



- Before proceeding, please read all criteria and application instructions at <http://tlef.ubc.ca>
- Applications should be written in language understandable to a non-specialist.
- You must submit this proposal online using the TLEF application system: <http://apply.tlef.ubc.ca> and this proposal form.
- Your Department Head must sign off on the proposal within the online application system before it is forwarded to the internal Faculty TLEF review committee.
- **All proposals must be submitted by 5PM on October 15th, 2014.**

Project Title:

Educational and Career Outcomes for UBC Arts Students: Towards a new Paradigm

Principal Applicant's Name: Janet Giltrow, Senior Associate Dean **Email Address:** janet.giltrow@ubc.ca

For administrative purposes, the Principal Applicant should be member of UBC's faculty or staff. However, students may apply if at least one of the co-applicants listed below is a full-time faculty member. Please note: There should be one Principal Applicant only.

Name of Faculty or VP Office:
Arts

Department/School:
Dean's Office

Names of Other Applicants, their affiliation and email:

Janet Teasdale, Managing Director, Student Development and Services; Carol Naylor, Acting Director, Centre for Student Involvement and Careers; kele fleming, Associate Director, Teaching and Learning Professional Development, CTLT; Dr. Siobhan McPhee and Dr. Loch Brown, Instructors, Geography Department (Environment and Sustainability Program); Susan Grossman, Director, Centre for Community Engaged Learning.

Name of Department Head and email address:

You will need to have the support of your Department Head in order to submit your application. If your proposal spans multiple departments, include the names and email addresses of each of the Department Heads who will need to support the proposal.

After completing the proposal form, you will also need to complete an additional task to send a request to each Department Head to sign-off on the proposal. Your Department Head(s) will need to sign-in and indicate their support for the proposal before you can submit it.

You will need to complete this step before October 15, 2014, the deadline for submission.

Name: Dr. Gage Averill, Dean of Arts

Email:

Name: Dr. Marwan Hassan, Geography

Email: Marwan.hassan@geog.ubc.ca

Name:

Email:

This project is: **New Large TLEF**

Request for continued funding: **2nd year** **3rd year**

For continued projects please attach one-page Progress Report to the application.



Previously submitted but not funded

Budget Requested from TLEF 2015/2016: \$

From Other Sources: \$

If this is a request for CONTINUED funding, please provide the following information:

Historical TLEF Funding for this Project:

Year: \$

Year: \$

Future TLEF Requests Anticipated for this Project:

Year: \$

If this is a NEW TLEF project:

This Project will Require Funding for one year only. x Future TLEF Requests are Anticipated for this Project:

Year: \$

Year: \$

Other existing TLEF-funded projects currently held by the Principal Applicant:

Project Title: Educational and Career Outcomes for UBC Arts Students: Towards a new Paradigm

Project Summary (150 words maximum)

We seek to cluster a series of initiatives in Arts aimed at orienting theory and practice to practical experience in a systematic way throughout undergraduate curriculum in the Faculty of Arts to enhance student learning and help faculty build capacity for advising and assessment. Building on Faculty-wide Learning Outcomes activities underway, this project will support students in identifying, articulating, and defining the career outcomes associated with their curricular and experiential learning experiences through:

- (1) adding a second phase to the *Faculty of Arts Educational and Program Learning Outcomes Project* that complements academic learning outcomes with career oriented outcomes;
- (2) develop a study seminar for departmental advisors to build capacity among faculty and staff in the Faculty of Arts to support students' academic and career success;
- (3) piloting an e-portfolio tool with the Environment and Sustainability Program and exploring feasibility of extending the eportfolio tool out to other programs in Arts.

How many students will be impacted by this project annually?

In the first year of the pilot, 184 Environment and Sustainability students will participate in the pilot. Upon full implementation of the project, all 12,000+ students enrolled in degree programs in the Faculty of Arts will benefit from this project.

We envision asking for additional TLEF funding to support Years 2 and 3 of this project, scaling up the number of programs and students participating in the projects and creating a plan for roll out across all undergraduate programs in the Faculty in the longer term.



Provide a clear statement of the project's rationale and objectives, and how it meets TLEF criteria. (500 words maximum)

Core to UBC's commitment to delivering a transformative student learning experience is building mechanisms for students to identify connections across their disciplinary and experiential learning activities, and make meaning of these experiences. This project supports student learning by developing the foundation and supportive environment to enable students to reflect on their learning in a systematic way throughout their university experience in order to support their development as experts in their fields, and make connections between this expertise and their life paths.

By shifting the assumption that learning happens in the classroom and career happens outside of the classroom, this project emphasizes the crucial role of faculty members in supporting the process of navigating and understanding the links between a university education and career outcomes. The project not only equips faculty members in supporting students one-on-one, but also building an awareness of how aspects of the craft of professional self-representation can be integrated into curriculum.

