Academic Planning and Priorities Committee (APPC)

Public Agenda

October 21, 2020

3:30pm – 4:30pm | Video Conference

Academic Planning and Priorities Committee (APPC)

Draft Minutes

September 23, 2020

3:30pm – 5:00pm | Video Conference

Present: James Mandigo (Chair), Adrianna Bakos, Al Wiseman, Alastair Hodges, Amir Shabani, David McGuire, David Johnston, Derek Ward-Hall, Donna Alary, Emilio Landolfi, Hailey Flikkema, Jobanpreet Singh Thind, Jon Thomas, Karin Jager, Kim Isaac, Maureen Wideman, Nicola Mooney, Peter Geller, Shelley Stefan, Shirley Hardman, Sylvie Murray, Vlada Dvoracek

Regrets: Garry Fehr, Lorne Mackenzie, Betty Poettker, Gerry Palmer, Shelley Canning, Bruce Kirkley,

1. **CALL to ORDER**

   Reverse voting procedure assumed.

2. **ITEMS for ADOPTION**
   2.1. **Agenda**
   MOTION: That APPC approve the agenda as presented.
   Sylvie/2nd Hailey. Carried.

   2.2. **Minutes – June 17, 2020**... pg. 2
   MOTION: That APPC approve the minutes of June 17, 2020 as presented.
   Derek/2nd Hailey. Carried.

3. **BUSINESS**
   3.1. **Provost Report**
   ▪ Integrated Strategic Planning
   Through various consultations, a draft of the strategic imperatives was created. The Plan is currently in the 2nd online consultation phase which ends on Sept 25th. Following this, a draft of the Plan will be created and will then come to APPC for feedback and to Senate and Board for approval.

   ▪ EDI – Equity, Diversity, and Inclusion taskforce
   The action plan was shared and includes 4 goals and their imperatives and everyone is encouraged to look at the plan and think of ways to implement it.
   Questions and feedback was given.

   3.2. **Vice-Chair Election**
   MOTION:
   That APPC approve Emilio Landolfi as Vice Chair of APPC with a term of September 23, 2020 – August 31, 2021.
   Adrianna/2nd Hailey. Carried.

3.3. Expedited Program Review Standing Subcommittee Selection
Tabled.

3.4. Terms of Reference Review

▪ Review of Terms 7 (Part b) & 11 (previously 6 and 10)

APPC Adhoc committee reviewed the following Terms of the APPC Terms of Reference…
Term 7 (Part b): " Advise Senate on the policies relating to the …. resource centres."
Term 11: "Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services."

Feedback was received and the following motion passed.

MOTION: THAT APPC recommend to Senate Governance Committee the development of a Senate policy on the review of educational services at UFV.
Sylvie/2nd Derek. Carried.

▪ Initial Report from ToR Subcommittee
An overview of the report workplan was given.
Other ad-hoc Committee reports pending:
 ▪ Term 7 (part a)
 ▪ Term 5
 ▪ Term 1, 9, 10
 ▪ Term 8
 ▪ Terms 2, 3, 11, 12
 ▪ Term 6

4. **INFORMATION ITEMS**

NOTE: New Business program was approved by the ministry.
4.1. APPC Meeting Schedule
4.2. APPC Membership
4.3. APPC Terms of Reference
4.4. Senate Approvals (May 8)
 4.4.1. APPC Annual Report
 4.4.2. GDS program Review
 4.4.3. BA, Minor in Spanish

5. **ADJOURN**

Next Meeting: October 21, 2020, 2:30 – 4:30pm, Video-Conference

Number	21
Effective Date	2014-05-09
Next Review Date	2019-05

UNDERGRADUATE COURSE AND PROGRAM APPROVAL

Approval Authority	Senate
Responsible Executive	Provost and Vice-President, Academic
Related Policies / Legislation	*University Act*, s. 35.2(6)(b)

PURPOSE

The policy is to guide the review and approval of new courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.

SCOPE

This policy applies to all new courses and programs and changes to existing courses and programs.

DEFINITIONS

In this policy, the following definitions apply:

Program: For the purposes of this policy, refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

Program Concept Paper: A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

Program Development Office (PDO): Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

Program Proposal: The detailed description for a new program prepared on a standard template provided by the Program Development Office.

Undergraduate Education Committee (UEC): A Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

POLICY

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV's mandate, strategic goals, and priorities.

The internal process includes various consultations, reviews, and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate

the authority to approve new courses and course changes to a Senate standing committee.

REGULATIONS

1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.

2. A new course requires the approval of UEC, or Senate upon recommendation by UEC

3. Course changes will be classified as either minor or major. What constitutes a minor or major course change will be determined and communicated by UEC.

4. A minor course change is to be approved by Faculty Council and submitted to UEC for review before inclusion in the Calendar.

5. A major course change requires the approval of UEC, or Senate upon recommendation by UEC.

6. A new program requires the approval of Senate according to the process outlined in Procedures for Undergraduate Program Approval. In exceptional cases, the approval can be obtained through the expedited process outlined in Procedures for Expedited Undergraduate Program Approval. No proposal can be put through the expedited process more than once.

