



CENES STRATEGIC PLAN



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Central, Eastern & Northern European Studies
(CENES)

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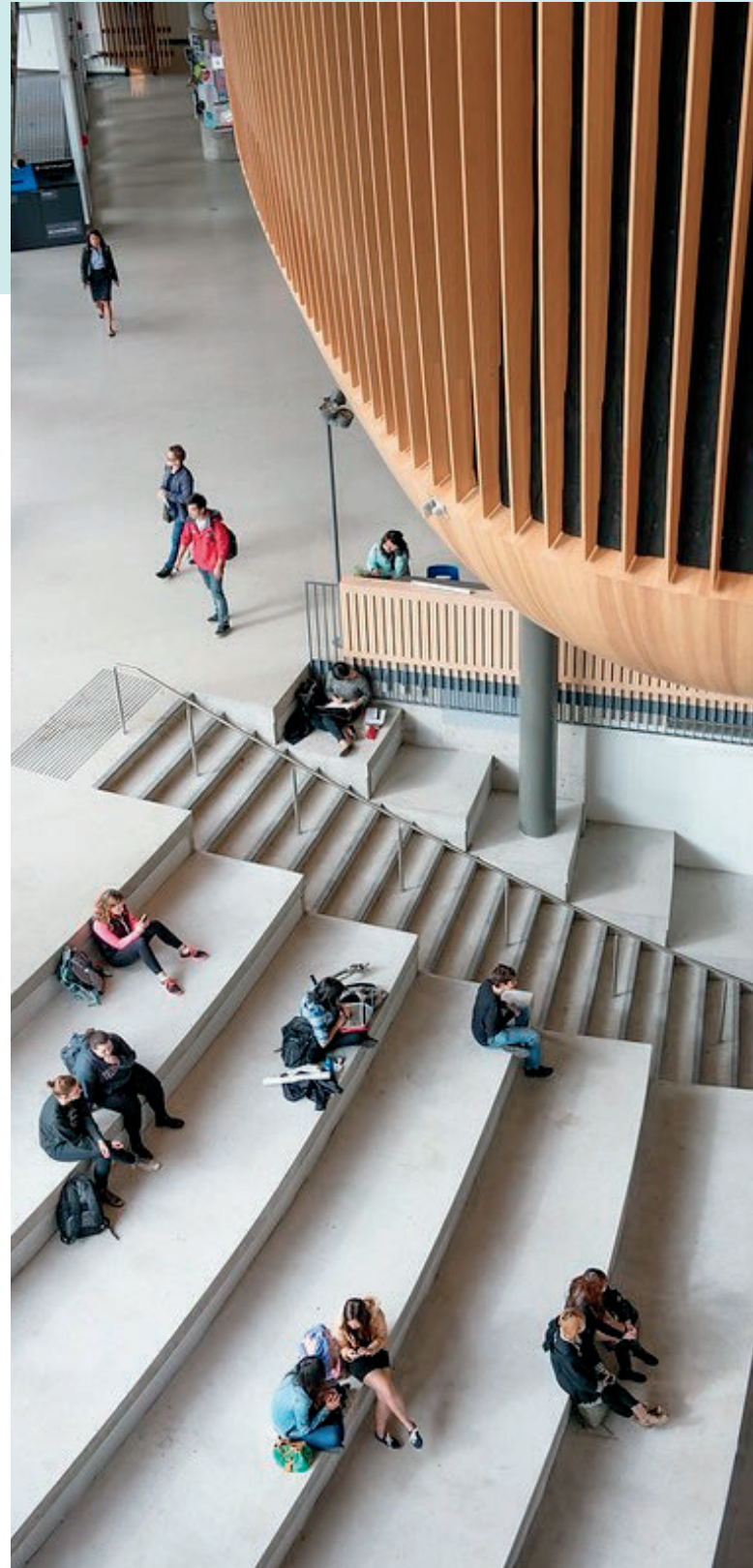
NOTE OF THANKS

We would like to thank our students, faculty, and critical friends around the UBC Faculty of Arts for helping us, over these past two years, as we've developed this plan for CENES's near-term future. This was a process that involved intensive discussions, surveys, writing, rewriting, contemplation, data-collection, analysis, conflict, difference, hope, ambition and inspiration - and everyone played an essential role. In part as an expression of our sincere gratitude for this work, we pledge to deliver on what we commit to in the document before you, and to report back publicly on our progress at regular intervals. We look forward to assisting our friends and colleagues beyond the CENES Department as well, as they set their own sights on the common but complex future that stands before us. Special thanks are due to Arash Abbassi, Lesley-Charter Smith, the UBC Strategy & Decision Support team, Heidi Tworek, Alexia Bloch, Strang Burton, Christina Laffin, Sharalyn Orbaugh, Michael Ferrazzi, Min Ji Kang, and most especially Diane Smyth.

