Soaring to New Heights

The Faculty of Creative and Critical Studies Strategic Plan (2012-2017)

Approved by Faculty council on October 10, 2012

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BACKGROUND AND OVERVIEW

In November of 2004, succession planning for the University of British Columbia's Okanagan Campus was informed by a document entitled "Core Values at UBC Okanagan: A Discussion." The main purpose of the document was to ensure that the new campus fulfilled the following vision which was set out in the University of British Columbia strategic plan called *Trek 2010*:

The University of British Columbia, aspiring to be one of the world's best universities, will prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve the people of British Columbia, Canada, and the world.

UBC's Okanagan Campus was given the opportunity to pursue the UBC vision in unique, including structurally different, ways. One of these was to think differently from UBC's Vancouver Campus in terms of faculty structure. As a consequence, UBCO established a combined Faculty of Arts and Sciences, while UBCV had separate ones. Similarly, the Nursing program at UBCO became part of the Faculty of Health and Social Development while it remained part of the Faculty of Applied Science at UBCV. In related developments, the Faculty of Creative and Critical Studies was proposed as a radical response to faculty reform, with a specific mandate to foster an environment where interdisciplinary scholarship and learning are promoted and where research, practice and teaching are interwoven.

The Faculty of Creative and Critical Studies (FCCS) was formally established in 2005 and brings together disciplines and fields that straddle the Creative and Performing Arts, and the Humanities, and the Social Sciences, with particular foci on language, literary studies, cultural studies, art history, creative writing, and the visual and performing arts. FCCS is the second largest undergraduate teaching faculty on campus, with roughly 15% of undergraduate FTEs enrolled in courses offered by the following programs:

- Bachelor of Arts in Art History and Visual Culture; Creative Writing; Cultural Studies; English; French; Spanish
- Bachelor of Fine Arts in Interdisciplinary Performance and in Visual Arts

We also offer the following graduate programs:
- Master of Arts in English
- Master of Interdisciplinary Studies
- Doctor of Philosophy in Interdisciplinary Graduate Studies

Through these programs, FCCS provides an exciting intellectual environment for examining various types of communication within society; the cultural forms, relationships and institutions that emerge; and the economic and political forces that underlie them. Students engage with different dimensions of these cultural expressions and relationships, in historical and contemporary contexts, as they relate to interactions among humans and between humans and other phenomena, both physical and abstract. Consequently, they cultivate the skills and knowledge needed to incisively interrogate our cultural and

natural heritage; to understand their dynamics; to explore the implications of those dynamics; and to contribute to improving the human condition.

Our programs bring creative, critical and interdisciplinary perspectives to bear on our understanding of issues within art, culture and society. This fundamental strength makes FCCS a hub of rich intellectual stimulation and pragmatic solutions, because we integrate insights and approaches from diverse fields (including the fine arts, humanities, social sciences, as well as the natural and applied sciences). We are also uniquely situated to offer students a rare opportunity to weave these perspectives into tangible creative projects such as documentary films, theatre, poetry, sculpture, painting, and installation art. We pride ourselves in providing innovative experiential learning opportunities that transform our students into global citizens, determined to make positive contributions to communities close to home and farther afield, as well as build bridges of understanding and mutual development across the world.

The Faculty is home to 60 continuing faculty members, 10 FTE support staff (7 administrative; 3 technical), and several Sessional Instructors, and is organized into two departments as follows:
1) Creative Studies: with programs and or courses in Creative Writing, Interdisciplinary Performance and Visual Arts.
2) Critical Studies: with programs and or courses in Art History and Visual Culture, Cultural Studies, English, French, Germanic Studies, Japanese Studies, Spanish

FCCS faculty and students are engaged in cutting edge scholarly activities. Among the issues addressed in these projects are the role of art and creative writing in environmental conservation and sustainable livelihoods; the re-shaping of human society through new media and other forms of technology; the intersection of various forms of identity and material culture with politics and economics in the era of globalization; the relationships among the mass media, popular culture, representation and civic engagement; and how language, literature and intercultural communications shape, and are shaped by, particular historical contexts.

VISION AND MISSION

Vision

Within the next five years, the Faculty of Creative and Critical Studies will become a nationally recognized leader in disciplinary and interdisciplinary creative and critical scholarship and teaching that encompass diverse global, historical, and contemporary experiences and perspectives. It will attract excellent graduate and undergraduate students from Canada and around the world and will serve as a nexus for communities and leading scholars who share in our mission.

