DRAFT AGENDA
Professional Studies Faculty Council

Friday, March 22, 2013
10:00 am – 12:00-noon
Room A210, Abbotsford Campus

6. Committee Reports

    6.1.   Dean's Report

    6.2.   Report's from other Faculty Councils

    6.3.   Report from Senate

7. Information Items

    7.1.   Next Faculty Council Meeting Friday, April 19, 2013, Room D219

PASS

PRIORITY ACCESS TO STUDENT SUPPORTS (PASS)

What is Priority Access to Student Supports?

A simple, fast and proactive program designed to enhance student success at UFV.

Similar to other post-secondary institutions, UFV has developed Priority Access to Student Supports (PASS) to enhance student success through accelerated access to support services at UFV.

PASS is a proactive approach for faculty members to identify and refer at-risk students to support services thereby ensuring they receive timely and targeted support.

WHY SHOULD I USE PASS?

The program provides early intervention so small issues don't turn into larger ones. The Priority Access program brings all of UFV's resources together to provide a simple and effective way for instructors to refer students requiring support services.

Students matter. The Priority Access program lets students know that the UFV community cares. The supports that are available to students show them they are important.

Students need to be informed in writing (for confidentiality reasons) as well as verbally that faculty are participating in the PASS program. Ideally faculty would make an announcement—describing the purpose of PASS and why a referral might occur—during the first class of the term. This introduction to the program would also provide faculty with an opportunity to express their concern in the students' progress and interest in facilitating access to all UFV supports and resources. PASS will provide faculty with a disclaimer that can be inserted in the course syllabus or distributed as a stand-alone piece.

March 22, 2013

Professional Studies Faculty Council
Draft Agenda Package

UNIVERSITY OF THE FRASER VALLEY

PASS
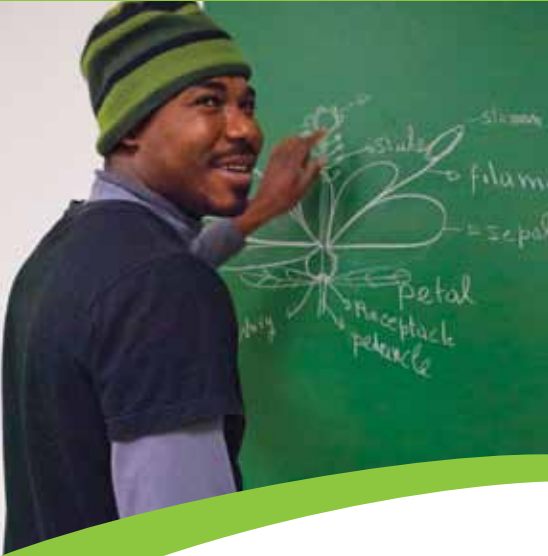
"*Since Fall 2009, the Kwantlen Polytechnic University Early Alert program has assisted over 1140 students across the 2009/10 and 2010/11 academic years. Awareness and use of Early Alert at Kwantlen continues to grow with each successive semester and with it, so too does the academic success and persistence rates of students who were otherwise at risk for falling behind. I encourage other institutions to look at how programs like this can be implemented to assist with their student support goals.*"

— **JOSHUA MITCHELL**,
Director, Student Engagement Kwantlen Polytechnic University

PASS is a quick and easy online referral method for faculty members wishing to identify at-risk students.

STEP 1:
IDENTIFY A STUDENT

WHO IS PASS INTENDED FOR?

Do you have students who…

- miss classes and assignments
- fail midterms or tests
- are unprepared for course rigour
- have underdeveloped study skills
- you worry about

How can I refer a student to PASS?

1. Log into myUFV as if you were accessing your class list.

2. Select PASS from the Faculty Services menu.

3. Select term and section for student who needs PASS.

4. Select student name and complete relevant information. Add your comments, as they are often helpful to the PASS team.

my.ufv.ca

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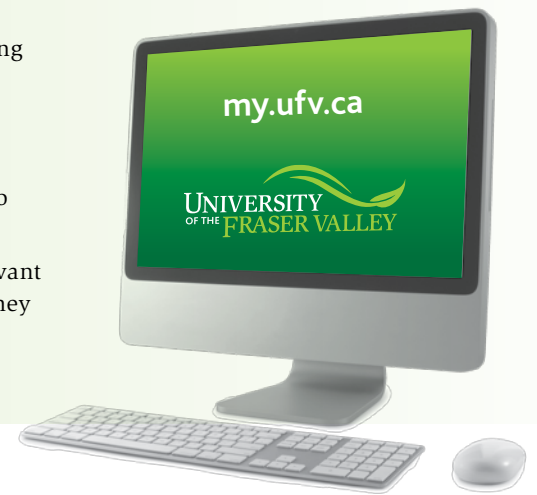
STEP 2:
REFER A STUDENT

WHAT CAN YOU DO?

Let PASS know! Quickly and easily refer a struggling student to the PASS program following the 4 steps above. This immediately generates an email which will be received by the PASS team.

STEP 3:
ACCESS TO SUPPORT

WHAT HAPPENS NEXT?