With warmest thanks,

**Alissa Kinnis, Elizabeth Nolan,
Hillary Hurst, and David Gramling**

Department of Central, Eastern and
Northern European Studies
Administration Team



LAND ACKNOWLEDGEMENT

Університет Британської Колумбії знаходиться на території, що споконвічно належить корінному народові хwməθkwə́əm (масквієм). Земля, на якій розташовано Університет, є місцем, де протягом тисячоліть масквієм передають з покоління в покоління свою культуру, історію та традиції. (Ukrainian)

UBC Vancouver is located on the traditional, ancestral, and unceded territory of the xwməθkwə́əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. (English)

Reconciliation Pole, Hereditary Chief 7idansuu (James Hart), Haida



OUR PLANNING PROCESS

Our strategic planning process was informed by the principles of collaboration, consultation and inclusion. The planning process commenced in the fall of 2021 with a comprehensive survey distributed to Departmental faculty, staff, and students, along with select members both within and beyond the UBC community. The survey was instrumental in establishing a baseline for the Department, enabling us to glean insights regarding respective areas of excellence and strength, areas for improvement and areas of strategic opportunity. We collated our findings around areas of convergence and identified emerging themes of strategic importance. With this foundation in place, we invited Departmental colleagues to participate in a series of online focus groups - centered around the aforementioned themes - and offer their thoughts, perspectives and insights, invaluable to shaping the basis of this plan.



Led by the Department Head, a small working group was convened in the winter of 2021 to engage in coordinated planning discussions and translate our findings into a comprehensive, actionable plan. With the leadership of UBC's Strategy and Decision Support (SDS), we developed a thorough strategic framework that will ultimately give direction to our Department over the next five years. Our draft plan was refined and validated through multiple check-ins with Departmental members at various intervals throughout the planning process, ensuring transparency into our process, while also allowing a forum for colleagues to share their input and feedback as the plan evolved. We rounded out our process by seeking feedback from colleagues and partners external to the planning discussions.



OUR PURPOSE

We inspire students to understand Europe's diverse past and complex present - and to participate skillfully and ethically in shaping Europe's future role in the world. Our classes are experiential, accessible, ambitious, welcoming and exploratory. Our research seeks truthful answers to enduring and difficult questions. Our public engagements are responsible to human communities, their ancestors and future descendants, the planet's well-being, and to the global and local public good.

From Kalaallit Nunaat (Greenland) to Bosnia, from Tungusic Siberia to Silesia and Luxembourg, the UBC Department of Central, Eastern and Northern

European Studies (CENES) shares with students seven of the languages as well as the literatures, cultures and societies of more than 34 countries. The CENES geography - past, present, and future - includes vivid and complex human landscapes: Indigenous (Sámi and Inuit) communities, Jewish, Muslim, Christian, pagan, and atheist traditions, Sinti and Roma communities, and other communities who resist and exceed national borders throughout Central, Eastern and Northern Europe. We connect students to heritage communities that reach back through generations of flight, migration, empire, diaspora and colonial settlement.



OUR PURPOSE

We teach a range of languages that expand students' competencies to communicate with the real world - in that world's languages.

Students who participate in CENES courses, or who complete a minor or major (Nordic Studies, German Studies, Russian Studies, and Modern European Studies), are able to view the essential questions of the twenty-first century through a multilingual, multicultural lens. Whether on matters of climate, gender, well-being, Indigeneity, storytelling, business, history, violence, memory, justice, faith, identity, or governance, the CENES curriculum invites students into learning experiences where they can question their received assumptions, sharpen their capacity for practical reasoning and make their communicative repertoires ever more vivid and courageous.

We know that our students are diverse and representative of communities and backgrounds from around the planet, and we seek to get to know them on their terms. We want to understand what motivates them to learn beyond the languages and cultures they have brought with them to UBC.

