Singletree</i> journal	\$5,000
Criminology Centres	
Arts scholarships	
BFA grad show; Diploma grad show	\$4,500
Fashion Show	\$10,000 - \$13,000
Theatre Directors Festival and openings	\$1,700
Geography research labs (Luminescence Dating and Biogeography)	
Psychology lab space that could be equipped through fund raising efforts	
Mac lab	\$50,000
Advanced Computational/Digital art lab	\$50,000
Historica	

14. Additional resources

- Library resources: all departments
- Additional office space: Arts Advice; English; Philosophy; Criminology; Geography
- Student space/resource room/s: History/English; Psychology; VA
- Additional sections: Crim x3; Cmn x3; Engl 3; Phil x2; Geog x 2; GD x10
- Computer licensing updates and software: FD; History, Geography

- Arts Advice Centre: funding to host guest speakers from, e.g. NACADA
- Fashion Design: a set of Vertical Table looms for students to complete samples relative to the textile techniques of Sto:lo and one large vertical upright loom which would be used to develop a community weaving project. The repair/replacement of depreciating equipment - old looms, dress forms, irons – is required over the next couple of years.
- Modern Languages Institute: resources be directed to encouraging registration in HALQ .
- Psychology: technical support for research projects (re. computer programming, building technical equipment and so on; more support for those offering and taking online classes.
- SCMS: Mac lab and technical assistance for this lab.
- Visual Arts: Lighting studio and MacLab (\$50 000). The department ideally requires an advanced Computational/Digital art lab. The Foundation Studio continues to pose problems with noise levels; this could be addressed by turning the current studio into a lighting studio and designating a new studio across the corridor in C building.

SUMMARY OF HUMAN RESOURCE IMPLICATIONS FOR 2010/11

Department	Resources
Office of Dean	Associate Dean – funds ongoing Program Developer + assistant- ongoing 1.7 support in dean’s office (increase 60% to 100%; increase 70% to 100%; 1 new position)
Arts Advice Centre	.4 advisor .5 Program Assistant .5 Front desk assistant 1 advisor
Communications	1 Faculty (or temp full time?) .2 increase of support staff
English	1 Faculty (composition and rhetoric) 1 support staff
Fashion Design	Increase of 4/7 to 5/7 contract Aux support staff for Fashion Show
MOLA	.75 regularized lab staff
PHIL/ POSC	1 Faculty .5 Faculty (Inter-national Relations/ Shared with Global Dev Studies)
PSYCH	1 support staff (lab)
SCMS	.5 Faculty (shared with Political Science: IR?) 1 MACS faculty (to fill vacancy)
VA	1 Faculty in Graphic and Digital Design
TOTAL	Faculty: 5.54 Staff 6 .25 Advisors: 1.4 Admin: 1 or 2?

Professional Studies

EDUCATION PLAN
2009-2011

Rosetta Khalideen, Dean

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Faculty of Professional Studies Education Plan 2009-2011

1. Preamble

The Faculty of Professional Studies includes the School of Health Sciences, the School of Social Work and Human Services and the following Departments: Adult Education, Applied Business Technology, Business Administration, Early Childhood Education and Child and Youth Care, Library Information Technology and Teacher Education.

The Faculty of Professional Studies operates on the following guiding principles:

- The Faculty is an integrated and holistic unit.
- There is a commitment to the development of credible and recognized academic programs and the personal and professional development of faculty and staff.
- We are learner centred.
- It is important to provide an enriching educational experience that would prepare students for success in their career advancement and as citizens within a larger global context.
- We design and deliver programs that build on our strengths.
- Our programs must contribute to our local, provincial, national and international community.
- We believe in creating meaningful partnerships within our institution and within our wider community.
- It is necessary for our programs to integrate academic and professional experiences and for this we can use our community as a “living laboratory.”
- We recognize that change is integral to our Faculty development.

2. Our Context as a Faculty of Professional Studies

The academic, socio-economic and political landscape in which post-secondary institutions find themselves is in a constant state of flux. As Fullan (2007) notes, the only constant of educational institutions is change. It is important that as a Faculty of Professional Studies we position ourselves to understand and address the needs of our changing environment as well as take advantage of the opportunities that are inherent in such change. Some of the changes that are of significance to the work of our Faculty are:

- There is an aging workforce and a pressure on organizations to address the issue of succession planning.
- There is continuous movement towards a knowledge based economy resulting in a workforce that is seeking the on-going development of new knowledge and skills.
- Students are looking for academic and theoretical content in programs beyond mere “job skills” training.
- Students want to spend less time acquiring an academic credential.
- There is a demand for programs that will lead to guaranteed employment opportunities.

- More adult learners are returning to post-secondary education with an increase in the number of mid-career adults seeking specific learning to advance or change their careers.
- There is increasing competition in the education environment, including competition from private institutions.
- A significant number of students are not completing their secondary education.
- The provincial government has indicated that there will be reduced funding to post-secondary institutions so there is the need to generate revenue and find other sources of funding
- There is a growing emphasis on internationalization as a mechanism for increased institutional enrolment and financial support.

3. Our Priorities

3.1 Recruitment and Retention

Faculty and student recruitment and retention has become a challenge for academic communities in general. As an institution that has just transitioned from a University College to a University, our challenges in recruitment and retention at UFV are not unique. The Faculty of Professional Studies recognizes the importance of recruiting and retaining the best and brightest faculty and highly committed and motivated students through a number of activities:

3.1.1 Faculty

- develop a plan for hiring more PhD's who can see the Faculty as attractive through opportunities for research and the development of graduate programs
- enhance faculty retention through structured mentorship activities involving the Dean, Heads and Directors and other key administrators and colleagues across campus
- work towards the development of strategies that support diversity
- house programs in spaces that are adequate, appropriate and accommodating and strategically house faculty to maximize collaboration and efficiency
- create a distinctive Faculty profile.

3.1.2 Students

- improve marketing information (in consultations with MARCOM)
- host community information nights
- attend career fairs
- make presentations to students in other post-secondary institutions
- initiate e-newsletters where feasible
- target high school students as early as Grade 10 for entry to specific programs
- encourage and support the formation of educational and social clubs
- encourage supported learning groups
- provide direct entry to programs as an option where possible (not limiting programs to a laddering structure)
- enhance student advising
- provide support for students from different disciplines to attend professional events

- determine student satisfaction and address non-satisfaction issues
- target marketing to particular professional groups
- deliver programs through more on-line formats
- recognize experiential learning where feasible through PLAR

3.2 Enrolment Management

We are aware of the importance of working with other units within the institution (Admissions and Records, Office of Institutional Research, Student Services) to improve recruitment and retention and the graduation rate of students. There is the need to ensure appropriate enrolment balance within the Faculty. Some of the key strategies we will employ would be to:

- work with IR and Finance to determine annual enrolment projections
- set targets for new programs determining how this will affect existing enrolment targets
- use enrolment targets to disburse resources
- pay attention to the first year experience of students to enhance their engagement
- find ways to address continuous student improvement and success rate
- decrease program options with low enrolment
- refresh “stale” curriculum offerings in various programs
- provide weekend and evening classes where feasible for those who need these arrangements
- cater to the needs of part-time students (programs, facilities, services)

3.3 Indigenization of the Institution

It is the intent of the Faculty of Professional Studies to create a more welcoming and supportive environment for our Aboriginal learners. Also, it is important that we make our programs more responsive to the educational needs of our Aboriginal communities and actively engage in activities to close the cultural gap between Aboriginal and non-Aboriginal students, faculty and staff. Our programs will continue to attempt to value the history, culture and traditions of Aboriginal people. Some of our strategies for indigenization will include:

- continuing to provide specific courses with an Aboriginal education focus
- continuing to provide programs with a First Nations option e.g. the Social Services Diploma in Social Work
- using Aboriginal ways of knowing in program delivery e.g. story telling; weaving; talking circles etc.
- providing resources that are accessible to Aboriginal students
- using Elders to assist with course and program development and as guest speakers in classes
- engaging faculty and students in cultural orientation and events to create mutual understandings
- building stronger partnerships/relationships with Aboriginal groups