The PASS team identifies resources and support services that can assist the student, who is subsequently connected to the resources he or she needs in a timely manner.

Access to the following services is available:

Advising, Counselling, International Education, Disability Resource Centre, Financial Aid and Awards, Aboriginal Access Centre, Assessment Services, Learning Supports

Because Students Matter

FREQUENTLY ASKED QUESTIONS

Do faculty remain anonymous?

The PASS team will inform the student how and why the team was alerted.

What feedback do faculty receive after sending a PASS alert?

Faculty will be notified that the alert has been received.

How do I know if the assistance provided for the student was effective?

The PASS team will follow up with the student to inquire if the services suggested were accessed and effective.

CONTACT INFORMATION

Peggy Bray
Advising Team Lead, Student Services
604.504.7441, ext. 4722
PASSteam@ufv.ca

Leanne Tielmann
Acting Director, Student Services
604.557.4016
PASSteam@ufv.ca

UNIVERSITY OF THE FRASER VALLEY

We thank our colleagues at Kwantlen Polytechnic University for their generous assistance in getting the Priority Access to Student Supports (PASS) Program launched at UFV.

About UFV

Nestled in the beautiful Fraser Valley just east of Vancouver, in B.C., UFV is a fully accredited, public university that enrolls more than 15,000 students each year. UFV has campuses in Abbotsford, Chilliwack, and Mission along with regional centres in Hope and Agassiz, and a growing presence in Chandigarh, India.

UFV strives to be a place of learning that recognizes, respects, and includes indigenous ways of knowing. Our Fraser Valley locations are in the traditional territory of the Stó:lō peoples.

UFV is committed to exceptional post-secondary instruction and a nurturing learning environment. We are large enough to offer variety, yet small enough to offer the personal attention that our students need to thrive. Our small class sizes and focus on teaching allow our students to get to know their instructors and learn in a hands-on setting.

We offer a wide range of educational options, including two master's degrees, 15 bachelor's degrees (with majors, minors, and extended minors in more than 30 subject areas), almost 100 diploma and certificate programs, and more than a dozen trades and technology credentials. We believe that anyone who wants to go to university should be given the chance, so our admission policies are flexible, and we provide university prep courses and high school completion options. There are many options for learning: full-time, in class, online, as part of a structured program or one tailored specifically to your interests.

Many of our programs "ladder" into one another, allowing students to keep their options open. Our international programming makes for a culturally diverse student body and great opportunities to study abroad, while our continuing studies offerings make learning a lifelong experience.

UFV is recognized nationally for student success, an excellent learning environment, creative integration of programming, and our work with our local communities. Get to know us better at **www.ufv.ca** .

March 22, 2013
ufv.ca/pass

Professional Studies Faculty Council
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April 2012

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DRAFT MINUTES
Professional Studies Faculty Council

Friday, February 22, 2013
10:30 a.m., Room A210, Abbotsford Campus

Chair: Cyrus Chaichian

Present:

Rosetta Khalideen	Elizabeth Dow	Heather Compeau*	Maple Melder-Crozier
Barbara Stirskey*	Gerry Palmer	Karen Power*	Sandy Hill
Christina Neigel	Glen Paddock	Katherine Sallos	Seonaigh MacPherson
Christine Slavik	Gillian Bubb	Kim Milnes	
David Dobson	Jan Lashbrook Green	Les Stagg	

Regrets:

Amir Hajbaba	Doris Ball	Kathie Ramsay	Mark Breedveld
Andrea Hughes	Don Miskiman	Keith Lownie	Mark Lee
Awneet Sivia	Ed Li	Kenneth Gariepy	Mike Ivanof
Barbara Salingré	Fiona McQuarrie	Kevin deWolde	Pat Bullock
Christine Nehring	George Melzer	Kyle Stamm	Raymond Leung
Cindy Rammage	Gwen Clark	Leah Douglas	Robert Harding
Cindy Stewart	Gwen Point	Lisa Moy	Ron Zitron
Colleen Bell	Ian Hunt	Lorne Mackenzie	Sheryl MacMath
Curtis Magnuson	Joe Ilsever	Lou Schroeder	Vlad Dvoracek
Dianne Common	John Hogg	Lucki Kang	

Recorder: Nicole Fast*

* Indicates Non-Voting Member

1. **WELCOME**

   Cyrus Chaichian called the meeting to order at 10:31 a.m.

2. **ITEMS FOR APPROVAL**

   2.1. **Approval of Agenda February 22, 2013**

   > **MOTION**   **Gerry Palmer/Les Stagg**
   > THAT the agenda of February 22, 2013 be adopted as presented
   >   **CARRIED**

   2.2. **Approval of Minutes January 25, 2013**

   > **MOTION**   **Christine Slavik/Gerry Palmer**
   > THAT the minutes of January 25, 2013 be approved as submitted
   >   **CARRIED**

3. **GUEST SPEAKER – HEATHER COMPEAU, LIBRARIAN**

Heather Compeau discussed the Fair Dealing Policy, UFV's new Copyright Policy. The fair dealing provision in the Copyright Act permits use of copyright protected work without permission from the owner or the payment of copyright royalties. Some of the new allowances within the Fair Dealing Policy are:

1) Instructors may communicate/reproduce in paper or electronic form, short excerpts from copyright protected work for the purpose of research and education, as long as the source is included.