In CENES, we encourage students to pose and answer a range of essential questions:

- What can European histories, literatures, languages and cultures teach us today, in this place, and in our contemporary world?
- What forms of resistance, critique, conviviality, deliberation and joy can we learn about from Central, Eastern and Northern Europe?
- How do human beings who have experienced atrocity and violent conflict survive, surmount, remember, grieve, repair and seek justice in individual and collective ways?
- How do Indigenous cultures connect Europe, Siberia, Kalaallit Nunaat and Canada? How are these connections increasingly central in a time when climate emergency is making the Arctic a new site of geopolitical struggle? How can contemporary European Studies contribute most meaningfully to decolonial projects?
- In how many different ways can we tell a meaningful story - on film, video, paper, online and in mixed, multimodal media? What, in turn, impedes such meaningful storytelling - suppression, propaganda, misinformation, violence, intimidation, taboo, erasure?
- What values and meanings are embedded in languages and cultures, and how much of these values and meanings can be translated between languages, or transposed between cultures?
- How and why must we distinguish between languages and nations, communities and governments, people and states?

OUR PURPOSE

The answers our students come up with to these questions, in turn, teach us new insights and help us establish an ongoing dialogue among us, as lifelong teachers and learners.

The CENES landscape is home to activities and themes that also concern every other department, program, centre, and institute in the Faculty of Arts - not to mention the Faculties of Science, Applied Science, Medicine, Forestry, Law, Dentistry, and Education. For students specializing in other fields, we aim to accompany them toward their goals through our courses and programming. We offer a welcoming meeting place for communities and disciplines - graduate, undergraduate, alumni, community and scholarly. We invite members of the public beyond our department to share the way their essential questions intersect with CENES cultures and languages, often in unexpected and innovative ways. All of UBC's professions and programs have a stake in what we do in CENES, and we aim to be good dialogue partners with them.

As a Europe-oriented department, it is one of our ongoing tasks to undo colonial structures of the past and present, to account for them honestly and precisely, and to offer a curriculum that helps students do so themselves.

We strive to respect Indigenous cultural and linguistic sovereignty - both on UBC Vancouver's xʷməθkʷəy̓əm (Musqueam) lands and in the Inuit and Sámi lands of Northern Europe. The CENES geography shares with Canada / Turtle Island a Circumpolar landscape that is likely to increase in importance throughout the coming century, and we wish to help students plan for this complex exchange between Siberia, Sápmi, Kalaallit Nunaat, and Nunavut.

Our Aspiration

Inspiring UBC students for their multilingual, multicultural futures.



WHO WE ARE

CENES is a welcoming place for students to learn about the vibrant realities of Central, Eastern and Northern Europe - past, present and future. We teach exploratory and experiential courses that highlight histories, languages, literatures, cultures and social worlds across 34 European countries and beyond. We emphasize Indigenous, anti-racist, decolonial and Circumpolar questions that are of particular importance to students in Canada. Our graduating students head into the future with a strong, courageous and compassionate understanding of how these knowledge traditions can help them partner with others to solve enduring problems.

CENES faculty model these solutions through their innovative and vivid approaches to essential questions, uncovering the kind of untold stories students will need for the future. Our commitments extend beyond our departmental borders and into the public sphere, where we work with local partners and peer departments on shared matters of interest and urgency. Our BA, MA and PhD graduates are community leaders, world citizens and hopeful, imaginative pragmatists, engaged in the world as it is - and as it could be. From daunting threats of climate emergency and totalitarianism to colonial occupation and war, students leave CENES with sharpened wisdom and empathy, for their and others' lives to come.



OUR GUIDING VALUES

Students are leaders:

The present age needs servant leaders who are courageous, principled, truth-seeking and accountable to diverse human communities. CENES classes encourage these qualities in our students, knowing that the future is theirs to shape together with others for the global public good. CENES faculty and staff understand it as our responsibility to hold a future-oriented space for students across UBC to develop courageous leadership in multiple languages and cultural spheres. We approach our students with a sense of respect and curiosity, and with an intention to listen so as to learn who they are and who they are becoming in their time with us. Our decision-making in CENES is, at all levels, intended to serve this purpose. Our twelve-member CENES Advisory Council, representing all programs in the department, is the primary student-led organ in which this principle is formalized.

Truth is multilingual:

In CENES, we not only teach in a minimum of six languages, we also believe that no one single language is ever enough for answering any essential question. In the twenty-first century, UBC students need working access to the wisdom, data, insights, relationships and joys that dwell in the world's languages in Europe and beyond. CENES faculty and administrative staff come from backgrounds in at least 20 distinctive languages and cultures, and draw on those backgrounds in their work with students and the public at large. In all our departmental affairs, we embrace a standpoint epistemology that understands truth-seeking as a process requiring communication and relationships among people of diverse, distinctive and often opposing views.

