

Meeting Notes

Faculty Area Meeting

Monday, August 30, 2010

10:00 am – 12:00 pm

B. 200, rm. 203

Vision

- Sustainability is missing, i.e. creating a sustainable environment (separate bullet)
- Values: reading and writing are a **key ingredient**, and should be seen **as practice** as well as a part of **critical reading, academic reading, disciplinary knowledge, and interdisciplinary knowledge**.
- Students are mentioned only twice: **Is this a philosophical shift?**
- Where is **International** aspiration?
- International: a spin off?
- Definition of community:
 - A conflict?
 - **Needs clarity** → in engagement of international students.
- Are we an economic driver?
- **Focus on ends of education**
- Our students are unique/different therefore VIU needs to respond to our particular group of students
- Diversity of students
- **Focus upon our particular student-teacher relationship**
- Vision seems market driven
- **Importance of knowledge, expansion, sharing**
- Rich history of institution

Academic Plan

- Values: pursuing knowledge, data, truth
- Are there different forms of knowledge?
 - **Issue of tension in plan related to respect/academic freedom**
 - Recognizing all knowledge equally creates tension, but still needs to be balanced by 'respect' for academic freedom
- Diversity of students should be central
- Importance of maintaining our strength while balancing our role as a new university
- **Needs to retain our specialness/uniqueness**
- Need to seek **innovative solutions** based upon our **unique history**
- Need to develop **consistency between definition of issue, solution, and recommendation**, eg. Combining of faculties, faculty of graduate studies

- Importance of identity
- Notion of differentiation from other institutions (student recruitment, work); **needs to be based on our history, e.g. t & p**
- **What makes us different?** Use that to attract students
- **Lack of clarity on delivery of several matters, e.g. sustainability, indigenous**
- Not practical for all departments to deliver such content (themes)
- Check location of engagement ideas
- Do not assume we are only a regional university
 - **We are presuming what it means**
 - More professional programs?
 - short-sighted
- Programming planning
- Assessment and prioritization
 - **Who will do it? How?**
- Role of office of program planning
- 'Academic Freedom and Free Speech' to better clarify notion
- **Concern for some recommendations that do not seem to have a basis in process**
- **Need to rationalize any program restructuring, i.e. identify consequences**, as well as data and financial consequences
- **Writing as a practice/pedagogy**
 - Page 9/39: **reading as a key literacy**
 - Foundational level and what happens in higher levels, i.e. writing in disciplines
- **Writing Centre:**
 - only mentioned twice
 - relationship to learning centre
 - **a key institutional delivery**
- Evaluation (faculty, services, administration) as a process is important
 - Key questions remain
 - Not necessarily tied to ranking system
- Ensure get necessary information
- Academic student services:
 - Where is financial aid, writing centre
 - **Need in depth discussion** of restructuring – why was this recommended?
 - **Focus on communication**
 - List is odd
- **Need picture of continuity and of change**
- What need to be protected?
- What needs to be strengthened?
- What needs to be changed?
- **Why are changes proposed?**
 - Community perspective

- Opportunities, etc.
- E.g. indigenous focus? Why?
- **Rank and title contains many assumptions, is currently over determined**
 - Based on US models
 - Assumes opposition based on benefit questions
 - **Question of cost/who does it?**
 - Relationship to interest of students
 - **Cross jurisdictional issues require attention – Plan needs to address**
 - Keep rank and title separate from competitiveness issue
 - Rank and title does not automatically affect collegiality
 - If tied to salary and workload, rank and title affects collegiality
 - Need evidence of opinions
- Rank and title: **Senate should discuss** (not a recommendation)
- **Evaluation and rank and title should not be tied together, but examined separately**
- Rank and title need to be developed for current times. **Academic Plan does not need to define final recommendation**
- Need to prioritize students and measurement
 - Where are they from?
 - How are we/they doing?
 - Follow-up
 - Managing student 'lifetime of experience' needs a stronger focus
- Concern for division between academic and management side of student services (**needs massaging**)
- **Collegiality contributes to student success**
 - Many examples of collaborations and cooperation
 - Necessary **to maintain collegial environment** as students notice it
- Matter of restructuring:
 - Attempting to give voice
 - **Be aware of implications of changes upon culture and representation**
- Should declare what we do well, what is going on, e.g. creative writing, NSSIE scores
- **Ensure we recognize what we are doing and have done, e.g. Education Plan**
- **Build upon successes**
- **Implications on what faculty do and their time, e.g. P. 81: research services relationship to collective agreement**
- Academic plan making gestures to these matters requiring serious debate