

## Summary of Quality Exercise – August 2013

### *Goals for Increasing the Quality of Learning and Teaching and the Learning Experience*

The University of Victoria's Strategic Plan commits to providing educational experiences of the highest quality. In the fall of 2012, the Office of the VP Academic and Provost asked all faculties and academic units to undertake a planning exercise aimed at identifying both campus-wide and unit specific goals and metrics. The goals are strategies, activities or initiatives that will increase the quality of the learning and teaching in the unit and enhance the learning experience of students. (Another goal related to enhancing research within the unit is not addressed in this report.)

Although the faculties and academic units took up the Quality Exercise in different ways, and units and programs differ in their particular pedagogies, there was a surprising amount of consistency across units in the kind of learning enhancements that were being developed. These quality goals reflected and are consistent with the fundamental goals within the Strategic Plan. Specific items were abstracted from the documents submitted to identify some of the major initiatives and goals across the faculties and academic units, though the submissions themselves are much richer and more detailed.

Common goals and themes that emerged across many units include:

- Curricular review and redesign including the articulation, measurement and communication of learning outcomes across programs and courses
- Integration of Co-op and other experiential learning opportunities in the course/curricular design, and ensuring that those opportunities are reflected in the classroom and include student reflection
- Improved faculty and unit level advising and academic support
- Initiatives to increase the integration of teaching and research across all levels of the undergraduate curriculum
- Enhancement of the first year curriculum to more effectively engage and support student success
- Development and identification of gateway courses allowing for flexible entry into the program at other than first or even second year
- Development of capstone courses and experiences
- Supporting course unions and other student groups, development of student study and social space, enhancement of student awards and celebration of student success on websites and in activities

## Peter B Gustavson School of Business

### Quality of Learning and Teaching

Accreditation with the AACSB International (The Association to Advance Collegiate Schools of Business) and by the European Foundation for Management Development through its European Quality Improvement System (EQUIS) has resulted in the articulation of clear learning goals and outcomes.

### Quality of the Student Experience

Three new initiatives were designed to increase the quality of the student experience:

- A new capstone course and experiential learning opportunity were developed for BCom students through a Learning Without Borders grant.
- BCom students are encouraged to develop research and writing skills related to an international business experience through the development of a new award for “Best COM 470 Business Papers”
- The MBA student experience will be enhanced by renovations designed to provide dedicated breakout space to accommodate group work and meeting space.

## Faculty of Education

### School of Exercise Science, Physical and Health Education

#### Quality of Learning and Teaching

- Increased opportunities for experiential learning
- Develop a capstone experience
- Internationalizing the curriculum
- Integrative curriculum design, including program and course student learning outcomes

#### Quality of the Student Experience

- Improved academic/career advising
- Enhancement of celebratory events
- Support for student association activities (PESA/EDSA)
- Increased number of peer volunteer positions

### Department of Curriculum and Instruction

#### Quality of Learning and Teaching

- Course syllabus review of all courses with attention to assignments that encourage synthesis of material and a more direct connection between coursework and experience – currently done for new instructors, with a goal to move to all instructors
- Increase the number of faculty and sessionals providing student supervision in the schools
- Provide at least one session on recent faculty research for the Teacher Education Program

#### Quality of the Student Experience

- Develop a faculty based Learning Commons to expand opportunities to create community

### Department of Educational Psychology and Leadership Studies

#### Quality of Learning and Teaching

- Development of new programs to meet the educational needs of our students.
- Recently approved and in operation:

- The Certificate and Diploma programs in Special Education – undergraduate professional programs,
- The graduate certificate in Learning and Teaching in Higher Education (LATHE),
- The Indigenous Communities Counselling Program – master’s program in counselling psychology
- In development:
  - Course-based master’s program in Educational Psychology
  - Master’s program in School Psychology
- Alignment of our professional programs and courses with the knowledge and skill needs of our students.
- The alignment is approached through consultation with the field:
  - The Certificate and Diploma programs in Special Education – primarily with special educators in the local school districts to identify a need for trained special educators.
  - The graduate certificate in Learning and Teaching in Higher Education (LATHE) was developed in close collaboration with the UVic Learning and Teaching Centre.
  - The Indigenous Communities Counselling Program – master’s program in counselling psychology – involved broad consultations across stakeholder groups. These links were established during the successful offering of the regular community-based master’s program a few years ago to indigenous community workers and were relied upon to guide the development of the recently approved program. The consultations involved external funding sources as well.
  - The course-based master’s program in Educational Psychology relied largely on the insights and experiences of educational psychology faculty members within the Department to re-formulate our Master’s of Education program to better fit a 15.0 unit format.
  - The Master’s program in School Psychology relied upon the knowledge and insight of our experienced special education faculty members as well as consultations with school psychologists in the local schools, the BC College of Psychologists, BC Association of School Psychologists and colleagues in Canadian universities offering school psychologist programs.

