



Students and Community

Education Planning at UFV, 2011-15

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Students and Community: Education Planning at UFV, 2011-15

Changing Lives, Building Community, the UFV Strategic Planning document that was approved by the Board of Governors on April 8, 2010, states:

The University of the Fraser Valley will:

1. provide the best undergraduate education in Canada;
2. be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley; and
3. be innovative, entrepreneurial, and accountable in achieving our goals.

The goals are interrelated, but essentially, the first strategic goal is about *students*; the second is about *community*; the third provides an enabling strategy for the first two. It describes who we need to be and what we need to do to achieve our strategic goals. These strategic directions drive our education planning. We measure our achievements against the twin touchstones of *students* and *community*.

Not surprisingly, these strategic directions are consistent with our previously identified core values (see http://www.ufv.ca/MarCom/Branding_UFV/The_UFV_Brand/UFV_brand_attributes.htm). Indeed, one could say that *students* and *community* are our core values. More to the point, *Changing Lives, Building Community* is consistent with the thirteen "Strategic Priorities" articulated in the *Education Plan, 2009-11*:

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Mennonite Studies
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing

(Some of the ways we have accomplished these priorities over the past year will be reviewed later).

Our core purpose is to serve the students and communities of the Fraser Valley. We aim to serve them by providing the best undergraduate education in Canada. As the title of the Strategic Planning document suggests, this education is *transformative*, for both students and the community. But we do not and cannot provide everything. We make choices and we have our strengths.

From four years of excellent evaluations in the *Globe and Mail University Report*, surveys of our students (the National Survey of Student Engagement [NSSE] and the Faculty Survey of Student Engagement [FSSE]), surveys of our employees (by Market Yourself Smarter and the Collin Baer Group), and a review of our Accountability Report, we can readily identify these strengths: a high degree of student-faculty interaction; mentoring of student research, inquiry, and leadership from years one through four; a committed faculty and staff; high enrolments and growing demand; a collegial internal community; a reputation for teaching excellence; a broad consensus on and knowledge of our core values; and our community connections and relevance in a well-defined region.

Many of the characteristics of this region are particularly relevant to a university. Nestled alongside the U.S. border, the Fraser Valley is the traditional territory of the Sto:lo First Nation, home to two large diasporic communities—South Asians and Mennonites—and several smaller ones. The cities of the Valley are growing rapidly and at a speed that transcends the capacity of traditional methods and processes of social integration and sustainability. The growing number of immigrants and diasporic communities in Abbotsford, along with the globalizing nature of contemporary commerce, increasingly connects the valley to distant parts of the globe, especially in Asia, as does an expanding international airport in Abbotsford. It also intensifies the requirement for Fraser Valley citizens to understand differing ways of life.

The University of the Fraser Valley has a crucial role to play here. A university can and should address—and is uniquely equipped to address—our region's needs for cultural understanding, social integration, community identity, and community, economic, and environmental sustainability. These needs will help us determine our educational directions.

Two other facts about the burgeoning population in the Fraser Valley are worth noting. Although, like most other jurisdictions, it has a large and growing population of seniors, comparatively speaking, the region's population is young: the median age is almost 2.8 years younger than the median age for the province. In addition, one of the fastest growing segments in the Valley over the next few years should be the 18-29 year age cohort, the most likely age group to participate in post-secondary education. It is projected that, from 2009 to 2020, this cohort will experience a cumulative population growth rate of 2.7% in the Fraser Valley region, compared to a negative 0.5% growth rate in BC as a whole (*Institutional Accountability Report and Plan: 2010-11 to 2012-13*, 10).

We can also quickly identify some of our weaknesses: limited resources, including the current reality of no growth-FTE funding from the Province; limitations on space and our ability to rectify this (i.e., limits on capital spending); and the higher demands and costs of running a multi-campus institution. As well, while an impending wave of retirements creates opportunities, it also means a loss of corporate memory.

The Political Context

The contextual factors shaping educational planning at UFV described in last year's Education Plan remain relevant. These include the recession and economic outlook; the labour-market and

immigration responsibilities of our ministry (now ministries); its recognition of a growing skills and labour shortage and its focus on immigrants and the increasing Aboriginal population as sources of new labour; the consequent need to provide labour-market relevant post-secondary education for these groups; growing international student and labour mobility and mounting competition for both international and domestic students; the long-term decline in public-funding for universities and colleges, and, hence, the increasing importance of international students; the reality that most of our students are working; and the important role of universities in retaining a region's talented and ambitious youth given the mobility of people and ideas in a globalizing and "creative economy."

Two additional factors are relevant to this Education Plan: First, there is political uncertainty: the Premier has resigned; there are leadership contests in both the governing and opposition parties; the Ministry to which we reported has been split in two; and the Minister to whom we reported has resigned. Second, a six-month moratorium on new degree approvals, due to end at the beginning of March, has occasioned a review of the degree approval process in British Columbia.

We can only guess the results of the review (a requirement for greater coordination and cooperation across the post-secondary system), but there is no indication that the BC Government's priority areas for post-secondary education are going to change (though one wonders whether declaring this academic year the "Year of Science" means that science will become a priority). These priority areas are:

- Health programs;
- Skilled trades programs;
- Graduate programs;
- Programming for Aboriginal students;
- Adult basic education, adult special education, and English language training; and,
- Other program areas in high demand to support the labour market.

We address these priorities in ways that make sense for the region and that draw on the resources—the faculty, staff, programs, and facilities—we possess. But we are also challenged by external mechanisms beyond our control.

Trades programming provides an example. We have good educational and practical reasons to embrace the opportunity to distinguish ourselves as a university that includes trades education, but there is something of a "disconnect" between our efforts to integrate trades with academic programs and the manner in which the Province defines and supports trades education. Some of our trades programs are supported by the Industry Training Authority, however, the main goal of this body is pure "skills training," not "education," and the funding it provides is declining and especially unpredictable.

The restructuring of our Faculties--discussed later in this document--will give particular prominence and support to our health programs. The new Faculty of Health Sciences will include the School of Health Sciences and the Department of Kinesiology and Physical Education, a combination which should encourage curricular and program initiatives that expand the connections between the community and each of these programs.

Graduate education is an area where we need to make deliberate and carefully planned decisions. Strategic program development continues, and we will be interested in exploring revenue-generating opportunities here (some graduate certificates could be especially attractive and lucrative), but our commitment to providing the best undergraduate education in Canada means that this area is not a priority in itself. Insofar as the presence of graduate students and programs can enhance the success of our undergraduate students and programs, however, they will be important to our development. We are also exploring a partnership with Royal Roads University that could give UFV students preferred access to several of their graduate programs. These discussions are also considering the possibility of a five-year program of study (initially, in Environmental Studies) that would give our students both an undergraduate and master's degree.

"Programming for Aboriginal Students" remains an institutional priority as we complete a program proposal for a major and minor in Indigenous Studies. We have begun discussions with Simon Fraser University that include providing access to their students in our Indigenous Maps, Films, Rights, and Land Claims Certificate and our Indigenous Arts Certificate, and that will explore the idea of co-hosting a conference on "Indigenizing the Academy."

Another Faculty, newly named as the Faculty of Access and Open Studies, will continue to devote attention to Adult Basic Education and English language training, thus continuing our commitment to "access" and the needs of international students and new Canadians, and thereby responding to the government's commitment to immigration as a way of addressing labour market needs.

Mandate: Regionally and Teaching Focused

As discussed in the *Education Plan, 2009-11*, the restrictions of our government-imposed mandate can be regarded as advantages. We are required to be regionally- and teaching-focused and to "provide adult basic education, career, technical, trade and academic programs leading to certificates, diplomas and baccalaureate and masters degrees" (*University Act*, 47.1). The advantages of being known as a teaching-focused institution are obvious, as we compete for prospective students with over seventy universities who recruit in the Fraser Valley. The regional focus is particularly important. As post-secondary institutions must compete for declining amounts of public funding, they will become more and more dependent on community support, both for direct and indirect financial support and for the political capital required to make the case for whatever public dollars may be available. There are, then, both economic and "political" (ultimately, also economic) needs to demonstrate regional relevance. As we owe our university status, and as we previously owed our existence as a College and then University College, to community support and advocacy, one could also easily argue that we have an ethical obligation to be regionally relevant.

Digitization, Educational Technology, and New Media

The digitization of information is dramatically changing the world of education. Access to primary sources of information is greater than ever before, on-line lectures by university professors on virtually any subject are freely available, as are on-line textbooks and articles. These and many more developments are changing the way students at all levels are taught. For libraries, the traditional heart

of a university, the implications of this information and communication revolution are enormous. The shift from print to digital information provides benefits and challenges to librarians. They must adapt their collections policies and practices, and space planning and utilization, to an ever-changing information environment, while simultaneously assisting users in navigating it.

The implications of digitization, educational technology, and new media for how we teach, design, and deliver courses are also dramatic. If nothing else in our globalized world forced us continually to change—and change some of what we do well—these alone would. And they have resource implications. Some of the costs are fairly minimal. A video-conferencing suite, for example, would have a modest impact on our budget, but revolutionary results for how we teach, learn, collaborate, and communicate across our campuses and communities and around the globe. Our Teaching and Learning Centre is developing strategies for how we can turn our technology-enhanced instructional abilities into resource-generating activities.

Agriculture, Food Security, and Sustainable Development

The Strategic Plan commits us to becoming "a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley." Given the economic importance of agriculture and its environmental impact in the region, this goal will not be attainable without a greater institutional focus on this area. This is not only a challenge, but an opportunity. At a moment when food security and agricultural sustainability are among the most pressing issues facing the global community, agriculture is the most important industry in the region and the Fraser Valley has some of the most productive farmland in the country.

In Abbotsford, farms and agri-business create over \$1.8 billion to the economy and generate one in five jobs. Abbotsford farms also create more dollars per acre than any other municipality in Canada. In the Chilliwack region of the Valley, the total farm capital in 2006 was more than \$1.6 billion and the annual gross farm receipts more than \$252 million, an increase of 140% and 79%, respectively, from 1996. (UFV's *"Canada Research Chair Nomination: Food Security and the Environment,"* 8)

We have begun to take steps to take advantage of this opportunity. One of the "priority areas" identified in the Strategic Research Plan is "Environment and Sustainable Development." A major part of this priority area as described in the plan is

food and water safety and security, and productive and sustainable agricultural practices and technologies. This work will be conducted in collaboration with the agriculture-food industry, local and regional governments and other important stakeholders. A Tier II, Canada Research Chair will be recruited to anchor and lead a substantially enhanced program of research in this broad area. (*Strategic Research Plan 2010 - 2015*, <http://www.ufv.ca/Assets/Research/docs/stratplan2010.pdf>)

Consequently, we have (1) engaged with representatives from both our region and the province in an in-depth study on the future direction of agriculture programming that will rely on extensive labour market studies and consultation with industry; and (2) applied for a Tier II Canada Research Chair in "Food Security and the Environment." Identifying the importance of agriculture and food security to both our region and Canada, our application proposes an interdisciplinary research program focused on the relationship among sustainable agricultural development, rapid urbanization, the impact of climate change and other threats to food security and air and water quality in the Fraser Valley and beyond, and the role of food in developing and maintaining community. A principal goal of the Chair is "to position the University of the Fraser Valley as a key participant in the region's food security planning." It will accomplish this by building and working with "a network of stakeholders in the Lower Mainland/ Fraser Valley region" and training and giving UFV students experience in qualitative research methods, case study methodology, field interviewing, and emerging multimedia research methods. The students "will be included as authors on papers highlighting the cases in which they take part" (UFV's *Canada Research Chair Nomination: Food Security and the Environment*, 4, 6). If the CRC and accompanying Canada Foundation for Innovation (CFI) Grant applications are successful, a GeoImage lab will be established so that students and the Chair may use film as an important research medium. This should produce substantial synergies with and advantages to our Tier I CRC in Aboriginal Studies and our departments in fine and performing arts.

The Chair will build on the work of current faculty with environmental research backgrounds who are in several departments, including geography, biology, and sociology.

In biology, faculty are conducting research to address pests in greenhouse production, diseases in cattle, invasive species, and impacts on natural habitats. In geography, research is being conducted on climate change, wild salmon habitats [and other] natural habitats. . . . In agriculture, research is being conducted on berry crops, production and varieties. (8)

Two of our laboratories, the Luminescence Dating Lab and the Paleoecology Lab, play crucial roles in our environmental studies activities, in particular, our examination of climate change (past, present, and, through predictive modeling, future).

Internationalization, Immigration, and Diasporic Communities

As mentioned, a high level of immigration and the presence of diasporic communities are important characteristics of the Fraser Valley. All provinces and the federal government have targeted immigration in general and the retention of international students in particular as public policy priorities. The Deputy Minister for the Ministry of Regional Economic and Skills Development, Philip Steenkamp, has said:

In the coming decades, the British Columbia labour market will experience significant changes due to an aging population and a shift in the BC economy to more knowledge-based industries.

As the province considers its future economic and labour market challenges, growing and retaining the international student population become more important.

To take advantage of this opportunity, BC is developing a provincial International Education Strategy. The strategy will address the importance of integrating international education activities with initiatives relating to immigration, labour market development, and research and innovation, . . .

(Presentation at the Symposium on *International Students: the New Skilled Migrants*, Toronto, November 4, 2010)

The skills and labour market shortage is having a significant impact on the agriculture and food processing sector. "The population of farm workers [in British Columbia] is substantially older than the BC workforce as a whole," so the labour shortage will be felt more acutely in this sector. In addition, "a higher proportion of immigrants work in the agri-food industry" (*British Columbia Agri-Food Human Resource Action Plan*, <http://www.mussioassociates.com/PDF%20files/Agri-Food%20HR%20plan-09.pdf>).

It is clear, therefore, that there are important linkages among agriculture, internationalization, international education, immigration, and diaspora studies, and that there are strategic and socially relevant reasons for UFV to make them institutional priorities. The previous section has addressed some of the ways we are doing this. Two other developments are worth mentioning.

One is the Diaspora Studies Consortium (DSC). The DSC 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 (relevant organisations in the wider community include NGOs, cultural groups, arts associations, religious organizations, and immigrant associations). UFV is the lead Canadian institution in the DSC, which includes partners from Canada (York), Germany (University of Münster), the UK (University of Northampton) and India. The consortium has been funded through HRSDC and the European Union for a three year international academic mobility project.

Thanks to the DSC initiative, five University of the Fraser Valley students will be leaving soon to study in Europe on a \$5,000 scholarship. In the next two years, 22 Canadian students will benefit from the \$5,000 scholarship to study either in Germany or in the UK. In return, 22 students from Münster and Northampton Universities will come to study in Canada, either at UFV or at York. UFV will award a Diaspora Studies certificate to visiting students who participate in the program. All the students will benefit from this cross-cultural experience and—with the help of a service learning course, run in collaboration with a community group working with immigrants—the acquisition of employment-ready skills.

The Consortium requires that our partnerships extend to the graduate level, which may lead to a second development. UFV has begun to explore the possibility of creating an interdisciplinary MA in transnational human mobility and the immigration and citizenship issues associated with it.

Of course, many of our current programs have much to contribute in the areas of cultural understanding, social integration, and community identity. Our programs in the humanities, social sciences, and fine and performing arts, and our Centre for Teaching and Learning can address the need for a communal/civic sense of identity and belonging. Urban planners, for example, have discovered that combining history with creativity can be fundamental to the creation and preservation of community in a time of dramatic change, that community memory can be created and performed through public history, life writing and digital storytelling.

Enrolment Management, Program Prioritization, and Integrated Planning

As we finalize our Strategic Enrolment Management Plan, we will continue to focus on improving the First-Year Experience of our students. But we must also add a focus on developing an admissions strategy that takes account of these facts: we are full and had to close applications in mid-summer; we have dual commitments to access and excellence—to being as accessible as possible to both traditional and non-traditional students and to attracting the best students in the Fraser Valley. Hence, we must devise a strategy that limits or controls admissions while honouring both commitments. Such a plan must ultimately rest on enrolment targets for all programs. The Director of Enrolment Management will work with departments and programs to facilitate the identification of these targets.

But enrolment management now takes place in an environment without growth FTE- funding. This makes managing enrolments and planning programs more challenging. Doing more of one thing will now mean doing less of another, and introducing new programs will come at the cost of discontinuing others, or discontinuing something other than a program, or will require the generation of income or the acquisition of resources to support them.

"The most likely source for needed resources is reallocation of existing resources" (Robert C. Dickeson, *Prioritizing Academic Programs and Services*, San Francisco: Jossey-Bass, 2010 , 1). Most of our resources go to our academic programs, the heart of the institution. Hence, program prioritization will become a central institutional task. Many will share in this task, from Faculty Councils to the Office of Integrated Planning, but the new Senate Standing Committee on Academic Planning and Priorities will play a crucially important role in helping UFV prioritize programs. One of its central tasks is to "advise Senate on the establishment, revision, or discontinuance of educational programs" (see the "Terms of Reference" at http://www.ufv.ca/senate/Senate_Standing_Committees/APPC.htm). When assessing both current programs and proposals for new ones, it will need to weigh many factors, including academic quality, efficiency, and effectiveness. Above all, perhaps, it will need to ask of each program: How central is it to the mission of the institution? All university initiatives should be measured against this standard.

Enrolment management and program prioritization are intimately connected to the issue of *growth*. Despite the absence of growth FTE-funding, the pressures to grow are powerful and, for the foreseeable future, ongoing. We will need to be more and more strategic about "growth". Just as we may move away from our incremental model of budgeting, so we need to imagine growth as more or other than incremental.

The greatest pressure to grow comes from international students. We will need to manage this growth with extreme care. It remains a major source of non-government funding, and one that supports the expansion of our domestic programming. Hence, establishing enrolment targets in specific programs for international students cannot be disconnected from our budget and human resources planning.

These exigencies can be addressed through *integrated planning*. "Integrated planning is the process whereby all planning and budget activities throughout every level of the organization are effectively linked and coordinated and driven by the institution's vision, mission and academic priorities" (*Integrated Planning and Budgeting*, a workshop delivered by the Centre for Higher Education Research and Development, October 22-23, 2010, Ottawa.) We have established an Office of Integrated Planning and appointed an Interim Advisor to the Provost on Integrated Planning. Education planning has a central role in integrated planning. "The key to the development of an integrated institutional plan is a sound academic plan, driven by the institution's vision, mission and values" (*Integrated Planning and Budgeting*).

New Faculty Structure

With the objectives of distributing resources more effectively and maximising the success of our students, faculty, staff, and academic administrators, we will restructure our Faculties. Our new structure will be composed of a College of Arts (led by a Dean and two Associate Deans) which will include a Faculty of Humanities and a Faculty of Social Sciences, and five other Faculties (each led by a Dean): Professional Studies, Science, Health Sciences, Trades and Technology, and Access and Open Studies. The inclusion of "Open Studies" in this last Faculty is intended to make a marked contribution in the area of retention. Currently, about 5,000 students are either in a Program Path (e.g., Business Studies, Arts Studies, etc.) or General Studies. They have no dedicated advising, so most of our students "at risk" live here. These are the group who make up the bulk of the 38% we do not retain from first to second year. In addition, there are Program Path students who do not move into the destination program until long after they can and should because there is no one looking after them. The creation of a Faculty of Access and Open Studies directly addresses these issues by placing these students, the responsibility of looking after them, and the necessary advising resources into one Faculty. A list of departments within each Faculty can be found in the appendices.

Recruitment and Retention of Faculty

Several new faculty were hired during the past year and over a dozen new faculty positions were approved in the 2010-11 budget, but there are challenges here. In some fields, our salaries are not competitive, and this is in danger of becoming applicable to all areas. Moreover, our hiring practices vary from department to department, and some, frankly, are better than others. The best practices should, as far as possible, be standardized. It is useful to recognize that, given our extraordinary retention record and our hope to continue it--most faculty seem to stay at UFV for twenty to thirty years--hiring a new faculty member is a two million dollar investment. While exercising fiscal responsibility, we should spare no expense up front (in advertising, flying in the best applicants, and

giving them a first-class treatment while they are on campus). For the sake of our students, we should aim for a diverse faculty complement in all departments. If we slip-up or compromise on quality, credentials, reference-checking, and so forth, Program and Unit Reviews will become a challenging experience. These and other matters will be addressed as we develop a strategic plan for the recruitment and retention of faculty.

Looking Back: Accomplishment of goals

For a more detailed and extensive review of how we are achieving our goals, please see the *Institutional Accountability Report and Plan, 2010-11 to 2012-13* (<http://www.ufv.ca/Assets/IRP/UFV+Institutional+Accountability+Report+Plan+Sept+02+2010.pdf>).