Enhancing educational outcomes for students will help our students to be more successful during their university experience and in their career and professional pursuits after graduation. Data from various sources and the observations of leaders within the Faculty of Arts have identified that many Arts students graduate without a clear sense of direction for their futures, lacking the ability to articulate their learning and experiences, and without knowledge about how to approach building a career. This project will change this paradigm to ensure that students graduate feeling empowered about their futures, clear on the potential of their degrees, and confident about the transition out of university.

This paradigm shift will only be achieved when an awareness of skills and knowledge development and reflection on learning is woven throughout our students' degrees. This shift positions thinking about career/ life pathway not as an add-on, but as central to the degree experience. Such a shift will support the goal of the TLEF to enhance educational outcomes for students through providing the supportive environment and foundation for students to leverage their learning both inside and outside of the classroom towards shaping and acting on their career goals.

This proposal is based on a report, titled *Educational and Career Outcomes for UBC Arts Students: Towards a New Paradigm*, that Julie Walchli, the Director of the Arts Co-op Program, was seconded by the Dean of Arts to undertake in Fall 2013/Winter 2014. The report identified student and faculty needs in terms of life path advising/thinking, researched best practices elsewhere at UBC and at other North American universities, and made 7 recommendations. The report was shared with the Arts Dean's Table in April 2014 and was unanimously supported by the Dean and Associate Deans. This TLEF proposal is to support the 3 central recommendations of the report.



Provide a clear work plan for how you will achieve the stated objectives of the project. Please include major milestones to indicate when you will initiate project development, when you will implement project with students, and when you will conduct evaluation. (1000 words maximum)

This project is being overseen by a Steering Committee composed of:

Dr. Janet Giltrow, Senior Associate Dean, Academic, Arts

Julie Walchli, Director, UBC Arts Co-op Program (Chair of Steering Committee and Project Manager)

Janet Teasdale, Managing Director, Student Development and Services

Carol Naylor, Acting Director, Centre for Student Involvement and Careers

Kele Fleming, Associate Director, Teaching and Learning Professional Development, CTLT

Jenna Omassi, President, Arts Undergraduate Society

The Steering Committee has met regularly since Spring 2014 (although Jenna Omassi has just recently joined the Steering Committee) to oversee creation of the TLEF LOI and this proposal and will continue meeting regularly to oversee the project; this will include receiving information on the implementation of the project at specific sites, and evaluating, revising, and reviewing overall direction of the project accordingly. Specifically we will give advice on:

- Direction of the overall project
- Specific partners who should be brought to the table at particular points
- Faculty and University resources to support the work
- Developing assessment measures for the project
- Evaluating and reporting to the Dean and other campus partners on the progress of the project

Year One: May 2015-April 2016

Outcome #1: Add a Phase 2 to the Faculty's Educational and Program Learning Outcomes Project to add/refine goals so students can articulate their learning to audiences outside the university.

May 2015:

- Extend Arts Outcomes Project Manager, Ilia Starr, to continue as Project Manager for Phase 2 of the Learning Outcomes project; determine a 3 year plan for working with the 26+ programs in Arts that have developed learning outcomes.
- Strike a working group for the project that includes career educators from CSI&C to review and advise on additional materials for this Phase of the project.

June 2015-March 2016:

- Proceed to meet with departments in Arts to add to existing learning outcomes.
- Through this work identify other potential pilot groups for eportfolio project, and feed ideas to working group for Departmental Advisor Study Seminar.

April 2015:

- Evaluate successes and challenges of Phase 2 and report back to TLEF project's Steering Committee.



Determine goals for Year 2 of the project.

Outcome #2: Develop an eportfolio tool that students utilize throughout their undergraduate experience to collect artifacts of their learning, reflect on their learning in a systematic way, and demonstrate their applicability to skills and experiences necessary for job searches or continuing their education.

May-August 2015:

- Create a Working Group composed of: Dr. Siobhan McPhee (Environment and Sustainability stream, Geography), Dr. Loch Brown (Environment and Sustainability stream, Geography), a curriculum designer, an eportfolio expert from CTLT, a career educator from CSI&C, a coordinator from CCEL, a web developer, and facilitated by Julie Walchli, Project Manager. The group will:
- Design the eportfolio assignments for Geography 310 (Geography and Society, enrolment 100), Geography 371 (Research Strategies in Human Geography, enrolment 60), and Geography 380 (Field School in Geography of Sustainability, enrolment 24). The goal is to have a series of assignments common to all students in the pilot, and then some specific to the individual courses.
- Consult with employers and alumni in the development of the e-portfolio.
- Evaluate different online eportfolio tools to determine which is most suitable for short term needs, and create a plan to scale the project out to all undergraduates in Arts over future years of TLEF funding and beyond.