Mission

The Faculty of Creative and Critical Studies provides an environment within which students, faculty, staff and the larger society engage one another as a vibrant, creative, and critical intellectual community. It embraces both disciplinary and interdisciplinary approaches to knowledge and learning within a global and intercultural context, and offers the highest quality educational experience for graduate and undergraduate students in the liberal and creative arts. The Faculty commits to an ethos of global awareness and intercultural engagement, and produces internationally relevant and recognized scholarly and creative works in the fine arts, humanities and social sciences.

VALUES AND PRINCIPLES

Our vision, mission, and strategic plan will be guided by the following values and principles:
- Excellence in teaching, research and creative activity
- Inclusiveness and diversity of peoples, backgrounds, and ideas
- Mutual respect, civility, and collegiality
- Commitment to a positive working environment
- Mutual support and care
- Transparency and accountability
- Support for innovation and creativity

STRENGTHS, WEAKNESSES, OPPORTUNITIES, & THREATS

UNDERGRADUATE PROGRAMS

Strengths
- Interdisciplinary curricula
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- Small and intimate class sizes in a number of programs
- Solid record of teaching
- Experiential learning opportunities
- Significant number of courses taught by regular faculty members
- Integration of research and teaching

Weaknesses
- Large class sizes in some courses and programs
- Challenges with student retention in some programs
- Lack of strong identity with the Faculty and weak sense of cohort among students, with the possible exception of BFA students
- Absence of direct entry into many programs creates recruitment and retention challenges
- Lack of adequate instructional infrastructure in some programs, particularly in the Department of Creative Studies
- Lack of understanding of FCCS programs both on- and off-campus
- Low/negative growth rates in BFA enrolment

Opportunities
- Leveraging UBC's status to attract domestic and international students
- Strategic planning process as opportunity to re-define and re-position ourselves and be competitive as a first choice destination for students
- Potential revisions to BA requirements and prospect of direct entry into our BA programs

Threats
- Competition from more established institutions in major cities: implications for recruitment and retention
- Absence of direct entry
- Budgetary uncertainties
- Global economic uncertainties
- Challenging employment prospects for graduates
- Potential Changes to BA requirements
- Public and institutional perceptions and attitudes that devalue the liberal and creative arts

GRADUATE PROGRAMS

Strengths
- Intimate graduate student learning experience
- Mentoring opportunities for student success
- Increasingly strong students

- Interdisciplinary curricula
- High completion rates in English MA program

Weaknesses
- Inadequate funding
- Absence of strong cohort and sense of identity
- Students in Interdisciplinary program sometimes unable to gain core competencies
- Unsatisfactory time-to-completion rates among IGS students (MA, MFA, PhD)
- Limited supervisory experience in some programs
- Limited number of students from outside the region

Opportunities 7
- Growth in research intensity and synergies within clearly identifiable research clusters will lead to national and international recognition, thereby attracting students
- Increasing recognition of the scholarly accomplishments of several faculty members is attracting many students, and the trend is bound to continue and to grow.
- Expanding range of innovative and collaborative scholarly endeavors by faculty members
- Strategic planning process as an opportunity to rethink, redefine and reposition graduate programs

Threats
- Inadequate space and other instructional infrastructure may make us less attractive to potential students.
- Challenging employment climate for graduates in the liberal arts may discourage enrolment.
- Relative isolation compared to universities in major cities may make us less attractive.
- Decrease in available funds for graduate student support.
- Public and institutional perceptions and attitudes that devalue the liberal and creative arts

RESEARCH AND CREATIVE ACTIVITY

Strengths
- Two innovative research Centers with a focus on key issues of social, cultural and political significance
- Growing success in research grant competitions by faculty and graduate students
- Several faculty members are undertaking world-class scholarship and creative activity, and some of them already have national and international reputations.

Weaknesses
- Inadequate communication about research accomplishments of faculty members, within the non-academic community, deprives them of the necessary visibility and recognition.
- Atomization of faculty members' research makes it difficult to establish clear areas of scholarly strength, to explore synergies, and to pursue large-scale collaborative initiatives that can be catalysts for additional scholarly activities.

Opportunities
- Growing number of faculty members with similar research and creative interests provides opportunity to build scholarly clusters, with the potential to strengthen existing research efforts and to obtain large, collaborative grants.
- Research seminar series provides a forum for knowledge sharing, recognition of common interests, and a catalyst for joint initiatives.