What follows is just a selection of some of the ways in which we acted successfully on the strategic priorities established in last year's Education Plan. Some accomplishments belong under more than one priority, but with few exceptions they have been listed only once:

1. Student Recruitment, Retention and Success

- We created an Advising Council to coordinate advising activities across the institution
- Increased Saturday classes and on-line offerings
- ECE/CYC are now offering their Diploma as a part-time evening program to accommodate students working during the day
- Peer mentorship and collaborative learning programs in a number of departments
- We support students' participation in undergraduate conferences and facilitate their attendance at regular academic conferences; several students will be presenting papers at major academic conferences this year
- A BSc student in Geography won one of two Farouk el Baz awards handed out by the Geological Society of America every year. She is the first undergraduate student, and the first Canadian, ever to win this award
- A graduate from our Psychology (Honours) BA was the recipient of the prestigious Alexander Graham Bell Scholarship worth \$17,500 and was accepted into a PhD program in psychology at the University of Waterloo, beginning Fall 2010
- A number of students won NSERC undergraduate awards and postgraduate scholarships
- We increased the number of our practicum placements and internships--locally and internationally (as a result, Communications students have produced several video tutorials that are integrated into the BC Government's Education planner website)
- The results of the Diploma, Associate Degree and Certificate Student Outcomes (DACSO) survey of 2009 indicate that almost 95% of the students that responded to this survey were satisfied or very satisfied with the quality of education at UFV. This enabled UFV to achieve the target of $\geq 90\%$ for 2009/10 in terms of overall satisfaction with education. Baccalaureate graduates rated the quality of instruction at UFV at 99.1% in 2009 - well above its base target of $\geq 90\%$. We have continued to improve or maintain this score over the years from 97.6% (in 2006) to 98% (in 2007) and 99% (in 2008)
- In addition to the Regional Science Fair and Math Contest, we partnered with Science World and the Chilliwack School District to offer the Super Science Club

- Created many volunteer, work and research opportunities for students
- Early entrance to the BSc for Grade 11 students
- "Opening the Doors," a UFV and Science World event for Grade 11 students held on campus
- Creation of Faculty Council Subcommittees on the First-Year Experience and Retention
- Successful launch of a dual credit/concurrent studies program in SD #78 - Fraser Cascade. Halq'emeylem 101, Theatre 111, and Psychology 101 ran over the Fall and Winter semesters. 47 students successfully participated in the program, 30 students were in HALQ 101 and KPE 103 in Fall 2010.
- Approved and launched the Master of Social Work Degree program
- We received ministerial approval to offer Political Science and Philosophy majors
- The ESL department formed a committee dedicated to raising awareness of English language and cultural issues for students with a first language other than English
- Approved new multi-disciplinary Certificates in Diaspora Studies, Mennonite Studies, and Early Modern Studies
- We received ministerial approval to offer a Paralegal Diploma Program
- Approved a Portfolio Essentials Certificate that will assist learners within and outside of the university to document their experiential and non-formal learning
- launched successful Supported Learning Groups where student leaders are formally trained in facilitation, study skills, and learning strategies and then facilitate student learning in historically difficult courses
- The Regional Student Transition Coordinator planned, organized and facilitated a "Transitions" workshop for seventy school districts' participants (teachers, counselors, grad transition folks, district principals)
- Assessment Services established the PLAR (Prior Learning Assessment Recognition) Innovation Fund to assist faculty in developing innovative, replicable PLAR initiatives at the departmental and institutional level and to encourage them to articulate learning outcomes at the program level

2. Enrolment Management

- Professional Studies decreased program options with low enrolments
- Better utilization of the Mission and Chilliwack campuses in terms of first and second year course offerings
- The Faculty of Arts has coordinated timetabling and planning and advertising of courses at least two years in advance
- Completed the first draft of an Enrolment Management Plan

3. Indigenization

- Offered a "Science Rocks" summer camp for Aboriginal girls
- "The Politics of Collecting Indigenous Artwork," a panel presentation and discussion co-hosted with the Reach Gallery and Museum
- ECE/CYC has partnered with Blade Runners and Sto:lo Nation to offer off-campus to at-risk marginalized Aboriginal youth a Family Child Care Certificate that incorporated Aboriginal learning styles and traditional customs
- The Teaching and Learning Centre offers a workshop on "Indigenizing by Design"
- PD Day on Race, Racism, and Anti-Racism in May
- Indigenous Cultural Awareness Workshop for faculty and staff, Kilgard Longhouse, May 27

- Offered Halq'éméylem classes in Hope
- Continued offering of two new, unique certificates: Maps Film, Rights, and Land Claims and the Indigenous Arts Certificate
- Held meetings at Xay:tem and the Sto:lo Resource Centre
- Established the terms of reference of the Indigenous Studies Advisory Committee and of the Indigenous Studies Degree Curriculum Working Group
- Wenona Victor completed the Indigenizing our Academy Report, based on community surveys
- Awarded Honorary Doctorate degrees to Frank Malloway and Tantou Cardinal
- Hired an Indigenous faculty member for a position in Indigenous literature and theatre

4. Internationalization

- The Global Development Institute has hosted a number of events related to development issues
- We signed several MOUs and articulation agreements with universities from around the globe, including Delhi University and the University of Shanghai
- We saw a dramatic increase in the number of international students
- The Teaching and Learning Centre is providing workshops for faculty teaching international students
- Senate approved the Global Development Studies (GDS) Degree
- Began a search for Political Science instructor with expertise in International Relations
- Development of Diaspora Studies Consortium for Canada-EU Transatlantic Exchange Partnership and development of Certificate in Diaspora Studies
- The School of Criminology and Criminal Justice is working with Sri Guru Tegh Bahadur Khalsa College, Delhi University on a bridging program that will enable a cohort of Khalsa students to transfer into UFV's MA in Criminal Justice
- A series of meetings were held with the Paraguayan ambassador toward identifying internship possibilities for students in Mennonite colonies in Paraguay and possible faculty exchanges with universities in Paraguay
- Several placements of students in Africa and in India through the GDS Internship course
- The School of Business and the Faculty of Science provided additional advising to international students by each creating an International Liaison Coordinator

5. Environmental Sustainability

- We have ordered a video-conferencing suite that will, among many other things, offer an environmental solution for multi-campus meetings
- The Teaching and Learning Centre is supporting the development and delivery of fully online courses and supplemental course activities, as well as exploring desk-top conferencing systems
- The Teaching and Learning Centre and Instructional Media Services support upwards of 1500 students in each of three semesters in fully online courses
- We have applied for a Tier II Canada Research Chair in "Food Security and the Environment"

6. Indo-Canadian and South Asian Studies

- South Asian studies are central to the Diaspora Studies certificate and the Canada-EU mobility exchange
- Completed second Study Tour to India
- Hosted award-winning author M. G. Vassanji

- The Fraser Valley Indo-Canadian Business Association (FVICBA) supported UFV students demonstrating leadership qualities by endowing the Indo-Canadian Pioneer Endowment Leadership Award with a gift of \$12,500. Every year one deserving student will receive approximately \$500 to support their post-secondary pursuits.
- Hosted sixth annual Ehsaas Film Festival
- CICS hosted visiting scholars in a South Asian Fall Lecture Series
- Anthropology instructor Nicola Mooney partnered with UBC to organize *Diasporizing Punjab, Disorienting Bhangra*, a series of public talks on the Punjabi diaspora and the role of popular culture within it

7. Mennonite Studies

- Developed and approved a Certificate in Mennonite Studies
- Formation of Mennonite Studies Curriculum Working Group
- Appointment of Interim Coordinator of Centre for Mennonite Studies
- Planned and delivered a public lecture series on Mennonite Studies; the two evenings drew packed audiences to the UFV theatre in Abbotsford and established relationships with local and national Mennonite academics and writers

8. The Integration of Research and Teaching

- Several faculty members actively supervise and mentor work-study students in research assistantships;
- Opened a Centre for Social Research where faculty work closely with students on socially relevant research projects
- Students' involvement in research projects occurs as part of their course curricula, as funded research assistants to faculty through grants and UFV's research assistance program, as members of community research teams, and as supported conference presenters
- The Teaching and Learning Centre provided three grants for Scholarship of Teaching and Learning projects and offered presentations and publications on the integration of research and teaching
- Awarded undergraduate research excellence awards and held a student research day
- Professional Studies initiated a Learning Exchange Standing Committee of Faculty Council with the mandate of organizing forums where faculty members can share research and effective teaching strategies so as to enhance and integrate research and teaching

9. Strengthening the Culture of Teaching and Learning

- Hired a faculty member with expertise in mathematics education
- The Teaching and Learning Centre has offered thirty workshops on subjects to do with teaching and learning to over 150 participants
- The research interests of our faculty include the risk factors associated with adult learners returning to postsecondary education; teaching practices and learning assessment methods and the response to Aboriginal students; online learning; teaching and learning about race and racism

10. Community Partnerships, Forums, Events, and Conferences:

- Connections to our communities are developed by student practicum placements with such organizations and employers as ICBC, the City of Langley, The Reach Gallery and Museum

- The Centres hosted by the School of Criminology and Criminal Justice are working on new partnerships with WorkSafe BC, DIVERSEcity, and with the Ministry of Transport and Infrastructure to foster practicum places and research opportunities for both faculty and students
- The Communications Department is working with the Piping Industry Apprenticeship Board under a federal grant to assist in developing literacy and essential skills
- The Communications Department has begun workplace communication and training workshops for staff at Conair
- The History Department works closely with The Reach Gallery and Museum and Public History organizations
- The Geography Department collaborates with universities in the U.S. and Canada and with a wide range of government ministries nationally and internationally
- The Modern Languages Department partners with NGOs in Nicaragua to create immersion experiences for our students
- The Psychology Department partners with the Ministry of Children and Families
- We belong to various library consortia
- The Department of Upgrading and University Preparation is partnering with Chilliwack Community Services to deliver the "Gateway" program and with Abbotsford Community Services to deliver a literacy program
- Continuing Studies is a partner in a provincial consortium of 15 colleges and universities that is working together to provide funded training to unemployed individuals
- English as a Second Language has developed relationships with English Language Services for Adult Providers, particularly at Abbotsford Community Services
- ESL faculty and staff are acting in an advisory capacity for Immigrant Youth at Risk, Immigrant Action, and Literacy Matters Abbotsford
- The Faculty of Trades and Technology partnered with the automotive industry to provide students with hands-on experience with hybrid and alternative fuel vehicles
- Applied Business Technology is increasing their number of partnerships with employers and funding agencies for work experience and employment opportunities
- The BC Centre for Safe Schools & Communities has been working on a project in close partnership with the "E" Division RCMP, Crime Prevention & Program Support Services Unit -- Youth Strategies Section. The project, called "Extra Judicial Measures Database for Vulnerable Youth in BC," provides operational police officers with easy access to information that can assist them in referring youth offenders to mental health and drug addiction services in their communities. It houses provincial, regional, and local contact information for designing supportive interventions for youth who come to the attention of police.
- CIS and Mathematics partnered with Vancouver Coastal Health (VCH) to offer project courses where our students get the opportunity to learn about data quality and develop business rules to ensure data quality using the VCH database
- Geography and Biology partnered to work with the Woodshole Oceanographic Institute on a worldwide study of the important rivers of the world. Students are involved in the study of the Fraser River and visited the Institute in the U.S. over the summer
- Other partners include the Abbotsford Multicultural Festival, the Paraguayan Embassy, the Harrison Festival of the Arts, the BC Cancer Agency, Fraser Health, Pacific Sport, the Chilliwack Arts Council, elementary and secondary schools, and Sto:lo Nation

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation

- New multi-disciplinary degree programs and new multi-disciplinary Certificates have received internal approval or are in development
- Our proposal for multi-disciplinary Minors and Extended Minors in the BFA was approved by the Degree Quality Assessment Board (DQAB)
- The recently approved (by Senate) multi-disciplinary Global Development Studies Degree was developed by a cross-section of faculty, staff, and administrators from several Faculties
- The Library and Information Technology Department is collaborating with Computer Information Systems, History, English, and Criminology to develop a Minor in Information Studies
- Continuing Studies has partnered with the Library Information and Technology Department to develop a (Senate approved) Library Technician Post-Diploma Certificate
- The Department of Upgrading and University Preparation has partnered with Trades to offer a class designed to help at-risk Trades students improve their math skills
- The Library, the School of Business Administration, the Writing Centre, and Counselling Services have worked together to redesign BUS 100, a gateway course for programs in the School of Business Administration that requires students to engage in a rigorous and extensive research project
- Faculty in the School of Health Sciences have worked with faculty in Arts to organize a forum on "Adventures in Aging - Search for the Fountain of Youth" through the Centre for Education and Research on Aging

12. Recruitment and Retention of Faculty

- Over a dozen new faculty positions were approved in the 2010-11 budget
- UFV hired many faculty during the past year
- We developed and offered IPEC Orientation sessions for faculty who evaluate probationary colleagues
- We continually try to improve our New Faculty Orientation sessions
- Professional Studies initiated mentoring and coaching (a buddy system) for new faculty

13. Creative Resourcing

- Communications partners with Rise and Shine Toastmasters and Toastmasters Canada which generates resources for their department
- The School of Criminology uses its four Centres to raise funds for scholarships
- The Development Office is working with the Mennonite Faith and Learning Society to raise funds to support a Centre, a Chair, and programs and courses in Mennonite Studies
- We may be nearing the completion of discussions with the City of Richmond on an agreement to deliver an accelerated BBA to their employees on site; in any case, we now have a template that can be used with other cities
- Applied to and received funding from HRSDC for the Diaspora Studies Consortium
- ABT is designing cost-recovery cohort programs in Mission and Chilliwack
- The School of Social Work and Human Services has been actively seeking bursaries for students in the new MSW program (to date they have acquired \$15,000)
- UFV's membership in the Shastri Indo-Canadian Institute has provided annual funds for the purchase of books and journals published in India; to date, we have acquired 1,454 titles from Shastri funds to support the Indo-Canadian studies Strategic Priority

- Assessment Services is now entering into a third year as Fraser Valley Test Centre for the Fraser Valley Distance Education School; revenues (approximately \$25,000/year) provide support for institutional PLAR initiatives
- Assessment Services is now in its fourth year as an official TOEFL Test Centre; this produces revenues of \$8000 per year
- Ongoing support for public safety research will be the legacy of a B.C. Fire Service conference organized by the City of Surrey and University of the Fraser Valley (UFV). The \$30,000 proceeds from the symposium will be used to provide a \$5,000 research grant and to establish the City of Surrey Fire Research Endowment - the first scholarship fund in B.C. that specifically supports public safety research. The \$25,000 endowment will provide for an annual scholarship of \$1,000 for UFV students pursuing public safety studies. The \$5,000 research grant will be matched by funds available from the Centre for Public Safety and Criminal Justice Research and the School of Criminology and Criminal Justice at UFV. The one-time \$10,000 grant is available, in whole or in part, for public safety research projects by application to the university.

Looking Ahead: Objectives for the Coming Year

What follows is a selection (not an exhaustive list) of specific objectives to be accomplished in the coming year. Those ultimately responsible for accomplishing the objectives are listed in parentheses. Appended below these institutional objectives is a list of seven student success initiatives developed by Student Services:

- Develop a plan for adapting and expanding lab resources and space to increase the opportunities for student research in the sciences (Science Department Heads; the Dean's Office)
- Develop a strategic plan for the recruitment and retention of faculty. This will include training for members of Selection Advisory Committees (Provost and Vice-President, Academic; the Associate Vice-President for Employee Services)
- Develop a strategic plan for the recruitment and retention of Aboriginal faculty and staff (Provost and Vice-President, Academic; the Associate Vice-President for Employee Services,)
- We will continue to work on indigenizing the institution. With the aim of maximizing the success of Indigenous students and continuing to develop our relations with the Indigenous communities in the Valley, we will also launch a review of Aboriginal services and programs at UFV (Provost and Vice-President, Academic; the Senior Advisor on Indigenous Affairs; Vice-President, Students; Deans' Council)
- Hold a workshop on the retention of first-year students the outcome of which will include specific actions and targets (Vice-President, Students; Provost and Vice-President, Academic)

- Improving the First Year Experience and overall student success requires the optimal advising services for our students. We will initiate a review of all advising activities across the University (Provost and Vice-President, Academic ; Vice-President, Students)
- Set enrolment and admission targets in an increasing number of programs (Deans; Advisor to the Provost on Integrated Planning; Institutional Research; Director of Enrolment Management)
- Set targets for the number of international students we will accept and identify the programs and courses that most need them (for example, low-enrolled upper-level science courses) (Deans; Advisor to the Provost on Integrated Planning; Institutional Research; Director of Enrolment Management; Vice-President, External; Director of International Education)
- Expand the number of co-op opportunities, field or practicum placements, and internships, both locally and internationally (Vice-President, Students; Career Centre)
- Offer more courses on Saturdays and evenings (Deans; Departments)
- Work with School Districts on a workshop on teaching in the 21st century (President; Vice-Presidents; Deans; Director of Teaching and Learning)
- Complete the four Program Reviews originally scheduled for the 2009-10 academic year and re-apply for Exempt Status. To date, one Review is complete (Criminology and Criminal Justice) and two others are nearing completion (KPE and Continuing Studies), and the fourth (Physics) is in process (Relevant Departments; Program Review Facilitator; Institutional Research)

Integrated Student Success Initiatives - 2010 to 2015

In an effort to foster student success, Student Services has identified seven initiatives to be developed and implemented over the next five years. The initiatives address aspects in the life cycle of the student.

Start up Session

Develop and deliver an introductory session for students not in programs to learn how to navigate effectively through the UFV system. Consider using a variety of delivery methods (face-to-face and virtual classroom).

Orientation

1,100 students attended the Fall 2010 UFV New Student Orientation event and rated their overall experience as good or excellent. Orientation will be expanded to increase the participation of our mature student population including a virtual orientation experience. Other considerations include timing, funding, delivery, and partnerships.

Aboriginal Access

Support the transition of aboriginal students from high school to UFV by increasing participation in on-campus activities. Increase student engagement and identify and develop leaders.

Development of Peer Tutoring

Develop a standardized system including training and ongoing support for peer tutoring. Work with Development Office to establish community funding partners such as professional associations. Identify high school peer tutors and engage them to continue these efforts at UFV.

Early Alert to Support Student Success (adapted from KPU)

Establish an online integrated service that enables instructors to identify students who may require additional support to enhance their success. This proactive approach enables instructors to refer at risk students to ensure they receive timely and targeted support.

Co-curricular Record

Develop a formal system that records and recognizes a student's co-curricular activities across the university.

Integrated Career Exploration

Integrate career exploration into targeted learning environments.

Prepared by the Student Services Leadership team. October 21, 2010

Contact: Vi Chappell 4092

New Programs

College of Arts

Priority/ Rating	Program Name/Description	Anticipated Implementation Date
1.	BFA Minors	2011/2012
2.	Global Development Studies	Fall 2012
3.	Media Arts Degree	Winter 2012/Fall 2013
4.	Indigenous Arts Degree	Winter 2012/Fall 2013
5.	Diaspora Studies Certificate	2011/2012
6.	Mennonite Studies Certificate	2011/2012

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 2013
3	Molecular Modeling Major and Minor	Fall 2012
4	Biochemistry Major	Fall 2013
5	Applied Statistics Minor	Fall 2012-2013
6	Minor in Electronics	Fall 2013-2014
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 2013

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	Fall 2012 or 2013
3	Hospitality Event Planning	Fall 2012 or 2013

Appendices

Faculty of Access and Continuing Studies Education Plan

Faculty of Arts Education Plan

Faculty of Professional Studies Education Plan

Faculty of Science Education Plan

Faculty of Trades and Technology Education Plan

UFV's New Academic Faculty Structure

Faculty of Access and Continuing Studies

EDUCATION PLAN
2011-2015

Submitted by:
Sue Brigden, Dean

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Overview

Created in 2009, the Faculty of Access and Continuing Studies (FACS) includes the English as a Second Language (ESL), Upgrading and University Preparation (UUP), and Continuing Studies (CS) departments. When created, Dr. Karen Evans, then AVP Teaching and Development, took on the position of interim Dean of the Faculty. On September 1, 2010, Dr. Evans took on a new position as VP Students and Dr. Sue Brigden took on the role of interim Dean of the Faculty. Aboriginal Access Services, originally a department within the Faculty, moved with Dr. Evans as part of her portfolio.

In support of UFV's strategic plan, the Faculty collaborates with regional K-12 education providers and Aboriginal and other community groups to offer programming that is accessible, challenging, and instills a passion for learning and develops the lifelong capacity to learn. It provides services for students that help them transition into the University, work toward their educational and career goals, find employment, and build life-long relationships with the University. The Faculty strives to provide an environment that is inclusive, welcoming, and engaging for all; embraces diversity; and supports cross-cultural exchange. Its faculty members use the best pedagogical practices, informed by a commitment to current research and scholarship.

Enrolments in Faculty programs and courses have increased significantly over the past two years, likely, due to economic conditions and increased international student enrolment. Predicting which courses can and should be offered throughout the year has been challenging as students often apply to the programs within the Faculty shortly before the beginning of a semester. Lack of classroom space on the Abbotsford campus has made it difficult to react to student demand in a timely manner.