#### Quality of the Student Experience

- Re-design instructional delivery formats of our multi-sectioned undergraduate course to enhance student engagement and learning.
  - Re-design of instructional format of multi-sectioned undergraduate courses into a more pedagogically sound form – utilizing the format of our successful ED-D 101 Learning Strategies for University Success course: large group lecture coupled with small group seminars. To date ED-D 301 and ED-D 401 have been re-formulated.
  - Multi-access offerings have also been developed for our ED-D 410 course in teacher leadership. Students who are completing practica in locations outside of Victoria participate in the on-course classes via computer-based communications.
- Development of an annual Graduate Student Survey to investigate specific student perceptions, concerns and experiences. The survey is based upon instrumentation from the Canadian Association for Graduate Studies. The 3rd draft of the initial instrument is currently under evaluation by faculty members. Fluid Survey is the design and distribution vehicle for our survey which is scheduled for a fall delivery.

## Faculty of Engineering

- Providing *high-quality undergraduate and graduate programs* is a core value and a top priority for our Faculty. We aspire to continue to improve the competitive standing of our faculty with respect to other Canadian universities. The critically important goals of increasing retention and creating programs that attract outstanding students with a diversity of backgrounds, assume this core value. Specifically, to increase our *enrolments* in Engineering and Computer Science, we are
  - Introducing new and distinctive engineering and computer science programs
  - evolving our existing programs to meet the changing requirements of technology and needs of society
  - increasing the flexibility of our curricula to accommodate international and out-of-program students effectively;
  - expanding our service course offerings (e.g., app development for mobile platforms; big data analytics and prediction);
  - opening up appropriate computer science and engineering courses to students across campus and beyond;
  - improving retention particularly in first year; and
  - expanding and promoting our community engagement efforts.
- To improve *retention*, our Year 1 Engineering program has been re-designed to include team-based, hands-on design courses. Year 1 has been extended to an optional three terms to facilitate the student transition from high school to university. Science Venture was started 20 years ago by five Engineering students and is now not only self-sufficient but also our most successful community engagement project. SPARCS—a Computer Science initiative—teaches children programming through game playing (e.g., regular after school programs). The group is also examining the impact of Computer Science instruction in the elementary classroom.
- Support the healthy growth and further development of the new Civil and Biomedical Engineering programs through faculty recruitment, graduate programs and development of teaching facilities.
- The Faculty of Engineering embraces new learning models and methods and, in particular, the development of outcome-based learning and assessment as mandated by CEAB and soon the Province of British Columbia. In our process to transition to outcome based learning and assessment we conducted a one-day retreat on January 2, 2013 on the topic of outcome based learning. The goal is to convert all of our programs to outcome based learning by 2015/16.
- Experiential learning (or coop) is a core element to all of our programs and is mandatory for all engineering programs and optional for computer science. The participation of graduate students in experiential learning activities (i.e., work terms) has increased significantly in recent years. Despite a very challenging economic climate and the need for a large number of work term jobs annually, the Engineering and Computer Science co-op employment rate remains truly impressive.
- Extending experiential learning through co-curriculum and extra-curriculum learning programs and student teams to enhance the learning experiences.
- Expand the current international Co-op/Academic exchanges to include visiting student agreements, and 2+2 (or 3) joint program agreements.
- Adopt centralized model for some undergraduate student advising

## Department of Computer Science

### Quality of Learning and Teaching

- Define learning outcomes for all courses by 2014/15
- Review of TA assignments, help desk, lab experiences and lab effectiveness

#### Quality of the Student Experience

- Integrate experiential learning into CSC programs more effectively
- Integrate project-based work (e.g. capstone project) more effectively into the academic program

### Department of Electrical and Computer Engineering

#### Quality of Learning and Teaching

- Meet and pass the Outcome-based Evaluation Standard (includes articulation of Learning Outcomes)
- Introduce research intensive courses (e.g. engineering design courses)
- Effectively integrate learning outcomes from co-op work terms and academic study terms to ensure program quality

#### Quality of Student Experience

- Continue to develop modified 1<sup>st</sup> year design and project-based learning courses to integrate electrical, computer and software engineering content.
- Establish cost-recovery MEng degree in Telecommunications and Information Security
- Merge three robotics, mechatronics and computer engineering courses into a new design-intensive integrative course.

