On behalf of the Senate Committee on Continuing Studies, I submit for consideration the Annual Report for the period September 2016 to June 2017.

The Report summarizes information under five headings:

1. Senate Committee on Continuing Studies Membership
2. Senate Committee on Continuing Studies Terms of Reference
3. Review Schedule of Diploma and Certificate Programs
4. New Program Initiatives
5. Other

During the 2016/17 academic year, five regular meetings were held to discuss programmatic and operational matters of the Division:

- October 26, 2016
- January 18, 2017
- February 15, 2017
- March 15, 2017
- May 17, 2017

1. Committee Membership

Dr. Maureen MacDonald (ex officio), Chair (September through December, 2016)
Ms. Chandra Beaveridge, Convocation Representative
Prof. Robert Howell, Faculty of Law
Dr. Poman So, Faculty of Engineering
Dr. Penny Bryden, Faculty of Humanities
Dr. James Nahachewsky, Faculty of Education
Dr. Esther Sangster-Gormley, Faculty of Human & Social Development
Mr. Martin Parry, Student Representative - DCS
Dr. Carolyn Butler-Palmer, Faculty of Art History and Visual Studies

Dr. Richard Rush (ex-officio), Chair (from January through June, 2017)
Dr. Nancy Wright (ex-officio) nominee of the President
Prof. Robert Howell, Faculty of Law
Dr. Poman So, Faculty of Engineering
Dr. Penny Bryden, Faculty of Humanities
Dr. James Nahachewsky, Faculty of Education
Dr. Esther Sangster-Gormley, Faculty of Human & Social Development
Mr. Martin Parry, Student Representative - DCS
Dr. Carolyn Butler-Palmer, Faculty of Art History and Visual Studies

Dr. Linda Shi, Faculty of Business
Dr. Kenneth Stewart, Faculty of Social Sciences
Ms. Wendy Gedney, Alumni Assoc. Representative
Ms. Noa Hacohen, Student Representative - GSS
Mr. Adam McKenna, UVSS Representative
Ms. Brontë Renwick-Sheilds, Student Senator Representative UVSS
Dr. Kathryn Gillis, Faculty of Science
2. **Terms of Reference**

The Committee shall:

1. Review and make recommendations to the Division of Continuing Studies regarding academic policies and criteria concerning the offering of:
   a. Degree-credit courses and programs, approved by the Senate and the Board of Governors, at off campus locations and on campus when such courses or programs are not otherwise administered by the academic departments;
   b. Non-degree programs and courses.

2. Monitor on a regular basis the Continuing Studies programs and courses offered to ensure adherence to established academic policies, priorities and criteria.

3. Review proposals for new programs and for changes to existing Continuing Studies programs and shall, at its discretion, make recommendations respecting such programs to the Senate Committee on Planning.

4. Review existing certificate and diploma programs at least every three years.

Senate standing and ad hoc committee meetings are normally closed and the discussions and meeting documents are considered confidential.

**Composition**

- 9 faculty members representing the faculties (at least 2 of whom shall be members of Senate) (voting)
- the Dean of Continuing Studies, Chair (ex officio, voting)
- 3 students including 1 student member of Senate, 1 undergraduate student representative and 1 graduate student representative (voting)
- 1 student representative from the diploma or certificate program in Continuing Studies appointed by the Senate (voting)
- 1 Alumni Association representative (voting)
- 1 convocation member of Senate (voting)
- the President or nominee (voting)

Total membership - 17 (17 voting members)

The secretary of the committee is a representative from the Office of the Dean, Division of Continuing Studies.

3. **Review Schedule of Diploma and Certificate Programs**

As required by the Terms of Reference (#4), the Senate Committee on Continuing Studies reviewed six diploma/certificate programs offered through the Division of Continuing Studies.

The programs reviewed were:

a) Computer Based Information Systems Certificate
b) Professional Specialization Certificate in French Immersion
c) Aboriginal Language Revitalization Certificate
d) Collections Management Professional Specialization Certificate and Cultural Resource Management Diploma

e) French Language Diploma

The committee recommended ongoing delivery for five programs, with the caveat for one program that it be renewed for two years with a special review in the 2017-18 calendar year.

a) Computer Based Information Certificate (October 26, 2016)

Dr. Richard Rush, Director, Community and Professional Programs and Ms. Nancy Aubut, Program Coordinator, created a summary document provided to the committee for review which included the history and the anticipated future of the program.