- Co-location of faculty offices and commitment to cross-program and cross-departmental collaboration among faculty members open up avenues for innovative interdisciplinary projects.
- Cutting edge scholarship by several faculty members in emerging areas of scholarly endeavor (e.g., intersections of new/digital media, politics, and culture) situates the Faculty very well as a future leader in these areas.
- Expanding range of initiatives in support of research

Threats
- Possibility of losing some of our accomplished scholars to competitor institutions
- Cuts to internal funding for scholarly activities
- Funding cuts by granting agencies
- Inability of Faculty to provide required matching funds for major grants
- Public and institutional perceptions and attitudes that devalue the liberal and creative arts
- Intense competition for other saturated funding sources

PERSONNEL

Strengths
- A committed core group of colleagues who are ever ready to take on service responsibilities
- A significant group of faculty members and staff who are dedicated to giving our students an excellent educational experience.
- Goodwill and motivation among faculty and staff to enhance the quality of research, teaching, and service to our students and our communities.
- Faculty members with a strong record of accomplishments in research and creative activity
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Weaknesses
- Workplace Experience Survey indicates anxiety and dissatisfaction among faculty members with respect to certain aspects of the work environment.
- Lack of motivation on the part of some colleagues to be fully engaged with the affairs of the Faculty and their departments.
- An unwillingness and or anxiety, on the part of some colleagues, to take on service responsibilities.
- Absence of succession plans for key leadership positions

Opportunities
- The increase in faculty complement over the last few years provides a chance to complement existing curricula and research programs with new ideas and new energy, to generate a critical mass of colleagues who can support particular instructional and scholarly initiatives.
- As several faculty members are promoted, and gain tenure, the faculty is able to strengthen, deepen, and expand the pool of those who can serve as mentors to junior colleagues and take on leadership roles.

Threats
- Budget constraints at the institutional level may prevent us from replacing faculty members who retire or resign, thereby hampering our ability to sustain our programs and to maintain their quality
- Budget constraints may make it difficult for us to replace support staff and or increase their complement to levels necessary for us to fulfill our mission.

- Possibilities of burn-out on the part of the few individuals who tend to take on the bulk of service responsibilities within their departments and the Faculty.

EXTERNAL COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Strengths
- Long-standing partnerships with some community organizations and local institutions already exist, and continue to provide mutual benefits (e.g., Kelowna Art Gallery, Kelowna Community Theatre, Regional District of Central Okanagan, En'Owkin Center)
- Several of our programs have community engagement and experiential learning components that promote relationships with the community.
- Support from individuals in the community in the form of endowments, bursaries, and scholarships (e.g., Reichwald Professorship).
- Attraction of community members to our events and programs (eg. Art on the Line, BFA End-of-Year Exhibition and Performance, Monsters Series, Author Reading Series, Spanish Film Series) promotes visibility for our programs and an understanding of our contributions to society.
- Our role as a major part of the university's public face through our contributions to the intellectual and cultural life of the community

Weaknesses
- Visibility of our programs and an understanding of the work of our faculty and students, within the community, are not as extensive as they should be.
- The physical distance between the campus and the community constrains engagement.
- The absence of a concerted strategy to engage the community leads a reactive, as opposed to proactive, approach to opportunities.
- Largely because of the age of our Faculty, and partly because of the absence of a clear alumni engagement strategy, we have not been able to cultivate extensive and deep relationships with our alumni for the benefit of the Faculty.
- Dependence on just a few faculty members for community engagement activities does not give us the necessary presence, latitude, and recognition.

Opportunities
- There are emerging partnerships that can be solidified and leveraged for additional benefit (e.g., New Monaco, group working on Western Economic Development initiative)
- The establishment of our Community Advisory Board will provide a huge boost to our community engagement initiatives.
- Expansion of experiential learning options within our programs, in partnership with community organizations, will facilitate further engagement between our Faculty and local/international communities.

Threats
- Cultivation of the same partners by other institutions, as well as other units within UBC, may lead to "partnership fatigue" and our inability to gain any prospects
- Apathy towards, or inability on the part of some faculty members to participate in, community engagement initiatives can be demoralizing to colleagues who are engaged and to partners who may sense a lack of collective purpose on our part. Burn-out on the part of the few who are engaged can also derail our initiatives.
- The uncertain economic climate limits support for our initiatives.

PRIORITIES, OBJECTIVES, AND ACTIONS

Our strategic plan is inspired by the vision and initiatives articulated in *Place and Promise: The UBC Plan*, the *UBCO Academic Plan*, and the *UBCO Research Plan*. It provides concrete directions for ensuring that the goals outlined in these institutional level documents are realized within the specific context of the Faculty of Creative of Critical Studies.