### Department of Mechanical Engineering

#### Quality of Learning and Teaching

- Continuously improve the programs to be highest quality, to remain relevant and to reflect advances in technology and needs of society
- Meet and pass the Outcome-based Evaluation Standard (includes articulation of learning outcomes)
- Provide training to our students to become specialists and leaders in cutting-edge technology through research intensive courses (e.g., honours thesis, EcoCAR research projects) and problem solving projects in most upper level courses
- Develop inter-institutional student exchange and transfer agreements with one or two leading international universities

#### Quality of the Student Experience

- Effectively integrate co-op work term experiences with academic studies by articulating and assessing learning outcomes to ensure program quality.
- Continuously strive for excellence in a broad range of co- and extra-curriculum programs through national/international team competitions (EcoCAR, Formula SAE, Underwater Vehicles, UVic AERO and EcoSAT) to attract and motivate students through exciting and unique experimental learning experiences with faculty support
- Continue to develop 1<sup>st</sup> year design and project-based learning courses to integrate electrical, computer and software engineering content.

## Faculty of Fine Arts

### Department of History in Art

#### Quality of Learning and Teaching

- HA 120 and 121 have been revised to meet the internationalization goals of the university and were offered for the first time in 2012-13
- Curriculum review of the undergraduate program was done in 2012 and includes articulation of learning outcomes

#### Quality of the Student Experience

- Enhancing opportunities for student engagement in project based work (e.g., JCURA awards, Williams Legacy research projects, the Big Button Project)

### School of Music

#### Quality of Learning and Teaching

- Improve clarity of course descriptions and articulate 3-5 learning outcomes for all programs leading to a Bachelor of Music
- Make high level of international engagement and the many activities that support it more prominent in the unit's strategic plan and recruitment materials
- Increase the number and range of international exchange opportunities for students

#### Quality of the Student Experience

- Develop tools to monitor the involvement rate and outcomes of experiential learning opportunities in the unit
- Develop additional undergraduate research opportunities
- Promote and maintain the musical instruments to enhance student learning

### Department of Theatre

#### Quality of Learning and Teaching

- Develop new capstone courses in Directing, Performance and Theatre History

#### Quality of the Student Experience

- Develop new international initiatives for Applied Theatre to expand students' global knowledge and understanding of practices
- Continue to build opportunities for students to work alongside professionals in Victoria's theatre community (e.g., Belfry Theatre, Blue Bridge Repertory Theatre, Chemainus Theatre)

### Department of Visual Arts

#### Quality of Learning and Teaching

- Preparation for unit-level Academic Program Review in 2013-14, with a goal to fine-tuning curriculum
- Integrated foundational first-year courses
- Successful implementation of two new team-taught capstone courses

#### Quality of the Student Experience

- Regularize national and international field trips, including provision of academic credit
- Optimize studio space to enhance student study and creative opportunities
- Enhance community awareness of and participation in celebratory events (student exhibits, the annual Audain Professor Exhibit, etc.)

## Department of Writing

### Quality of Learning and Teaching

- Review effectiveness of the redesigned first year course and integrate the new learning outcomes for that course with the newly adjusted outcomes for the upper level courses
- Articulation of learning outcomes within each of the five writing genres (fiction, poetry, creative non-fiction, drama and screenwriting)
- Enhance diversity and internationalization

### Quality of the Student Experience

- Increase professional writing opportunities for students in publishing, theatre, film, etc. as part of their academic experience
- Designate an undergraduate career advisor and develop workshops to provide career information and guidance for the writing profession
- Develop a capstone course in screenwriting and digital production

## Faculty of Human and Social Development

### Quality of Learning and Teaching

- As a very high proportion of HSD's academic programs are delivered fully or largely online, conduct a survey to ascertain students' assessment of and satisfaction with the use of educational technologies. Results will be used to inform practice across the faculty.