The program is mature, but has seen a significant decline in registrations over the years. This is primarily due to a change in the relationship with Thompson River University and the rapid change in the industry. The nature of the delivery of the program limits the ability to update materials to keep up with the rapid changes in the industry. The breadth of the field wasn’t as large as it is now and the program is not sustainable with this broad a reach.

The committee unanimously approved the continued delivery of the CBIS Certificate for another two years with the caveat that a program review be done in the fall of 2017.

b) Professional Specialization Certificate in French Immersion

Dr. Richard Rush, Director, Community and Professional Programs and Ms. Francoise Keating, Program Coordinator created a summary document provided to the committee for review which included the history and the anticipated future of the program.

Since the last review there has been a significant effort made on building/rebuilding relationships with the Faculty of Education and the local school districts. The cohort for the Professional Specialization Certificate in TFI consists of pre-service teachers and in-service teachers. A solid partnership has been developed with the Faculty of Education advisors who are now able to align this programming with the pre-service teachers.

In-service teachers have proficiency in the language and the school districts want to add French Immersion (FI) training for them. This program provides a supplement for those teachers who did not get the formal FI training while in university so they have the confidence for teaching the full program. School District 61 is leading this and other school districts are coming along. There is a focus to broaden marketing to in-service teachers who don’t have time to take a full program.

The committee unanimously approved the continued delivery of the Professional Specialization Certificate in French Immersion for the next three years.

c) Aboriginal Language Revitalization Certificate (January 18, 2017)

Ms. Tania Muir, Program Director, Cultural Management Programs and Ms. Janna Wilson, Program Coordinator created a summary document provided to the committee for review which included the history and the anticipated future of the program. Special guest, Ms.
Maxine Baptiste, Director of Language Programs at the En’owkin Centre in the Okanagan was invited to attend the meeting.

Ms. Baptiste, on-site Director of the program at the En’owkin Centre advised that the program has been running successfully for 10 years and students can ladder into regular university programming.

Ms. Baptiste also shared that the impetus of the program’s beginning was a desire to build capacity in the communities. With classes being multi-generational it gives elders and the young people a fresh perspective as they work together on a common goal. This is one of the strengths of the program.

The Committee unanimously approved the continued delivery of the Aboriginal Language Revitalization Certificate for the next three years.


Both the Diploma in Cultural Resource Management and the Professional Specialization Certificate in Collections Management were brought forward together as the programs themselves are highly interrelated. Ms. Tania Muir, Director of Cultural Management Programs, Dr. Tusa Shea, Program Coordinator and Ms. Miranda Angus, Program Coordinator created a summary document provided to the committee for review which included the history and the anticipated future of the program. Both programs serve a wide variety of working professionals in the cultural sector. Additionally, they serve UVic graduate and undergraduate students in related disciplines allowing students to take the program concurrently with their regular studies and also allows them to take individual courses. A credit program, the Diploma is under the academic stewardship of Art History and Visual Studies (AHVS) in the Faculty of Fine Arts. It has a two-tiered governance system with a steering committee, advising on academic matters and an advisory committee with community as well as academic advisors.

The Professional Specialization Certificate (PSC) is a 6-unit credential for training professionals in the development, management and care of collections. Instructors are strong academically while also being at a high level in their professional field, bringing real-life experience to the learning.

Financially both the Diploma and PSC are cost recovery programs. There was a strong increase in enrolment in the fall of 2016.

Promotion of both programs is done via Canadian trade magazines, conference attendance, presentation and staff sitting on boards and presenting at trade shows. Marketing is done with GoogleAd campaigns and mail outs to different industries across Canada including art galleries and government agencies.

The Committee unanimously approved the continued delivery of both the Diploma in Cultural Resource Management, as well as the Professional Specialization Certificate in Collections Management for the next three years.

e) French Language Diploma (March 15, 2017)

Ms. Tania Muir, Director of Cultural Management Programs and Ms. Francoise Keating, Program Coordinator created a summary document provided to the committee for review which included the history and the anticipated future of the program.
The French Language Diploma program has existed since 1971 to provide educational opportunities for students to learn French. It operates within Division of Continuing Studies but its academic home is the Department of French Languages & Literature.