2015/16 Academic Year:

- Faculty will pilot the eportfolios in Geography 310, 371, and 380. The working group will meet monthly to chart progress and discuss challenges/successes. We will do a full debrief of the eportfolio tool and assignments, including soliciting student feedback, towards the end of the Winter term 2016 and then make plans for year 2 of the pilot.
- Year 2 of the pilot will look to add other courses to the eportfolio project, and make decisions about a suitable eportfolio tool in the longer term.

Outcome #3: Build on the Educational Outcomes expertise units are developing by supporting Arts faculty and staff to build capacity to have career/vocation/life path conversations with students. This will be done by creating a study seminar to pilot with departmental advisors, and potentially offered more widely to faculty and staff in Arts in the future.

May 2015:

- Strike working group composed of senior CSI&C staff, CTLT Teaching and Learning Professional staff, and facilitated by Julie Walchli, Project Manager.

May-August 2015:

- The group will research existing curriculum at UBC (such as the "Advising and the Art of Career Conversations" workshop offered at the UBC Advising Conference in 2013) and other peer institutions, and survey departmental advisors (including holding focus groups) to determine their needs.

Fall-August 2015:

- Design curriculum, likely using a blended approach (which includes online and in-person resources); determine mechanisms for feedback as part of the curriculum design.

May 2016:

- Pilot study seminar at Annual Arts Advisors Conference.



Describe expected outcomes and explain how this project will contribute to enhancement of teaching and learning (what are the direct, short-term benefits; what are the sustainable benefits, etc.). (1000 words maximum) 628

Short term benefits:

The 184 students in our pilot groups:

- Will learn to “translate” their learning/knowledge in ways that a potential employer, the general public, and family members (to name a few audiences) would understand, enabling our students to learn the craft of professional self-representation. This information will be more than simple generic skills (such as ‘critical thinking,’ ‘research,’ ‘writing’); it will get at the heart of disciplinary expertise and skills that students can take into other contexts as a result of the major as well as program and degree attributes.
- Will experience structured reflection on their learning throughout the pilot course. This reflection will help students develop metacognitive skills important for: improving their learning; discerning their strengths, preferences, and weaknesses; identifying knowledge and skills that can transfer from the academic context to other contexts. In addition to enhancing student learning, this self-awareness is the key to their on-going career and personal development as it helps students to cultivate awareness of their own professional identities and expertise.
- Students will complete the course with a repository for selected documents they create inside and outside the classroom (such as course assignments, presentations, professional writing) that they can use to reflect on their own progress, and also select and repurpose for a job search, graduate school application, etc.
- Students will experience a tool for collaboration and mentoring inside and outside structured university experiences through interaction with peers, professors, co-op coordinators, student affairs personnel, etc.

The faculty members teaching Geography 310, 371, and 380 will enhance their teaching practice by:

- Gaining new tools to support students’ reflective learning
- Gaining experience in a blended approach to curriculum development through the eportfolio project
- Developing a greater awareness of how students can translate disciplinary knowledge and course assignments into other contexts, which will further enhance the student experience as students will be able to tell the story of their learning, practice, and expertise in deeper ways.
- Contributing to the development of the eportfolio tool in its earliest iteration in Arts, creating a strong foundation for the tool to be used more widely in the Faculty in the future

Departmental Advisors who participate in the study seminar will build capacity for their advising practice by:

- Acquiring new tools and knowledge about career development theory and practice, as located in their disciplinary contexts, which will enable them to be where the students are during advising conversations.

Departments who participate in Phase 2 of the Learning Outcomes project will:

- Build awareness of the professional paths their students can take after graduation, enabling them to more effectively recruit students to their major and more fully realize the potential of the classroom experience by systematically linking theory and practice.
- This awareness will, we hope, help departments to work harder to provide students with scholarly and practical experiences from which they will derive professional identities. In other words, this project will positively impact curriculum.

Longer Term Outcomes:

1. Student Learning and Capacity to Build their Careers

- Students will feel confident in their ability to articulate the disciplinary and transferable skills gained from



their time at UBC and the role that UBC has played in the formation of their career goals. Students feel well supported by the institution in launching their careers.

- To provide a tool to help with systematic, learning-outcomes assessment plans. In essence, the eportfolio could be thought of as Phase Three of the existing Learning Outcomes project with the eportfolio as a vehicle for assessment of learning goals.
- The assessment components and reflective assignments for students nearing graduation could incorporate concepts such as Capstone courses and 'transition out' programming

2. Faculty and Staff Capacity and Confidence to support Student Career Development

- Faculty and staff members in the Faculty of Arts play an active role in supporting student career exploration and development.