### Quality of the Student Experience

- To increase diversity and meet areas of significant social need, identify groups at high risk for exclusion from academic participation or engagement
- Develop policies and practices that enable inclusion
- Introduce consistent and systematic processes for evaluating students' experiences of practicum, co-op, and other experiential learning activities

## Faculty of Humanities

## Department of English

### Quality of Learning and Teaching and Quality of Student Experience

- Re-plan our curriculum to ensure the experience of our Majors is further enriched through the use of a variety of delivery models
- To ensure learning outcomes are articulated for all courses at all levels
- To maintain our record of ensuring that Literature students are taught almost exclusively by research faculty from year one up
- To support further the role of professional writing in our curriculum to ensure the department continues to be a leader on Co-op opportunities for students
- To continue to develop the pedagogy of digital humanities thus strengthening our position as an international leader in this field
- As the national leader in the field we have secured external funding for an unrivalled level of student engagements in the practice of digital humanities
- Through the department's communication committee ensuring all relevant student bodies are fully engaged in the intellectual life of the department

- To strengthen further the graduate programme and its excellent record of recruiting students with externally funded scholarships
- To continue the department's practice of embedding research into the undergraduate experience

### **Department of French**

#### **Quality of Learning and Teaching**

- Continue to have all faculty members teach at all levels of the undergraduate curriculum, as well as at the graduate level
- Ensure all course syllabi include specific learning outcomes
- Continue to explore use of hybrid models of instruction (e.g., half the class onsite and half online)

#### **Quality of the Student Experience**

- Launch new 4-week field school in Paris
- Continue to increase undergraduate involvement and graduate opportunities in research
- Require all students in the Major, Combined Major and Honours programs to experience French in a non-classroom setting through co-op, exchange or a community placement

### **Department of Germanic and Slavic Studies**

#### **Quality of Learning and Teaching**

- Continue to have every regular faculty member teach at all levels of the curriculum
- Monitor the impact of introducing new Germanic and Slavic film and culture courses on student satisfaction and enrolment
- Redefine the structure and content of the undergraduate program resulting from the program review
- Introduce new foundation course as part of the program review and efforts to internationalize the program

#### **Quality of the Student Experience**

- Build on the success of the I-witness Holocaust Field School to develop further experiential learning opportunities
- Continue to develop two internationally popular language learning sites for Russian and German housed in the department
- Monitor effectiveness of the first international co-op exchange in Mannheim, Germany established in 2012
- Continue to expand experiential learning through the German theatre project

### **Department of Greek and Roman Studies**

#### **Quality of Teaching and Learning**

- Continue to implement new courses and revise existing courses to create a graduated undergraduate curriculum
- Implement the graduate curriculum upgrade and newly approved PhD in Greek and Roman Studies
- Continue to develop GRS 500, a graduate seminar focusing on aspects of the academic profession

#### **Quality of the Student Experience**

- Continue to promote participation in GRS 395: Classical Studies Abroad, which provides study



- opportunities in Greece and Turkey and GRS 495: Archeological Fieldwork Seminar
- Continue to develop student awards, travel funding, and co-op, work-study and research opportunities

### **Department of Hispanic and Italian Studies**

#### **Quality of Learning and Teaching**

- Implement findings and recommendations from the departmental curricular retreat in Sept 2012, including articulation of clear learning outcomes for the program in areas of linguistic, literary and cultural competency
- Further the incorporation of innovative technology and pedagogy (e.g., student production of video-poem, courses designed in fields of media and aesthetics, further development of the CALL lab and digital humanities)
- Expand use of popular media and linguistic immersion in the upper years to enhance second-language learning

#### **Quality of the Student Experience**

- Further develop study abroad opportunities in Spain and Italy
- Celebrate student awards

### **Department of History**

#### **Quality of Learning and Teaching**

- To maintain and further strengthen our reputation as exceptional teachers (with CES scores above Faculty averages)
- We have recently undergone a complete curriculum rebuild, to come into effect in Fall 2014
- This provides a far more coherent undergraduate program, with first year thematic courses intended to excite students about a range of broadly relevant historical subjects and to draw them into the program, seminar requirements at the 400 level and breadth requirements in line with the university's internationalization priorities
- We have developed learning outcomes for our courses at all levels
- We plan to maintain our high quality Honours program, which includes a significant research component and second language proficiency
- Recent development of the International Colonial Legacies Field School, with the first cohort of students to visit South Africa in Spring 2014
- Recently reorganized the responsibilities of our majors' advisors, so that one advisor is now responsible for first and second year students and will do proactive work among these students to provide information about the program and encouragement towards the adoptions of a History major