Responsibility is local:

Situated on unceded xʷməθkʷəy̓əm (Musqueam) land, we acknowledge how multicultural European settlement has had a devastating impact on Indigenous livelihoods, languages and cultures. We recognize that UBC and its affairs continue to benefit from the dispossession of the Coast Salish peoples. Our research and teaching stand accountable for redressing this harm today, for dismantling it whenever possible, and for pursuing alternatives to ongoing colonial structures. Since colonial impact, Greater Vancouver has become a multicultural destination for emigrant and exile communities from around the world (in and beyond Europe). We in CENES treasure the opportunity to engage responsibly with BC's immigrant settler, and Indigenous, present.

Believing in justice:

Over the past century, Central and Eastern Europe have been particularly intense sites of injustice, violent conflict, authoritarianism, racism, antisemitism, Islamophobia and political violence. Courses about these landscapes can teach our students about why it is crucial to believe in the possibility and the necessity of pursuing justice - even under the most apparently hopeless and violent conditions.

OUR GUIDING VALUES

Our program outcomes, curriculum and leadership reflect a commitment to examine questions of justice from multiple perspectives, with attention to redress, healing, truth, labour and future communities. We aim to contribute to decolonial projects in multiple ways: through queer and feminist critique, anti-colonial and anti-nationalist analyses, commitments to Indigenous sovereignties around the world and honest collaborative work with Indigenous partners.

Telling stories well:

Languages, literatures, film and other media exist to help people tell compelling stories, and we seek to cultivate that storytelling capacity in our students-stories about themselves, their communities, their desires, their histories, their successes, their commitments and their futures together. We help students continue to learn for themselves how to identify and design elements of a well-told story - in multiple languages, media and cultural lineages. As settlers on Indigenous land, it is also crucial that we faculty and staff in CENES account for our purpose and intentions here. We embrace the responsibility to tell the story of our positionality in this place and time: how we came to be and work here, how we understand our responsibilities, what our backgrounds have taught us to treasure and revere in institutions of learning, and what lessons we have learned along the way. We do not lead and teach with mere expertise, but rather with a holistic human story of our own learning and becoming - as teachers, colleagues and lifelong learners.

A sense for public responsibility:

CENES is supported by Provincial, public funds, and we allocate these funds for specific purposes - on Indigenous land threatened by anthropogenic climate emergency. We see it as our social responsibility to make the best and most efficient possible use of those funds, when it comes to operations and spending. We take budgetary and fiscal accountability seriously, and work in close collaboration with the Faculty of Arts to ensure the future health of our departmental budgets. We approach operational processes and decision-making efficiently and seriously, because we see students and the Indigenous land that hosts us as our primary constituencies. We believe in benchmarks and timelines as ways to honestly chart our progress toward our goals.

Aiming for better-than-consensus:

The world and its challenges are too complex to expect consensus and agreement in any kind of consistent way. The Central and Eastern European experience of authoritarianism and fascism has taught us to be suspicious of any statement of truth that does not make space for critical dissent and counterevidence. In our daily operations, we do not aim for unison, consensus, consent or coerced agreement, but rather for the freedom to share well-examined and conflicting points of view in the course of decision-making. In our ways of working, we do not aim for perfection and unanimity, but for a free, timely and fearless pursuit of the paths available. Faculty, staff and students in CENES are and will continue to be from vastly differing backgrounds of culture, politics, language, discipline and personal history. We see this as a collective asset that strengthens our overall basis of knowledge and discernment, and we seek to share that approach in our teaching and public affairs.

OUR CORE AREAS OF FOCUS

Research

Our Aspiration for the Future:

Our research discoveries are recognized for their interdisciplinary impact and implications for public affairs.

Throughout Arts, UBC, local communities and internationally, people know what we research and why we do so. We are called upon to help shed light on complex challenges in our changing multilingual and multicultural societies. We believe in research as a form of engaged leadership, and we gladly take on the work of translation and dialogue that this kind of research leadership requires of us.

Many of us research the enduring effects of European colonialism, authoritarianism, fascism, Nazism and Stalinism, and these commitments clarify our sense of responsibility as settlers here on unceded xʷməθkʷə́yəm (Musqueam) Indigenous land.