This past year, CS has undertaken a program review. The department found the self-study portion of the review process very informative; it helped personnel recognize their strengths and identified opportunities for change and growth. The external review team, which visited the department early in December 2010, submitted its report to the Dean in late January 2011. The department will prepare its response to the external review committee report and submit it to Senate in the Winter 2011.

Upcoming changes to be made to UFV's academic structure will affect the Faculty. As proposed, the Faculty of Access and Continuing Studies will include a new unit, Open Studies, and the name of the Faculty will change to the Faculty of Access and Open Studies. The new Open Studies unit will provide an "academic home" for students currently attending UFV who have not, yet, been admitted into a program. These include students who have been admitted to a program path (e.g., Business Studies, Arts Studies, etc.) but do not, yet, meet program admission requirements; and students who are undecided about their post-secondary goals and are taking courses out of interest (e.g., General Studies students). Under the current academic structure, the majority of these students are not monitored by any academic unit. Consequently, there are students who have met program requirements who have not applied to their programs of choice and others who have taken many courses with little success.

In addition, Open Studies will provide an academic home for students participating in early engagement or transition programs offered in partnership with regional school districts. Housing "transition" students within Open Studies will provide them with more comprehensive support and service that will enhance post-secondary success and student retention.

To set up and maintain policies and procedures and to monitor and advise Open Studies students, will require an Open Studies Coordinator. Much work will be undertaken during 2011 to create and implement Open Studies.

Program Initiatives

Open Studies

A number of initiatives will be undertaken within the Faculty over the next few years. However, the major program initiative for the Faculty will be the creation of Open Studies whose main goal will be to increase the success and retention of students, especially those at risk. To reach this goal, the Faculty will need to hire a Coordinator during in Spring 2011 whose role will be to:

- Develop and implement policies and procedures pertaining to the intake and monitoring of program path students
- Coordinate the support and information needed for the success of Open Studies students
- Collaborate with UFV students, faculty, and staff to promote and increase student recruitment, success, and retention
- Work to further develop connections among UFV and our regional school districts to identify and facilitate transition opportunities, initiatives, and programs

To support the Coordinator and ensure Open Studies operates effectively, a part-time (50%) office assistant would be very helpful. The duties of such an assistant would include:

- Maintaining office and student database
- Monitoring Open Studies students
- Scheduling appointments and meetings
- Recording minutes
- Providing assistance for internal and regional initiatives
- Developing and monitoring website
- Assisting the dean's office, as necessary

Continuing Studies

Continuing Studies has several ongoing and new initiatives planned which will not require new resources as CS operates on a cost-recovery basis. These initiatives along with their anticipated implementation dates are listed below:

- Library Technician Post-Diploma program in partnership with LIBT (Winter 2011)
- Paralegal Diploma program (Spring 2011)
- Teaching English as a Foreign Language (TEFL) Certificate program (Spring 2011)
- Animation Certificate program (Fall 2011)
- Conflict Management Certificate program (Fall 2011)
- Digital Media Certificate program (Fall 2011)
- Human Resource Certificate program (Fall 2011)
- Interior Design Certificate program (Fall 2011)

English as a Second Language

The ESL department has several initiatives under way that will continue on an ongoing basis. These initiatives, which do not require additional resources, include the following:

- Develop online delivery template
- Increase awareness of ESL at UFV
- Participate in local area literacy and multi-cultural advisory groups, forums, and events to promote ESL programming in the community
- Maintain and develop common final exams for ESL core courses

New ESL initiatives that will require no additional resources and their anticipated implementation dates are shown below:

- Update ESL website (Winter 2011)
- Update ESL core and elective course descriptions (Winter 2011)
- Obtain approval for new beginning-level ESL pronunciation course (Winter 2011)
- Develop, with UFV TLAC, marking criteria for language on written assignments workshop (Spring 2011)
- Develop online upper-level ESL editing course (Spring 2011)
- Expand ESL programming throughout region (Fall 2011)
- Offer new TEFL Certificate program in partnership with CS (Summer 2011)
- Expand ESL programming to CEP in Chilliwack (Winter 2012)

Upgrading and University Preparation

The UUP department has several initiatives under way that will continue on an ongoing basis. These initiatives, which do not require additional resources, include the following:

- Use electronic conferencing to facilitate communication and reduce environmental impact
- Increase use of e-materials in all courses
- Revise English rubrics and resources
- Work with Aboriginal Access Services to support its staff and increase UUP Indigenization
- Partner with Chilliwack Community Services to deliver “Gateway” program
- Partner with Abbotsford Community Services to deliver literacy program

New UUP initiatives, which do not require additional resources, and their anticipated implementation dates are shown below:

- Participate in the “Numeracy at Work” research project (4 faculty) (Fall 2010 to Fall 2011)
- Hire new instructor to replace instructor who retired in 2010 (Fall 2011)
- Hire new instructor to replace instructor who will retire in 2011 (Winter 2012)
- Revise COMP 081 course (Fall 2011)
- Develop new Math 080 (bridging) course (Fall 2011)
- Develop English 091 on-line course (Fall 2011)
- Develop new Provincial-level “Foundations” math course (Fall 2012)

Quality of Program and Delivery

Continuing Studies

Because CS operates on a cost-recovery model, it constantly monitors the quality of its programs. It collaborates with community groups and other UVF units to develop and provide programming that meets institutional, regional, and student needs. The results of this year's program review will be used to inform its future program development and delivery practices.

English as a Second Language

The ESL curriculum committees, working with the International Education liaison, review and assess course offerings and delivery methods to ensure they meet student needs. All ESL certificate-related courses have been identified, and the number of optional elective courses has been reduced in the last year to consolidate resources. The remaining elective courses will be monitored on an on-going basis and offered only when enrolment is sufficient and an instructor is available. To enhance its program delivery, the department will continue to expand the ESL Help Centre support and resources; increase its use of online components in all courses; and develop and offer online sections of existing courses. It will continue to standardize assignments and evaluation methods across sections of the same course. All faculty (permanent and sessional) since 2002 have been hired based on the expectation that they are able to instruct all ESL core courses at all levels.

Upgrading and University Preparation

Each year, the UUP department reviews and assesses its course offerings and delivery methods to ensure that resources and personnel are used efficiently, and students' needs and interests are met in a timely manner. Courses are offered in Abbotsford, Chilliwack, Hope, and Mission at all times of the day, as well as on Saturdays. The department is expanding its online English course offerings from one to two, and an online math course is under development. To support student success, practicum students and volunteers work in some classes, and the department is considering implementing supported learning groups for other classes. Due to recent and impending retirements of B faculty, new faculty must be hired to ensure UUP has faculty with the skills required to offer the array of courses needed by upgrading students.

Community and Educational Partnerships

Continuing Studies

Continuing Studies is a partner in a provincial consortium of 15 colleges and universities that is working together to provide funded training to unemployed individuals. Funding for this project is provided through the Canada-British Columbia Labour Market Agreement. Students must be registered by March 31st and training completed by August 31st. CS is also responsible for mentoring the students and delivering a resume writing and interview tips workshop. Each institute is responsible for registering 41 students.

CS is investigating the possibility of offering courses for SUCCESS clients. SUCCESS is a multi-service agency and one of British Columbia's largest social service providers. It continues to partner with the ESL Department to develop additional 4-credit Teaching English as a Second Language (TESL) course, and with the Library Information and Technology Department to develop a Library Technician Post-Diploma Certificate.

English as a Second Language

At UFV, ESL works with the Continuing Studies TESL program, providing practicum placements for TESL students and sitting on the TESL program advisory committee. In consultation with International Education, ESL and CS created the new intensive TEFL program which will be offered in summer 2011. ESL will continue to work closely with CS on English language-related initiatives.

ESL has collaborated, and will continue to collaborate, with other UFV units to assess the English language skills of international students here at UFV and in other countries, including BBA applicants and students at UFV Chandigarh and students at a partner school in Beijing.

Locally, ESL has developed relationships with English Language Services for Adult (ELSA) providers, particularly at Abbotsford Community Services, for cross-referrals of students. Students who have completed ELSA and who wish to continue ESL studies for academic or career purposes are directed to UFV; students who would be better placed in English settlement classes are given information about local area ELSA providers. UFV ESL regularly visits ELSA classes throughout the year to inform students about ESL and UFV programming.

ESL faculty and staff currently are advisory committee members for the following community groups: Immigrant Youth at Risk, Immigrant Action Plan, and Literacy Matters Abbotsford (Adult Programs, Abbotsford School District ESL).

Upgrading and University Preparation

During the 2009/2010 year, the UUP department partnered with Trades and Technology to offer a class designed to help at-risk Trades students improve their math skills. As result of this partnership, UUP learned that most Trades students do not want to spend time outside of regular classes to work on their math. It also learned that “academic” math differs from “Trades” math and has recommended that other math support services, such as a Trades math centre, be put in place at CTC. The department will continue to support Trades students in its other classes as needed.

The department is committed to working more closely with Aboriginal Access Services (AAS). It will communicate and collaborate more with AAS staff to help ensure that Aboriginal students, many of whom enroll in UUP classes, get the information and support they need to reach their educational goals. The relationships between the UUP and AAS departments will be further strengthened by inviting AAS staff to department functions.

The department continues to partner with community groups to provide off-campus programming. The long-running and highly-successful Chilliwack Gateway program continues due to our partnership with Chilliwack Community Services and School District #33. The newer Parents and Children Together program offered in partnership with Abbotsford Community Services also continues; however, the program is under review so changes can be made that will increase participation. Because future funding for these programs may be reduced or terminated due to government cut backs, the department will work with its partners to find ways for them to continue. With the loss of the Regional Literacy Coordinator position, it will be harder to establish community partnerships in future, although UUP will remain, as always, interested in developing those partnerships. Many faculty and staff sit on UFV, regional, and provincial committees. Such service provides opportunities to develop partnerships and participate in collaborative ventures on behalf students.

Accountability

To ensure that there is follow-up on the Education Plan, the Dean will work with department heads to monitor progress and provide support, when needed.

Continuing Studies' newly-proposed certificates and subject areas each have budgets that will be reviewed every month. As a cost-recovery unit, the Director regularly reviews and monitors all CS operations and initiatives.

Timelines and outcomes will be set for new and ongoing initiatives set out by the CS, ESL, and UUP departments. The Heads/Director of the departments, along with faculty and staff, will regularly review their initiatives at monthly meetings and at their annual departmental retreats. Partners and stakeholders will also be asked to participate in the review processes.

Successes

Continuing Studies

Throughout the past year, CS has been involved in the program review process. It completed and submitted its self-study in October 2010 and will welcomed the external review team in early December 2010. In addition, the Paralegal Diploma program successfully completed its 30-day Ministry peer review. The planned start date for this program is Spring 2011. The TEFL Certificate program, approved by Senate this past year, is to be offered beginning May 2011.

English as a Second Language

The ESL department formed a committee dedicated to raising awareness of English language and cultural issues for students with a first language other than English among the UFV community. Throughout the year, the committee has presented and given information and materials to several departments and will continue to do so in the future. The ESL Help Centre has added additional resources and expanded its hours. As a result, more UFV students enrolled in ESL as well non-ESL courses are getting help with their English language skills. One faculty member, Gilmour Jope, is currently conducting doctoral research on the extent to which TESL practicum students incorporate pedagogical theory into their lesson planning; other faculty members (Kerry Johnson, Helen Butner, and Michele Secret) presented research results on the effectiveness of instructor feedback on student writing at TESOL in Boston.

ESL has recently hired former UFV ESL program student, Alicia Friesen, as its department assistant. After completing ESL studies, a diploma, and an undergraduate degree at UFV, Alicia worked for two years in International Education. She credits the UFV ESL program with helping her to achieve her academic goals. UFV's list of graduates regularly includes former ESL program students graduating from a wide variety of disciplines.

Upgrading and University Preparation

During the last year, the UUP department developed a new fundamental-level computer course (COMP 062: Navigating the Digital World), offered its first on-line English course, and revised the ASE Workplace TASK program. The department continues to work on new math courses that will articulate with the new Ministry of Education math courses, and additional on-line courses.

There are, literally, hundreds of examples of students who have completed their upgrading with UUP and gone on to obtain certificates, diplomas, and degrees. This year, former UUP student, Dennis Clark, was profiled in UFV's magazine, Skookum; while one of our Hope Centre students, Kam Fung Li, was awarded a Writing Centre writing prize.

Faculty of Arts

EDUCATION PLAN 2011-2015

Submitted by:
Jacqueline Nolte, Dean

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CHANGES IN THE POST-SECONDARY CONTEXT

The most obvious change of context affecting UFV is delivering a mandate as a special purpose teaching university with a new strategic plan minus the requisite funding to either improve or launch new initiatives. Yet, because of our new university status, expectations of students and faculty are high. Added to this, demand for university classes is growing in the Fraser Valley. The SCMS department summarizes the context as follows, *“a growing population in the Fraser Valley and an uncertain economic climate have increased student demand....Our students and graduates suffer financial hardships and face stiff competition for employment in an increasingly globalized environment. The Fraser Valley itself is changing, becoming more urban, more diverse and more connected to distant parts of the globe through migration, commerce, crime and other links. At the same time, we face extreme budgetary constraints and increased competition from nearby (or online) educational institutions.”*

Our students expect an education that is relevant to the world in which they live; they anticipate knowledge of how to combine and apply disciplinary-based methodologies so as to become effective citizens, capable of addressing complex problems. Often, they want knowledge of how to directly apply their learning to workplace experience and how to import their working, and lived experience, into the classroom. In an effort to meet these expectations, the Faculty of Arts plans to continue to promote multi-disciplinary initiatives and review general education requirements within its programs. The Philosophy and Political Science department writes, *“As the “knowledge based economy” deepens in Canada, we believe that an Arts degree is more relevant than ever before. In this economy, employers are looking to hire employees with a general curiosity about the world, sound critical reasoning skills, and the ability to communicate effectively in a variety of formats.”* The Faculty of Arts will graduate students with these attributes as well as with social and political research skills, interpretive skills, historical consciousness, the ability to understand human behaviour and to analyze human and environmental interactions. We plan to attract students by offering courses that improve their employability by virtue of applying analytical, research and writing skills to complex social and environmental changes.

The growth of multi-disciplinary programs has occurred largely 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. There are very good reasons to approach these new issues from a multi-disciplinary perspective, and even within the traditional disciplines, graduate students are choosing to tackle issues beyond disciplinary boundaries. We are in a good position, in terms of human resources, to deliver and develop these new programs if we can determine how best to administer them. Strategically, they are largely cost neutral, drawing from a range of disciplinary-based majors and attractive to partnerships, local and international. There is no suggestion that curriculum is compromised by a multi-disciplinary approach. The Faculty of Arts will maintain support for the traditional disciplines and will build multi-disciplinary programs as much as possible using existing courses, administering them as efficiently as possible.

In the context of our mandate as a new university, our faculty members anticipate opportunities for innovative course and program development, professional development and increased support for research initiatives, particularly when such research has demonstrable benefit to UFV's teaching mandate. Linked to this, is an interest in collaborative research, flexible delivery formats and greater freedom to negotiate class sizes so as to facilitate various and related academic pursuits. A growing number of faculty also argue the need for graduate programs that will lend strength and credibility to the undergraduate programs and that will help in retaining both students and faculty. These will benefit, as well, in the provision of TAs who, in turn, can assist with marking. Smaller departments worry that graduate programming will occur at the expense of developing programs in departments without

majors. We have little to address these challenges with, apart from our own ingenuity. In the Faculty of Arts we plan to organize ongoing discussions with the purpose of sharing models and perspectives regarding flexible delivery formats and class size, recognition of research and innovative teaching models, and delivery of graduate programs.

New Governance and Faculty Structures

The Faculty of Arts plans to form a College of Arts under a Dean of Arts. The College of Arts will comprise a Faculty of Humanities and a Faculty of Social Sciences administered by two Associate Deans whose functions will cut across the faculties in accordance with functions common to the College of Arts. This reorganization will permit a doubling of faculty representation at Senate. The formation of a College of Arts will ensure program and curriculum coherence in the arts so as to facilitate efficient program delivery and advising for students. It will enable the continuation of the recently developed governing Arts Council and Arts Faculty Curriculum Committee (AFCC) as well as the following curriculum committees, each of which have established terms of reference and are represented at AFCC: the BA Program Committee; the BGS Program Committee; the BFA Program Committee; the BA (Crim) Program Committee; the Interdisciplinary Certificates Program Committee. Maintaining the integrity of the Arts allows for all areas in the Arts to share the services of the Arts Advice Centre, the Program Developer, the Assistant to the Dean (renamed Manager of Academic and Administrative Services), the Faculty of Arts Committees Assistant, and administrative assistants in the Deans Office.

The Faculty of Humanities will house the departments of English; Communications; Modern Languages; History; Philosophy and Political Science and the following creative arts departments that wish to remain distinct departments but that plan to explore the formation of a School of Creative Arts: Visual Arts (including Graphic Design, Art History and Film); Theatre; Fashion Design. The latter all sit on the BFA Curriculum Committee along with Creative Writing and MACS. Multi-disciplinary and interdisciplinary programs housed in these Humanities departments will continue to be administered by the dept. heads responsible for these, namely Mennonite Studies administered by History; Early Modern Studies administered by English and Journalism administered by Communications. The Humanities departments will continue to be administered by existing Department Assistants.

The Faculty of Social Sciences will house the departments of Social Cultural and Media Studies (i.e. Sociology, Anthropology and MACS); Geography; Psychology; Economics; the School of Criminology and Criminal Justice and the multi-disciplinary and interdisciplinary programs housed in these departments. The latter include LAS and Women's Studies in SCMS and Indigenous Maps, Film, Rights, and Land Claims Certificate in Geography. The Social Sciences departments will continue to be administered by existing Department Assistants.

The Arts has been a leader in innovative, multi-disciplinary program development. To this end, faculty members have developed productive and collaborative working relationships. Maintaining the integrity of the Arts in the form of a College of Arts under one Dean will ensure the success of these programs and the continuation of innovative programs that respond to unique socio-political and cultural issues confronting current generations of students. It is advantageous for the multi-disciplinary programs that embrace a range of arts disciplines to be housed within a single College of Arts that can attend to the development, coordination, time-tabling, review of courses, the hiring of faculty and cross-appointments, the development of appropriate delivery modes, team-teaching, best practices, and the delivery of advising and support for students.

Multi-disciplinary degree programs that are under development in the Faculty of Arts, and that were prioritized in previous education plans, include: the Global Development Studies Degree (involving over

ten disciplines); the Media Arts Degree (involving six disciplines), the Indigenous Studies degree and the Environmental Studies degree (each of which incorporates a number of disciplines). When these multi-disciplinary degrees are implemented they will require more than simply being represented on a shared program committee, as is the case with the certificate programs. To ensure the successful start up of these degrees, each will require at least one faculty course release (contingent on enrolment) for a program coordinator as well as the program resources specific to the degree. Once these programs have been approved each will have direct representation on AFCC and they will share an administrative assistant. It is important to recognize that these individual programs will not be equivalent to departments but they will be recognized in the curriculum committee structures to ensure rigorous academic review and coordination across the Arts curriculum.

Coordinated Advising

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 are further challenged by having to provide advising on Chilliwack campus at least once a month and will need to do the same for Mission.

Advisors need both improved technology with which to work as well as increased assistance in numbers of advisors and staff. The Center's attempts at working with IT to create student friendly, interactive advising tools online have not been possible due to limited capacity in IT. A number of universities in the region have developed effective websites with interactive advising options, institutional program option days, new registrant days, parent days, first year experience programs, at risk student programming, etc., all of which further challenge the Centre's current limited abilities to provide advising support.

Advisors have commitments beyond working directly with the student body. To assist departments with quality of program and delivery, Arts Advisors serve on the Advising Council, Arts Faculty Curriculum Committee, Arts Faculty Council, Arts Department Heads, BA Program Committee and Bachelor of General Studies Program Committee. Departmental liaison with disciplines with specific programming in the BA (Honours, Majors, Extended Minors, Minors, Diplomas, and Certificates) has proven invaluable in conveying student programming needs. The Arts Advice Centre has taken a lead role, as well, in the Academic Advising Council and Continuance Policy discussions.

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. It is anticipated that the Institutional Advising Review will reinforce the need for a reallocation of advising resources to the Arts Advice Centre, which caters for arts students and students requiring minors from across the Faculties. An integrated plan for advising is required to ensure sufficient resources to support institution-wide needs in as cost effective a manner as possible.