#### **Quality of the Student Experience**

- To further expand the range of experiential learning options available to undergraduate and graduate students, which currently include conducting oral history interviews, the development of historical websites and other digital history initiatives, additional public history opportunities in partnership with community groups, as well as joint historical editing options
- To strengthen the undergraduate offerings in Public History, first introduced in the Fall 2013 with a new course in Public History, which provides students with an introduction to the range of experiential options in this field
- To strengthen our graduate offerings in Public History. We have recently introduced a very well subscribed graduate public history course, and are currently developing a proposal for an MA Program in Public History, which will provide students with both theoretical and applied skills in

public history through working with both History faculty and a range of community partners.

- The department will continue its longstanding commitment to organizing the BC-wide Qualicum conference, which provides important opportunities for our graduate and undergraduate students to present their research in a supportive academic environment

### Department of Linguistics

(no specific goals provided, but narrative review of activities in support of the Quality of Learning and Teaching and the Quality of the Student Experience)

### Medieval Studies

#### Quality of Teaching and Learning

- Develop resources to support and expand the MEDI Study Abroad Program

#### Quality of the Student Experience

- Promote opportunities for students to provide research content for two departmental websites, “The Medieval Mapping Project” and “Stories of Gold”
- Develop further opportunities for students to work with medieval artifacts in the Maltwood

### Department of Pacific and Asian Studies

#### Quality of Teaching and Learning

- Continue to implement the curriculum redesign undertaken in 2009 to provide a simplified, flexible program structure with clearly define learning outcomes
- Counteract declining enrolments by offering courses that will appeal to a larger cohort

#### Quality of the Learning Experience

- Promote opportunities for international experiences and increase the number of students who study abroad
- Continue to develop events that engage students and the broader community (e.g., Asian Language Speech Contest, Pacific and Asian Studies Career Workshop, Asian Languages Fair)

### Department of Philosophy

#### Quality of Teaching and Learning

- Establish critical thinking/logic lab where students can ‘drop in’ for advice about honing their reasoning and communication skills
- Establish peer mentoring program through which senior philosophy undergraduates give guidance and feedback to beginning students in philosophy
- Provide ‘How to Write a Philosophy Paper’ tutorials in Fall and Winter terms
- Offer annual grantscrafting workshops for senior undergraduate and graduate students

#### Quality of the Learning Experience

- Support the activities of the Philosophy Students Union including the Annual Undergraduate Philosophy Conference and the ongoing publication of the undergraduate philosophy journal *Sophia*
- Host regular *Philosophy Café* events in which faculty led discussions of contemporary issues in philosophy
- Host monthly *Philosophy and Film Forum* (a free Cincentra following by a faculty lead discussion of philosophical issues raised by the film)
- Hold regular public debates addressing perennial philosophical issues (e.g., free will, meaning of

- life, nature of knowledge and value)
- Hold annual Women in Philosophy Forum

### Religious Studies Program

#### Quality of Learning and Teaching

- Expand course offerings and section caps to meet the increasing student interest since start of the major in Religious Studies in 2010 in the face of loss of regular faculty available to teach in the area
- Structure a seminar course around the Centre for Studies in Religion and Society weekly lecture series

#### Quality of the Student Experience

- Foster the new Religious Studies course union
- Expand 3<sup>rd</sup> year course offerings to address issues of student and societal interest (e.g., Religion and Gender, Religion and Film, Religion and the Environment)

### Womens' Studies

#### Quality of Learning and Teaching

- Create Learning Outcomes at Course and Program level
- Continue to incorporate faculty research into all new course design and course updates
- Implement findings of annual instructor workshop focused on WS 104: Gender and Social Justice (course content, pedagogical methods, learning outcomes)
- Regular faculty to teach at all levels
- Create new courses, revise existing courses to keep up-to-date and relevant

#### Quality of the Student Experience

- Continue to develop innovative pedagogies and experiential learning opportunities (e.g., forums, blogs, theatre, grant writing)
- Seek resources to offer WS 450, the unit's experiential learning practicum course
- Encourage student participation in Co-op, increase departmental liaison with Co-op
- Take full advantage of undergraduate research opportunities, e.g., JCURA
- Continue to support, maintain vibrant WS course union (WS Equity & Outreach) and their networking activities on campus and in broader communities
- Increase number of annual celebratory events, e.g., Open House

## Faculty of Law

In lieu of the Quality Exercise, the Faculty of Law is undertaking a comprehensive self study and program review.