7. The process for major and minor program changes is determined by UEC. Major changes require the approval of Senate. Minor changes are approved by UEC, and sent to Senate for information. What constitutes a minor or major program change will be determined by Senate upon recommendation by UEC.

8. The criteria for applying the expedited program approval process to a new program are as follows:

    8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - There is funding available from an external source, with time constraints.
    - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - There is a request for a partnership with a time constraint, and there is a funding source.
    - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - There is an opportunity for capital or infrastructure injection, with time constraints.

    In addition,

    8.2. The program must be sustainable.

    8.3. The program must be consistent with the strategic goals of UFV.

    8.4. The program must be consistent with program priorities of UFV.

    8.5. There are minimal adverse implications for other faculties, programs, and services.

9. Procedures in support of this policy will be developed, maintained, and communicated as such:
    - For new and revised courses: UEC.
    - For new program proposals (including concept papers): UEC, in consultation with the Office of the Vice-Provost.
    - For program revision: UEC.

- For expedited process: APPC, in consultation with the Office of the Vice-Provost.

Any procedures developed in support of this policy will consider the roles of other Senate Standing Committees in the course and program approval process. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.

APPENDICES

Procedures for Undergraduate Course Approval

Procedures for Undergraduate Program Approval

Procedures for Expedited Undergraduate Program Approval

Procedures for Expedited Program Approval

Part I: Determination of whether a program meets the criteria for Expedited Approval Process

1. **Formation of PWG and development of proposal:** Dean of the program area approves a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed.

   The PWG must consult with academic areas potentially affected by, or with expertise on, the proposed new program.

2. **Program Development Office (PDO) verification:** The PDO verifies that the proposal package (including budgetary analysis, as approved by Dean and Budget Office) is complete and in compliance with UFV and Ministry guidelines for approval of new programs.

3. **Faculty/College Council and Dean:** The proposal package is submitted to the Faculty/College Council and Dean for review and approval.

4. **University-wide notification**: All academic and relevant service areas are notified of the proposed program and are given five business days to respond. The purpose of the notification is to ensure that implications that the new program may have for other academic units, programs, and services are identified. Comments received and the PWG's responses are included in the proposal package.

5. **Vice-Provost and APPC approves for Expedited review:** The Dean and Budget office submit a Memo to the Vice-Provost, or delegate, explaining how the proposed program meets the criteria for expedited process as stated in Policy 21.

   The Vice-Provost makes one of the following recommendations:

   a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.
   b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.

   The Vice-Provost's recommendation is submitted to the APPC chair and vice-chair for confirmation.

   The Dean may appeal a recommendation not to follow the expedited process (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.[1]

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[1] APPC Expedited Review Standing Subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculties/College.

Part II: Review of Program Proposal under the Expedited Approval Process

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed.

6. **UEC Screening, CWC, UEC and Senate Budget Committee:** The proposal package is submitted to UEC Screening Subcommittee who reviews it prior to submission to campus-wide consultation for information and to UEC for recommendation to APPC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee also for recommendation to APPC. (Senate Budget Committee may exempt specific Departments from review under the expedited process. The program proposal from an exempt Department goes to SBC for information.)

7. **APPC:** APPC Expedited Review Standing Subcommittee receives UEC's and, when applicable, SBC's recommendation and makes a recommendation to Senate. The program proposal goes to APPC for information.

8. **Senate:** The Senate reviews the proposal, along with the APPC Expedited Review Standing Subcommittee's, UEC's, and, when applicable, SBC's recommendations, for approval.

9. **External Approval:** If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).
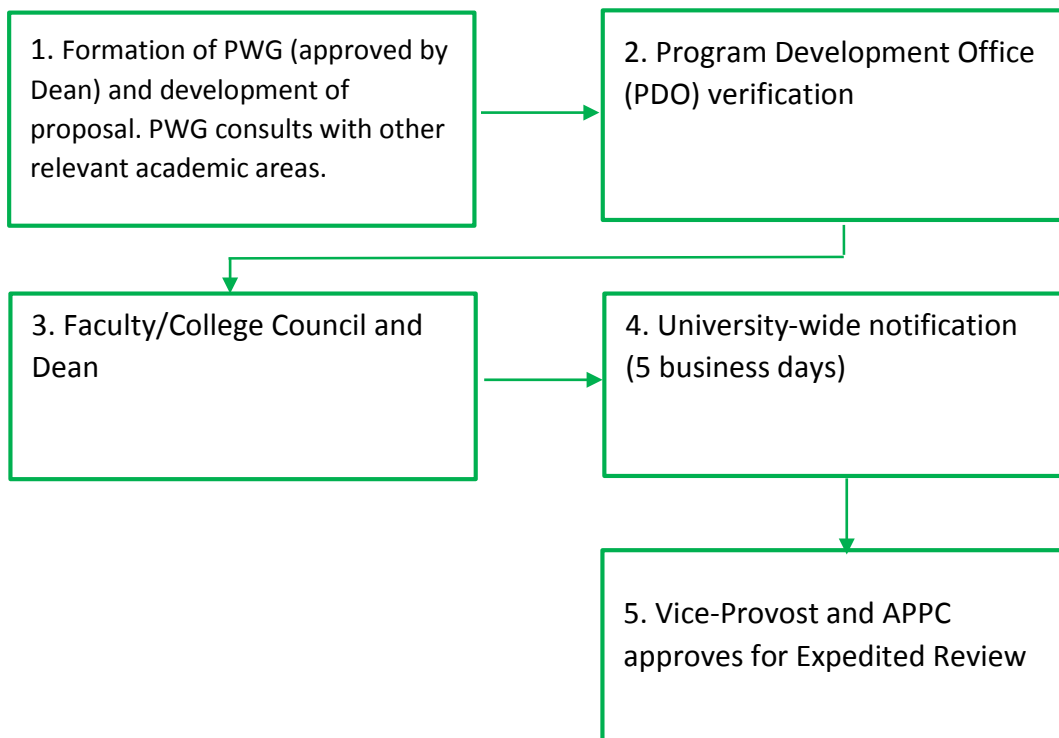