Our Performance Measures:

- Visibility, promotion, citation and implementation of existing research projects across all programs
- Reported sense among faculty and graduate students for successful strategy in bids for grant monies and awards, large and small
- Professional promotions, endowed chairs, intramural and extramural collaborations
- Media engagements and communications impact around research
- Securing adequate funding, above and beyond Departmental operating budget: through Faculty, donors, development monies, etc.
- Reported sense among faculty that research accomplishments are recognized through channels beyond the annual Extraordinary Merit and PSA mechanisms

Our Strategic Goals and Actions:

Goal #1:

Be a primary “must-call” source at UBC and beyond for diverse research on European (particularly Nordic, Slavic, and Germanophone) matters and perspectives:

- Ensure that CENES research projects - faculty, graduate and undergraduate-led - are promoted on Departmental webpages, social media, through Arts Communications and UBC Media Relations
- Pursue strategic expertise hires in Indigenous Studies, Ukrainian Studies, Circumpolar Studies, Jewish Studies and multicultural Germanophone Studies
- Support all faculty and graduate student colleagues in preparing updated research / teaching biographies and engaging in various ways of sharing the story of their program of research / teaching
- Pursue a more inclusive, decolonized understanding of research production, outreach, service and pedagogy - within the Department and at the University and Faculty level
- Raise awareness in research and teaching on matters particular to Indigenous Arctic, Northern and Eastern Europe
- Ensure that a majority of faculty who research, and any interested graduate students, have UBC 30-second-bios, Research Focus profiles, and are registered centrally with UBC Media Relations as area experts
- Grow hybrid lecture series (Sawchen and Ziegler) to offer international opportunities for scholarly communication and relationship-building
- Support faculty in developing a winning strategy as regards grant-applications at the Faculty and University level
- Support doctoral students in producing 1 peer-reviewed publication prior to graduation
- Recognize service to large international research efforts in Extraordinary Merit processes and service obligation allocations
- Develop strategic SSHRC / Tri-Council applications and recognize these as service obligations
- Actively involve CENES Affiliates in departmental programming, and support CENES Affiliates' research visibility
- Use annual 5.02 interviews to support CENES faculty in their steady progress through ladder-ranked promotions
- Strategize for a successful Canada Research Chair bid by 2025

Goal #2:

Maintain and build research strength in Holocaust Studies, Jewish Studies, diverse approaches to Eastern Europe, 2SLGBTQI+ studies and decolonial approaches to language learning, translingual and multilingual curriculum:

- Host regular “salons” and other research opportunities for members of the department to present and hear each other’s research, so as to normalize the sharing of research success stories and research storytelling across and beyond the department
- Continuously scrutinize our teaching materials to make sure they present an accurate, current and capacious set of views, responsible to the cultures and communities we teach.
- Forge a conversation in Slavic Studies about decolonial, post-imperial approaches to Slavic and Russophone programming and research
- Continue to lead the Arts Languages Hub initiative through and beyond the Arts Breadth Requirements changes in 2024
- Ensure that each program in the department has an opportunity for undergraduates to engage and regularly present research projects
- Ensure that all CENES programs’ outcomes include a focus on undergraduate research
- Forge a conversation on expanding the CENES MA / PhD program to include all of Central, Eastern and Northern Europe
- Strengthen and secure graduate research support for the coming years from Graduate and Professional Studies and the Arts Dean’s Office
- Develop signature approach (‘Vancouver School’) of multilingual assessment and program outcomes for a diverse student population, to complement national organizations like ACTFL, GSA, GSC, AATG, etc.
- Strengthen a sense for academic freedom across the department (as defined in Part One of the UBCFA Collective Agreement); deemphasize tendency to monitor or challenge others’ expertise
- Liaise effectively with CENES Affiliates and with CENES’s internal unit CES (Centre for European Studies) on shared research interests

Goal #3:

Prompted by the UBC Indigenous Strategic Plan, house, develop and coordinate research expertise in Indigenous Circumpolar Studies, Arctic Indigenous sovereignty and the Arctic future:

- Establish a working group of 3 - 4 departmental researchers to develop a strategic approach to Circumpolar Studies, and to building capacity on the theme across UBC
- Clarify and deepen CENES's implementation of the UBC Indigenous Strategic Plan (ISP) to align with Arctic sovereignty movements and Indigenous-led programming
- Seek funds for a research lecture series in 2023 - 2024 on Circumpolar Studies, through an Arts Research Award
- Change program name from Scandinavian Studies to Nordic Studies to reflect Indigenous perspectives

Goal #4:

Excel at communicating our research insights and their relevance at multiple levels with undergraduate students, funders and donors:

- Work with Arts Communications to gather evidence that, by 2025, a majority of Arts' 15,000 students are aware of at least one CENES-led research project
- Engage a group of faculty who will ambitiously liaise with Arts Alumni and Development around fundraising needs
- Connect with UBC student clubs around shared interests
- Establish and maintain student research journals housed and led in our programs (Scanner, Augenblick, etc.), with student publications representing countries whose languages and cultures are studied in the Department
- Ensure each major research publication in the department has a launch event and coverage on social media

OUR CORE AREAS OF FOCUS

TEACHING AND LEARNING

Our Vision for the Future:

Our classes are known among UBC students for being challenging, fair, inspiring and full of real-world experiential and interdisciplinary insights, which they cannot access through other programs.

