
Students and Community: An Update to the UFV Education Plan

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Students and Community: An Update to the UFV Education Plan

“The benefits of post-secondary education accrue to individuals, communities and society, and are associated with better labour market outcomes, better health outcomes, better outcomes for children, lower crime rates, and higher levels of civic participation.” I quote from the Ministry of Advanced Education’s *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*. I do so not only because it is an inspiring statement that few post-secondary educators and perhaps no one at UFV would disagree with, but also because it brings together several factors which determine the shape of education planning at post-secondary institutions in British Columbia: the Ministry, perceptions of labour market needs, the growing and implacable demands of health care, and the concern with “outcomes” and, hence, accountability and quality assurance. Moreover, by referencing “lower crime rates” and “higher levels of civic participation,” the statement reminds us of the fundamental purpose of higher education—the development of active, ethical citizens—and its compatibility with education for careers and employment. And the fact that the statement appears in the Ministry’s *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* underlines how high a priority Aboriginal Education and Indigenizing the Academy have become for the Province.

All of these themes will be echoed in this document, our first *Update* to our multi-year education plan, *Students and Community: Education Planning at UFV, 2011-15*, which was approved by the University of the Fraser Valley Board of Governors in the spring of 2011. The Board expects annual updates to the plan until we create a brand new one for 2016 and beyond.

This *Update* begins with a set of *Academic Planning Principles* and includes an outline of the fiscal and political realities, contextual factors, and post-secondary trends that should shape our thinking as we engage in planning, followed by a review of the major planning and programming initiatives of the recent past and immediate future at UFV. Much of the material is drawn from the *Appendices*, which contain the Updates of our Faculties and some of our support services. These *Appendices* form the substance of this report on how far we have implemented the plans laid out in *Students and Community: Education Planning at UFV, 2011-15*, and what factors, if any, have required a modification of our plans. But I want to begin by recognizing that UFV’s incredibly dedicated faculty and staff have been exceptionally able to adapt to and anticipate the external changes and developments. We face numerous challenges, but we are in a comparatively strong position to overcome them thanks to our committed, creative, and collegial UFV community.

Academic Planning Principles

University of the Fraser Valley

Assumptions

The following assumptions underlie the academic planning process at UFV and are reflected in our planning practice. The planning process is:

1. guided by our commitment to student success and an integrated student experience;
2. responsive to and consistent with UFV's mandate and strategic directions;
3. collegial and consultative, grounded in UFV's collegial governance processes;
4. integrated and attentive to UFV's foundation plans;
5. evidence based;
6. linked with quality assurance; and
7. informed by the principle of program sustainability.

Principles

The following principles are organized around two key themes: *Strategic Directions* and *Students and Program Considerations*.

Strategic directions

The following principles relate to UFV's strategic directions and priorities as outlined in *Changing Lives, Building Community* (April 2010); *Students and Community: Educational Planning at UFV, 2011-15*; and the *Strategic Research Plan*.

Academic planning will:

1. respond to and anticipate 21st-century challenges;
2. respond to the local and regional needs of the Fraser Valley;
3. enhance indigenization of the academy and respond to the needs of Aboriginal students;
4. enhance internationalization and respond to the educational needs of international students and immigrants;
5. foster the integration of research and teaching and the development of inquiry-based learning; and,
6. foster collaboration that is multi- and inter-disciplinary and multi-institutional.

Student and program considerations

The following principles relate to educational programs and learning experiences at UFV.

Academic planning will:

7. reflect our primarily undergraduate teaching focus and the comprehensive nature of UFV programming;
8. meet our commitment to access and transition programs;
9. ensure institutional and program learning outcomes are attained;
10. foster multiple, efficient pathways to completion that enhance flexibility; and,
11. integrate new and emerging technologies into teaching and learning.

Context

Funding

There continues to be no growth funding and no prospect of any coming from the Province. Indeed, the Province has announced budget reductions to post-secondary education of \$20 million in 2013-14 and a further \$30 million in 2014-15.

Together, the Ministry of Advanced Education and the Industry Training Authority supply about half of all our funding. A little over a quarter comes from tuition. The rest is "entrepreneurial," that is, we must find ways of raising the remaining quarter of our resources. And that's just to stand still. Actually, as we receive no funding for inflationary costs, it doesn't even allow us to do that.

This means that if we want to do something new, we either have to find ways to generate new resources or we have to reduce existing resources in one area and move them to support the new initiative or we have to stop doing something we currently do.

Or we need radically to change the way we operate, the way we practice being a university. More on this later.

Increased competition

First, competition among post-secondary institutions (for students, faculty, staff, administrators, and resources) is intensifying, and in relation to salaries in the rest of the country, British Columbia is not in a strong position. Second, the kinds of competitors we face are changing. These include private for-profit institutions and new public universities willing and able to offer innovative curricula and ways of doing business. In particular, high quality online education is making it possible for some of our competitors to provide customized education that meets the diverse learning styles and needs of students at a comparatively lower cost. Moreover, they demonstrate their advantages in a way that increasingly has the most currency with accrediting bodies: learning outcomes. More on this later. But perhaps our most fundamental competitor is the internet itself. In the youtube video that quickly went viral, an undergraduate dropout from the University of Nebraska, Dan Brown, states that, "in the

information age, facts are free."¹ Actually, more than "facts" are free. Complete courses and entire programs from M.I.T. and a growing number of institutions are free. "If institutional education [that's us] refuses to adapt to the landscape of the information age, it will die and it should die." Brown adds that education should "stoke creativity and new ideas"; "education is about empowering students to change the world for the better." In his experience, universities should be doing this, but they are not; the internet is.

The unsustainability of the traditional university and the need to reinvent it

As I write this, universities in the U. K. are disappearing. Many more in North America and around the world will disappear in the next decade or so. This is because, as scholarly studies have argued, the traditional university has become unsustainable. All of the factors mentioned in the previous two sections--declining public funding, rising costs, inexpensive (or free) online learning, and "more outcome-oriented accreditation standards,"² have produced this unsustainability. Universities without multi-billion dollar endowments will not survive without reinventing themselves. A few facts to keep in mind: a few decades ago, 80% of our funding came from government. Now, about 50% comes from AVED and the percentage will continue to drop. At the same time, the internet has reduced the costs of learning to zero, while our students take out thousands and thousands of dollars worth of loans to pay for the learning we offer.

In their recent "study of the top 10 issues facing higher education institutions," the Deloitte professional services firm states the case as follows:

Higher education institutions are in the midst of a perfect storm. Amidst shrinking resources, [intense competition] and rising demands, it is becoming clear that higher education institutions can no longer maintain the status quo. To achieve their mandates and serve their constituencies, they must transform the way they do business. . . . and **reinvent themselves to meet the educational needs of the future.**³ (emphasis mine)

Setting priorities: identifying strengths and weaknesses

Given these challenges around funding, costs, and competition, post-secondary institutions need to identify priorities and get clear on their strengths and weaknesses.

The economic environment can no longer support a culture where everyone asks for their unique wants and the administration strives to provide that. Although cultural change can be

¹ Dan Brown, "An Open Letter to Educators," <http://www.youtube.com/watch?v=-P2PGGeTOA4>

² Clayton M. Christensen and Henry J. Eyring, *The Innovative University: Changing the DNA of Higher Education from the Inside Out* (San Francisco: Jossey-Bass, 2011). For a Canadian perspective, see Ian D. Clark, David Trick, and Richard Van Loon, *Academic Reform: Policy Options for Improving the Quality and Cost-Effectiveness of Undergraduate Education in Ontario*, (Montreal: McGill-Queen's U.P., 2011) on the unsustainability of Ontario's university sector.

³ http://www.deloitte.com/view/en_CA/ca/industries/059379bd1286f210VgnVCM1000001a56f00aRCRD.htm

painful and slow, institutions must get better at aligning their programs with their strategic priorities.⁴

As the *Appendices* to this Update reveal, UFV Departments have kept this alignment with university strategic directions front and centre in their education planning. Moreover, Departments, Faculties, and the University as a whole have begun to identify and prioritize the strengths that distinguish UFV. The most recent Provost's Retreat, for example, produced the following list of suggestions:

UFV's strengths

1. UFV is student-centred;
2. UFV is able to adapt to change;
3. UFV has strong social values and a commitment to community;
4. UFV has great breadth of programming;
5. UFV's size enhances our sense of community;
6. UFV does not follow what other institutions are doing;
7. UFV's faculty;
8. UFV has created a model for a teaching university where teaching, research, and scholarship work together;
9. UFV retains employees;
10. UFV has one union;
11. UFV has good labour relations;
12. UFV has a collaborative and democratic governance system.

Online Learning and Educational Technology

It should now be obvious that more and more students are seeking online and hybrid options for their learning. This can no longer be an ad hoc add-on to what Departments do; hence they have begun to plan their participation in UFV's online campus, a campus that is larger than some of our physical ones and growing from semester to semester.

This participation is supported by our Teaching and Learning Centre. To quote from the Director of Teaching and Learning's *Update*:

One of the central responsibilities of Teaching and Learning is to support faculty in the application of emerging technologies to enhance teaching and learning. Developing hybrid courses (a blend of online and face-to-face instruction), flipped courses (where students study online in order to engage in experiential activities when they are face-to-face), and fully online courses are options to increase flexibility of course offerings, streamline program offerings, improve access and space utilization, and address the issue of Time to Graduation. We provide

⁴ http://www.deloitte.com/view/en_CA/ca/industries/059379bd1286f210VgnVCM1000001a56f00aRCRD.htm

support through workshops, consultation, and strategic planning for the development of online learning opportunities. (See Appendix.)

Online options are only one of the expectations today's tech-savvy, social media-using students expect. A Harvard administrator makes the following prediction for the near future at his university:

There will be a major shift in instruction from the classic large-lecture format to an asynchronous electronic format that can be accessed by students on their computers on campus and globally through online distance education. The shift will be to more electronic and modular instruction in many fields, as faculty members exploit new education technologies. Harvard Summer School, for example, just went global with a distance course, "Social Development in Pakistan," that linked local summer students with Pakistani students through real-time video conferencing between Cambridge and Islamabad.⁵

UFV now has video-conferencing capabilities that allow us to develop a truly global educational experience.

Serving Non-Traditional Students

"More than two-fifths of students in higher education today are nontraditional, part-time adult students." This population is growing faster than any other. By 2036, it is predicted that the majority of students at Harvard "will most likely be nontraditional."⁶ It would be wise to plan for programming and delivery methods that target this population. According to David Attis, the program characteristics most valued by non-traditional students are:

- Flexible delivery and schedule options
- Online courses
- Career focused programs
- Accelerated programs
- Convenient locations⁷

British Columbia's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan

The Province's *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* was completed in the summer. It "was developed by a working group of British Columbia's Aboriginal Post-Secondary Education Partners, including the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, the Métis Nation BC, BC Colleges, BC Association of Universities

⁵ Michael Shinagel, "Nontraditional Students Surge," *Harvard Magazine* (September-October 2011) <http://harvardmagazine.com/2011/09/nontraditional-students-surge>.

⁶ Ibid.

⁷ David Attis, "The Changing Landscape of US Higher Education," presentation to the Canadian Council of Deans of Arts, Humanities and Social Sciences, University of Victoria, April 13, 2012.

and Institutes, and the Research Universities' Council of British Columbia." ⁸ I believe this policy framework has legs, not just because the government has devoted a lot of time and resources to it, but because the fundamental motivation behind it is economic. The Province believes that we are facing a serious shortage of skilled workers at a moment when the retirement population that these workers' taxes support will soon reach historic proportions. Economists and demographers have identified only two growing populations: immigrants and Aboriginals. Hence the second paragraph in the Policy Framework:

British Columbia faces a decade of economic change, with over a million new job openings anticipated. Due to changing demographics, a shortage of newly trained skilled workers in British Columbia's labour market is anticipated. First Nations, Métis and Inuit peoples are the fastest growing segment of British Columbia's population. Investing in post-secondary education and training for First Nations, Métis and Inuit peoples will help address forecast labour market shortages, position Aboriginal British Columbians to take advantage of the economic opportunities that exist in the province, and enhance their participation in the social, cultural and economic life of their communities, the province and global society.⁹

The Policy Framework contains ten guiding principles and five goals. They include the aim of integrating Aboriginal ways of knowing and their languages and culture into our curricula and ensuring Aboriginal voice and vision in our governance system. The last principle states: "Recognition that the work needed to achieve systemic change is significant and will take time, thus long term investments are required to ensure programs, policies and services that meet the needs of Aboriginal learners are systemic, strategic and sustainable." While one might be skeptical about the promise of "long term investments," it is clear that if funding is forthcoming from government in the coming years, this file will be a major priority.

One can also expect that we will be held accountable for achieving the goals of this Policy Framework. Our education planning, therefore, should be looked at through the lens of *Indigenization*. Our efforts to Indigenize curriculum design, hiring processes, the governance system, major public events, and more, will shape education planning for years to come. Furthermore, our recognition, stated on all public occasions, that we sit on the traditional unceded territory of the Stó:lō people means that we will measure our own reinvention of the university against Stó:lō values and customs.

Learning Outcomes, Accountability, and Quality Assurance

Around the world, there has been an increasing government and employer emphasis on accountability and quality assurance. In the spring, the B.C. government announced their plan to develop and implement a new Quality Assurance Framework for all post-secondary institutions in B.C. by the end of 2012. This date has now been revised to sometime in early 2013. The stated goal is "Excellence in

⁸ http://www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf, 2.

⁹ Ibid., 1. See also the *BC Jobs Plan* (<http://www.bcjobsplan.ca/>) and *Skills for Growth: British Columbia's Labour Market Strategy to 2020*, (http://www.aved.gov.bc.ca/skills_for_growth/).

quality learning outcomes for students."¹⁰ This goal will be achieved, they believe, by adopting a new and universal regulatory system.

A reading of the Quality Assurance document makes it clear that learning outcomes will be central to the new accreditation and quality assurance framework that will govern us. "Articulating, measuring and reporting outcomes provide increased accountability to students and their families, employers, the public, government and other stakeholders. Of increasing prominence are learning outcomes."

"Greater consistency of learning outcomes across the entire system will make it easier for students and employers to assess the value of these credentials."¹¹ This document, combined with BCCAT's recommendation that British Columbia post-secondary institutions consider basing the transfer system on learning outcomes, means that we can expect that we will be mandated to develop learning outcomes at the course, program, and institutional level (and do not be surprised if our funding is linked to outcomes). Fortunately, we have completed our exercise in developing outcomes at the institutional level. Departments will now focus on establishing program and course outcomes that our consistent with our ILOs.

We exist and compete in an increasingly competitive post-secondary marketplace where our competitors, including private online institutions, exhibit their quality by ensuring that their graduates can demonstrate their learning--something that grades, the fabulousness of their curriculum, the number of publications produced by their faculty, etc., do not do, certainly not in a way that employers care about, but that learning outcomes do, and in a way that employers, prospective students, and governments find convincing. More than convincing, they increasingly regard it as essential. If post-secondary institutions want to continue receiving annually diminishing public funds from governments, they must show that they are accountable. Governments are ever more concerned that we can demonstrate our quality in measurable terms. Hence, our need to offer them measures--in measurable learning outcomes—that satisfy their requirement for quality assurance and accountability and that *make educational sense to us* and are *relevant to the peculiar nature of UFV*.

Integration and Interdisciplinarity

"As students and parents increasingly come to assess degrees based on the economic value they confer, institutions will need a way to demonstrate the practical outcomes of the programs they offer."¹² We are uniquely well placed to respond to demands that our programs become more relevant to marketplace and employer needs. Consider that more students in Alberta transfer from universities to colleges than the other way round and that we have nearly reached this point in B.C. It's because they want a job and probably have a mountain of university debt to pay off. But at UFV, students can find "university" and vocational programming in the same institution. They shouldn't need to transfer to get that extra credential that, combined with their university degree, makes them far more employable than

¹⁰ http://www.aved.gov.bc.ca/education_quality_assurance/docs/pse_framework.pdf, 3.

¹¹ Ibid., 5.

¹² http://www.deloitte.com/view/en_CA/ca/industries/059379bd1286f210VgnVCM1000001a56f00aRCRD.htm

other graduates. We need to take advantage of the fact we have both trades and traditional (and non-traditional) university programming. We need, therefore, greater integration among our programs. We also need to recognize that the world outside, including the corporate world, is far more interdisciplinary than we are. If the solution to public policy issues requires an interdisciplinary approach, our students need to be equipped to provide it.

"Faculty members over time will erode the artificial boundaries of departments and divisions and schools in evidence today and create greater synergies through interdepartmental and interfaculty collaboration in research and teaching, at both the undergraduate and graduate levels."¹³

Though we still have much to do to facilitate entrance of one program's students to courses in another program, the following section and the *Appendices* clearly demonstrate the progress we have made in "interdepartmental and interfaculty collaboration."

Planning and Programming Initiatives

Institutional Learning Outcomes and Program Reviews: UFV's Guarantee of Educational Quality

The *UFV Institutional Learning Outcomes* document is the product of a collective and democratic year-long exercise. The process was launched with a Provost's Forum in September 2011 at which we identified May 1, 2012 as the date for an institution-wide PD Day by the end of which a statement of Institutional Learning Outcomes would be completed. When the document was finalized in May, it was only after the most full and extensive consultation had occurred. As the following timeline of the process makes clear, it is no exaggeration to say that this document was composed by the entire UFV community.

ILO Timeline

September 2011: Provost's Forum on Institutional Learning Outcomes; the Teaching and Learning Advisory Council is directed to facilitate a process of establishing ILOs by May 2012; on May 1, 2012, a PD Day is scheduled at which we will complete this task.

Following the Provost's Forum in September, 2011, a blog was created for the Institutional Learning Outcomes.

In September and October, the Director of Teaching and Learning, Wendy Burton, was invited to Faculty Councils and meetings of Department Heads and Departments to discuss Institutional Learning Outcomes.

¹³ Michael Shinagel, "Nontraditional Students Surge," *Harvard Magazine* (September-October 2011) <http://harvardmagazine.com/2011/09/nontraditional-students-surge>.

Provost and Vice-President, Academic, Eric Davis, made presentations on the ILO process at Senate and the Board of Governors' meeting.

The Theatre Department, preparing for a Program Review, invited Wendy Burton to facilitate a process of establishing department learning outcomes.

On behalf of the Centre for Teaching and Learning, Scott Varga conducts a workshop on UFV ILOs at the Student Leadership Conference in October.

All units at UFV are invited to submit suggested ILOs to the Teaching and Learning Advisory Council by January 2012.

Student Services asked for a "mini-charrette" to develop their submission in November.

Scott Varga presented the ILO project to the Minister of Advanced Education. Wendy Burton presented the project to the Alumni Board.

In November a by-invitation demonstration charrette was held at the Reach Gallery in Abbotsford, with 34 participants from every division of UFV.

Wendy Burton, Ruby Ord, and Scott Varga visited community groups, churches, temples, and mosques, as well as Rotary Clubs, Kinsmen clubs, Abbotsford Community Services, Mission Indian Friendship Society, Soroptomist clubs, and Aboriginal Community Council. These visits began in September and culminated in the community-wide charrette on early February 9.

The blog was available from September to May, and provided a forum for anyone to submit ILO ideas.

A UFV community-wide charette was held from 2:00 to 8:00. All ILO submissions were posted on the wall of B121 and attendees were given stars to stick next to their favourites. They were also provided with blank posters and the opportunity to suggest new ILOs.

Sheryl MacMath, of the Teacher Education Program, agreed to take all submissions up to February 10, 2012 and create a synthesis draft. This draft was available on the blog and at the Academic Planning and Priorities Committee meeting, faculty councils, Department Head meetings, and Provost's Council on Student Success.

This draft was discussed at another Provost's Forum on ILOs on March 5.

March-April: all of UFV had the opportunity to send in revisions to the draft ILOs.

A UFV-wide professional development day was held on May 1, and at the end of that day a penultimate draft was created by four volunteer editors, using all feedback and suggestions to that date: Linda Parady, Sheryl MacMath, Sylvie Murray, and Gregory Schmaltz. 152 participants attended this event.

This team of editors worked on the document for an additional two weeks, and Sylvie Murray and Gregory Schmaltz presented their final version at Teaching and Learning Advisory Council on May 18, 2012.

This version was discussed at that meeting, and circulated for final approval between May 22 and May 30.

The ILOs are not only our guarantee to our students and our communities that our graduates will possess the stated abilities. It is also an expression of our identity. These nine ILOs are who we say we currently are.

Institutional Learning Outcomes

The University of the Fraser Valley (UFV), located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning. Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes. Graduates...

1. Demonstrate information competency

Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.

2. Analyze critically and imaginatively

Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.

3. Use knowledge and skills proficiently

Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.

4. Initiate inquiries and develop solutions to problems

Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action.

5. Communicate effectively

Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences.

Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.

6. Pursue self-motivated and self-reflective learning

Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.

7. Engage in collaborative leadership

Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.

8. Engage in respectful and professional practices

Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

9. Contribute regionally and globally

Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.

As the Update from the Director of Teaching and Learning indicates, the next phase of the Institutional Learning Outcomes project will involve accountability, alignment, measurement, and assessment. Under the direction of the Teaching and Learning Advisory Council, and with the support of the Teaching and Learning Centre, we will provide workshops and consultations for departments and Faculties on how to develop and align program outcomes with our ILOs, and how to measure and assess outcomes. Over the next two years, we will collectively determine the best methods for assessment at UFV.

Program Reviews

Over the past two years, we have completed seven reviews of the following programs: Criminology and Criminal Justice, Kinesiology and Physical Education, Physics, Continuing Studies, English, Child and Youth Care/Early Childhood Education, and Mathematics and Statistics. All reviews were very positive; review panels were extremely impressed with our programs, though they also made numerous recommendations for improvements. The External Review Panels in the Biology and History Program Reviews performed their site visits in May. Theatre's site visit will take place in September 2012. In addition, we have completed two professional accreditation reviews, one in Nursing and one in Social Work. Both received the highest level of re-accreditation.

Internationalization

In September 2011, Premier Christy Clark announced her goal of boosting employment by increasing the number of international students in British Columbia by 50% in the next four years. This made international education one of the highest priorities of the post-secondary sector. More recently, the British Columbia Jobs and Investment Board (BCJIB) released an interim report outlining recommendations in support of the 8 economic sectors of advantage for BC, including international education.

Over thirty UFV students are studying abroad this semester, and 900 international students from 45 different countries are on our campuses. Moreover, the percentage of international students enrolled in academic programs continues to rise as a result of targeted admission policies, diversified partnerships with universities abroad, and a continued focus on student retention.

UFV continues to increase its internationalization efforts in a variety of ways. Details of these efforts can be found in the Faculty Updates appended to this Introduction, but a few examples follow:

- In Spring 2012, 18 Kinesiology students participated in the “Champions for Health” program in Antigua; the program is a collaborative effort between the Kinesiology and Physical Education Department and the Ministry of Education in Antigua Barbuda, West Indies. The students volunteered at elementary schools across the island, teaching life skills using physical and health education programs that encompass physical, affective, and cognitive, skills: the three aspects of the ‘Whole Child Approach’.
- A study tour for Nursing students in Belize took place in 2012;
- With support of our Internationalization Fund, Science faculty have visited China, Ecuador, Hawaii and Paraguay, and field schools have now been established in Ecuador and Hawaii;
- As a result of our Diaspora Studies Consortium with Northampton University (UK), the University of Münster (Germany), and York University (Canada), fourteen students were funded by the Diaspora Studies scholarship, sponsored by Human Resources and Skills Development Canada (HRSDC), receiving \$5,000 each to study at partner universities in Germany and the UK. The Consortium is an international, interdisciplinary network and exchange program for students and faculty from Canada and the European Union who are committed to learning, teaching and research about – and working with – diaspora communities;
- A visiting scholar from Shanghai has been working with our Computer Information Systems Department since January;
- Four business students received \$5,000 scholarships awarded through the Tradewinds exchange program, also sponsored by HRSDC, to travel to France and Ireland. Created in 2010, the Tradewinds program links UFV with Waterford Institute of Technology (Ireland), Glamorgan University (Wales), and l’École Supérieure de Commerce (France) in partnership with Memorial University of Newfoundland and Fanshawe College in Ontario to encourage student mobility and provide business students with international experience;

- Child and Youth Care and Geography collaborated to arrange a student practicum in centres for children and youth in Zambia and Tanzania;
- Geography has arranged over a dozen internships in Tanzania and India over the past year.

Student Engagement and Success

There are numerous examples of student success in the Faculty Updates. Over the past year, UFV has been involved in a number of major educational planning initiatives: *Institutional Learning Outcomes* (already discussed), an ongoing *Advising Review*, and an ongoing *Review of Student Experience*. Each of these projects is aimed at improving student engagement and success.

To quote from the Scope Letter for the *Advising Review*, its purpose

is to provide an opportunity to critically assess and evaluate the current role, structure, and function of advising services at UFV. Reviews ensure that our activities remain closely aligned with institutional priorities and directions, that innovative and collaborative practice are considered, and that optimum use is made of our resources. . . . The review is to be carried out assuming existing resources, and will identify opportunities for more effective resource utilization through structural change and the implementation of technological solutions.

Advising services are crucial to the recruitment, retention, and success of students. We began our review of advising services across the institution with a self-study that was completed last winter. The site visit of the External Review Panel will take place this November.

The purpose of the *Student Experience Review*, which began last year, is to conduct a study of the quality of student experience at UFV. It will critically assess the degree to which our campus environment “promote[s] students’ active engagement in their social, intellectual and personal development while enabling their educational goals.”¹⁴

Our mission as a university, and all of our education and strategic planning, are ultimately about student success. One measure of this success, and of our success as educators, is retention. Though we have excellent retention rates for students once they get beyond first year, it is in this first year of university that we experience our poorest retention rates. We lose about 40% of our students between first and second year. While this figure is the norm for open access institutions such as ours, it is not a figure to be proud of.

One student engagement and retention initiative that has been making a difference for the past four years is our *Supported Learning Groups* (SLGs). SLGs are a form of co-curricular academic support in which senior students who have taken a difficult course previously and done well, attend the lectures again and then facilitate out of class, regularly scheduled study groups.

¹⁴ Elizabeth Dennis and Katherine Watson, “Review of Student Experience at UFV.”

When it began in September 2008, the SLG initiative looked to be one very demonstrable way to improve our retention rates and the success of our students, and our review of the program suggests our hopes were not misplaced:

During the pilot year, SLGs were offered for students in 7 courses (17 sections) in the Faculties of Arts and Science: Computer Information Systems 192; Computing Science 150; Geography 101 and 130; Mathematics 104 and 105; and Psychology 101. The total final graded enrolment for these courses was 518 with 191 students participating in SLG (37%). The total number of session hours offered was 295. The student contact hours totaled 1203.

The combined mean course grade for the SLG participants was 2.54 as compared to 2.20 for the non-participants. The rate of P, NC, and W's in the SLG participant group (10%) was lower than for the non-participant group (21%). . . . When students learn and achieve higher course grades for their learning, particularly in first year courses, we know that they tend to stay in higher education at a higher rate, thus affecting retention on campus.¹⁵

Improving what universities refer to as the First Year Experience for students has become an institutional priority; it means more than improved study skills, time management, a deeper understanding of course material, and higher grades--all of which SLGs deliver; it also refers to the quality of the overall student experience on campus. One of the interesting surprises about SLGs is that the focus on collaborative learning has the effect of creating community. In the long run, this might turn out to be the most important ingredient in student success.

The benefits to SLG Student Leaders are dramatic. Developing leadership abilities and confidence, learning how to learn, and becoming aware of different learning styles are some of the advantages they attribute to their SLG Leader experience.

Innovative and Entrepreneurial

With no growth funding for the past three years and none on the horizon, and with a \$50 million cut to the post-secondary system over the next two years, there is growing pressure on departments not only to provide an excellent educational experience for their students, but to seek alternate sources of funding and take the time to plan to reduce their program's cost per FTE or the cost of educating a student. These costs are directly influenced by (among many things) class sizes, capital requirements (facilities, labs, computers, etc.), the number of faculty and staff in a program, class fill rates, and the time it takes students to graduate.

With the support of the University Advancement Office, our Faculties have been successful in securing a number of important donations which have funded or will fund educational initiatives. The many examples include the \$12,000 donation to support the MSW Program from the RBC Foundation, \$22,000 to fund student scholarships in that program, and a \$229,000 contract with Stó:lō Aboriginal and Skills

¹⁵ *Supported Learning Groups—First Year Report* www.ufv.ca/Assets/President%27s+Office/SLG+report.pdf, 1.

Training to enable Early Childhood Education to offer its Childcare Certificate program. Scholarships from the Tradewinds exchange program have supported international exchanges for eight students and two faculty members.

One way to increase efficiency and be educationally innovative is to engage in collaborations between Faculties and departments. This includes cross-Faculty, cross-departmental, and cross-disciplinary hiring and programming. Math and Computer Information Systems have collaborated to offer a Data Analysis Certificate which will provide students with a unique edge when entering the job market. This program is the first of its kind in Western Canada, and was created by UFV in response to industry demand. The demand for data analysis skills is growing so rapidly (and notably among international students) that SAS Canada, a leader in business analytics, has equipped UFV with the software for this program.

Our Global Development Studies Degree proposal was approved by the Minister of Advanced Education in summer 2012. New program proposals that involve cross-faculty collaborations include degrees in Media Arts, Indigenous Studies, a Biology degree option with Agriculture, and in Physics, an engineering physics/mechatronics diploma with Trades. Planning work continues on a Bachelor of Environmental Studies that draws on expertise from the Faculties of Science, Trades, and Arts.

Combining the resources of several disciplines is not simply the result of fiscal exigencies. The interdisciplinary and multidisciplinary aspects of these initiatives are consistent with an intentional planning priority that is meant to respond “to pressing new issues facing human beings” (see the Faculty of Arts Update). The world outside, including the corporate world, is far more interdisciplinary than most post-secondary institutions. If the solution to public policy issues requires an interdisciplinary approach, our students need to be equipped to provide it.

The College of Arts has responded to this need with ARTS 100, a 9 credit, team-taught interdisciplinary course designed for first year arts students. Rather than centre the course around a subject, ARTS 100 is structured around a theme, combining several courses into an interdisciplinary syllabus. The very first section, offered in the Fall 2012 semester, has a theme of “Homes and Homelands.” ARTS 100 will also introduce students to the skills and resources they need to succeed in university and meets the writing and reasoning requirements for the Bachelor of Arts.

Collaboration extends beyond the walls of UFV to include a variety of domestic and international partnerships. We have partnerships with clinical agencies, School Boards and School Districts, Science World, Indigenous communities and institutions, the Nicola Valley Institute of Technology; government agencies, non-profits, corporations, the RCMP, the Dalai Lama Centre, and universities around the world.

Being “innovative, entrepreneurial, and accountable,” to quote from our *Strategic Goals*, requires a prudent use of scarce resources. This requires difficult decisions. A shortage of students and an

uncertain job market has led us to recommend the discontinuation of our excellent Dental Hygiene Program.

To meet the program development needs of the whole institution, we have moved the position of Program Development Coordinator from the College of Arts to the Provost's Office.

Indigenization

Students and Community: Education Planning at UFV, 2011-15 spoke of discussions with SFU about co-hosting a conference on "Indigenizing the Academy."¹⁶ This idea came to fruition, but the co-host was the Nicola Valley Institute of Technology, British Columbia's Aboriginal Post-secondary Institute. Our conference on Indigenizing the Academy-- S'iwes Toti:It Q'ep — Teaching and Learning Together— was held on August 27 and 28, 2012. It was the inaugural event at UFV's Gathering Place in the Chilliwack Education Park and was successful beyond our wildest dreams.

The Conference had a practical focus and brought together teams of senior administrators, senior advisors on Indigenous affairs, deans, faculty, students, Elders, and community members from 33 Canadian institutions with the goals of sharing best practices of Indigenizing post-secondary education and brainstorming transformative solutions to the outstanding challenges.