The move of the Chilliwack Campus to the Canada Education Park

This move to CEP will have a profound impact on the Faculty of Arts due to the disruption that the Theatre department will experience. Since the teaching/performance theatre will remain at its current location on the Chilliwack North campus, this move will 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. This will mean increased workload. The department is

working on strategies to ensure the move to CEP will have a minimal impact on student learning and success but maintaining morale is already a challenge since there is no funding in place to secure the building of a new theatre facility at CEP. The Faculty of Arts supports the continuation of the Theatre department, which has a record of professional delivery of 31 years. Theatre courses are currently integrated into the BA, BFA, BGS as well as into recent inter-disciplinary certificates and new degree proposals. The Faculty will continue to plan for the delivery of the program, albeit based on the anticipated lease-back arrangement of the Chilliwack North facility. In the event that such a lease-back arrangement cannot be secured, the Faculty and department will have to develop plans to ensure the continued, and integrated, delivery of Theatre courses at CEP and other campuses.

NEW PROGRAM INITIATIVES

The delivery of the following degree programs remains central to the mandate of the Faculty of Arts: the BA degree, the BA (Criminal Justice) degree, the BFA, the BGS degree and the MA (Criminal Justice). Within the BA we offer 9 majors, 15 extended minors and 23 minors. Within the BFA we offer one major. In addition to this, we offer the Associate of Arts Degree (four options), four diplomas and a range of certificates. Excluding certificates the Faculty is responsible for the delivery of 56 programs.

Plans to introduce new programs in 2011

A package of BFA minors is at the stage of being scrutinized by a DQAB external panel. Contingent on their recommendation, five new minors will be introduced into the BFA, all of which are made up of existing courses.

The cost implications of this initiative entail creating a position for a BFA advisor who will be linked to Arts Advice (see below). The recommendation is that the current Program Advisor position in the Visual Arts be terminated and that a new position be created in Arts Advice.

Plans to introduce new programs in 2012

The GDS degree (involving over ten disciplines) is currently at Senate and, contingent on approval, will be submitted to DQAB for consideration after the six month moratorium (i.e. May 2011). The site visit is estimated to take place in Fall 2011 with implementation in Fall 2012.

Costs are estimated to be in the region of \$50 000. Budgetary requests will be submitted in fiscal year of 2011.

The Media Arts Degree (involving six disciplines) will have completed the internal approval process for submission to DQAB by Fall 2011 and the site visit could take place in either Fall 2011 or January 2012. Implementation could take place in January, 2012 or Fall 2012.

Costs have not been estimated but the design of this degree has been led by using as many existing courses as possible and the revival of the Graphic and Digital Design diploma will cover a number of the required courses.

The Indigenous Arts Degree (drawing from a broad range of disciplines) will have completed the internal approval process for submission to DQAB by Fall 2011 and the site visit could take place in either Fall 2011 or January 2012. Implementation could take place in January, 2012 or Fall 2012.

Costs have not been estimated but the design of this degree has been led by using as many existing courses as possible

The above three multidisciplinary proposals have been on the Faculty of Arts Educational Plan for two years and so too has the identification of an interdisciplinary Environmental Studies/Science degree. The Faculty of Arts will introduce these degrees in the order mentioned above.

Disciplinary-based undergraduate degrees for which curriculum working groups have been approved include the Economics major and the Professional Communications major. These will be the next two degrees that the Faculty will submit to ministry. 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.

One of the defining characteristics of the proposed Economics major will be its focus on preparing students for employment. The financial firms Prospera Credit Union and Envision Financial have their head offices in the Fraser Valley (Abbotsford and Langley). Since many economics graduates go on to careers in banking and finance, this close proximity provides opportunities for both employer and employees. 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.

Currently, the Communications minor is proving an attractive option for students; a major will build upon that trend. Many students recognize the pragmatic value of communication skills to employers. The emphasis on applied communication skills for the workplace in the proposed degree will prove attractive to students in ways different 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. No faculty hires or significant capital costs will be incurred.

Program initiatives that are underway in the Faculty, without formally approved curriculum working groups, include the French major, a Spanish minor and a Theatre major. These initiatives are contingent on growth funding as they require additional hires as well as demonstration of demand. MOLA has been requesting a Spanish minor since 2006, students of French have submitted a petition for a major and the Theatre department is exploring how to deliver a major within the next three years, working on new or cross-listed courses with the English and Visual Arts departments and with attention to courses with indigenous content.

A Criminology and Criminal Justice Honours program is being proposed. This will incur little extra cost due to the existence of graduate programming that is already in place.

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 Faculty 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. This effectively creates a cost neutral program. The proposal will need to meet the new demands and review structures of integrated planning. The program will affect the History department enrolment in two ways: the shift of instructional workload (5 to 6 sections annually) will help to increase utilization rates of undergraduate sections; due to these sections being attached to regular B faculty, this efficiency can be achieved without losing FTEs or undermining the undergraduate program.

Master's in English: discussion is underway with regard to broadening the appeal of this graduate degree to a broad range of undergraduate students.

Master's in Migration and Citizenship : an interdisciplinary Masters in Migration and Citizenship is being explored as a dual degree initiative involving local and international partners.

Certificates

A number of certificates have been developed this past year for delivery next year. All of these have made best possible use of existing resources without increasing the number of sections offered (except in the case of one initiative for which sections were funded through the Development Office).

Certificates approved this year include: Diaspora Studies Certificate; Mennonite Studies Certificate; Early Modern Studies Certificate; Professional Communications Essentials Certificate; Animation Certificate; GIS Certificate.

Certificates in process include a Music Certificate; an Animation Arts Certificate; a Leadership Certificate; (awaiting approval for the formation of a curriculum working group) a certificate on Aging designed by faculty members from Psychology, MACS, Philosophy and Nursing.

QUALITY OF PROGRAMS AND DELIVERY

Reviews

In the Arts we have worked well across disciplines to maximize our human resources and knowledge base. Aside from the continued development of these multi-disciplinary degrees approved in last years Educational Plan, curriculum working groups continue to work on disciplinary-specific programs. They have not been discouraged from doing so but there is currently no commitment to including these in this year's Educational Plan due to the absence of growth funding. However, we will move these forward when resources permit. The allocation of sections across departments is being reviewed by the Dean and Associate Dean so as to achieve a balance between program requirements, a reasonable selection of electives, and resources that can be directed to new initiatives in the Arts.

With no money for new programs, departments have been encouraged to review program requirements, to plan for sustainable growth and to work in collaboration with other departments. Unit, program and course reviews will continue to take effect this year. A report on the Criminology and Criminal Justice Program Review will be submitted to Senate in the Fall. The English Department has begun its Review. The Arts Advice Centre will be included in the university-wide Advising Review and has been proactive in looking at examples of self-study. Internal reviews are being undertaken by the BA Program Committee and the BGS Program Committee. The BAPC plans to review the required writing, reasoning and lab requirements of the BA degree and to explore the possibility of introducing

language/intercultural skills¹ and other clusters deemed central to delivering a BA in 2001. The Faculty plans to increase the rigour of course review and approval through the FC committee structures, thus preventing unnecessary duplication of courses and encouraging a sharing of resources where appropriate. This will be done with attention to moving course and program reviews and requests swiftly through the system of approvals, while respecting the expertise of the committees that begin with those that are discipline and department-based.

Departments will continue to review and plan at their annual retreats and monthly meetings, some of them liaising, as well, with external advisory committees. Faculty and staff share information and develop strategies to address concerns in their areas, working primarily from their collective experience and student stories but also with information collected from Institutional Research.

The Geography department is leading the way in a curriculum mapping exercise which, in accordance with their vision of the skills and knowledge students require for graduation, entails re-evaluating the content of first and second year courses.

SCMS plans to develop a Sociology Research Concentration. This concentration aims to train social researchers to tackle the Fraser Valley's social problems or apply their skills elsewhere while bringing together faculty and student research interests.

Visual Arts is reviewing the BFA major such that program delivery will be enhanced by a two-pronged program revision to the Visual Arts major to improve learning outcomes in the foundation semester.

Theatre is working on new upper level courses and investigating ways to offer more lower level technical theatre courses while strengthening linkages to other departments and programs in keeping with the institutional strategy of integrated planning.

The School of Criminology and Criminal Justice has decided to move to direct entry in an attempt to encourage students to continue into their 3rd year. The School continues to position itself on the cutting-edge of criminology and criminal justice education by expanding further into the field of public safety. It plans to develop a new 3-credit course entitled Crim 435: Innovations to Current and Future Issues in Canadian Public Safety as a 4th year course focusing on the issues of emergency preparedness and planning, incident management, deployment of first responders, issues around decriminalization of certain social issues, regulatory laws, restorative justice, private policing, crime prevention, and border security. This course will be offered every academic year and taught by a full-time faculty member. The school plans to develop a greater emphasis on indigeneity, ethnicity, and cultural issues and will hire a new faculty member with strengths in these areas. It also plans to investigate the effects of reducing lower level sections to increase upper level options and to develop six more courses for online delivery over the next academic year

¹ As noted by MOLA, "the forces of globalization have significantly increased the importance of language skills for individual success and social harmony....."

Timetabling

Arts Heads and assistants put considerable work into ensuring that program students are able to access the classes they require. Increasingly, departments are advertising their timetables ahead of time so that students can plan their progression through their programs. For example, the History Department advertises their cycle of courses five years ahead, Geography three years ahead. SCMS is working on a three year forecast of course offerings and Communications a two year forecast. Departments with a broad selection of courses rotate these according to demand. These departments are encouraged to plan their course rotations at least two years ahead of time. Some departments have requested early access to other Arts timetables so that greater coordination can take effect. The Dean's Office will endeavour to encourage departments to circulate their draft timetables to other heads as soon as these are in effect, and prior to the deadline for submission for publication.

There is much work that remains to be done on coordinating lower level classes in Chilliwack and in Mission. The position of a campus manager on these two sites could well assist in such coordination as could the Director of Enrolment Management. Heads are keen to work with individuals who might be appointed for this task. In the interim, a package of certificates and the Graphic and Digital Design (GDD) diploma have been identified as programs that can be delivered in Mission to supplement Arts courses already there. Communications has committed to offering the Professional Communications Essentials Certificate on Mission Campus. In Chilliwack, classes that are offered are those that are required by programs located in Chilliwack. English cooperates with Theatre in terms of the scheduling of drama and playwriting courses. The new English/Theatre shared hire will help to encourage a multi-campus approach to service delivery and her presence on the Chilliwack campus will enhance the presence of English in Chilliwack. Philosophy offers multi-campus lower level offerings as does Psychology and the School of Criminology and Criminal Justice. Visual Arts plans to expand its Art History offerings and studio-based courses that require minimal facilities.

Enhanced Delivery

Many departments are working at greater than maximum efficiency. Online offerings have been expanded in Psychology, SCMS and English. History has trebled its online offerings to meet high demand and offers online courses only over the summer semester so as to accommodate student need. Criminology and Criminal Justice plans to increase its online offerings but resources are needed to support this development. An upper-level French writing course is being offered for the first time this year as a true hybrid course.

A number of departments plan to continue to offer various forms of peer mentorship and collaborative learning programs for students.

The School of Criminology and Criminal Justice plans to partner 3rd and 4th year students who are interested in acting as mentors with 1st and 2nd year students generally and students who are at-risk.

The History Peer Mentoring program will match 1st and 2nd year students with experienced 3rd and 4th year students and will work with the Association of History Students to support this initiative. The department has Supported Learning Group (SLG) student leaders attached to several lower level Canadian history survey courses. After a year of varied results, and in association with UFV's SLG administrators, the department reinvented the role of the History SLG leader, allowing the SLG leader to play a bigger and more integrated role in the class itself as a group discussion mentor/facilitator. The results have been much improved.

The Visual Arts department plans to continue working with the SLG Program and hopes to expand the number of students benefiting from the Art History SLGs.

The Economics department has cross-listed 6 business courses as Economics courses. The cross-listing of these courses will benefit students enrolled in the Economics Minor and, when the time comes, in the proposed BA in economics degree.

In the Criminology and Criminal Justice department mentorship begins at the point of student orientation. The School holds a mandatory orientation for all incoming Crim students. Students are introduced to staff and faculty, to the program content, program planning, field practicums and research and education opportunities offered by the School. The meet and greet is organized in the form of small groups and, next year, 4th year students will be invited to the orientation to join these small discussion groups so as to advise and encourage incoming students

The professional development of students is also attended to through mentoring by faculty. Several faculty members actively supervise and mentor work-study students in research assistantships. Sociology faculty are planning to promote the mentorship of students by introducing them to professional conferences, publications and discussions in regard to graduate school, law schools and beyond. Students are being mentored to attend the Pacific Sociological Association Annual meetings; information sessions and course assignments are planned to promote original research in order for students to have work to submit. Six sociology students have submitted abstracts for review and are awaiting confirmation of their participation. The History department will continue to invite a select number of interested undergraduates to the annual Qualicum History Conference, a conference hosted by UVIC, SFU and UBC history departments. This is primarily a graduate student conference, but some undergraduate History students have presented papers there, while others have the opportunity to meet working academic historians and professors they intend to work with at graduate school. This experience has been important to students and helps to raise the profile of the department and institution as a whole. Geography and Psychology continue to support student's participation in undergraduate conferences.

English, History and SCMS are collaborating with the Research Office to organize a Grad School forum (Nov. 2010) and to discuss application processes. Students are being actively encouraged to pursue graduate school application and to apply for SSHRC funding. In addition, Philosophy has offered many individual directed studies courses to help students develop their interests and prepare for graduate school.

Fashion Design students will continue to provide mentorship opportunities in industry, for example, Carmen Janzen was provided a mentor opportunity as part of her Garfield Weston Scholarship. Through this mentorship Carmen had the opportunity to travel to India.

Many departments contribute considerable time to facilitate on-campus opportunities for student engagement. The Theatre department will continue to produce a season of theatre at the Chilliwack North theatre as well as the annual Directors' Theatre Festival, which brings post-secondary theatre students from across the province and provides an important networking tool for students. The Visual Arts department will continue to provide exhibition opportunities for its BFA and Diploma students and the Fashion Design department will continue to offer an invaluable learning experience to its students in the form of the annual Fashion Design Show. The English department plans to develop the yearly publication of its literary magazine into a course with credit either as a practicum for a creative writing concentration or a capstone course for a BFA. The English department will also stage readings and slam

poetry events, both of which facilitate student engagement. Members of the Arts Faculty will continue to contribute to the organization and delivery of the innovative micro lecture series and the university lecture series. These lecture series provide students with the opportunity to engage with professionals in the field, whether from UFV academics or further afield.

A number of study abroad opportunities are planned. Some examples follow. MOLA will coordinate courses with the summer programs of Japanese universities that have exchange agreements with UFV. Geography is planning on continuing its external field school offerings and expanding its internships. SCMS will continue to offer (in collaboration with Geography) a biennial Study Tour to Mexico, as well as field schools and internships including AUCC Students for Development placements. MOLA is spearheading the upcoming Paris Study Tour for June 2011, which is a joint project between MOLA'S French division, Visual Arts and Fashion Design. This collaborative project is energizing students and faculty alike, and reaches out to alumni and members of the general local community as well.

Departments in the Arts continue to promote support of student clubs/associations, for example, Visual Arts Students Association, Geography Undergraduate Students (GUS);, the Association of History Students, the Crim Student Society, UFV Film Club, CIVL radio. The School of Criminology and Criminal Justice plans to be more active in ensuring that students are aware of the importance of this society. In an effort to foster a closer sense of community amongst students and faculty and staff, the Director of the School attends society meetings and the President of the society attends the monthly faculty and staff meetings. Spanish will keep on offering conversational partners to support the quality of the program.

Engaging students entails person-to-person contact as well as social networking. Departments are becoming more aware of the need to provide students with web-based technology through which to communicate. The Fashion Design department will introduce students to social media platforms to market themselves and their products. The School of Criminology and Criminal Justice plans to build a vibrant online community for students, faculty, and staff. The School will establish a Facebook group for Crim students, use Twitter to update students and offer a Director's blog targeted at UFV Crim students and those more generally interested in criminal justice or education issues. Faculty member, John Martin, will link his writing to the School's site, and Adjunct Faculty, Len Garis, will also blog on the site.

RESEARCH AND SCHOLARSHIP RELATED TO PROGRAM DELIVERY

Research and Scholarship in the Faculty of Arts spans a diverse range of interests. This scholarly activity is directly related to the goals outlined in the Strategic Plan of the university.

1. To provide the best undergraduate education in Canada
2. To be a leader in the social, cultural and environmentally responsible development in the Fraser Valley
3. To be innovative, entrepreneurial and accountable in achieving our goals

In **Communications**, one department member is set to defend a doctoral thesis on the risk factors associated with adult learners returning to postsecondary education. Another is conducting research on teaching practices and learning assessment methods and the response to aboriginal students. Other members are investigating ways to improve the experience of online learners at UFV.

In the **School of Criminology**, students are involved in research at the graduate and undergraduate level, and are employed as research assistants. There are several work-study students working in the school, and the school provides many opportunities for students to volunteer with research projects.

Faculty members in **Fashion Design** are engaged in ongoing research in the area of fiber, textiles, and dye. One faculty member has been investigating teaching best practices at institutions offering a similar program. Another faculty member is involved with research and development in the area of 3D software technology, which is used for classroom and industry applications.

The department of **Economics** has been involved in both local and international research that is integrated into class materials, keeping students abreast of advances in the field.

English: *Making Waves: Reading BC & Pacific NW Literature* is a new UFV Press book edited by English Department member Trevor Carolan. The book contains critical pieces by current UFV students and a UFV alumnus as well as several faculty members. Susan Fisher has completed a book, *Boys and Girls in No Man's Land: English-Canadian Children and the First World War*--University of Toronto Press. John Pitcher is publishing *Chaucer's Feminine Subjects: Figures of Desire in The Canterbury Tales* with Palgrave/Macmillan Press.

The **History** department is committed to the integration of faculty scholarship, student-directed research and teaching. A number of courses focus on student-directed research projects, many of which maintain connections with institutions in the region.

Faculty members in **MOLA** are actively engaged in scholarship directly related to the classroom. Two faculty members are authoring textbooks, another is involved in an international internet project, and yet another is attending professional development workshops that lead to advanced skills in the area of student assessment.

Geography's faculty research initiatives include but are not limited to international development, indigenous studies, environmental change, environmental sustainability, water quality and paleo-ecology. Faculty members engage students in their research, and this has resulted in international recognition of students, faculty members and the university.

Within **Philosophy and Political Science**, three faculty members actively pursue teaching innovation, one in applied philosophy, one in making the classroom tolerant and accessible to all, and one in reasoning across the curriculum. Discussions within the department ensure that these results are shared with colleagues.

SCMS department members are engaged in scholarship that supports UFV's commitment to Indigenization and Internationalization in the academy and to the highest quality of undergraduate education. One faculty member's area of research is indigenous knowledge compared to scientific knowledge; another investigates BC First Nations decolonization and reconciliation. Faculty in this department conduct research related to community and international development, focusing on Latin America, on the Indo-Canadian community and on other communities in the Fraser Valley. Other faculty members are engaged in evaluative research towards improving policy and practice. Another faculty member is engaged in research related to popular culture, gender and parenting roles. This has resulted in the development of an advanced level course in sociology of families.

Theatre faculty are actively involved in research and scholarship including creative practice in playmaking and directing, research in intermediality and virtual performance, indigenous performance, directing, and lighting and sound design. All of these undertakings enable faculty and staff to stay current in their respective areas.

Visual Arts faculty members are devoted to developing and maintaining a culture of creativity within their respective areas. Faculty research during sabbaticals generates individual creative capital that is drawn on in the classroom with immediate benefits for students.

STUDENT SUCCESS STORIES AND THE STRENGTHS OF THE DEPARTMENT THAT THEY EXEMPLIFY

Fostering Undergraduate Student Research

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

Recognizing the important skill sets that are developed through research, departments and faculty members throughout the Faculty of Arts continued to develop opportunities for undergraduate student research during the past academic year. The resulting student research projects and publications have been recognized for their excellence at the international, national, and local levels.

- Justine Cullen, (Geography) has won the prestigious Geological Society of America 2010 Farouk El-Baz Student Award.
- Justine Cullen and Emily Helmer (both Geography students) won NSERC 2010 Undergraduate awards.
- Tanya Jonker (Psychology) won an NSERC 2010 Post Graduate Scholarship
- Students from SCMS, Criminology, Psychology, Philosophy, English, History and Political Science all won UFV Undergraduate Research Awards.
- Sociology (SCMS) students Victoria Harris, Chad Doerksen, and Angella Willmott have had papers accepted for presentation at the Pacific Sociological Association in March 2011, and several others are expected to receive approval.
- During 2010, Criminology students participated in student-led research projects, and attended national and international conferences.
- Arts Faculty members play an important role in the recently opened Kipp Centre for Social Research, working in the centre with work study students in a variety of research projects.

Student Practicum Placements and Internships

The Faculty of Arts is committed to workplace learning. Students across the Faculty 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.