UNDERGRADUATE EDUCATION

Objectives

Excellent undergraduate programs that produce highly competent and valuable citizens for local communities, the nation, and the world remain a fundamental focus of our Faculty. Our key priority in the area of undergraduate education, therefore, is to enhance the quality, scope, and attractiveness of our programs, with the objective of drawing high caliber students, giving them a superior educational experience, retaining them, and facilitating their success with high graduation and appropriate time-to-completion rates.

Actions

In pursuit of these objectives, we shall:

- Review all our programs (majors and non-majors) and their requirements to a) determine their viability, prospects, and challenges within the realities of resource availability, enrolment and retention trends, faculty expertise, and infrastructure support; b) make appropriate revisions to curricula in order to strengthen existing programs while consolidating resources; c) incorporate, in a deliberate manner, experiential learning, interdisciplinarity, undergraduate research and scholarship, and internationalization as core elements of the curriculum within each program; and d) explore the prospects of developing new programs or courses on the basis of existing faculty expertise and resources and synergies with other Faculties.
- Examine our student recruitment strategies, retention rates, time-to-completion rates, and student satisfaction indices in order to determine and implement actions that need to be taken in order to improve our performance in these areas.
- As a corollary to the two processes above, explore the feasibility of direct entry into all our BA programs and pursue the necessary steps for implementation, if we determine that it is a viable option.
- Determine a target for international student enrolment in the Faculty and take concrete steps to attract and retain such students, as a complement to the internationalization of our curriculum, in order to reflect UBC's standing as a global institution that attracts prospective international students.
- Work with relevant units on campus to provide an engaging and rewarding undergraduate experience for both domestic and international students, both within and outside the classroom. There will be a special focus on Aboriginal student enagement.
- Develop appropriate policies to guide our pursuit of arrangements with local and international institutions (academic and non-academic) aimed at enhancing our students' educational experience. A key focus of these guidelines will be experiential

and international learning opportunities and mechanisms for supporting and sustaining them.

- Rejuvenate our student clubs and help coordinate activities that provide an opportunity for current and prospective students to understand the value of our programs and the possibilities that extend from them (e.g., career fairs, encounters with alumni and others with backgrounds in our program areas).
- Put in place systems and processes that enhance communication with students about programs, course advising, expectations, opportunities and support.

GRADUATE EDUCATION

Objectives

Growth of strong, competitive graduate programs remains an important priority for the Faculty. We will run unique, high quality graduate programs that are intimately linked with areas of research and creative strength in the Faculty. Our objectives are for these programs to gain national and international recognition and to be attractive choices for students from across Canada and the world.

Actions

In order to achieve these objectives, we will

- Undertake a review of our graduate programs, curricula and faculty expertise, in the next year, to
  - o determine their appropriateness and responsiveness to intellectual developments in respective fields and new directions in scholarship; student demand; competition with our peer programs.
  - o identify areas of teaching and research strength, develop curricula around these, and establish teaching clusters, based on established and verifiable evidence of faculty members' records in scholarship and creative activity. Any curriculum so developed will be financially feasible, administratively manageable, intellectually rigorous, and capable of attracting students from around the world.
  - o develop a clear policy on teaching rotations to ensure that as many faculty members as possible, who meet the eligibility criteria, have the opportunity to be involved in graduate education.
  - o formulate a process and timeline for developing and designing unique and attractive course offerings, and passing them through relevant approval mechanisms by the Fall of 2014. These offerings will be guided by the need to a) consolidate resources and maximize financial and administrative efficiencies; b) bring coherence to our current programs; and c) strengthen interdisciplinarity without compromising the integrity of our discipline-based programs.
  - o establish a clear policy on graduate student supervision by the Spring of 2013 that a) outlines transparent criteria for assigning supervisory responsibilities; b) ensures equity in those assignments; c) establishes systems of accountability for both supervisors and students that facilitate student success and appropriate time-to-completion rates.

- Review, over the next year, the number of graduate students that we can realistically accommodate within the limits of available financial and human resources, in order that we

may offer the highest quality of instruction and educational experience for our students at both the masters and doctoral levels. By the Spring of 2013, we will

- o establish appropriate and stable numbers of incoming students for each degree program and level to ensure that we have a healthy cohort of highly satisfied and successful students who are able to complete their programs in a timely fashion.
- o have in place a feasible recruitment, admission, and retention strategy to attract and keep students who are among the best from Canada and abroad.
- o provide appropriate and stable levels of graduate student funding within our base budget and develop as suitable graduate student funding formula that make us competitive in attracting the best students from Canada and abroad.
- o enhance our students' success in major funding competitions (eg., SSHRC scholarships) by strengthening current mentoring relationships and programs, as well as grant writing workshops.
- o increase faculty members' success with grants from major granting councils and develop a culture of commitment to graduate student support through those funds.
- o Ensure that our need for requisite support for our undergraduate programs, through teaching assistantships, is balanced with our commitment to attracting, retaining, and supporting only high quality students.