These challenges include reconciling governance, academic freedom, tenure, promotion, and collective agreements with Indigenization and Indigenous community culture; recruitment and retention of Indigenous faculty, administrators, staff, and students; and the role of partnerships, alliances, and community advisory councils.

About 275 people attended this sold-out conference from institutions as far away as Memorial University of Newfoundland. It was structured using Indigenous protocol, with Stó:lō Longhouse practices and Stó:lō witnesses at each Workshop who later reported back to the whole group in the Gathering Place.

The Conference showcased UFV and the Stó:lō community like never before. Attendees thought that UFV has now set the bar for such Indigenizing conferences.

An article about the Conference appeared in the *Vancouver Sun*, and it was noted as one of *Academica's Top Ten*.

The final session was called "Next Steps" and we are continuing these next step conversations, not least because the Conference will have raised expectations in the community and we will need to raise our game in order to meet them.

¹⁶ "Indigenizing the Academy" refers to the multifaceted process of transforming post-secondary institutions into welcoming places for Aboriginal students and communities, into schools where Aboriginal students do not have to deny their culture, values, history, and identity in order to be successful.

Videos of the keynote addresses and the notes from the Workshops will soon appear on the web. There are many other Indigenizing initiatives identified in the Faculty Updates, including:

- the Lens of Empowerment Project, which explores women's citizenship and identity in Stó:lō territory;
- the visit of Tomson Highway to UFV for a staged reading of his play, *the Rez Sisters*; Aboriginal Student Handbook;
- the production of an Aboriginal Student Handbook for Spring 2013;
- the hiring of faculty of Indigenous (and in one case, Stó:lō) heritage in Upgrading and University Preparation, Library and Information Technology, and Indigenous Studies (History Department);
- a plan to hire an Open Studies advisor of Indigenous heritage;
- the third delivery in the community of the Family Childcare Certificate to Aboriginal Students; this was previously done in collaboration with BladeRunners, but this delivery will be in partnership with Stó:lō Aboriginal Skills and Employment Training;
- the offering of the *Math Mania* program in Deroche Elementary School, which has a largely Aboriginal population;
- Science Rocks and Super Science Club, which also have the goal of providing science education opportunities for Aboriginal children;
- the move of Aboriginal Access Services from Student Services to the Faculty of Access and Open Studies in order to integrate these services more closely into our academic programming and planning.

Enrolment Management

We have devoted considerable attention to this issue for the past two years, especially in 2011-12 when we organized a series of Provost's Retreats devoted in whole or part to this issue. While all departments and programs have the task of managing their enrolments, it is a considerably easier task for cohort and specialized programs. These can be found principally in Health Sciences, Professional Studies, and Trades and Technology. The task, however, is especially difficult in Arts, Science, and Open Studies. Because the most pressing challenges in Arts and Science concern the status of Open Studies students, they have been the focus of our recent efforts.

The central enrolment management issue at UFV concerns the status of our roughly 3500 Open Studies students. An Open Studies student is one who is permitted to enrol in regular credit courses, but does not have acceptance into any particular program of study that leads to a degree or diploma. These students are found in Adult Basic Education, English as a Second Language, and, principally, *Program Paths*.

Most of our "at-risk" students, those with GPAs of less than 2.0, are found in these program paths. Yet, until now, these students have not been monitored and they continue to enrol in university-level courses without restriction and the supports needed to ensure their academic success.

Managing program enrolments and especially reducing the lengthy waitlists for courses/sections at the beginning of every semester, but particularly the Fall, is impossible without reducing the number of students in program paths--through admissions controls, by moving these students into programs as quickly as possible, and by reducing the number of program path students who take seats that should go to program students. Achieving these tasks is complicated, but decisions we have made over the last year should make it possible to accomplish our goal of reducing the number of Open Studies students over the coming years.

Such a reduction involves measures to increase our support for Open Studies students and will, therefore, improve our ability to connect our twin commitments to *access* and student *success*. They are the necessary first step to accomplishing strategic enrolment management at UFV.

At the same time, we need to provide the support and advice to Open Studies students that will enable their success. Without doing so, we are not fulfilling our commitment to access (which must mean more than simple access to our campuses).

To these ends, we have taken a number of steps and made several decisions.

In November 2010, we made the case for moving program path students into the same faculty as Continuing Studies, ESL, and UUP; that is, into a faculty dedicated to providing access to non-traditional students where they would be monitored and supported. As a result, the Faculty of Access and Open Studies (FAOS) was proposed, approved by Senate, and established in September 2011, thus giving a home to our 3500 Open Studies students.

Ever since program path students became the responsibility of FAOS, the Dean's Office has worked with other deans, advisors, and Admissions and Records to understand how students are placed in the paths, who they are, and how they can be better supported. Although there is still much more to learn about these students, a plan is under development that proposes changes to program path criteria, admission processes, and student support services.

This plan emerged in 2011-12 after a series of Provost's Retreats devoted wholly or in part to the issues of Enrolment Management, Program Mix, and Admissions Review.

At the Retreats and in numerous Deans' meetings, the following were reviewed:

- Acceptance of Offer Requirements
- Increasing commitment of admitted students to register for classes
- Registration concerns (late-registering students, the order of registration)

- Reducing the number of Open Studies Students Registered in Courses (so waitlisted program students can be enrolled in courses)
- The comparative likelihood of program path students ever entering their program of choice

In addition, for enrolment planning purposes, it was suggested at the January 2012 Provost's Retreat on Enrolment Management that including additional "intent" questions directly on our general application form could be a method to understand better the intentions of our applicants at an earlier stage in the process. The Director of Enrolment Management was asked to conduct some research on the topic. As a result, we will be revising our application forms and should, therefore, obtain better information on our prospective students.

It was also suggested that research be carried out on the feasibility of the following proposals:

- Students should be accepted into a program by 30 credits but must do so by 60 credits.
- Students have to declare their program (major or minor) by 60 credits. (Note: This only affects Arts and Science.)

Following further investigation and discussion, the Director of the Arts Advice Centre put through a change to the BA that will require students to declare their major by 60 credits; this will help us determine more accurately the appropriate number of upper-level sections for Arts courses.

For the Faculty of Access and Open Studies, the primary goal for the next year is to ensure the purposes and processes of the programs and services residing within the Faculty are clearly defined and articulated so students using our paths understand where they need to enter, what they must do to stay on them, and where those paths can take them in the future. This will build on the work of the past year.

Our deeper understanding of UFV's current Program Paths indicates that their purposes, requirements, and benefits are not well defined. Given this, FAOS will work with the rest of UFV to review, revise, and/or develop the following:

- descriptions for and the purposes of all Program Paths;
- admission criteria and procedures for all Program Paths;
- continuance requirements for Program Path students;
- priority admission processes and procedures for Program Path students who meet the admission requirements of their programs of choice;
- mechanisms that promote coordination between A&R and FAOS; and
- targets for the number of students to be admitted to each Program Path.

Advising

Efficient and effective advising services are crucial to Enrolment Management efforts in all of our Faculties. As previously mentioned, in Fall 2011, we launched an Institutional Advising Review with the goal of optimizing the use and allocation of advising resources across the university. A self-study has been completed, a Report prepared, and an External Review Panel created. The Panel will conduct a site visit in November. The entire review process has been coordinated between the Offices of the Provost and the Vice-President, Students and should be completed early in the Winter Semester.

Since last year, advising has been facilitated by the introduction of the Business Intelligence (BI) tool and we now have Degree Audit software. This constitutes a vast improvement. The BI tool empowers department assistants, heads, advisors and the Deans' offices to work together with a clearer understanding of student records and pathways. Unlike manual tracking of academic requirements, which was very time-consuming, Degree Audit software facilitates advising by enabling both advisors and students immediately to see a hierarchical representation of a student's degree requirements, those they have fulfilled, and those remaining to be fulfilled. It frees up advisors to perform "higher order" advising while enabling students to access their audits in a more user-friendly and interactive manner. And by making advising software available on the Internet, students can actually view their progress toward graduation from anywhere.

Reducing Waitlists

In addition to the strategies focused on Open Studies students, other measures have been taken by individual Departments to address the waitlist problem. These include the following:

- Communications is working on reserves for minors and certificate students.
- Criminology is offering more summer courses.
- Of the \$457K that the Ministry sent our way as a one-time grant for Trades, we are using about half of it to deal with wait lists in Welding and to provide access to Culinary apprentices who have their time-in-trade but not their technical training.
- We are trying to realign Trades program lengths to the shorter durations the ITA pays for and we propose using some of the financial dividend to increase throughput and lower wait times.

Access

Beyond the work of the FAOS, other Faculties are also addressing access issues.

Improved Coordination of Timetable

Departments are working together on CEP timetables. Geography is scheduling courses to fit with the Business timetable; condensing some classes and making greater use of Saturdays and evenings. Criminology is creating block schedules for Mission and CEP. Communications is offering courses in Mission for Graphic and Digital Design students.

Workshops for At-Risk Students

Arts Academic Success workshops are organized by one of the Arts Advisors and a Counselor from Student Services. The workshop is designed to provide academically at-risk students with the necessary skills required to succeed in university.

Students and Community

There has been much handwringing across the continent about the diminishing quality of undergraduate education. But the solutions that editorialists and politicians and public policy experts are calling for already exist. They exist in the form of the new universities in B.C. and Alberta (and elsewhere). We all concentrate on undergraduate education and we are all student- and community-focused. And as government funding diminishes, we will become more and more reliant on community support. Accordingly, we need to make sure our programs are relevant to our communities and that we fulfill the transformative goal indicated in the title to our Strategic Directions Statement, *Changing Lives, Building Community*.

We are becoming a model that others will copy and this copying has already begun. We, the new universities in BC and Alberta, are the future. Hence, we need to think outside the box and not find our models in tradition, but be bold and innovative and confident that we are or can be at the cutting edge of post-secondary education and New Model Universities. Building on the examples outlined in the previous pages and appendices, our education planning must increasingly be inspired by the future, rather than ruled by the past.

2012 UPDATE TO EDUCATION PLAN 2011-2015

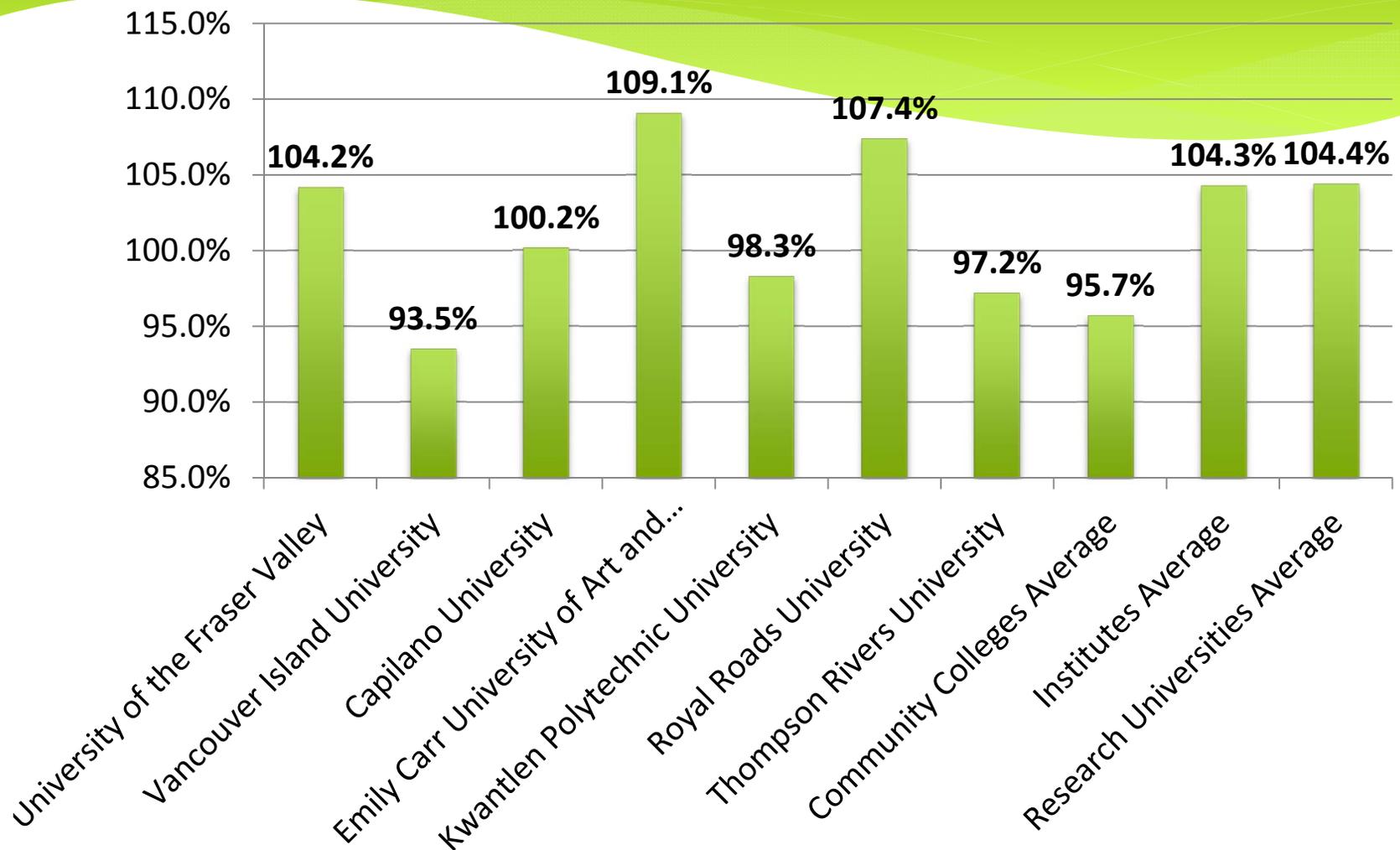
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FTE Performance Charts

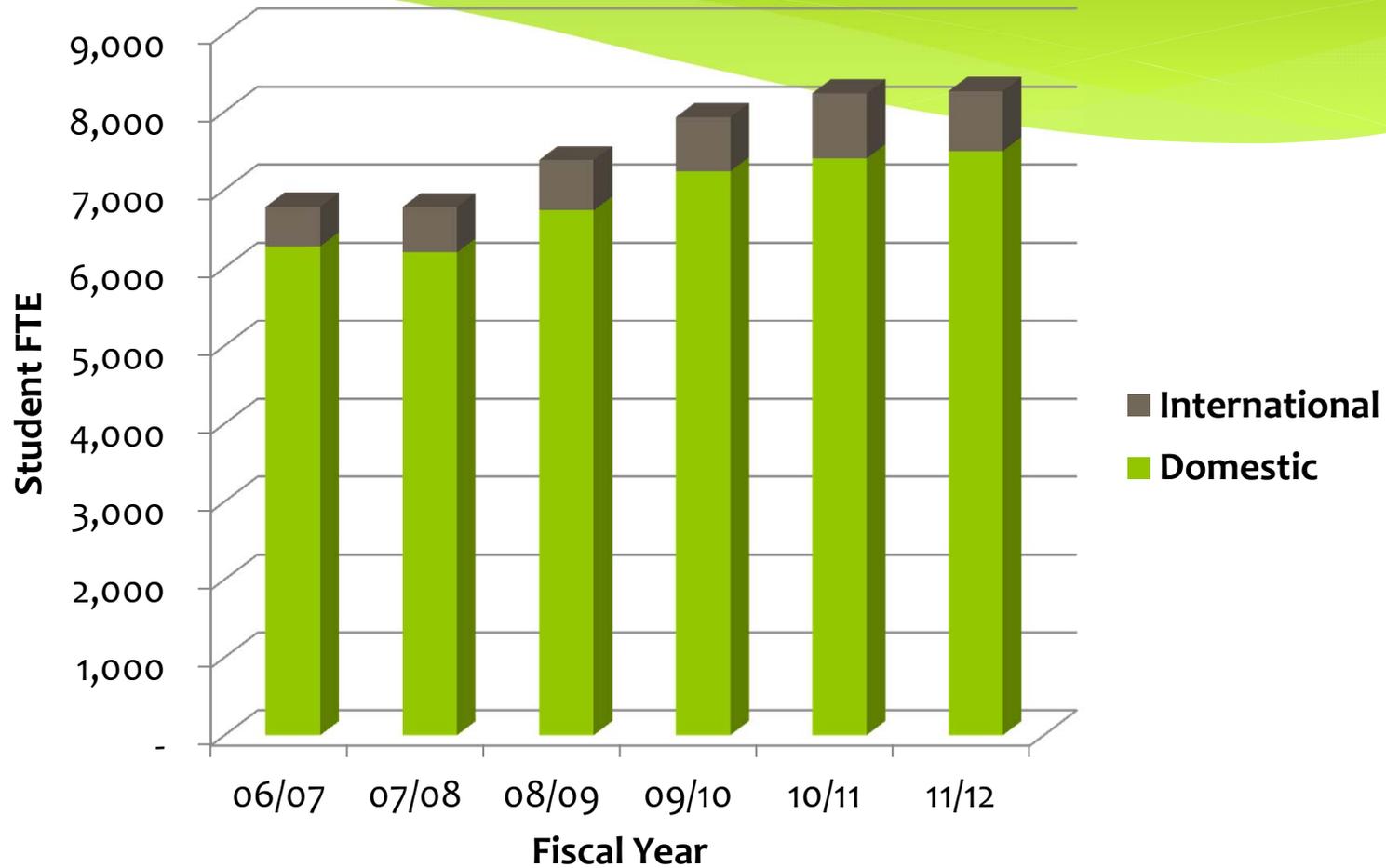
2010-11 FTE Performance



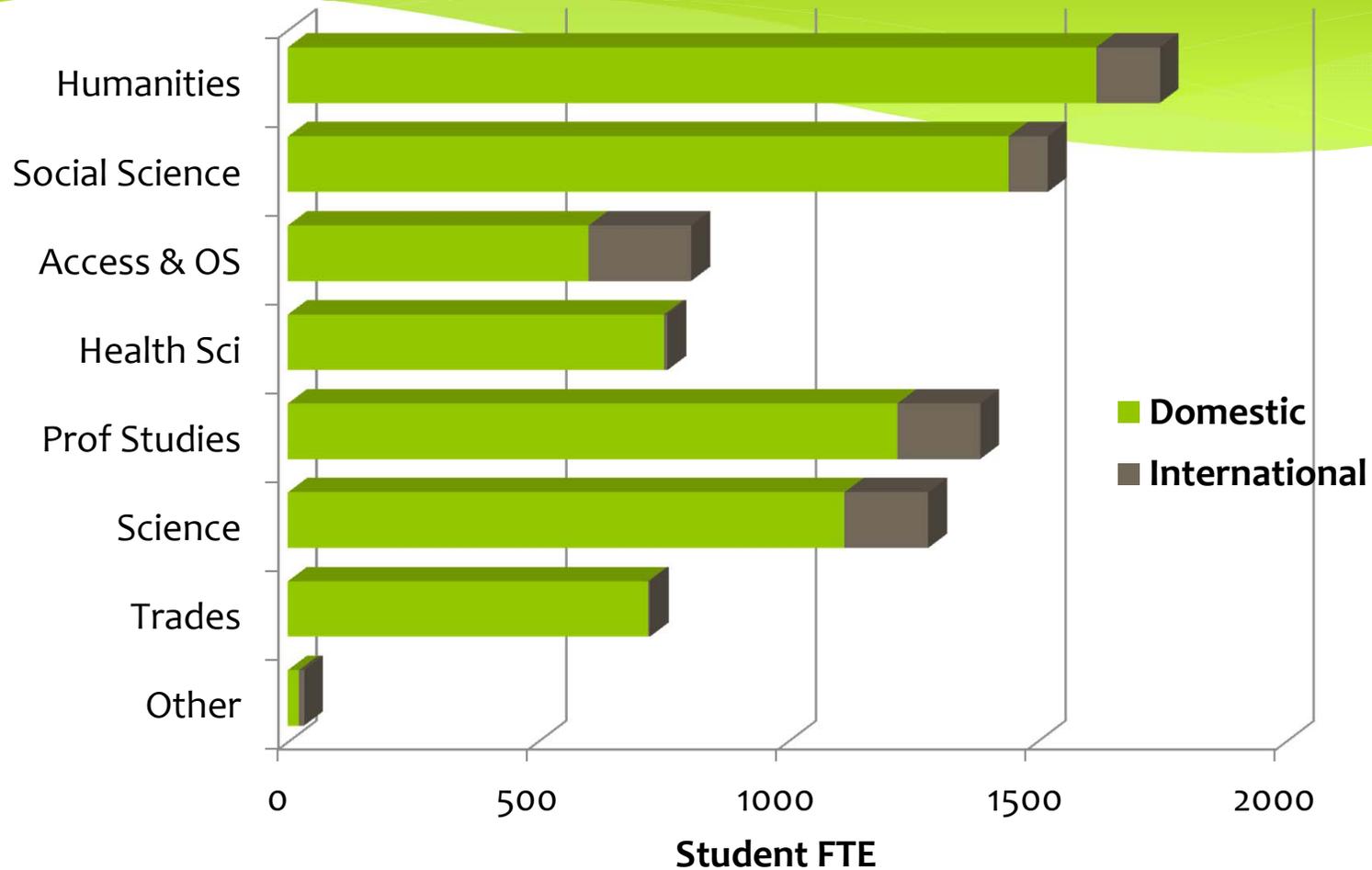
2011/2012 FTE Report (AVED)

Program	FTE Target	Actual	Utilization
Nursing	284	335	118.0%
Practical Nursing	35	40	114.3%
Health Care Asst	55	52	94.5%
Health	90	94	104.4%
Developmental	519	441	85.0%
Aboriginal	10	10	100.0%
AVED General	5,684	6,041	106.3%
AVED Sub Total	6,677	7,013	105.0%

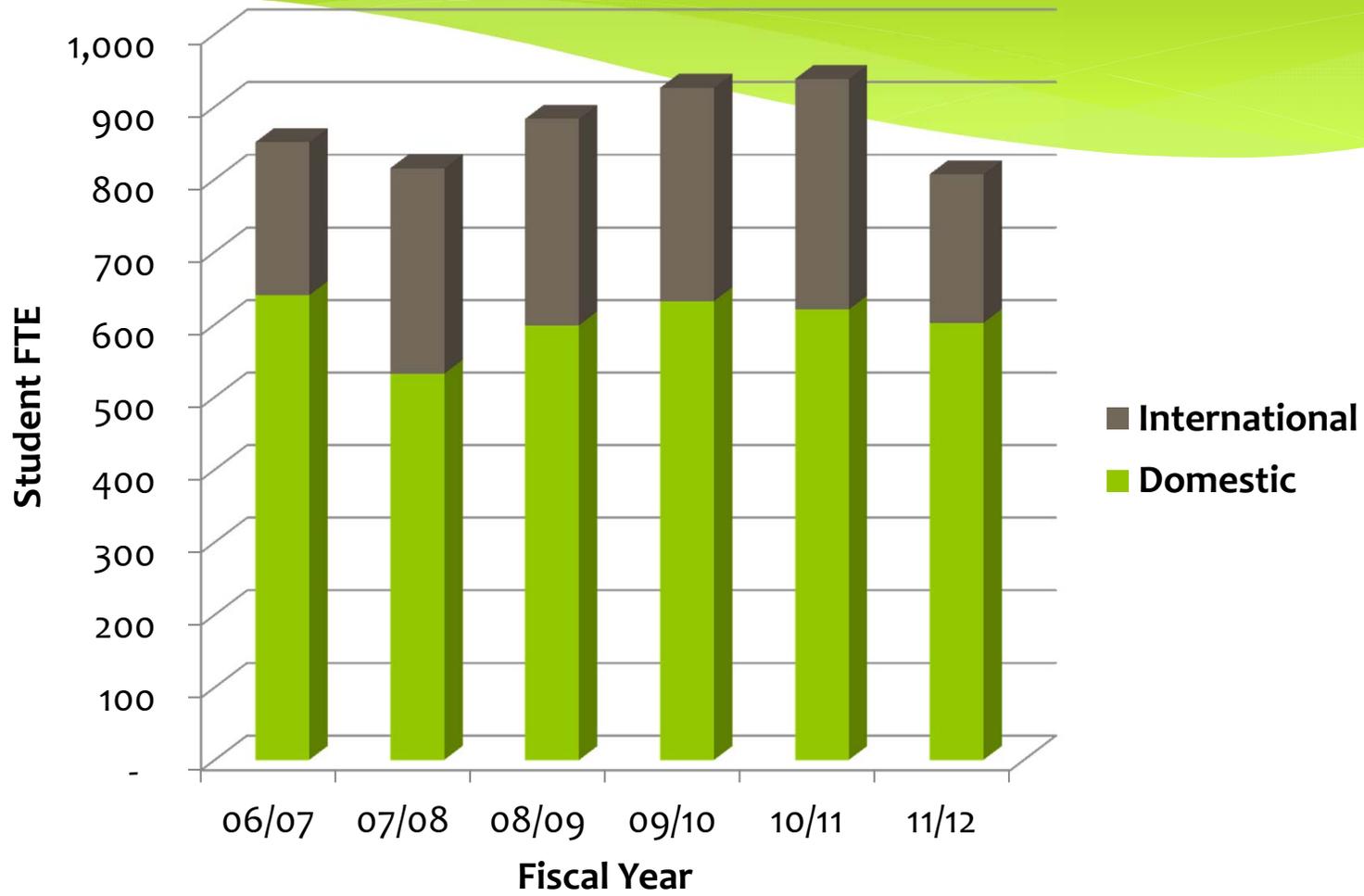
University of the Fraser Valley FTE by Fiscal Year



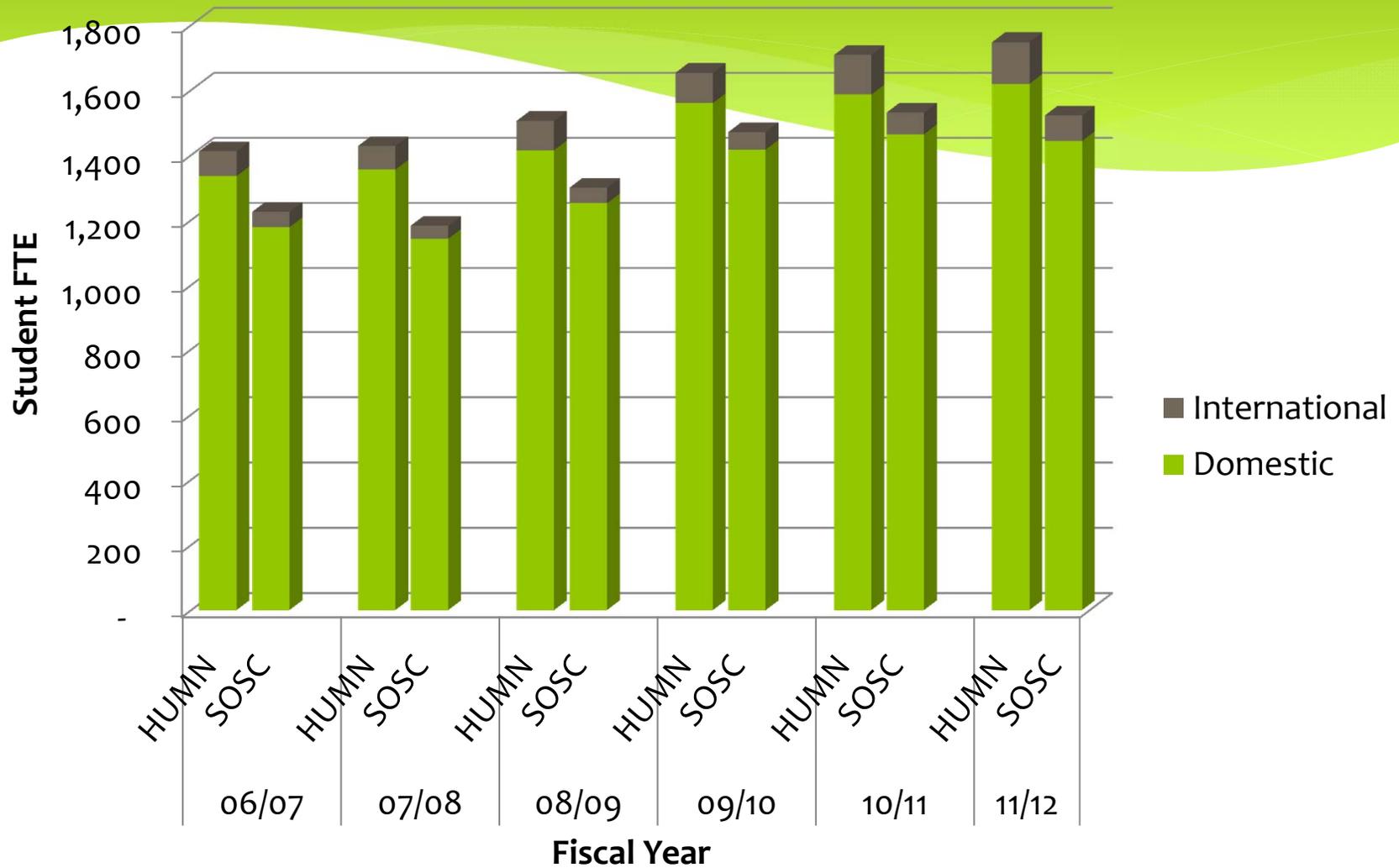
2011/2012 Student FTE by Faculty (Dom & Intl)



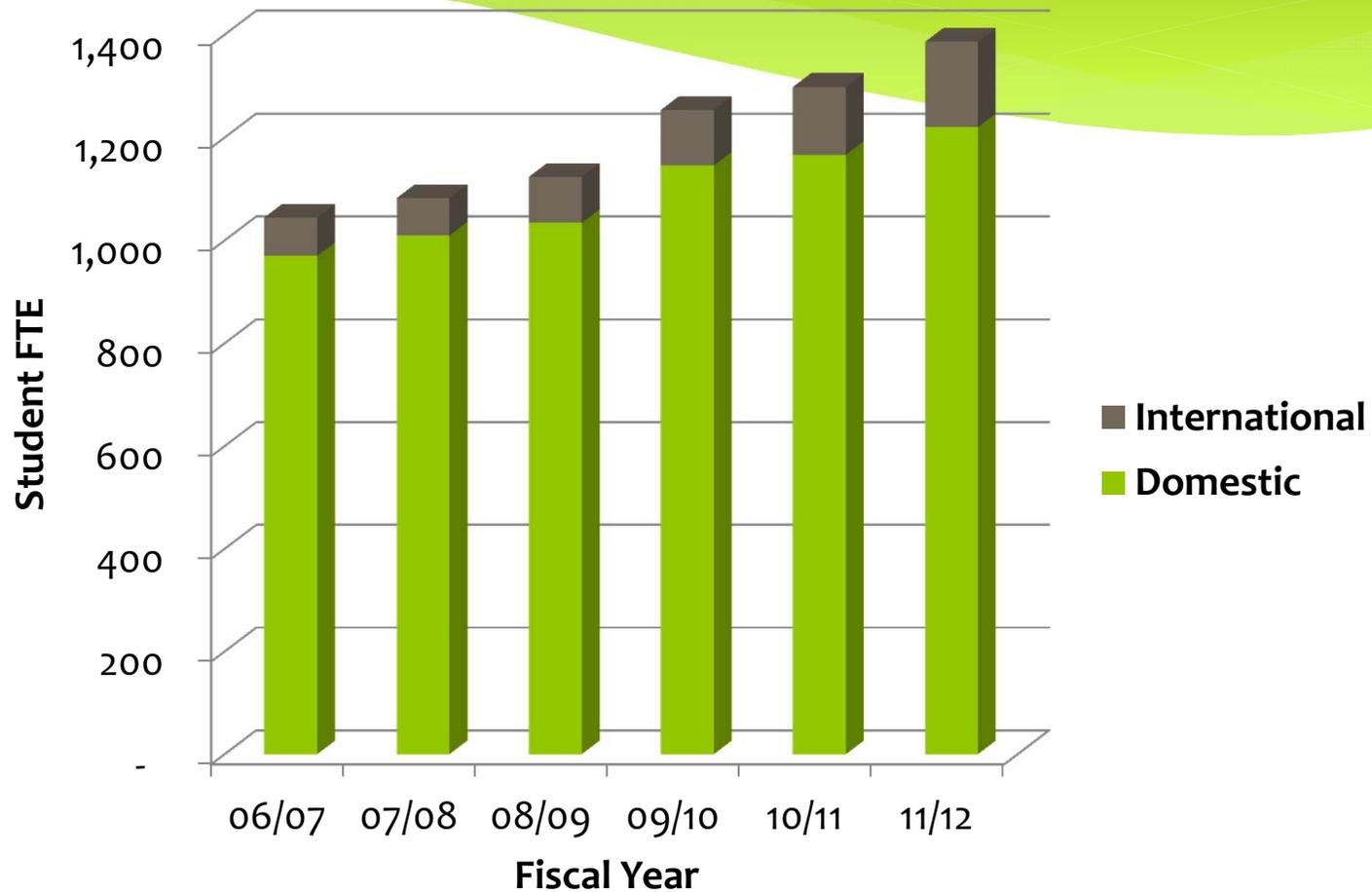
Faculty of Access & Open Studies FTE by Fiscal Year