- making a concerted effort to use Aboriginal faculty to deliver specific courses with Aboriginal content

3.4 Internationalization of the Institution

The Faculty has a key role in promoting internationalization. A number of internationalization initiatives have been undertaken and these will continue over the course of the next two to three years while new activities will also be identified to inject an international perspective into our teaching, scholarship, research and service functions. Some of our internationalization activities have been geared towards:

- delivering program offerings overseas with international institutions
- working towards the development of dual degrees
- addressing issues and problems related to international students
- working with UFV international to streamline articulation agreements
- partnering with international institutions on research and program related activities
- endeavouring to develop an international culture within the Faculty
- hosting study tours for international student groups
- participating in trade fairs
- encouraging student and faculty exchanges

3.5 Integration of Research/Teaching and Plans for Scholarship of Teaching/Learning

We recognize that research should add to, rather than detract from, teaching and learning. As a Faculty located within a teaching intensive university, we must pay attention to how we use research to strengthen our undergraduate programs as well as build graduate programs. We see the connection between research and practice and wish to capitalize on opportunities for applied research where we can help to find solutions to immediate and real life problems. The Faculty would like to:

- continue to raise the profile of undergraduate student research
- use undergraduate students to assist with faculty research projects
- provide the opportunity for students to develop research skills throughout the course of their programs
- promote joint research related projects between and among programs
- encourage faculty to present their research work at organized forums and engage in discussions relating their findings to teaching practices
- develop more capstone courses that provide hands on experience and internships that culminate in a project where students can use their research skills

3.6 Community/Education Partnerships and Interdisciplinary Initiatives

University and community partnerships allow for creative alliances to be formed between various agencies and academic institutions. These collaborative relationships promote the sharing of information, the creation of responsive programming and the opportunity to

address common needs and issues. It is important that our Faculty partnerships enable us to build better linkages with our key stakeholders so that students and faculty members can bring about concrete results as they engage in community building. Our partnerships activities revolve around:

- joint initiatives in program development
- working with other post-secondary institutions in program delivery
- collaborative research projects with both internal and external groups
- development of program advisory committees with membership from community and academic partners
- valuing the expertise of the community
- optimizing resources

3.7 Proposed New Programs and Curriculum Changes 2009-2012

DEPT/SCHOOL	NEW INITIATIVES	ANTICIPATED IMPLEMENTATION DATE	RESOURCES REQUIRED
Adult Education	<ul style="list-style-type: none"> • Adding two portfolio development courses to program 	Fall 2010	Fill vacant faculty position
	<ul style="list-style-type: none"> • Creating a B Certificate in Instructor Development using existing courses (interdisciplinary initiative with Communications – Faculty of Arts) 	Fall 2011	
Applied Business Technology	<ul style="list-style-type: none"> • Designing cost recovery cohort programs in Mission and Chilliwack 	2011 – 2012	Fill vacant faculty position
	<ul style="list-style-type: none"> • Developing a part-time ABT Certificate to be delivered through a blended model 	2011 - 2012	
Business	<ul style="list-style-type: none"> • Offering advanced placement courses (3) to students at Rick Hansen Secondary School 	Winter 2010	Cohort model – cost recovery
	<ul style="list-style-type: none"> • Offering an accelerated BBA to the City of Richmond 	Summer 2010	Cohort model – cost recovery
	<ul style="list-style-type: none"> • Updating course outlines (which has not been done for the past 5 years or so) 	2009-11	
	<ul style="list-style-type: none"> • Adding courses to the BBA in Aviation Management; Accounting for Non-Financial Managers; Essentials of Finance 	Fall 2011	
	<ul style="list-style-type: none"> • Introducing a revised BA Diploma and BBA program 	Fall 2010	
	<ul style="list-style-type: none"> • Investigating opportunities to provide a new Aviation Management option and a new Finance option in the BBA 	Fall 2010	
	<ul style="list-style-type: none"> • Working towards a Master’s Degree in Business Management 	2010-2012	1 Faculty FTE
	<ul style="list-style-type: none"> • Creating an undergraduate degree in Applied Management 	Fall 2011	0.5 Support Staff

DEPT/SCHOOL	NEW INITIATIVES	ANTICIPATED IMPLEMENTATION DATE	RESOURCES REQUIRED
Business con'td	<ul style="list-style-type: none"> Developing a certificate in Non-profit Management Essentials (interdisciplinary initiative with Communications) Developing two Extended Certificates to be marketed internationally – Certificate in Western Business Practices and Certificate in Aviation Management 	Fall 2010 2010-2012	
ECE/CYC	<ul style="list-style-type: none"> Developing three new CYC courses for the undergraduate degree program Offering a Bachelor of ECE (interdisciplinary initiative with TEP) 	Fall 2011 Fall 2011	1 Faculty FTE
Health Sciences	<ul style="list-style-type: none"> Implementing new HCA curriculum Offering 3-year fast-track BSN Integration of simulation learning and expansion of online learning Offering new BSN elective course “Introduction to Oncology” Offering new BSN elective course “International Nursing” Incorporating new LPN competencies into curriculum (as required by the College of Licensed Practical Nurses of BC) 	2009/10 Fall 2009 2009/10 Fall 2010 Fall 2011 Fall 2011	
LIBIT	<ul style="list-style-type: none"> Offering an interdisciplinary minor in Information Studies Increasing upper-level course offerings to Library Technician students and students across Faculty areas Creating credit courses to offer a post-diploma Certificate (through CS) for accredited Library Technicians Exploring the possibility of offering an undergraduate degree 	Fall 2011 Fall 2011 Fall 2010 2010-2012	1 FTE
Social Work & Human Services	<ul style="list-style-type: none"> Offering an MSW Implementing a collaborative BSW program with Douglas College 	Fall 2010 Fall 2011	1.5 Faculty FTE 0.5 Support Staff .2 Support Staff
Teacher Education Program	<ul style="list-style-type: none"> Offering a Graduate Certificate in Teacher Leadership & Mentorship Adding a secondary cohort to the Teacher Education Program Exploring the development of an MEd program 	Summer 2010 Summer 2011 Fall 2012	0.5 Support Staff (initial funding received from BCLEC) 1.0 Faculty FTE 0.5 Support Staff 1FTE

4. Summary of Faculty and Staff Positions to be Filled for 2010/2011

4.1 Vacant Faculty Positions

In order to complete the transition to the School of Business, the Business Administration program is in the process of filling the two current vacant faculty positions. The third vacant position will be used for hiring a Director for the School. The one vacant position in the Applied Business Technology program (through faculty retirement) will also need to be filled. The position left vacant in the Adult Education program through the secondment of a faculty member will be considered pending the decision is to continue to offer the Bachelor of Arts in Adult Education.

4.2 New Faculty Positions

The MSW program in the School of Social Work and Human Services will require 1.5 faculty support. This has been catered for in the budget of this program which is cost recovery. The addition of a secondary cohort to the Teacher Education Program in July 2011 will require one additional faculty member to be hired in January 2011. The new three-year BSN program will require filling 5.75 faculty positions during the course of the 2010/2011 fiscal year. Funding for the BSN program has been provided by the provincial government.

4.3 New Staff Positions

The new School of Business will require one additional full-time support position and so will the School of Social Work and Human Services for the MSW program (the Social Work position has been built into the program's cost recovery budget). Also, the implementation of the Graduate Certificate in Teacher Leadership and Mentorship will require a .5 support person. There are start up program funds from the BC Education Leadership Council to cover this position for the first year of the program.

5. Organizing Public Forums

Public forums and events are some of the ways in which the University interacts with the outside world. This form of public engagement allows our Faculty to build relationships between the academic and non-academic communities and can lead to the development of partnerships with business, industry and service organizations. As a Faculty of Professional Studies one of our roles is to build capacity and engage in cooperative action so as to make the institution more accessible to the public. It is the intent of the Faculty over the coming years to develop approaches to create opportunities for the scholarship of public engagement.