Policy 21 excerpt on the Expedited Program Approval Process

8. The criteria for applying the expedited program approval process to a new program are as follows:

   8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:

   - There is funding available from an external source, with time constraints.
   - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
   - There is a request for a partnership with a time constraint, and there is a funding source.
   - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
   - There is an opportunity for capital or infrastructure injection, with time constraints.

   In addition,
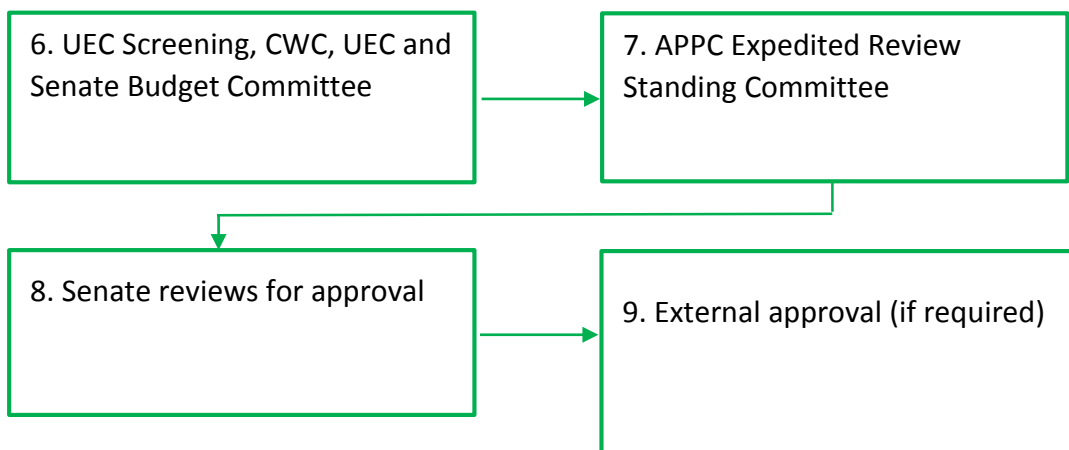
   8.2. The program must be sustainable.
   8.3. The program must be consistent with the strategic goals of UFV.
   8.4. The program must be consistent with program priorities of UFV.
   8.5. There are minimal adverse implications for other faculties, programs, and services.

PART I: DETERMINATION OF WHETHER A PROGRAM MEETS THE CRITERIA FOR THE EXPEDITED PROGRAM APPROVAL PROCESS

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┌──────────────────────────────┐        ┌──────────────────────────────┐
│ 1. Formation of PWG          │        │ 2. Program Development Office │
│    (approved by Dean) and    │───────▶│    (PDO) verification         │
│    development of proposal.   │        │                               │
│    PWG consults with other    │        │                               │
│    relevant academic areas.   │        │                               │
└──────────────────────────────┘        └──────────────────────────────┘

┌──────────────────────────────┐        ┌──────────────────────────────┐
│ 3. Faculty/College Council    │        │ 4. University-wide            │
│    and Dean                   │───────▶│    notification               │
│                               │        │    (5 business days)          │
└──────────────────────────────┘        └──────────────────────────────┘

                                         ┌──────────────────────────────┐
                                         │ 5. Vice-Provost and APPC      │
                                         │    approves for Expedited     │
                                         │    Review                     │
                                         └──────────────────────────────┘
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PART II: REVIEW OF PROGRAM PROPOSAL UNDER THE EXPEDITED PROGRAM APPROVAL PROCESS

The Board of Governors' approval of the proposed program is required and can be requested at any point <u>after UEC Screening Subcommittee's review</u> is completed (in step 6).

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┌──────────────────────────────┐        ┌──────────────────────────────┐
│ 6. UEC Screening, CWC, UEC    │        │ 7. APPC Expedited Review      │
│    and Senate Budget          │───────▶│    Standing Committee         │
│    Committee                  │        │                               │
└──────────────────────────────┘        └──────────────────────────────┘

┌──────────────────────────────┐        ┌──────────────────────────────┐
│ 8. Senate reviews for         │        │ 9. External approval          │
│    approval                   │───────▶│    (if required)              │
│                               │        │                               │
└──────────────────────────────┘        └──────────────────────────────┘
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September 2015

Memo to APPC from James and Kim

As part of the review of the terms of reference for the Academic Planning and Priorities Committee (ACCP), we have been asked to make a recommendation about what role the APPC should play regarding the library. The current terms of reference state that APPC will "Advise Senate on the policies relating to the library and resource centres." However, library matters have not been on APPC agendas, and Senate has not requested advice regarding the UFV library.