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- Work with the Development Office to expand avenues for graduate student funding through endowed bursaries and scholarships
- Continue efforts to provide adequate spaces for our graduate students to work, learn, and interact. These include studios, seminar rooms, and offices. Such spaces are critical for: a) providing appropriate instruction; establishing a social and epistemic community among students; b) facilitating peer mentoring and mutual support for one another; and c) promoting scholarly synergies – both disciplinary and interdisciplinary.
- Put in place systems and processes that enhance communication with students about programs, course advising, expectations, opportunities and support.

RESEARCH, CREATIVE ACTIVITY AND SCHOLARSHIP

Objectives

A key dimension of our mission is to facilitate, and engage in, research and creative activity of the highest caliber. We will continue to enhance our activities in this area, ensuring that our students and faculty members are given the necessary support to make significant scholarly contributions to the academy and society as a whole, based on their areas of expertise and interest.

A critical enabler of research and creative activity is funding. We will, therefore, pursue initiatives that improve research grant success, among faculty and graduate students, from both tri-council and non-tri-council sources. By 2017, we intend to double the number of grant recipients and the dollar value of grants received by our faculty members and graduate students.

In addition to support for individual scholars, the Faculty will build on its established strength in four areas, namely

- Eco Cultures
- New Media and Digital Cultures

- Cultural Literacies and Practices
- Postcolonial Imaginaries (see Appendix 1 and 2)

FCCS will also facilitate growth in areas of emerging strength around which faculty members and students will be galvanized for collaborative scholarly engagement. These established and emerging areas will constitute the flagship foci of the Faculty's research and creative activities and, hence, will inform a) prioritization of new faculty appointments; b) resource allocation for scholarly/creative activities and infrastructure development; and c) the direction of our graduate programs.

Actions

To advance these objectives, we will:

- Strengthen the culture of research among faculty members and within our graduate and undergraduate programs.
- Expand funding vehicles that will enable students and faculty members to undertake innovative scholarly activities and to disseminate their work in appropriate venues (e.g., faculty research development, publication/dissemination and travel funds; thesis research fund; undergraduate research fund).
- Promote a culture of knowledge sharing within the faculty through initiatives such as the FCCS seminar series.
- Facilitate the incorporation of post-doctoral fellows into our scholarly community.
- Develop an evidence-based record of our research strengths that highlights the scope and impact of scholarly and creative activities by faculty members.
- Establish research clusters that will be the basis for large, collaborative research grant applications, projects, and research centers.
- Link these research clusters to graduate programs as the primary, though not exclusive, basis for student recruitment, supervision, and instruction.
- Leverage our research strengths to support applications for Canada Research Chairs in particular areas, either as FCCS-specific appointments or as joint appointments with another faculty.
- Appoint a senior scholar to the Sustainability Professor position by July 1, 2013 to support an important area of scholarly and creative activity in the Faculty.
- Review the Reichwald Professorship in Germanic Studies to maximize its impact as a catalyst for student-centered scholarly engagement with issues at the heart of the endowment's terms of reference.
- Cultivate networks of scholarly collaboration and exchanges and visiting scholars and artists programs.
- Provide grant development grants to faculty members to help them put together successful applications.
- Facilitate workshops and peer-mentoring relationships that help faculty members and graduate students to increase their chances of success with grant applications.
- Encourage grant applications from research clusters and research centers by committing to appropriate in-kind and cash contributions.
- Enhance appropriate research infrastructure to support faculty, student, and collaborative scholarly activities.

TEACHING AND LEARNING

Objectives

FCCS values teaching excellence as a fundamental pillar of its mandate and will continue to value and to build on the distinguished record of instruction that its faculty members have gained over the years to ensure that our students have the highest quality of learning in our courses and across our programs. It will also pursue initiatives that recognize the accomplishments of our faculty members and ensure that the instructional capabilities of all faculty members are enhanced.