Some of the public events and forums which we have organized (and will continue to organize) are:

Adult Education: This Department will be responsible for hosting the next BC Adult Education Articulation Committee Meeting.

Social Work: The annual celebration of Social Work Week is organized by the School and entails inviting members of the professional community to interact with a guest speaker on issues related to global social work practice.

ECE/CYC: There are plans to host a celebration event for field supervisors, sponsor teachers and field mentors for their assistance with the practicum component of programs.

Health Sciences: An annual guest lecture series on Nursing Research was initiated in 2008 and will continue. The next session is planned for winter 2010.

Business: There is the intent to host a guest speaker series and to involve students in case competitions, particularly if a funder is identified for the “naming” of the Education and Training Centre in the School of Business.

LIBIT: A 30 year reunion is being planned for this Department in collaboration with the alumni association. This event will be held in fall 2010 and will incorporate professional development opportunities for graduates.

Teacher Education: The Teacher Education program will be collaborating with the School Districts in the Region to host a one-day forum in winter/spring 2010 on strategies to accommodate the provincial government’s mandate on the implementation of full-day kindergarten programs in schools.

6. Additional Resources

Adding new program offerings within the Schools and Departments will entail additional classroom space, lab space, library resources and technology support. The Business Department can benefit from equipment such as video cameras, a conference phone, a trade show booth, smart board technology at least in the case room and a computer lab in C building. The growth of the BSN program in Health Sciences requires capital purchases as well as the renovation of current faculty office spaces on the Chilliwack north campus. Full facilities and academic supports will be necessary for the School’s move to the CEP.

7. Faculty Restructuring and Staffing

Discussions are currently taking place to re-structure the Faculty into four distinct Schools. The Schools of Social Work and Human Services and Health Sciences already exist. The two new Schools that are being considered are (a) the School of Business (and Economics) which would absorb the current Business Administration Department, the Economics Department (at present located in the Faculty of Arts) and the Applied Business Technology Program; (b) The School of Community Education and Lifelong Learning (SCELL) under which will be housed the Teacher Education Program; the Department of ECE/CYC, LIBIT and Adult Education. The School of Business (and Economics) should be ready by the end of Fall 2009. The academic/administrative structure of the School is still under discussion. A task force comprised of members from the programs anticipated to be placed under SCELL is at present exploring the feasibility of creating the School. It is expected that a decision will be made on this initiative by summer 2010. The new Schools will be headed by Directors so the current resources within Departments will need to be examined and workloads re-distributed. There may also be the need for additional resources. Also, consideration should be given to the appointment of an Associate Dean for a Faculty that has such a wide array of programs, a significantly large student population and over 100 permanent faculty and staff. (Please see proposed Faculty structure at Appendix A).

8. Program Reviews and Accreditation

A program review process for all programs in the institution has begun. The first programs to be reviewed in the 2009/2010 academic year are from the Faculties of Arts, Science and Access and Continuing Studies. The Adult Education program in the Faculty of Professional Studies is being re-visited (not fully reviewed) with the intent of exploring the possibility of re-packaging the program to be more effective and efficient. Ian Hunt has been charged with this task and is being assisted by an outside expert. It is expected that recommendations for program changes will be received by February 2010. Other programs within the Faculty to be reviewed in 2010 – 2011 are: The four-year Bachelor of Science in Nursing, the Bachelor of Social Work and the ECE/CYC Department. The Nursing and Social Work programs will be reviewed for accreditation.

9. Program Challenges

The Faculty of Professional Studies acknowledges that a proactive approach to addressing program challenges is an important consideration. Faculty are encouraged to communicate concerns at Departmental meetings and through Faculty Council where potential solutions can be discussed and initiated. Some of our current challenges and strategies to address them are listed in the table below.

CHALLENGE	STRATEGIES
Students find it difficult to travel to Mission and Chilliwack for courses when Abbotsford sections are full	Improved timetabling to allow students to take as many courses as possible on the Mission and Chilliwack campuses
Time conflicts between students' work schedules and the Faculty's timetable	Offering more courses on Saturdays and evenings
The "new generation" learners would like a more supportive learning environment	Faculty members are addressing this issue and are looking at professional development opportunities that target new strategies and approaches to work with these learners
Many students are experiencing financial challenges	Faculty to look at how to create more bursaries and scholarships for students
Space constraints	Discussions have been initiated with the Space Planning Committee to house programs in more appropriate space
Program awareness and accessibility	Better marketing of program More on-line course provisions
The timely completion of some programs (where upper level courses are sometimes cancelled due to low enrolment)	Offering courses as Directed Studies (but this sometimes adds a huge burden on faculty's workload)
Significant increased enrolment in the Business Department (including International students)	International Education has provided funding for a part-time International Liaison Coordinator. Will evaluate this strategy at the end of 2010 to determine efficiency and effectiveness
Administration challenges in the Dean's office	Will continue to explore the possibility of an Associate Dean's position

10. Success Stories

Teacher Education Program: Principals have indicated that our students are better prepared than other student teachers they have hosted. This view was endorsed by the TEP Advisory Committee which is comprised of a number of senior school and district administrators. The employment rate of the first two cohorts of TEP graduates is 85 – 90%.

Social Work and Human Services: There is a 100% employment rate for students graduating from the BSW Child Welfare specialization. Also many BSW graduates are accepted into graduate programs within and outside of the province. BSW graduate Autumn Jenkinson was posthumously named UFV's Distinguished Alumni.

Adult Education: Two graduates are now sessional instructors in the program while many of the other graduates find employment in adult education settings, workplace education programs and programs related to community development and women's studies.

ECE/CYC: There is a high employment rate of all graduates from the various programs.

Health Sciences: The CDA program receives overwhelming positive response to school clinics from the Chilliwack school district. There is a demand for graduates from the BSN program from Fraser Health and a recognition that their level of preparation is of the highest standard. Nursing graduates also advance to leadership positions within the Fraser Health Authority and receive awards in recognition of their contributions.

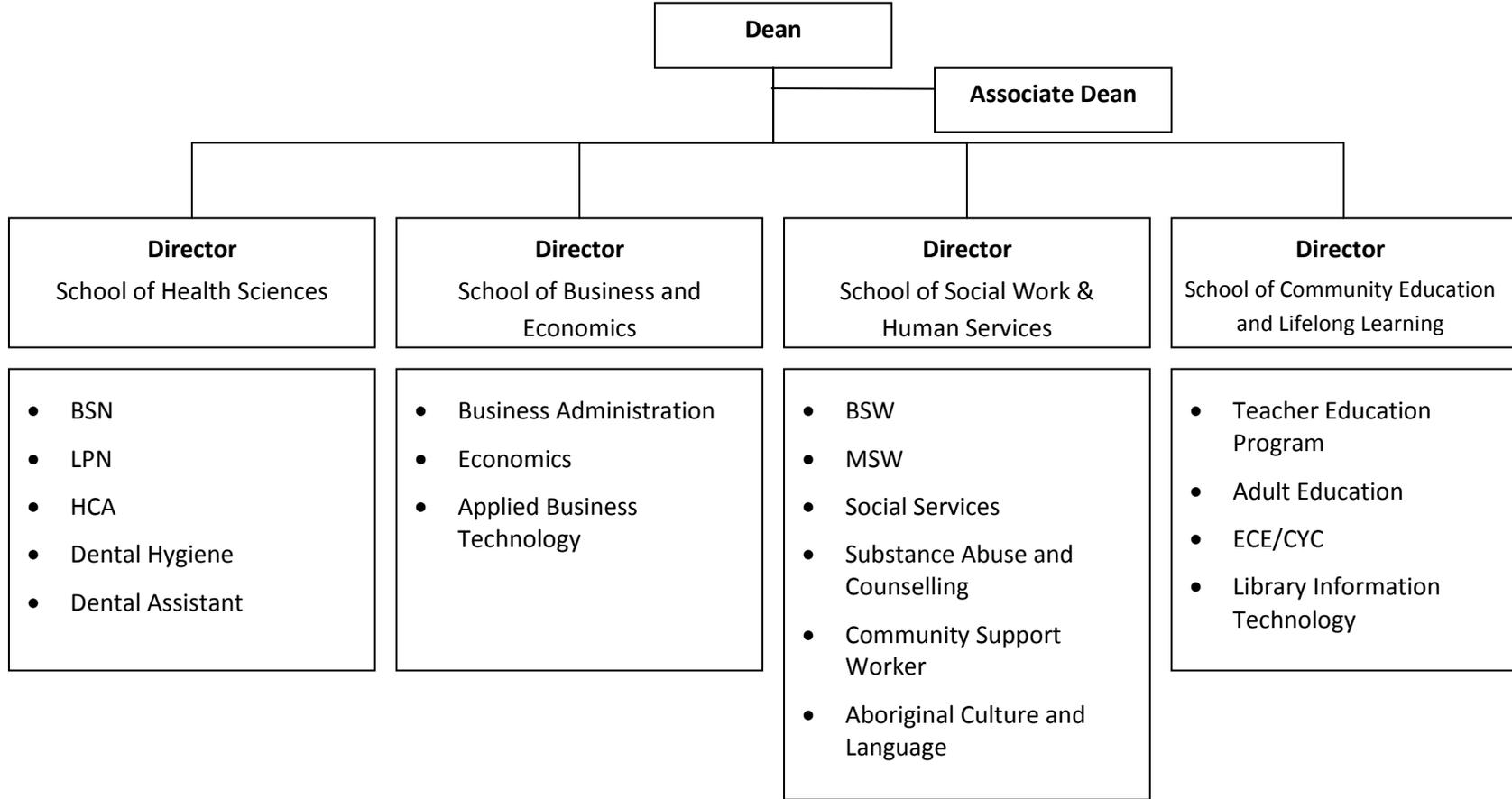
Business: A recent BBA graduate was accepted into Medical School at UBC. Many of the graduates from the Business programs go on to earn professional accounting designations such as the CGA.