The library plays a key academic role within a university. This is recognized in BC's University Act, which states that:

> (6)The senate of a special purpose, teaching university must advise the board, and the board
>
> must seek advice from the senate, on the development of educational policy for the following
>
> matters:
>
>> (g) the library and resource centres;

There are two existing UFV policies that relate to the library: #72 – Library Collection, and #47 – Role of the UFV Library. These policies are long overdue for review and require significant revision to remove administrative detail and fit within the current policy template. We hope to bring these to APPC and Senate this academic year.

We suggest that the UFV library's important academic role could be further recognized by creating a conduit through which discussions around library academic matters could be communicated to APPC and incorporated into the advice that APPC provides to Senate.

We recommend that the APPC terms of reference continue to include providing Senate with advice on the university library. We propose that APPC establish a permanent subcommittee relating to the library, which would periodically report to APPC and could bring forward policy recommendations as well as issues and questions for discussion.

APPC TOR Work plan draft 1 _SM   Feb 25, 2020

B. Specific	Responsibility	Timing
Term #1: Advice on mission, goals, objectives, and priorities of the university: See also 9 See also 10	Senate	After Senate approval of Strategic Integrated Plan currently underway and prior to launching of next phase in development of university-wide strategic planning Sept-Oct 2020
2. Term #2: Advise Senate on the establishment or discontinuance of educational programs: a. The sub-committee asks APPC to consider creating a grid similar to the program development grid at the concept paper stage (factoring in any upcoming changes to the program approval process under review in the PDQA office). 3. Term #3. Advise Senate on the development of and priorities for the implementation of news program leading to certificate, diplomas and degrees a. We recommend that APPC provide advice annually on program prioritization in advance of the budget b. We invite the Provost and Deans to consider how they might more effectively utilize the advice of APPC on program priorities and related issues (e.g. interdisciplinarity, space use and needs, etc.). see also 11 see also 12	Ad hoc committee be struck to consider subcommittee recommendations #2, #3, #11 and #12, and process that takes into account administrative expertise and responsibilities of governance bodies Consider VIU summative assessments and related processes. Membership: Provost 1-2 Deans or Associate Deans 1-2 APPC members 1 rep from Budget office 1 rep from PDQA office 1 rep from IRP 1 rep from UEC 1 rep from GSC	Sept-Dec 2020

APPC TOR Work plan draft 1 _SM

5. (previously #4) academic faculties of the university
   a.   policy under development
   b.   establishment of department and schools
	University Secretariat/SGC to conclude policy review and approval process	March-June 2020

6. (previously #5) enrolment management	Ad hoc committee to consider subcommittee recommendation and process that takes into account administrative expertise and responsibilities of governance bodies Membership: Provost 1-2 Deans or Associate Deans 1-2 APPC members 1 rep from Registrar Office 1 rep from International Education 1 rep from IRP	Jan-May 2021
7.(part a) library (Previous #6)	University Librarian, in consultation with the Provost	April-May 2020
7. (part b) resource centres (Previous #6) See also 11, re: educational services (Previous #10)	Provost Adhoc committee of APPC (1-3 members) T&L AVP REGS AVP 1 dean VP Students	April-May 2020

8. affiliation, partnerships, etc… (previously #7	Ad hoc committee to consider subcommittee recommendation and process that takes into account administrative expertise and responsibilities of governance bodies Membership: 1-2 Deans or Associate Deans 1-2 APPC member 1 rep from Registrar Office 1 rep legal	Sept-Oct 2020
9. Educational Plans(Previous #8) See 1		
10. Advise Budget Senate Committee on academic priorities for the allocation of funds (Previous #9) See 1		
11. in relation to courses and programs, merge with 2 and 3 (previously #10)		
11 in relation to educational services, merge with 7b, resource centres (Previous #10)		
12 merge with 2 and 3 (Previous #11)		

APPC TERMS OF REFERENCE SUB-COMMITTEE:

REPORT AND RECOMMENDATIONS

October 2019

Submitted by Al Wiseman and Alastair Hodges

Contents

I. Introduction

II. Overview of Process

III. Findings and Recommendations

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> Appendix A: Current APPC Terms of Reference and the B.C. University Act
>
> Appendix B: Comparative Chart of Terms of Reference for Similar Committees at Some Other Universities

I.   INTRODUCTION

In June 2018, UFV Senate's Academic Planning and Priorities Committee (APPC) struck a sub-committee to review on its behalf the Terms of Reference (ToRs) for the committee. This came out of the annual review of ToRs as mandated by Senate. During the discussion at that June 2018 meeting, committee members expressed a desire to see a smaller group of the committee do a fuller review and bring back a report with any recommendations it might wish to make.