Actions

In support of the above objectives, we will:
- Develop guidelines and policies, through the Teaching and Learning Committee, for enhancing, evaluating and recognizing teaching in the Faculty.
- Establish an annual teaching excellence award that will recognize and celebrate accomplishments in teaching excellence, curriculum innovation, and leadership.
- Facilitate recognition of our accomplished teachers beyond the Faculty by nominating and supporting them for awards at the university level and beyond.
- Assess the pedagogical needs of each program every year and address them, as appropriate, to ensure that we maintain high quality instruction in all our programs and courses.
- Regularly review and upgrade instructional infrastructure to meet the teaching and learning needs of faculty and students.
- Work with relevant units at UBC (eg., library, Center for Teaching and Learning IT) to promote and to sustain high quality teaching and learning within our programs.
- Support educational leadership by facilitating opportunities for faculty members, particularly those in the instructor ranks.
- Liaise with the Research Policy and Development Committee to disseminate scholarship of teaching.
- Consider, in appropriate cases, differential work assignments for those in the professorial stream who have an outstanding and demonstrated record of teaching accomplishments, and who so desire, to do more teaching relative to normal research and scholarly expectations.
- Facilitate pedagogical training for teaching assistants and other graduate students through workshops and mentoring.

PERSONNEL PLANNING

Faculty

In the face of market competitiveness and the absence of mandatory retirement, it is difficult to plan for faculty turnover and replacements. Nevertheless, it is our expectation that some senior faculty members may be retiring during the life of this strategic plan and they will have to be replaced. We are also witnessing enrolment pressure on some programs and plan to increase our academic staff complement in those programs in order to adequately respond to these pressures and to maintain program integrity.

An analysis of the distribution of faculty members by rank shows that there is a significantly low proportion of full professors. With only two full professors, our ability to provide the kind of leadership and mentoring required for the overall success of Faculty is severely constrained.

Objectives

Our goal is to retain the excellent faculty members that we currently have and to attract highly qualified new colleagues who will make a tremendous impact on the quality of scholarship and teaching within the Faculty. We also aim at facilitating career progress for all faculty members, as we undertake to, at least, double the number of full professors in the Faculty. Overall, we will maintain a complement of faculty members that enables us to sustain the commitments enshrined in our vision and mission.

Actions

In a context of limited budgets, replacements will not necessarily go to programs or departments in which these individuals are currently assigned. New hires and replacements will be determined by a combination of various factors. These include:

- Student demand in various programs;
- Enrolment trends in various program;
- Existing capacity in various programs;
- Student satisfaction and retention records in various programs;
- Synergies with areas of teaching and research strength in the Faculty;
- Potential impact of a new faculty member in supporting emerging areas of student, public, and scholarly interest and of faculty expertise;
- Program integrity and sustainability;
- Relative needs and obligations of different programs in the Faculty;
- Appropriateness and value of hiring within the Instructor or professorial stream;
- A commitment to intellectual and demographic diversity and equity.

To ensure that faculty members succeed in their careers, and to meet our goal of increasing the proportion of full professors, we will pursue the following initiatives, in addition to those outlined above, under "Research, Creative Activity and Scholarship":

- Organize yearly forums on tenure and promotion for tenure track faculty that supplement those organized by the university and focus specifically on fields within the Faculty;
- Organize periodic forums with tenured Associate Professors to discuss requirements for promotion to full professor;
- Provide opportunities and resources that facilitate progression from one rank to the other
- Facilitate mentoring relationships that support career success and progress;
- Establish a process for annual dialogues between Heads of Department and all faculty members to review annual reports and career goals; to assess circumstances; to exchange feedback; and to provide relevant and appropriate support and guidance.

Support Staff

An evaluation of our Faculty's administrative and governance structures indicate that there is a gap in the support staff complement needed to ensure efficiency and appropriate levels of attention to our research and teaching mandates.

Objectives

Our goal is to address these gaps on a permanent basis in order to maintain, and satisfactorily deliver, critical services to our faculty and students. We also aim to release faculty members from routine administrative responsibilities that under-utilize their potentials and distract them from directing their skills, time, and energies to activities that enhance their core areas of responsibility. Our overall objective is to develop and retain an appropriate complement of outstanding, professional, highly motivated, highly

valued, well-supported, and properly recognized support staff to deliver excellent services to our students, staff, faculty and community.

Actions
To achieve these objectives, we will:
- Seek permission to convert the current temporary Critical Studies Secretary 1 position into a permanent one by the beginning of the 2013 fiscal year.
- Seek permission for a (shared) position specifically focused on time-tabling, student registration, and undergraduate program advising.
- Monitor activities related to performances in the "University Theatre" to determine any support staff needs and to determine the best ways of funding those positions.
- Continue efforts to, as much as possible, consolidate support services within the main Faculty office to facilitate cross-learning and back-up coverage
- Provide opportunities for, and encourage, professional development among support staff to enhance their skills
- Facilitate job satisfaction and upward mobility for support staff so that we may retain excellent staff.
- Establish clear guidelines for performance review of support staff.