LIBIT: The LIBIT program will be entering its 30th year of operation in 2010. From modest beginnings, this program now produces an increasing number of highly valued graduates skilled in information management. For the 2009/10 academic year, 25% of the students registered in the program reside outside of the Lower mainland and 9% outside of British Columbia.

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PROPOSED STRUCTURE - FACULTY OF PROFESSIONAL STUDIES



Appendix A

Faculty of Science

EDUCATION PLAN 2009-2011

Dan Ryan, Dean

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Faculty of Science Education Plan 2009-2011

1. Introduction

Our education plan is a short term plan outlining our vision for our programs and Faculty over the next 12 to 18 months. It is an opportunity to lay out new and exciting initiatives we plan to implement within a year, or work on for implementation in the near future. The plan also highlights the ongoing commitment and enthusiasm our Faculty share for our students, programs, institution, and our task of fostering excellence in our programs, Faculty and wider university community.

While it is essential to have a vision and goals, we also need to be mindful of where UFV stands today. We have an exciting opportunity to build on our success with a new President, Dr. Mark Evered, and within a year the appointment of a vice-president academic. We are experiencing an all time high interest in Science and in our programs. Enrolment in Science has grown approximately 15% over the past two years and this Fall we have an all time high number of registrations in our courses.

UFV is also beginning a strategic planning initiative which makes our planning process even more important in ensuring our perspective and vision is well reflected in that process.

Our planning will need to reflect the “zero-growth” mandate, which means unfettered growth is unrealistic. Still, the planning process gives us the opportunity to look at what we do well, what we can build on, how we can be innovative and creative and how we can grow our programs in quality.

2. Faculty of Science - Today

Our recent success in Science is due to the growing reputation of our programs and the success our students here at UFV and when they graduate. The recent University Report Card published by the Globe and Mail confirms what we work hard for and know about the student experience at UFV.

There are a number of recent and specific successes that should be reflected and built upon in our plan: the increasing quality of our student research; a refreshed vision for our Science Advice Centre; recruitment of excellent faculty; the establishment of science camps for kids and; the development of our “early admission option” for our students. This success by our Faculty and Students should be celebrated and has positioned us for future success.

There are also a number of current challenges that need to be addressed in the short term and should be reflected in our plan: space, faculty hires, and the question of access to our programs.

Arguably these are all “good” challenges, as they highlight our success and growing reputation among universities. Our Faculty should be proud of what we have accomplished here, and feel confident in our ability to meet the challenges with more of the same work ethic and determination.

3. Plans for Academic Year 2010/2011

Academic planning is a complex balancing act between what we can do, what we should do, and what we actually do. Below are 11 areas we must be sensitive to (not in order of priority):

3.1 Recruitment of students

Competition for students remains high in the Lower Mainland, and will continue to increase in the future. Ensuring a healthy student demand for science programs is essential for the future of our programs. To meet this challenge we will work on the following:

Raise the profile of Science at UFV: Connect students with our science faculty through coordinated high school visits and hosting events profiling science such as Science Research Day; Annual Regional Math Contest, Science Night; Science Socials, Science Fair; Science Rocks; Science Competitions; Bi-Weekly Science Mini-camps with elementary schools, home school associations, other youth groups;

Facilitate the high school to university transition: Connect students to advisors, faculty and upper level students through our “early admission option” and Science socials.

Facilitate success: Work closely with the Supported Learning Groups.

Develop relevant programming (Table 1)

TABLE 1. PROGRAM DEVELOPMENT IN SCIENCE			
DEPARTMENT	NEW INITIATIVES	IMPLEMENTATION DATE	RESOURCES
All Departments	Research Option Program	Conceptual Stage	Unknown
	M.Sc.	Conceptual Stage	Unknown
Biology	Biochemistry concentration (with Chemistry)	Conceptual Stage	None
Chemistry	Environmental and Medicinal Chemistry Courses	Conceptual Stage	None
	Forensics Certificate	Conceptual Stage	
	Molecular Modeling Degree	Development Stage	
Computer Information Systems	Major in Computer Science	Conceptual Stage	Unknown
	Honours in Computer Science and Computer Information Systems	Conceptual Stage	Unknown
	Concentration in Informatics	Conceptual Stage	None
Engineering	Two Year Transfer Program	Conceptual Stage	1 Faculty Position
Kinesiology and Physical Education	First Year Cohort in Chilliwack	Fall 2010	\$10,000 to \$15,000 for lab equipment
	On-Line Diploma	Conceptual Stage	Unknown
	Certificate in Leadership	In Development	Unknown
	Pre-Medicine Concentration for KPE	Conceptual Stage	No new resources
Mathematics	Continue working on Statistics Program	On going	None

DEPARTMENT	NEW INITIATIVES	IMPLEMENTATION DATE	RESOURCES
Physics	Medical Physics	Fall 2010	None
	Minor in Electronics	Fall 2010	None
Office of the Dean	Program Review Biology Chemistry	Fall 2010	None
	Integrated Programming	Conceptual Stage	\$15,000 for course releases and workshops

3.2 Student Success and Engagement

Improving the success rate of students in science is at the heart of student success within the Faculty. Over the next few years, changes in the new high school math curriculum and the dropping of the provincial wide math exams may change the math skills of incoming students in unexpected ways. In addition to many of the initiatives mentioned in 3.1, we are fostering student success and engagement with two other initiatives: The first is the development of a Peer-2-Peer Science Help Centre for all first year students enrolled in science courses. The Centre will be a resource for first and second year students, and an opportunity for them to engage with successful upper level students studying disciplines they may be interested in. The second is consideration of integrated science programming. Interested faculty will identify courses from across the faculty that complement each other, and work together to create links between the courses. This will highlight for students the interplay of different disciplines and the importance of understanding science from different points of view. We have identified some courses which may benefit from integration, for example: Calculus and Physics; and Statistics, Ecology and Computing.

3.3 Recruitment of Faculty

In the upcoming year there may be four or more retirements. Many of our departments would be severely affected if these retirements are not replaced. In the event that we are able to consider new hires, there are a number of areas which may be able to justify a new hire, recognizing that the allocation of new and replacement hires will be based on the relation of the position to the strategic directions of the University and Government (Table 2).