Students see our approach to languages and multilingual learning as attractive and relevant to their lives. Our major and minor programs are designed to be accessible and seamless to complete on time, removing prerequisites whenever prudent. Students say they understand and value how we assess and plan for student learning, and they feel they have a true second home in the physical spaces of our Department - as members of a larger, vibrant student community.

In their teaching, our instructors do not strive merely to be authentic, assured representatives of a far-away culture, nor mere native speakers of a language. They strive, rather, to model for students effective and knowledgeable communication about diverse cultures and languages.

Our administrative support staff members are knowledgeable and compassionate in matters of undergraduate advising. Faculty and staff welcome and respond to new students, while meeting the changing needs of returning students. We know that students are increasingly concerned about their career lives after university, and our programming communicates our commitment to those needs.

Our Performance Measures:

- Steadily increasing visibility of CENES offerings among students as evidenced in heat-maps, peer-to-peer communications on Reddit, RateMyProfessor, Instagram, TikTok, etc.
- Evidence of clear communication of program outcomes, and articulation of these outcomes to individual courses' learning outcomes
- Steadily increasing enrolment to a healthy and robust K-factor above 30 (PAIR)
- Steadily increasing majors & minors across the Department (PAIR)
- Increased engagement from among 600+ alumni
- Routine feedback through surveys about post-graduation career options, civic leadership, well-being, community, and livelihood

Our Strategic Goals and Actions:

Goal #1:

Establish shared principles for student engagement, curriculum change, communications, career-preparation, diversity and assessment around all of our undergraduate courses and programs:

- Update all program descriptions and UBC Calendar course descriptions in the Department prior to our next Academic Program Review in 2024 – 2025
- Create flexible course description links that integrate the UBC Calendar with the CENES website, thereby eliminating duplicate or divergent course descriptions
- Clarify and affirm distinctions between academic freedom (as described in Part 1 of the UBCFA Collective Agreement) and work obligations (as covered in UBCFA Collective Agreement Article 13)
- Establish New Course Proposal process that balances curricular needs, student interests, institutional initiatives and faculty professional trajectories
- Ensure, through annual scheduling and curriculum renewal processes, as well as through annual 5.02 interviews, that full-time faculty have dynamic and fulfilling course portfolios
- Establish best practices for successfully promoting departmental courses and departmental programming
- Establish program-specific and / or departmental best practices for the equitable and formative assessment of diverse student work
- Establish close working relationships with Arts Advising, Science Advising and elsewhere so as to enhance students' access to our courses
- Scrutinize foreign government contributions to our programs to make sure they do not unduly bias programming
- Seek guidance from the Department's diversity, equity and inclusion committee on matters of interest to minoritized students
- Ensure that Accessibility practices in our teaching welcome and support Disabled students
- Ensure courses are described and promoted in ways that accurately clarify the course / program's potential benefits to students post-graduation - either in their careers or in their post-UBC livelihoods generally

Goal #2:

Advance a more coordinated and deliberate approach to co-curricular student community building:

- Establish CENES Advisory Council to access student-led ideas on policy and programming in a dynamic and effective way
- Connect consistently with a broad range of UBC student clubs around shared interests
- Bring CENES programming out of Buchanan Tower and into other campus and community spaces
- Bring more students into the Buchanan Tower 9th floor space and make the space more student-welcoming
- Hire more WorkLearn students to promote programs and promote peer-to-peer communication about our Department
- Request a Communications and Undergraduate Services position for CENES staff
- Coordinate consistently with Career Services and Work-Integrated Learning
- Embrace an understanding of language-learning classes as “experiential learning labs”
- Embolden majors and minors by making student awards available to majors and minors on a priority basis

Goal #3:

Collectively identify, share and try out the most effective teaching, scheduling and retention methods for UBC students today and in the future:

- Effectively double the absolute number of students who take our courses - by quadrupling the number of students who know about them
- Strengthen peer communication among faculty members about simple, effective ideas for teaching innovation
- Encourage a more personal and informal form of storytelling, position-taking and positionality among teaching faculty on our public-facing materials
- Actively promote faculty and courses on Reddit / RateMyProfessor / Arts Communications and elsewhere
- Establish graduate program outcomes and renew graduate program profile, scope and description