## Division of Medical Sciences

#### Quality of Learning and Teaching

- Complete curricular review to increase program clarity and articulate learning outcomes
- Develop a new course in geriatric pharmacology
- Build on IMP curricular redesign to include use of web modules and online tools to facilitate learning and look at reflection as a teaching and learning tool

#### Quality of the Student Experience

- Develop a graduate study space for 22 grad students and 5 post-docs
- Initiate Directed Studies and Special Topics courses in the Division
- Enhance instructor evaluation and student feedback

## Faculty of Science

### Department of Biochemistry and Microbiology

#### Quality of Learning and Teaching

- All courses have expected learning outcomes on the website and working to develop learning outcomes for the undergraduate programs
- Given substantial growth in the Honours Program (2-3 in 2006 to 24 in 2012), introduce new assessment procedures for the students in the program
- Revise proteomics curriculum including courses in mass spectrometry and proteomics
- Incorporate up-to-date methods and relevant projects in 3<sup>rd</sup> and 4<sup>th</sup> year labs
- Provide more and varied forums for graduate students to present and evaluate research

#### Quality of the Student Experience

- Introduce Co-op internships (a 4-16 month placement at the end of their program)
- Reorganize a small existing office to accommodate more graduate students
- Continue to develop social media presence on Facebook and Linked-in for students and alumni
- Profile research opportunities for undergraduates through faculty presentations and lab tours
- Renovate foyer of Petch Building to develop undergraduate study and meeting space

### Department of Biology

#### Quality of Learning and Teaching

- Provide students with an opportunity to focus on marine sciences while completing a BSc in Biology (concentration in Marine Science)
- Develop a capstone course "Frontiers of Marine Science"
- Provide students with an opportunity to focus on cellular and systems neuroscience while completing a BSc in Biology (concentration in Neuroscience)

#### Quality of the Student Experience

- Increase faculty participation and engagement in Directed Studies by appointing two regular faculty as directors for Directed Studies
- Provide students with a faculty contact to advise on course and career selection (First Year Student Mentor program)
- Review results of the pilot first year drop-in help centre and the identification of students at risk program, both initiated in 2013

### Department of Chemistry

#### Quality of Teaching and Learning

- Undertake undergraduate curriculum review scheduled for 2014
- Implement new Chemistry for the Medical Sciences program (pending ministerial approval)
- Grow participation in CHEM 298 and consider providing credit for CHEM 398, both currently non-credit (volunteer) courses introduced in 2010

#### Quality of the Student Experience

- Review the faculty mentoring program for 200 level chemistry students introduced in Fall 2012
- Complete review of Chemistry undergraduate student workload
- Continue recognition of student achievement at annual undergraduate and graduate awards reception initiated in 2011
- Use new CHEM 100/200 “Top of Class” Awards (pizza celebration with awards for A and A+ students) to make students aware of Chemistry programs, opportunities and career options

### **School of Earth and Ocean Sciences**

#### **Quality of Teaching and Learning**

- Explore curriculum options to create new joint programs
- Commence delivery of new core undergraduate program
- Review and develop recommendations for mounting and managing Field Schools and Field Trips with increasing enrolments

#### **Quality of the Student Experience**

- Increase student numbers to support two sections of the Introductory Field School
- Offer the Ocean Sciences Minor during the winter semester (currently only offered in summer)
- Involve alumni in mentoring and support of undergraduate students

### **Department of Mathematics and Statistics**

#### **Quality of Teaching and Learning**

- Inventory service requirements for lower level math/stats across campus and evaluate performance (using the Math Working Group model used to evaluate calculus requirements)
- Develop a specialized math majors intake stream
- Simplify upper level math/stats majors and honors requirements and the viability of the current ‘streams’

#### **Quality of the Student Experience**

- Introduce a course-only Masters in Math to meet demand from high school teachers and other professionals looking to upgrade
- Increase the number of annual undergraduate research opportunities/supervisions by 50% over current levels by 2015

### **Department of Physics and Astronomy**

#### **Quality of Teaching and Learning**

- Curricular redesign for Major and Honors students involving introduction of an enriched 1<sup>st</sup> year stream that supports learning in key foundational courses
- Provide enhanced training and practice for laboratory and computational skills to better equip students for co-op and research work and for the capstone project
- Provide science and engineering students with an enhanced 2-term physics sequence
- Integrate international students entering through the Pathways Program