- Practicum students in CMNS have produced several video tutorials that are integrated into the BC Government's Education planner website and are used on the department's own website.
- A number of Geography students are situated in community planning, geomorphological engineering and analysis, and overseas development and aid internships and practicums.
- Criminology students have had a variety of successful practicum placements including (to name only a few) ICBC, the City of Langley, and Correctional Services of Canada.
- Fashion Design students are placed with theatre production companies, fashion design studios, and events such as Vancouver Fashion Week.
- History 301 students are regularly placed in practicums for historical research projects for regional archives, museums, national historic sites and independent researchers. In 2010, History 401 students completed practicums at The Reach, the MSA museum, the Abbotsford Genealogical Society and on the local book project Alphabetically Abbotsford.

- A number of departments and programs within the Arts (Mennonite Studies, Spanish and Latin American Studies) have recently been approached to cooperate in the development of Mennonite communities in Paraguay.

Post Graduate Student Awards, Employment and Creative Accomplishments

Departments throughout the Faculty of Arts can be proud of the accomplishments of the students graduating from their programs.

- Students from all of the departments within the Arts are going on to graduate schools in Canada and around the world. Many of these students have received graduate student scholarships and awards, based on their achievements here at UFV.
- Students graduating from UFV Faculty of Arts programs are finding employment across the lower mainland of BC, and across Canada - in our public schools, universities, major banks, government agencies, as well as small and large businesses.
- The recent creative accomplishments of our students graduating in English, Visual Arts, Fashion Design and Theatre are many and include art and photography exhibitions, lines of fashion design, theatre, film and television productions, and major roles in the performing arts.

MAINTAINING AND BUILDING COMMUNITY AND EDUCATIONAL PARTNERSHIPS

The Faculty of Arts offers courses that are relevant to our mandate as a regional university. 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. As indicated throughout our Education Plan, partnerships within and across faculties are also vital to the success of our Arts students and to building successful interdisciplinary programs.

- **Communications** has relationships with local employers that allow the department to keep in touch with their training needs, while generating financial resources for the department. 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 (Anacis 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.
- Through its various centres and practicum placements, the Department of **Criminology and Criminal Justice** has maintained successful partnerships with a wide range of government, criminal justice and community organizations.
 - New partnerships are being cultivated with WorkSafeBC, DIVERSEcity, and with the Ministry of Transportation and Infrastructure. Such partnerships will foster practicum placements, as well as research opportunities for both faculty and students. Such partnerships also inform the department regarding the current needs of employers.
- **Economics** faculty members participate in university wide initiatives such as Elder College. One faculty member sits on the Aboriginal Business Education Committee and attended the Ch'nook Scholar Program annual meeting. There have been discussions regarding a Ch'nook Scholar Outreach Program at UFV in 2011.
- Two **English** department members are acting as liaisons in ongoing partnership with local high schools (Mission Secondary and Yale Secondary). The English Department's writer-in-residence provides writing workshops for and hosts events open to community members. The Readers Series, as well, is open to the public. Department members presented a reading of a new play in October at The Reach Gallery. This play dealt with issues particularly relevant to the Indo-Canadian community. The cast consisted of students, staff, and community members

- **Fashion Design** has a long history of partnerships with industry, through practicum placements. It enjoys positive relationships with the Abbotsford Arts Council, The Reach Gallery, as well as local schools and businesses. The department benefits from these relationships through the donation of resources such as looms, knitting machines and through sponsorship of its annual Fashion Show.
 - The department is pursuing a partnership with Radcliffe University in Ghana, towards providing student exchanges and possible tuition revenue for the university.
 - The department is working with the Alumni Association towards developing a Fashion Design newsletter for program graduates.
- The **History** department has successful ongoing partnerships with public history organizations throughout the Fraser Valley, and is pursuing opportunities for new partnerships in the year ahead.
 - Through its course History 440: Doing Local History for the Web, students will research historical topics of the Lower mainland, and will work with local museums, archives and other public history repositories in the region.
 - After years of co-sponsoring the Fraser Valley Regional Historica Fair, the History department is now developing a new type of history fair, which will better suit the needs of the department and the university in terms of exposure and recruitment. The new fair will focus on senior secondary students and an expanded list of historical topics. This will in turn allow for greater participation of department members.
 - The department is in the very early stages of considering a possible partnership with the Reach Gallery Museum, which may take the form of increased service learning opportunities, co-op placements and/or a Heritage Studies certificate.
- Faculty members in **Geography** currently collaborate with universities in the United States and Canada, and with a wide range of government ministries nationally and internationally. Internally, the department has been involved in initiatives with Global Development, the Biology department, Indigenous Studies, and the Centre for Indo-Canadian studies. In the year ahead, the department will focus on strengthening these partnerships internally and externally.
- **Modern Languages** is a partner in Global Development Studies, Indigenous Studies, Indo-Canadian Studies and Mennonite Studies. Spanish has established relationships with NGOs in Nicaragua, where students may be sent for immersion experiences. Faculty members and students have been involved in the Abbotsford Multicultural Festival since 2008, in a variety of capacities. The French division was asked by the city to be a part of the 2010 Olympic Torch Relay Celebration, boosting the visibility of UFV and the department during this important national event.
 - New initiatives include a pending partnership with Chuo University in Japan, which may provide exchange opportunities for UFV students.
 - Spanish, along with several other departments and programs are involved in conversations with the Paraguayan Ambassador to Canada regarding the development of internship programs with Mennonite communities in Paraguay.
 - The department would also like to follow up on the MOU with St. Petersburg, Russia to develop exchange opportunities for students.
- **Psychology** faculty members are involved in work throughout local communities and are involved with Memory Institute, Elder College, and various initiatives with the Ministry of Family and Children.
- **Social Cultural and Media Studies (SCMS)** faculty members are involved in a number of internal and external partnerships.
 - Working with the Centre for Indo-Canadian Studies here at UFV and the Department of Asian Studies and the Centre for India and South Asia Research at the University of British Columbia, Nicola Mooney (Anthropology) organized a May 2010 conference on the Punjabi Diaspora: Disorienting Bhangra.

- Katherine Watson and Chantal Marlor (both in Sociology) are involved with the Kipp Social Research Lab, and supervise student research projects there. On an annual basis Christine Elsey (Anthropology) co hosts with Hope Museum a daylong exhibit for National Aboriginal Day. Douglas Hudson (Anthropology) regularly partners with faculty in other BC universities for joint archaeological field schools, and is currently Chair of the BC Soc/Anth Articulation Committee.
- Martha Dow continues to work with the Centre for Criminal Justice Research supporting interdisciplinary opportunities for research and student development.
- Stephen Piper (Sociology and Latin American Studies) has been instrumental in the proposal for a degree in Global Development Studies and is part of an initiative to develop an internship program with Mennonite communities in Paraguay.
- The **Theatre** department enjoys a wide range of community and educational partnerships developed and nurtured over the 31 year history of the department. These include the Harrison Festival of the Arts, Chilliwack Players' Guild, Gallery 7, the Chilliwack School of Performing Arts, Abbotsford Children's Theatre, and UFV friends of Theatre, to name a few.
 - The department intends to formalize these relations with a MOU that acknowledges the scope and value of these relationships. It hopes to host an annual meeting of partners.
 - The department has established an international relationship with the University of East London. UEL currently sends one student per year to study in the department. Faculty and staff hope to develop this relationship by encouraging both faculty and staff exchange.
- **Visual Arts** has a history of collaborative ties with community groups and schools such as Chilliwack Arts Council and Mt. Lehman Elementary School. The department has partnered with Abbotsford Reach Museum and Gallery in the presentation of artists talks and faculty and student exhibitions.
- A new partnership under consideration is the addition of an adjunct faculty member in the area of Art History. This will promote opportunities for dialogue and intellectual development as well as forming a stable relationship with the community.
- A faculty exhibition is planned at the Maple Ridge Art Gallery in early 2011, which will extend the department's ties to outlying communities.

RESOURCES

Departments were asked to list the most urgent material resources required in their departments for effective delivery of programs.

The responses included requests for an additional 14 positions for teaching faculty, 1 advising faculty and 3.5 -4 staff positions. Requests included the need for better library resources, more e classrooms, software upgrades, and new and improved facilities. These are detailed below

Teaching Faculty

In response to the question pertaining to how departments ensure that they have the right complement of faculty to deliver the breadth and depth of their program content, departments have collectively identified the need for at least 14 positions in the Arts. Given the absence of growth funding these requests cannot be met but they are documented for the purpose of setting priorities in the future and in the event that resources become available. A summary of the respective arguments follows.

The number of sessional faculty in the School of Criminology and Criminal Justice would suggest the need for two new Type B faculty members.

In the English department there is an imbalance of regular and sessional hires. The English department has requested two new hires teach the breadth and depth requirements of the program. These would be in Rhetoric and Children's Theatre/ Literature.

In Fashion Design a number of sessionals work in industry thus benefiting the department with these links however the department is shorthanded with only 2.5 regular faculty members. The department has requested an increase of one position by 1/7.

The Geography department has requested the filling of the physical geography position vacated four years ago by the departure of the previous department head, a position recommended by DQAB in relation to delivery of the BSc.

Graphic and Digital Design: The delivery of this program for Mission will require a minimum of one 100% and two 50% hires.

MOLA requires an additional position in Spanish for the delivery of a Minor and Extended Minor. It also requires an additional hire in French to enable a delivery of a French Major and to provide qualifications, stability and commitment that sessionals cannot offer.

In the Visual Arts department, since the secondment of an Art History faculty member to the Dean's Office, the department has been short-handed by one full-time faculty member, which has had a significant impact in terms of adding workload to other faculty members to fulfill various internal committee duties. If this secondment continues, a 5/7 position has been requested to be filled by a specialist in Canadian and Indigenous or Indo-Canadian and Modern.

Visual Arts has also recommended at least one section release for a faculty member to administer the UFV collection and the gallery. Ultimately a proper appointment for the UFV gallery is required to raise the profile of this space. The suggested model of a 1-2 course release is derived from Vancouver Island University. In this respect the VA department lags behind other BFA art schools that have professionally equipped galleries capable of supporting dynamic exhibitions.

The Philosophy and Political Science department has requested an additional faculty member with expertise in public policy to support the development of the major in Political Science, the new major in Global Development Studies and other institutional programs such as Environmental and Diaspora/Migration studies. The department anticipates at least three retirements in the next five years – two in philosophy and one in political science. It will be essential to replace these faculty. This will provide an excellent opportunity to hire an individual specializing in Indigenous ways of knowing, morality or ethics. With a retirement of a faculty member in circa 4-5 years, the department will lose the only faculty member who teaches courses in religious studies. A full time faculty member is requested to teach in this area.

The Psychology Department has requested two new positions to reduce the number of sections taught by sessionals.

In SCMS some essential courses are being taught by sessionals. Over the past decade SCMS has not been able to ensure it has the right complement of faculty needed to teach the breadth and depth requirements of its programs. When regular faculty have left, they have not been replaced in such a way as to ensure the continuance of programs. The department has requested a hire in Gender and Development, preferably with a regional focus in Latin America. Such an appointment would serve Global Development Studies, Sociology, Anthropology and Gender Studies. The department has also requested a second Type B instructor for Media and Communication Studies to fill a recent vacancy.

In the Theatre department 60% of sections are being taught by sessionals thus Theatre has requested an additional hire.

Advising

The Visual Arts department has recommended the creation of a BFA educational advisor housed within Arts Advice, to serve the BFA Major and minors under consideration by DQAB. This person will also be able to advise students interested in the Media Arts Degree and related creative arts programming.

The Arts Advice Centre has been operating with soft funding for well over a year to ensure a minimum of services to students. Thus, notwithstanding the Advising Review, it is urgent that this soft funding be converted into the base budget in the Centre. An additional 40% top up of the 60% Arts Advisor position is requested.

Staff Complement

The Dean's Office requires the current auxiliary assistant position in the office to be funded from the base budget. A summary of staffing needs in the Dean's Office includes: increase 70% position to 100%; increase 60% to 100%, and review placement on scale; new permanent 100% in Dean's office to add support for two Associate Deans; new permanent 50% position to support Program Development office; new permanent 50% position in Dean's Office (from reduction of maternity leave and existing auxiliary funds. This will become an additional cost item in October 2013.) A new title will be introduced for the Assistant to the Dean, namely the Manager, Academic & Admin Services.

The English Department offers 195 sections per year. In order to keep pace with sessional contracts, complexities of time tabling, program waivers, prerequisite waivers, transfer credit waivers, directed studies, honours, and course repeats, etc. the department needs a 50% department clerk who can take on some of the responsibilities now resting solely with the department assistant.

The School of Criminology and Criminal Justice request an administrator of their centres, a position previously funded by Ministry grants.

The Visual Arts department has requested an increase of the Department Assistant from 50% to at least 75%. The department is running close to 94 sections per year, across four different disciplines - one of which (GDD) is newly developed and continues to field endless inquiries - with everything from certificates, diplomas, minors and extended minors to its own major in the BFA. The department has close to 30 faculty, sessionals and staff to manage as well as complex facilities.

The Philosophy and Politics department shares a Department Assistant with MOLA. With the addition of major programs in philosophy and politics, the DA position in this department has become more demanding. While the 50% for this area might not merit a full 50% increase the position could be combined with administering a couple of interdisciplinary certificates (e.g. Indo-Canadian and Diaspora)

The Arts Advice Centre requests an additional 20% on top of the current 80% Arts Advice Centre Assistant

Technical staff

The Geography department requests at least a half time position as lab technician to service physical geography and techniques courses in second, third and fourth year.

The Psychology department has requested a laboratory technician

The Visual Arts department has reiterated its request from 2008 for a complement of 3 full time technicians, 1 and a half auxiliary technicians, and 1 visual resource librarian. To this end it requires an additional 1.3 full time technician, an additional .5 auxiliary technical support and an additional .5 Visual Resources librarian. As a step towards this it requests that the 70% studio technician become 100% and that the two 40% auxiliary positions become 50% positions. The head writes, "One of the biggest hurdles

we are facing in trying to deliver the best undergraduate art education in Canada is that we simply do not have the staff to compete with other university art department to provide full capacity studio access to our students. As a BFA degree program, we cannot even provide studio access on Saturdays at our current levels. This must be corrected.”

Facilities

The Arts Advice Centre requires a larger physical space to provide an area for student self-help and offices for advising staff. Advisors will also need to secure advising space on the Chilliwack campus. The Centre is currently utilizing physical resources as effectively as possible.

The Criminology and English department have requested that all classes be delivered in e rooms

The English department requests both a seminar room and a resource room (requested for the past three years).

The Geography department has requested additional storage space for specialized equipment to service the BSc, more storage space for that equipment and, over the longer term, more space for the student laboratory and a GIS research lab.

Visual Arts is still dealing with deficiencies related to the move to C building; these challenges continued to negatively affect the department.

a) 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 18-20 and additional sections run. Timetabling is compromised due to considerable sound pollution because of the woodworking tools right next to it. This also affects studio accessibility for sculpture classes, and 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.

b) 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

c) The printer/scanner room has already outgrown the existing physical space. A BFA program needs capabilities for 40” digital prints.

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

e) The department still lacks student social spaces

Computer Resources

UFV students expect continued high levels of faculty-student engagement, improved advising services, better online support and access to library resources, interactive technology for information access and innovative delivery methods. Our traditional strength in the Arts results from our investment in faculty with fewer resources having been directed toward administration and information technology. The lack of investment in these areas is beginning to take effect, particularly with respect to those disciplines that are more (and increasingly) reliant on educational technology. The knowledge-based economy is inextricably linked to new digital media and rapidly changing modes of storing and accessing information and UFV is lagging far behind other post secondary institutions in this respect. The task of balancing resource allocation will be extremely challenging but it is clear that there is a strong need for more computer labs and for programming that provides skills in new digital media. Some departments,

nevertheless, have pressed forward in acquiring software to deliver relevant new-media based programming. For example, this academic year, the History department will be offering a student-directed research course, History 440: Doing Local History for the Web, which asks students to present their local history research in a web-based format. The delivery of the BFA, the forthcoming Media Arts Degree and Graphic and Digital Design courses are all contingent on investment in better computer resources.

It is evident that an instructional Mac Lab is needed.²The current 12 seat service Mac lab is being used to teach new media classes of up to 18 students. Scheduling conflicts exist as multiple disciplines (print media, new media, sculpture, photography, and foundations) compete for the existing service lab. The *solution is to* construct a new lab or convert D204 lab into an instructional Mac graphics lab. For the GDD program on Mission campus, an entrepreneurial initiative might lie with Mac Canada providing MacBook pro laptops for all students admitted into the GDD program with costs bundled into their registration fees, thus eliminating the need to create stationary labs on Mission campus.

The Theatre department reminds the institution that the most urgent material resource the department requires is the building of a new theatre facility at the Canada Education Park to replace the “old” theatre left behind at Chilliwack North as a result of the decision to relocate UFV’s campus in Chilliwack.

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. The Economics department plans to work with Business to deliver the cost recovery City of Richmond BBA. Some departments plan to deliver profit-generating programs with the assistance of Continuing Studies so as to supplement the departments’ operating budget. This includes the English department that is considering a Creative Writing certificate and the Visual Arts department that is considering offering training in ceramics and/or silk-screening. The Theatre department will continue to work with local communities and organizations to find sponsors for its production season, and support for scholarships. The School of Criminology and Criminal Justice has developed a partnership with the BC Centres and the My Safe Ride Home project and will continue to generate funds by selling its course models for delivery by other organizations. For further examples of innovative partnerships, as pursued for example by Communications, see above section entitled “Maintaining and building community and educational partnerships.”

Profit-generating initiatives include the Theatre department having raised over 1.3 million dollars in box office ticket sales over the thirty years of its operations, all of which has been put back into providing valuable learning opportunities for students as well as into the employment of two members of staff. These sales will continue to supplement the operations of the department.

The Fashion Design department is exploring plans to partner with the Business department to assist in opening a retail space for students to sell their products. Such a venue could also house work by VA and GDD students.

²In a previous timetabling scenario for an instructional MacLab, dividing each day into three realistic teaching periods across the morning, afternoon, and evening and accounting for a M-F week, the combined user groups would have filled 13/15 openings. At that point, there could have been an argument made for opening two labs. Even if Graphic and Digital Design were to move to Mission campus, and a Mac Lab were developed there, we would still have a void to fill for the Abbotsford Campus

Research contracts bring money into departments and UFV as a whole. The School of Criminology and Criminal Justice is at the forefront of generating these contracts and will develop and expand its range of partners. The school actively uses its four centres to raise funds and remains committed to raising funds for scholarships. One of its newest partners is with Fire Services which, in November 2010, will be making a \$30,000.00 contribution to the School which will be used to fund fire-related research and to establish an endowed scholarship. SCMS associates of the Kipp Centre for Social Research plan to secure community and agency research funding in the future. A portion of the grants will help to run the Centre. Members of the Economics department have applied for external funds that will benefit both the department and students. The same holds true for selected members of the Geography department.

The Faculty of Arts now has a regular guest from International Education at the department heads meetings so as to encourage departments to pursue international linkages. Various departments have established MOUs with international partners including, for example, Theatre, VA and MOLA.

The School of Criminology and Criminal Justice is exploring a MA Criminal Justice partnership with Sri Guru Tegh Bahadur Khalsa College, Delhi University, India. This will result in the delivery of the MA program for students who will transfer in from the one semester bridging program in India consisting of three SGT KC courses and two UFV courses from UFV's MA Criminal Justice program.

The Diaspora Certificate was an offshoot of the Diaspora Education Consortium a project facilitated by International Education through the Canada-EU Transatlantic Exchange Partnership project.

The establishment of the GDS degree will result in further international linkages for both faculty and students and SCMS and Geography are exploring funding sources for overseas placements of students.

APPENDIX OF COSTS TO FOLLOW

Urgent items, identified by Dean and Associate Dean

Costs in Deans Office

Securing base budget funds for staff currently funded from soft funds (approximately \$103 860)

Costs related to Department Assistance

50% increase of VA department (approximately \$28 257)

Costs in Arts Advice

Top up of 60% to 100% (approximately \$26 476)

Conversion of program advisor into BFA Educational Advisor

Faculty

1/7 increase of contract in Fashion Design

Faculty of Professional Studies

EDUCATION PLAN 2011-2015

Submitted by:
Rosetta Khalideen, Dean

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Preamble

The Faculty of Professional Studies includes the School of Social Work and Human Services, the School of Business, and the following Departments: Adult Education, Applied Business Technology, Early Childhood Education and Child and Youth Care, Library Information Technology and Teacher Education. At present, the School of Health Sciences is part of the Faculty, but may be made into a new Faculty under the proposed university restructuring to take effect in September 2011. It is also intended to create a School of Education Studies to house the Adult Education, Teacher Education, Early Childhood Education and Child and Youth Care and Library Information Technology programs.

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 Faculty development.

Our Context as a Faculty of Professional Studies

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

- An aging workforce and a pressure on organizations to address the issue of succession planning.
- A continuous movement towards a knowledge-based economy, resulting in a workforce that is seeking the on-going development of new knowledge and skills.
- Students looking for academic and theoretical content in programs beyond mere "job skills" training.
- A demand that our students become culturally sensitive in order to enable them to relate more effectively with indigenous people and with those of different cultures.