The sub-committee, consisting of Melissa Walter, Randy Kelley, Alastair Hodges, and Al Wiseman met several times from September 2018 – June 2019, and also reported updates on occasion at APPC meetings. A huge thanks goes to Melissa who chaired the sub-committee and did significant work at meetings, and in between meetings.

At the highest level, members of APPC felt a sense of uncertainty about the role of the committee on behalf of Senate. The sub-committee took this to heart and the following report aims to explain the nature of their conversations, provide recommendations, and offer questions APPC could sent to Senate. It is the ultimate goal of the sub-committee to see APPC's role to be significantly clarified. Driving this desire for clarity is a healthy and commendable wish of the committee to be confident that APPC is doing meaningful work on behalf of Senate and the university. Finally, the sub-committee is not under any illusion that it has answered everything or perfectly framed what it has discussed, but share some hope that progress will be made as a result of their work.

II.   OVERVIEW OF PROCESS

The sub-committee began by having a conversation about the current terms of reference for APPC. In having this conversation, the group agreed on doing several things:

1.   Reviewing the University Act and discussing sections that seemed relevant to the work of APPC.
2.   Reviewing the current version of the Terms of Reference and surfacing what the main questions or issues seem to be with them as they currently exist.
3.   Trying to develop a list of clear questions and recommendations to bring to Senate.
4.   To meet as many times as necessary to discuss issues and build towards a final report.

Finally, the sub-committee has worked to produce this report as a key outcome of their work. Once the report has been discussed and there is agreement on how to proceed, we expect that a final step will be to revise the APPC Terms of Reference, and possibly approve a document of some kind that will serve as a summary of the key elements of the report that have been adopted as guidelines for future work of the Senate committee. Also, some remaining questions will need to be sent to Senate for discussion, and possibly discussed further at APPC.

III. FINDINGS AND RECOMMENDATIONS

This section will outline the main points the committee believes deserve comment, as well as resulting recommendations for changes.

A. General
1. "Advise"
   Early on, the committee noted the extensive use of the word "advise" in reference to the duties of APPC. After much discussion, the group agreed that it would be very helpful to both define what this term means, and how advising might take place.
   a. What does it mean to advise?
      i. First, we suggest the term means to provide specific recommendations on matters.
      ii. Second, we suggest the term means to inform Senate more generally about important facts, trends, or situations it believes may assist Senate with the work of governing, without providing specific recommendations.[1]
   b. Advise or approve?
      i. The committee noted that it has been typical for APPC that most of its advisory function has happened through the approval of documents and proposals. When the information then goes to Senate, the advice essentially ends up being a motion to Senate that APPC approved. This has typically been taken as akin agreement with whatever is in the document(s), and is offered without any or much comment.
      ii. The committee suggests that approval on its own is necessary, important, and at times sufficient in providing advice. However, we also recommend that APPC's advice take on a more sophisticated, deliberate, and articulated form. The form of this advice could be oral, but should often be written, and after meaningful discussion by APPC. Further, this written advice should be constituted as a document that the committee reviews and approves before sending to Senate.
   c. When should advice be given?
      i. The committee noted that there are times when the need for advice is more obvious. Examples of this would be when program proposals or reviews come through, or when strategic plans are presented. It may be helpful to compile a list or work plan of sorts that specifies all examples of situations where regular advice is expected from APPC.
      ii. Further, the committee recommends that APPC should occasionally initiate providing advice to Senate when it believes important matters should be addressed. Normally, these matters should be ones that fall into the basic parameters of the planning and priorities scope of APPC as set out in the Terms of Reference.
      iii. Finally, we recommend that as needed, Senate should intentionally task APPC with providing advice on particular subjects/situations.
2. "Policy"
   a. What is meant by "policy"?
      i. The sub-committee agreed that policy refers to the formal documents Senate creates and approves which provide mandated directions, actions, restrictions, guidelines, procedures,

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[1] For example, APPC might provide a list of 7 recommendations regarding the next version of the Education Plan (definition #1); it might also want to inform Senate about the latest developments in program planning and prioritization in Canadian universities without having any specific suggestions other than a request to factor these into future discussions/planning (definition #2).

etc., on all academic matters over which Senate has jurisdiction. All policy of this type is published online in the UFV policy manual.

ii. We also suggest that the notion of policy can mean more broadly the high level educational directions of UFV. We suggest it is reasonable for Senate to ask APPC for this sort of policy advice, both when it clearly is mentioned in the Terms of Reference (e.g. #1 "mission, goals, objectives, strategies, and priorities of the university"), and also at times when a matter less obviously fits. For example, under the ongoing conversations at Senate regarding International Students, perhaps there is some high level elements requiring Senate input about which it may wish APPC to deliberate and advise.

iii. Therefore, we recommend APPC come up with a suggested list of topics/issues that are high level educational "policy" in the sense of planned directions/emphasis about which Senate might wish to have advice. This list should be submitted to Senate for discussion.

b. Timing of advice on policy?

i. Advice on policies from Senate committees for policies that are under review is an existing process. The sub-committee agrees this should continue following the standard five year review timeline already in effect.

ii. We also recommend that Senate initiate formal policy reviews at times where policies might not be due for review under the normal five year cycle, but which for other reasons, might be worthy of a look.

iii. We encourage Senate to be more proactive in soliciting advice from APPC on policy as defined above, particularly as it relates to the more general definition.

