

Meeting Notes

All Campus Meeting

Friday, October 15, 2010

1:00 pm – 3:00 pm

B. 310, rm. 218

Vision Statement

In terms of the vision there were a couple of changes, though mostly technical:

- Vision now notes “high quality learning” not just “quality learning”
- There is a new sustainability value in the Vision.
- Page 11, “Community engagement” objective – When regional areas are reading the document, it is assumed that the regional presence is included in statements talking to the institution as a whole.
- Community engagement is an important point for Nanaimo, and should not be seen as the primary function of the regional campuses.
 - *The intent is that we are all one institution, just in different places. We have the same ambitions and views and we are impacted by where we reside, but we need to remove the notion of them and us, regional and central– we are a collective, we are all one*
- It is good to speak about ‘we are all one’, but people are cautious about the idea; understand where it comes from, but the reality is the regional campuses do have a very real difference in identity, and that is one aspect of what makes the whole university special

Academic Plan

- What was the process for notification of students?
- There are 30 action items from the AP and a lot of them will be implemented by Senate, but they all need to include a large amount of consultation for these items. There should be broader consultation for some of the action items
- There will be terms of reference for the action committees, asking for consultation and input from community
- Page 7 – Challenges and Opportunities – “Promoting sustainable operation” perhaps we should have our own goals as the government’s goals change regularly
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- Page 10 – Objectives – Student learning, engagement and success currently read “Provide effective student services that support programs....improve quality life of students” recommend it be changed to read “Provide effective services that support students, build campus community.....quality of life of students”
- Academic Community section of Vision statement seems vague
 - *Some of these seem vague but in order to go forward with open consultation it needs to be vague now*

- Page 13 – item 2, bullet 5 – “...student services that directly support the experience, including....” get rid of the list that follows, because it is not a complete list of services, and it creates an issue of who is and isn’t on the list
- Page 13 – item 2, bullet 4 – there is a distinct privileging of applied activities, and there is wording issue regarding the notion of “real world application of intellectual...” as it creates a binary and puts the ivory tower idea into the plan
- Page 13 – item 3, bullet 6 – “It will be necessary to identify....assessment of programs” what does this mean?
 - *This item relates to the need to assess the success of our enrolment management and planning.*
- Page 13, item 2, bullet 5, and Page 18, item 13, bullet 3 – understanding was that there was to be no division of student services, however it still seems like they are being separated out. Right now the list of services on either page does not include all areas, and there is no reference to cross-disciplinary services and work beyond faculties. These should be more unified or less/more specific
 - The concern is that there is inconsistency in the way services are being dealt with in the plan; sometimes it refers to academic services, campus life, etc., and sometimes to student services. Having one definition or listing when speaking to those items would be helpful. So on 13 page 18, recommendation should say “ensure student services....”
 - *Without separating areas, you end up with three recommendations that no one can deal with because they are so big. Plans shape actions this way to look at the environmental, social, etc. impacts, but the recommendations need to be smaller because broad topics will not allow people to get anywhere, and this is a best practice.*
 - Student Services concerns center around the discrimination between student services and academic student services and the list on page 13. The list on page 13 is incomplete; and on page 18, it speaks to academic student services, but no one knows the difference between the two. There is no discrimination between the areas, and none should be made because it distorts the way services are delivered and creates silos. Eliminate the specific language because it leaves off areas that support academic student services.
 - Remove the examples on page 13, and on Page 18 drop Academic before student services. All student services exist to support student learning and engagement.
 - Some of the confusion of where to put student services stems from the fact there seems to no longer be a place for that service area in faculties
- Page 17 – items 11 and 12
 - These items also seem slightly vague
 - A number of these items are properly in the arena of the collective agreements, if the Senate is to work with the collective agreements then that is fine, but if they are meant to override the collective agreements than that is an issue
 - Action should include the identified group making“ recommendations to the negotiations of the bargaining units”

- People want to frame out this discussion, and it will need to occur in an open transparent type of way
- Item 12, bullet 3 – VIUFA collective agreement states the role of faculty, and speaks to how faculty is to be evaluated; these should be bargaining proposals, they cannot be recommendations or actions without going to the bargaining table
- Is there some way to include a statement that is broader that says where Academic Plan decision have implications for collective agreements, proposals for bargaining will result, as there are many stakeholders that should be at the table for those discussions
- Clarify if there will be a change to item 11 and 12 based on today's feedback; it does not seem like there will be a change to the recommendation.
- Some stakeholder groups have legal obligations to deal with in some areas, and some have moral obligations, so there may be some value in a preamble in terms of the stakeholders and the proper legal processes that need to be followed
- Page 20, item 17 –should be questioned as historically VIU has had a tendency to look at programs not just from a summative point of view, and in item 17 it looks like VIU will be looking at programs in order to decide if we should keep them or not with no allowance for middle ground
 - *There is already a sub-committee (endorsed by Planning and Priorities) looking at this issue.*
- Page 23, item 23 – Many of the recommendations call for working groups, but there is concern about capacity to support that and the ability to have other campuses take part
- Page 25, item 28 – long range planning for administrative services – could it include parallel language regarding professional development for those involved in administrative services (like those on page 19 for faculty)?
- Do administrative services include the support for deans and such?
 - *Yes*
- Page 26, item 30 – As part of the communications strategy VIU should create a slogan from the Vision that is one sentence and is easier to promote to the communities, etc.
- Clarification about process
 - *There will be a revised draft next week that will go online and then it will go to p&p and then senate. The idea for today was to collect the last comments. Based on comments to date, we are in a reasonable position to move forward.*
 - This being a final draft means that at some point the committee needs to be done, so the plan needs to be done at some point. What comes out of Senate may or may not be what is currently in the plan, and what comes out of Senate will then go to the Board. A Senator has the right to ensure that what is approved/endorsed is in the best interest of the institution.
 - *The plan and these comments will go to the Academic Plan committee, then the Plan will go to Planning and Priorities, then to Senate, and then to the Board. There is a process, and if we have done our job right there should not be any surprises, but there may be some conversation about edits and such as there was with the Vision statement*

- In regards to Senate, not everyone is represented so some of the implications for the Academic Plan extend beyond the Academic side and we need to make sure that those not represented on Senate have a voice in this issues.
 - *The process we are undertaking is a process that is similar to that taking place at many universities, though it is new to us – these will be respectful conversations, as we move forward we need to carry through with that notion of respectful conversation and open, transparent conversations. Everyone needs to work together respectfully*
 - *We are breaking some new ground, and we will stumble, not purposefully but it will happen, and we need to recognize that, but we want to have processes in place to ensure that we move as smoothly as possible. However, there will still be the odd stumble, we just need to be aware of that and correct the issue as soon as possible.*
- Throughout the document there are references to “academic programs” what is meant by ‘academic programs’? Do academic programs include trades, ABE, etc.?
 - *Academic programs refer to all of those things. We are all academics—we all teach. Academic programs refer to all things that are taught at VIU.*
- Thank you for the process, the changes in the Plan are significant, and have addressed our concerns
 - *All areas could have given the most detailed briefing notes, but it would never have matched the opportunity these meetings have created for me [Dave Witty].*