- Students wanting to spend less time acquiring an academic credential.
- A demand for programs that will lead to guaranteed employment opportunities.
- More adult learners returning to post-secondary education, with an increase in the number of mid-career adults seeking specific learning to advance or change their careers.
- A significant number of students not completing their secondary education.
- Reduced government funding to post-secondary institutions, creating the need to generate revenue and find other sources of funding.
- Reduced government funding to many of the agencies and organizations our Faculty interacts with, potentially reducing their ability to participate in or support our programs.
- Increased competition from private for-profit post-secondary institutions.
- An emphasis on internationalization as a mechanism for increased institutional enrolment and financial support.
- An educational environment that integrates technology, and the need to stay current with appropriate technologies

Our Priorities Focused Around the UFV Strategic Plan

Quality of Program and Delivery

The UFV strategic plan's first goal is: "to provide the best undergraduate education in Canada". The Faculty of Professional Studies is engaged in the following activities in pursuit of this goal.

- Adult Education (ADED): clarifying the role of Prior Learning Assessment and Recognition (PLAR) in the program structure to facilitate students' entry into the program; engaged in restructuring of the program to improve retention and completion rates; creating capstone courses to enable students to integrate theory and practice; re-building articulation agreements that would allow for the seamless transfer of students from other institutions
- Applied Business Technology (ABT): continually updating software and course content to reflect current business practices; running program on a cohort model to ensure that students' educational needs are met; investigating possibility of extending program from 24 to 28 weeks to meet the needs of students; exploring the possibility of offering program on-line; exploring the possibility of offering specialized streams within the program
- Business (BUS): using a program Curriculum Committee to enhance program offerings; offering courses on Saturdays to give students more flexibility in course timetabling; implementing direct entry to BBA program; reviewing courses and programs with the intent of making them more relevant to current and future trends; developing new certificate programs that will bring local and international students together in new knowledge production; developing an Applied Bachelor of Administration Degree; offering more courses on-line
- Early Childhood Education/Child and Youth Care (ECE/CYC): initiating a Bachelor of Early Childhood Education degree to meet increased demand for early learning specialists; now offering ECE/CYC Diploma as part-time evening program to accommodate students working during the day; using cohort model to build strong relationships with students; continually working to keep curriculum aligned with provincial and national standards; participating in national CYC accreditation project

- Health Sciences: Developing new curriculum for the Practical Nursing Program to ensure that program meets the new additional competencies as required by the College of Licensed Practical Nursing of BC; reviewing the Healthcare Assistant program to maintain alignment with the provincial curriculum; expanding the use of simulations across the 4-year and 3-year BSN programs (and other programs within the School of Health Sciences); ensuring that all programs within the School meet their competency requirements to remain accredited by the various Professional Bodies
- Library and Information Technology (LIBIT): substantial linkages with the field of practice to ensure program relevancy and rigour, e.g. Program Advisory Committee, alumni, practicum supervisors, and site visit hosts; initiating a post-diploma certificate to enhance professional qualifications of graduates working in the field; continuing to offer a variety of opportunities including online and in class programs, co-ops, field placements, site visits, mentorship through the LIBIT student association, additional Saturday workshops, and colloquial speakers
- Social Work and Human Services (SWHS): at each SWHS monthly meeting, a systematic review of one or two Bachelor of Social Work courses, including official course outline; preparing for upcoming accreditation of Bachelor of Social Work program (current certification was awarded for full seven-year period because of program's high quality)
- Teacher Education Program (TEP): regular meetings with school districts, school administrators, BC College of Teachers, and Teacher Qualification Service to ensure rigor and relevancy of programming; revising sequencing of courses; using a cohort model to build a student learning community; developing a secondary cohort offering with a focus on Science and Math to complement elementary offerings in Arts and Social Studies

Leader in the Development of the Fraser Valley

The second goal of the UFV strategic plan is for UFV to “be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley”. The Faculty of Professional Studies is engaged in the following activities in pursuit of this goal:

- Adult Education (ADED): development of a Certificate in Effective Instruction to provide service courses to the community; development of a Certificate in Portfolio Development to assist learners within and outside of the university to document their experiential and non-formal learning; developing partnerships with other institutions to offer joint programming; remaining engaged in articulation agreements with other institutions; exploring the development of short certificate programs based on the needs of the community
- Applied Business Technology (ABT): maintaining and developing partnerships with employers and funding agencies for work experience and employment opportunities; working with the school districts to ensure the participation of grade 11 students in the program (through the CTC funding); actively recruiting international students and trying to interject an international perspective into the program; exploring partnerships with other institutions
- Business (BUS): maintaining relationship with Coastal Pacific Aviation to offer diplomas and BBA Aviation degree; developing partnership with the College of New Caledonia on the BBA Aviation program; working with the City of Richmond (and other cities in the near future) to deliver an accelerated BBA to their employees on site; designing projects for students that involve and benefit

businesses in the community; developing training programs for business and industry; developing an Advisory Committee that would help to shape more meaningful and relevant programs within the School of Business

- Early Childhood Education/Child and Youth Care (ECE/CYC): maintaining and developing community relationships through practica and student placements; continuing partnerships with local Aboriginal organizations to deliver parts of ECE program; partnering with BladeRunner to offer Family Child Care program to at-risk marginalized Aboriginal youth; exploring the possibility of developing other Aboriginal and community partnerships; maintaining a close relationship with the Program Advisory Committee to enhance and strengthen program offerings
- Health Sciences: Building community relations through internship placements in hospital facilities in the Fraser Health Authority; partnering with Dental Offices in the Lower Mainland for internship placements; providing opportunities for 3rd and 4th year BSN students to participate in community based research; offering dental clinics that provide dental services to the public (in the local community of Chilliwack) and also partnering with the Abbotsford Food Bank to offer free dental clinics; maintaining membership in a number of Health related Professional Bodies and Associations; keeping the community involved in the work of the School of Health Sciences through a very active and engaged Program Advisory Committee; building a partnership with Belize to provide internship opportunities for international nursing
- Library and Information Technology (LIBIT): Maintaining a vibrant connection with the community with more than 60 community sites for practicum placements and site visits, which develop opportunities for partnerships in literacy initiatives and other community activities; increasing focus on these activities will spawn new partnerships and expand others; actively engaging an Advisory Committee made up of a wide range of service providers in the community to help with program planning and development; exploring new program initiatives to meet the needs of the community
- Social Work and Human Services (SWHS): development of the Master of Social Work program to create future leaders in the Fraser Valley and elsewhere; conducting community workshops on anti-oppressive and anti-racist issues; linkages for practicum settings with many Fraser Valley agencies and organizations, including Fraser Health and the Ministry of Children and Family Development
- Teacher Education Program (TEP): using local principals and teachers as faculty mentors in program; participating in school district Professional Development days; ongoing relationships with local school districts through student practica in classrooms and partnerships on educational events; offering a graduate certificate in Teacher Leadership and Mentorship to strengthen distributed leadership within the school system in the Fraser Valley and beyond

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”. The Faculty of Professional Studies is engaged in the following activities in pursuit of this goal:

- Adult Education (ADED): Review and re-structuring of the undergraduate degree program for effectiveness and efficiency; working with Continuing Studies to offer cost recovery certificate programs

- Applied Business Technology (ABT): Continuous review of program through regular Departmental meetings; attendance at the ABT National Conference to network with programs in other institutions with the intent of maintaining standards and program rigor
- Business (BUS): investigating possibility of offering post-degree diploma that would be both educationally and financially viable; offering cost-recovery programs beyond the regular academic programming e.g. the accelerated BBA to the City of Richmond; twice-yearly strategic planning session where performance and plans are reviewed; intention to become engaged in contract training with businesses and industries
- Early Childhood Education/Child and Youth Care (ECE/CYC): instituting regular review process to focus on progress in Education Plan; engaged in regular Departmental planning meetings where work plans are reviewed; exploring the delivery of cost recovery program through a partnership model similar to that established with BladeRunner
- Health Sciences: Exploring opportunities to lease simulation facilities to the Fraser Health Authority; conducting training for the simulation lab for a fee for the Fraser Health Authority; setting timelines for evaluating the accomplishment of goals as set out in the Education Plan
- Library Information Technology: Delivering some courses through Continuing Studies to be cost efficient; working with the National and International Library Services Associations to maintain program standards and rigor; doing an annual review of education plan; ensuring that faculty keep current in the field through attending appropriate workshops, conferences, seminars etc.
- Social Work and Human Services (SWHS): introducing a Master of Social Work program which uses flexible methods of delivery to increase students' access to graduate education and which is cost recovery; hosting regularly scheduled meetings with faculty and staff to review work plans; working with the development Office to seek bursaries and scholarships for students; will be exploring fund raising opportunities
- Teacher Education Program (TEP): Standing items on department meeting agenda to review progress on Education Plan items; implementing suggestions from the field; working with the Student Association on their fund raising initiatives which focus on providing scholarships, contributing to "needy" schools in the districts and the purchase of classroom equipment
- The Faculty of Professional Studies also encourages innovation through interdisciplinary initiatives among the programs and schools in the Faculty, and with other parts of UFV. For example, the proposed Minor in Information Studies in the LIBIT program would link LIBIT with other UFV programs such as Computer Information Systems, History, English, and Criminology. The common theme of this interdisciplinary program would be how information is identified, assessed and used in the greater context of daily life.

Other Priorities

Addressing Staffing Needs

It is apparent that many of the programs within the Faculty of Professional Studies are facing faculty and support staff issues that are impeding their ability to fully develop and improve. Thus, the Faculty of

Professional Studies intends to make staffing a focus of its activities during the time of this Education Plan. The staffing issues identified in specific areas are:

- Applied Business Technology (ABT): succession planning for regular faculty.
- Adult Education (ADED): faculty complement has been reduced to 1 4/7 FTE instructors (from original 3) and one half-time faculty advisor, while enrolments have increased; reliance on sessional instructors; need for an additional faculty member
- Business (BUS): reliance on sessional instructors; a number of vacant positions are in the process of being filled; additional support staff is under consideration; area Coordinators need to be put in place; hiring a Director and additional faculty is under consideration as the School continues to grow and develop
- Health Sciences: Current vacant faculty positions related to the fast-track BSN program have to be filled; review of Program Coordinators
- Library and Information Technology (LIBIT): reliance on sessional instructors; difficulty in delivering program with only two full-time faculty members; need for an additional full time faculty
- Social Work and Human Services (SWHS): succession planning for three regular faculty members who will retire within the coming five years; a term position to replace a faculty member on secondment; making arrangements for faculty members to take their overdue sabbatical leaves; considering an additional faculty position to avoid faculty having to bank overload sections; an additional support staff position needs to be created and filled
- Teacher Education Program (TEP) : additional permanent faculty and support staff as the elementary cohort grows and the secondary program comes on stream

The Faculty will address staffing concerns through increased attention to faculty and staff recruitment, including:

- review of faculty and staff complement to ensure quality and effective programming
- filling vacant positions
- training for members of Selection Advisory Committees in good hiring practices
- mentorship for new faculty to improve retention

Addressing Space Issues

The Faculty of Professional Studies includes programs based at the Abbotsford campus and the Chilliwack campus. Some courses are offered on the Mission campus. Space at the Abbotsford campus is severely limited. The Schools and Departments in the Faculty will address these issues through the following strategies:

- Adult Education (ADED): offering more cross-listed courses and on-line offerings
- Business (BUS): continuing to offer first two years of BBA program at Mission and Chilliwack campuses; offering contract training at on site locations; increasing Saturday classes and on-line course offerings

- Early Childhood Education/Child and Youth Care (ECE/CYC): continuing to offer programming at the Chilliwack campus
- LIBIT (Library and Information Technology): continuing to offer 40 to 50 percent of its courses online
- Social Work: is trying to develop more on-line course offerings and in some instances a blended approach
- Teacher Education Program (TEP): plan to move program location to new Chilliwack CEP campus

Finding New Funding Sources

As noted above, reductions or changes in government funding may have a significant impact on the programs in the Faculty of Professional Studies because such funding often supports the communities that the programs interact with. The strategies that individual programs will undertake to address this situation include:

- Increased tuition rates in cost-recovery programs/courses
- Offering new cost-recovery programs and courses (e.g. Master of Social Work)
- Offering customized courses or training for specific audiences/clients
- Identifying fund raising needs and issues, and coordinating with the Development Office on addressing these needs

Enrolment Management

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

- work with IR and Finance to determine annual enrolment projections
- set targets for new programs determining how this will affect existing enrolment targets
- enhance the first year experience of students to maintain their engagement
- find ways to address continuous student improvement and success rate
- determine student satisfaction and address non-satisfaction issues
- decrease program options with low enrolment
- limiting admissions or enrolments in one semester that may result in reductions of student numbers in subsequent semesters
- refresh “stale” curriculum offerings in various programs
- provide support for students from different disciplines to attend professional events
- provide weekend and evening classes where feasible for those who need these arrangements
- cater to the needs of part-time students (programs, facilities, services)

Indigenization of the Institution

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

- continuing to provide specific courses with an Aboriginal education focus
- continuing to provide programs with a First Nations option e.g. the Social Work and Human Services diploma with a First Nations option, and option in the Bachelor of Social Work with indigenous faculty members teaching First Nations-related courses
- using Aboriginal ways of knowing in program delivery e.g. story telling; weaving; talking circles
- providing resources that are accessible to Aboriginal students
- using Elders to assist with course and program development and as guest speakers in classes e.g. TEP has “adopted” an Elder who attends several classes and events during the course of the academic year
- engaging faculty and students in cultural orientation and events to create mutual understandings, e.g. Social Work and Human Services cultural exchanges based at Sto:lo Longhouse
- building stronger partnerships/relationships with Aboriginal groups
- making a concerted effort to use Aboriginal faculty to deliver specific courses with Aboriginal content
- seeking to hire more indigenous faculty

Internationalization of the Institution

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

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

- participating in trade fairs
- encouraging student and faculty exchanges, e.g. Australian students in Bachelor of Social Work Courses
- creating internationalization committees within programs (e.g. BSN internationalization committee) to address issues of internationalizations in professional education
- engaging in research and educational development programs in other countries

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

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

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

New Programs and Curriculum Changes 2011-2015

Dept/School	New Initiatives	Anticipated Implementation Date	Resources Required
Adult Education	<ul style="list-style-type: none"> Implement new approach to PLAR credit assessment Create and implement new bridging (introductory program orientation course) Create and implement new capstone course(s) Create new course on portfolio development for academic credit and education planning Implement new program delivery model Investigate formal partnership with Vancouver Community College for the incorporation of the Provincial Instructor's Diploma within the BA Adult Education degree Develop and implement new collaborative Certificate Program on Effective Instruction, including the possible creation of new courses in instruction and curriculum design (and other cost recovery Certificates with Continuing Studies and partner organizations) Explore opportunities for collaborative programming through ADED program paths (workplace learning; Aboriginal learning; health promotion; community and international development etc.) Explore the development of a Master of Adult Education (in collaboration with other appropriate programs) 	Fall 2011 Summer 2012 Fall 2012 Fall 2012 Fall 2012 Fall 2013 Fall 2013 – 2015 Winter 2015	Fill vacant faculty position 1 faculty FTE 1 faculty FTE
Applied Business Technology	<ul style="list-style-type: none"> Design cost recovery cohort programs in Mission and Chilliwack Build high school cohort (so that students can complete program while still in school) Develop a part-time ABT Certificate to be delivered through a blended model Create different program specializations e.g. in accounting/finance; computer applications 	Fall 2011 – 2013 Fall 2011 – 2013 Fall 2011 – 2014 Fall 2013 - 2015	1 faculty FTE
Business	<ul style="list-style-type: none"> Add Student Learning Groups to BUS 247 Offer an accelerated BBA to the City of Richmond Offer new BBA options in Finance and Aviation Management Prepare for program review 	Fall 2011 Summer 2011 Fall 2011	Cohort model – cost recovery Fill current vacant faculty positions and 1 additional faculty FTE

Dept/School	New Initiatives	Anticipated Implementation Date	Resources Required
	<ul style="list-style-type: none"> • Offer contract training to business & industry • Offer post-degree certificates and diplomas • Offer a Bachelor of Applied Management degree • Offer an MBA in partnership with another university 	Fall 2012 Fall 2012- 2013 Fall 2012 Fall 2013 - 2014	1 new Faculty FTE 2 faculty FTE
ECE/CYC	<ul style="list-style-type: none"> • Deliver three new CYC courses for the undergraduate degree program • Offer a Bachelor of ECE • Implement recommendations from 2010/2011 program review • Explore the development of a Graduate Certificate in Early Learning 	Fall 2011 Fall 2012 Fall 2011 – 2013 Summer 2012 - 2014	1 faculty FTE
Health Sciences	<ul style="list-style-type: none"> • Practical Nursing : adjust existing program to ensure graduates can meet competencies • Certified Dental Assistant: Develop a curriculum plan for a CDA Refresher program • Certified Dental Assistant: Explore online instruction for selected courses • Certified Dental Assistant: Develop and offer online instruction for one course • BSN: Realize implementation of all program options • BSN: Implement nursing electives • BSN: Develop plans to evaluate all program options (Fast Track, LPN access) • BSN: Expand lab component for Anatomy and Physiology course • School of Health Sciences: Expand use of simulation to programs other than the BSN 	Fall 2011 Fall 2013 Fall 2012 Fall 2013 Fall 2012 Fall 2011 Fall 2011 and beyond Fall 2012 Fall 2013	100 hours of instructor time .15 release for curriculum development .05 release for researching technology and curriculum .15 release for curriculum development 0.1 instructor release

Dept/School	New Initiatives	Anticipated Implementation Date	Resources Required
LIBIT	<ul style="list-style-type: none"> • Offer a post-diploma advanced certificate for library technicians, building on the basic certificate, in partnership with Continuing Studies • Increase upper-level course offerings to Library Technician students, and to students in other Faculties • Offer an interdisciplinary minor in Information Studies • Continue to explore the possibility of offering an undergraduate degree 	<p>Winter 2011</p> <p>Fall 2012</p> <p>Fall 2013</p> <p>2011 - 2015</p>	<p>Fall 2012</p> <p>1 faculty FTE</p> <p>(necessary for general functioning of program)</p> <p>1 faculty FTE</p>
Social Work & Human Services	<ul style="list-style-type: none"> • Admit first Master of Social Work (MSW) cohort • Review of Substance Abuse programs • Review of Community Service Worker certificate program • Explore possibility of collaboration with interdisciplinary initiatives [graduate certificate] • Re-accreditation of BSW program • Implement accreditation recommendations 	<p>January 2011</p> <p>Spring 2011</p> <p>Fall 2012</p> <p>Fall 2011-2013</p> <p>Winter 2011 – 2012</p> <p>2011 – 2012</p>	<p>1 faculty FTE; increase in field coordination position from .75 to full-time; additional support staff</p>
Teacher Education Program	<ul style="list-style-type: none"> • Offer the Graduate Certificate in Teacher Leadership & Mentorship • Develop a bridging course and a 12 credit Field Certificate to complement Leadership Certificate (so that teachers can have their 30 credits for TQS) • Add a secondary cohort to the Teacher Education Program • Explore the development of an MEd program 	<p>Summer 2011</p> <p>Spring 2011 - 2012</p> <p>Summer 2012</p> <p>Fall 2012 - 2015</p>	<p>0.5 Support Staff (initial funding received from BELEC)</p> <p>1 Faculty FTE</p> <p>0.5 Support Staff</p> <p>1 faculty FTE</p>

Additional Resources

Adding new program offerings within the Schools and Departments, and maintaining adequate facilities for current program offerings, will entail additional resources, as outlined below.