Table 2: Requested Hires for 2010/2011

DEPARTMENT	POSITION	FUNDS AVAILABLE	NEW FUNDS REQUIRED	RATIONALE
Biology	Faculty	~\$80,000 - Retirement	\$0	Maintain program
	Lab Technician Supervisor	~\$60,000 – Retirement	\$0	Maintain program
	New Hire	~\$40,000	~\$40,000	Governmental Priority - Environment
Chemistry	Faculty	~\$80,000 - Retirement	\$0	Maintain Program
	Lab Instructor	~\$70,000 - Retirement	\$0	Maintain Program

DEPARTMENT	POSITION	FUNDS AVAILABLE	NEW FUNDS REQUIRED	RATIONALE
Computer Information Systems				
Kinesiology and Physical Education	Faculty	~\$40,000	~\$40,000	Governmental Priority - Health and Wellness
Mathematics				
Physics	Faculty	~\$80,000	\$0	Strong Student Demand -Engineering
Dean's Office	Administrative Assistant -Science Advice 0.5 Administrative Assistant – Faculty Council	~\$10,000	~\$20,000	Understaffed
	Assistant Dean		~\$24,000 (4 course releases)	Assistance on Special Projects

3.4 Space

Space remains a significant issue for Science. Both Biology and Kinesiology and Physical Education, have shown strong growth in recent years, straining the capacity of both programs, especially for labs. Biology currently is using lab space designated for other programs, and Kinesiology and Physical Education labs are currently held in substandard lab space. Chemistry is also reaching its lab capacity for undergraduate programs. Undergraduate research space is over utilized, and in order to fulfill our mandate of connecting teaching to research, we plan to develop flexible research/teaching lab space for 24 upper level students.

We are currently planning for the space requirements for Science over the next 5 years. These plans will include up-graded and expanded lab space, student study space, room for science advice and the Peer-2-Peer Help Centre. Also, the Math Centre is often full to overflowing and will require more space.

3.5 Internationalization

The first international liaison coordinator for Science was appointed this fall. The mandate of this individual is to coordinate international articulation, international recruitment and international success programming for our students. Specific goals include:

- I. Obtain ongoing funding from International Education for this position. This year it is being financed from Science with one-time funding;
- II. Explore articulation agreements with; Nilai University College, Manipal University and Delhi University (Khalsa College);
- III. Identify other institutes in India with complementary programs;
- IV. Explore the concept of an 'international' cohort;
- V. Identify success programming for our international students, especially in the area of Co-op.

3.6 Advising

During the academic year 2008/2009 our Faculty refreshed our vision for Science Advising. With a permanent advisor, 2 faculty advisors and the ILC, we will continue to shape educational and career advising in Science over the next 18 months. Specific goals include:

- I. Develop a strategic plan for Science Advising;
- II. Implement a strategy for coordinating outreach activities by Science Faculty;
- III. Secure funding for a 50% administrative assistance in this area;
- IV. Identify permanent space for the advising group.

3.7 Dean's Office

The Dean's office will be pursuing funding for the following:

- I. Assistant Dean in the form of 4 teaching releases. These releases will be allocated to Faculty for specific duties supporting the Dean's Office;
- II. 50% administrative support for activities in the Dean's office.

3.8 Community Connections

UFV grew out of the community, and continues to nurture and be nurtured by the community. Our plans to connect with the community include:

- I. Steering committee for mathematics in the region – a partnership with the local school districts to encourage dialogue around mathematics;
- II. Medical Physics – Partnership with the BC Cancer Agency and the Abbotsford Hospital;
- III. Project Course with Vancouver Coastal Health;
- IV. Fraser Valley Study with Woods Hole Oceanographic Institute – Study of the transport of Organic Carbon on the Fraser River;
- V. Research projects related directly to local industry. These projects are related to technological solutions to environmental issues, and would be wonderful opportunities for our Students and Faculty.

3.9 The Environment

Each generation has a defining challenge: Ours is the responsible use of our resources and the development of a sustainable society. Science has four initiatives related to the environment:

- I. Potential research projects with local industry;
- II. The possibility of connecting the environment and agriculture by developing a science based degree which will meet the needs of the local community. Initial stages are underway to connect with local stakeholders and understand what elements are required. We plan to build on this, and develop a program which meets these needs;
- III. Ongoing work to develop certificates in this area.

3.10 Research

Research defines our disciplines, informs our teaching and provides transformative experiences for our students. As such it is a cornerstone of our work here at UFV. Currently many faculty research "off the side of their desk" and strategies are required to facilitate and formalize research at UFV. While more comprehensive strategies are required, and will be developed for the strategic plan, we plan to pursue the following over the next year:

- I. Identify and pursue external research projects to support faculty and students;

- II. Exploring ideas around teaching credit for research projects supervision;
- III. Facilitate undergraduate research conferences;
- IV. Work towards allowing PD funds to be used for consumable research supplies;
- V. Explore the concept of a research centre for environmental solutions.

Faculty of Trades and Technology

EDUCATION PLAN 2009-2011

Harv McCullough, Dean

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Faculty of Trades and Technology Education Plan 2009-2011

A. 2009-2010 Base Funded Trades & Technology Programs

1. New Programs

Automotive Collision, Repair & Refinishing, and Plumbing & Piping were two new programs that should have started 2008-2009. Due to construction delays affecting the existing programs, these two new programs were postponed to a start-up date of 2009-2010.

Construction for the two new shop spaces began last academic year. The Plumbing & Piping shop is completed and the Automotive Collision, Repair & Refinishing shop is nearly finished.

Both programs filled very quickly, with little to no advertising, hence both programs started September 2009 with full classes. These two program have been so popular, that wait lists are already started for the next intake in September 2010.

As with all new programs, a great deal of effort is required to become connected to industry and this will be a priority over the next three years.

2. CTC Architectural Drafting Program

Since the CTC programs moved from a designated school to a general all-purpose school, we have seen a decline in student numbers for some programs.

The **Architectural Drafting** program was the first to be affected. To compensate for poor enrollment, this program was moved to TTC in the 2009-2010 academic year. Scheduling of the class was also changed to the normal UFV academic year. This helped immensely, as no CTC students enrolled; hence we were able to fill the program to near capacity with fee-paying students.

3. Agriculture

The 2009-2010 academic year was the first for the newly organized and developed programs. The net result is the best seat utilization seen in many years. This academic year also saw the start of four new Essential Certificates called: **Berry Production; Current Agriculture Practices; Field Vegetable Production; and Integrated Pest Management.**

We designed these short programs by using existing courses already offered. This meant we could serve more student needs, without the additional costs normally associated with such programs.

B. 2010-2011 Based Funded Trades & Technology Programs

1. New Program

The last new program from the previous education plan is a specialty program for the Electronics students to ladder into as their second year program. This program is **Automated Systems** and will deal with the advanced electrical systems used in buildings and vehicles. The development is nearly finished and we will move into the final approval process soon. In anticipation of a 0% growth rate this coming year, a creative method of funding will be necessary. This might consist of discontinuing one Aircraft Structures program and switching that ITA funding over to fund one of the Advanced Education Labour Market Development (ALMD) Welding programs. This displaced ALMD funding could then be used to fund the **Automated Systems** program, which is truly an ALMD program and should be funded by that source.

2. CTC Automotive Service Technician and Welding Programs

As with the Architectural Drafting program, we are experiencing a reduction in student numbers for the **Automotive Service Technician and Welding programs**. In the 2010-2011 year, we will schedule classes for these two programs to fit the UFV academic year so we can top up each program with fee-paying students.

3. Agriculture

In the 2010-2011 year, three major projects must be worked on.

The first is working on the planned **move** from Chilliwack North Campus to the Chilliwack South Campus (CEP).

The second is raising funds to build a **new modern greenhouse** that will be placed at CEP in concert with the campus move.

The third is the potential of an **Agriculture Consortium** for "Production Field Development in Agriculture Practices". This is a very new concept and a great deal of exploration work will be required over the 2010-2011 year to determine the need and the buy-in by others. If it does move forward, this project could be the most significant the Agriculture department has ever been involved in.