2) A single copy of a short excerpt may be provided to a student enrolled in a course as a handout, a posting on an online course, or as part of a course pack.

3) Examples of short excerpts:

    *   up to 10% of copyright protected work

    *   one chapter from a book

    *   a single article from a periodical

    *   an entire artistic work (photograph, map, painting)

    *   an entire newspaper article or page

    *   an entire single poem or musical score

    *   an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

4) Copying or communicating multiple short excerpts from the same work is prohibited.

For further information or questions, please contact Heather Compeau, Librarian, at local 4096.

Rosetta noted the importance of understanding and abiding by the Fair Dealing Policy.

4. **CONTINUING BUSINESS**

    4.1. **Discussion on Standards for Criteria in Teaching, Service and Scholarship**

    The Faculty of Professional Studies has been discussing Criteria for Teaching, Service and Scholarship since 2011. To date, feedback from ECE/CYC and TEP have been received.

    Discussion from Schools/Departments who have not submitted criteria

    *   There is not enough time to discuss this issue within their Schools/Departments

    *   The Faculty should establish unique standards and criteria for individual programs, instead of trying to create general standards for the entire Faculty of Professional Studies

    *   Professional Studies could develop an "approved standard" consisting of a collection of each School/Department's standards. The unique diversity of programs can still be maintained

    *   Use accreditation standards for programs as framework

    *   It was suggested by one faculty member that faculty as union members should seek guidance from the FSA on this matter

- The Research Advisory Council website was noted as a great resource for examples of standards and Criteria for Teaching, Service and Scholarship, http://www.ufv.ca/research/RAC

It was agreed that Schools/Departments should develop their own standards and criteria, by the end of May, to bring for discussion at a half-day retreat in mid-June. Rosetta will arrange for a facilitator to lead the retreat session. Venue and other details will be worked out later.

ACTION: SCHOOLS/DEPARTMENTS
DEADLINE: MAY 2013

5.   NEW BUSINESS

5.1.   Early Childhood Education/Child & Youth Care – Minor Changes

MOTION	**Les Stagg/Sandy Hill**
THAT the Early Childhood Education/Child & Youth Care courses CYC 210, CYC 220, CYC 268, CYC 340, CYC 341, CYC 410, CYC 423, CYC 425, CYC 467, CYC 468 and CYC 469 be approved as submitted	
	CARRIED

6.   STANDING COMMITTEE REPORTS

6.1.   Nominations and Elections Committee – Glen Paddock, on behalf of Leah Douglas

- Two openings for faculty members to sit on the Learning Exchange Committee

- One opening for a faculty member to sit on the Retention Committee

- One opening for a faculty member to sit on the Nominations and Elections Committee

ACTION: NOMINATIONS AND ELECTIONS COMMITTEE

6.2.   Field Education and Practicum Committee – Maple Melder-Crozier

MOTION	**Maple Melder-Crozier/Sandy Hill**
THAT the Field Education and Practicum Committee's Terms of Reference be reapproved with the recommended change under Section B, Membership, as advised by the Dean:	
• Membership can include university-wide practicum representatives from various Faculties, recommended by the Committee and appointed by the Dean	
	TWO ABSTAINED
	CARRIED

6.3.   Retention Committee – No Report

6.4.   Learning Exchange Committee – No Report

6.5.   Newsletter Committee – Christine Slavik

- Six articles have been submitted to the Newsletter Committee

- The Committee plans to release a Newsletter this semester, and one in the Fall semester, totaling two publications per year

7. OTHER UFV REPORTS

7.1. Dean's Report – No Report

7.2. Faculty of Access/Open Studies – Barbara Stirskey

- This Faculty is still discussing Criteria in Teaching, Service and Scholarship

- The Faculty of Access/Open Studies now has a FAOS Newsletter

- The Faculty hosted a successful Institutional Learning Outcomes Retreat, facilitated by Wendy Burton

7.3. Senate Report – Gerry Palmer

- The Final Grade Appeal Policy is back on the Senate's March Agenda, for a vote

- Wendy Burton brought an Online Learning Five-Year Plan to APPC with a goal to offer 100% of courses online. This plan has a revised goal to offer 80% of courses online, within the next five years. Most likely the approval will be postponed at Senate in order for necessary conversations to happen; including discussions at Faculty Council meetings