Dept/School	Resources Required	Needed by
Office of the Dean	Program renewal; new program development, design and delivery 1 FTE Program Development Coordinator	Fall 2011
Applied Business Technology	<ul style="list-style-type: none"> • Second computer lab • Ergonomically correct desks and chairs • Student lockers 	
Business	<ul style="list-style-type: none"> • Interwrite/smart boards in some C Building classrooms • Additional bookshelves in faculty offices • Two new data projectors 	
ECE/CYC	<ul style="list-style-type: none"> • More e-classrooms • Updating and modernizing video resources 	
Health Sciences	<ul style="list-style-type: none"> • Central records management system • New operatories (dental chairs and adjacent equipment) for dental programs • More space for faculty offices • More classroom space dedicated to Health Sciences courses • More meeting space 	
Social Work and Human Services	<ul style="list-style-type: none"> • More office space for faculty and research assistants • Dedicated Space for students to meet and work in order to meet accreditation expectations • Updated computer hardware for faculty • Software for online course development to be installed on all faculty computers • Increased funding for faculty to attend research conferences 	

Our Program Challenges

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

Challenge	Strategies
Students find it difficult to travel to Mission and Chilliwack for courses when Abbotsford sections are full	Improved timetabling to allow students to take as many courses as possible on the Mission and Chilliwack campuses
Time conflicts between students' work schedules and the Faculty's timetable	Offering more courses on Saturdays and evenings
The "new generation" learners would like a more supportive learning environment	Professional development opportunities that target new strategies and approaches to work with these learners
Many students are experiencing financial challenges	Looking at how to create more bursaries and scholarships for students
Program awareness	Allocation of resources to website development so that online program/course information is up to date, relevant, and clear Identification of appropriate strategies and target audiences for marketing of each department/school
Program accessibility	Alternative course delivery formats, including online instruction
Competition from private for-profit institutions	Better marketing to emphasize accreditation, advantages of public-sector education, qualified faculty, and up-to-date program curricula and facilities

Our Success Stories

ABT: Ashley Nickel is currently employed as the Employee Services Assistant at University of the Fraser Valley. Her quote in the ABT brochure is: "The University's ABT program enabled me to obtain a great job with the employer of my choice – UFV. It was a turning point in my career." One of the successes of the ABT program is that students taking this program see it as one part of a successful career, continuing in the pursuit of life-long learning.

Auriel Heron is currently employed as the Assistant in the Marketing and Communications department at University of the Fraser Valley. Her quote in the ABT brochure is: "The ABT certificate helped me build on the theoretical knowledge I gained while getting my bachelor degree and gave me the practical skills I needed to get a great job!" Auriel's situation exemplifies the strength of the ABT program to provide

education at various times in a student's life-long pursuit of education – this can be as an entry to post-secondary education or after completing a degree.

Business: The launch event for the School of Business profiled seven successful students, including one who is applying to attend Harvard and Stanford business schools for an MBA degree, and another who is managing a business which employs two UFV students and generates more than \$500,000 per year in revenues.

ECE/CYC: Many graduates of the program are now placing current students with them for practicum placements. Many graduates have carried on with their education, some proceeding to a Master's degree. Some graduates of the program are currently employed as sessional instructors in the program.

Health Care Assistant: *(Details that could have revealed the date of the story were removed to protect the identity of the student.)*

A student had a mild form of attention deficit. His hard work, desire to be successful and great attitude towards school helped him overcome many challenges during the first several months of the program. He managed to pass all academic and classroom tests with average marks. However, he found himself struggling in the clinical setting. An instructor started a learning plan to help him focus on areas for improvement. Buddied with a Care Aide, shadowing another strong male colleague, and receiving daily feedback from the instructor, this student successfully met the learning outcomes and passed the clinical experience and graduated from the program.

Bachelor of Science in Nursing: "Faculty are seeking opportunities for students to participate in community-based research. Currently a fourth-year student is involved as a transcriptionist in a collaborative interdisciplinary research project focused on identifying strategies used by family caregivers of frail older adult living at home. Faculty are supportive of student involvement in other community research projects such as the Youth Obesity Research project which is now underway in the City of Abbotsford" (UFV BSN Self-Evaluation Report 2010).

Certified Dental Assistant: The CDA program continues to receive feedback from graduates that reflects the support they received from instructors in the program as well as their own success in workplaces. Students leave UFV with confidence and enthusiasm, knowing that they will make a difference in their places of employment and knowing that they are employable. At least 2/3 of the last class had secured employment before graduation.

Graduate comments included:

- "The CDA program at UFV is great!"
- "We were prepared for the real world. When we graduated, our UFV education helped us start work comfortably right away!"
- "I feel really prepared for my future as a CDA because of my schooling at UFV".
- "The instructors MADE the program. They were so positive and motivating".
- "I feel so confident and able as a CDA because of this program."

Teacher Education: Many graduates are working in local school districts as teachers on call. Some graduates have found teaching positions overseas, and some have relocated to school districts in the interior or to other provinces.

LIBIT: The LIBIT program celebrated its 30th year of operation in 2010 with a very successful alumni weekend that included current instructors, sessionals, alumni, program advisory members, practicum supervisors, employer, the UFV President and the VP Academic and Provost.

Program graduate Julie Bell says, "I emerged from the program fully trained to work in the information services sector. My employer was so impressed she hired three more graduates from my class."

Social Work and Human Services: Christina Henderson (Bachelor of Social Work student) won the Dean's medal of excellent for high academic achievement in 2009-2010. Two Social Work students won prizes in the UFV Writing Centre's 2009-2010 Writing Prize Competition.

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Faculty of Science

EDUCATION PLAN 2011-2015

Submitted by:
Ora Steyn, Dean

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Introduction

The education plan for the next five years for the Faculty of Science at the University of the Fraser Valley has to indicate how we will implement the UFV strategic plan, but will also have to take into account that the next five years will likely be marked by change. We have to consider a background of expected changes in government, the ministry governing post-secondary education, administration of the university, and the restructuring of faculties. We have to account for changes in university governance, changes in the new program approval process, a zero growth scenario and an economy that is slow to improve. It is uncertain how this environment will affect student enrolment, our budgetary constraints and our ability to grow. Even though the plan is slated to last for five years, regular review will be necessary to account for change. We are well aware of difficult budgetary times and that any cost items should be viewed as a wish list to be looked at when funding is available.

Changes taking place in the foreseeable future will include the move of the Kinesiology and Physical Education Department to a new faculty and the appointment of a new Dean for the Faculty of Science.

The Faculty of Science will draw from well qualified faculty committed to student success, talented students and excellent support staff; be innovative and entrepreneurial in delivering quality education, and face the challenges from the changing environment we operate in.

Challenges

The Faculty of Science faces challenges that are shared by the various faculties across the institution. One of the most pressing challenges is space, especially on the Abbotsford campus. A complete review of space utilization on the Abbotsford Campus might serve to alleviate some of these issues. Similar to other faculties we face shared faculty office space which is not ideal when dealing with students, cramped workspace for lab instructors and advisors, very little space for students to work and the need for more research lab space.

We are grappling with low enrolled upper level courses in some departments and hope to alleviate the situation by recruiting transfer students mainly from overseas. Similarly we currently have challenges with very full lower level classes.

With no new growth it will be a challenge to develop any new programming, yet we need to stay current. Faculty will have to set careful priorities to ensure we can serve students best.

Changing technology provides a challenge for faculty especially when student demand indicates a shift to more online or hybrid courses. Technology will allow departments to provide access to courses to a larger audience. Faculty is facing a new generation of students with new needs, with a level of comfort and ability to use new technology making them increasingly difficult to keep engaged in more traditional forms of teaching.

We have seen during this past year timetabling becoming more complex and the increased need for e-rooms. We encourage students to take more cross disciplinary courses and minors from different faculties which add to this complexity. More e-rooms will be needed to ensure the student needs are met. Similarly, equipment in science labs will need replacement on a continuing basis, with budget uncertainty having a negative effect on our ability to plan to sustain the laboratories.

The new Mathematics curriculum recently announced for Secondary schools has already caused an extra load for especially the Mathematics Department. We expect challenges in assessing students for placement in university level math and other courses, at least for the first year of the implementation.

New Programs

Even though we have zero growth mandated by government, we are confident that we will eventually be able to move forward on the following new programs, some mentioned in the previous education plan. The programs mentioned are part of our attempt to answer student demand, stay current and ensure unique programming in a very competitive post-secondary market.

Table 1. Program Development in Science			
Department	New Initiatives	Implementation Date	Resources
Inter Disciplinary Programs	Research Option Program All programs	Conceptual Stage	Unknown
	Forensics Certificate Biology, Chemistry	Conceptual Stage	Unknown
	Data Analysis Certificates Mathematics, CIS	Fall 2012	Unknown
	Certificate in Environmental Science All science depts.	Conceptual Stage	Unknown
	Biochemistry Concentration (Biology and Chemistry)	Conceptual Stage	Unknown
	Biogeography Concentration(Biology with Geography)	Conceptual Stage	Unknown
	BSc jn Applied Biology (agriculture)	Fall 2012	Unknown
	M.Sc.	Conceptual Stage	Unknown
	Molecular Modeling Degree Chemistry, Physics, Math and CIS	Fall 2012	Unknown
Chemistry	Medicinal Chemistry Concentration	Conceptual stage	Unknown
Computer Information Systems	Major in Computer Science	Suspended until more Comp Sci faculty hires	Unknown
	Honors in Computer Science and Computer Information Systems	Conceptual Stage	Unknown

Engineering	Two Year Transfer Program	Conceptual Stage	Unknown
Kinesiology and Physical Education	First Year Cohort in Chilliwack	Fall 2011 – postponed in anticipation of move to the new Chilliwack campus	\$10,000 to \$15,000 for lab equipment
	Pre-Med Concentration	Conceptual Stage	None
Mathematics	Continue working on Statistics Program	On going	None
	Problem Solving group of courses	Conceptual	Unknown
Physics	Concentration in Medical Physics	Fall 2012	None
	Minor in Electronics	Conceptual	None
Office of the Dean	Program Review - Mathematics	Fall 2011	None

Interdisciplinary Programs

We hope to increase linkages between departments. Currently departments in other faculties provide the degree programs in the faculty with service courses such as Communications, English and Business. Similarly both CIS and Math in particular have large service course components. We hope to be of even more service to other departments and programs by customizing courses to meet the needs of disciplines better.

Recognizing the importance of inter- disciplinaryity in education – as is evident from the growing number of students doing minors - CIS has been working with various departments in the Faculty of Arts on a Media Arts Degree. Biology is involved in a working group on programming in Environmental Studies. Biology and Chemistry are working on a Biochemistry major. Mathematics is working with CIS on a Data Analysis Certificate.

The Faculty of Science has expressed an interest in closer connections with Agriculture, and is already working on a Bachelor of Science with the department. We hope to forge links with other departments in trades likely in the areas of electronics, environmental studies and possibly food science.

Our links with Geography could be strengthened as well with more offerings in Earth Science.

Centres and Laboratories

The following centres and laboratories resort under the Faculty of Science and enrich education in the faculty.

Centre for Health and Wellness: members of the Kinesiology and Physical Education have plans for this new centre that will be enhanced by the department's move to a new faculty with Health Sciences.

Centre for Environmental Sustainability: the centre has been in existence for many years but with faculty champions retiring, has become inactive. The work on curriculum around environmental sustainability and dealing with the complex issues we face have been continued by a group of dedicated

individuals. We are on the verge of re-activating the centre with support from this very committed group of people. This will coincide with the new Canada Research Chair coming on board, new linkages with the community, exciting environmentally sound practices being implemented at UFV and curriculum being developed around sustainability. We hope to launch the new centre later this year with a part time Director and a plan for bringing together everything that is already being done at UFV.

Statistical Consulting Centre: the centre has been in existence for a number of years. Services are mostly being used by UFV faculty to help with their research. There is however real potential to make the centre available to the community and for the centre to become an income producing part of the mathematics department.

Laboratory for Human Movement: This centre greatly enhances the teaching of the Kinesiology and Physical Education department.

Outreach and Student Recruitment

For the last number of years the Faculty of Science has been very involved in outreach to high, middle and elementary schools. Coordination of outreach activities is through the Science Advice Centre. We have a list of volunteer students and faculty willing to visit schools and do science activities with students. A decision was made that we will focus less on outreach and more on retention and the first year experience of students this year. The reason for the decision is the fact that we do not have space in the lower level courses at the moment. Outreach activities include the following:

Activity	Audience	Duration	Participants
Opening the Doors	High School Students	Once per year, usually one evening	Students, faculty, Science World, alumni, speakers from community
Community Science Celebration	Whole community	Once per year, Saturday	Students, faculty, Science World, exhibitors from community
<i>Science Rocks!</i>	Grades 4,5, and 6	5 weeks over the summer Year round at all kinds of venues on request	Students, faculty and literally around 50 UFV employees from all over the campus
<i>Science Rocks!</i>	Camp for Aboriginal girls(hope to expand to include boys)	3 day camp (hope to expand to one week)	Faculty and students
Super Science Club	Two groups of students from Chilliwack Central Community school	Once per week over the school year	UFV Students, Science world, Chilliwack School district
Math Competition	High school students	One Saturday per year	Students, faculty
Math Mania	Elementary schools	Throughout the year by request	Students, faculty
Regional Science Fair	All ages	Once per year over a number of days	Students, faculty
Science Competition	High School students	Once per year on a Saturday	Students, faculty
Fraser Valley Women in Engineering, Science and	Students, faculty, staff and members from community	At least twice per year	Faculty, staff and students

Technology			
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We are conducting a pilot project over three years, allowing students to be admitted to the BSc in grade eleven. The connection to UFV and providing guaranteed admission if students meet the admission requirements on graduation, will hopefully attract students to come to UFV for their post-secondary education. The program is administered by the Science Advice Centre and 38 students registered in the first year. We hope the numbers will increase this year as it gets harder to get into the program with limited space.

Student Success and Engagement

The Faculty of Science is fully committed to our students. This commitment is evident in faculty contributing personally to student scholarships, volunteering for all the activities listed above and spending summers, either away with students on field study or supervising research students.

From an advising perspective, a lack of resources has made it difficult to track students at risk in especially the program paths. The faculty restructuring has addressed this issue for all faculties in the creation of the Faculty of Access and Open Studies.

To reduce the attrition rate between the first and second semesters of the first year we are planning to implement something similar to the Freshman Interest Group (FIG) model used at the University of Oregon. The model ensures a new first year student has the opportunity to be part of a group of students with similar interests while providing curriculum to make a better transition from high school to university. The group element provides the support that research has shown is needed for success.

Kinesiology and Physical Education is planning a first year cohort on the Chilliwack campus. An Environmental Studies cohort is also being investigated.

Other measures include providing the opportunity for students to socialize with faculty through our First year and Senior Science Social events. We endeavor to provide students with as many opportunities as possible to volunteer, to go on field trips and be part of the group. We would like to see more student space to help accommodate student engagement.

We are seeing more students transferring in from other institutions. To accommodate the trend in student mobility it will be necessary to ensure articulation agreements are up to date.

Students in the Faculty of Science are encouraged to be community oriented and to volunteer where they can; from helping non-profit organizations with websites or computer infrastructure, to donating blood and looking after local streams. The importance of this type of involvement cannot be stressed enough.

The Faculty of Science departments have, and will continue to improve accessibility to programs and courses in the following ways:

- Student surveys as to what elective courses to schedule
- Restructuring of courses and programs
- Taking part in province wide articulation initiatives to accommodate student mobility

- Publish rotation of courses for student planning
- Enrich student experience with topics and course material
- Streaming courses to the needs of specific groups of students
- Do research on for example the outcomes of the new math curriculum
- Provide remote access to computer laboratories
- Provide more courses in hybrid or online format
- Working on student mobility through a flexible pre-major.

Recruitment and Retention of Faculty

It is becoming increasingly difficult to attract well qualified faculty. Part of the reason could be the lack of a formal ranking system, and teaching load and salaries that are difficult to compare. In some areas the challenge becomes larger as the number of faculty that will retire in the foreseeable future has increased. This could provide challenges to keep programs sustainable when replacement hires are not a certainty. Over the next five years most departments will be affected by retirements. In some cases up to two thirds of the department will be retiring.

Departments that have new faculty hires for Fall 2011 are (most as retirement replacements):

Table 3: Hirings in progress		
Department	Number	New/replace
Biology	1	Replace
Mathematics	2	Replace
Kinesiology	1	New
CIS	1	Replace
Physics	1	Replace

Table 4: Requested hires for 2012-2013				
Department	Position	Funds Available	New Funds Required	Rationale
Biology	Faculty	~\$80,000 - Retirement	\$0	Maintain Program
Chemistry	Faculty	~\$80,000 - Retirement	\$0	Maintain Program

Kinesiology and Physical Education	Faculty (lab instructor)	\$0	~\$73,000	Program review recommendation for growth of pedagogy stream
Dean's Office	0.5 Administrative Assistant – Faculty Council and Science Curriculum.		~\$24,000	Understaffed
Science Advice Center	.5 advisor – moving CIS advisor into SAC		\$28,798	Consolidation of Science Advice Center
Dean's Office	Funding for contract program developer		\$25,000	Prepare new program proposals for submission

The Faculty of Science would like to formalize the mentoring of new permanent and sessional faculty to ensure not only the retention of the faculty but that the student experience remains positive.

Partnerships

With the UFV Strategic plan indicating entrepreneurship as a priority, partnerships with companies, institutions, and groups in our community will enhance those opportunities and enrich what we can offer students. The decrease of funding from government will further indicate that partnerships to share resources will be beneficial. Current partnerships include; the BC cancer agency, Vancouver Coastal Health, Fraser Health, Woods Hole Oceanographic Research Institute and Pacific Sport.

Partnerships around sharing of expensive equipment, labs etc will be sought over the next year.

Internationalization

We actively started the recruitment of international students a year ago, mainly in an attempt to fill low enrolled upper level science courses. We have recently received our first applications for the Fall 2011 semester from an agreement with Delhi University. We hope to build on the agreements that already exist and have been developed through visits to China and Ecuador by groups from the Faculty of Science.

International partnerships are not only revenue producing, but should provide students with opportunities to study abroad, doing international field schools and collaborative research projects. To help facilitate this, the institution is investigating the procurement of video conferencing equipment.

We are currently pursuing agreements with the following institutions, to name a few:

- University of Shanghai for Science and Technology, China
- Fujian Agriculture and Forestry University, China
- Hasden Bosch University, Netherlands
- American University of Antigua, Antigua

Science Advice Centre

The new model for advising has proven to be very successful. We have two faculty members working part time in the centre. The role of the Science Advisor has changed from pure advising to include; overall planning for the centre, sitting on the Advising Council, coordination of outreach activities, being part of department heads, science curriculum and faculty council meetings. To accommodate this, more administrative help is needed. The advisors from KPE and CIS have been attending meetings of the centre to share best practices.

Our advice centre was tasked to look at the first year experience, make provision for part time advising in Chilliwack and ensuring faculty are aware of the services of the centre. The centre has started collecting advising data to provide some information for future planning of the role of the centre.

As mentioned before, space is an issue for the centre. We hope to have one centralized centre for all advising in the Faculty of Science. The CIS advisor will become part of this to ensure coverage for the services offered. We hope to implement this with the restructuring of the faculties depending on the availability of space.

Research

The Faculty of Science has a number of faculty involved in research. The importance of research opportunities for students is evident from student surveys, and the success of those students that have been involved in research, in graduate school applications and awards. To accommodate both more faculty and student involvement in research we will need more space and resources.

To ensure that we serve the research needs of our local community it is important for the faculty to build relationships with the community to facilitate cooperation. A balance between faculty research interests and community oriented research is imperative to implement the research goals of the strategic plan.

Co-op

An article in the AUCC magazine mentioned recently how important obtaining employment after studying has become to students. We plan to work with the career centre to expand co-op options for students through actively creating links with entities that could provide those opportunities. We currently have a very successful program in CIS, but co-op for the rest of the Sciences could still be greatly expanded. Linkages to Agriculture Canada and other research laboratories in the valley could provide many more opportunities for students.

Dean's Office

With the move of the KPE department to a different faculty, the workload in the Dean's office will become more manageable. There are however needs of the Faculty as a whole that will be included in future budget requests:

- Permanent full-time assistant in Science Advice Centre
- Half-time assistant for Faculty Council and Science Curriculum Committee

- Half-time web assistant to work on specific initiatives and promotion for the departments
- Half-time release for a faculty member to do program development

Some of these positions could be shared between faculties.

Conclusion

The Faculty of Science looks forward with some trepidation, but also with excitement to all the changes in our environment. With expected changes in management, faculty and the political environment likely having a significant effect on our planning, this plan must be reviewed on a yearly basis to make provision for these changes.

Faculty of Trades and Technology

EDUCATION PLAN 2011-2012

Submitted by:
Harv McCullough, Dean

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Introduction

A portion of funding for the Faculty of Trades & Technology derives from the Industry Training Authority (ITA). This funding agency seems to have no regard for education with the main goal being pure skills training. ITA also views universities and colleges as pure contractors of training, rather than educators. Each year UFV must sign a formal contract to gain a funding level for the following year. Attached is an example of such a contract. (Addendum A)

We are also in the process of preparing a training plan for ITA that has a 5% and a 10% reduction. In short, it has become increasingly difficult to maintain any type of stability under the changing directions and uncertainty of ITA funding. For that very reason, it is relatively impossible to develop any type of a longer-range educational plan.

Advanced Education and Labour Market Development (ALMD) fund several other Trades & Technology programs and this ministry has signalled a 0% funding increase for the next few years.

We do have the option to cancel one program and redirect the funding over to a new program. This becomes very problematic, as it would require a layoff of an instructor and the hiring of a new instructor certified in the new program area. The other major issue with this type of move is the “re-tooling” required to start a new Trades & Technology program. Depending on the required new equipment and specialized space, it is not uncommon to spend \$200,000 to \$750,000 to setup a new Trades & Technology program.