Succession Planning for Leadership Roles

Objectives
As the Faculty moves towards the achievement of the priorities and objectives outlined in this strategic plan, it is imperative that we have not only the right caliber of leadership at the helm of our affairs at this moment but that there is an experienced and willing cohort of capable colleagues able to assume leadership roles at any moment and in a seamless manner. To develop and deploy this cohort of colleagues, we will pursue a concerted and conscious process that generates the kind of creative, visionary and innovative leaders necessary for
- i) sustaining the spirit of collegial governance that undergirds the administration of the Faculty;
- ii) galvanizing colleagues behind common purposes;
- iii) maintaining credible and viable administrative structures and processes; and
- iv) effectively representing the Faculty and its departments in various venues and circumstances.

Actions
Our commitments in support of the foregoing objectives include:
- Continuing the practice of encouraging all individuals to serve on various committees in order to gain appropriate understanding and experience;
- Seeking input from faculty and staff which helps to identify colleagues who demonstrate the necessary leadership capabilities and encouraging them to take on administrative roles;
- Being open to innovative ideas and taking advantage of the strengths that each member of our Faculty brings, and channeling these strengths in ways that help us to build strong, effective and creative teams of leaders at different levels and in different areas of endeavor;
- Mentoring mid-career and junior colleagues to assume leadership roles at various levels of our organizational structure.

GOVERNANCE, COMMUNITY AND WORKSPLACE SATISFACTION

Objectives

FCCS is committed to fostering a positive, inclusive, and mutually supportive working and learning environment in which all our students, faculty and staff can flourish and reach their full potential. These priorities will be situated within a culture of collegial governance, open communication, transparency, and respect for diversity of views. We will enhance and sustain mechanisms for administrative efficiency and effectiveness.

Actions

To ensure the achievement of these objectives, we will continue to improve our administrative structures, processes and procedures through regular reviews that enable us to adapt to evolving situations and to remain responsive to the needs of our students, programs, faculty, and staff and our obligations to UBC and the larger community.

We will undertake a number of initiatives that will enable us to build a strong, caring community of colleagues who do not only engage with one another as academic collaborators but are also responsive to the needs of one another in a spirit of mutual understanding. To attain these objectives, we will undertake initiatives that:

- Take advantage of our new location, in a single building, to promote collaboration, to enhance interaction, and to facilitate scholarly synergies. These include: a) more social interaction in shared spaces such as the faculty lounge; b) easy access to one another for consultation, mentoring, and checking in to see how colleagues are doing; c) leveraging the collocation of colleagues from diverse programs in contiguous spaces to promote interdisciplinary collaboration in teaching, scholarship and creative activity.
- Foster a sense of community which extends beyond the workplace in terms of impact and scope. This will be accomplished by, for example, organizing and participating in social activities, such as Faculty-sponsored get-togethers at particular times of the year which will include family and friends; cultivating a culture of support for colleagues going through personal challenges; recognizing and celebrating their accomplishments; and undertaking collaborative initiatives that support our campus and larger community (e.g., a *United Way* Bingo; financial contributions to shared causes, such as student bursaries and scholarships).
- Facilitate open, prompt, and regular communication at all levels and support free expression of diverse and divergent opinions regarding issues of collective interest and concern.
- Provide opportunities for consultation and feedback at all levels and ensure that outcomes from these processes are incorporated into decisions.
- Advance, honor, and support demographic diversity among our students, staff and faculty, in ways that bring credibility to our mission and vision as a globally relevant Faculty which both reflects and engages with the diverse realities of our world.

All members of the Faculty will commit to the realization of these objectives through full participation in committees, involvement in social activities, mutual support and respect for one another, and support for the teaching and scholarly mandate of the Faculty.

EXTERNAL COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Objectives

We will, in concerted manner, identity and actively engage with various individuals, institutions and community groups whose activities dovetail with our mission and vision. We will leverage those relationships as vehicles for anchoring our commitment to global citizenship, experiential learning, giving back to community, and fund development. The relationships will also create networks of allies who will foster understanding of what we do, bring visibility to it, and advocate on our behalf. While our focus will largely be on the Okanagan valley, we will also endeavor to build relationships with communities and organizations in other parts of the country and abroad.