8. INFORMATION ITEMS

8.1. President's 2013 Lecture Series Continues

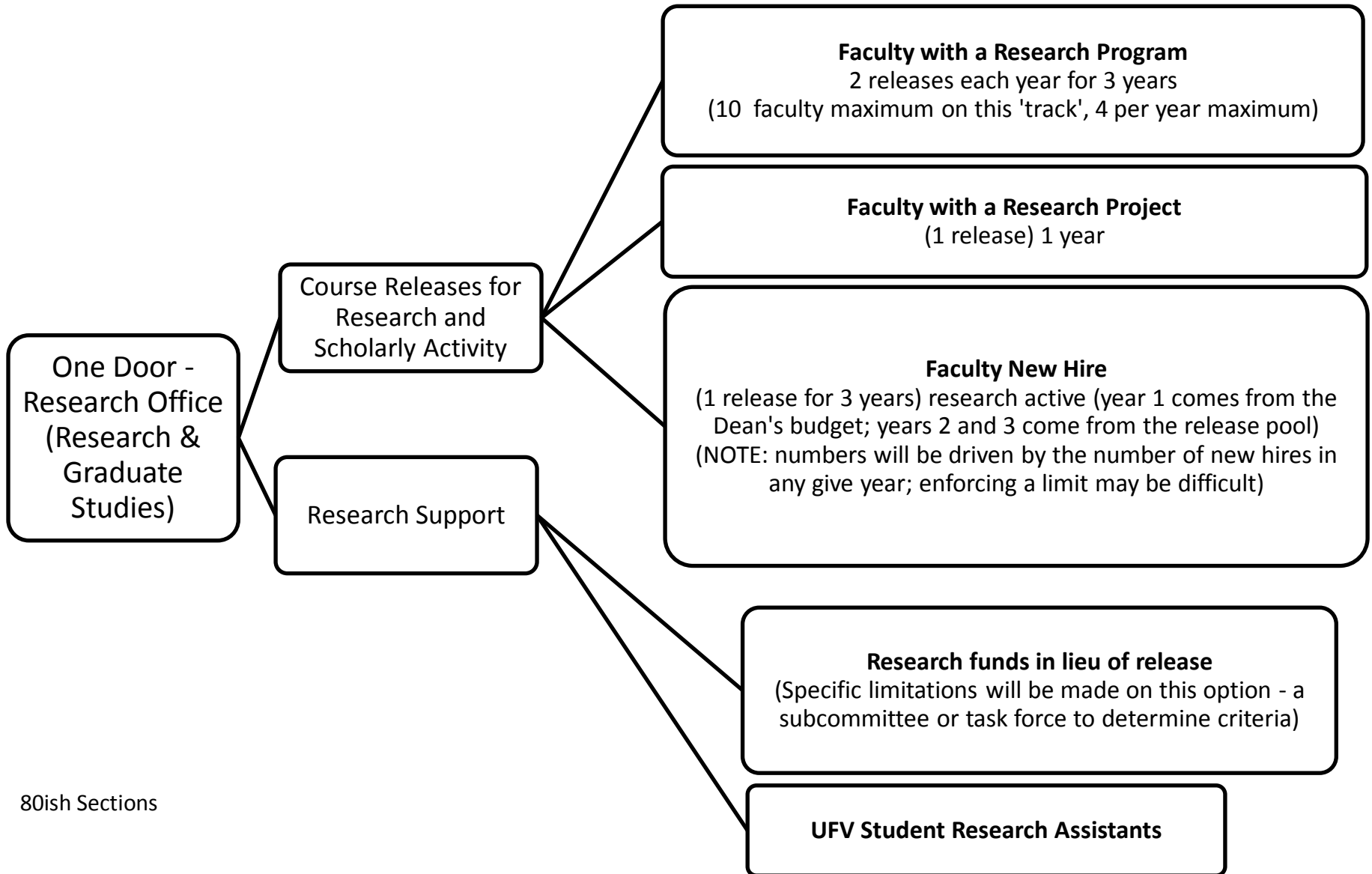Sheldon Kennedy: Empowering the Bystander
Date: February 27, 2013
Book signing: 3:30 p.m., Abbotsford Bookstore
Lecture: 4:30 p.m., Room B101, Abbotsford Campus

8.2. Next Faculty Council Meeting

Friday, March 22, 2013, Room A210, Abbotsford Campus

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┌─────────────┐                              ┌──────────────────────────────────────┐
│             │                              │  Faculty with a Research Program     │
│             │      ┌────────────────┐      │  2 releases each year for 3 years    │
│             │      │ Course Releases│      │(10 faculty maximum on this 'track',  │
│ One Door -  │──────│ for Research   │──────│         4 per year maximum)          │
│ Research    │      │ and Scholarly  │      └──────────────────────────────────────┘
│ Office      │      │ Activity       │      ┌──────────────────────────────────────┐
│ (Research & │      └────────────────┘      │   Faculty with a Research Project    │
│ Graduate    │                              │         (1 release) 1 year           │
│ Studies)    │                              └──────────────────────────────────────┘
│             │                              ┌──────────────────────────────────────┐
│             │      ┌────────────────┐      │           Faculty New Hire           │
│             │──────│ Research       │      │(1 release for 3 years) research active│
└─────────────┘      │ Support        │      │(year 1 comes from the Dean's budget; │
                     └────────────────┘      │years 2 and 3 come from the release pool)│
                                             │(NOTE: numbers will be driven by the  │
                                             │number of new hires in any give year; │
                                             │enforcing a limit may be difficult)   │
                                             └──────────────────────────────────────┘
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Faculty with a Research Program
2 releases each year for 3 years
(10 faculty maximum on this 'track', 4 per year maximum)