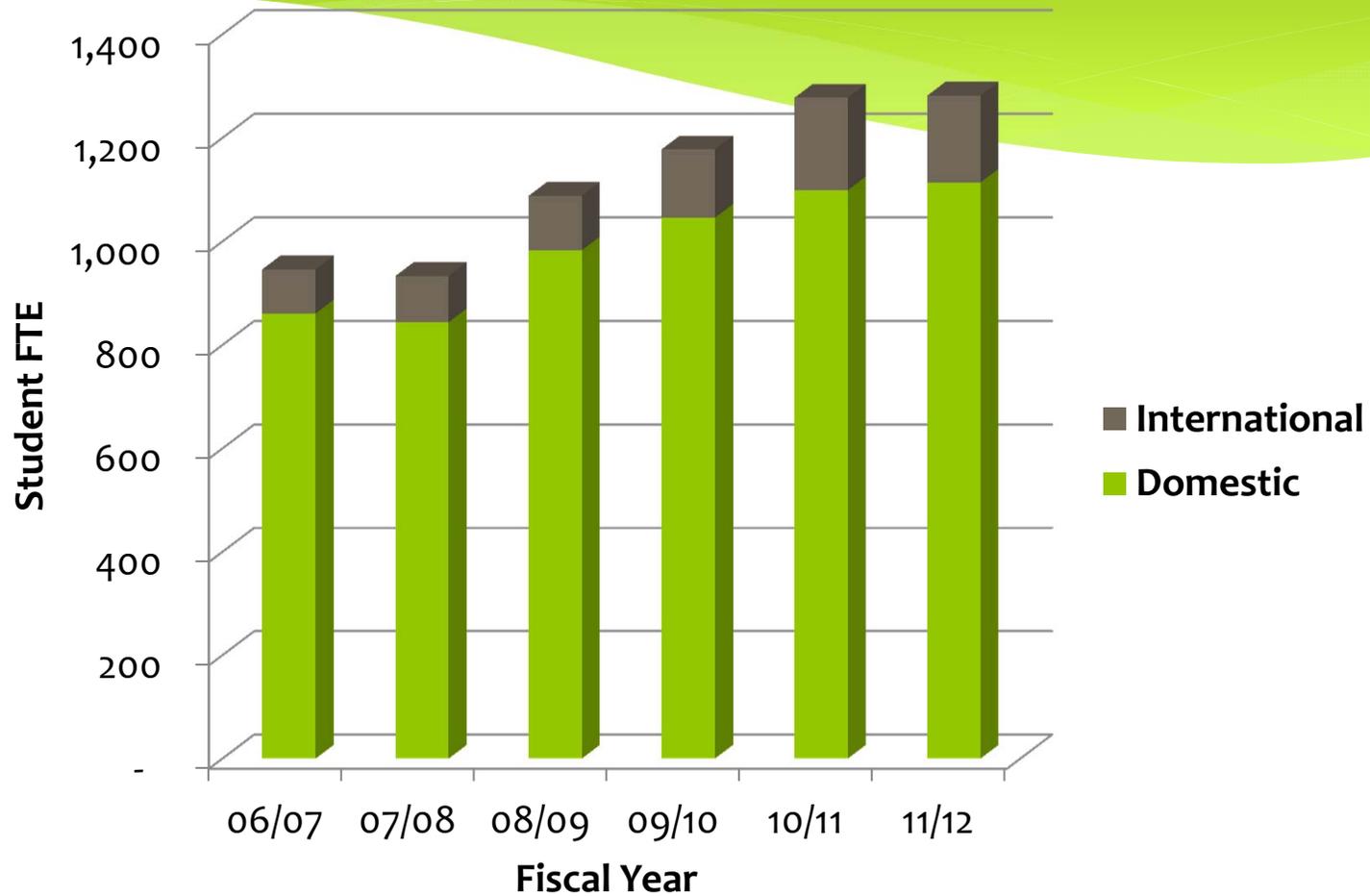
College of Arts FTE by Fiscal Year



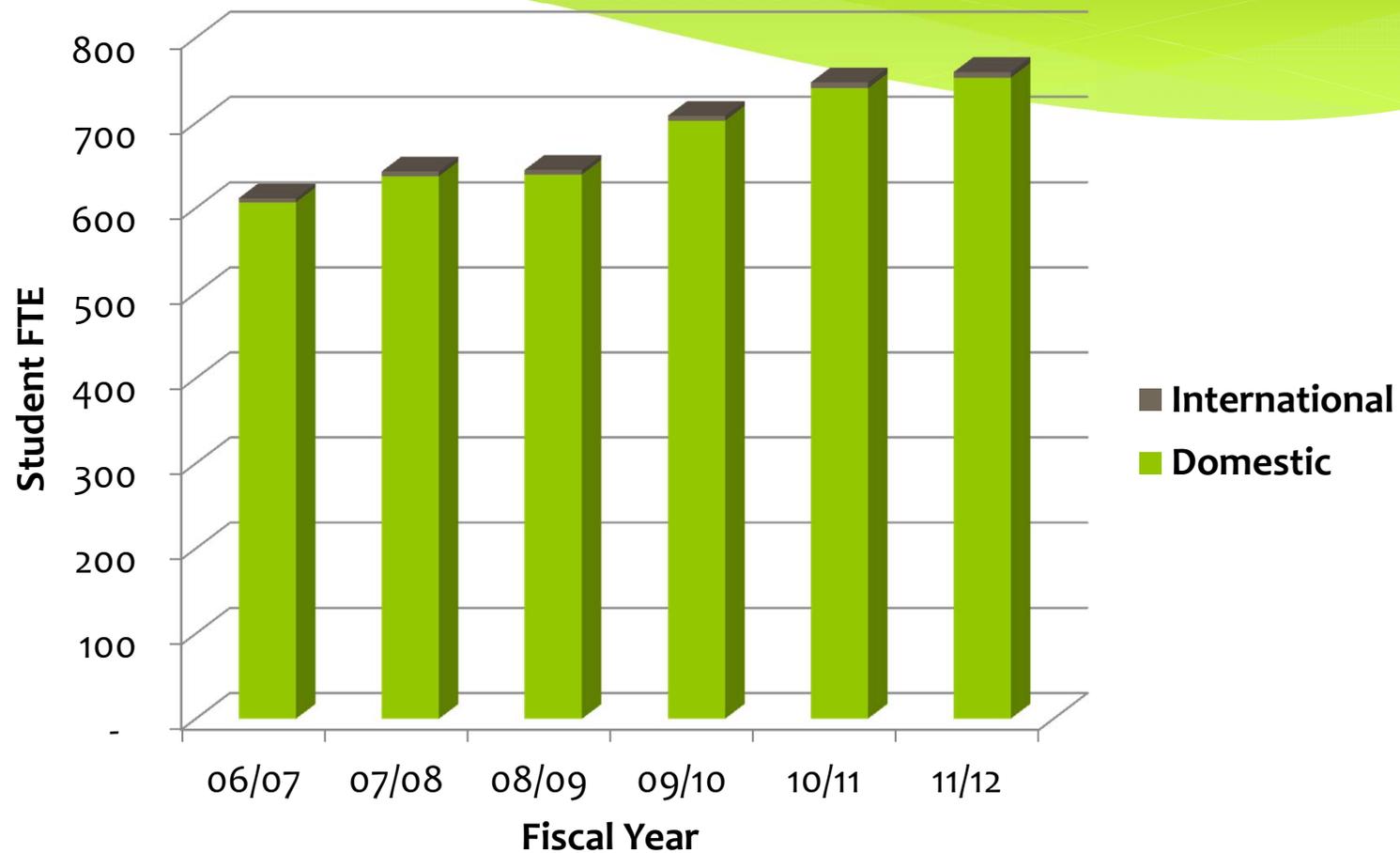
Faculty of Professional Studies FTE by Fiscal Year



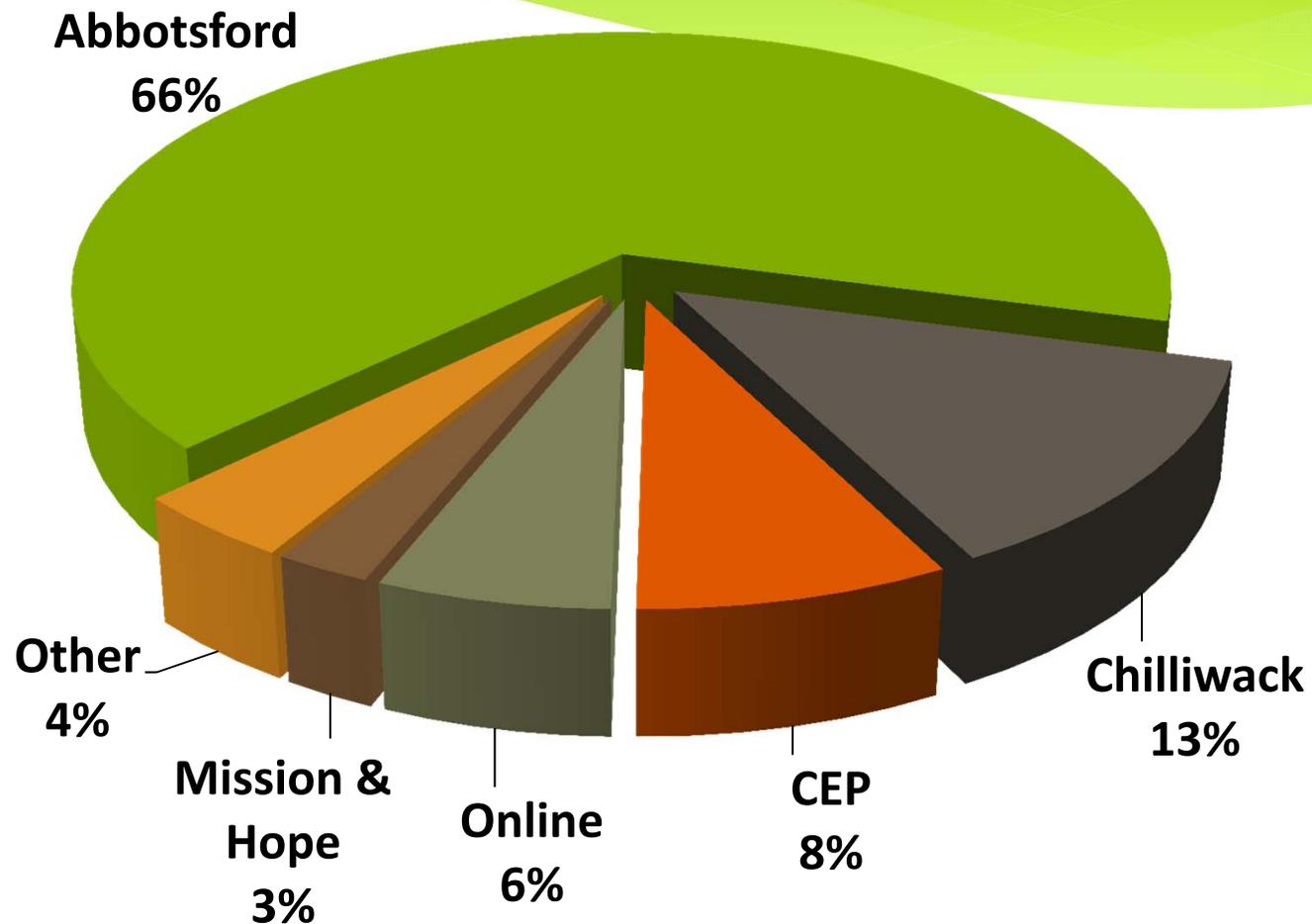
Faculty of Science FTE by Fiscal Year



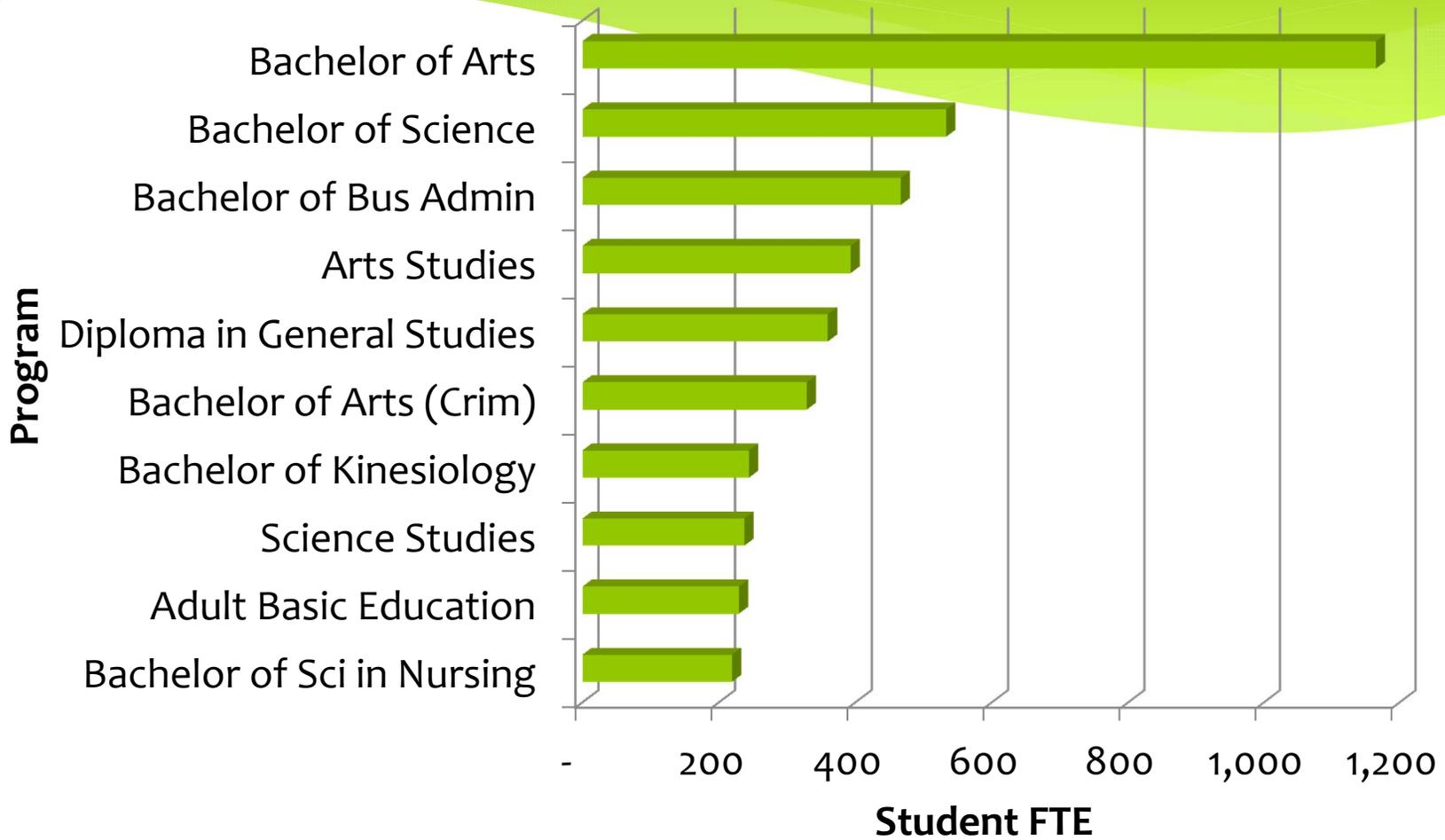
Faculty of Health Science FTE by Fiscal Year



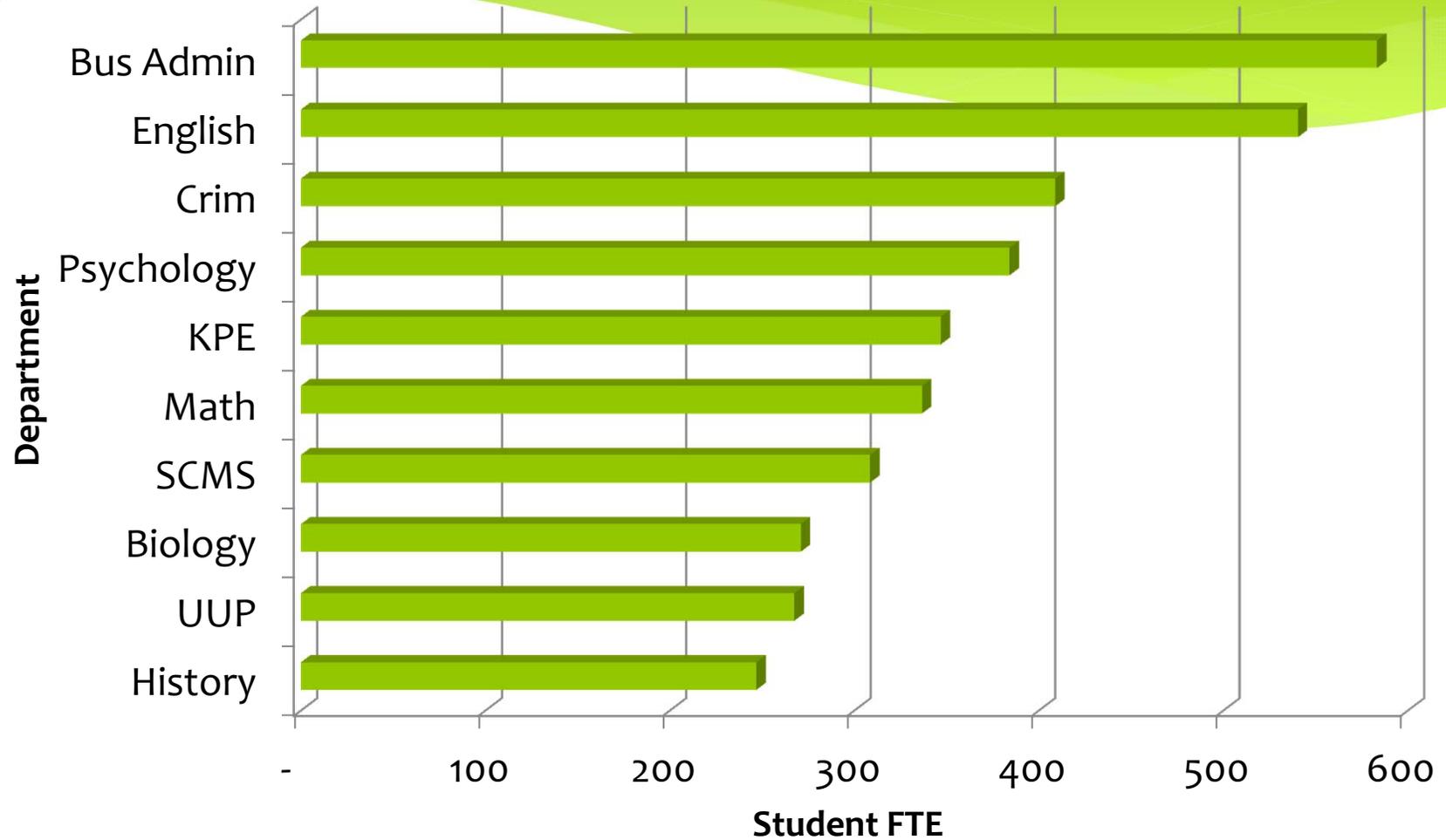
Distribution of 2011/2012 FTEs by Campus (incl Intl & CE)



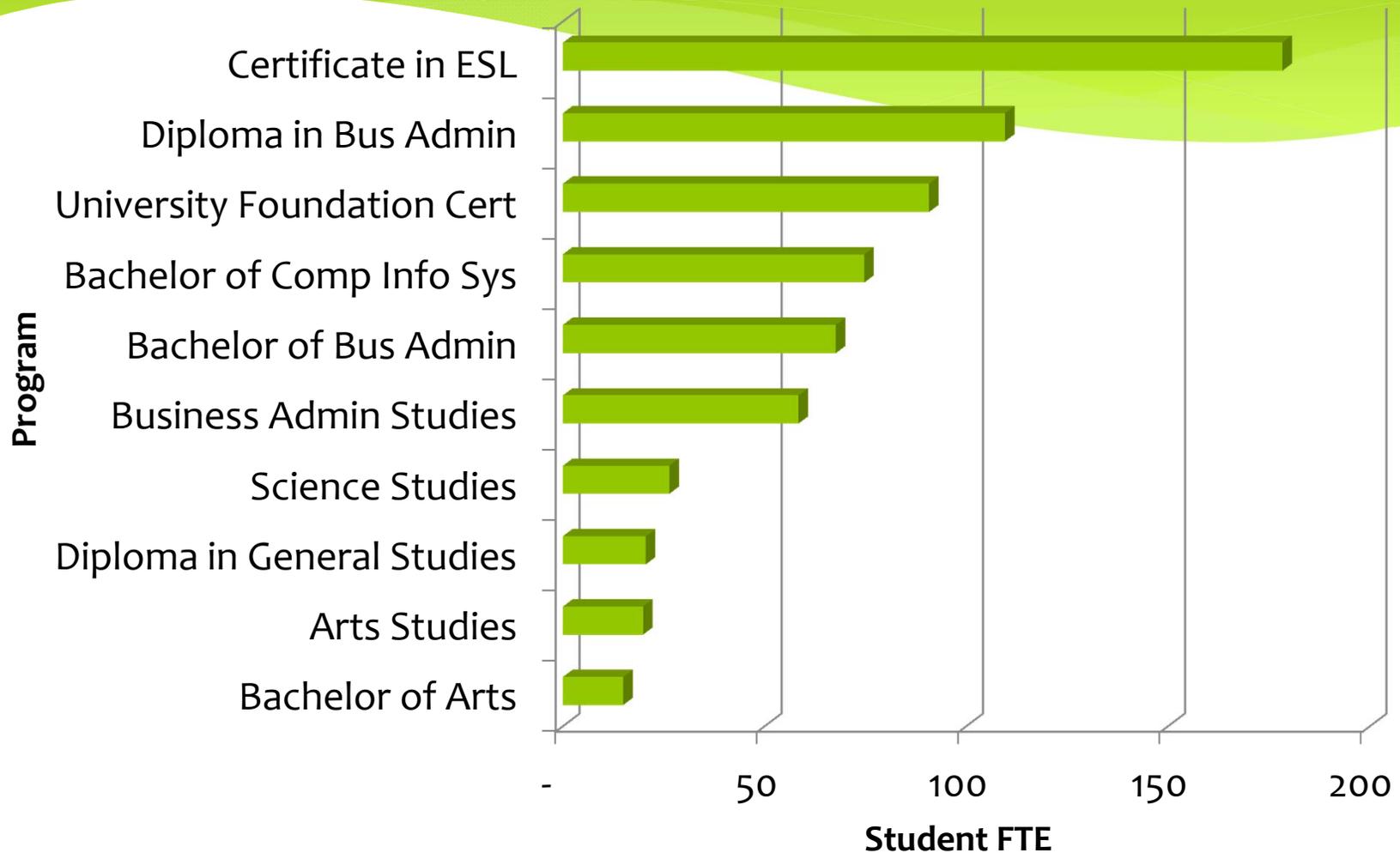
Top 10 Domestic FTE Producing Programs 2011/2012



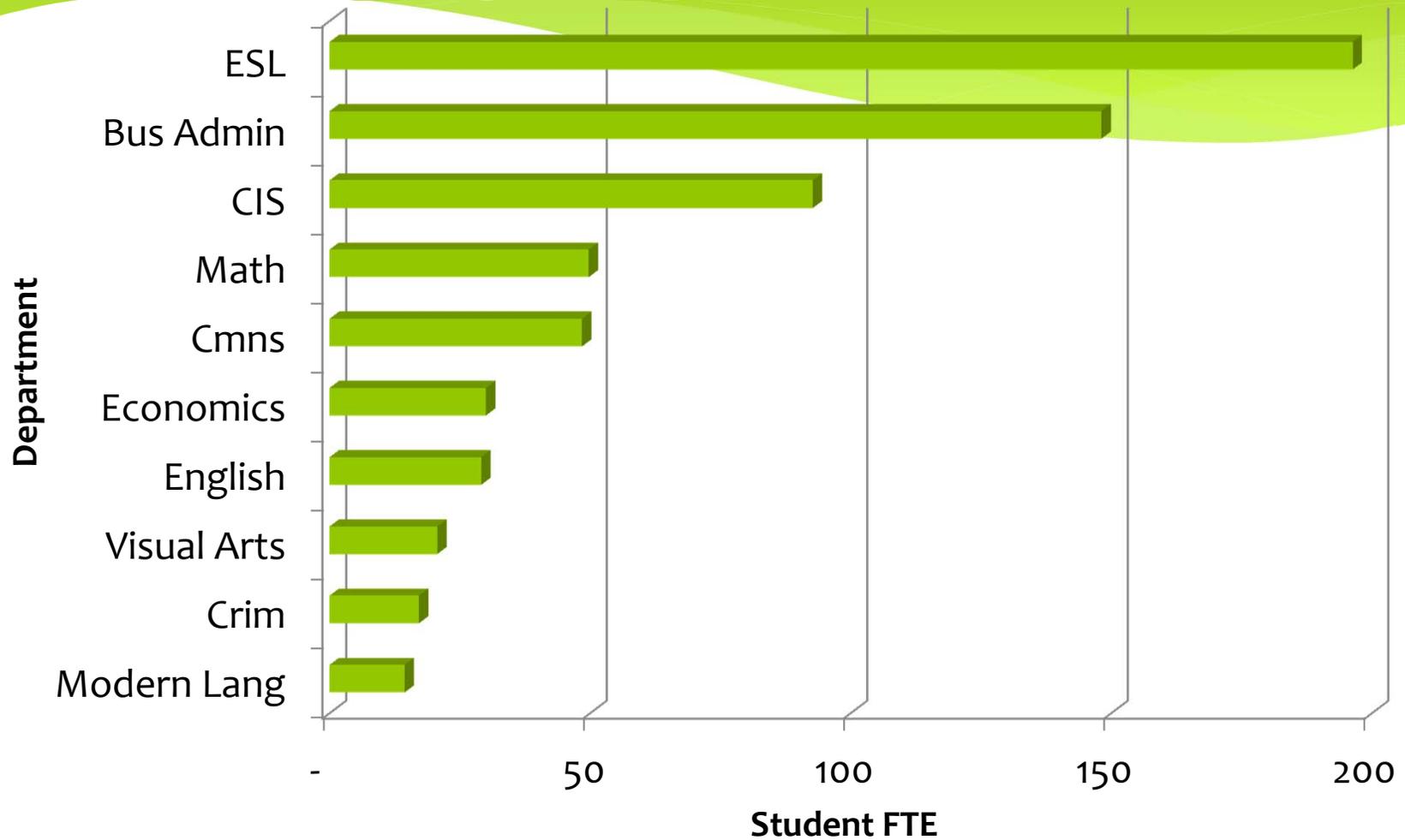
Top 10 Domestic FTE Producing Departments 2011/2012



Top 10 International FTE Producing Programs 2011/2012



Top 10 International FTE Producing Departments 2011/2012



Programs List from
the 2011 – 2015
Education Plan

Program List from the 2011 – 2015 Education Plan

College of Arts

Priority/ Rating	Program Name/Description	Anticipated Implementation Date
1.	BFA Minors	2011/2012 (implemented)
2.	Global Development Studies	Fall 2012 (implemented)
3.	Media Arts Degree	Fall 2013
4.	Indigenous Arts Degree	Fall 2013
5.	Diaspora Studies Certificate	2011/2012 (implemented)
6.	Mennonite Studies Certificate	2011/2012 (implemented)
7.	Economics major	2013
8.	Peace Studies major and minor	2014
9.	Environmental Studies degree	2014/2015
10.	Professional Communication degree	2014/2015
11.	French major	2014
12.	MA in Migration and Citizenship	2014/2015

Faculty of Professional Studies

Priority/ Rating	Program Name/Description	Anticipated Implementation Date
1	ECE/CYC: Bachelor of Early Childhood Education	Winter 2012
2	Teacher Education Program: secondary school teacher program	Summer 2012
3	School of Business: post-degree certificates and diplomas	Fall 2012
4	School of Business: Bachelor of Applied Management degree	Fall 2013

Faculty of Science

Priority/ Rating	Program Name / Description	Anticipated Implementation Date
1	Data Analysis Certificate	Fall 2012
2	Certificate in Medical Physics	Fall 2014
3	Molecular Modeling Major and Minor	Fall 2014
4	Biochemistry Major	Fall 2014
5	Applied Statistics Minor	Fall 2013
6	Minor in Electronics	2014
7	Engineering Physics Diploma	Fall 2014

Interfaculty Program Priority (Faculty of Science)

Priority/ Rating	Program Name / Description	Anticipated Implementation Date
1	Bachelor in Applied Biology	Fall 2014

Faculty of Trades and Technology

Priority/ Rating	Program Name/Description	Anticipated Implementation Date
1	Electronics Specialty (formerly referred to as Automated Systems)	Fall 2012 or 2013
2	Agriculture	2015
3	Hospitality Event Planning	Fall 2012 or 2013

Best Practices: Addressing BC's Jobs Skills Needs

Best Practices: Addressing BC's Jobs Skills Needs

(This document was developed in response to a request from Human Resources & Skills Development Canada Economic Policy Directorate for examples of best practices that we are doing to respond to BC's skills needs.)

Program Development

Employers play a significant role in curriculum design for new programs and program revisions. New programs are developed after research into employer needs, learning outcomes are determined with employer needs in mind, and courses are designed to meet those needs and integrated into the curriculum. For example, the new Global Development Studies degree contains several communication courses to build communication skills, including intercultural and media skills. These are required in addition to the fundamental development studies curriculum. The courses reflect the needs of potential employers, who were consulted extensively in the development process.

The specific needs of particular industries are considered as all new programs are designed, and industry trends are examined so that emerging areas of employment are planned for. In the forthcoming Media Arts degree for example, the need for well-trained interactive media programmers was identified through consultation with employers and reports on this particular sector, and a particular stream of studies designed to meet the need. This kind of planning cannot be based on labour force statistics that look backward to identify shortages, and have no categories to count shortages in emerging areas, but on consultation with employers who currently experience shortages that labour force statistics have not measured.

The approval process for new programs includes a step where developers must demonstrate that there is demand for graduates, and that the demand will be met by the program. This is generally established through a combination of labour force research, and consultation with employers. A program proposal that meets a critical labour shortage is ranked higher in the order of implementation for new programs. As a regional institution, critical labour shortages in the region are considered in this assessment as well as more general shortages.

The credentials required for employment (level, associated training required, and speciality) are considered and built into the design of the program, so students are not over-trained or undertrained for the field. Programs are designed to provide both a broad education and specific skills, so that graduates have the ability to move into new emerging areas of employment in a sector without extensive retraining. The recent adoption of institutional learning outcomes is designed to ensure that all graduates, whatever program they graduate from, can function in an economy that is changing very rapidly.