B. **Specific**

1. Term #1: Advice on mission, goals, objectives, and priorities of the university:
    a. We recommend that APPC ask Senate if it would like to delegate responsibility to approve any of these elements to APPC.
    b. We recommend that whatever of these elements are not delegated to APPC, that Senate consider creating permanent or ad hoc processes for involving APPC earlier in discussions.
    c. We recommend that APPC consider opportunities for education and engagement for the committee that would inform future discussions and decisions related to the responsibilities of this term.

2. Term #2: Advise Senate on the establishment or discontinuance of educational programs:
    a. The sub-committee asks APPC to consider creating a grid similar to the program development grid at the concept paper stage (factoring in any upcoming changes to the program approval process under review in the PDQA office).

3. Term #3: Advise Senate on the development of and priorities for the implementation of new program leading to certificates, diplomas, and degrees.
    a. We recommend that APPC provide advice annually on program prioritization in advance of the budget
    b. We invite the Provost and Deans to consider how they might more effectively utilize the advice of APPC on program priorities and related issues (e.g. interdisciplinarity, space use and needs, etc.).

4. Term #4: Advise Senate on the establishment or discontinuation of academic faculties of the university.
    a. We understand a policy is under development (with Senate and President's shared authority) where this will be addressed.
    b. We recommend Senate clarify whether they would like APPC to provide advice on the establishment of departments and schools.

5. Term #5: Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in the educational programs and courses
   a. The sub-committee recommends that APPC ask Senate to clarify what it needs from APPC to effectively provide such advice.
   b. At the very least, we recommend that the Provost and Deans consider how they might periodically (annually?) bring the issue of enrolment targets and high-level strategies to APPC for feedback/advice.

6. Term #6: Advise Senate on the policies relating to the library and resource centres.
   a. The sub-committee suggests that this has not been happening.
   b. The formal policies in view are likely #72 (Library Collection), and #47 (Role of the UFV Library), although these both currently sit as administrative, not Senate policies. We recommend a conversation about what, if any, elements of these policies might fall under Senate jurisdiction.
   c. There is no institutional clarity around what is a "resource centre". We recommend that APPC discuss this issue, create some principles that might help define what constitutes such a centre, and then create a tentative list for discussion by Senate and Administration.
   d. We recommend providing policy advice on this term in the broader sense of the definition listed earlier in this report.

7. Term #7: Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
   a. The sub-committee recommends APPC attempt to create a list of the current agreements that exist at UFV.
   b. We recommend APPC create a plan and process for reviewing said agreements where appropriate or of value.

8. Term #8: Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
   a. The sub-committee suggests that this has not been happening, or at the very least, not in a very productive manner.
   b. We recommend the following steps to strengthen the committee's work in this area:
      i. Developing a list of what these policies and processes are.
      ii. Develop a list of ways these could policies and processes could have meaningful and appropriate feedback/advice.
      iii. Consultation with the Provost and Deans on how APPC could best serve in this capacity.

9. Term #9: Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
   a. The sub-committee observed that there is no real clarity on whether this is happening, or if so, how effective or meaningful this advice is.
   b. We recommend asking both APPC and Senate Budget Committees, in consultation with the Provost and CFO, to have a discussion about what might be done to provide meaningful prioritization advice to Senate Budget.

10. Term #10: Advise Senate on policies and procedures for the systematic review of courses, programs, and educational services.
    a. The sub-committee recommends the development of a list of relevant policies and procedures similar to 8.b.i above.
    b. We recommend that in consultation with the Provost and VP Students, to develop an understanding of what is meant by "educational services". This might result in a set of guidelines

that determines what might fall into the category of an educational service, and a list of current educational services at UFV.

c. After these two steps, we recommend APPC develop a plan for how to advise on these matters.

11. Term #11: Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
    a. The sub-committee suggests that APPC is effectively carrying out this responsibility at present.
    b. We suggest APPC ask Senate whether they want to delegate this function to APPC or continue to retain final approval authority on reviewing these.

12. Term #14: Provide annual written reports to Senate.
    a. The sub-committee notes that these are already completed.
    b. We recommend APPC consider providing more than just a list of specific agenda/approval items that transpired over the course of the year. Perhaps the annual report to Senate could also include some of the substance of what has been proposed above, once it is developed and operationalized by APPC.

IV.   NEXT STEPS

The Committee will notice that at this stage, no revised ToRs have been submitted for the committee. Because of the volume of issues investigated, and the need to decide on numerous recommendations, we believe it best to wait on actually revising wording for the entire document until APPC has discussed the full report and had the chance for fulsome discussion and feedback. After this, we can take that feedback and incorporate into a draft revised ToRs for the committee to review.

Revisions to the existing ToRs may also need to wait until APPC reports to Senate and has feedback on the items in this report that have been recommended, and has some of the conversations suggested in this report.