Faculty with a Research Project
(1 release) 1 year

Faculty New Hire
(1 release for 3 years) research active (year 1 comes from the Dean's budget; years 2 and 3 come from the release pool)
(NOTE: numbers will be driven by the number of new hires in any give year; enforcing a limit may be difficult)

Course Releases for Research and Scholarly Activity

One Door - Research Office (Research & Graduate Studies)

Research Support

Research funds in lieu of release
(Specific limitations will be made on this option - a subcommittee or task force to determine criteria)

UFV Student Research Assistants

80ish Sections

Proposed Course: BUS 499. Applied Project

Overview

This 'independent study' course is focused on the completion and presentation of an applied project or consultancy project in business for senior business degree students. It provides the opportunity to develop and demonstrate applied research and business consultancy skills. Students will be expected to complete a Statement of Work (SOW) - project scope, work to be done, and timelines; Conduct that work - situational analyses, option generation and recommendations; and, Prepare a comprehensive report. Upon completion of the written work, students will be required to present their report in a public forum.

The course offers an opportunity for senior students to engage in a business consultancy project, working with an organization in the community. Students will be supervised by UFV faculty. The topic of the project will vary according to the needs of the partner organization, and, based on those topics, a corresponding faculty member will be assigned as supervisor. The topic for investigation will focus on organizations in British Columbia, with preference given to those in the Fraser Valley.

The course is designed to be an elective for students enrolled in the BBA Honours program. Students will be asked to "apply" to take the course. Applications will be reviewed by the School of Business and those students meeting the requirements (e.g. GPA, 4th year or Honours status, faculty recommendation) will be selected to enroll in the course. Delivery of the course will be by Independent Study.

The course is expected to attract students from within the School of Business. It will provide an opportunity for students to engage in business research, preparing them for graduate studies or advanced diploma studies.

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE:	January 2013
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	January, 2018
(six years after UPAC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

BUS 499	Faculty of Professional Studies, School of Business	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Applied Project	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This course is focused on the completion and presentation of an applied project or consultancy project in business for senior business degree students. It provides the opportunity to develop and demonstrate applied research and business consultancy skills. Students will be expected to complete a Statement of Work (SOW) - project scope, work to be done, and timelines; Conduct that work - situational analyses, option generation and recommendations; and, Prepare a comprehensive report. Upon completion of the written work, students will be required to present their report in a public forum.

PREREQUISITES: Completion of 90 upper-level credits in business courses. Permission of the instructor.
COREQUISITES:

SYNONYMOUS COURSE(S):	SERVICE COURSE TO:
(a) Replaces:	
(b) Cross-listed with:	
(c) Cannot take: for further credit.	

TOTAL HOURS PER TERM: **90**

STRUCTURE OF HOURS:

			TRAINING DAY-BASED INSTRUCTION:	
Lectures:		Hrs	Length of course:	
Seminar:		Hrs	Hours per day:	
Laboratory:		Hrs		
Field experience:	45	Hrs	**OTHER:**	
Student directed learning:	30	Hrs	Maximum enrolment: **6**	
Other (specify): Meetings with supervisor	15	Hrs	Expected frequency of course offerings: Once per year	

	Yes	No
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐	☒
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐	☒
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐	☒

Course designer(s): **Dr. Donald Miskiman**		
Department Head: **Dr. Donald Miskiman**	Date approved:	
Supporting area consultation (Pre-UPAC)	Date of meeting:	
Curriculum Committee chair: **Mr. Mark Breedveld**	Date approved:	
Dean/Associate VP: **Dr. Rosetta Khalideen**	Date approved:	
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting:	

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:
- Apply information and skill sets to develop an individual research/consultancy project
- Analyze, synthesize and evaluate business information
- Create, compose and defend a research/consultancy report
- Create engaging project presentations to academic and business settings.

METHODS:

The applied project is student-directed and includes: secondary research; ethnographic (field) research; and, business research (market, industrial, legal, operational, financial and human resource) methodologies. Each student will be supervised by a faculty member.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s)   ☐ Portfolio assessment   ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course builds on unique and original research/consultancy with a UFV School of Business faculty and a business/industry organization. Thus PLAR is not feasible.

TEXTBOOKS, REFERENCES, MATERIALS:

Students with their supervisor will compile a reading list needed to develop and conduct their project and to acquire research, consultancy and presentation skills.

SUPPLIES / MATERIALS:

Depending upon the project students may need to procure electronic materials as needed at their own expense.

STUDENT EVALUATION:

The final project will be based on the following components:*

1. Completion of the Statement of Work (SOW) (30% of final grade)
2. Completion of the Report (50% of final grade)
3. Presentation of project (20% of final grade)
* see Appendix

COURSE CONTENT:

Specific content will vary according to the project.

1. Completion of Work (SOW)
Business projects are often started using a Statement of Work (SOW). Since BUS 499 Applied Project is a business project, a SOW is more appropriate than a Research proposal to outline the study. The SOW will indicate the scope of the applied project and will become an agreement among the student, faculty supervisor and organization. It outlines what is to be accomplished as well as a timeline for project completion.