New programs are designed to integrate or 'ladder' into programs that offer higher level credentials, so that students can continue to study for further credit as they progress through their careers and need higher-level skills. A diploma in Agriculture, for example, can be applied toward a degree in Business,

and a diploma in Human Services toward a degree in Social Work. Students are assured that the credits they have obtained will be applied to the higher-level program when they need to get more education.

At UFV, students are encouraged in many ways to get job experience as a part of their educational experience, and few if any leave UFV without having some exposure to the needs of the employers. Most degrees offer practicum courses or internship courses to help students become familiar with their fields of study, and most programs offer courses in which students work with clients in the community on joint projects (e.g. Criminology, Business, Visual Arts, Social Work, History, Mathematics, Media and Communication Studies). The UFV cooperative education program, for which students are given credit, also helps to ensure that students leave UFV with employment skills and connections.

Programs for Aboriginal students, who will provide a significant labour force in British Columbia in future, are actively encouraged, and the curriculum of the university as a whole is being transformed by a process of 'Indigenization' to ensure that Aboriginal students see themselves and their issues represented throughout their studies. New programs must demonstrate that they have made an effort to include indigenous content. This effort is intended to ensure that students feel at home in the university and find the programs relevant and engaging. A community based advisory committee from the Aboriginal community helps to keep the university in touch with the training needs of local communities, and to provide the kinds of support systems that Aboriginal students need.

Support for student research interests is provided in several disciplines, and this research brings students and community organizations together in joint projects to build the research skills of students and provide them with practical applications for their work. The ability to collect and synthesize information is integrated into degree programs. In Geography, for example, students can work with community organizations on environmental projects, or community planning projects, bringing them into relationships with employers and improving their job-readiness. Annual student research awards are presented, and funding is available to help faculty and students work together on various projects. Many undergraduate students are prepared so well in terms of their research skills that they present successfully at professional conferences.

Programs

Post-Degree Certificates

These have been developed (and more are in development) to add employment-ready skills to those provided by degree programs. Examples include our Professional Communications Essentials Certificate (the 2012 Convocation included 66 graduates from this program and it has proven popular with employers) and our TESL Certificate (many grads from this program have secured work in the field).

Professional Cook Program

We are currently setting up an alternate delivery method for Profession Cook 1 and Professional Cook 2 program. We hope to run this program on an 'work place entry model' for folks working in the culinary industry as cooks . They would be able to attend class 2 days per week in an afternoon shift. This would

allow them to complete their studies without having to give up their full time jobs. The classes are planned to run Monday and Thursday nights when restaurant activity is not great, and they would more likely be able to get away for class.

Agriculture

The School of Business partners with the Agriculture program to offer a BBA in Agriculture Management. This program allows students to gain the expert knowledge in Agriculture after which they can hone their management skills, for example in the areas of marketing, human resource and financial management to be better prepared for the competitive advantage of the industry.

Industry Partnerships

Our professional programs e.g Social work, Teacher Education, Early Childhood Education, Applied Business Technology have Advisory Committees made up of external representatives from industry. These committees provide advice on program development so that programs can stay in tune with the needs of industry and graduates can be better prepared for jobs.

Also, our professional programs have partnered with industry to provide “practicum” experiences for students as a part of their program completion. Many agencies and organizations end up hiring our graduates who have done their practicum placements at their sites.

Aviation

The School of Business offers a Business and Aviation program (4-year BBA or 2-year Diploma) in partnership with Coastal Pacific Aviation, a local flight training school located at the Abbotsford International Airport. Completion of the Business Aviation program leads to employment in the aviation industry in careers such as test pilots, commercial pilots, agriculture pilots, business pilots or other employment in the tourism based business.

Providing Skills to Aboriginal People

Our Early Childhood Education program has been partnering with Blade Runners (an Aboriginal Community Group funded through the Aboriginal Community Career Employment Services) and the Sto:lo Aboriginal Skills and Employment Training (SASET) to offer its Early Childhood Education Certificate within the Aboriginal community. This partnership has provided a number of Aboriginal students with employment as certified Childcare Workers. BladeRunners works with a mandate "to provide unemployed marginalized at-risk youth with ongoing support, job readiness skills, and work-place training so they can overcome their barriers to employment and achieve long-term attachment to the workforce" (<http://www.bladerunners.info>). BladeRunners is hosted in Chilliwack by the Stó:lō Nation.

Responding to Community Training Needs

Based on community consultations, our Adult Education Program is offering an Adult Education and Workplace Training Certificate that could be completed on site at the participant's place of employment (face to face or online). This 15- credit Certificate targets employees who need to have the skills to work with adult learners in a variety of learning/training contexts e.g. Correctional Services; BC Housing; RCMP etc. The program also recognizes and credits the skills and knowledge employees bring from their places of employment.

International Education

The School of Business offers a BBA program at UFV's satellite campus in Chandigarh, India. This program allows students to begin their BBA in India and to smoothly transition to UFV in their 2nd, 3rd or 4th year to complete their degree. The students who come to UFV significantly contribute to the socio-economic development of the Fraser Valley. After the completion of their program, many of them go on to find employment within the region and beyond.

Also, the School of Business admits and retains a significant number of international students. About 30% of the School's population are international students who go on to find employment after the completion of their studies.

Partnerships with School Districts:

Our partnerships with the Fraser Valley School Districts have produced job-training programs. The best example is the Career Technical Centre Programming:

The Career Technical Centre Programming is a joint project of School District #34 (Abbotsford) and the University of the Fraser Valley. Students enter at the Grade 11 level, spend two years enrolled in a specialized career or technical program, and graduate having fulfilled the requirements for both high school graduation and a university-level one-year certificate.

The purpose of CTC programming is to prepare students directly for employment in their chosen field upon graduation. Or, in some programs they may choose to "ladder" their UFV credits into the second year of a two-year diploma or four year degree program at UFV or another post-secondary institution.

Programs

CTC Programs currently offered through the District Career Programs Office include:

- Applied Business Technology
- Architectural Drafting Technician
- Automotive Service Technician
- Electrical Work
- Health & Human Services
- Welding

We have offered a concurrent studies model to school districts in our University region for trades students. An interested student can complete his/her grade 12 graduation requirements in their grade 11 school year. Those students can attend our trades foundations (ELTT) programs during their grade 12 high school year and receive credits at the high school level from the program they take in trades at UFV. The Industry Training Authority (ITA) recognizes the training and awards level one credit and some work experience hours to these students. We currently refer to this as Regional Career Programming (RCP) which works in conjunction with the CTC programs available through SD 34.

Continuing Studies

Continuing Studies UFV offers a variety of programs designed to help people gain the skills, knowledge, and attitudes needed to obtain employment and/or move up in their chosen field. The following certificate and diploma programs include practicum placements that allow students to apply their newly-acquired knowledge and skills, gain practical experience, and make contact with potential employers: *Dental Office Reception Certificate, Legal Administrative Assistant Certificate, Library Technician Post Diploma Certificate, Medical Office Receptionist Certificate, Nursing Unit Clerk Certificate, Paralegal Diploma, Teaching English as a Foreign Language (TEFL) Certificate, and Teaching English as a Second Language (TESL) Certificate.*

As a member of the BC College Consortium, Continuing Studies UFV is part of the 18-month *Workplace Training Program - Retail and Tourism* project funded by the Ministry of Jobs, Tourism and Innovation. The goal of the project, which is targeted at both the Retail and Tourism sectors, in particular, food and beverage workers, retail salespersons, salesclerks and cashiers is to enhance Essential Skills of employees in the retail and tourism sectors while improving the business performance of each employer

Continuing Studies is also offering the *Customer Service Worker Training Program*. This program is designed to provide participants with the training, skills, knowledge, and certification required to gain employment in a service industry occupation. The program will provide all participants with a 4-week *Core Customer Service Training* module, followed by a specialized module focused on one of the following three occupations: *Front desk worker; Call Centre operations worker and, Parts Inventory clerk*

Research Skills

Providing opportunities for undergraduate students to be involved in research:

- Research assistants
- Student led research
- Student micro lectures
- Student poster presentations
- Students presenting their research at professional conferences
- Awards for excellent research projects
- Working with faculty researchers on course projects.
- Working on contracted research projects, grants projects, etc.

Students are able to apply the skills they learn in the classroom to real life projects:

- Research skills.
- Critical thinking and analytical skills are honed.
- Important skills such as attention to detail and accuracy are developed.
- Public speaking and presentation skills.
- Professional writing skills.
- Confidence and advanced skill level when entering graduate level studies.

Job Skills Provided by the College of Arts

Communications

Industry/Education partnerships

- long-running relationship with Rise and Shine Toastmasters, part of Toastmasters International - promotes effective oral communication and presentation skills as well as fosters connections between the Abbotsford community and UFV
- partnered with Piping Industry Apprenticeship Board (PIAB) in a multi-year collaboration to develop materials for Essential Skills Training (see "9 Essential Skills" <http://abclifeliteracy.ca/nine-essential-skills>) in the apprenticeship program at the PIAB training facility at Annancis Island
- CMNS delivers a workplace communication course as part of the core curriculum to 4 programs offered at the UFV Trades and Technology Centre in Chilliwack (Automotive, Heavy Transport, Carpentry, Drafting)

Cooperative Education, Practica

- upper-level UFV students are encouraged to consider the CMNS Practicum course CMNS 412, which pairs students with area businesses and organizations including Telus, City of Abbotsford, City of Mission, RE/Max, CIVL Radio, KPMG, UFV Centre for Education and Research on Aging, Abbyfest, Rugby Sevens World Cup, etc.
- Upper-level CMNS courses (such as CMNS 375: Understanding Design for Print Publications, CMNS 390: Designing End-user and Technical Documentation and CMNS 430: Project Management Communication in Action) are oriented to providing workplace-ready skills and are project-driven using examples and scenarios taken from business and industry

Courses, programs, initiatives

- development of hybrid courses reflect evidence that integrating online with classroom-based instruction leads to better student success

- offering fully online versions of a range of 100-, 200- and 300- level courses responds to the learning needs of students at UFV, many of whom are mature learners with careers or family obligations that make conventional full-time university study an impossibility
- strong demand for the Professional Communication Essentials Certificate, particularly among UFV Business students, indicates the importance placed on demonstrated workplace communication skills by employers

Fashion Design

Industry/Educational Partnerships

- Partnerships with a variety of local companies such as Releventions, Bare Naked and Champion Jack's where students have to the opportunity to work on a number of projects including design and marketing or volunteer work. Champion Jack's is a local retail store owned by an Alumni.
- Students have worked on projects for the city including the Abbotsford Tartan and national competitions such as Telio Design Competition which provides the student with a real life experience in Product Design and Innovation.
- Students work and volunteer with Vancouver Fashion Week
- Volunteer for local community events at the Tradex Centre , local fashion shows, fibres west,
- UFV Fashion Show – students assist in organizing and planning a fashion show, learn to market showcase and market themselves and their market.

Practicum Placement

- Second year students have the opportunity to work in the Apparel industry through practicum placements. As part of the course FD 360 Professional Practices student actively engage in the process by researching employers, developing a resume and participating in an interview. Students work approximately 40 hours (week). Many of these opportunities result in an employment opportunity.
- As our industry is changing we see more students exploring entrepreneurial goals. Tapping into our Alumni base we see the potential to building life-long relationships as mentors for students.
- Since fashion has become a web-based market place, we provided upper-level students with the skills to develop their own website and introduced other social media platforms to market themselves and their products.

Courses, programs, initiatives

- Work study students work closely alongside faculty in our textile program and core courses learning a variety of industry specific skills.
- Collaborative and innovative curriculum development. Examine linkages between our program with other disciplines such as Computer Information Systems, science, agriculture, art, media art technology, business, and culture. Explore areas of interest for collaborative research and

projects for example -3D textile drape and animation with CIS. Research the impact dyes have on the environment and how it impacts industry choices possible link with agriculture.

History

The History Department at the University of the Fraser Valley actively works to ensure that our students graduate with a set of marketable skills. Our course objectives and program focus on the following fourteen learning outcomes:

Skills

1. Research historical topics systematically and effectively
2. Recognize and effectively use primary and secondary sources
3. Interpret research results critically and with relevance to a particular field of academic History
4. Recognize and demonstrate the conventions of academic historical writing
5. Write clearly and effectively with audience expectations in mind
6. Speak clearly and effectively to and in a group

Historical Consciousness

7. Recognize the difference between the past and the products of historians
8. Recognize that the past is different than the present and attempt to take historical perspectives
9. Recognize that the past takes place within a complicated and interconnected context that changes over time
10. Recognize the causes and consequences of historical events

Knowledge and Disciplinary Understandings

11. Recognize the major fields of historical study both across the discipline and within narrower regional or national areas
12. Identify the broad historical outlines of four regional breadth areas: Canada, US/Latin America, Europe, and Asia
13. Recognize the range of historical work inside and outside the academic setting
14. Equip students to apply and communicate historical knowledge, methods, and the values of cultural diversity outside the university classroom

While these learning outcomes clearly reflect the emphasis on learning about the past and on communicating within the discipline, several more general skills are apparent here:

- Research
- Critical Analysis
- Development of an argument
- Rational thought
- The use of evidence and logic to support arguments
- The ability to work with diverse materials and to reflect often contradictory perspectives

- Synthesis of large amounts of material
- Organizational skills
- Communication skills, whether oral or written (in many different forms)
- Cultural awareness
- Historical consciousness

Beyond these larger program goals, the department also focuses on the development of additional skills via specific courses and programs:

Applied Studies in History: History 301 and 401

- History 301 and 401 offer students the opportunity to gain skills in public history and in the application of historical skills in a variety of settings via a **practicum**. Both courses focus on **industry and educational partnerships**.
- **History 301:** This course introduces students to public history, which concerns itself with the applications of history outside academia. Students are given a chance to examine the conceptual issues around historical representation outside the classroom, and they will critically assess a range of historical sites, including museums and historical re-creations, as well as popular history in print, film, and television histories, on the Web, and as taught in the school system.
- **History 401:** This course is designed to integrate applied experience and training into students' academic studies in history. Through a semester-long practicum, students participate in supervised, unpaid work experience with a local employer or institution to apply or build upon their historical skills and open up employment opportunities through work contacts. HIST 401 can be taken as either a regularly scheduled classroom course or in a directed studies format.

History 440: Local History for the Web

- The department is particularly proud of History 440 which offers students the chance to work with local organizations, archives, and individuals. Further, rather than presenting research in the form of essays, students learn how to create their own web sites. These sites have become part of the public domain. The course, therefore, encourages **industry and educational partnerships in a "hands on" course which teaches students how to create web sites**. Please see: <http://app.ufv.ca/fvhistory/> for examples of the wonderful projects students completed this past year.
- **History 440:** This course allows students in groups or individually to conduct archival research on select Lower Mainland and Fraser Valley historical themes, and present their research as web pages for public consumption. Students will work closely with local history providers, including museums and historical sites, such as Fort Langley National Historic Site and Coqualeetza Cultural Education Centre, community and regional archives, and local public historians, to

investigate their chosen topics. Students will learn to properly structure and publish their research findings as basic websites.

Supported Learning Groups (SLG) at UFV

- The History Department has been an active proponent of the SLG initiative because of the benefits it offers, both to students in courses that have an SLG leader and for the SLG leaders, who learn a variety of skills associated with teaching and learning. Each term at least one History course has an SLG leader. For more information, please see: <http://www.ufv.ca/slg>

Finally, the History Department strongly encourages students to enhance their studies and their industry experience by engaging in paid or unpaid work within the historical community. We actively promote job and volunteer openings at local organizations and maintain contacts with these groups. Students can then be placed in practicums, earning course credit, or can make their own arrangements. These groups include, but are not limited to, The Reach Gallery; Mission, Abbotsford, Chilliwack, and/or Langley historical associations and museums; the History Group; and public schools.

Social, Cultural, and Media Studies

The SCMS Department has worked at opening departmental specializations such as our Research Concentration, currently offered only to Sociology majors, to additional students both within SCMS (e.g. Sociology/Anthropology majors) and students outside SCMS. The SCMS Department has intent to create an Applied Research Internship which would be included within our Applied Social Research Concentration.

Our focus is enhancing the skills of students beyond what is offered at most universities, through more hands-on assignments using state-of-the-art technology and software and internships to build job-related skills on course-derived skills

Many of our SCMS faculty members are working to ensure their courses are the best they can be, creating assignments and methods of course delivery that increase student engagement, providing considerable chances for interaction with faculty members, involving hands-on research, problem-solving and creative work, and generally helping students towards their career goals.

We promote the professional/academic development of our students through mentorship, involvement of students in research, active class assignments, and encouraging students to present at professional conferences and submit to journals, encouraging them to pursue grad school (and funding) and supporting them in their applications.

SCMS faculty are involved in several partnerships with other departments at UFV to develop new interdisciplinary programs (e.g. GDS, Diaspora Studies, Media Arts) or to offer enhanced learning to students (e.g. Mexico Study Tour). Some of these programs (e.g. GDS) will require ongoing partnerships with a local and an international community in order to offer students practical experience through internship opportunities. We as well are actively seeking internship opportunities for students within the SCMS program.

Faculty of Access and Open Studies

2012 UPDATE TO
EDUCATION PLAN
2011-2015

Submitted by:
Sue Brigden, Dean

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Overview

The Faculty of Access and Open Studies (FAOS) is dedicated to helping people from our local communities and beyond move forward in their lives. Our programs and services provide the paths and bridges people need to function better in their everyday lives as well as to reach their personal, career, and educational goals. Often, we help people uncover strengths and talents they never knew they had, allowing them to set and attain goals they believed were beyond their reach.

Formerly called the Faculty of Access and Continuing Studies, FAOS came into existence in September 2011 when nearly 4000 Program Path students became its responsibility. With the addition of two other units during the past year, the Faculty now includes the Continuing Studies (CS), English as a Second Language (ESL), and Upgrading and University Preparation (UUP) departments; Aboriginal Access Services; and Assessment Services. All of the units within FAOS support the University's goal "to provide the best undergraduate education in Canada" by providing "services for students that enable their successful transition into the University; enable successful progress toward their educational goals; guide career selection and transition to employment; and build life-long relationships with the University" (*Changing Lives, Building Community*, 2010).

The primary focus for the next year will be on the purposes and processes of the programs and services residing within our Faculty. We will review and revise, as needed, the policies and processes related to the services we provide to students, faculty, and staff. We will clearly define and articulate the admission and continuance requirements of all FAOS programs so students understand what they need to do to enter and remain our programs and where those programs can lead them

FAOS will also work with other academic units to ensure the Developmental FTE target set by the Ministry is met.

Program Initiatives

Program Paths

Since the fall of 2011, FAOS faculty and staff have worked with others throughout the university to learn more about UFV's 12 Program Paths and the students currently enrolled in them. Because these students had not been assigned to a Faculty prior to September 2011, the vast majority have not been monitored while taking courses at UFV. As a result, a large proportion of them have never sought advice from educational advisors to set goals and plan their programs of study, or sought the support they need to be successful at a post-secondary institution. Indeed, in many cases these students are not aware that support is available to them. Through our contact with them, it is clear that many Program Path students do not understand the implications of a poor academic standing or how to interpret their GPAs.

During Winter 2012 semester, FAOS personnel developed and offered workshops for "at-risk" Program Path students. They also developed an Open Studies website that includes online advising resources. The workshops, website, and resources will be further developed and refined during the next year. In addition, the Faculty plans to hire a FAOS Educational Advisor. Depending on the funds available, the advisor will be given anywhere from a 50% to a 100% contract. To support indigenization and our aboriginal students, we will endeavor to hire an advisor of aboriginal heritage.

Our deeper understanding of UFV's current Program Paths indicates that their purposes, requirements, and benefits are not well defined. Given this, FAOS will work with the rest of UFV to review, revise, and/or develop the following:

- descriptions for and the purposes of all Program Paths;

- admission criteria and procedures for all Program Paths;
- continuance requirements for Program Path students;
- priority admission processes and procedures for Program Path students who meet the admission requirements of their programs of choice;
- mechanisms that promote coordination between A&R and FAOS; and
- targets for the number of students to be admitted to each Program Path.

UUP and ESL Departments

In addition to reviewing the academic histories of Program Path students, FAOS personnel have reviewed the academic histories of students in the ABE and ESL programs. Our reviews show that there are many students listed as ABE and ESL students who no longer need to take developmental-level courses but need to apply to university-level programs. There are also some students with weak English language skills taking university-level courses without restriction and often with poor results. To ensure that only students who demonstrate the skills needed to be successful in university-level courses are permitted to enroll in such courses, the Dean and heads of the UUP and ESL departments have been working with the Registrar to define and implement program restrictions. The 2012-13 academic year will be dedicated to defining and articulating the ESL and UUP programs so that students and others better understand the opportunities and intentions of these programs.

Throughout the Fall 2012, a new program code for upper-level Adult Basic Education (ABE) students will be implemented. The current ABE code will be used for students at the Fundamental, Intermediate, and Advanced levels of the BC ABE program; and program restrictions will be put in place that will prevent ABE students from enrolling in any university-level courses. The new code (ABEUP) will be for students at the Provincial level of the ABE program; ABEUP students will be able to enroll in up to three courses so they can meet the requirements of the BC Adult Graduation diploma.

In light of the upcoming changes to the ABE program and the restrictions to be placed on its students and to ensure a broader selection of courses is available for students needing full-time programming due to funding and other requirements, the UUP department will develop additional upper-level ABE courses.

To better support student access and success, the department will develop and implement the following during the next year:

- advising practices and resources that will educate UUP students about university policies, procedures, and expectations;
- additional supports for “at-risk” students (e.g., increased student tracking; student success courses);
- a “bridging” or “foundations” program for aboriginal students;
- increased UUP programming at the Mission campus; and
- additional community contacts and partnerships throughout the region.

A program restriction will also be placed upon ESL-program students so that they will not be able to enroll in university-level courses. ESL program students who meet the University Foundation Program (UFP) language requirements will be required to apply for the UFP program, which gives them access to university-level courses included within the program provided they meet criteria and course prerequisites.

At a number of recent provincial meetings, Brenda Lohrenz, the Executive Director of BC's English Language Services for Adults (ELSA) program, has cited UFV's ESL department as an example of how post-secondary ESL programs can work with local ELSA programs to provide choices and transitions for domestic ESL students. The ESL department will continue to work in collaboration with local ELSA programs to develop information material about our respective programs, promote site visits among providers, and organize PD workshops for UFV and ELSA instructors. This continued collaboration is imperative in light of the funding source changes for adult English language programs in BC.

UUP and ESL instructors have come to recognize the value of technology in classrooms. They will continue to work with technology, not only in the increased delivery of hybrid and on-line courses, but also through the use of technology in classroom assignments and activities with a view to ensuring its students are techno-literate.

None of the initiatives described above will require additional resources.

Continuing Studies

Over the next year, Continuing Studies (CS) will work to expand its support to the institution. Through partnerships with other UFV departments, businesses, and community organizations, CS will work to increase its offerings to students. To do this, additional personnel will be hired, including a CS Manager whose position was approved in the 2012-2013 budget. The Manager will support the Director with many aspects of CS operations and will create and sustain linkages with UFV departments and the broader community; bring in a variety of training contracts; and explore additional entrepreneurial opportunities. CS has successfully offered programs through funding initiatives available through the BC government but has not been able to take advantage of some initiatives due to personnel constraints. The Manager will expand CS's capacity to respond to and apply for new initiatives and calls for program proposals.

Currently, CS has two full-time Program Coordinators and a 50% Program Coordinator scheduling and organizing more than 250 courses and certificate programs each year. CS would like to increase the 50% Program Coordinator to 100% in the 2013-2014 fiscal year so CS can better serve the needs of CS students and instructors, expand its course and program offerings, and generate additional revenue for UFV.

To meet the needs of our students and communities, CS will revise some existing programs and develop new ones. The *Human Resources Management* and *Management Skills for Supervisors* programs will, with the approval of the Undergraduate Education Committee, be converted to certificate programs, and the *Medical Office Assistant* and the *Family Child Care* programs will be reviewed and revised. The *Teaching English as a Second Language* (TESL) certificate program will be revised by replacing ENG 209, LING 101, and LING 202 with upper-level courses. These changes are required because the *Teacher Qualification Service* (TQS) does not recognize UFV's TESL certificate due to the lower-level courses and because all courses must be upper level. As a result, school district teachers cannot use the certificate for TQS qualification. By revising the TESL program, it will be more appealing to teachers and, therefore, more popular and profitable. In addition, CS will begin developing the following new programs:

- *Addictions in Society Certificate* program in partnership with Social Services
- *Marketing Certificate* program in partnership with MARCOM
- *Medical Office Manager Certificate* program
- *Veterinary Administrative Assistant Certificate* program
- *TESL Diploma* program in partnership with ESL

All new CS programs will be offered on a cost-recovery basis.

University Foundation Program

Recently, a multi-department Program Committee was struck to review and revise the University Foundation Program (UFP). Over the next year, the Committee will work to ensure that

- the program meets the needs of domestic and international students who have graduated from high school;
- its admission and continuance requirements are clearly articulated and implemented;
- university-level courses available to UFP students are those in which such students can reasonably be expected to succeed; and
- the routes UFP students take to move from the University Foundation program, through the Program Paths, and in to university-level programs are clearly described.

No new funds will be required to accomplish the above.

Aboriginal Access Services

Now that Aboriginal Access Services (AAS) has joined FAOS, the next few months will be dedicated to getting to know each other better and learning more about the AAS services. Over the course of the next year, AAS will

- clearly articulate its mandate and clarify its priorities;
- review and assess its resource and personnel requirements;
- identify opportunities for collaboration with other departments across the University;
- help develop a bridging program for aboriginal students; and
- work with people across the institution to support *Indigenization* of UFV and the goals outlined in *British Columbia's Aboriginal Post-Secondary Education and Training Policy Framework*.

No additional funds will be required to undertake these activities.

For the past several years, AAS has employed a student academic mentor to work with students by helping them through their course requirements, deconstructing their assignments, and coaching them through the world of academia. The support provided by the mentor has been invaluable to students in a variety of courses and programs. Because the mentor position is not a permanent position, contracts have been issued each semester by accessing various pockets of money, including position allocation vacancy savings. The Faculty is recommending that a part-time permanent base-funded position be created in time for the 2013/14 academic year to ensure that students have the support they need to be successful in the post-secondary environment.

Assessment Services

Since taking on Assessment Services in October 2011, the Dean's office has reviewed all aspects of its activities and discussed its mandate and services with other deans and the VP Academic and Provost. As a result, the following will be implemented during the next year:

- Assessment Services personnel will report to directly to the Dean's office rather than to an Assessment Services Coordinator.
- The clerk position will be increased from a 50% to 100% position to ensure personnel are available for invigilation and office support during business hours.
- Assessment Services policies and procedures will be updated to ensure consistency with other UFV policies and procedures.

- The fees charged for services will be reviewed and recommendations for changes to them will be submitted to the Board.

The funds that have been put aside for an Assessment Services Coordinator will be used to increase the clerk position to 100% and hire the above-mentioned FAOS Faculty Advisor.

In addition, the role and placement of the Prior Learning and Assessment Recognition Coordinator will be reviewed to ensure the Coordinator is situated within the academic structure where s/he can best support and promote institution-wide and student-related PLAR activities.

Summary of Access and Open Studies Initiatives

Department/Unit	Initiative	Anticipated Completion Date	Resources Required
Aboriginal Access Services	• Articulate mandate and clarify priorities	• Winter 2013	• None
	• Review and assess resource and personnel requirements	• Winter 2013	• None
	• Hire part-time permanent student mentor	• Fall 2013	• \$36,000
Assessment Services	• Increase clerk position from 50% to 100%	• Fall 2012	• Uses existing funds
	• Update policies and procedures	• Fall 2012	• None
	• Review fees charged for services	• Fall 2012	• None
Continuing Studies	• Hire CS Manager	• Fall 2012	
	• Increase 50% CS Program Coordinator position to 100%	• Fall 2013	
	• Convert <i>Human Resources Management</i> program to a certificate program	• Fall 2013	
	• Convert <i>Management Skills for Supervisors</i> program to a certificate program	• Fall 2013	
	• Revise <i>Medical Office Assistant</i> program	• Fall 2013	
	• Revise <i>Family Child Care</i> program	• Fall 2013	
	• Revise TESL program	• Fall 2013	• All CS initiatives will be funded on a cost-recovery basis
	• Develop a <i>Addictions in Society Certificate</i> program in partnership with Social Services	• Fall 2013	
	• Develop a <i>Marketing Certificate</i> program in partnership with MARCOM	• Fall 2013	
	• Develop a <i>Medical Office Manager Certificate</i> program	• Fall 2013	
	• Develop a <i>Veterinary Administrative Assistant Certificate</i> program	• Fall 2013	
• Develop a <i>TESL Diploma</i> program in partnership with ESL	• Fall 2013		
English as a Second Language	• Develop materials and strategies to inform students, advisors, and the broader community about UFV's ESL program	• Winter 2013	• None
	• Develop strategies to collaborate with English language and immigrant settlement programs in UFV's local communities	• Winter 2013	• None

Program Paths	<ul style="list-style-type: none"> • Determine and articulate the purposes and requirements of the Program Paths • Set admission targets for Program Paths 	<ul style="list-style-type: none"> • Winter 2013 • Winter 2013 	<ul style="list-style-type: none"> • None • None
Upgrading & University Preparation	<ul style="list-style-type: none"> • Create and implement new ABEUP program code • Articulate the purposes and requirements of the ABE and ABEUP programs • Revise and/or develop UUP advising practices and resources • Develop and implement additional supports for “at-risk” students • Develop a “bridging” or “foundations” program for aboriginal students • Develop additional upper-level courses 	<ul style="list-style-type: none"> • Winter 2013 • Winter 2013 • Winter 2013 • Fall 2013 • Fall 2013 • Fall 2013 	<ul style="list-style-type: none"> • None • None • None • None • None • None
University Foundation Program	<ul style="list-style-type: none"> • Review and revise program 	<ul style="list-style-type: none"> • Fall 2013 	<ul style="list-style-type: none"> • None

College of Arts

EDUCATION PLAN 2012 UPDATE

Submitted by:
Jacqueline Nolte, Dean

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HIGHLIGHTS AND PRIORITIES

Launch of new programs:

- Completely re-designed Graphic and Digital Design Diploma in Mission, Fall 2012.
- BA in Global Development Studies, approved Fall 2013.
- Economics Major, awaiting a site visit and ministry approval.

Continuing development:

- Moving forward the BA in Indigenous Studies.
- Moving forward the BA in Media Arts.
- Moving forward the Major in Professional Communications.
- Moving forward the Major in French.
- (Please see the main text under “Program Initiatives” for details on development of the Environmental Studies Degree, Peace Studies, and Theatre Major.)

Special project:

- In collaboration with Nicola Valley Institute of Technology (beginning in Fall 2013), the College of Arts plans to deliver upper-level courses to students holding an NVIT Chemical Addictions Advanced Diploma that will enable the students to ladder their diploma into the UFV Bachelor of General Studies degree.
- UFV courses will be taught by UFV instructors at the NVIT Vancouver campus.
- This is a unique and innovative contribution to Indigenizing the Academy.

Curriculum renewal:

- Preliminary proposal for a renewed BA to be submitted by BA Task Force in summer 2013.
- ARTS 100 will be launched in Fall 2012, reviewed and revised in Winter 2013, and offered again in Fall 2013.
- Renewal of curricula in English and History to address recently completed program reviews.
- Program reviews of Theatre, Modern Languages, Sociology and Anthropology, Geography, and the Bachelor of General Studies.

Criteria for evaluation of teaching, service and scholarship:

- Draft template of criteria for evaluating teaching, service, and scholarship in the College of Arts will be completed by the end of the Winter 2013 semester.

CHANGES IN THE POST-SECONDARY CONTEXT

The delivery of educational programs within the College of Arts is guided by the UFV strategic plan, embodied in the overarching title, “Changing Lives, Building Community”. In accordance with the UFV statement of Institutional Learning Outcomes, we are committed to providing our communities with a variety of high quality student-centred programs that honour diversity and foster a passion for learning.