V.   APPENDICIES

Appendix A: Current APPC Terms of Reference and the B.C. University Act

APPC Terms of Reference Item	Relevant University Act Section
1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.	Section 35 (6) (a)
2. Advise Senate on the establishment or discontinuance of educational programs.	Section 35 (6) (b)
3. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.	Section 35 (6) (d)
4. Advise Senate on the establishment or discontinuance of academic faculties of the university.	Section 27 (2) (i) Section 35 (6) (e) Section 37 (1) (i)
5. Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.	Section 27 (2) (r)
6. Advise Senate on the policies relating to the library and resource centres.	Section 35 (6) (g)
7. Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations	Section 35 (6) (k) Section 37 (1) (u)
8. Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.	Section 37 (1) (p)
9. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.	Connected to Section 37 (1) (e)
10. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.	Section 35 (6) (f)
11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.	Section 37 (1) (p)
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.	Related to Section 37 (1) (b)
13. Other duties as assigned by Senate.	Section 37 (1) (b)
14. Provide annual written reports to Senate.	
15. Review the committee's terms of reference and composition annually, and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.	

Appendix B: Comparative Chart of Terms of Reference for Similar Committees at Some Other Universities

UFV Academic Planning & Priorities	VIU Planning & Priorities Committee	UNBC Senate Committee on Academic Affairs	TRU APPC	Kwantlen Polytechnic University Committee on Academic Planning and Priorities
Advise Senate on the mission, goals, objectives, strategies, and priorities of the university	establishing or revising the mission statement, educational goals, objectives, strategies and priorities of the University	To be responsible for advising Senate on academic planning at UNBC	Advise Senate on the mission statement and the educational goals, objectives, strategies and priorities of the University	Advise Senate on the mission statement, goals, objectives, strategies and priorities of the University.
Advise Senate on the establishment or discontinuance of educational programs	establishing, developing, revising, or discontinuing courses, programs and instructional disciplines	To consider and make recommendations to Senate on new undergraduate and graduate programs and major modifications to existing undergraduate and graduate programs.	Following consultation with the Research Committee and the Budget Committee, advise Senate on the establishment, revision or discontinuance of research centres, institutes, and research chairs and professorships, and other research-related matters requiring Senate approval	In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the establishment, suspension and/or discontinuance of educational programs.
Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees	prioritizing new programs and courses leading to certificates, diplomas or degrees	To consider and make recommendations to Senate on new and revised Undergraduate and Graduate Academic Regulations.	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on the priorities for implementation of new programs leading to certificates, diplomas and degrees	In consultation with the Senate Standing Committee on Curriculum, the Senate Standing Committee on the University Budget and any other duly constituted Senate body, advise Senate on the priorities for implementation of new programs leading to citations, certificates, diplomas, degrees and post-baccalaureate credentials.

Advise Senate on the establishment or discontinuance of academic faculties of the university	establishing or discontinuing Faculties	To review and make recommendations to Senate on existing undergraduate and graduate programs for purposes of assessment and possible expansion, curtailment, or discontinuance.	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University	Advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University
Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.		To advise on enrolment management issues.	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate), the Budget Committee, and any other relevant standing committees, advise Senate on the number of students that may be accommodated by the university and policies for enrolment management.	In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the Strategic Enrolment Management plan, policies for enrolment management and the admission of students, and the integration of these with the Academic Plan
Advise Senate on the policies relating to the library and resource centres.	developing the library and resource centres	To review from time to time the operation of the Library, for report to Senate.		
Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.	establishing the terms for affiliation with other post-secondary bodies	To review, for approval or recommendation as appropriate, affiliation agreements with other institutions. • To facilitate the development of academic agreements between UNBC and various international partners.	Following consultation with other relevant standing committees, review and advise Senate on the terms of affiliation, articulation and other contractual agreements with other post-secondary institutions	In consultation with other relevant standing committees, review and advise Senate on the policies related to affiliation and articulation agreements with other post-secondary institutions.

Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.			Advise Senate on policies and processes for the development, review, implementation and communication of educational plans that support the priorities of the University	
Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.	implications of the annual budget as presented by the president; the financial and resource implications, if any, of proposals for new courses and programs		Advise the Budget Committee of Senate on the academic priorities for the allocation of funds	Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds.
Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.	establishing or revising processes for evaluating departments, programs and educational services	To be responsible for the development and implementation of a program review process, and to make recommendations to Senate relating to the outcome of reviews.		
Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.	monitor evidence-based periodic program reviews for all existing instructional programs		Review the reports and recommendations of the Educational Programs Evaluation Committee or the Graduate Studies Committee (as appropriate) and advise Senate on actions	
Establish such subcommittees as needed to fulfill the committee's responsibilities.			Establish such sub-committees as needed to fulfil the Committee's responsibilities	Establish such subcommittees as needed to fulfil the Committee's responsibilities, as well as reporting mechanisms for these subcommittees.
Other duties as assigned by Senate.	other matters as assigned by Senate		Other duties as assigned by Senate.	Other duties as assigned by Senate

	review all new program proposals prior to their approval and implementation;	To recommend to Senate the establishment of Research Chairs	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on Category III changes	Advise Senate on the establishment, revision or discontinuance of research centres, institutes, and other research-related matters requiring Senate approval.
	review Provost recommendations as a result of the summative assessment of all existing instructional programs.	To advise Senate on all matters concerning undergraduate and graduate research and research policy at the University		
		To establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies.		
		To review and advise Senate on current international agreements and exchanges and make recommendations regarding their renewal.		
		To approve, in exceptional and extraordinary circumstances, external international proposals; and to report to Senate as soon as practicable such approvals and the justification for them.		
		To consider and advise Senate on matters relating to the internationalization of the University community.		
		To recommend to Senate graduate courses which are cross-listed with undergraduate courses.		