#### **Quality of the Learning Experience**

- Provide dedicated space for the Physics and Astronomy Student Society
- Enhance undergraduate advising, including consideration of a separate advisor for Astronomy students
- Develop more flexible learning support using online communication tools (e.g., Moodle tools, discussion forums, video chats) to better meet the needs of students

## Faculty of Social Sciences

Faculty-wide initiatives to increase the Quality of Learning and Teaching and the Quality of the Student Experience

- Enhance the First Year Experience through review and redesign of 100-level and some 200-level courses to increase engagement and reinforce UVic's identity as a research-intensive institution
  - Hire instructors with outstanding teaching skills and increase the proportion of introductory classes offered by research faculty
  - Encourage senior researchers to participate in 100-level classes
  - Increase funding for graduate student TAs to allow units to offer regular small-group tutorials in most 100 level classes
- Participation by all units, including the interdisciplinary programs in the JCURA program
- Development of a faculty-level website promoting research opportunities for undergraduates
- Protecting high-impact but resource-intensive upper-level courses, including capstone seminars and field schools
- Monitor effectiveness of the newly established Office of Interdisciplinary Programs
- Continue to develop potential new interdisciplinary minors in health studies, international development and urban studies
- Establishment of a new interdisciplinary course call "Working in Community" that combines classroom study of community organizations and civic engagement with a service learning experience designed to develop the competencies needed to work effectively in non-profit and volunteer community organizations
- Development of 400-level Directed Experiential Learning courses to enable individuals to examine analytical issues from their discipline in relation to work or volunteer activities directly related to subject matter taught in the unit
- Continue to develop and evaluate a students at risk program to ensure early identification of students who would benefit from additional advising, study skills or counseling support
- Build on faculty-wide events such as the annual 'Rising Stars' student recognition event and on social media tools to build awareness and engagement at both the unit and faculty levels
- Continue to create attractive spaces for social interaction and learning in the Cornett Building and the David Turpin Building that will encourage engagement and build a sense of pride and belonging

### Department of Anthropology

- Expand field school opportunities beyond west-coast archeological schools to include visual anthropology and paleoanthropology
- Run a mini conference for presenting Honors research projects to a broader audience
- Develop opportunities for undergraduates to work with graduate students on *PlatForum*, the longest continuing student run anthropology journal in Canada

### Department of Economics

- Strengthen Honours Program by increasing amount and level of hands-on research experience
- Monitor development of two international exchange programs for students with universities in Hong Kong and Italy

**School of Environmental Studies**

- Promote and monitor effectiveness of the 'Redfish School of Change' and the new Hakai Field School
- Support opportunities for students to participate in community based environmental activities (e.g., through Polis)

**Department of Geography**

- Promote and monitor effectiveness of the international development and sustainability field schools introduced in 2011 and 2012
- Promote and monitor student participation in the new minor in Coastal Studies and the new 3<sup>rd</sup> year course in faculty-based coastal research
- Support student presentations of research at the annual Geography student conference and the Western Division of the Canadian Association of Geographers

**Department of Political Science**

- Require all majoring students to complete at least one 4<sup>th</sup> year seminar class
- Continue to provide financial, academic and administrative support for student participation in the UVic Model UN Club

**Department of Psychology**

- Offer 4<sup>th</sup> year lab-based course to support students in undertaking their own research projects under faculty supervision
- Continue to host the Psychology Students of Vancouver Island Research Conference
- Promote the 3<sup>rd</sup> year field-based practicum course in which students gain volunteer work experience in psychology-related positions in the community

**Department of Sociology**

- Act on the outcomes and recommendations of the major undergraduate curriculum review conducted in 2011-12

**Division of Continuing Studies****Quality of Learning and Teaching**

- Learning outcomes are being developed for all certificate and diploma courses/programs
- A new viability index and course approval process has been developed and is being applied to all courses in community and professional development programs
- Average section size is being monitored
- Course Experience Surveys or Continuing Studies developed course evaluations are being applied across all courses and programs

**Quality of the Student Experience**

- Integration of experiential learning
- Incorporate teaching practices that address key NSSE indicators of student engagement
- Introduction of a CRM (constituent relationship management system) to better meet student needs