In fulfillment of our mandate as a newly formed regional teaching intensive university, the College of Arts will reach out to the communities in the Valley to inform ourselves of regional needs while at the same time demonstrating how a liberal arts education contributes to and helps shape the culture and economy of the region. This coming year, we will publicize our successes and continue to develop the narrative of the university as a public good. By tracking our graduates and documenting their achievements we will contribute to this public narrative.

“Changing Lives, Building Community” also suggests a need to support the professional development of staff and faculty so that personal fulfillment and enjoyment infuse the combined delivery of our education plan. The College of Arts is structured upon a commitment to work across faculties and as a collegial community bound by our dedication to the liberal arts. We will deliver our educational objectives by working in a spirit of collaboration, by sharing our resources and by respecting the unique contributions and talents of one another.

Demand

Expectations of the region, our students and faculty remain high and measures of accountability have intensified. UFV’s reputation as a regional provider of post-secondary education continues to grow, and with this comes increasing pressure to provide more seats, without additional growth funding. The challenge of accommodating student applications has intensified. Notwithstanding these pressures, faculty, staff and students continue to excel in their delivery. Building on our strengths, we plan to reallocate resources to improve the student experience and to realize our educational plan.

Learning Outcomes

This Education Plan is guided by a commitment to identifying and measuring learning outcomes so as to arrive at a framework for the evaluation and comparison of the credentials that we offer. Within the international, national and local context, there have been increasing conversations about learning outcomes in postsecondary education.¹ These learning outcomes provide measures for accountability in delivery and serve to deliver an important message to the public as to the relevance of a liberal arts education. This past year, the College has engaged in a series of retreats and meetings to discuss learning outcomes at the program, college and institutional level. The learning outcomes and general requirements of all of its degrees have been, or are currently, under review. This is in addition to the regularly scheduled program reviews of the various majors.

This quality assurance framework is being applied to all of the programs in the College of Arts: the BA; the MA and BA (Criminal Justice)-reviewed last year; the BFA; the BGS. In addition, over six year cycles, we plan Program Reviews of the three honours programs in the BA (English -completed this year;

¹ As a result of the conversation in the European Higher Education Area in the 1990s, in 2007, the Council of Ministers of Education, Canada (CMEC) published a Quality Assurance document and now the government of British Columbia is looking to introduce a British Columbia Quality Assurance of Post-Secondary Education Framework.

Geography; Psychology), the following majors in the BA (English –completed this year; History – near completion; Geography ; Philosophy; Political Science; Psychology; Sociology; Sociology/Anthropology), the 19 extended minors and 22 minors in the BA. The BFA major and six minors are new programs so these will not be reviewed for another five years. We are currently reviewing the Associate of Arts Degree, three of the five diplomas and three of the 19 certificates that we offer. The General Arts Diploma has moved to the Faculty of Access and Open Studies. We will work with the Faculty of Access and Open Studies to review this program, as well as to explore how a foundation year in Access can ladder into Arts.

The College of Arts aims to graduate students with respect for academic freedom and integrity, appreciation of diversity and commitment to social justice and environmental stewardship. Guided by *the 2007 Canadian Degree Qualifications Framework* (from the Canadian Council of Ministers of Education) and in correlation with the UFV Institutional Learning Outcomes, our graduates will demonstrate:

- depth and breadth of knowledge
- knowledge of methodologies and research
- application of knowledge
- awareness of the limits of their knowledge
- communication skills
- critical understanding of and engagement in responsible citizenship
- historical consciousness and consideration of diverse cultural and personal ways of knowing
- creativity and imagination
- professional capacity/autonomy
- ingenuity and problem-solving

The College will continue to promote innovation, ingenuity, cross-disciplinary problem-solving and enquiry-based learning. The growth of multi-disciplinary and interdisciplinary programs in the College is in response to pressing new issues facing human beings - the digital revolution, environmental sustainability, the struggle for self-determination among indigenous peoples, peace and conflict resolution, globalization and development, new technologies- and the need to combine the resources of several disciplines to respond. We remain in a good position, in terms of human resources, to deliver and develop these new programs. Departments will be asked to contribute sections to the realization of these interdisciplinary and multi-disciplinary degrees. Strategically, they are largely cost neutral, drawing from a range of disciplinary-based majors and attractive to partnerships, local and international.

Students are able to choose courses and programs from a highly competitive post-secondary sector and they are searching for the quickest way to attain their credentials. . Related to this, we strive to deliver simple and streamlined program offerings with the best possible use of resources. This has led to the development of a three year Environmental Studies degree proposal still to be approved by internal committees. Departments have been asked to be more selective in the courses they offer, the number of credits required and how they allocate and rotate 1st, 2nd and 3rd year courses.

The delivery of accelerated programs is but one strategy in catering for the growing number of non-traditional part-time students. Other strategies that the College of Arts departments are experimenting with include flexible delivery and schedule options, plus online and hybrid courses. The College will also work closely with the Faculty of Access and Open Studies and Aboriginal Access Services.

New Governance and Faculty Structures

The College of Arts houses the Faculty of Humanities and the Faculty of Social Sciences. The terms of reference of the College of Arts Council have been amended and we now have four members of faculty seated at Senate. The terms of reference of the College of Arts Curriculum Committee have been amended and the following program committees continue to report to this committee: the BA Program Committee; the BGS Program Committee; the BFA Program Committee; the BA (Crim) Program Committee; the Certificates Program Committee. Once the interdisciplinary programs are approved these will also report to the College of Arts Curriculum Committee.

A number of senior administrative searches occurred in the College this past year resulting in the appointment of a Dean of Arts, an Associate Dean of Students and an Associate Dean of Faculty. The Associate Dean of Faculty has been seconded to the position of Executive Director of Development so the College of Arts will be operating with an acting Associate Dean of Faculty for the duration of 2012-13.

The establishment of the College has ensured continued collaboration with regard to the delivery and development of inter- and multi-disciplinary programs and has allowed for cross appointments. It has allowed for a continued sharing of services of the Arts Advice Centre, the Manager of Academic and Administrative Services, the College of Arts Committees Assistant, the newly appointed Assistant to the Dean and the administrative assistant in the Dean's Office. This past year, the Program Developer was moved out of the College into the Provost's Office to serve the needs of the institution as a whole. Departments that are housed in the faculties have undergone a slight shift since the development of the Majors in Philosophy and in Political Science. Philosophy continues to be located in Humanities but Political Science is now part of the Social Sciences. Each discipline has its own department head.

There have been some shifts in the administration of interdisciplinary offerings. The administration of the Global Development Studies degree will be housed temporarily in the Geography department. Conversations will continue with regard to the establishment of a School of Creative Arts: Visual Arts (including Graphic Design, Art History and Film); Theatre; Fashion Design. Developments in campus planning have resulted in a decision to expand Theatre offerings to Abbotsford with the expectation that the primary delivery of the program will be in Abbotsford once a new facility is built in Abbotsford.

Multi-disciplinary degree programs in development in the Faculty of Arts, as prioritized in previous education plans, include: the Global Development Studies Degree (approved by DQAB); the Media Arts Degree (ready for internal approval); the Indigenous Studies degree (ready for internal approval); the Environmental Studies degree (in process). Each degree will have its own program working group that reports to the College of Arts Curriculum Committee. Upon implementation, each will require at least one course release (contingent on enrolment) for a program coordinator as well as the program resources specific to the degree and a shared administrative assistant.

Coordinated Advising

Our aim is to coordinate advising in the Arts, with a view to having a Director of Advising attending to advising needs in Arts. The implementation of this plan is contingent on both the Advising Review and budget. In accordance with the Strategic Plan, the Arts Advice Centre is committed to providing services for students that will enable their successful transition into the University and their successful progress toward their educational goals and toward employment. As the institution has developed more programs to provide a comprehensive and competitive selection of liberal arts options, so the Arts Advice Centre has struggled to keep up with the requirements of this range and combination of credentials. Course planning for the attainment and enhancement of credentials has become more

complex and time consuming. Arts Advisors provide advising on Chilliwack campus at least once a month will need to do the same for students in Mission.

Advisors need increased assistance in numbers of advisors and staff. Since last year, advising has been facilitated by the introduction of the BI tool and we now have Degree Audit software. This constitutes a vast improvement. The BI tool empowers department assistants, heads, advisors and the Dean's office to work together with a clearer understanding of student records and pathways.

Notwithstanding the above, it is essential that additional resources be directed to Arts Advice so that advisors can catch up with the growth of majors and minors and so as to be able to provide advice related to new interdisciplinary programs. These additional resources will assist in those areas and programs that, historically, have not had advisors attend to students. We anticipate that the Institutional Advising Review will reinforce our request for a reallocation of advising resources to the Arts Advice Centre, which caters for arts students as well as for students requiring minors from across the other faculties.

The move of the Chilliwack Campus to the Canada Education Park

The move to the south CEP campus has taken effect but the teaching/performance theatre has remained at its current location on the Chilliwack North campus. This move has effectively split the department geographically, with students, staff and faculty having to travel 20 minutes each way to access teaching/performance space, classes, library, student services etc. The Theatre department is struggling to maintain morale and student numbers have dropped significantly in the face of public uncertainty as to the future of the program. Faculty are insecure due to not knowing what will take place when a sale of the north campus occurs and not knowing when a new facility will be built. The College of Arts has worked over the past year with a range of faculty from within Arts to develop a collaborative vision of a Centre for Teaching, Innovation and Performance to be built on Abbotsford campus- currently conceived of as the "U-Hub". This vision has been incorporated into the Five year Capital Plan. A presentation has been made to the Abbotsford Parks, Recreation and Culture Commission to partner with the City in conducting a joint needs assessment for a performance facility as an anchor building for the U District.

Arts Centres

The focus of the Mennonite Studies Centre has, to date, been on the delivery of the Mennonite Studies certificate and the organization of a speakers series related to the promotion of Mennonite Studies. The certificate has not been attracting students and so the centre has decided to shift its focus to that of promoting Peace Studies. To this end, the centre will work to support the activities of the Peace Studies Curriculum working group, recently approved by the Dean.

The BC Centre for Safe Schools and the BC Centre for Socially Responsible Communities have been merged to create a single UFV Centre for Safe Schools and Communities. While this center will continue to operate out of the School of Criminology and Criminal Justice, it will serve all areas of the Arts and work with other faculties toward the promotion of safe schools and communities in BC, and particularly the Fraser Valley. The Centre will network with schools and communities to strengthen and build capacity among adult caregivers and responders, such as teachers, police officers, social and health professionals, and parents who serve children and youth in various capacities. The Centre will continue to offer a variety of services from live and on-line support of educational resources, research, and regular semi-structured networking opportunities to facilitate best practices so that all children and youth can live more joyful and productive lives.

The Centre provides regular and on-going support to K-12 school district personnel offering direct and web-based support for teachers, administrators, safe school managers, or superintendents. The Centre maintains and coordinates the Safe School Network. This network consists of designated contacts from each district involving senior level school district administrators who hold a district school safety portfolio. The Network offers educators a safe and collegial venue for receiving support, sharing best practices, and learning through educational opportunities addressed at regional meetings. Examples of topics and activities covered over the past year include regional critical incident training, substance use prevention, sexual assault prevention, cyber safety, and mental health in schools.

The Centre will continue to provide leadership to the formation of a provincial threat/risk assessment strategy in BC that has just been released as a focal area for the Ministry of Education in 2012 – 2017. It has also inspired further innovation in BC school districts. For example, a state of the art on-line reporting tool developed through consultation with the Centre and the district's local partners is being piloted in this mid-sized school district. To support school staff in the unfolding of a broader safe school strategy, the school district Safe School Manager has encouraged all elementary and secondary school counselors to maintain a connection to the Centre .

The Centre continues to support police in their efforts to provide a criminal justice system that is more fair and responsive to youth. The Centre developed a formal partnership with the RCMP in early 2010 to reach a joint goal of encouraging police officers to work more closely with community agencies in addressing the criminal behaviour of teens and particularly for behaviours of a non-serious and non-violent nature. This initiative continues to generate dialogue and interest from police department across Canada. An immediate outcome of this project led to developing a Mental Health training component for officers at the National Youth Officer Training event in May 2012. The Centre was also instrumental in supporting the RCMP in the development of the iSMART toolkit for officers. iSMART stands for Internet + Social Media Awareness Resource Toolkit. This tool was created by the Centre in response to community needs for Internet safety training in schools and communities. The Centre has built very positive relationships with police forces; both locally in Abbotsford and provincially.

This coming year the Centre will also work with partners on the Peace Studies initiative and will be exploring a partnership with the Dalai Lama Centre for Peace and Education, in line with their 2012 [***Vision for BC's Children and Youth.***](#)

NEW PROGRAM INITIATIVES

New Programs in 2012

The proposal for the five new BFA minors was successful and these have been offered this past year. Related to this and in accordance with last year's Ed Plan, the position of Program Advisor was replaced with that of an Educational Advisor for Fine Arts programming.

The Global Development Studies degree was approved by Senate and by the Minister of AVED. Departments have donated sections to run the core courses. The Director of the Global Development Institute will continue to coordinate and supervise practica with the release offered through the Global Development Institute. The degree will be temporarily administered out of the Geography department.

A Criminology and Criminal Justice Honours program was introduced within a cost-neutral scenario.

The Graphic and Digital Design Diploma was redesigned, posted on the DQAB website and a request submitted to Ministry for an increase in fees for this program. This has now been approved. The delivery

of the program has entailed a major acquisition of hardware and software, renovation of classrooms in Mission and the hire of a Graphic Design instructor who will coordinate the program plus a part-time technician. The renovations and capital investment was financed by a \$500 000 donation from Mission Council.

Plans to Introduce New Programs in 2013

The Economics major has been approved by Senate. We are awaiting a site visit, hoping that the degree can be introduced in 2013. One of the defining characteristics of the proposed Economics major will be its focus on preparing students for employment. Typical entry level positions at financial firms include account managers and assistants to investment advisors. The following two features develop employment skills for students: firstly, the economics courses in the major will provide software training in an integrated manner; secondly, the program will allow students to take a significant number of business courses in their upper level studies. This will allow students to focus their studies in areas of applied economics such as marketing or finance. No significant costs have been identified in relation to the delivery of this major. The full budget requirement is that of three additional courses.

The Media Arts Degree (involving six disciplines) was originally anticipated for implementation in Fall 2012. Fall 2013 is more likely. The newly acquired Graphic and Digital Design hardware and software will benefit students who choose to take the Media Arts Degree.

The Indigenous Arts Degree is behind schedule. Implementation will likely be Fall 2013. Advances have been made toward delivery of the program through the hire of an Indigenous Studies B faculty member (Wenona Victor) whose area of expertise is Indigenous Governance.

The Environmental Studies/Science degree has been redesigned as a three year degree with an optional Honours year and has yet to be approved by internal committees.

The Professional Communications major and the French major have been approved by the Dean for development but they are still in early stages of development. Both of these are in line with the strategic goal of fostering the development of the critical-thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship – locally and globally. Currently, the Communications minor is an attractive option for students; a major will build upon this. The emphasis on applied communication skills for the workplace in the proposed degree will prove attractive to students in ways which differ from the emphasis on self-expression and self-direction in the writing and publishing stream offered in the Media Arts Degree. The delivery of this degree will occur at a minimal cost to the institution. The courses students will require to complete this major are currently offered.

Program initiatives that are underway in the Faculty, without formally approved curriculum working groups, include the Theatre major, the FD major, the Spanish minor, the Indo-Canadian Studies minor; the Honours in Sociology and Soc/Anth and the Honours in History. Approval of the Theatre major will be considered in light of the Program Review that is underway.

Masters Programs

Departments in favour of Masters programs have argued that the presence of graduate students will enhance the university's profile and reputation and have a positive impact on undergraduate programs and recruitment efforts. The College of Arts recognizes the need to direct resources to undergraduate

programs rather than to graduate programs but will support Masters programs where these are effectively cost neutral. Graduate programs are being encouraged when such programs are proposed in the form of partnerships with local and/or international partners and where there is funding attached to these initiatives.

Master's of Arts in Research and Teaching History (MARTH). The MARTH program has been on the Education Plan for a number of years. The MA proposal still faces several internal challenges. With agreement from Finance and senior administration, the History department has proposed that teaching resources be shifted from the undergraduate program to the MARTH program. Support for this proposal will be contingent of the program review that is currently underway. *Note: the review is now complete and the panel has recommended that an Honours program should be developed in place of an MA.*

Master's in English: The Program Review panel submitted a recommendation last year that this not be pursued at this time. This recommendation was included in the Dean's summary delivered to Senate.

Master's in Migration and Citizenship: an interdisciplinary Master's in Migration and Citizenship is being explored as a dual degree initiative involving local and international partners. Representatives from the University of Münster recently visited UFV to discuss the possible shape of this dual degree.

Certificates

The certificates that were approved last year have had varying success. The Diaspora Studies Certificate delivered positive results; the Mennonite Studies Certificate drew very little interest from students and is under review; the Early Modern Studies Certificate has yet to be assessed; the Professional Communications Essentials Certificate has proved successful; the Animation Certificate (offered through Science) appears to be doing well as does the GIS Certificate offered by Geography.

It is unlikely that further certificates will be developed until such time as a more thorough evaluation is conducted of existing certificates.

QUALITY OF PROGRAMS AND DELIVERY

Program Reviews

A report on the Criminology and Criminal Justice Program Review was submitted to Senate in the Fall. Final implementation of the undergraduate and graduate recommendations from the program review (including a new course in qualitative research) is underway. Successful implementation of revisions of the MA has taken place with 28 MA students having convocated last June and another 8 this June

The English Department completed its review and this report was lodged at Senate this past year. The department has been presented with timelines for the implementation of these recommendations.

The Theatre self-study has been completed and the site review will take place in Fall. In 2012-23 Theatre will launch its re-designed practicum program

The History Program Review has been completed but the department has yet to respond to the review panel's report.

In 2012-13 MOLA, Geography and SCMS (Anthropology and Sociology only) will conduct program reviews. Both departments have started curriculum mapping in preparation for the program review. MOLA has already reviewed its learning outcomes in French, and will continue with its other

languages, to align with new internationally accepted learning outcomes, which are being adopted by the B.C. Ministry of Education.

The BGS self-study has been completed. The review panel will comprise one internal and two external members.

The BA Program Committee has undergone a full year of internal review, accompanied by panel discussions to inform the thinking of the BA Task Force (a committee of the BAPC). These panel discussions centred on how to promote science literacy within the BA, what education for citizenship entails and creativity as a general education requirement. The BAPC will discuss the recommendations of the task force in the Fall. The College plans to introduce writing intensive courses across a number of disciplines, e.g. History 100, which will meet the BA writing requirements. The College of Arts will be coordinating an institution-wide Writing Council Task Force.

A pilot interdisciplinary first year course has been designed for Direct entry BA students. Arts 100 will provide students with 9 credits, including the reasoning and writing requirement, in one team taught course.

Student Experience

This coming year, work on enriching the student experience will commence or continue in the following areas:

The Arts Advice Centre (AAC) works collaboratively with all departments in the College of Arts as well as with other service departments at UFV to promote the success of the Arts students, to offer students the resources and tools they need to achieve their personal and academic goals. AAC continues to offer evening appointments once a week and drop-in appointments during peak registration times. It also provides advising on the Chilliwack campus monthly and is researching online advising. AAC contacts BA and AA students regularly to remind them of important events, dates and to remind them of the various services provided.

AAC will establish a Faculty mentor program.

AAC will offer co-curricular support workshops for ARTS 100.

AAC will create videos and web support material to supplement the in-person services offered.

Arts Meet & Greet is incorporated with Student Life's "Six Weeks to Student Success" and introduces new and returning Arts students to the various Arts programs and disciplines, campus services, clubs, associations, etc., available at UFV.

Arts Academic Success workshops are organized by one of the Arts Advisors and a counselor from Student Services. The workshop is designed to provide academically at-risk students with the necessary skills required to succeed in university.

Arts Orientation Sessions are held for new BA & AA students; so too for BA (Crim) students, for BFA, Theatre and Fashion Design students.

Criminology will develop peer mentoring, a blog, Twitter and Facebook to improve communications with students.

Psychology will work with peer tutors.

Numerous active student associations exist, e.g. Philosophy; VA; MACS etc.

Access

Improved coordination of timetable

Departments are working together on CEP timetables. Geography is scheduling courses to fit with the Business timetable; condensing some classes and making greater use of Saturdays and evenings. Criminology is creating block schedules for Mission and CEP. Communications is offering courses in Mission for Graphic and Digital Design students.

Reducing waitlists

Communications is working on reserves for minors and certificate students. Criminology is offering more summer courses.

Improving space utilization

Geography is condensing field studies. Communications has “flipped” hybrid courses to double up on the use of classrooms. Psychology will offer lecture/tutorial sections if lecture rooms become available. Criminology has increased summer offerings with block schedules at CEP and Mission. Geography and Fashion Design are reviewing possibilities for block transfers from smaller institutions. Political Science will resume offering courses in Chilliwack. Psychology is redirecting resources from 1st year to upper-levels to serve PSYC majors/ minors. SCMS is opening a Sociology Research concentration to students from other disciplines and offering a moderately increased range and rotation of courses online, on weekends or in the evening, so as to permit more “non-traditional students” to enroll. The department is also exploring how graduation can be facilitated for these students by relaxing or waiving residency requirements so that they can pick up more credits from distance education specialists. Visual Arts continues to work on laddering of various diplomas into the BFA degree. Arts Advice is working with the registrar on an admissions procedures task force.

Online

The Online Foundation Plan has had varied response across the Arts however departments have been reminded of the importance of developing online or hybrid modes of delivery. The following plans are in place: Geography will deliver a new hybrid lab science course; by Winter 2015, Criminology will have 15 courses online; Communications will continue to offer several online sections; English will survey online students in Fall 2012 to assess demand and, in the interim, have established a target of 20% of courses online; Psychology already offers about half of its courses online and plans to continue developing online versions; Social, Cultural and Media Studies will add two new Sociology courses to its online offerings in 2012/2013, and will also develop a number of hybrid courses in its various disciplines (Online delivery will be assessed during the SCMS program review); Modern Languages already teaches several courses in hybrid form, but focus will be on classroom instruction; Theatre is developing 3 online courses; Economics is working on getting a couple of courses, ECON 100 and ECON 101 running online.

Indigenization

The BC Aboriginal post-secondary education framework includes the aim of integrating Aboriginal ways of knowing, languages and culture into our curricula. This has, and will continue to inform educational planning and recruitment in the College of Arts.

Achievements this past year:

- A new Indigenous Studies hire, Wenona Victor, will join the History department in August 2012

- All departments have indigenizing initiatives underway, including reviews of course content, development of strategies for recruiting indigenous students and workshops on indigenizing curriculum.
- Arts Advice has established initiatives to engage the Aboriginal student population and will be working closely with the Aboriginal Access Centre. The centre will explore ways in which to help Aboriginal students transition from high school into UFV.
- The *Lens of Empowerment* project was offered in Fall 2011 and Winter 2012 with a cohort of students to explore women's citizenship and identity in Stó:lō territory through three courses in photography and video. The topic was explored through field trips, film screenings, meetings with Elders, and group discussions and students acquired technical skills in photography and video in studio based courses. The project culminated in a Stó:lō community-based art exhibition and was featured at a conference in July in Loughborough, UK. The Dean, three students and three faculty members presented at the conference on this project and on the success of indigenous methods of delivery. The presentation was a major success with many international delegates subsequently expressing interest in visiting UFV.
- The Indigenous Studies: Maps, Films, Rights and Land Claims certificate is well enrolled for Summer 2012
- English and Theatre departments hosted two day visit by renowned First Nations playwright, Tomson Highway. The visit included a staged reading of his play, *The Rez Sisters*
- English Department faculty invited and organized the visit of Cheryl Suzack (UVic, U of Toronto), who spoke about Indigenous women, literature, and the law.

Plans for 2013

The College of Arts will continue to encourage attention to hiring practices so as to recruit more indigenous faculty and staff, as well as students.

An Aboriginal Student Handbook is in development and will be ready for spring 2013. It is being developed with Access and Open Studies and Aboriginal Access Services.

Workshops on indigenizing by design are being held for interested departments to explore how course content, teaching methods, and evaluation can be indigenized (notably in the English and Criminology departments).

Discussions are underway to ladder the Chemical Addictions and Diploma at NVIT into the BGS degree and to provide 30 credits (including 27 upper level credits) for NVIT students in condensed forms of delivery with indigenized content.

THEA will be presenting Tomson Highway's play *Ernestine Shuswap Gets her Trout* for the next Season of Theatre.

A panel on "writing indigeneity" is planned by the English department for Summer 2013. Halq'eméylem courses continue to be offered by Modern Languages.

The Indigenous Arts Certificate will be delivered in Fall 2012.

Theatre and English plan to launch a new storytelling course in Fall 2012, co-developed with Gabriel George, grandson of Chief Dan George and planned for delivery in the new longhouse at CEP. Psychology plans to recruit indigenous student peers.

Anthropology and Geography faculty will continue research with First Nations partners.

College of Arts will partner with Deroche Elementary School and UFV Science for after-school enrichment, Fall 2012.

The College will explore opportunities to build upon the concept of ARTS 100 to develop ARTS 100-First Nations in which students would learn about Aboriginal culture, community, and the interaction between First Nations and western culture.

The College intends to explore the possibility of creating a partnership with the Abbotsford School district around the concept of creating a bridging year for Aboriginal students. This would help promote best practices in supporting Aboriginal high school students and their transition to UFV.

Some departments plan to begin department events with acknowledgement of Sto:lo territory (English) And will invite guest speakers (i.e. elders-in-residence, members of community) to speak to classes, especially first year classes.

Internationalization

Achievements this past year

Geography has organized research and field studies in Africa, India, Latin America. There have been two dozen student internships in Tanzania, India and Canada over the past year. The department has developed an International Studies concentration for their major and a special bi-national *Borderlands* course (GEOG 421)—the only of its kind in North America.

MOLA, Visual Arts and Fashion Design conducted a field trip to Paris in 2011

The Diaspora Studies Certificate was an offshoot of the Diaspora Education Consortium, a project facilitated by International Education through the Canada-EU Transatlantic Exchange Partnership project. This *Student Mobility Program* was funded by Federal HRSDC funding to provide \$5,000 scholarships to support students to study abroad in Diaspora Studies. Arts hosted eight students from Muenster University and Northampton and one student from Muenster has since requested that one of our faculty act as a reader for her Masters.

Plans for 2013

SCMS and Geography continue to research future partnerships in Bolivia, Paraguay, Mexico. SCMS is developing internships in Latin America with NGOs serving indigenous communities and partnering with BC First Nations on joint archaeology field schools.

A Geography faculty member was awarded an AUCC grant for a three year exchange in partnership with Ardhi University in Tanzania (16 students to travel to Tanzania and 4 students from Tanzania to travel to Canada). This is in addition to the 20 unfunded internships that have taken place in Tanzania.

MOLA field studies are planned for Japan in 2013. MOLA is also building exchange and joint programs with universities in Belgium, China, Quebec, Mexico

Psychology has plans for collaborative research (students and faculty) with UK universities

FD is planning a its annual field trip to New York

Theatre has created exchange programs with the University of East London and the University of Galway

Geography International Studies concentration is the best subscribed of all the Geography majors, indicating that the Global Development Studies degree is likely to be a popular student choice once approved

The English department continues its long-standing productive relationship with International Education. Every effort is made to facilitate requests by International Education for credit transfer requests or other requests that aid students in completing their studies (Diaspora Certificate, for example)—this includes our students going abroad and those students coming to UFV from other countries. The department has a close working relationship with CICS, most recently in its choice of writer-in-residence Anosh Irani.

There is ongoing research across faculties with international partners.

RESEARCH AND SCHOLARSHIP RELATED TO PROGRAM DELIVERY

Geography offers lab and field-based research associated with the Paleoecology and the Luminescence Dating labs, involvement in Global Rivers Project, funded projects in India and Tanzania and Canada-US research with Western Washington University. Geography is revising all of its first year courses to promote inquiry-based learning. Students in Geography have enjoyed success in attaining the UFV Undergraduate Research award and NSERC Undergraduate Student Research Award (USRA).

SCMS offers a social research concentration and research assistantships for students in a faculty research project with a local school district.

Criminology has new and revised courses in research methods and offers work study research opportunities.

Support for student travel to conferences is offered by Geography, SCMS and Criminology.

Discussions and workshops of Race and Anti-Racism network include students and alert them to the importance of research in this area.

The Scholarly Research initiative organized by Arts faculty brings together faculty and students to share research initiatives and methodologies.

Student dialogue is facilitated through the Mennonite Studies Centre and at events organized through the centre, thereby promoting scholarship related to the Mennonite Studies certificate and the area of Peace Studies.

The OPTITEX Fashion Design lab provides students with creative research facilities.

Plans to establish new centres will result in opportunities for workstudy, research assistants and student research. These include the proposed Centre of Agri-Urban Studies to be led by the new CRC in Geography, the merging of the BC Centres into the UFV Centre for Safe Schools and Communities (name tbd), which will also form links with the proposed Peace Studies program.

Faculty research programs inform classroom teaching and mentoring. A sample follows:

- The program of research conducted by Canadian Research Chair in Food Security and the Environment Dr. Lenore Newman, which focuses on understanding the impacts of climate change on Canada's food cultures (Newman).
- Garry Fehr and Cherie Enns have successfully pursued AUCC grants, plus a \$150,000 multi-year grant for internships, exchanges, and research to take place in India.
- Olav Lian was the winner of the 2012 Research Excellence award at UFV. He has maintained and developed research partnerships with colleagues in Canada, the UK, New Zealand, Australia, Argentina, and the US. Olav works on postglacial landscape adjustment: south-central B.C.; environmental change – Patagonia; landscape stability – Canadian prairies; postglacial landscape adjustment: south-central B.C. His research is funded by approximately \$200,000 in grants initiated in 2005 and 2007 from Natural Sciences and Engineering Research Canada (NSERC), supplemented by \$16,000 in funds from the BCMEMPR, \$36,000 from Natural Resources Canada, and \$15,000 from SFU. Olav was awarded a NSERC Undergraduate Student Research Award (USRA) grant totaling \$4,500 to help support undergraduate research assistants in summer 2010. In the fall of 2010, Olav applied to NSERC for an additional \$200,000 to help support the UFV luminescence dating laboratory over the next 5 years. Olav has a number of student research assistants in his laboratory.
- Jonathan Hughes work on measuring, through paleoecologic methods, coring, and pollen counts, long term geologic, climatic, and sea level change. He researches Fraser River flood histories, wetlands and studies of past earthquakes in Cascadia as well fire histories in the southern Okanagan. Jonathan supervised six research students, two of them with NSERC USRAs and four of them Work-study positions. Jonathan secured two external grants, including a Tula Foundation grant of \$20,000 for the Rivers Inlet ecosystem review, and \$11,000 from a GEOIDE grant. Most of these funds went directly to supporting one or more of the six students.
- Garry Fehr researches Indian forest policy. Garry has also researched strategies to achieve specific UN Millennium Development Goals, including those related to child health. Garry worked with Satwinder Bains on a joint pilot project in urban agriculture in Janta Colony.
- Steve Marsh collaborates with Global Rivers Project, funded through the Woods Hole Oceanographic Institute. With Ehrenbrink, he monitors the geochemistry and quality of the Fraser River and its tributaries.