Sustainable Benefits:

Although these projects will begin in the Faculty of Arts, we believe they have potential to be rolled out across other faculties at UBC in the future. An investment in this proposal thus has potential to serve the entire undergraduate student body at UBC-Vancouver in time. It is because of this potential that senior leaders from the VP Students portfolio have sought to support this work, including by serving on the Steering Committee for these projects.

Describe the evaluation process (how success will be determined; what outcome-based criteria will be used to measure the success of this project). (500 words maximum)

We will work with CTLT to develop nuanced and sensitive means to measure the effects of implementation of these three projects, including collecting qualitative and quantitative data through surveys, in situ tasks, and focus groups.

1. Student Learning and Capacity to Build their Careers

Success Outcome: Students will feel confident in their ability to articulate the disciplinary and transferable skills gained from their time at UBC and the role that UBC has played in the formation of their career goals. Students feel well supported by the institution in launching their careers.

Measurement: student survey mechanisms (Undergraduate Experience Survey, NSSE, AMS Survey)

2. Faculty and Staff Capacity and Confidence to support Student Career Development

Success Outcome: Faculty and staff members in the Faculty of Arts play an active role in supporting student career exploration and development.

Measurement: feedback and evaluation from participants in seminar – surveys following participation, and post-seminar surveys at strategic periods of time (e.g. 3 months out, 1 year out etc) to gain a sense of how faculty and staff members are engaging with students and how it has influenced their approach to teaching, supporting, and communicating with students.

3. Eportfolio goals:

- To provide students with structured reflection on their learning throughout their degree experience. This reflection will help students develop metacognitive skills important for: improving their learning; discerning their strengths, preferences, and weaknesses; identifying knowledge and skills that can transfer from the academic context to other contexts. In addition to enhancing student learning, this self-awareness is the key to informed career development decisions.
- To provide students with a repository for selected documents they create throughout their undergraduate



experience inside and outside the classroom (such as course assignments, presentations, professional writing) that they can use to reflect on their own progress, and also select and repurpose for a job search, graduate school application, etc.

- To provide students with a tool for collaboration and mentoring inside and outside structured university experiences through interaction with peers, professors, co-op coordinators, student affairs personnel, etc.
- To provide a tool to help with systematic, learning-outcomes assessment plans. In essence, the eportfolio could be thought of as Phase Three of the existing Learning Outcomes project with the eportfolio as a vehicle for assessment of whether learning goals have been achieved.
- The assessment components and reflective assignments for students nearing graduation could incorporate concepts such as Capstone courses and 'transition out' programming

Mechanisms to obtain feedback from faculty members and students who participate in the pilot will be built into all stages of the eportfolio project's development and launch, and we will aim to do surveys at strategic times—such as after the first and second years of the pilot—to measure success and modify the tool for use elsewhere in the Faculty.

Describe student involvement in preparing and/or reviewing this proposal (if applicable). (250 words maximum) 308

Students were consulted at various stages in the development of this proposal:

December 2013: Several Work Learn and Arts Co-op students were consulted in a focus group with the Student Services in Arts Leadership Team in December 2013. Their feedback helped to inform the Letter of Intent created in July 2014.



September 29, October 3 & 8: We held two focus groups for students in the Coordinated Arts Program and one for students in the Environment and Sustainability Program. 12 students in the Media Studies stream participated on September 29, 3 students from the Individual and Society Stream participated on October 3, and 1 student in the Environment and Sustainability stream participated on Oct. 8. They were asked:

- Why did you choose the Media Studies/Individual and Society stream in CAP/Environment and Sustainability Program?
- What are your current ideas about a possible major? (for CAP students)
- What ideas do you have currently about what you'd like to do after graduation?
- What kinds of qualifications/experience do you think would be needed to be competitive for these opportunities?
- What kinds of experiences during your undergraduate degree might help you work towards this goal? (probe: experiences in the classroom and outside of the classroom?)
- How do you think the Faculty of Arts could support you in achieving your longer term goals?
- If you could ask the Faculty of Arts to do one thing to help you achieve your longer term goals, what would it be?
- Is there anything else you'd like to share about your hopes and plans that might help me design some new resources for you in future years of your degree?

October 9: Arts Student Senators and leadership from the Arts Undergraduate Society met with the Project's Steering Committee to review plans and offer advice.

The feedback from these students helped to inform the final draft of this Proposal.



Project Budget

Please use the Large Project TLEF Budget template to describe the resources you will need to support the development of the project. You will need to attach the completed template to your application in order to finish your submission.

Information on funding criteria and cost estimates for TLEF proposals as well as the budget template can be found on the TLEF website, under Application Process.

Please Note: You are required to consult/check-in with Jeff Miller, Senior Associate Director, Flexible Learning, jeff.miller@ubc.ca who will assist you in developing the budget in your proposal.