Section	Content
1. Introduction	Describes the goals and objectives of the project Lists the specific learning objectives. Provides the name of the organization, location, contact people and brief description of the organization
2. Scope of the work	Describes any approvals that need to be conducted (e.g. ethics review) Describes in detail the work to be done. Specifies when the work is expected to begin and end, time involved, location where work is performed and any related scheduling information.
3. Constraints	Lists any constraints that may impact the project. Lists required support and resources required for the project (e.g. computer support).
4. Deliverable Schedule	Outlines a specific timeline with deliverables described in detail and when these are due.
5. Standards	Describes any organizational, industry or university standards that are relevant to performing the work.
6. Criteria	Describes how the supervisor and organization determine the project deliverables to be acceptable.
7. Special Requirements	Outlines any special requirements needed for the project (e.g. travel, language, treatment of sensitive information). Outlines a project log to record meetings with supervisor and organization.
8. Amendments	The SOW is a dynamic document and as such may be modified during the project. This section describes any agreed upon changes in the project.
9. Signature	Contains the approvals of all stakeholders in the project (e.g. student, faculty, organization).

Section	Area	Guidelines
1. Process	SOW	SOW completed and signed with a schedule for deliverables Clear definition of problems, issues or situation Clear and feasible objectives. Sources of information suitable.
	Management	Project log completed Deadlines met.
2. Structure	Sequencing	Logical sequence of material; all sections included (e.g. executive summary, contents, appendices, references) Argument flow.
	Writing	Appropriate style, statements substantiated, spelling, grammar, word use, sentence structure, punctuation.
	References	Appropriate referencing protocol List of references.
	Presentation	Word length Suitable font, layout, margins, covers Figures and tables labeled correctly, discussed and referenced.
3. Method	Methodology	Suitable methodology employed Alternative methodologies considered Methodology understood, explained and justified.
	Data and information collection	Appropriate methods employed Conducted properly Data is valid and reliable.
4. Theory	Identification	Appropriate theoretical underpinning of the project Alternative theoretical models considered.
	Literature	Adequate range of literature considered Appropriate and up-to-date.
	Critical Assessment	Literature approached critically Analysis rather than description.
	Independence of thought	Evidence of independent thinking.
5. Analysis	Data and information	Comprehensive, rigorous, valid and persuasive.
	Discussion	Evidence of integration or application of theory to data.
	Conclusion	Conclusions follow logically from body of the report Limitations of the work acknowledged Areas for further research/study identified. Cost implications considered (where applicable) Recommendations appropriate and justifiable.

UFV Online in 2017

Five-Year Strategic Plan

Revised February 2013

The Strategic Directions "Changing Lives, Building Community" established the goal for UFV "provide the best undergraduate education in Canada"; to "be a leader of social, cultural, economic and environmentally-responsible development in the Fraser Valley"; and to "be innovative, entrepreneurial, and accountable in achieving our goals."

Our strategic directions include commitments to "provide accessible and challenging learning experiences," "provide … practical skills that students require for employment," "use the best pedagogical practices" and "engage students actively".   This UFV Online Strategic Plan details the strategy and objectives of UFV online to achieve the strategic directions over the coming five years.

With these strategic directions in view, UFV Online proposes that by 2017 UFV will have an online or hybrid version of 80% of every courses offered at UFV.

Rationale

The demand for fully online courses continues to has been increaseing steadily over the past five years. Students, with multiple demands on their time and resources, often search first for online courses when they timetable each semester. We have sStudents in some departments who can only complete their programs as a result of fully online offerings. With the space crunch we experience on the Abbotsford Campus, and the desire of students in on our other campuses, including Chandigarh, to complete their studies efficiently, online course offerings are an essential element of the course mix at UFV. Indeed, oOffering more fully online or hybrid courses will not only solve many of our institutional infra-structure issues but also more importantly will meet the changing needs of our student population.

With access to increasingly sophisticated technology, students expect to have access to media-rich learning environments and are expected to produce media-rich assignments. We anticipate students will continue to seek alternative modes of engaging with instruction, including pod-casting (vid-casting), online supplemental sites for their face-to-face courses, etc. With the efforts to reduce our carbon footprint, students will seek closer to home education, and UFV's catchment area will be visited by high-quality educational opportunities in the online environment.

With careful development of our online course offerings, construed as our online campus, students will encounter a lively environment with suitable support and adequate challenge to provide the same high

quality education they already experience in face-to-face settings. As a result of shifts in available technology, the tendency on the part of many faculty is to use the hybrid environment, where students meet face-to-face for some part of the semester and participate in mandatory online activities for the balance of their studies. Pilots are underway to develop this hybrid environment, as well as developments in what is referred to as the "flipped" classroom.