A scan of the types of learners in the program shows parents with children going to French immersion (20% of children in BC are in French immersion), In-service and Pre-service teachers and teachers enrolled in the PSC in Teaching French Immersion (PSC-TFI).

Since 2013 there has been a decline in course registrations. Staff are actively working with the advisory council to understand and address this negative trend and recommendations were made to consider rebranding and increase targeted marketing to raise awareness and attendance. In the past year the program has had a number of challenges where recruitment and marketing were not able to be maintained at the levels of the past. There are plans for a competitive scan of what others are doing in French Language studies to get a better understanding of the audience.

The Committee unanimously approved the ongoing delivery of the French Language Diploma for the next three years.

4. New Program Initiatives

The committee reviewed four Letters of Intent (LOI) for new program proposals. The LOI process allows an initial idea, first vetted through the division’s Executive Committee, and then brought to the Senate Committee on Continuing Studies for guidance and feedback. It is the first step towards a full proposal.

   a) Indigenous-Focused Foundation Year Program
   b) Professional Specialization Certificate in Business Technology
   c) Professional Specialization Certificate in Community Based Research and Certificate of Completion in Community Based Research Fundamentals
   d) Certificate in Indigenous Cultural Heritage

a) Indigenous-Focused Foundation Year Program

Ms. Tania Muir, Program Director, Cultural Management Programs, and Ms. Janna Wilson, Program Coordinator, prepared a letter of intent for an Indigenous-Focused Foundation Year Program. They, along with Ms. Maxine Baptiste, Director of Language Programs, En’owkin Centre, attended the meeting to answer any questions regarding the proposal.

The proposed offering would provide courses at a 1st year level that would help Indigenous students transition into regular university programs. This would not be a remedial year, but the courses would be taught from an Indigenous perspective. Courses would be offered on campus as a cohort in conjunction with the Office of Indigenous Affairs.

The Committee was supportive of this initiative.

b) Professional Specialization Certificate in Business Technology


This would be a unique program for business. Many businesses are not up to speed on where to get instruction on business technology management. While suited for upgrading graduates
to a better understanding of the digital economy, the primary audience is the mid-career professional in a managerial role who need to understand this information in order to continue to advance.

The Committee was supportive of this initiative.

c) **Professional Specialization Certificate in Community Based Research and Certificate of Completion in Community Based Research Fundamentals**

Ms. Maxine Reitsma, Program Coordinator Arts & Science, provided a letter of intent for a Professional Specialization Certificate in Community Based Research along with a Certificate of Completion in Community Based Research.

The idea for this came to the Division from Dr. Budd Hall as an opportunity that would be funded from the Social Sciences & Humanities Research Council (SSHRC). The proposed funding did not come through from SSHRC for this letter of intent to proceed.

d) **Certificate in Indigenous Cultural Heritage**

Ms. Tania Muir, Program Director, Cultural Management Programs provided a letter of intent for a Certificate in Indigenous Cultural Heritage. It is anticipated that this program would be funded in a similar fashion to the Certificate in Aboriginal Language Resources (CALR) which is a cost recovery model program. Funds are anticipated to come from the Heritage Branch who will match funds from resources that come available from the community, or band. Tuition will be charged, but the tuition will be covered by grant funding, community, and band sources, not from the students themselves. The Division’s Cultural Management area will assist in locating opportunities for funding to the bands. It will be a cohort based model with the opportunity to take online elective courses. The cohort would be required to take the community based foundational courses.

The Committee felt that this program would have a good alignment with the division and gave their full support to proceed.

5. **Other**

The first meeting of the year was chaired by Dr. Maureen McDonald, Dean. All subsequent meetings were chaired by Dr. Richard Rush as Acting Dean, Division of Continuing Studies.

**Review of “Program-Like” Offerings starting in 2017**

As part of the Division’s Strategic Plan it was recommended by the Provost’s office that this Committee undertake to review the Division’s “program-like” offerings that are not reviewed elsewhere. There are approximately 6 program-like offerings that would be brought forward annually to the Committee. These offerings could benefit from a triannual review similar to the formal programs to provide accountability, and ensure the division is offering sustainable, viable offerings, however these reviews would not be given the same rigor as the program offerings.

There was some discussion and feedback given to Dr. Rush. The Committee agreed to test reviewing these in the fall.

cc: Senate Committee on Continuing Studies