On the programming side, we are beginning to explore a program in Equine Studies. We have been approached by the BC Horse Council and they wish to form a relationship with the Agriculture Department. They presently have 22,000 members and have identified a need for training, similar to that offered at Guelph University in Ontario. Because of limited growth funds, the program will start by offering two or three courses through the Trades & Technology Continuing Education Division.

4. Continuing Education

New checks and balances were put in place to help operate this area more efficiently. Research statistics have also been deployed in order to determine the need for new courses.

In 2010-2011, we expect to see the **Floral Design** program re-introduced. As mentioned under Agriculture, we will also begin to work with the **Horse Council of BC** to determine additional courses that could be offered for Equine Studies.

Teaching and Development

EDUCATION PLAN 2009-2011

Karen Evans, AVP

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Teaching and Development Education Plan 2009-2011

A. OVERVIEW

The Teaching and Development division was created in 2007 with a purpose to build institutional capacity in areas that contribute to the future growth, development and support of our students and our faculty. Included in this division are the Office of Enrolment Management, the Regional Student Transitions Coordinator, the Teaching and Learning Centre, Instructional Media Services, UFV Online, the Career Centre, the Assessment Centre and the Writing Centre.

The major emphasis for 2009-2011 is on building programs and services that will improve student retention rates between first and second year. One priority is to create a strong culture of engagement and a focus on our students successfully meeting their educational and career goals. Another major focus builds on our already well established reputation as an institution that focuses on teaching excellence and on the integration of research with teaching. Cultivating faculty success at all levels reinforces our commitment to build a premier learning community. We must provide mentorship and training on the latest learning technologies and teaching practices. Also required are ongoing programs of professional development, whether it is on leadership and governance, building a research program, or on internationalizing and indigenizing the academy. The Teaching and Learning Centre is a place that brings together faculty to explore, to learn and to shape their ideas with colleagues.

Current Context

Many of our students come to us as first generation learners and with an expectation that their educational outcomes will support their career aspirations. We also have a large number (40%) of adult students, who return to post secondary education later in life and often for career purposes. Our students tend to feel more economic pressure to get through quickly and /or work more hours, they have less time to be engaged in activities and services outside the classroom, yet we know student engagement is critical to academic success. Student focused engagement and retention programs assist our students in meeting their educational and career goals. Experiential learning such as a co-op, internships and service learning, for academic credit, can play a critical role in student engagement, success and satisfaction and at the same time assists with bridging the economic reality. Students are also expecting more support and facilitation in finding career work during their studies and after graduation. We are also seeing more part-time and/or mature learners.

Another trend has been the rate of student interest in online courses. For example fully online courses have increased from 29 in fall 2004 to 59 in fall 2009, and from two in spring 2004 to 52 in spring 2009. With access to increasingly sophisticated technology, students expect to have access to media-rich learning environments and are expected to produce media-rich assignments. We anticipate students will continue to seek alternative modes of engaging with instruction, including pod-casting (vid-casting), online supplemental sites for their face-to-face courses, etc. With the efforts to reduce our carbon footprint, students will seek closer to home education, and UFV's catchment area will be visited by high-quality educational opportunities in the online environment.

B. STUDENT ENGAGEMENT AND RETENTION

The following provides a brief overview of some of the selected activities that will be undertaken in 2009-2011 in the areas of strategic enrolment initiatives, retention, and transitions. The Career Centre, the Office of Enrolment Management, Assessment Services, the Student Transitions Office, Instructional Media Services and the Writing Centre, as well as colleagues from across the university, have played a significant role in this work.

The Enrolment Management Plan: The Office of Enrolment Management (EM) is directly responsible for coordinating the development of our first Strategic Enrolment Management (SEM) Plan. Much of the work to date has focused on building awareness about the important linkages between student recruitment, retention, engagement, and student success. For example we know that approximately 40% of our first year student population leaves the institution within the first year of their studies. We also know that number has not changed significantly over time. The EM plan will have very specific, realist enrolment goals with well-conceived supporting strategies and tactics with timelines and objectives.

Supported Learning Groups (SLG): The strength of the SLG program is its focus on at-risk courses as opposed to at-risk students... In the first year, 8 student leaders led SLG sessions for 17 individual sections of seven courses in the disciplines of mathematics, computing, statistics, geography, psychology, and computer information systems. In its second year, the program has expanded to 12 student leaders, who will support 20 individual sections for the fall 2009 term and a similar number for the winter semester. SLGs for kinesiology, history, and business courses were added this year. Working directly with the EM office, one of the returning SLG leaders has been assigned to conduct a research project on how we best utilize SLG to reduce attrition rates and increase student success. This report will be completed in the spring of 2010. We are now developing a budget and plan to continue this project with the hopes of expansion since we are now being approached by individual faculty members looking to become involved. This will require additional resources.

Student Transitions: The goal is to improve transition rates within our region by developing initiatives, partnerships and programming that address barriers to accessing post secondary education for our high school leavers. Two new initiatives will be implemented in the upcoming year: 1) A Grade 11 early acceptance initiative, developed in conjunction with the Faculty of Science, will provide 60 grade 11 students with early acceptance and connection with UFV. If successful, this program could be expanded to include other degree programs and will require further resources in coming years; and, 2) a dual credit program with the Chilliwack school district will facilitate early engagement of secondary students to the post secondary environment through concurrent studies. The development of this program is in its early discussion stages but if implemented will begin in fall 2010.

Summer Term Committee: A sub-committee of Senate, EM is leading this committee that will make recommendations for summer term planning, including increasing enrolments and ensuring adequate resources.

Participation in National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE): Coordinated by the EM office, for the first time, we will be participating in the NSSE and FSSE which obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. We have also joined a NSSE consortium consisting of new Canadian universities (TRU, Capilano, Grant MacEwan, VIU, Kwantlen, and Mt. Royal) which will provide valuable comparative data.

Participation in the Consortium for Student Retention Data Exchange (CSRDE): Coordinated by the EM office, for the first time, we will be participating in the CSRDE. The CSRDE is a self supporting service unit sponsored by the University of the Oklahoma. Cooperative data sharing is one of the core functions coordinated by the CSRDE and will provide us with timely information needed to support our efforts to improve student retention.

Exploration of the Development of an Office of First Year Experience: The feasibility of this development will be researched over the upcoming year. The intent is to provide students with adequate supports to make the successful transition from secondary to post-secondary.

Adult Learner Friendly Institution (ALFI) Self-Assessment: Over the next year Assessment Services and Enrolment Management plan to implement a survey instrument that will assist the university in identifying strengths and gaps in services to our adult learner population.

Writing Centre: Over the past year, the Writing Centre offered 2000 individual student consultations. Knowing that demand will continue to increase and resources are very limited, staff are working on the development of some alternative formats for addressing student needs, such as broadening access to WOnline consultations and encouraging more faculty, in collaboration with the Writing Centre, to incorporate discipline based writing instruction in their courses.

Career Centre: Plans are underway to provide further support to a larger number of our students. Initiatives include: offering Arts and Science students more internship-type experiences to enhance their understanding of opportunities within a discipline; events to assist students in securing summer and part-time work; events and workshops for students outside of Co-op, in-class 'service' workshops on career education, information and events on career development through volunteer work; portfolios for Co-op students, to increase the integration between their academic studies and their work and increase student engagement with the program and UFV; a peer mentoring program; an alumni-student mentoring program, and, the enhancement of Co-op pre-employment curriculum to improve and consolidate the development of career search skills are some of the new initiatives planned for 2010.

Showcase Event: In the spring 2010, the SLG project will hold an event that will provide an opportunity for the student leaders to discuss their experiences in the project. The Computer Information Systems (CIS) project will be presented along with panel discussions on the role of supported learning groups. Participating faculty will be invited to attend and share their experiences.