Current Context (excerpt from Teaching and Development Education Plan 2009-2011)

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

The major emphasis has been to build programs and services that will improve student retention rates between first and second year, with the following ongoing priorities:

- *Enhance a strong culture of engagement and a focus on students successfully meeting their educational and career goals.*
- *Build on our already well established reputation as an institution that focuses on teaching excellence and on the integration of research with teaching.*
- *Cultivate faculty success at all levels to reinforce our commitment to UFV as a premier learning community.*
- *Provide mentorship and training on the latest learning technologies and teaching practices.*

The Teaching and Learning Centre is a place that brings together faculty to explore, to learn and to shape their ideas with colleagues. Also required are ongoing programs of professional development, whether it is on leadership and governance, building a research program, or on internationalizing and indigenizing the academy.

STUDENT ENGAGEMENT

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

History of UFV ONLINE

Online courses have been offered, since 1994, by innovators and early adopters. The infusion of funding as a result of the CanLearn project in the late 1990s brought early majority adopters into online course development and teaching.

Between 2002 and 2011, online course offerings at U[C]FV grew from 1078 course enrolments in 46 courses to 4502 course enrolments in 170 sections. The distribution of courses has been heavily weighted on the first and second year courses, with a significant reduction in numbers of courses offered at the third and fourth year level. For example, in 2005-06, 56 courses were offered at the first year level compared to 10 at the fourth year level.

Another trend has been the rate of student interest in online courses. Fully online courses have increased from 29 in Fall 2004 to 59 in Fall 2009 and from two in Spring 2004 to 46 in Summer 2011.

The PLAN

Year one: 2012-2013: GOALS

✓ Increase course offerings in the online campus from 172 annually with an enrolment of 4500 to 185 courses fully online.

✓ Provide an overview of our current course offerings

✓ Select a group of departments for immediate build out of upper level courses:

  o Geography
  o Kinesiology
  o Psychology,
  o Communications
  o History
  o UUP

✓ Complete development of a fully online Master Social Work

  • Develop fully online options for directed independent study and capstone courses
  • Develop fully online options for internship and practicum learning, so students can pursue international, community, service and work-place learning at a distance
  • Develop capacity for small-group and discussion-based courses to offer sections with participants face-to-face and distance
    o Adult Education

✓ Best practices are described and available for faculty developing and teaching courses fully online and hybrid

  o BB Learn Introductory, Advanced and Specialty Workshops
  o Best practices sessions led by faculty
  o Individual and department consultations

- Policies governing practices in the online environment are developed

Year Two: 2013-14: GOALS

- Increase course offerings in the online campus from 185 annually to ~~200~~ 250 fully online and hybrid courses.
- Engage Faculty of Science and Faculty of Health Sciences in a long-range project to develop online course offerings, either hybrid or fully online
    - o Underway with Health Sciences
    - o course development in Faculty of Science
    - o significant development of the flipped classroom in Mathematics, UUP
- Develop five demonstration pod- and vid-casting options, for lecture-based courses
    - o Kaltura in a shared-services model with BCcampus and UBC (Summer 2013)
- Develop e-portfolio options for the PLAR initiative
    - o Funding provided by VP Academic for e-portfolio software
- Develop capacity for supplemental and hybrid activities in 10% of all courses offered in a semester
    - o Achieved. 150 plus supplementals offered in each of Fall 2012 and Winter 2013
- E-conferencing of course activity is available on Abbotsford, Chilliwack South, Mission, and Hope Campuses
    - o achieved

Year Three: 2014-2015: GOALS

- Increase course offerings in the online campus from ~~200~~ 250 annually to ~~218~~ 300 fully online and hybrid courses.
- Development of online version of every course offered in university transfer courses is at 60% completion.
- Online courses in selected Trades and Technology programs (such as Event Management, for example) are in development, with the goal of offering three programs fully online by year five.
    - o This goal may be affected by provincial level policies governing Trades programming
- ~~Biology~~ Faculty of Science and Faculty of Health Sciences offer ten courses fully online in an academic year (not including the programming level in KPE)
- The Hope Centre has a tutor in place to support those learning online who live in the Hope area

Year Four: 2015-16: Goals

- Increase course offerings in the online campus from ~~218~~ 300 annually to ~~230~~380 fully online and hybrid courses
- A selected program in Trades is fully online
- UUP course development is ~~underway,~~completed, in order to provide either English, Social Studies, or Science and Math at the intermediate and advanced levels ~~(using the Fraser Valley Distance Education model)~~

- A transition program for aboriginal learners, based at Chehalis, is fully online with a learning centre on the north side of the Fraser River, either in Mission, Chehalis, or Seabird Island

Year Five: 2016-17: GOALS

- increase course offerings in the online campus from ~~230~~ 380 annually to ~~246~~ 450 fully online and hybrid courses
- UFV offers 100~~80~~ courses fully online in each of three semesters, with an appropriate[1] range of 1st to 4th year offerings, and UUP, ESL, and Trades courses also available
- Eighty percent of UFV courses ~~All courses~~ have an online and/or hybrid version ~~and all courses are~~ offered online at least once in a three year cycle ~~online~~. Students select the course based on which campus is "closer" to them; therefore, an online course selection is always within their perceivable future.
- Online course offerings are mapped in three-year periods.
- Students download video-captures of lectures; participate in laboratory work (CIS and Biology) at a distance, and work collaboratively in the online environment.