Actions

In order to achieve the above objectives, we will

- Ensure that all students graduating from our programs have an opportunity to engage in some form of experiential learning involving community groups and/or issues. Program and graduation requirements will be revised to make this dimension of the student experience a core part of the curriculum.
- Enhance and cultivate relationships with an appropriate number of organizations and groups in order to sustain the preceding initiative.
- Create 'deep' relationships with a select group of organizations, in addition to the above experiential learning related relationships. The deep relationships will involve expanding and/or intensifying activities with existing partners while developing similar relationships with new ones. These relationships will increase our presence in the community, while we draw the attention of our campus and the larger community to the goals and activities of our partners.
- Establish a Community Advisory Board that will assist us in liaising with the community, developing appropriate initiatives, building enduring partnerships, and cultivating supporters.
- Develop incentive mechanisms that encourage and sustain faculty, staff and student involvement in community engagement.
- Take advantage of our access to the 'University Theatre' to engage the campus and larger community through performances that build on the excellent reputation that some of our current activities have garnered (e.g., End-of –Year BFA exhibition and performance, Art on the Line, Monsters series, Eco-Art projects). This initiative will provide concrete evidence of the value of a blackbox theatre not only to our instructional and scholarly needs but also to the development of a vibrant cultural space on campus that serves the community as a whole.

Appendices

1) Establisehd Areas of Research Strength – Tabular and Narrative Format

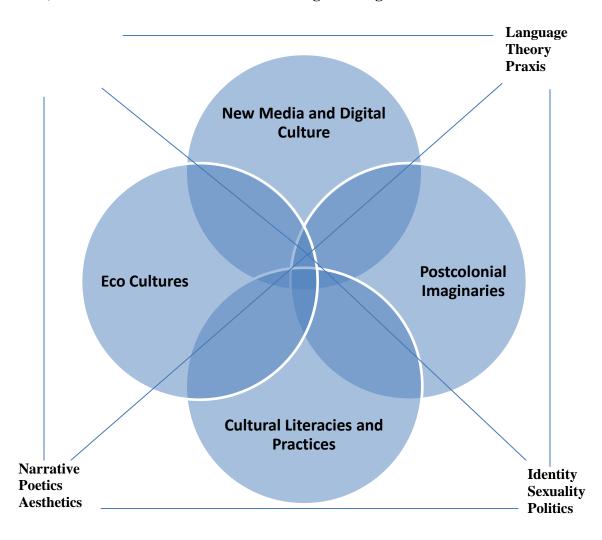| Eco Cultures	New Media and Digital Cultures	Cultural Literacies and Practices	Postcolonial Imaginaries
Sustainability Embodiment Critical animal studies Eco art Expanded community Place studies Indigeneity Ecojustice	Media studies Digital humanities E-pedagogies Digital media art Film The book	Textual practice Artistic practice Literary criticism Cultural theory Translation Applied linguistics Curatorial work Cultural legacies Intercultural communication	Canadian art and literature Postcolonial studies African art and literature Indigeneous studies Hispanic colonial studies Diaspora Globalization
Literature, Art, Performance, Narrative, Aesthetics, Poetics, Language, Theory, Praxis, Identity, Sexuality, Politics			

Eco cultures: Art and criticism focused on ecological issues, relations with the more than human world, sustainable practices, foregrounding place and embodiment in research/ creation. Assets: new sustainability professor hire, eco art projects, Eco Art Incubator projects/ films, media projects like *Future Delta*, scholarship and graduate students in critical animal studies, eco art, eco-poetry.

New Media and Digital Cultures: Art-making with new media and digital technologies, criticism of impact of media on culture, use of computing technologies in Humanities and art research/ creation. Assets: Two research centres (Centre for Culture and Technology and Centre for Indigenous Media Arts- one CFI funded), new hire in DH, DH scholarship on texts, film production, critical media studies.

Postcolonial Imaginaries: Literature, performance and art of, especially, Canada, Africa, Latin America with postcolonial critique regarding power relations, anti-colonization, de-colonization, resistance, indigenous people and settler cultures and cultural productions, race, gender, politics and language in colonized cultures. Assets: creation and scholarship on African culture and cultural productions, Diasporas and transnationalism indigenous literature, performance and art. Several graduate students working in the area, publications/ exhibitions.

Cultural Literacies and Practices: Production, theorizing, analysis of literature, art, performance; writing, editing, publishing, curating; intercultural connections across space and time; scholarship and creation around language, visual culture and performance. Assets: several scholarly editions and publications of texts, awards for creation and research of visual culture, several graduate students working in textual studies, creative writing, visual art and art history.

2) Established Areas of Research Strength – Diagrammatic Format

Language
Theory
Praxis

New Media and Digital
Culture

Eco Cultures

Postcolonial
Imaginaries

Cultural Literacies and
Practices

Narrative
Poetics
Aesthetics

Identity
Sexuality
Politics