C. INTEGRATION OF TEACHING AND RESEARCH

The following provides a brief overview of some of the selected activities that will be undertaken in 2009 – 2011 in the areas of teaching and research. In particular, Teaching and Learning, the Career Centre and the Writing Centre will play a leadership role.

Teaching and Learning: The Director of Teaching and Learning plans to take a lead role over the upcoming year with initiatives related to integrating research and teaching. Working closely with the Research Advisory Council, Teaching and Learning Advisory Council, and the AVP of Research and Graduate Studies, and the AVP of Teaching and Development, we plan an inventory of best practices, a university-wide event to share these best practices, at least four demonstration projects, and continue to educate the institution about the values and qualities of the scholarship of teaching and learning.

Teaching and Learning/IMS: In addition to a variety of workshops and seminars that are being planned for next year, there are some new initiatives in development. IMS/Teaching and Learning will be hosting the March meeting of the provincial University-College-Institutes Professional Development Association. Plans are also underway for a professional development event on the topic of integrating teaching and research, in conjunction with the Research Advisory Council. IMS: staff will be working with faculty and students to incorporate media into their instruction and learning activities. The unit is planning to attend professional development events where they can share their experiences with colleagues. One goal for the department is to write and present some case studies of the successful integration of media and educational technologies and online instruction.

Career Centre: Plans are underway to increase the amount of scholarship and research in work-integrated learning and career education. The Co-op Coordinators are interested in identifying and undertaking a study of some type into Co-op/work-integrated learning. The Director will be presenting at peer-reviewed conferences on ethics and values in the practice of Co-op Ed; this research will inform policies, procedures and practices in Co-op Ed. Additional plans include the research, development and assessment of a pilot program that will focus on a portfolio requirement for Co-op Work Term reports.

Writing Centre: Plans include developing more collaborative roles with faculties to promote discipline-based writing and critical thinking in redesigning their courses and to encourage interdisciplinary. Plans to further develop the Business faculty/Writing Centre project include conducting student workshops, and developing tools and methodology to collect and interpret data which will measure student improvement in critical research, writing, and numeracy skills.

To create opportunities for students to participate in research projects in the Centre that supports their academic interests, we have recently developed two research projects. These are being conducted in cooperation with the Career Centre and their work study project. Discourse analysis involves reviewing the winning essays from the Writing Prize Competitions, identifying conventions of exceptional student writing in those disciplines and comparing them to professional writings in academic disciplines. Triage and research involves interacting with arriving students, designing and conducting surveys and questionnaires to measure the effectiveness of Centre services, identify unmet student needs, and develop ways to improve Centre objectives.

Assessment Services: Assessment Services launched a new Prior Learning and Assessment Recognition (PLAR) website in 2008-2009. The site will be further developed and refined, in particular the Portfolio Tutorial section which includes portfolio excerpts from UFV faculty, staff, and students, providing exemplars for teaching and learning. The site will include PLAR success stories, annotated resource references for faculty, staff and students, and links to recommended sites. Under development for 2010 is a fund to provide support for program (certificate and diploma) approaches to recognition of learning at UFV. The key in all these approaches is the development of measurable program learning outcomes. Criteria and an application process for this award will be developed.

Educators without Borders (EWOB): Is a recent initiative creating a space within UFV for collaborative efforts in the development and implementation of local, national and international educational development programs and projects. EWOB is a group of experts from within UFV staff and faculty willing and able to contribute to tertiary educational programs in various areas of expertise and geo-political contexts. EWOB will provide faculty and staff and our communities with professional development that adds value to the host community. A discussion paper has been developed and will form the basis for discussion on future directions including community membership.

D. PARTNERSHIPS

UFV/PLA Centre Partnership: The UFV/PLA Centre partnership is in its third year. UFV now has four PLA Centre certified Portfolio Practitioners (three faculty members and one staff member) and twenty-five UFV employees (faculty and staff) who have completed portfolios. A new cohort group of 12 faculty and staff is set to begin in January 2010 with two new UFV PLAR practitioner trainees. These efforts are expanding our capacity to deliver portfolio learning at UFV. This has led to Assessment Services Advisory Committee (ASAC) interdepartmental discussions to develop a UFV portfolio certificate program as part of a larger initiative to formally recognize the significance of experiential learning in all UFV program areas. Portfolio development facilitates the critical reflection necessary to integrate academic theory with experiential learning applications and opportunities.

UFV Portfolio Certificate Program: The UFV Portfolio Learning Committee, including faculty from Communications, Adult Education, ECE/CYC, and staff from Student Services, and the Career Centre have begun the development of a UFV Portfolio Certificate Program. The program will include options for workplace, community, or academic specialization. The development in 2010 of the UFV certificate program furthers portfolio leadership and capacity building at UFV and brings us one step closer to becoming “Canada’s First Portfolio University”.

Career Centre: A follow up event to the very successful ‘Bridging the Gap’ event in August 2009, done in collaboration with the Communications department, is planned for 2010. It will connect students with employers and hear their ‘best practices’ for applying for positions in a tight economy. Plans are underway for an Employer Advisory Council beginning in 2010. The Career Centre and UFV students will benefit from an on-going relationship with the employer community.

Teaching and Learning: Plans include the development of a partnership with Fraser and Coastal Health, to produce learning objects. We are planning to work with BCIT, Kwantlen Polytechnic University, and Vancouver Community College to develop learning modules for Trades instruction. These partnerships are being contemplated to share the resources and expertise among our institutions to develop high quality learning objects.

Writing Centre: Plans include the development of a partnership between community-based literacy boards and initiatives and a Centre for Research on Literacy. This partnership will allow us to contribute to research-based literacy development in communities in our region.

BC PLAN and Summit 2010: UFV has taken a leadership role in the development of a new provincial organization, British Columbia Prior Learning Assessment Network (BC PLAN), chaired by Wendy Watson, Director of Assessment Services. As lead institution, UFV has received funding from the Ministry of Advanced Education and Labour Market Development (ALMD) to bring together provincial leaders (public and private post secondary, government, business, industry, sector councils, and key stakeholder groups) to develop a provincial PLAR strategy at a provincial summit in 2010. The event scheduled for April 25-27, 2010, will be held at the Marriott Pinnacle Vancouver and at the Vancouver Convention Centre. The summit will provide a snapshot of current innovation in BC post-secondary and employer partnerships, and will facilitate leaders to develop a preliminary, collaborative framework for recognition of learning in BC.

E. RESOURCE IMPLICATIONS FOR 2010/2011

Enrolment Management: If we are to further expand the SLG initiative, additional resources including a half time Coordinator position will be required. With permanent funding, this project could continue to provide and expand academic support to our most vulnerable students – in their first year - using a method that has been established as a best practice – peer support directly connected to the classroom. We will require approximately \$ 30,000 per year to support a half time position.

Regional Student Transition Coordination (RSTC): Our grant funding from the Ministry for the RSTC was for two years with the proviso that the partners would fund the additional year. For this upcoming year we are required under our letter of agreement to pay the expenses for half of the position. UFV will fund half the position and the six school district partners will need to fund the other half. Estimated cost is \$ 42,000 per year.

Career Centre: There are ongoing operating capital requirements that relate to funding ongoing costs (i.e. site licenses) for the electronic resources, services and/or systems that we have either already implemented or would like to implement. They approximate \$12,000 per year for the following: \$8,000 for the Symplicity/CareerLink site licence, \$2000 for anticipated interview/employment skills online service, and \$2000 for adding the electronic portfolios module to Symplicity. Given that there are positive effects of such services on student retention, success, and post-graduation employment outcomes the expenses are reasonable.

Teaching and Learning: The Teaching and Learning Centre requires administrative support in order to accommodate the increased number of workshops and seminars that are being requested by faculty. A half-time clerical position would provide the Centre with greatly needed administrative support. The cost is approximately \$ 30,000 per year.

Teaching and Learning / IMS: The sound system in B101 (Theatre) in Abbotsford is inadequate for the sorts of events often planned there. IMS also urges the institution to establish a robust video-conferencing system. While this is not specific to Teaching and Development, it makes it difficult for IMS staff to provide the level of service required.