Current Activity

- Please see Online Course Review, ~~September 19, 2011~~February 2013 (attached)

Current Resources

Teaching and Learning, which includes Educational Technology Services (ETS), two Teaching and Learning Centres, UFV Online, Supported Learning Group program, and Prior Learning Assessment and Recognition, has 9.6 full-time equivalents, a Director, and one .5 faculty member (SLG)

Of these fte, the equivalent of one position supports our current level of fully online and hybrid courses. One staff person is providing design and development support for the online MSW and for courses in the History Department, to a 40% work commitment. The remaining .6 fte is currently divided among two people.

✓   I propose to re-align the duties and responsibilities of one additional fte to meet the support needs for our online campus.

We ~~do not~~ currently offer support for supplemental online course activities.

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[1] Appropriate level of activity in the online environment is a decision best left with departments, faculty councils, Deans, and perhaps Academic Planning and Priorities Committee.

STRATEGIC INFRASTRUCTURE: CAPITAL REQUIREMENTS

To be fully realized, this Online Campus Plan requires funding support for a number of necessary elements:

- Development funding for new and new to online versions of courses. In the past, external funding was secured to support adequate compensation for course design and development. With the support of staff in ETS, as instructional designers, the need for compensation has diminished. Many faculty members still inquire about compensation for developing fully online courses. The funds, and the sources for these funds, continues to be a high priority for the Director, Teaching and Learning.
- robust e-conferencing system (shared services model with BCcampus: $45 000)

✓ video conferencing capabilities at all campuses (Mission, Agassiz, Hope, TTC/CEP, Abbotsford, and Chandigarh): two portable systems

✓ pod- and video-casting capabilities, with streaming audio and video of special events, speakers, plenary sessions, lecture series, and key lectures in selected lecture based courses. Much of these infrastructure costs are already covered, as UFV has the capability now to stream audio and video. Lecture capture on a consistent basis is something the institution has to decide as a priority. ~~The cost for such a system is variable, between $50 000 and many hundreds of thousands of dollars.~~We are entering into a shared services model with BCcampus, using Kaltura, hosted at UBC.

- mobile applications, not only integrated with our learning management system but also our website and web-based services. The cost for such connectivity is variable. A solution compatible with Blackboard 9.1 is ~~$30 000 per year~~ $1.99 per user per year.
- enhanced institutional capacity for e-course packs and e-texts . The cost for students would be lower with the production of e-course packs created through learning materials already available through the databases currently purchased by the Library.
- development of high quality learning objects (video, audio, lecture capture) for online and hybrid courses. The cost of this activity is already borne by the staff of ETS, who are developing expertise by building on their existing knowledge of audio and video production and educational software.

BUILDING PROCESS: Operational Plan

✓ Present this plan to Eric Davis, Provost and VP Academic.

✓ Following his direction, take this plan to

✓ Deans Council,

~~Department Heads,~~

✓ Faculty Councils,

✓ Academic Planning and Priorities Committee,

- ‑Senate.

✓ Integrate this plan with our Strategic Plan, the Budget Plan, HR Plan, Capital and Facilities, the Education Plan, and current initiatives such as Student Engagement and Success.

- With the approval of this plan, services to students in the fully online environment will be planned. Writing and Math Centre services, Library services, technological support at a distance, and Student Services will all develop fully online capacity to serve students who are learning at a distance at UFV.

Dr. Wendy Burton, Director

Teaching, Learning and Educational Technology Services

February, 2012

Revised February 2013

Faculty Council Standing Committees
Representation 2012 - 2013

STANDING COMMITTEE	MEMBER	TERM OF OFFICE
Nominations and Elections	Leah Douglas (SWHS) - Chair	Two year term to Fall 2013
	Glen Paddock (SWHS)	Two year term to Fall 2014
	Vacancy	
Field Placement	Maple Melder-Crozier (ECE/CYC)	Two year term - review Fall 2014
	Sandy Hill (TEP)	Two year term - review Fall 2014
	Kim Williams (CRIM) - Chair	Two year term - review Fall 2014
	Gayle Ramsden (Fashion Design)	Two year term - review Fall 2014
	Jan Lashbrook Green (LIBIT)	Two year term - review Fall 2014
Retention	Cindy Rammage (ECE/CYC) - Chair	Two year term - review Fall 2014
	Barbara Salingré (TEP)	Two year term - review Fall 2014
	Donna Alary (IR)	Two year term - review Fall 2014
	Kim Milnes (BUS)	Two year term - review Fall 2014
	Vacancy	
Learning Exchange	Mike Ivanof (BUS) - Chair	Two year term to Fall 2013
	Ian Hunt (ADED)	Two year term to Fall 2013
	Raymond Leung (BUS)	Two year term to Winter 2015
	Vacancy	
Newsletter	Christine Slavik (ECE/CYC) - Chair	Two year term to Fall 2014
	Elizabeth Dow (ECE/CYC)	Two year term to Fall 2014
	Maple Melder-Crozier (ECE/CYC)	Two year term to Fall 2014
	Seonaigh Macpherson (ADED)	Two year term to Winter 2015
	Colleen Bell (Library Designate)	Two year term to Winter 2015