Goal #4:

Enhance and coordinate communication to current and prospective undergraduates around experiential learning and career planning:

- Develop a communications strategy that draws on all of the expertise available to us at UBC to promote our courses, research and events
- Participate in visual and digital media to convey our activities to potential students
- Promote the notion that students can complete a CENES major or minor even if they have no intention of working in an explicitly CENES-related field - since most UBC students do not immediately get jobs in their field of study
- Write Head letters to current students doing B or A work in our classes and invite them to consider a major / minor
- Hire Work Learn students for each program to coordinate ambitious student-to-student communication efforts, Reddit, Ask Me Anything, etc.
- Sharpen administrative job descriptions to reflect our communications and undergraduate services needs; hire a full-time Student Programs Coordinator

Goal #5:

Partner with career-planning experts at UBC to develop career programming and program outcomes that meet diverse graduate and undergraduate student needs:

- Advocate for a more sustainable TA scheme; explore TA opportunities in programs beyond German
- Improve tracking of student employment data after graduation
- Create spaces for alumni to share career stories and enhance awareness of diverse pathways available to our students

Goal #6:

Bolster enrolments in traditionally under-enrolled classes and increase majors and minors:

- Partner with Arts Communications and Arts Alumni to coordinate strategy for countering declining enrolments
- Rewrite all course descriptions in the UBC calendar to reflect student-facing Essential Questions that each class poses

- Frame courses as stepping-stone opportunities for students' own existing goals in their main majors (if they are not CENES majors)
- Rewrite newly accessible program (major / minor) descriptions, with the fewest possible barriers to completion (prerequisites, scheduling hurdles, exclusive disciplinary language, etc.)
- Expand the mandate of the Slavic Studies section to embolden decolonial approaches to Eastern Europe, Southeastern Europe and the Baltics
- Propose and obtain approval for CENS minor
- Ensure CENES courses reflect EDI / Indigenous Strategic Plan principles (Culture Today modules in German language classes, for instance)
- Articulate language courses to Common European Framework of Reference criteria for languages



OUR CORE AREAS OF FOCUS

Community Engagement

Our Vision for the Future:

It is clear to members of the public - no matter their background and profession - what we do, why we do it and what our role is in the overall higher education landscape of BC.

We see ourselves as responsible for living up to our obligations as guests and settlers on Indigenous land, and we reach out to various heritage and cultural communities throughout the region to see how we can achieve shared goals. We do not advocate for governments and nation-states of any sort, but rather for the multicultural and multilingual knowledge needs of our students' future communities. We accept responsibility to accurately reflect the people, communities, languages, cultures and histories we teach about.

Our Performance Measures:

- Number and nature of partnerships
- Number and nature of collaborative projects / initiatives
- Media engagement
- Participation in events and activities (including digital engagement)



Our Strategic Goals and Actions:

Goal #1:

Advance the aims set out in UBC's Indigenous Strategic Plan and the Anti-Racism and Inclusive Excellence Task Force report, and interpret them appropriately for the CENES graduate and undergraduate context:

- Appoint new Indigenous-led committee within the Department, including representatives from all Major / Minor programs, to determine appropriate actions and priorities for the coming two academic years

Goal #2:

Develop routine contact with a growing community of CENES alumni:

- Establish annual alumni night and semi-annual alumni newsletter
- Establish programming with Arts Alumni and Development

Goal #3:

Ensure that CENES uses a range of spaces around campus and Vancouver for its events and gatherings, and that the CENES name is featured prominently throughout campus:

- Engage WorkLearn program assistants to do an environmental scan of potential spaces where CENES events could meet for outreach purposes
- Work with the Centre for Interactive Research on Sustainability to develop a multicultural cooking event in partnership with the Community Food Bank
- Engage Orchard Commons / Totem / Vantage College in outreach events
- Continue to organize outreach events at UBC Robson Square

Goal #4:

Ensure that the Department's digital presence (website and social) is up-to-date, inspiring and well-trafficked:

- Maintain strong working relationship with Arts Communications staff on new content
- Engage Work Learn program assistants to do an environmental scan of CENES appearance on digital surfaces around campus