- John Belec collaborates with Patrick Buckley at Western Washington University to investigate the unique challenges of governing our cross-border region.
- Scott Shupe researches remote sensing to measure urban and peri-urban change in the US-Mexico borderlands and works on analysis of Lower Mainland water quality and Kanaka Creek watershed.
- Cherie Enns researches the impact of natural disasters on informal settlements.
- Garry Fehr and Michelle Rhodes research the sustainability of resource communities and community forestry
- Adjunct professor Lionel Pandolfo researches global climate modeling.
- Edward Akuffo researches interregional cooperation and Canadian security and foreign policy in Africa; the security implications of underdevelopment in Africa; human security and international humanitarian law. His book, *Canadian Foreign Policy in Africa: Regional Approaches to Peace, Security, and Development*, was recently published by Ashgate.
- English department faculty member Trevor Carolan has published eight book reviews of World Literature and edited *The Lotus Singers: Short Stories from Contemporary South Asia* (Boston: Cheng & Tsui, 2011).
- Hilary Turner published “The Delicate Violence of the Dance,” a review of *The Collected Poems of Patrick Lane* in *Pacific Rim Review of Books* 16:8 (Spring 2012) 3-5, and “Three Brats, One Hero,” a review of three picture books in *Canadian Literature* 209 (Summer 2011) 141-142.
- Melissa Walter published “Translation and Identity in The Dialogues in the English and Malaiane Languages,” in *Indography* (NY: Palgrave, 2012) and presented “Reforming Civility in Measure for Measure (1604)” at the Shakespeare Association of America in Wolfenbuettel, Germany.
- Susan Fisher, Associate Dean of the College of Arts and faculty member of the English department, won the 2012 Canada prize for scholarly work in the humanities category, awarded by the Canadian Federation for the Humanities and Social Sciences for her book *Boys and Girls in No Man’s Land: English-Canadian Children and the First World War*, published by University of Toronto.

Preparation for the workplace and further study

The College of Arts is committed to workplace learning. Students across the College of Arts are engaged in practicum placements and internships both locally and internationally. Such placements provide incomparable hands-on and in-depth learning opportunities for students, while benefiting the organizations they serve. Plans for 2013 include:

- Geography will place renewed emphasis on coop education, develop new skills courses and offer the GIS certificate

- Criminology will develop more diverse practica; co-op designation now exists for the BA Crim degree
- English is updating the honours program, improving information about honours and offering student experience on Loudon Singletree Editorial Board
- Psychology is revising the honours program and developing new courses needed for entry to graduate programs in counselling
- History will place more focus on applied history and will develop the new HIST 100 course, which emphasizes skills
- SCMS is developing more hands-on assignments using state-of-the-art technology and software and more internships to build job-related skills
- Geography will provide work-study opportunities, research assistant positions funded through external grants, internship, unpaid research assistant positions, directed studies, Honours, and field study positions, all of which require project development and management skills needed for the workforce and graduate school

In some departments (e.g. Geography and Visual Arts) there will be increased emphasis on skills development at lower levels and on content at upper levels. Program Reviewers have recommended that History do likewise.

STUDENT SUCCESS STORIES

Fostering Undergraduate Student Research

Student research, as well as the integration of research into the classroom and community is a priority in the College of Arts.

Recognizing the important skill sets that are developed through research, departments and faculty members throughout the College of Arts continue to develop opportunities for undergraduate student research. Student research projects and publications have been recognized for their excellence at the international, national, and local levels.

A number of English majors have gone on to graduate school. Last fall, Kendra Reynolds began her Master's in Archival Studies at UBC, and Kristyn Krause began her P.D.P. at SFU. Julianne Mutimer and Grace Romund were accepted to grad school in Library and Information Studies at University of Western Ontario and UBC, respectively.

Paul Falardeau presented partial research from his Honours thesis, "The Turtle Island School' and Its Influence on Contemporary Literature," at the Cascadia Poetry Conference (Seattle, March 2012).

The following English majors published book reviews in *Pacific Rim Review of Books*, 2012: Marina Parapini, Paul Falardeau, Joel Smart, Chelsea Thorton, and Ali Siemens.

Honours student Miriam Huxley is currently working on an Honours project, incorporating the reading of Canadian historical fiction with writing a novella titled *The Hat*, exploring the Rosedale area of Toronto in the early twentieth century.

The 2011/2012 Louden Singletree Editorial Board [students: Greg Eliason, Lian McIntyre, Sherylynn Niezen, Karen Aney, Riely Moore and Josh Frede] successfully edited, produced and launched Issue 4 of the magazine in April 2012.

UFV Geography students (from 2010-12) have been accepted to graduate programs in Canada, the US, UK, and Australia. Programs include: Geography, Earth Sciences, Environmental Science, Planning, Biology, Resource Management, GIS, Urban Studies, Resources and Economics, and Architecture. Students have presented their research at regional, national, and international conferences.

MAINTAINING AND BUILDING COMMUNITY PARTNERSHIPS

Departments and faculty members work collaboratively with organizations and agencies across the Lower Mainland and are committed to maintaining and building partnerships that further the goals of both the university and the region. Underscoring these partnerships is a commitment to understanding and fostering respect for cultural diversity and building community dialogue around common concerns. As indicated throughout our Education Plan, partnerships within and across faculties are vital to the success of our Arts students and to building successful interdisciplinary programs.

Ongoing and new initiatives to maintain and build community relations include:

- Geography has 15 ongoing research projects with external partners and plans to offer courses at Clearbrook for municipal employees.
- Criminology has 17 external partners, including government agencies, other PSE institutions, local non-profits, corporations (examples include: RCMP, ICBC, My Safe Ride Home, Surrey Fire Service, Chilliwack Council, SFU, BCIT, Ministry of Citizenship, Vancouver Police Department, Ministry of Children and Family Development, Ministry of Public Safety, Chilliwack School District, Ministry of Education, and the Abbotsford Police Department and Police Board).
- Philosophy offers “philosophy cafes” in the local community.
- SCMS faculty members are engaged in a variety of community research projects in which they also involve students. Through Latin American Studies, Indo-Canadian Studies and Anthropology, students engage with issues in particular segments of the local community and develop a deeper understanding of these communities.
- Political Science faculty member, Rita Dhamoon, was nominated for an Abbotsford Community Services Diversity Award. The head of the department, Hamish Telford, provides frequent political commentary in the local media, while other members of the department have assumed leading roles in various community groups and organizations.
- The Writers Series and Writer-in-Residence workshops are all open to the public. Writer-in-Residence: Anosh Irani gave literary readings (Mission Arts Centre, Mission Writers Festival: Keynote Speaker, Itihass Writers Festival, Potpourri Poetry Society, Clearbrook Library), participated in events on campus (Chai Time at the Center for Indo Canadian Studies, WIR

residence public reading/Q&A at the beginning of the term), gave numerous guest lectures and class visits (Creative Writing, Historical Fiction, Intro to Literature, World Lit, Intro to Fiction, Chilliwack campus, Short Fiction, Intro to Drama, Canadian Drama, Can Lit), and had frequent drop-ins from students and people from the community to discuss poetry, short stories, novels, plays, and nonfiction/memoir. These events served English majors, UFV students, and members of the community interested in creative writing.

- The third public lecture of the Mennonite speaker series “Engagement” was held this past Fall (following on from the first “Perceptions” and the second “Reflections”). The lecture focused on Peace and Development. Speakers included Wayne Bremner, Executive Director of BC Mennonite Central Committee, Anita van Wyk (UFV) and Garry Fehr (Geography). The tensions between Peace and Development were explored as well as the relationship of Aid and Development. This was followed up in Winter with faculty meeting with invited speaker Ernie Regher to discuss peace and militarism and how issues of militarism might be addressed in a Peace Studies program. There are plans to build on this speaker series with a chamber concert and poetry reading on September 27th, centred on the theme of peace. This event is sponsored by an external donor, who has also paid for three members of UFV to attend a summer training program at the University of Notre Dame University, Indiana, centered on developing Peace Studies programs.
- A pilot program is being explored with the Dalai Lama Centre for Peace and Education, based in Vancouver. This program, if approved, will be launched through the UFV Centre for Safe Schools and Communities.

Educational Partnerships

- UFV/Douglas BA Major Psychology – This partnership has run for six years and while it had many successes it is now coming to an end due resource challenges
- Partnership with NVIT. See above.
- Block transfers from colleges are being negotiated by the Geography department
- The Fashion Design department is exploring a block transfer of UFV students into the FD degree at Kwantlen

RESOURCE NEEDS

Human resources:

- Geography needs a Physical Geographer. The position has been requested for four years and is further needed due to nine of the department’s ten full-time faculty being eligible for sabbatical between 2012-14.
- Political Science needs a Comparative Politics specialist for the delivery of the major. This position could include someone with preferred expertise in Latin American studies and/or Peace studies

- A Graphic and Digital Design instructor is required for delivery of the GDD program in Mission
- SCMS: Sociologist or Anthropologist specializing in Development Studies; cross appointed faculty(SOC and MACS) for new areas like social media and social movements
- Communications is in need of a Communications instructor
- Two English hires are required to teach the breadth and depth requirements of the program
- A release is needed for the GDS practicum and internship coordination
- A 50% assistant for Arts Advice is required
- A 25% auxiliary assistant is required for the BGS
- The BFA Advisor position needs to be increased from 50% to 80%
- Psychology requires a permanent lab technician
- The Psychology department assistant position needs to increase from 80% to 100%
- Geography requires a part-time lab technician
- An additional 50% technician is required in Graphic Design
- Two releases are required to assist with the separation of the departments of Political Science and Philosophy
- Three additional economics sections are required for the for the delivery of the Economics Major
- SCMS requires a research methods lab assistant

Note: The College of Arts will continue to practice equity in its recruitment efforts. The College will continue to emphasize the importance of generalists so that faculty who enter with particular areas of expertise are able to teach a range of lower level sections. This is increasingly important with the growing number of faculty taking sabbaticals. Where appropriate, sessionals will be drawn from professional fields as in the School of Criminology and Criminal Justice. The College will explore ways of supporting the professional development of faculty so as to ensure retention.

Physical and Tech resources:

- A new performance facility
- Additional large (50+) student capacity classrooms for greater flexibility in class size
- Geography needs specialized equipment to service the Physical Geog courses in the BSc and BA; a multi-disciplinary wet lab; licensing costs for software and more space for a student lab
- Criminology and Geography require a modelling lab (GIS)
- Visual Arts and Media and Communications (MACS) require a Mac lab on Abbotsford campus
- Visual Arts requires the relocation of the Foundation studio to a space large enough to accommodate a class size of 25 and convert the current Foundation studio to a lighting studio
- Arts Advice requires a larger physical space to provide an area for peer and faculty advisors, as well as more office space for advising staff.
- SCMS requires qualitative software updates and licenses
- The Theatre department needs new ticketing software
- ENGL and HISTORY: student resource room
- Office for the Assistant to the Dean in the College of Arts area
- Visual Arts is still dealing with deficiencies related to the move to C building; these challenges continued to negatively affect the department. Below is a list of VA requirements:

i) The foundations room is not working out, as predicted at the time of design. It is too small and still not soundproof. The room cannot house 25 students thus class size has to be reduced to 18 and additional sections run. Timetabling is compromised due to considerable sound pollution because of the

woodworking tools right next door. This affects studio accessibility for sculpture classes and creates scheduling conflicts for timetabling instructors. The solution is to construct a new foundation space in C building and to convert the current foundation space into the lighting studio.

ii) A collections storage and viewing room is required. The UFV Arts Acquisition Committee has recommended the cessation of all collection practice until such time as the collection can be cared for in a respectful manner. Arts acquisition monies will be directed toward framing in the interim.

iii) The printer/scanner room needs to be expanded to accommodate 40" digital prints.

iv) A VA seminar room has been requested for a number of years. This would expand studio access hours so that some disciplines (print media, sculpture) could convert classroom sessions into valuable studio space and gain lab time.

v) The department still lacks student social spaces.

FUNDING AND ENTREPRENEURIAL INITIATIVES

UFV's Strategic Plan calls for departments to be innovative, entrepreneurial and accountable. To this end, a number of departments have chosen to strengthen partnerships within and outside of the institution. For example, the Theatre department plans to explore the development of technical development courses by working with the Faculty of Trades and Technology.

Geography has external research funding from 9 different agencies; and is in discussions with Business and CMNS about sharing faculty and other resources.

Communications offers workplace training and other contract services. Oral Communications is offered through Continuing Education at Clearbrook campus. The department partners with Rise and Shine Toastmasters and Toastmasters Canada for the delivery of two courses, and for a Toastmasters Student Award. CMNS is working with PIAB School Board (Annacis Island) under a federal grant to assist in developing literacy and essential skills in the curriculum. In January, the department will begin workplace communication and training workshops for staff at Conair.

Criminology will seek more partnerships through the new amalgamated centre.

MOLA is investigating compressing first-year French courses to free up sections for new upper-level French courses.

Fashion Design is running a summer camp for 2013 and continues to investigate the possibility of developing a retail space in cooperation with Business and VA.

The English Department's Creative Writing Committee is looking into ways to develop an entrepreneurial relationship with Continuing Studies.

Faculty of Health Sciences

2012 UPDATE TO EDUCATION PLAN 2012-2015

Submitted by:
Joanne MacLean, Dean

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Education Plan Update

Faculty of Health Sciences

Preamble

UFV established the Faculty of Health Sciences in September 2011. The new Faculty comprises the Kinesiology and Physical Education (KPE) department from the Faculty of Science and the former School of Health Sciences which had been housed in the Faculty of Professional Studies. The new Faculty is substantial in size in terms of numbers of faculty and students served annually. It has also incorporated a Faculty Services contingent.

During the 2011/12 academic year, a Faculty Council was established and Terms of Reference were approved. Regular meetings of Faculty Council have taken place. Academic work completed has included ongoing academic changes of some type for all programs, as well as responses to new and existing policies of UFV and to academic issues as they arise. Faculty Council has begun to participate fully in the academic processes of UFV and has representatives on Senate, Senate sub-committees, and other groups. In the coming year, Faculty Council will establish a variety of committees to serve various purposes.

The majority of the programs of the Faculty of Health Sciences moved to a new building on the CEP campus in the spring of 2012. The new site provides expanded and updated facilities for research and students in the KPE department. The facility also houses a new and expanded Dental Clinic, new and expanded nursing lab and student and faculty instructional resource facilities for the three nursing-related programs, and state-of-the-art facilities for simulated learning with furnishings, software, and programmable mannequins.

During the 2011/12 academic year, the Faculty has been guided by an Interim Dean while recruitment to fill the permanent Dean position was underway. The new Dean began work in August 2012.

In 2012, the Faculty of Health Sciences is implementing organizational changes in some areas in order to update processes, take advantage of technology, and become more efficient and responsive to applicant, student, and programmatic needs. Administrative staff will be assigned to work with specific programs and the accountabilities of program leaders are being clarified, all with the goal of ensuring adequate and consistent academic and administrative coverage of programs. A small amount of new UFV funding for administrative positions has been assigned. The Faculty expects to seek resources for a permanent Educational Advisor position.

Need and Demand for Programs

With the exception of the Dental Hygiene program, both the need and demand for UFV's Health Sciences programs continues. The existence of a significant number of seats in private for-profit post-secondary institutions in both the dental hygiene and practical nursing fields continues to influence those programs at UFV.

Health sciences programs must continue to respond to ongoing changes in the health care system. Health services must have the human resources to respond to the growing proportion of seniors in the population who need alternatives to independent living arrangements. Health professionals are seeking new ways to continue their learning.

Implementing UFV's Strategic Plan

Quality of Programs and Delivery (Best Undergraduate Education in Canada)

To ensure the ongoing currency and viability of health programs, quality assurance is essential in programs which prepare health care professionals.

Activities in the Faculty of Health Sciences that reflect one of the goals in UFV's strategic plan, "to provide the best undergraduate education in Canada", are described below.

Practical Nursing (PN) program: In 2011, UFV joined a consortium of other public post-secondary institutions in B.C. in order to develop generic *Student Guides* for all courses in the new provincial curriculum for the Practical Nursing program. The new curriculum is designed to ensure that program graduates meet B.C. and national competencies. The new program at UFV will begin in November 2012. Faculty are preparing to implement the new curriculum and to complete the first level of review in the Program Recognition process of the College of Licensed Practical Nurses of B.C. (CLPNBC). This will take place in September 2012. Subsequent reviews by the CLPNBC during program implementation will take place in 2013 and 2014. Faculty who do not already have a credential in teaching and learning must complete the Provincial Instructor's Diploma program.

Health Care Assistant (HCA) program: Revisions to the courses in the program have been completed so that the program is now aligned with the provincial curriculum and will be able to meet anticipated external program approval processes. The program has been reconfigured to align start dates more advantageously for students and to support faculty renewal.

Bachelor of Science in Nursing (BSN) program: Changes to professional practice standards by the College of Registered Nurses of B.C. in 2012 will influence ongoing curriculum change in the BSN program. A revision of the BSN program philosophy and framework will be completed in the spring of 2013. Simulation experiences have been implemented across all eight semesters. In 2012, the program fully implemented a lab component in its anatomy and physiology course in collaboration with UFV's Biology department.

CDA program: Release time (.15 FTE) is required in 2013 to complete a curriculum revision. This work, followed by implementation prior to the CDAC accreditation process in 2016, will also align program outcomes with UFV's institutional learning outcomes, and is essential to ongoing program currency.

Establishment of the CEP campus: The move of Health Sciences programs to a building on the CEP campus in the spring of 2012 means that faculty and students will be working with improved, expanded, and up-to-date facilities such as "smart" classrooms, the Dental Clinic, nursing simulation labs, and research facilities for the Kinesiology and Physical Education department.

Leadership in the Development of the Fraser Valley

Another goal in UFV's strategic plan is for UFV to be "a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley". The activities described below reflect that goal.

Graduates of programs of the Faculty of Health Sciences continue to find employment in the Fraser Valley and use their knowledge and skills to contribute to their communities. Health care employers consistently advise that they preferentially hire graduates of UFV's health programs.

Students in Faculty of Health Sciences programs participate in clinical placements in Fraser Health and some privately-managed health care organizations. Partnerships with clinical agencies, including active Program Advisory Committees with representation from those clinical agencies, are an important way to ensure that programs are meeting employer needs and that programs can access clinical placements. They also allow the health care community to have input into programs.

To provide practice experiences for students, the Certified Dental Assisting (CDA) program continues to offer dental services through its Dental Clinic. It also offers dental services to other clients through relationships with local School Boards and individual dentists. The program intends to continue to expand opportunities for student practice by working with local clients. The program area will not be entertaining a Refresher program for CDAs as Vancouver Community College is undertaking that activity.

As of the spring of 2012, the Kinesiology and Physical Education department has established a significant presence on the CEP campus. In September, the first year of the Kinesiology program will be offered to a "Chilliwack cohort" of high school graduates.

Innovation, Entrepreneurialism, and Accountability

The third goal of the UFV strategic plan is for UFV to be "innovative, entrepreneurial, and accountable in achieving our goals". Several activities will contribute to that goal.

With the expanded and considerably updated Dental Clinic and nursing lab facilities available at the new CEP campus, opportunities for alternate uses emerge. The Certified Dental Assisting program will explore a relationship with the UBC School of Dentistry to provide additional practice opportunities for students and dental services for clients from Chilliwack. The new facilities are also an ideal location to help health professionals of many types to meet learning education requirements. This will be further explored in 2013.

In 2012, the use of simulation for learning experiences will be expanded to include the PN program. This is a requirement of the new provincial curriculum.

In addition to implementing curriculum changes, both the PN and HCA programs have been reconfigured from continuous year-round operations to more traditional academic scheduling. This will accommodate student and faculty needs.

The BSN program continues to expand its mentorship and orientation program for new sessional and permanent BSN faculty.

The Dental Hygiene program is not admitting a class in 2012 and a recommendation to discontinue the program has been made. UFV has experienced low applicant numbers as have programs in other public institutions.

During 2012 and in subsequent years, the KPE department will carefully monitor the impact of becoming a dual-campus program which has a significant presence on the CEP campus. Parameters which will be tracked as indicators of the success of the transition include enrollments in courses offered on both campuses, waitlists, withdrawal rates, and the impact on students in terms of the need for travel between campuses. Findings will influence faculty deployment and future scheduling of classes.

In 2012, the Faculty of Health Sciences will set timelines for accomplishing its goals as set out in the Education Plan.

Responding to Other Parameters for Academic Planning

Indigenization of Curricula

BSN Program: In 2012, faculty completed a review of the aboriginal health content in the program so as to ensure current and relevant content and learning experiences. In 2012, for the first time, fourth year students were placed for aboriginal community health nursing experiences at the Seabird Island Health Centre.

Practical Nursing Program: The new provincial curriculum, which places increased emphasis on understanding and meeting the health care needs of aboriginal populations in a culturally-sensitive manner, will be implemented in 2012.

A Faculty of Health Sciences team participated in the UFV/NVIT conference, *Are you Indigenizing your Academy*, in August 2012.

Enhance internationalization

The KPE department and BSN program continue to offer successful study tour opportunities for students. In the spring of 2012, a group of 18 students participated in the “Champions for Health” program in Antigua. A second offering of an international nursing student experience through a study tour in Belize was offered in 2012.

Foster Multiple Flexible Pathways to Completion

Evaluation of the implementation of the Fast-track option of the BSN program continues. The first class will complete the program in August 2012.

Integrate New and Emerging Technologies into Teaching and Learning

All KPE courses are now designated as “hybrid”. The department will add two new courses to its online offerings in 2012/13. The strategic use of distance technologies to minimize KPE student and faculty inter-campus travel requires exploration.

To maintain the educational currency of its program, the CDA program plans to explore online instruction for selected courses in 2012/13. In subsequent years, it will require resources for .15 FTE release for development of its first online course.

The use of simulation learning in the BSN program and a similar usage in the new PN program creates a significant opportunity for faculty to share facilities and learning.

Faculty Recruitment, Retention and Review

Health Sciences programs will collaborate with the Human Resources department to find ways to fill vacant faculty positions, using current institutional procedures. IPEC processes will be implemented, applying recently revised guidelines. Three-year faculty review processes will be consistently implemented. Review of program leaders will take place in the first and third years of their roles.

Integration of Research/Teaching

The KPE department continues to successfully engage students in collaborative and interdisciplinary research projects. Over the next three years, support for individual BSN faculty members to develop their own research agendas, particularly as they contemplate upcoming sabbaticals, is consistent with UFV’s goals. The potential of this activity to support student learning in the BSN program is significant.

Faculty of Professional Studies

2012 ADDENDUM TO
EDUCATION PLAN
2011-2015

Submitted by:
Rosetta Khalideen, Dean

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**FACULTY OF PROFESSIONAL STUDIES
ADDENDUM TO EDUCATION PLAN
2011 – 2015**

**UPDATE TO FACULTY OF PROFESSIONAL STUDIES 2011-2015 EDUCATION PLAN
September 2012**

Preamble

The Faculty of Professional Studies includes the School of Social Work and Human Services, the School of Business, the Teacher Education Program, and the Departments of Adult Education, Applied Business Technology, and Early Childhood Education/Child and Youth Care.

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

- The Faculty views itself as an integrated and holistic unit.
- The Faculty is committed to the development of credible and recognized academic programs and to the personal and professional development of faculty and staff.
- The Faculty prides itself on being learner centred.
- The Faculty feels it is important to provide an enriching educational experience that prepares students for success in their career advancement and as citizens within a larger global context.
- The Faculty designs and delivers programs that build on its strengths.
- The Faculty's programs must contribute to our local, provincial, national and international community.
- The Faculty's programs must be related to the institution's strategic goals.
- The Faculty believes in creating meaningful partnerships within our institution and within our wider community, including communities of indigenous people.
- The Faculty's programs integrate academic and professional experiences, using our communities as a "living laboratory."
- The Faculty believes that current educational technologies have a place in the learning environment.
- The Faculty recognizes that change is integral to our development.

Review of 2011-12 Achievements

Programs

- The Faculty is continuing to uphold its guiding principles, as outlined in the preamble of the 2011-2012 Education Plan. Some of these principles are being reviewed and refined.
- Two major goals of the 2011-15 Education Plan were achieved: the implementation of the Master of Social Work (MSW) program, and the restructuring of the Bachelor of Arts in Adult Education program, including the development and implementation of a workplace training certificate.

- Work has been completed on two other major initiatives included in the 2011-15 Education Plan: the Bachelor of Early Childhood Education degree program and the development of a secondary stream in the Teacher Education Program. These two initiatives have successfully passed through all required internal and external approval processes. However, approval from the Minister of Advanced Education has still not yet been granted. Despite several requests for a decision on these programs, there has been no final Ministry response.
- The external accreditation review of the Bachelor of Social Work program has been completed. The program has been re-accredited for another seven years. (Seven years is the maximum number of years for which a program can be accredited.)

Space

- Adequate space has been an ongoing challenge for the Faculty. The Teacher Education Program has now been relocated to Abbotsford so that all Professional Studies programs are based on the Abbotsford campus. This will greatly increase the cohesion of the Faculty. The move of this program to Abbotsford places it in a more central location so it continues to work with the Chilliwack, Mission, Abbotsford and Fraser Cascade School Districts and allows the program to better serve the needs of students west of the Fraser Valley, particularly in the Maple Ridge area.
- The School of Social Work and Human Services will be moving into a new space on the ground floor of Building B in Abbotsford, where it will now be able to better meet the physical space requirement of the Canadian Association of Schools of Social Work Education (CASWE), its accrediting body. This improved facility will also support program enhancement and student success.
- The Applied Business Technology program is one of the first tenants at the new Clearbrook campus.

Staffing

- The Faculty has achieved some improvements in faculty staffing through permanent hires in Business, Social Work, and Adult Education. One full-time faculty member was hired in the School of Business, one full-time faculty member was hired, in Adult Education and one full-time faculty member was hired in the Library and Information Technology program. Full-time faculty positions are currently posted in Business (3 positions), Applied Business Technology, Social Work and Human Services, and the Teacher Education Program. Faculty staffing is an ongoing challenge, particularly in attracting candidates with appropriate academic and professional qualifications.
- In keeping with the University's goals related to internationalization and indigenization, the Faculty is very intentional in hiring practices which embrace diversity. The School of Social Work and Human Services has hired a visually impaired faculty member originally from Ethiopia to teach in the MSW program. (This is the first blind faculty member ever to be hired by UFV.) The School of Business has hired a faculty member of Iranian nationality who completed his graduate studies in Ireland (an Irish Iranian); and the Library and Information Technology program has hired a faculty member of Aboriginal heritage.

Entrepreneurship

- The RBC Foundation donated \$12,000 to support the MSW program.
- A total of \$22,000 has been donated to fund student scholarships in the MSW program.
- The ECE program has a \$229,000.00 contract with the Sto:lo Aboriginal and Skills Training (SASET) to offer its Childcare Certificate

Internationalization

- In summer 2012, a student from the Child and Youth Care program undertook a practicum in Zambia and Tanzania, working in two centres for children and youth. This practicum was arranged in collaboration with UFV's Geography program, which has extensive experience with student projects in North Africa.
- The School of Business is participating in the Tradewinds exchange program, involving institutions in the European Union and Canada collaborating on economic regional development initiatives. This program provides \$55,000 in scholarships for students participating in exchanges. To date there have been two faculty exchanges and eight student exchanges, in addition to collaboration on program and course development. Ten students from UFV have gone to study in Wales, Ireland, France, Sweden, Switzerland, and Germany.

Indigenization

- In September 2011, the Teacher Education Program signed the Canada-wide Accord on Indigenous Education, which provides a framework to recognize and promote indigenous knowledge.
- In fall 2011, the Early Childhood Education/Child and Youth Care (ECE/CYC) department completed its third delivery of the Family Childcare Certificate to Aboriginal students. This program is operated in collaboration with BladeRunners.
- ECE/CYC is also offering the Early Childhood Education certificate to Aboriginal students through a partnership with Sto:lo Aboriginal Skills and Training. This program started in fall 2011 and the students will be completing their studies in the winter 2013 term, after which they will be eligible for provincial licensing as Early Childhood Education professionals.

Student Engagement and Success

- Dr. Sheryl MacMath (Teacher Education Program) was the recipient of UFV's 2011-12 Teaching Excellence Award.
- Bachelor of Business Administration (BBA) students Mindy Black, Justine Saran, and Nik Venema won a 2012 Undergraduate Research Excellence Award for their project on Canfor Corporation. They also received the Faculty of Professional Studies Award for their presentation of the project at UFV's annual Student Research Day. Their work was supervised by Dr. Vladimir Dvoracek of UFV's School of Business/Department of Economics.

- Owen Nicholls received a 2012 Undergraduate Research Excellence Award for his project on the relationship between innovation and transformational leadership. This project was supervised by Dr. Joe Ilsever of UFV's School of Business.
- Erin McMurrin, of the School of Social Work and Human Services, also received a 2012 Undergraduate Research Excellence Award for her study of collaboration and community partnerships as a means of reducing violence against women in family settings. This project was supervised by Dr. Lisa Moy.
- At UFV's 2012 convocation, BBA graduate Crystal Drouillard received the Faculty of Professional Studies' Dean's Medal for academic excellence.
- Hala Elgammal, a student in the Library and Information Technology program, received the BC Library Association Annual Scholarship, the Pat Sifton Endowment Leadership Award, the Friends of the Chilliwack Library Annual Scholarship, and a UFV Faculty of Professional Studies Scholarship.
- Beverly Braaten, a student in the Library and Information Technology Program, received the Friends of the Chilliwack Library Annual Scholarship and the Risa Deverell-Beaton Memorial Endowment Scholarship.

Achievements in 2011-2012, by Program/School

Program/School	Activity	When Completed	Relevance to Strategic Plan
Adult Education	Implement new approach to PLAR credit assessment; create new course on portfolio development	New ADED PLAR rubric completed in Fall 2011; new course (ADED 305) added to BA ADED program in Fall 2012	Quality of program and delivery; innovation; accountability
	Create and implement new program orientation course	ADED 210 (Foundations of Adult Education) approved in Spring 2012; will be offered in Fall 2012	Quality of program and delivery
	Implement new program delivery model	Redesigned BA ADED program approved in Spring 2012, to be fully implemented by Fall 2013	Quality of program and delivery; innovation; accountability; responding to community needs
	Develop and offer a Workplace Training Certificate	Program development and approval completed in Spring 2012; program to be offered starting in Fall 2012	Responding to community needs; local and global community development; innovation
Business	Program review	Process started in Spring 2012	Quality of program and delivery; accountability
	Post Degree Certificate	In development; to be offered in Spring 2013	Entrepreneurship; meeting local and international community needs
	Partnership with University of Applied Sciences, Lucerne, on training program as part of UAS's Master of Business Administration program	Training program developed; will be offered in September 2012	Entrepreneurship; local and global community development
Early Childhood Education/Child and Youth Care	Bachelor of ECE degree program	Approved by Degree Quality Assurance Board in October 2011; awaiting approval from Minister of Advanced Education	Innovation; entrepreneurship; development of Fraser Valley community
Library and Information Technology	Post-diploma certificate for library technicians	Certificate program started in Fall 2012; all courses offered online; first graduates in June 2012	Innovation; entrepreneurship; quality of program and delivery

Social Work and Human Services	Launch of Master of Social Work program	Program started January 2011; first cohort will complete program in 2012	Innovation; entrepreneurship; development of Fraser Valley community
	Re-accreditation of Bachelor of Social Work program by Canadian Association of Schools of Social Work Education	Granted in 2012; highest level of re-accreditation, will be in effect until 2020	Accountability
Teacher Education Program	Adding secondary cohort to the TEP program	Proposal approved by BC College of Teachers Spring 2012; awaiting approval from Minister of Advanced Education	Innovation; development of Fraser Valley community
	Redesign of Graduate Teacher Leadership Certificate program	To achieve greater value for completed certificate in Teacher Qualification Service (TQS); higher value awarded in June 2011	Entrepreneurship; accountability; development of Fraser Valley community

Revisions to 2011-15 Education Plan Activities, by Program/School

Program/School	Activity	Anticipated Implementation Date and Needed Resources	Relevance to Strategic Plan
Adult Education	Investigate formal partnership with Vancouver Community College for incorporation of Provincial Instructor's Diploma within BA ADED degree program	Review of existing BA ADED block transfer agreements taking place in Fall 2012	Quality of program and delivery; innovation; accountability
Business	Develop Master's degree in Finance and Accounting	Development to begin Fall 2013	Innovation; entrepreneurship; development of region
	Develop Bachelor of Applied Management degree	Development to begin Fall 2013; 1 faculty FTE*	Innovation; entrepreneurship
	Offer contract training to business and industry	Development to begin Fall 2013	Innovation; accountability; entrepreneurship; development of region
	Offer post-degree certificates and diplomas	Winter 2013	Innovation; entrepreneurship; regional and global development

Library and Information Technology	Increase upper-level course offerings to Library Tech students and to students in other faculties	Fall 2014	Innovation; entrepreneurship; quality of program and delivery
	Develop interdisciplinary minor in Information Studies	Fall 2014	Innovation; entrepreneurship
	Continue to explore possibility of undergraduate degree	2012-2015; 1 faculty FTE*	Innovation; entrepreneurship
Teacher Education Program	Redesign current program to include additional five credits for the Bachelor of Education	Fall 2013	Quality of program and delivery; meeting community needs

*Funding for new faculty positions will be dependent on reallocation of resources from within the Faculty [and institution].