There is a glimmer of light at the end of the tunnel for additional course and/or programs. There may be opportunity for additional funding from the Ministry of ALMD, providing the program(s) be connected with the Ministry priorities on Health and Trades.

Agriculture Technology

Connected to a healthy life is the production and safety of food, hence we could look for expansion in this area. We are presently engaged in an in-depth study on the future direction of agriculture programming. As with any new program, it will require extensive labour market studies coupled with strong industry support. The study is titled, “Agriculture Road Map & Business Plan” and includes representatives from both our region and the province. The completed study is due in early 2011.

With the advent of greater interdisciplinary relationships, the Agriculture department has partaken in the search of a Canada Research Chair, working closely together with Geography and Biology in the cross-appointment.

Regionally, the Agriculture Technology department has close ties to both the plant-based and animal-based industries through the respective full time instructors. The horticulture industry is very keen in developing the BC Resource Centre at UFV together with BC Ministry of Agriculture and Lands.

Internationally, the following targets have already been approached, Masters of International Horticulture with a Dutch university in Holland; a relationship with the University of the Punjab, India; a stronger link with the University of Hawaii in Hilo, Hawaii.

Two degrees on the Baccalaureate level and one at the Masters level are being initiated in consultation and collaboration with the Faculty of Science.

Dr. Renee Prasad has specialized in three courses on Integrated Pest Management issues and the department would like to develop a full-time position that would deal with disease, pests, weeds and physiological disorders.

The Agriculture Technology department is collaborating with UFV's Biology and Science departments, striving for the best possible undergraduate education. Additional course offerings through Continuing Studies such as Turf Management and Chicken Management could potentially become full-fledged courses, integrated into the fabric of our regular offerings.

In addition, a partnership with the Chilliwack School District's, Sardis Secondary School and High Road Academy have been established, allowing high school students to take on-location courses by offering them in a 3:30 pm time slot.

Automated Systems

This program has been in the planning stages and on our Educational Plan for a number of years. At this point, the stumbling blocks are the start-up costs. The estimated costs are approximately \$500,000. When building the new Trades & Technology centre four years ago, space for this program was provided. When the funding freeze is lifted, serious consideration can be given to this program. Knowing how quickly technology changes, the actual content of the program will most likely have changed, however the concept and name remain the same.

Hospitality/Tourism

Coupled with the Hospitality Event Planning and the Culinary Arts programs, there appear to be untapped opportunity for additional programs in the Hospitality/Tourism discipline. Further research will be required to determine how the areas could be expanded.

We are well positioned in the Fraser Valley to develop an Agriculture Tourism program, considering the fact that the department of Agriculture Technology is within the same Faculty as the Hospitality/Tourism programs. Again, this would require further refinement.

Alternative Funding

There is an opportunity to offer short specialized courses on a cost recovery basis through the Continuing Studies (CS) area of Trades & Technology Training. A fine line must be walked in this area, as there is a tendency to charge more and more costs to these types of programs, as more revenue is required within the university.

Careful observation and research is required to determine what the market can bear. The amount we charge for these types of courses has to remain competitive with other similar training providers. Constant checks and market studies are required to ensure we do not price ourselves out of the market coupled with the added pressure it would place on CS to increase revenue for the university.

Professional courses normally drive a higher dollar value for training; hence, these areas should be explored. It will require extensive work and observation to determine if new and innovative offerings are on the horizon.

Planning for the Future

Even though we are presently in a 0% growth mode, planning must continue. This planning requires direction from the outside community and economy rather than just inside wishes and interests. The very name of our Ministry, Advanced Education and Labour Market Development indicates that education must be connected to the labour market for the present and for the future.

The Faculty of Trades & Technology has formed an ad-hoc committee, which includes both university members and members from the community. This committee is more of a “high-end” group that will look at the bigger picture of future programming. The actual specific of programming is derived from external trades’ program advisory committees. The work of this ad-hoc committee will continue over the next year, with the mandate to look well into the future. It is our hope this committee will form a road map that can be used for many future educational plans for the Faculty of Trades & Technology. In short, they will not assist with a short and quick one-year plan. Their task is for multiple year plans.

Conclusion

Under a 0% funding format, it actually gives us time to reflect and plan. It is also the time to build upon our strengths and repair our weakness. As an example, the Faculty of Trades & Technology has cancelled one complete Welding program and one complete Aircraft Structures program because of weaker student numbers.

Over the next year, a very close examination is required on the CTC programs that are presently being offered at Abbotsford Collegiate. Notice has been served that if student numbers do not increase; two programs might have to be transferred to the Trades & Technology Centre in Chilliwack. An adjustment to the start dates, of the two CTC programs, is already underway with the corrective measures in place by September 2012.

Because Trades & Technology education is one of the priorities for our Ministry of Advanced Education and Labour Market Development, there might be an opportunity to apply for special pockets of funding that might come available for either agriculture or trades training. We must remain poised to spring into action, if such an opportunity arises.

Additional research is required to determine what type of additional support is required for programming. Trades & Technology has steadily grown over the years, yet no provisions are in place for partial department or program head support. Universities and Colleges of similar size to UFV seem to have a mechanism in place to address this organizational item. Some institutions have a formula to calculate such support. Once we obtain this formula, support should be added into future requests. Over the last few years, we have continually been under budget pressure; however, the time is upon us to review where we presently sit.

Addendum A – ITA Contact



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Agreement # C11076

LETTER OF AGREEMENT – 2010/11 JOINT TRAINING PLAN AND FUNDING

THIS AGREEMENT dated for reference the 19th day of July, 2010.

BETWEEN:

INDUSTRY TRAINING AUTHORITY ("ITA")
1223 – 13351 Commerce Parkway
Richmond, British Columbia V6V 2X7

AND:

UNIVERSITY OF THE FRASER VALLEY ("UFV")
33844 King Road
Abbotsford, British Columbia V2S 7M8

The ITA's mandate is to provide oversight and leadership to ensure British Columbia's labour market needs are addressed through the development of effective standards, programs of training, assessment and system-wide quality assurance. In executing its mandate, the ITA recognizes that:

- industry is best positioned and qualified to determine and articulate the skills required in a particular sector
- training providers are best positioned and qualified to deliver technical training that will produce the learning outcomes identified in industry training program standards and to inform the development of that technical training.

This Agreement sets out the parties' respective rights, obligations, and intent with respect to the planning, development and delivery of effective trades training programs, including the ITA's financial contribution for such education programs.

The ITA and UFV agree as follows:

1. PRINCIPLES

A commitment to enterprise partnership underlies the spirit of this agreement and is based on the following principles:

- A key strength of BC's industry training system is the diversity of its stakeholders;
- Respect for the unique roles and mandates of each enterprise partner;
- Shared risk and shared responsibility for risk mitigation;
- Continuous improvement of BC's industry training system;
- A joint commitment to achieve measurable outcomes that will improve the efficiency, effectiveness, relevance and overall return on investment for all participants in the system;
- A sustainable training system that is appropriately resourced.

BC's trades training system must be:

- Responsive to the emerging needs of industry and learners
- Flexible and innovative to meet the training delivery needs of learners
- Standardized in the learning outcomes that it provides
- Consistent in delivering high quality training outcomes
- Integrated through an enterprise network with clear roles and accountabilities
- Successful through the committed involvement and investment of system partners
- Efficient in the use of public funds and industry resources (within the efficient provision of training delivery is the recognition that industry and trainees also share responsibility for efficient capacity utilization).
- Aligned so that available training delivery funds are directed towards capacity levels that meet mid-long term industry needs

2. DEVELOPING AND AMENDING TRAINING PLANS

DEVELOPMENT PROCESS

- a. Draft Training Plans will be developed by UFV each fiscal year for submission to the ITA by December 1st. In October of each year the ITA will inform training providers on training plan funding assumptions for the subsequent training year.
- b. The ITA, will take a number of factors into consideration in finalizing the Training Plan, including:
 - o input from UFV
 - o input from relevant Industry Training Organizations (ITO's)
 - o economic conditions
 - o actual utilization performance in the preceding year
 - o timely access to training by learners, including regional access
 - o Considerations for Special Delivery Methods as outlined in Appendix A.



- c. Upon approval of the Training Plan by the ITA, UFV will be funded in accordance with the terms of this agreement: approval of the annual Training Plan for UFV is targeted for April 1st of the fiscal year.
- d. UFV's 2010/11 Training Plan is attached as Schedule C of this Letter of Agreement.

TRAINING PLAN FLEXIBILITY / AMENDMENT

Employers and learners require a predictable and sustained supply of trades' educational programs, and neither UFV nor the ITA can predict or control the actual numbers of enrolled students in programs at any given time despite their best efforts to do so. Accordingly, the ITA and UFV agree that Schedule C may be modified from time to time during the fiscal year in accordance with the following parameters:

- a. To be responsive to market conditions (including the institution's community), based on actual enrollment and funds arising from cancelled or deferred courses, UFV is encouraged to move dollars between programs. This can be done at the discretion of UFV with the exception of moving funding from Apprenticeship programs to Foundation or non-ITA programs; institutions wishing to move funds from Apprenticeship or non-ITA programs to Foundation programs will require ITA approval.
- b. To maximize and leverage the training funds provided by the ITA, institutions may supplement ITA funding with other initiatives that lead to an increase in the number of utilized training seats. These seats would be counted in the year end reconciliation. This could include subsidizing training from other sources, overfilling intakes or merging classes where efficiency doesn't have detrimental effects on quality.
 - In no case can UFV double dip i.e. the ITA will not fund an intake that is being funded by another party; this does not preclude a supplemental fee in order to cover disproportionate costs due to location, type of cohort, or time of day (overtime pay).
- c. To acknowledge the costs associated with cancelled intakes where funding is returned to the ITA, UFV is permitted to retain a notional fixed cost of 30% of the funded value of the intake. In return UFV agrees to treat this allowance as a last resort option only.

LEARNER DEMAND FUND

At any time during the course of the fiscal year, where unanticipated demand for apprenticeship or foundation intakes arise that are not reflected in the Training Plan, UFV may apply to the ITA to draw upon a Learner Demand Fund for additional intakes if it is not able to address the increased demand through a reallocation of its existing training funds. Any additional intakes will be included in UFV's capacity utilization target. Priority consideration will be given to requests for apprentice programs for which there are waitlists. Requests for additional foundation intakes (to achieve Level 1 credit) must meet the foundation program expansion criteria in place during the economic downturn:

- Prerequisite to an apprenticeship program (e.g. Heavy Duty Mechanic)
- Strong history of continuation to an apprenticeship program
- Strong industry support
- Clear link to addressing needs of workers in transition (e.g. forestry workers)
- Semester-length or summer Youth programs



TRAINING PLAN AMENDMENT REPORTING

UFV will update the ITA on modifications to its Training Plan on a quarterly basis within 10 working days of the end of each quarter.

UFV will inform the ITA as soon as is practical, when it is determined that an intake is to be cancelled and the funds are not required to meet apprentice programming elsewhere within UFV in that fiscal year. UFV will return 70% of those funds to the trades training system to address needs elsewhere in the system.

3. KEY PERFORMANCE INDICATORS (KPIs)

The ITA is committed to a suite of key performance indicators, including balancing:

- The **utilization** of training seats;
- The maintenance of capacity for the mid-long term to address labour shortages;
- The minimization of **waitlists**; and
- An appropriate training investment portfolio mix.

CAPACITY UTILIZATION

Effective utilization of training seats is important and it is recognized that:

- a. The efficient use of training funds is maximized through continuous refinement and improvement of joint utilization management initiatives;
- b. System capacity utilization management planning is supported by the use and reporting of data that is harmonized among the public institutions and which is clear and transparent;
- c. Performance measures and targets are developed in ways that assess the effectiveness of capacity utilization strategies;
- d. Training capacity should facilitate apprentices accessing the next level of technical training within twelve months of making their intention known.

The ITA and UFV agree in principle that notwithstanding all best efforts to ensure utilization targets are reached and an active system-wide reallocation of available dollars so they are best utilized during the fiscal year, UFV may experience some degree of underutilization due to changes in market conditions.

WAITLISTS

- a. UFV, working with the Trades Training Consortium of BC's Waitlist Workgroup, will:
 - confirm a consistent understanding of the waitlist definition
 - support the collection of accurate and reliable waitlist data
 - work collaboratively to achieve the waitlist targets set out in Schedule A
- b. UFV will submit to the ITA, within 10 working days of the end of each quarter, an update on its waitlists on a program by program basis.



ANNUAL CAPACITY UTILIZATION TARGETS

- a. A system-wide utilization target will be developed in consultation with the Trades Training Consortium of BC.
- b. Individual institution targets will be established collectively by the institutions through the Trades Training Consortium of BC on a proportional basis to cumulatively achieve the overall system target set in consultation with the Trades Training Consortium of BC.
- c. System-wide targets and individual institution targets are attached as Schedule A.
- d. UFV may apply (typically through the Training Plan Development process that occurs prior to the beginning of the fiscal year) to the ITA for consideration of **exemption** of specific underutilized programs from the target utilization seat pool based upon the following criteria:
 - Industry demand (during an economic downturn this criterion is extended to include ensuring a supply of labour in areas where short term conditions may not be generating employment opportunities)
 - A program is required for reasons of regional access or to maintain alignment of mid-long term industry demand with capacity (during an economic downturn this criterion is extended to include a normally low volume, but sustainable, program that is in jeopardy)
 - A new program or a new and significantly different delivery (including specifically the first year of delivery for a Special Delivery Method as identified in Appendix A)
 - During an economic downturn, market conditions for Level 1 apprenticeship programs.
- e. Upon ITA approval, these programs can be removed from the seat pool used to calculate UFV's utilization targets and the system-wide targets.
- f. UFV will have the ability to adjust its Training Plan within the fiscal year to meet utilization targets.

WINTER CAPACITY REVIEW

In addition to UFV's ongoing utilization review through the year (that may result at any time in either a request for Learner Demand Funds or return of funding of cancelled intakes to the ITA), by December 1st of each fiscal year, UFV will conduct a review of its Training Plan forecast for the remainder of the year to identify where it may be overestimating actual utilization for particular programs and will inform the ITA if UFV:

- a. Can direct funds internally towards another program (within the parameter stated in the Training Plan Flexibility/Amendment section of this Letter of Agreement);
- b. Will be returning underutilization dollars which cannot be used within the institution, to the ITA to address demand elsewhere in the trades training system.
- c. Will be requesting any additional funds that could be effectively utilized so funds being



returned from other training providers to the ITA can be redirected and utilized in the last quarter of the fiscal year.

YEAR END RECONCILIATION

UFV will conduct and report to the ITA, by February 15th of the fiscal year, a reconciliation of the programs and seats actually delivered (and scheduled to be delivered by year end under the Training Plan) against the financial contribution paid to UFV during the fiscal year. Enrolment numbers from February 15th to March 31st are an estimate.

- a. The reconciliation will provide a summary of the Programs and Services delivered, by Program, by level, with the actual number of students who enrolled in the Program compared to the estimate in the Plan.
- b. On the signing of this agreement, UFV will declare how they wish to be funded for continuous entry programs i.e. by cohort intake or per seat (see Schedule A). Cohort intakes will be paid on an intake basis (typically 16 seats). Continuous Intakes will be paid on a per seat basis (continuous intakes are always at 100% utilization as they are paid on a per seat basis).
- c. "Seats actually delivered", for the purpose of reconciliation, is defined as the number of seats filled at UFV's stable date.

PERFORMANCE TARGETS

System-wide performance on targets

- a. If the public training system's system-wide utilization target for Apprenticeship is achieved, then the application of the financial accountability mechanism will be waived for Apprenticeship programs system-wide.
- b. If the public training system's system-wide utilization target for Foundation is achieved, then the application of the financial accountability mechanism will be waived for Foundation programs system-wide.
- c. If the public training system's system-wide utilization target for non-ITA programs is achieved, then the application of the financial accountability mechanism will be waived for non-ITA programs system-wide.

Institution Underutilization (accountability mechanism formula)

In the event that the system-wide utilization targets are not met, an individual institution may have its funding adjusted in the subsequent year. Specifically:

- a. If, despite plan flexibility and mitigation strategies, UFV is unable to meet its agreed upon utilization targets for either Apprentice, Foundation or non-ITA categories, the ITA will meet with UFV to determine the extent to which unforeseeable demand reduction contributed to the shortfall. The ITA will exercise discretion based on the outcome of that dialogue on the application of the financial accountability mechanism formula.
 - The formula calls for the deduction from the funding of the approved Training



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Plan for the subsequent year an amount equal to 70% of the value of the shortfall of the utilization in the category where the utilization target has not been met. For purposes of determining the value, 1% of utilization equals 1% of the approved funding for the Training Plan.

- b. In the event UFV's utilization targets are above the system-wide targets, for the purposes of applying the financial accountability mechanism the individual (Apprentice, Foundation, non-ITA programs) utilization target will be deemed to be the system-wide target.
- c. Notwithstanding sections a and b above, for 2010/11, given the uncertainty of the economic impact on training needs and the desire to balance utilization and mid-long term capacity to meet labour shortages and waitlists, upon mutual consent, the accountability mechanism formula may be revised or waived through the term of this agreement. It is also understood that intakes may be exempted as outlined on page 5 of this agreement.

4) STANDARDS

- a. If the ITA has not set standards for the content and delivery of any programs, UFV may set the appropriate standards, subject to applicable national and provincial program standards, if any.
- b. Level examinations (whether established by the ITA or by UFV) for the programs will be administered by UFV according to any agreed upon protocols.
- c. Course results will be reported to the ITA as specified in the ITADirectAccess manual for training providers.
- d. The ITA and UFV recognize that industry is a significant stakeholder in the training provided through the ITA and UFV. Therefore UFV will use its best efforts to accommodate the concerns of industry in the provision of the programs and services, including:
 - altering programs and services to meet industry needs consistent with the governance requirements of the institution; and
 - accommodating and cooperating with industry standards mechanisms such as Industry Training Organizations, and the Red Seal program.
- e. For all ITA credentialed programs, UFV will ensure that:
 - The training content follows the current ITA Program Outline, and that any ITA approved changes to a program are implemented upon notification by the ITA subject to timelines jointly established by the ITA and the legal and internal processes UFV must follow; (the institution will be provided details a minimum of six months prior to implementation) and
 - The program is delivered as specified in the ITA Program Outline: Training

Provider Standards section.

- The ITA reserves the right to verify UFV's assurances as articulated in the two bullets above.

5) SCHEDULES

The schedules to this Agreement are an integral part of the Agreement.

6) DURATION OF AGREEMENT

The term of this Letter of Agreement shall be from April 1, 2010 to March 31, 2011, and shall be reviewed and renewed on an annual basis, unless either party advises the other party in writing of its desire to terminate in which case termination, for any reason, will occur on the date which is the end of the Training Plan period in the year after notice to terminate is given.

This Letter of Agreement does not preclude either party to the Letter of Agreement from raising issues in need of review to respond to changes in the operating environment. The Trades Training Consortium of BC and the ITA will review this Letter of Agreement annually prior to April 1st as will UFV and ITA prior to April 30th of the fiscal year to which this agreement applies. No amendments or modifications of any provision of this Letter of Agreement will be effective unless it is in writing and executed by the parties.

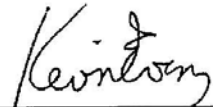
It is the intention of the parties that operational issues will be defined and resolved through further discussions between the ITA and the TTCBC (on system matters) and UFV (on individual matters). The parties will meet as regularly as practical and will commit to at least two meetings per year to discuss any issues arising from the implementation of this agreement.

7) RELATIONSHIP

This Letter of Agreement and the actions of any of the parties pursuant to this Letter of Agreement does not create any agency, representation or right of any party to assume or create any obligation on behalf of the other.

UFV and the Industry Training Authority have executed this Agreement on the day and year as set out above.

SIGNED AND DELIVERED by an
Authorized Representative of
INDUSTRY TRAINING AUTHORITY.



Signature

Kevin Evans

Print Name

Chief Executive Officer

Title

SIGNED AND DELIVERED by an
Authorized Representative of
UNIVERSITY OF THE FRASER VALLEY.



Signature

DR. MARK EVERED

Print Name

PRESIDENT & VICE-CHANCELLOR

Title UFV

SCHEDULE A

Key Performance Indicator (KPI) Targets

Capacity Utilization

- The 2010-11 system-wide targets are (no change from 2009/10 targets):
 - Apprentice 89.25%
 - Foundation 83.6%
 - Non-ITA Foundation 84%
- The 2010-11 UFV utilization targets are:
 - Apprentice 90%
 - Foundation 83%

Waitlist

The system-wide target is:

- 2010/11 5%
- 2011/12 5%
- 2012/13 5%

Declaration for payment:

Please indicate by initialling the appropriate box, which basis of payment you are requesting for Welder programs.

Program	Continuous Intake		Cohort intake	
	Institution Entry	Workplace Entry	Institution Entry	Workplace Entry
Welder A				
Welder B				
Welder C				