Writing Centre: In order to adequately address the goal of increasing retention and student engagement, we require the four faculty positions which are currently at 68%, to increase to 100%. The cost is approximately \$ 60,000 per year.

F. CHART OUTLINING DEPARTMENT INITIATIVES, TIME FRAME AND RESOURCES REQUIRED

DEPT/SCHOOL	NEW INITIATIVES	ANTICIPATED IMPLEMENTATION DATE	RESOURCES REQUIRED
Assessment Services	<ul style="list-style-type: none"> ▪ Expanding portfolio learning capacity at UFV through licensing agreement with PLA Centre and interdepartmental UFV Portfolio Certificate program ▪ Facilitating institutional PLAR activity through “PLAR Innovation Fund” designed to encourage and support recognition of learning initiatives throughout UFV. ▪ Promoting provincial recognition of learning action plan and UFV as PLAR “Centre of Excellence” through BC Prior Learning Assessment Network (BC PLAN) Summit 2010 ▪ Increasing recruitment/retention of adult, international, and First Nations learners by implementing the Adult Learner Friendly Institution (ALFI) self-assessment at UFV. 	<p>Fall 2010</p> <p>January 2010</p> <p>April 25-27, 2010</p> <p>Fall 2009 – Spring 2010</p>	<p>None: ASAC subcommittee partnership</p> <p>A.S./FVDES partnership revenue</p> <p>Special Project (ALMD) funded</p> <p>A.S./Enrolment Management initiative</p>
Career Centre	<ul style="list-style-type: none"> ▪ Expansion of career peer mentors program ▪ Alumni-student mentoring program ▪ Summer job fair (winter 2010) ▪ Employer advisory council (fall 2010) ▪ Co-op portfolios (fall 2010) ▪ Implementing online interview skills workshops & resources 	<p>Winter 2010</p> <p>Fall 2010</p> <p>Winter 2010</p> <p>Winter 2010</p> <p>Fall 2010</p> <p>Winter 2010</p>	<p>Staff time; Co-op student time</p> <p>\$2500 for initial site licence and development (fees to vendors) Staff time for implementation</p>
Enrolment Management	<ul style="list-style-type: none"> ▪ Continuing and expanding of the SLG project ▪ Investigating the further development and expansion of dual credit 	<p>Spring 2010</p> <p>Fall 2010</p>	<p>0.5 staff</p> <p>0.5 staff for 2011/12 budget</p>

DEPT/SCHOOL	NEW INITIATIVES	ANTICIPATED IMPLEMENTATION DATE	RESOURCES REQUIRED
Teaching & Learning	<ul style="list-style-type: none"> ▪ To host the March meeting of the provincial University –College-Institutes Professional Development Association ▪ To conduct a day-long institution-wide event on teaching and learning at a teaching-intensive university, including the integration of teaching and research ▪ To facilitate a celebration of Teaching Excellence Award recipients of the past decade ▪ To write and present case studies of the successful integration of media and educational technologies and online instruction. ▪ To develop a partnership with Fraser and Coastal Health, to produce learning objects ▪ To develop a partnership with BCIT, Kwantlen Polytechnic University, and Vancouver Community College to develop learning modules for Trades instruction ▪ To complete a demonstration course integrating media in the online environment ▪ To complete a series of instructional aids in Camtasia to assist faculty and students in the online environment ▪ To conduct a day-long institution-wide event on being a “Teaching University” ▪ To re-fit B101 ▪ To re-establish video-conferencing by computer desk top and/or video-conferencing studio 	<p>March 2010</p> <p>April 2010 (date tentative)</p> <p>January 2010</p> <p>March 2010</p> <p>April 2010</p> <p>June 2010</p> <p>August 2010</p> <p>December 2010</p> <p>January 2011 or February 2011</p> <p>September 2011</p> <p>March 2010</p>	<p>For each of the initiatives:</p> <p>Financial IMS staff Facilities staff ITS staff</p>
Writing Centre	<ul style="list-style-type: none"> ▪ Business Faculty/ Writing Centre project ▪ Discourse Analysis ▪ Triage and Research 	<p>Fall 2010</p> <p>Fall 2010</p> <p>Winter 2010</p>	<p>4 Faculty at 68% increased to 100%</p>

Research & Graduate Studies

EDUCATION PLAN 2009-2011

Yvon Dandurand, AVP

Research and Graduate Studies Education Plan 2009-2011

The research and scholarly activities of our students and faculty continue to increase every year. Their research often reaches across disciplinary and geographical barriers, but it manages to remain directly relevant to our students, to our region and to the communities we serve. UFV produces research which directly engages local partners and responds to local challenges. Every year, as a regional institution, we are expected to engage even more deeply in research that focuses on some of issues to which the community attaches great importance.

There are more of us at UFV who are actively engaged in research and scholarly activities than ever before. This is reflected in the volume of scholarly work that we produce every year and on the growing impact that this work has locally, nationally and internationally. Our increased research capacity is the result of our faculty's commitment to research, the institution's efforts to facilitate research, as well as our efforts to recruit faculty members who are not only interested in pursuing their own research and scholarly interests, but are also committed to integrating teaching and research and creating opportunities for students to be actively involved in various forms of research.

In the last several years, we have created more opportunities for our students to get involved in faculty-led research and to develop their own research. We have established a number of centres and institutes which have helped multiply the opportunities for students to get involved in exciting and valuable research. This year, we will continue to support these centres and institutes, particularly the newest ones which are just beginning their activities (e.g., the Centre for Social Research), and ensure that they remain vibrant places where ideas are formulated and shared and where the community meets with our faculty and students to engage in new learning experiences and new experiments.

Because research-based and research-led teaching is such a great motivator of students, it will continue to be a priority for us to provide more and richer opportunities for our students to participate in research and scholarly activities. It is an essential part of our fundamental pedagogical mission. As a primarily undergraduate teaching institution, one of our biggest challenges is to build a capacity to engage more of our students, and hopefully one day all of our students, in inquiry-based learning. Providing students with research opportunities and reviewing our curricula will help us strengthen the link our teaching and research activities. In particular, we intend to explore how more meaningful opportunities to engage in research can be offered to students as part of their first-year experience at the university.

In the coming year, the university community will engage in a strategic planning process to articulate its research and teaching goals more clearly and to align them as much as it can with the needs and aspirations of our students and the various communities we serve. We know that there are research areas, such as health, the environment, sustainable development, urbanization, or aging, on which we need to focus more of our attention. There are other research areas where we have already made significant advances. We will want to continue to build on these strengths. We will obviously need to identify some strategic priorities for research and our choices, as always, will need to be informed by our students' interests and community needs. This year, we will have the opportunity to recruit another Canada Research Chair and we will want to make sure that we do so with a clear vision in mind of the kind of research that we want to continue to foster and support at our university.

A number of new graduate studies programs are at various stages of development. UFV hopes to be able to offer two new graduate certificate programs by Fall 2010: a Graduate Certificate in Program

Evaluation and a Graduate Certificate in Teacher Leadership and Mentorship. These two new programs are primarily designed to address the development needs of professionals of the Fraser Valley, but they will also be accessible to professionals from the rest of the province. The Graduate Certificate in Program Evaluation will be officially launched at the annual meeting of the Canadian Evaluation Society, in May 2010 in Victoria. A third competency-based graduate certificate directed at international development professionals is under consideration.

New graduate programs at the master's levels are being developed and submitted for approval. A Master's of Social Work program (Faculty of Professional Studies) has been approved by the Senate and Board of Governors and is undergoing external review. UFV is hoping to start delivering the program to a first cohort of students in early 2011. Three other programs are at different stages of development, a proposed Master's Degree in Research and Teaching History (Faculty of Arts), a Master's Degree in Business Management (Faculty of Professional Studies), and Master's of Science (still at the conceptual development stage within the Faculty of Science). None of them are likely to be offered before 2012.

Our Master's in Criminal Justice is being reviewed this year as part of the review of criminal justice programs.

These program development activities are supported by the School of Graduate Studies and guided by the Senate Committee on Graduate Studies.