Areas of Specific Focus for Education Plan Updates/Development in 2012-2015

Indigenization

- The Faculty recognizes the increased importance of indigenization as a result of the provincial government's Aboriginal Post-Secondary Education and Training Policy Framework.
- There is a dire need to create spaces where indigenous knowledge, culture and values are respected and where indigenous issues can be discussed.
- The Faculty is completing an inventory of indigenous activities which it has engaged in, and is exploring how indigenization can be conceptualized and implemented in program design and delivery, while being cognizant that incorporating indigenous knowledge into teaching and learning is complex.
- The Faculty also plans to develop concrete strategies for indigenous student and faculty recruitment and retention. The current posting for a faculty position in Social Work and Human Services specifies that preference will be given to Aboriginal candidates. This posting has also been circulated to various Aboriginal communities and groups regionally and nationally. The experience gained from this initiative will be used as information to guide the development of additional initiatives for recruitment and retention.

Interdisciplinarity

- Although many programs in the Faculty are highly specialized, the Faculty would like to take advantage of the breadth of resources found in the Faculty and the University by creating opportunities for students to explore academic opportunities outside their own programs.
- Research indicates that a university graduate will have at least three careers in his/her working life and will benefit from a broadened knowledge base. Thus, the Faculty is looking at opportunities for interdisciplinary collaborations between its programs and schools and programs and schools in other Faculties (beyond the Faculty of Trades and Technology). These initiatives will enhance, complement and support our traditional programs.

- There is recognition that interdisciplinarity may be more challenging in Professional Studies because of the focus of many of its programs on preparation for a specific profession or occupation. Thus, students may be limited in the number or type of electives they can take within their programs, or may have to incur additional expense or time if taking programs whose requirements do not easily fit into their own programs. The Faculty plans to explore ways in which students can be encouraged or enabled to take advantage of the range of academic opportunities available at UFV, while completing the professional requirements of their programs in a reasonable time.

Learning Outcomes

- The Faculty sees learning outcomes as critical to enhancing teaching and learning, and to the development of enriched student learning experiences.
- The Faculty is aware that pressures for accountability and a “culture of evidence” are gaining momentum (as can be seen in the 2012 BC Government’s Quality Assurance Framework document).
- The Faculty is preparing to incorporate the university’s framework for learning outcomes into its own programs and courses.
- A key factor in successfully implementing learning outcomes will be to align curricula and learning outcomes, and link teaching and learning so that the learning outcomes are achieved. This will require course content and delivery to be continually assessed to ensure that they are aligned with the appropriate learning outcomes. It will be important to contextualize learning outcomes to specific programs/disciplines (particularly those programs which have to meet external accreditation requirements) and to determine a comprehensive approach to learning outcomes assessment.

Student Engagement and Success

- Student success is integral to retention. The Faculty sees the importance of providing an enriched education experience for students so that they can meet the challenges of living in the twenty-first century.
- The Faculty will refocus on writing-intensive activities in courses. The Faculty has appointed two representatives to the university’s new Writing Committee.
- The Faculty will explore the potential to provide more “capstone” courses in its programs to merge theory and practice and to enhance students’ experiential learning in the workplace.
- The Faculty is working with the international office to create appropriate student exchanges and study abroad experiences.
- The Faculty is committed to providing better student advising across programs, and working with other units to provide timely advising for “studies/path” students.

Program Prioritization

- The Faculty plans to engage in the institution’s discussions on program prioritization and to contribute to the development of criteria to determine how priorities will be assigned.
- Given the constraints on funding for the foreseeable future, the Faculty is assessing its own program effectiveness/efficiency and appropriate program support and resource utilization.
- The Faculty will continue to identify which of its own programs may need restructuring and refocusing to better contribute to the goals of the Faculty and the University [as was done with the Adult Education program].

Entrepreneurship

- The Faculty realizes that in tough economic times, entrepreneurship needs increased attention. To remain relevant in a competitive environment, it will be socially and economically beneficial to form partnerships and liaisons between business/industry and our academic programs.
- The Faculty is currently exploring possibilities for faculty-wide fundraising initiatives.
- The Faculty will also look at possibilities for expanded entrepreneurial activities within its own programs and schools.

Accountability

- The Faculty recognizes the need for periodic review of its education planning.
- The Faculty intends to develop an internal planning framework to include annual work plans for each of its units, including accountability measures.
- Program reviews are an important part of accountability within the Faculty. Several schools/programs in the Faculty have recently undergone or are undergoing program reviews, some involving external accreditation bodies. The units in the Faculty scheduled for reviews between 2012 and 2015 are the School of Business; the Library and Information Technology program; the Teacher Education Program; the Applied Business Technology program; and the Master of Social Work program.
- The Faculty would like to see a program approval process within UFV that allows implementation of programs in sufficient time to respond to funding availability, changing government priorities, and other opportunities.

Faculty of Science

2012 UPDATE TO
EDUCATION PLAN
2012-2015

Submitted by:
Ian McAskill, Acting Dean

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CONTEXT:

Last year the Vice-President Academic and Provost presented a five year Education Plan (2011-2015). That plan incorporated the plans of all individual faculties including the Faculty of Science. At that time, the education planning process adopted, called for annual plan updates in the interim years to first, address new developments and changes in circumstances as they affect long term education plan directions, and second, to review progress toward plan goals. This update, while not comprehensive, does provide an opportunity to review progress toward plan goals, and performance, looking at some key indicators. ¹

BUDGET, PROGRAM AND ORGANIZATION CHANGES 2011-2012:

The no growth fiscal environment is again a constant, but additional resources were allocated in this current fiscal year to fund the Data Analysis Certificate Program (set to begin September), a joint initiative of the Math and CIS departments. Modest budget increases were also found to fund fractional increases in existing faculty and staff positions in CIS and Biology respectively. Four new faculty members have been recruited to fill replacement positions in Biology, Chemistry and CIS. An organizational change was also implemented at the beginning of the last academic year, repositioning the Department of Kinesiology and Physical Education to the newly established Faculty of Health Sciences, supporting a broadened strategic focus within Health Sciences to health, wellness and human performance. New lab facilities have been equipped in the CEP Phase II facility, which will come into operation in September. Given that this is a new facility, there will be facility deficiencies to be worked through this year, an inevitable part of new construction.

PART 1: ENROLMENT MANAGEMENT:

For the university, and for the faculties, enrolment management is a central focus in order to serve students' needs. The rapid growth which UFV experienced after becoming a university in 2008 has heightened the need for precise course planning, scheduling, enrolment monitoring, and student advising. Many of the department plan updates, including the Science Advice Center, reflect attention to these planning issues and operational details, some of which are highlighted within this plan update.

The overall institutional and faculty environment is largely unchanged from last year. Over the previous four years (2007/08-2010/11), enrolment in the Science Faculty expanded dramatically, roughly 35%. Last year (2011/12) enrolment growth was less than 1%. In that year the University reached its budget "capacity" (at 105% of the FTE grant) and accordingly no new enrolment capacity could be created. Faced with continuing growth in student demand, and without the ability to expand, the Faculty of Science was forced to advance the closing date for applications for the fall term (from the usual end of August.) This year, the application cut-off date for BSc applicants was virtually unchanged over the previous year, closing April 2nd for entry in the fall term 2012.

Access to programs is a fundamental measure of our performance as a university. This metric is significant because it is indicative of the match between student demand and the supply of available

¹ Complete departmental plan updates are available on the faculty drive. <G:\Faculty of Science\Ed Plans\2012 update>

entering student spaces. While the earlier than desired cut-off date was again implemented in this past year, at least the problem did not worsen. (see Table I, *Student Application Cut- Off Date for BSc Applicants.*)

Within the faculty, enrolments by department and course level provide a telling illustration of our activity, its distribution and historical trend. Table II below shows an aggregate of five year enrolments by course level, by department and for the faculty as a whole. The near 35% growth in overall enrolment for the faculty over the past five years has not been uniform among the departments with the largest increase registered in biology, followed by math.

Fill Rate:

Enrolment is an important descriptor (and comparator) of our activity as a faculty, but enrolment alone, does not reveal how well our course capacity is utilized. The “fill rate” (Table III) is one general measure indicative of the extent to which enrolments can be increased within existing funded course sections. More indicative of performance is the direction of the fill rate. Over the three year period for which data is provided, there is general consistency and generally very taut enrolment management of courses and capacity. There are few classes with extra capacity, and those are generally specialized courses at the upper level.

Time to Graduation:

One of the significant efforts in enrolment planning and course scheduling at UFV is to ensure that students get the courses they need, when they need them in order to move through their studies and graduate expeditiously. Of course, the time to graduation is not a set four years or the equivalent 12 semesters as our students typically balance work and study throughout their time at UFV, and therefore take longer to graduate. For the purpose of this plan update, Institutional Research prepared a five year summary report of *Time to Graduation (Table IV)*². The measure of time to graduation of course varies widely among the student population, and the purpose of this metric is not to measure the life choices of students, but rather to understand how expeditiously incoming students (without any transfer credits) can get through their program of study. The aggregate tabulation for BSc and BCIS graduates over the previous five year period has shown improvement with an increased percentage (and number) of students graduating within the median duration of 15 semesters or 5 years. (The median value is shown in the shaded cells in Table IV, increasing from 49% in 2007-08 to 65% in 2011-12.)

PART II: PROGRAM PLANS:

Virtually all departments have new program plans, in this, the second year of no growth funding. The budget plan funding guidance for next year is equally static, even slightly negative. The challenge this year will be to shape the program plans in this budgetary context, ie: no new money. Many proposals already reflect this reality, developing options in partnership with other departments to realize some of the inherent synergies.

² Max Nevill may be contacted for Individual department data.

Department Updates

Biology:

Two new faculty members are joining the Biology faculty complement. Vicki Marlatt, is an environmental toxicologist, and brings a new area of expertise to the department. James Bedard, begins in August in a replacement position bringing his expertise in molecular biology and genomics.

The department is working on two program proposals, both collaborations, one with Chemistry to develop a Biochemistry Major, the other with Agriculture to offer an applied degree option in agriculture. Both programs will be prepared using the new template process for program approvals and initial work on the Biochemistry Major proposal is planned to begin in the Winter Term, 2013. The applied agriculture degree is intended to be enabling for agriculture diploma students to transition into existing upper level courses leading to an applied degree. At this time of writing, there is no established timeline for this program development. In its plan update, the Biology Department also noted that it is working to develop and implement a student cohort in the field of environmental sustainability.

The Biology planning update document identifies once again the central challenge of sufficient space to meet its needs. The department is undertaking a pilot to address this problem, converting first year tutorials to an online format. The department remains committed to delivering labs in a, “hands-on, face to face” format.

An external review of the Biology program was completed in 2012, with a report and recommendations presented in June. The report gives the program an overall strong commendation along with a number of recommendations. The departmental response is pending currently. It is anticipated that implementation of the review recommendations will also be a focus of departmental planning this year.

Chemistry:

The Faculty welcomes Dr. Jason Thomas, who has joined the Chemistry Department and will contribute his teaching and research expertise in organic and medicinal chemistry and biochemistry.

The education plan update for Chemistry reveals an ambitious agenda with the addition of two program majors, Molecular Modelling, and Biochemistry. Molecular Modeling (Major and Minor) is an interdepartmental initiative (Chemistry, CIS, Math, Physics), which is now at the full proposal stage. There is a possibility of extending it to include Bioinformatics, still at the exploratory stage. The Biochemistry Major proposal represents a cross disciplinary collaboration with Biology, utilizing existing courses and expertise, combined to enable a relevant new programming option for students. Both program proposals will be prepared using the new template process for program approvals. It is planned that the Molecular Modelling proposal will be drafted and presented to the Curriculum Working Group this fall. The Biochemistry Major proposal is planned to begin development in the winter term 2013. Both Chemistry and Biology have approved this collaboration, and a draft curriculum has been created. This proposal could be ready in late spring, 2013, with the approval process initiated, fall, 2013. A third programming concept in Medicinal Chemistry is also under consideration.

An external review of the Chemistry program has also been initiated for this academic year. It is expected that this review work will be a central focus for the department this year.

Computer Information Systems:

This academic year, the CIS Department welcomes new faculty member, Gabriel Murray to its complement. Gabe brings a diverse research expertise in computational semantics and computer science pedagogy.

At its recent retreat, the Computer Information Systems Department identified two new program initiatives, the development of a BSc in Computer Science, and a certificate in Computer Security. So far, consideration of these program initiatives is at the preliminary stages. The plan for the proposed BSc in Computer Science has been based so far on the assumption of additional funding. The proposal is therefore at a very preliminary stage, given the no growth fiscal environment presently. The department's plan update does not indicate whether the department would proceed with this proposal if it would require a change in programming to accommodate the required curricula. Resource requirements have also not been identified for the certificate in computer security.

Math:

Over the past year, the Math Department has maintained a very busy agenda of program changes and enhancements. An external program review was concluded in the fall, 2011, and a number of programming changes are underway arising out of that review to the Math Major and Minor programs. Courses in statistics are being relabelled from "MATH" to "STAT", and the statistics program is proposing a Minor in Applied Statistics, designed to be accessible to students outside of math. The Math department is also working on the development of an honours degree.

The Data Analysis Certificate program is set to launch this fall, the result of collaboration between the Math and CIS Departments. This post degree credential offers a timely and relevant set of courses together in math and stats with courses in computing applied to the extraction and interpretation of data. This certificate is designed to provide relevant specific course training in a highly technical, high growth area, enabling students to successfully transition into specific employment in a high-valued, high demand field.

The Math Department noted that they are experiencing enrolment pressures and are continuing with initiatives to improve student success, and channel students who are unsuccessful as a means to improve capacity.

Physics:

The Physics Department plan update notes the continued implementation of recommendations of the external program review (concluded in 2011). The faculty have continued to work on new programming options, but, like all departments, are limited with the allocated funding. It is noted for example in the Physics plan update, that the popular two year engineering program option cannot be expanded without additional funding. A degree minor in electronics was identified in the program review as relatively easy to develop, and a necessary course addition has been implemented. In this

year's education plan update document, again, it is noted that it is not possible to proceed without funding, as it would require the addition of certain upper level sections, which also typically enrol considerably below capacity.

The concentration (or certificate) proposal in medical physics is another programming proposal encouraged in the program review. Over the past year, the department has been exploring the suggested strategy to establish adjunct faculty status with personnel at the nearby B.C.Cancer Agency to deliver this program option. The Physics update reported reluctance among the Agency personnel to become adjunct faculty. Securing this faculty expertise is understood to be a precondition for the successful development of a program proposal. The Physics plan update also noted that the recommendation noted in the external program review for dedicated space for the delivery of Physics 382 and 383 has not been implemented. The building space constraint, especially in Abbotsford, is a problem not confined to Physics or to the Faculty of Science.

In this year's Physics program update, the department has introduced a new proposal which it hopes to more fully develop over the course of this academic year, a three year diploma program in engineering physics and mechatronics. Mechatronics is an interdisciplinary field of engineering (originally combining mechanics with electronics—but now much more) that physics wishes to develop in collaboration with trades disciplines. This programming concept is innovative not just in its educational content, but also for its approach to integrating differing approaches to education, academic and trades training.

Science Advice Centre:

The Science Advice Centre has two (part time) resident faculty as well as two full time advisors to serve the advising needs of students in the Faculty of Science. Science advisors attend all Department Heads and Faculty Council meetings and provide an effective coordinating function to address the numerous emergent issues that students confront as they proceed in their studies. Science advisors are key contributors to student retention initiatives for the faculty³. Science advisors are also key contributors to student recruitment initiatives for the faculty for such events as Careers in Science and Science in the Community, integral to promoting outreach and a sense of community both within the Faculty and with the broader community described in greater detail below in, *Part III: Student Engagement, Community and Outreach*.

The Bachelor of Science Early Applicant program has completed the 3 year pilot program (3 applicant intakes). The program is currently being evaluated and recommendations for continuation or expansion to other university programs will be completed prior to the start of Fall 2013 intake. Students admitted

³ Events, including the annual Science Social connect students to peers and faculty within the Faculty of Science and create a learning community and mentorship. Other important ongoing initiatives to support students academically and introduce them to resources on campus include the Careers in Science Night, 'Applying to Graduate School' workshops, Early Applicant Orientations, and Bachelor of Science Information Sessions (Orientation for the BSc & BCIS programs). The Science Advice Centre also functions as a central point from which to inform students of all important university events, deadlines, and resources.

through this program will continue to be monitored over the next few years (2010 intake have just completed first year sciences).

UFV is continuing with the review of academic advising in the upcoming academic year. Faculty of Science advisors have participated in the UFV Advising Review by providing input into the review process (process, reviewer selection), completed the self-assessment questionnaire, and will participate in the upcoming September external review and follow-up of reviewers' recommendations.

General Commentary on Departmental Plan Updates:

While the enrolment profile of Tables II and III show a very effective faculty working close to capacity, the data also reveals some important areas of focus. Table II illustrates the distribution of enrolment from year 1 (100 level) to year 4 (400 level), and the evident contribution of the Faculty in its role supporting other program areas, illustrated most dramatically by the Math department. Over 85% of the total math enrolments are for first year courses, and until recently, enrolments in developmental courses exceeded enrolments in 3rd and 4th year courses combined. It is not surprising then, that the Math department is focused in its plan update to continue adjusting service courses to be timetabled and programmed to the needs of particular audiences.

In their plan update, the Math department continues to be challenged by the incoming preparation of students and the number of students faced with repeating courses. The faculty has rightly identified a need to more actively address this issue.⁴ Strategies developed in the Math department may have more general application in enrolment management.

Though not explicitly noted in their plan update, Biology enrolments at the developmental level have shown a marked dip in the past year, while the proportion of upper level enrolments has grown. This reveals an ongoing enrolment management issue, certainly not unique to Biology, in balancing the competing demands for both "service" courses at the developmental level and "program" courses. Over the course of this year, it is expected that focus will be given to the balance, incorporating the institutional commitment to university access as an enrolment management goal.

In Chemistry, third and fourth year enrolments are noticeably anemic, and more so in the past two years. While again, this has not been explicitly identified, the program plans under development are intended to address the available upper level course capacity by developing new options for students. (biochemistry major and molecular modeling specialization).

Cross-faculty Collaborative Initiatives:

There are three new program proposals which involve cross faculty collaborations and will therefore require collaborative planning by the Deans as well as the proponents. Two have been noted above, in

⁴ Comparing the number of repeating enrollees in first year Math courses (Appendix Table A) with overall first year enrolments (Table II), repeat enrolments consistently constitute about 16% of the total.

Biology, a degree option with Agriculture, and in Physics, an Engineering Physics/Mechatronics diploma with Trades. A third proposal for a Bachelor in Environmental Studies (BES) has been under discussion by a cross-disciplinary committee of faculty (the Environmental Studies Curriculum Working Group—CWG) since 2008. The latest revision of the proposal notes that the concept paper was approved by the Deans of Arts and Sciences in 2011.⁵ There is some ambiguity with all three proposals at this time, where the locus of administrative support should reside, or how it should be shared by the involved faculties to ensure the support that these interdisciplinary initiatives deserve.

Part III: Student Engagement, Community and Outreach:

In the plan updates, all departments submitted student success stories. These are compiled in *Appendix 1*. True to form, The Faculty of Science has had an active year continued with its program of outreach and recruitment detailed in the five year plan. Notable this year was the *Math Mania* program which was organized for the first time at Deroche Elementary School. Deroche Elementary is a school with a largely aboriginal population and fits with the Faculty of Sciences initiatives to provide science education opportunities for aboriginal students. Science Rocks and the Super Science Club also have the goal of providing science education opportunities for aboriginal children (*Appendix 1*—subsidized Science Rocks Camp in Chilliwack; and Super Science Club in Chilliwack Central Community School).

Activity reports are contained in *Appendix 2*. These activities are planned again for the coming year. With UFV's collaboration with MDA on the *Sapphire Project* coming into the operational phase, some funding is now available, and discussions have been initiated with the Physics Department, to develop a plan and activity to further inspire the sciences at UFV, perhaps in space research.⁶ Plans were in place to continue to work with Science World and the Abbotsford and Chilliwack School Districts but with a recent cut to their provincial funding, programs such as Careers in Science (Opening the Doors brand for Science World) and the Science in the Community event will need another source for future funding if the events are to continue in the upcoming years. We are planning to expand the Science Days for Middle School students in the next year. For the past 3 years, the faculty from sciences and agriculture and advisors have hosted students from Rundle Middle School (Chilliwack School District) for a half day science talks and tour and plan to open this up to other middle school students in the district.

⁵ The Bachelor of Environmental Studies proposal (revised May, 2012) is included in Appendix 3.

⁶ UFV is the home of one of two ground antennas for Canada's first independent space mission, the Sapphire Project <<http://www.cfd-cdf.forces.gc.ca/sites/page-eng.asp?page=6250>>, a collaboration with high-tech firm, MacDonald Dettweiler & Associates (MDA). Article 1, Scope in the Memorandum of Agreement, provides," that MDA and UFV will meet four (4) times per year during the term of this Agreement and/or at such other times as mutually agreed to by the Parties, to consider opportunities for academic collaboration by MDA with UFV which include without limitation:

- a) co-operative programs for students of UFV with MDA;
- b) opportunities for employees of MDA to participate as guest lecturers at UFV;
- c) possibilities for research to be conducted for MDA by UFV students, Faculty and/or Staff;
- d) possible provision of data sets by MDA in support of GIS related research conducted by UFV;
- e) collaborative project courses for senior students;
- f) collaborative curriculum development."

Part IV: Strategic Directions: UFV and the Faculty of Science:

Program Prioritization and Planning:

It is evident from all departmental plan update submissions, that the Faculty of Science is striving to contribute to the vision to provide the best undergraduate education in Canada. Demand for science education at the University has expanded significantly, and along with it, demand for more programming. Growth funding has ended for this time and the Faculty is challenged to continue the development of new programming options without additional resources. Course and program development proposals are now channeled through a new Senate governance structure. Both of these factors require detailed planning, collaboration and fine tuning. The stage is now set for a discussion within the Faculty to program priorities.

Institutional Learning Outcomes: Faculty of Science Plan for 2012-2013:

Over the past academic year, the university and outside community were engaged to consider the learning outcomes that are to be expected of all UFV graduates. Institutional Learning Outcomes are increasingly on university planning agendas for two reasons. First, increasing attention is being given to using learning outcomes as a measure of competency to enhance student mobility and accreditation, in an increasingly globalized knowledge and labour market. Second, governments are increasingly turning to learning outcomes to measure program effectiveness in education.⁷

The result of UFV 's discussion of *Institutional Learning Outcomes* has culminated in a draft statement of nine proficiencies that all graduating students are expected to possess. With these nine key proficiencies identified, the challenge for the Faculty of Science this academic year will be to establish the reference framework for implementation, ie: should the agreed institutional learning outcomes (ILO's) be implemented at the program level or at the department level. That decision will impact the process and timetable that would follow. It is a plan commitment for this year that a small committee be convened early in the Fall semester to lead this discussion within the Faculty, continuing the successful momentum the faculty has contributed in the ILO discussion last year.⁸

Centre for Environmental Sustainability: Goals for 2012-2013:

Currently, the Centre for Environmental Sustainability is a cross-disciplinary collaboration of faculty and staff interested in promoting the University's strategic direction, "*to be a leader of social, cultural, economic and environmentally responsible development in the Fraser Valley,*" and specifically to, "*promote opportunities for dialogue and intellectual development*".⁹ Although it is a university-wide initiative, the activities of the centre are supported with modest funding by the Faculty of Science. Thus, annual plan for the Centre is presented here. The Chair of the steering committee, Patrick Harrison has submitted the following goals for the coming year:¹⁰

⁷ Reference the recent AVED DISCUSSION PAPER: BRITISH COLUMBIA'S QUALITY ASSURANCE OF POST-SECONDARY EDUCATION FRAMEWORK April 4, 2012

⁸ Faculty of Science contributor, Gregory Schmaltz was among the contributors to the draft learning outcomes.

⁹ UFV Strategic Directions. see http://www.ufv.ca/president/UFV_Strategic_Directions.htm

¹⁰ Much of the plan presented is a continuation of existing activities of the center. At this time of writing (July, 2012) the plan has not been formally vetted by the steering committee.

1. *CES Lecture Series*: It is proposed that this year's Lecture Series will be thematically focussed on B.C. pipeline proposals, the Enbridge Northern Gateway, and the Kinder Morgan twinning projects. A three part series is proposed using different formats, with the goal of comprehensive faculty, student and community engagement in a respectful academic discourse that showcases a variety of disciplinary perspectives and addresses the strategic direction of the University, *to be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley*.
2. Integrate the CES activities with the work of the Sustainability Coordinator Assistant position, to help develop and maintain the CES website, to support the Students for Sustainability student club (as needed),
3. Provide support as required to the UFV Energy Manager in the *green UFV* energy conservation initiatives.
4. Provide support as required in the development and implementation of the Bachelor of Environmental Sciences programme and degree.
5. Develop and implement a governance structure for the Centre for Environmental Sustainability, including a representative leadership model.

Table I: Student Application Cut-off Date for Entry to BSc for Fall Term:

Program	Fall 2009	Fall 2010	Fall 2011	Fall 2012
BSc early application	n/a	1-Feb-10	31-Jan-11	31-Jan-12
BSc direct entry	31-Aug-09	21-Jun-10	31-Mar-11	2-Apr-12
BSc post-secondary entry "min 30cr" (admissions criteria is 9 cr)	31-Aug-09	21-Jun-10	30-Apr-11	2-Apr-12

Table II: Faculty of Science Enrolment Profile:

Science Faculty Enrolment Profile					
Biology	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Enrolment					
Dev	113	101	113	128	76
100	619	771	723	737	730
200	294	360	453	423	484
300	197	237	387	375	400
400	180	176	272	315	377
Biology Total	1403	1645	1948	1978	2067
Chemistry	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Enrolment					
Dev	143	141	145	171	145
100	574	729	703	753	743
200	143	190	184	219	194
300	45	31	50	23	61
400	15	20	18	9	9
Chemistry Total	920	1111	1100	1175	1152
CIS Enrolment	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
100	1696	1981	1983	2220	2153
200	349	260	327	329	342
300	139	295	201	263	280
400	125	74	179	93	120
CIS Total	2309	2610	2690	2905	2895
Math	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Enrolment					
Dev	150	152	146	158	120
100	1875	2184	2397	2697	2708
200	109	142	112	184	190
300	73	73	83	57	58
400	25	33	33	32	63
Math Total	2232	2584	2771	3128	3139
Physics	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Enrolment					
Dev	20	47	44	47	25
100	511	612	633	699	692
200	38	39	49	68	86
300	58	84	77	99	97
400	68	14	50	30	49
Physics Total	695	796	853	943	949
Science	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Enrolment					
Dev	426	441	448	504	366
100	5275	6277	6439	7106	7026
200	933	991	1125	1223	1296
300	512	720	798	817	896
400	413	317	552	479	618
Science Total	7559	8746	9362	10129	10202

Table III Faculty of Science - Fill Rates and Section Counts

(Academic Years 2009-10 to 2011-12)

Subj	Crs Year	Average Fill Rates				Section Counts		
		2009 - 2010	2010 - 2011	2011 - 2012	3 Year Average	2009 - 2010	2010 - 2011	2011 - 2012
ASTR	1	79%	92%	78%	83%	2	2	2
ASTR Total		79%	92%	78%	83%	2	2	2
BIO	1	94%	98%	94%	95%	21	21	22
	2	90%	92%	100%	94%	14	14	15
	3	88%	95%	107%	96%	12	10	9
	4	90%	91%	91%	91%	9	8	11
BIO Total		91%	95%	97%	94%	56	53	57
BUS	1	88%	85%	91%	87%	29	35	23
BUS Total		88%	85%	91%	87%	29	35	23
CHEM	1	85%	90%	88%	88%	17	17	16
	2	84%	85%	99%	89%	8	10	8
	3	36%	32%	42%	38%	5	3	6
	4	35%	33%	25%	32%	2	1	1
CHEM Total		74%	81%	80%	78%	32	31	31
CIS	1	84%	76%	79%	80%	45	50	48
	2	100%	84%	94%	91%	8	11	9
	3	73%	68%	79%	73%	6	9	8
	4	82%	78%	89%	83%	3	3	3
CIS Total		85%	77%	81%	81%	62	73	68
COMP	1	82%	79%	77%	79%	19	18	18
	2	100%	100%	93%	96%	1	1	2
	3	73%	60%	53%	61%	2	2	3
	4	49%		69%	54%	3		1
COMP Total		78%	78%	75%	77%	25	21	24
ENGR	1	97%	94%	85%	92%	4	4	4
ENGR Total		97%	94%	85%	92%	4	4	4
MATH	1	91%	88%	88%	89%	65	76	79
	2	53%	69%	88%	70%	5	7	5
	3	41%	41%	37%	40%	6	4	4
	4	29%	33%	19%	26%	2	2	3
MATH Total		83%	83%	83%	83%	78	89	91

PHYS	1	90%	89%	88%	89%	12	11	11
	2	63%	92%	70%	74%	3	3	5
	3	51%	62%	64%	59%	7	5	7
	4	45%	40%	65%	50%	4	3	3
PHYS Total		69%	76%	75%	74%	26	22	26
Grand Total		83%	83%	84%	83%	314	330	326

Note: Sections designated as labs, directed studies, challenge/PLA were not included.

Table IV: Faculty of Science Time to Graduation

Profile of B.Sc and CIS DEG Graduation Times

These tables show cohorts by time to graduate given a graduation year. For example, in 2009/10 there were 8 graduates who took 12 terms to finish. Because Graduation is in the Summer Semester, a Student starting in Fall will graduate in a number of terms divisible by 3.

The approximate median time to graduation is highlighted in Yellow.

"Non-Transfer" students are those who have no transfer credits from another post secondary institution.

Non Transfer Students Graduation Times

# of Terms	Counts					Cumulative %						
	2007/08	2008/09	2009/10	2010/11	2011/12	Total	2007/08	2008/09	2009/10	2010/11	2011/12	Total
9				1		1				2.0%		0.5%
12	4	7	8	4	7	30	9.8%	18.4%	21.6%	10.0%	16.3%	14.8%
14				5		5				20.0%		17.2%
15	16	9	11	16	21	73	48.8%	42.1%	51.4%	52.0%	65.1%	52.2%
16		1			1	2		44.7%			67.4%	53.1%
17		1		1	1	3		47.4%		54.0%	69.8%	54.5%
18	6	12	8	9	5	40	63.4%	78.9%	73.0%	72.0%	81.4%	73.7%
20	2			1	1	4	68.3%			74.0%	83.7%	75.6%
21	3	2	6	5	4	20	75.6%	84.2%	89.2%	84.0%	93.0%	85.2%
23		1	1		1	3		86.8%	91.9%		95.3%	86.6%
24		2	2	2	1	7		92.1%	97.3%	88.0%	97.7%	90.0%
25	1					1	78.0%					90.4%
26	4					4	87.8%					92.3%
27	3	1	1	3	1	9	95.1%	94.7%	100.0%	94.0%	100.0%	96.7%
28	1					1	97.6%					97.1%
29	1					1	100.0%					97.6%
30		1				1		97.4%				98.1%
32		1				1		100.0%				98.6%
38				3		3				100.0%		100.0%
Grand Total	41	38	37	50	43	209						
Avg Terms	18.7	17.6	17.0	18.3	16.3	17.6						

Appendix Table A: Math Course Enrolments of Students Repeating a Course

Level	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012
Dev	15	19	11	18	13
100	327	316	395	426	433
200	7	2	6	6	6
300	0	0	0	1	4
400	0	0	0	2	5
Total	349	337	412	453	461

Appendix 1: Student Engagement and Success:

(Adapted from 2012-13 departmental plan updates.)