OUR CORE AREAS OF FOCUS

People and Places

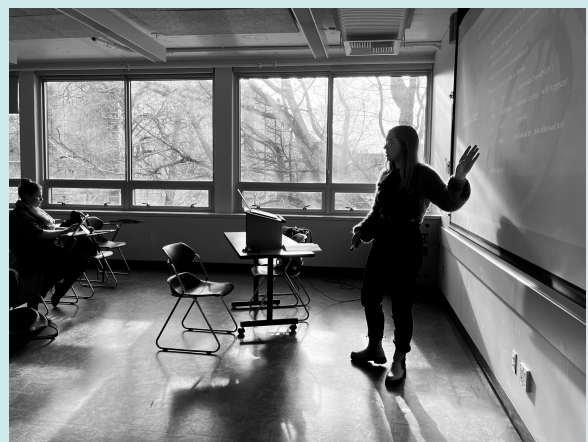
Our Vision for the Future:

Our staff and faculty prize inspiration, accuracy, availability, inclusiveness, courage and accountability in all our affairs.

Our institutional foundation is underscored by a diverse faculty complement, transparent procedures and equitable responsibility and reward structures. We aim to be a safe, pleasurable and free place to work, learn and connect with others - facing the future and learning from the past. Psychological safety in the workplace encourages courageous communication and bold thinking. Our curricular offerings and forms of governance are designed to serve students of all backgrounds, regardless of first language, citizenship status, ability difference and the like. We continuously monitor our curriculum and physical space to ensure they redress the historical marginalization of Indigenous, BPOC, 2SLGBTQI+, refugee, Disabled and otherwise marginalized students. The physical space of our Department is an always increasingly welcoming, lively, human and inspiring place - a salon that sparks ideas, friendships and futures.

Our Performance Measures:

- Faculty workload and productivity
- Faculty and staff satisfaction (WES)
- Health and wellbeing perception (WES)
- Inclusion and respect perception (WES)
- Communications perception (WES)
- Student, staff, faculty diversity (WES)
- Wage equity over career span
- Measures to respond to UBC Indigenous Strategic Plan and Anti-Racism and Inclusive Excellence Report



Our Strategic Goals and Actions:

Goal #1:

Improve communication within the Department via channels for information sharing and curricular decisions made across programs:

- Test out a range of channels, including Canvas Commons, to see which is the most efficient way to communicate events, room bookings and other shared information

Goal #2:

Advance a more equitable Departmental responsibility and reward structure with greater transparency of administrative procedures, including clarity regarding research and service expectations of all faculty streams:

- Clarify service roles
- Make workload visible
- Ensure policies and procedures are clear, available, easy to find and consistently followed
- Only assign committee service that is efficient, purposeful and charged with clear, manageable, time-limited goals
- Assign service obligations based on desire, preference and capability, rather than only rotation, voting and representation

Goal #3:

Embed decolonizing processes into CENES governance and cultivate practices that recognize Indigenous sovereignty:

- Actively recruit staff and faculty with a demonstrated commitment to decolonization and the capacity to build reciprocal relationships with Indigenous partners
- Pursue the implementation of UBC's Indigenous Strategic Plan through the Indigenous Strategic Initiatives Fund
- Integrate decolonization into CENES graduate student training (ISP Goal 4: Action 16, 17)
- Embed decolonization competencies in the review processes for CENES funding competitions and awards
- Prioritize Indigenous businesses and artists for provision of goods and services (ISP Goal 5: Action 23)

- Ensure Indigenous participants in programming and research receive timely and equitable compensation (ISP Goal 3: Action 13)

Goal #4:

Advance strategies for the financial well-being of all employees (including graduate students):

- House an honest conversation about graduate student and contingent faculty wages and costs of living
- Build awareness and access to available awards and opportunities
- Fundraise for and establish new graduate awards, and seek private philanthropy to match and leverage Provincial Graduate Fellowships
- Work within identified priorities in the Arts Strategic Plan to ensure adequate supports to graduate students
- Reduce the number of discretionary course releases granted

Goal #5:

Champion new commitments to reduce petroleum-intensive travel to academic conferences, advancing the ambitious - and pressing - aims set out in UBC's Climate Action Plan:

- Explore growth strategies for our online Ziegler and Sawchen lecture series, which has been a successful model to share scholarly knowledge in new, innovative ways

Goal #6:

Ensure the most effective use of space in the Department to make students feel comfortable and welcome. Ensure that the space reflects all of our other commitments and goals:

- Order and arrange new comfortable furniture for student use in common space
- Invite student clubs to meet in our departmental spaces
- Invite students to design public space / signage, etc.



THANK YOU FOR BEING A PART OF THE
CENES COMMUNITY



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts



THE UNIVERSITY OF BRITISH COLUMBIA
Department of Central, Eastern & Northern European Studies
(CENES)