Biology:

We recently had five students accepted to medical school at UBC for the fall. Numbers are substantially higher than ever before. This reflects our growing reputation as an excellent undergraduate institution, our increasing ability to attract the strongest students from our catchment area, and the student's own efforts at establishing a pre-med society to mentor students towards success.

Two of our third year Biology students were accepted into UBC medical school for September 2011, and one graduate was also accepted. We have a strong group of courses for students taking our pre-med concentration, and we are constantly looking to increase our course selection for students, and we recently began offering Endocrinology.

Two of our students were accepted to SFU and UBC as graduate students. We have a successful honours program, with our first students graduating 2011, and 6 students completing their honours in June 2012. We also have a significant number of students taking BIO 408 and 409 independent research courses. With many faculty members willing to supervise independent student research, our students are very successful in getting into grad school.

The strengths of our department, like many at UFV, include the availability and willingness of faculty to interact closely with students, creating a very personalized educational experience. During our recent program review, one of the reviewers commented "wow, do you guys ever have a lot of labs!" We feel this truly is one of our strengths, as our students have a much greater hands-on skill set upon graduation than many other institutions and this is primarily because of the laboratory and field techniques and skills that they have become familiar with.

Chemistry:

Leandra Chapman (nee Quiring), a recent graduate (Biology major and Chemistry minor), who won the Governor General's academic silver medal in 2009, received an NSERC post-graduate scholarship. Two students, Brittany Tarras, and Melissa Prachnau have been accepted into medical school, and several others have been granted interviews over the past few years. Jacob Spooner, admitted to SFU MSc

program in 2010, was allowed to switch to the PhD program this year in recognition of his academic preparation. Another student, Heather Martens, who graduated with a Chemistry major, has recently begun a graduate program at SFU. Previously she won an award for student research at a chemistry conference in Canada, and was able to travel to France a year ago, with Chemistry major Melissa Prachnau, to pursue research on oil chemistry (funded by the international department). Since then, Heather was selected by SFU as one of their applicants for the Vanier scholarship. These success stories, and more (students currently applying for medicine and graduate school, for example), involved students engaged in research with Chemistry faculty members during their 3rd and 4th years of study.

In applied research, Cory Beshara and Noham Weinberg received \$25000 NSERC Engage grant to work on pyrolytic conversion of plastic waste into synthetic oil in collaboration with Maple Ridge company Plastic2Fuel. Meagan Beatty (Chemistry undergrad student) and Jeffery Perkins (2009 Chemistry graduate) are also actively involved in the project.

Numerous recognitions of achievement were also earned this year. Brandon Wiebe and Brandon Yanciw (Chemistry undergrad students) each received an outstanding poster award at the 25th Canadian Symposium on Theoretical and Computational Chemistry this summer. Both Brendon Weibe and Brandon Yanciw received NSERC USRA (undergraduate student research awards) this year. Heather Wiebe (2011 Chemistry graduate, currently SFU PhD student) also received an outstanding poster award at the 25th Canadian Symposium on Theoretical and Computational Chemistry this year.

CIS:

Ricardo Jahns Giggberger who is a CIS graduate in the class of 2012 won the Governor General's Silver Medal with a program GPA of 4.30. Ricardo has been accepted into the Computing Science Master's at SFU. His graduate work is fully funded.

Math:

We pride ourselves on our attention to students learning at every level. Very many students take mathematics courses as part of other programs, rather than as part of a mathematics program. Those students are not secondary, but rather our life-blood, and the very many students we've equipped with the tools needed to succeed in their programs (other than mathematics) counts as so many success stories. But we do also have stories that combine that attention to access at the lower levels with what we've built at the degree levels: Some quotes from faculty:

"We have many success stories, not only among present PhD or grad school students, but quite often among those who have changed their interests or/and profession since they started studied in our department."

"KH - he was into theatre; I remember, when he just wanted to refresh his grade 12 math when he was helping me in the multilevel CCP class; then his interest in logic of mathematics rose so much that he completed a major in Math with flying colors!"

"I B - a music teacher, mother of 3 (nearly adult) children; she wanted to change her profession to become an accountant or possibly a high-school teacher, but at that time she didn't believe that she will be able to study so much math; she started from grade 11 math and I've seen her straggling through every course in the Math Centre for many years; with encouragement and help, she graduated this year and now she is in PDP program."

“MR- has just completed his PhD at UBC, having worked for BC Cancer for years (while doing his PhD), and now taking up a post doc in Montreal. He returned to U(C)FV [to do a mathematics major] after many years outside an academic environment the open and supportive environment at U(C)FV allowed him to return and thrive.”

2012: “WM – is currently enrolled in the Master of Mathematics program in the Pure Mathematics Department at the University of Waterloo. He has been accepted to begin his Ph.D. in the same department for Fall 2012. He was also accepted to some very prestigious research universities (Georgia Tech and Texas A&M, both considered to be in the top 20 for mathematics worldwide).

Physics:

Last year, we added a \$500 prize for the best 4th year physics student. This award, like all of our Physics Excellence Awards, is funded by members of the department. Meena Sharma graduated from UFV last year with a BSc in physics. This September, she will begin work on a MSc in particle physics at the University of Saskatchewan. Three upper-year physics students, Timothy Richards, Brendan Bulthuis, and Brie Mackovic, were awarded NSERC USRAs this summer. All three are currently engaged in summer research projects at UFV. Timothy Richards, a third year student studying towards a degree in physics and math, will be travelling to London, England at the end of the summer to participate in a science youth forum.

Appendix 2: Community Engagement and Outreach:

2012 Math Contest:

Math Contest (for local high school students) is now in its fourteenth year, and continues to grow (it's now the largest in the province.) It is an excellent way to develop and maintain relationships with our local schools, and good exposure for UFV generally. More specifically it can help recruit top students (contest winners receive tuition waivers).

Math Mania:

(contributor: Susan Milner)

Math Mania is an evening of mathematical demonstrations, puzzles and hands-on activities for elementary school children, held in their school gymnasium. It's been designed to show children – and their parents – how much fun you can have playing with mathematical concepts.

Math Mania typically involves 18 – 25 volunteers, mostly faculty and students from the Department of Mathematics & Statistics. Other UFV faculty often join in, too. We generally have 150 – 250 people show up for one of these events, including children, parents, grandparents, and teachers. In this, our fourth year of Math Mania, we held events at:

September 2011 Margaret Stenersen Elementary, Abbotsford

February 2012 East Chilliwack Elementary, Chilliwack

May 2012 Mt. Cheam Christian School, Chilliwack

June 2012 Deroche Elementary, Deroche

Deroche Elementary is a school with a largely First Nations population. Some of the parents suggested we have a similar event, just for parents! Math Mania is partially supported by the Pacific Institute for the Mathematical Sciences (PIMS), of whom we are an educational associate.

2012 Science Rocks!

(contributor: Ora Steyn)

This year is the fourth year we have offered Science Rocks! summer camp. We offer 4 weeks of camp in Abbotsford, two in Chilliwack of which one is a subsidized camp for Aboriginal youth. We employ 3-4 students in the winter and summer to prepare and facilitate the camp. This is the first year that our Aboriginal Youth camp has a waitlist.

Super Science Club:

(contributor: Ora Steyn)

We are in the process of preparing for the third year of our collaboration with the Chilliwack School District and Science World on the Super Science Club. This is an after school program at an inner city school, once a week during the school year. We have 5 students working there. The program is funded by the school district. Chilliwack Central Community school has about 50% aboriginal population. Science World has similar programs in Vancouver and this is the only remote program with partners. They provide training for the students and mentoring.

We are currently negotiating with the Mission School District to launch a similar program likely in the fall at De Roche Elementary. The program will also include students from Dewdney Elementary. These schools have a very high percentage of Aboriginal students (78% in De Roche), and we hope to instill a love of science in the participants. We have seen our own students change from a career in high school education to elementary school after taking part in the program, which bodes well for the quality of science education at the lower levels.

Our students do internships, volunteer work and paid work all over the world. Two science students have been involved in exchanges to universities in Australia and one is currently director of a summer camp for in Dubai, using her Science Rocks! experience.

Science International:

(contributor, Ora Steyn)

Over the last 4 years there has been a push towards internationalization of the Faculty of Science. We now have transfer agreements with a number of foreign universities, and have received the first group of students this year. The Faculty of Science will also be involved in the Science Without Borders program, launched by the Brazilian and Canadian Governments, over the next 4 years. We hope to receive up to 25 students from Brazil for a one year international experience this fall.

The faculty has been active in applying and receiving funding for internationalization. Through the internationalization fund we have had faculty visit China, Ecuador, Hawaii and Paraguay. Field schools have now been established in Ecuador and Hawaii. Faculty members also have a wide range of connections through research with colleagues overseas. We currently have a visiting scholar from the University of Shanghai for Science and Technology in China and hope to welcome a visiting scholar from Korea in the fall who is working with Dr. Noham Weinberg on a research proposal.

Science Advice Centre:

(contributor, Karen Cooper)

In collaboration with Science World, UFV's Alumni Relations, UFV alumni and professionals from the Fraser Valley the Science Advice Centre has successfully hosted three Careers in Science/ Opening the Door events in 2010, 2011 and 2012 and plan to do so in the upcoming winter. We will however, need to look at ways to carry this out without Science World's involvement as their funding for this program (Opening the Doors) has been recently cut by the provincial government. Note that Careers in Science is an excellent tool for recruitment as we invite high school students from schools across the Fraser Valley (Surrey to Hope), as well as being a great event for our own students so that they have a better understanding of the opportunities for science careers.

The advisors and science faculty have been working with Science World and the Chilliwack and Abbotsford School Districts on the Science in the Community Event put on in Chilliwack in 2010 and 2012 and Abbotsford in 2011. The initial idea for collaboration was for the period during the Olympics when Science World needed space to carry on their programs. This has developed into a multi-year plan to work with Science World on various science education programs (Super Science Club). Programs such as this result in exposure for UFV in the local communities as well as the opportunity to work with individuals in the school districts and government and non-profit science educators. Science World's funding for this event was recently cut and thus if this type of event is to continue in the future, different revenue sources will need to be found.

Appendix 3: Program Proposal, Bachelor of Environmental Studies (BES) - BA, Minor and Extended Minor, Environmental Studies, BSC, Minor, Environmental Studies

(Prepared by the BES. Curriculum Working Group)

I. Background

Created in March 2008, the Environmental Studies Curriculum Working Group (EVST CWG) initially worked on a proposed program in Environmental Studies as part of a BA at UFV. This collaboration follows efforts on the part of UFV faculty members in past years (dating back to the mid-1980s) to do the same. The 2008 CWG recommended the creation of an Environmental Studies major, extended minor, and minor in the Bachelor of Arts. This concept paper was approved by the Dean of Arts.

Following consultation with the Deans of Arts and Science in Fall 2010, the decision was made to broaden the scope of the proposal to craft a stand-alone Bachelor's degree, and expand the number and types of options associated with it. The new degree proposal will be more integrative of the Sciences and Agriculture. The concept paper was approved by the Deans of Arts and Sciences in 2011. This paper represents a condensed revision of the 2011 concept paper.

II. Credentials to be Awarded

1. Bachelor of Environmental Studies, BES
2. Bachelor of Environmental Studies, Natural Sciences Emphasis, presented as: BES (Natural Sciences)

3. BA, extended minor in Environmental Studies
4. BA, minor in Environmental Studies
5. BA, Global Development Studies, with a minor in EVST
6. BSc, EVST minor

III. Audience and Benefits to This Audience

The primary audience for the BES as well as the BA/BSc minors and extended minors is current UFV and transfer students seeking a blended Arts and Sciences approach to Environmental Studies (EVST). These students are likely interested in pursuing employment and graduate studies in environmental fields and education. They are also more likely driven by engagement in environmental outreach, activism, and research than by academics alone.

Currently, this audience is served by a number of programs at UFV, namely Geography, Biology, Agriculture, and Sociology/Anthropology. However, UFV students typically do not currently pursue courses on the environment in multiple disciplines, likely due to a number of factors, including: program requirements; awareness of courses; and the lack of recognition within one's degree of emphasis on environmental issues and research. Further, Geography is the only one with majors that incorporates both Arts and Science studies. An EVST program, which provides pathways into these courses currently housed in multiple programs in the Arts and Sciences, is essential to helping students with a strong environmental interest plan their studies in accordance with career and research interests.

IV. Length of Degree

The BES is being proposed as a variable length degree. Most degree recipients will complete a minimum of 120 credits. A 90-credit BES, to which a variable 4th year option is added, is being considered. All students will be encouraged to complete an Honours year (120 credits); a Sciences emphasis (120 credits); a cooperative education certification (120 credits); and/or internship (100-106 credits). EVST minors and extended minors for the BA and BSc will follow the standards of length of the BA and BSc for these faculties.

V. Relationship to Local Communities and Their Needs

EVST programs are fundamental to responding to regional problems, e.g. air pollution or nitrate accumulation in the Fraser Valley. Regional universities are often the best able to identify and address unique and local environmental challenges, and are better positioned for implementing environmental sustainability measures in their region. Because EVST programs are often heavily engaged directly with institutional and community sustainability measures, they provide a means of bridging the gap that often develops between the institution and the community. Finally, an EVST program provides a flexible response to local employment demands by developing courses and field experiences in those employment fields.

UFV's BES program will bridge the Arts, Sciences, and Agriculture. It will integrate multiple courses in disciplinary methodologies, from communications to GIS to the lab sciences. The degree will require at least one course in Agriculture, reflecting the need for environmental graduates that have an understanding of regional agricultural needs. EVST students will engage in inquiry-based and service learning within the Fraser Valley.

The BES degree also opens the door to innovation in terms of partnerships with other programs and institutions, through *backward* and *forward linkages* in Environmental Studies, Sciences, and Technology programs. The program can build off of one and two year programs in Environmental Studies at other institutions, such as Langara and College of the Rockies—both of whom have Arts-based EVST university transfer programs. Additional partnerships could be established within UFV with Trades and with institutions (e.g. BCIT, Camosun, Selkirk) that offer diplomas in environmental technology/sciences. A combination of a degree and a Trades certificate, for instance, has the potential to be invaluable for employment in the Fraser Valley and beyond. This combination would enable a student to pursue employment in emerging technologies, such as in green building, landscaping, and transportation, where the degree/certificate combination is complementary and capacity-building.

VI. Relationship to UFV Strategic Plan

The BES will most specifically address one of the components of strategic plan, goal #2: “To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley”. One of the primary purposes of this program is to foster and develop student environmental citizenship and leadership in environmental engagement. The program is designed to facilitate mobility into graduate school and the workforce, as identified within goal #1a of the strategic plan (“provide the knowledge and foster the development of the critical-thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship— locally and globally”).

EVST considers the relationships between people, their economies, and local, regional, and global environments. The proposed BES places a strong emphasis on a bioregional perspective—on learning to live with and within one’s natural environments; this requires inclusion of indigenous and non-indigenous perspectives on human-environment relations. Further, it builds on the current research interests of faculty in Biology (e.g. aquatic ecology), Geography (e.g. Fraser River monitoring), Agriculture, and other departments. At the same time, much of the existing environmental research at UFV (e.g. the Paleoecology and Luminescence Dating Labs) addresses global environmental issues, namely climate change and the challenges of sustainable economic development.

VII. Anticipated Links to Further Study, and to Employment

BES students are ones interested in pursuing employment and graduate studies in environmental fields, such as environmental and resource consulting, environmental communications/ writing, evaluation and management, planning, and education. Students may move on to specific Environmental graduate programs, such as those in Environment and Management at Royal Roads University, Environmental Studies at UNBC, Agricultural Studies and Geography at the University of Lethbridge, and Environmental Education at Western Washington University. They may also continue into more discipline specific programs, e.g. Geography, Biology, etc.

A master’s degree is increasingly necessary for many jobs that would have been attainable with a bachelor’s degree only a decade earlier. This is reflected in part in Eco Canada’s Environmental Practitioner (EP) certification scheme, in which specific skills and qualifications are evaluated for EP status that can be used for employment. Many of these qualifications for any one of the seven EP

categories¹¹ are best met through graduate in addition to undergraduate training, or, alternatively, through a combination of coursework and applied practice. Options within the BES will afford the student the opportunity to pursue applied education through co-op or practicum in a field in which they intend to seek or maintain employment.

VIII. Relationship to Existing Programs at UFV

The BES and related minors in the BA/BSc will build on multiple programs and faculties. Students completing a BES would be required to complete breadth requirements in the Social Sciences, Sciences, Humanities, and Trades (Agriculture). Like other Bachelor's degrees at UFV, the proposed BES would also allow for Honours designations, concentrations and/or certificates, and internship possibilities.

IX. Delivery Methods

The BES will build on existing courses, many of which are field and lab-based, applied, problem-based, and/or techniques-focused. Much of the first two years of the program will be dedicated to a combination of Arts and Science methods courses (e.g. GIS, Philosophy, etc.) as well as introductory courses on environmental issues, ecology, climate, agriculture, literature and communications, and socio-economic themes.

The remainder of the degree will be dedicated to completing advanced coursework in Arts and/or Sciences, as well as completion of applied and research opportunities. Students will be able to tailor the end of their program to its 'end uses'. For instance, students planning on continuing to graduate study should complete an Honours-research year. Students completing a BES (Natural Sciences) degree with an interest in seeking certification (in Applied Biology or from Eco-Canada) would complete more upper-level science courses than otherwise required. Students may also complete co-operative education, internships, or other placements, or a certificate in a related field.

X. Possible Resource Needs (labs, faculty, space, technical support)

The proposed EVST program will be largely built using existing courses offered at UFV, with few new courses to be added. Those that will be added are cohort courses (EVST 100, 200, 300, and 400), although one of these is likely to be a Geography course that will be reintroduced (as it was previously retired) and subsequently cross-listed. The degree is expected to create demand for 300- and 400-level courses in some disciplines, courses that are currently undersubscribed, as these environmentally-themed courses (e.g. PHIL 318) are unique within their programs. Some courses, if developed, would make ideal additions to a list of electives, such as courses in Canadian Environmental History and Environmental Education.

Additional needs are related to existing lab space needs in Biology and Geography. The curriculum working group has been working hard to identify ways to streamline 100-level lab science requirements so to reduce pressure on enrolments and lab space. No new faculty needs have been identified.

¹¹ Eco Canada is a Government of Canada agency. The EP categories include: Environmental Protection; Resources Management; Environmental Sustainability; Environmental Manager; Environmental Auditing; Greenhouse Gas Reporting; Professional Meteorologist.

XI. Curriculum Working Group Membership

- Trevor Carolan, Ph.D. *English*. Teaching and research interests in the literature of the Pacific region, with specialization on the writings of Gary Snyder; literature, ecology, and eastern religions.
- Christine Dalton, MSc. *Biology*. Lab instructor. Teaching and research interests in institutional sustainability, urban ecology.
- Pat Harrison, MA, *Biology*. Lab instructor. Teaching and research interests in institutional sustainability, ecology, sustainable agriculture, mycology. Director of Federation of BC Mountain Clubs. President of Hike BC.
- Paul Herman, BA, *Philosophy*. Teaching and research interests in environmental ethics, logic.
- Steven Marsh, MSc. *Geography*. Teaching and research interests in climatology, water quality and management, and environmental sciences. Current collaborator on the World Rivers Project.
- Rose Morrison. *Agriculture* (retired). Teaching and research interests in sustainable agriculture; former Agriculture program head.
- Gabriela Pechlaner, Ph.D. *Sociology*. Teaching and research interests in biotechnology and food security, environmental justice, social science research methods.
- Michelle Rhodes, Ph.D. *Geography*. EVST CWG chair. Geography department head. Teaching and research interests in economic and resource geography, and in North American environmental and regional geography.
- Michelle Riedlinger, Ph.D. *Communications*. Teaching and research interests in scientific and environmental communications, particularly related to natural hazards and environmental risk.
- Steven Thomas, Ph.D. *Biology*. Teaching and research interests in environmental microbiology, remediation.
- Sven van de Wetering, Ph.D. *Psychology*. Teaching and research interests in environmental psychology, particularly as it relates to questions of narrative.
- Luanne Yellowfly, M.A. *Anthropology*. Teaching and research interests in human-environment and human-animal relations, and in local aboriginal affairs.

Faculty of Trades and Technology

EDUCATION PLAN
2012-2017

Submitted by:
John English, Dean

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Faculty of Trades and Technology Education Plan 2012 through 2017

Background:

The Faculty of Trades & Technology has recently undergone a leadership change with a new Dean as of January 2012. In addition to the usual duties, the new Dean has an assignment/mandate to “*articulate and realize a vision of how to integrate trades into an evolving academic university environment.*”

The Faculty is operating on the basis of an Education Plan that was filed last year with a unique caveat of a one year time horizon. This was done in anticipation of a new dean wanting to re-examine strategic directions based on a revised education vision. Notwithstanding that, the Faculty Council did identify new program priorities of an electronics specialty, agriculture, and hospitality event planning. Faculty Council also emphasized the requirement to establish program head positions as a means to function more efficiently, create developmental opportunities for faculty and succession planning.

Environmental Scan:

- 1) The kinds of graduates that the Faculty of Trades and Technology produce are vital to the health of the regional and provincial economies. Steady and growing demands for graduates (both in terms of quantity and range of disciplines) will only increase. This issue has been forefront in the minds of politicians for several years in a variety of ways, including the recent BC Jobs Plan, and all indications are it will receive even more attention over the next year. The strong suggestion that more resources may be devoted to the kinds of programming offered by the Faculty of Trades and Technology underscores the requirement to complete a strategic vision.
- 2) There appears to be growing interest in the kinds of practical teaching and learning that characterizes Trades and Technology programs in other areas of the education enterprise. This is especially so in programming that might transition a generic credential to a specific employment opportunity. Further, there is growing recognition that trades courses might add important value to other education pursuits say in business, science or the arts.
- 3) Transitioning learners from the K-12 system into career oriented education such as that found in Trades and Technology programs has always been important at UFV. In fact, some of the most successful activities in that regard provincially were founded at UFV. The K-12 system is anxious to strengthen those programs and expand them.

Going Forward:

The Dean has committed to table a strategic vision draft with faculty and staff as a whole in the Fall of 2012. The draft will be based on:

- the series of internal individual and program consultations that have been underway since February that collect the advice, ideas and ambitions regarding the future directions, priorities and look-and-feel of the Faculty (including its relationship to the broader university);
- the series of priorities and directions of the University as expressed in various policies and academic initiatives (e.g., Indigenizing the Academy, deployment of ILO's, etc.);
- an environmental scan of UFV's serving region;
- the emerging realities of the larger external environment (e.g., funding, macro trends in post-secondary education, etc.); and
- current strengths and core mandate.

The draft vision will express a comprehensive picture of the future of the Faculty of Trades & Technology. It will present explicit and tangible strategies for how the Faculty will respond with respect to its responsibilities in meeting the institution's strategic directions and goals, meet the challenges facing the university, realize the Dean's mandate, and achieve a robust and adaptable presence.

The draft vision will undergo a series of reviews by Faculty Council for validation and upon adoption, will form the basis for a full five-year plan containing the more "tactical" aspects that will be actionable items (e.g., program proposals, succession planning, "creditizing" trades courses, etc.).

In spite of the linear and systemic development of a strategic vision leading to a five-year plan, there are things that must or are best to proceed without delay. The following captures those things that will be undertaken immediately and during the next year:

- 1) An examination of Continuing Studies programming with the goal of capturing a broader market and creating an industry services arm (essentially contract sales of services direct to businesses and industry). The principal objectives of the examination are to learn the overall market size, to learn which programs, courses, and potential clients to focus on, and determine the best business/operational model to build.
- 2) Conduct a process to examine succession planning with emphasis on a program head model. Faculty have made this a priority. The concept has never been in place in the Faculty of Trades & Technology so there is some learning to be done around the roles and

responsibilities perspective, adjusting current practices and norms and creating the resources required to underwrite the initiative.

- 3) Some basic initiatives in applied research to start the ball rolling. The faculty in Trades & Technology represent a significant brain trust that can be brought to bear on research with the general view being that it will improve the learner experience. The strategy is to build on current models (as found in Agriculture) and support early adopters with the objectives of de-mystifying the activity and learning where and how research can apply to the trades and technology. This matter will be given much more attention in the Strategic Vision.
- 4) An examination and re-commitment to CTC/Dual Credit programming. All of the CTC programs have now been relocated to the Trades & Technology Centre as enrolments have been softening for some time. It is necessary to re-examine all aspects of CTC programming from funding to pedagogy to the underlying school district partnerships with a view to strengthening the programs.
- 5) Reconsider the length of the Entry Level Trades Training programs. UFV's palette of the ELTT programs are offered over durations that are more than most of the other institutions. While UFV does, in most cases, offer some "value-added" material to account for that extra length, we need to rethink if this translates into a genuine "value-added" learning experience. We will be considering an adjustment to the length of the Electrical ELTT program this coming year.

Teaching and Learning Centre

Submitted by:
Wendy Burton, Director

Teaching and Learning Centre

Response to Education Plan Update

The Office of Teaching and Learning encompasses Educational Technology Services, UFV Online, Teaching and Learning Centres, and Supported Learning Groups. We have grown to a department of eleven, with the addition of a full-time E-Room Technologist, a .8 coordinator of Supported Learning Groups, and a .5 Manager, Supported Learning Groups Program.

In 2011-12, the Office of Teaching and Learning facilitated a university-wide conversation to develop Institutional Learning Outcomes. Every Faculty of UFV refers to the next phase of institutional learning outcomes: accountability, alignment, measurement, and assessment. The Office of Teaching and Learning offers support to individual faculty members, department curriculum-mapping committees, and faculty-wide review committees intending to align course and program outcomes to our Institutional Learning Outcomes. This support comes in the form of facilitated sessions, information sessions, strategic planning sessions, and individual consultation.

All Faculties refer to indigenizing the academy and internationalizing the academy. The office of Teaching and Learning offers intensive workshops on Indigenizing by Design, Curriculum Re/Design, Internationalizing by Design, and Diversity by Design (focussing on accommodation).

One of the central responsibilities of Teaching and Learning is to support faculty in the application of emerging technologies to enhance teaching and learning. Developing hybrid courses (a blend of online and face-to-face instruction), flipped courses (where students study online in order to engage in experiential activities when they are face-to-face), and fully online courses are options to increase flexibility of course offerings, streamline program offerings, improve access and space utilization, and address the issue of Time to Graduation. We provide support through workshops, consultation, and strategic planning for the development of online learning opportunities.

As the pressure to provide learning space for larger classes (50+) increases, the Office of Teaching and Learning continues to investigate learning spaces that not only accommodate more students but also provide enhanced learning experiences, with amplification, multiple projection, interactive capability (i-Clickers), and effective use of mobile learning devices.

Faculty of Health Sciences acknowledge that “health professionals are seeking new ways to continue their learning” and online course offerings are a natural fit. UFV Online staff, skilled in developing learning objects and familiar with the health sector, will support the development of online instruction in Certified Dental Assisting. The Faculty of Science, committed to hands-on, face-to-face format, have a pilot to develop first year online tutorials. UFV Online offers support in the form of frequent workshops

on Blackboard Learn (our learning management system), individual consultation, department level workshops, student orientation, learning object development, and help desk support.

In the 2012-13 Budget Proposal, we suggested "... the Director, Teaching and Learning could, upon consultation with the VP Students, take on some of the central tasks of the office of Assessment Services, especially the initiatives to do with Prior Learning Assessment. These initiatives are a very good fit with Teaching and Learning, especially with the increasing requests for e-portfolios for not only those seeking prior learning assessment but also those developing and maintaining a teaching portfolio for probationary appointments and also – potentially – for rank and tenure determinations."

This proposal is still a sound suggestion to re-allocate responsibility, especially as the Office of Teaching and Learning continues to be directly involved with institutional learning outcomes and, consequently, program level learning outcomes. PLAR is a natural response to well-articulated program learning outcomes, and therefore the activities of prior learning assessment would be well housed in Teaching and Learning.

Finally, the proposed Centre for Teaching and Innovation and Performance will no doubt include the many activities of Teaching and Learning, especially Educational Media Services and UFV Online. We continue to be a central partner in the development of this proposal.

Writing Centre

Submitted by:
The Writing Centre

Writing Centre Education Plan 2012 – 2013

New Program Initiatives

- Continue to collaborate with disciplinary areas to offer writing instruction within the contexts of courses and programmes
- Increase involvement in institution wide discussions about programming of writing courses, writing in the disciplines approaches, and other forms of support (BA Task Force, Writing Council)
- Increase involvement with Faculties of Science, Health Science, and Trades (representation on Faculty Councils, visits to department meetings, PR campaign with individual instructors)

Access and student experience

- Staggered hours to offer better access, including consultations in the evenings
- Allowed students to make either half hour or one hour appointments to allow more flexibility, to a limit of one hour per week.
- Improved Centre space (paint, art, furniture, plants)
- Met with Scott Varga of ETS to seek advice about how to make the Centre even more accessible to students as an easy to navigate, inviting, exciting place to be on campus
- Photo shoot of instructors working with students for web, posters, pamphlets
- Promote the Centre as a space for talk about writing. Planned events include an open house in the fall, and a series of forums under the banner “Let’s talk about text!”

Indigenization

- Indigenize space through stencilling “Mi Kwetxwilem” (Halq’eméylem expression meaning “welcome”) on the wall.
- Hired indigenous visual arts student to produce art, and design pamphlet with information about writing for Aboriginal students at UFV
- Article about writing forthcoming in the next edition of S’olh Shxwleli’ Siya:ye
- Continue liaising with Senior Advisor and Aboriginal Access Service

Interdisciplinarity

- Continue the now established Writing Across the Disciplines Reading Group, which meets monthly to discuss articles related to Writing in the Disciplines
- Continue to enhance Writing Prize Competition through Awards Ceremony attended by administrators, faculty, staff, students, and community members. Students present their work and speak about their processes, struggles, rewards
- Increase number of submissions, range of submissions, and number and range of judges from under-represented disciplines to foster more of an interdisciplinary discussion about writing.

Accountability and assessment

- WOnline software allows for reporting and analysis of data in ways we didn't have before. We are currently running post-consultation surveys about users' experiences
- Workstudy students are conducting qualitative studies to measure students' access and usage patterns. They are being mentored to produce a joint paper, which will be proposed for the Congress of Social Sciences and Humanities next spring in Victoria.
- Continue to engage in scholarly activity
- Foster publication of research through mentorship within WC

Online

- The Writing Centre is now fully available online. Acquired software to make the booking of appointments online as well as to offer online consultations as an option for all UFV students
- Overhaul of the website is currently in progress

Internationalization

- Seek opportunities to promote internationalization, such as with contacts at the University of Belize who are starting a Writing Centre

Community engagement and partnerships

- Continue as member of the board for Mission Literary in Motion
- Seek opportunities to engage with communities

Entrepreneurial initiatives

- Without the assistance of a department that can help us with legal and ethical issues involved, we hesitate to seek opportunities to be entrepreneurial

Resource Needs

- The Centre's primary concern is its relocation and recognizes resource implications
- To pursue initiatives in all of the priority areas, the Centre would need additional staffing in the forms of a) a part-time administrative assistant, and b) full time work for all of its faculty, or an additional hiring