		To review periodically the activities of the Centre for Teaching and Learning and make recommendations on the Centre to Senate and to address any other Senate related teaching matter.		
		To consider and make recommendations to Senate on course additions or deletions.		
		To receive and evaluate recommendations from the SCAAF Continuing Studies Credit Committee and to forward recommendations concerning the recommended courses to Senate for approval		

- **CityStudio** continued to work with the City of Abbotsford, providing our students the opportunity to develop solutions on real community projects. The total number of students for 2019 calendar year was 229. In winter 2020, 105 students participated.

- In Fall 2019, the City of Chilliwack partnered with the University of the Fraser Valley in launching a collaborative pilot project in challenge-based Experiential Education. The initiative is focused on prototyping innovative solutions for civic challenges facing the community, delivering hands-on learning experiences to UFV students, and strengthening ties between the City and the University. The pilot serves to become a precursor for the expansion of a CityStudio model across the Fraser Valley.

- CECE hosted a **Hiring Fair** on March 3, 2020 to help students network with employers who are actively hiring in the lower mainland region. There were 515 students who attended and employers who represent 27 different industries.

- Teaching and Learning provides a variety of experiential learning opportunities for students. In the ASC, tutors can specialize in the disciplinary subjects, writing, or in targeted areas such as Academic Integrity Mentors, programming for Baker House residents, athletics, theatre, and international students. The skills developed by working in the ASC include communication, teaching, mentoring, questioning, coaching, and more.

MEMORANDUM
Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

TO:	John Pankratz, Chair, Board of Governors
CC:	Dr. Joanne MacLean, Chair, Senate
FROM:	Dr. James Mandigo, Chair, Academic Planning and Priorities Committee
DATE:	September 3, 2020
RE:	Learning Everywhere: The UFV Education Plan, 2016-2020: 2020 Update

At its June 17, 2020 meeting, the Academic Planning and Priorities Committee voted to recommend approval of *the 2020 Update to: Learning Everywhere: The UFV Education Plan, 2016 – 2020* (attached).

<u>MOTION:</u>

THAT, upon Senate recommendation, the Board of Governors approve the 2020 Update to: *Learning Everywhere: The UFV Education Plan, 2016 – 2020.*

Attachments:
- Learning Everywhere: The UFV Education Plan, 2016-20 | 2020 Update
- Appendix 3: Detailed Division Updates located here: S:\Public\UFVinfo\APPC\Education Plan

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2016-2020 Education Plan - Summary

These past 5 years have been very exciting with so many remarkable things happening including many brand new initiatives. Thanks to everyone for your commitment to the 2016-2020 Education Plan. The following is just a small summary of what we have seen.

It was exciting to see the scope of the changes and additions to many of our courses and programs. Some new initiatives were introduced such as inter and multi-disciplinary courses and programs, dual-credit programs, and laddering options. We have seen various advances that rose as a response from cross-department consultations, public interest, and government directives such as the changes to the K-12 curriculum and the tech expansion. Access to courses and programs have broadened by the increased use of PLAR, expanding admission requirements, and broadening of prerequisites. Increased cross-department collaboration resulted in such things as courses co-taught by one or more instructors, and additional cross-listed courses. An expansion of critical thinking components were added to courses, including ones in the Trades. Innovative thinking from departments has resulted in various course delivery options and an expansion of experiential learning opportunities such as, project-based and self-directed learning, study tours, research projects, site visits, field trips…and the list goes on. As you can see, with so many experiential learning opportunities, areas have also expanded ways on how to incorporate those experiences into admission and course requirements.

The whole UFV community was very involved when it came to meetings and events such as, UFV committees, conferences, workshops, speaker panels, career fairs, etc. Variations of participation included; attending, presenting, hosting/collaborative hosting, both on and off campus. Some examples to mention include organizing a flu vaccination clinic, film screenings, and much more! Off-campus representation was far reaching and included participation at all community levels, including International. Involvements of faculty and staff have also increased at various student

functions and vice-versa, and representations on various committees has broadened to include more departments, students, and elders.

Planning and outreach was wide-spread and included reaching out to new and existing industry and community partners to expand or create new relationships for various work experiences such as practicum placements, co-op's, apprenticeships, and internships. Partnership examples include block transfers, agreements, MOU's, and projects such as mapping training programs to determine program equivalency. As such, planning included increased service offerings, assessments, resources, spaces, and the use of surveys and industry analyses. Website and Social Media were updated and increased use enabled us to expand our outreach. More specialized outreach examples included reaching out to International students, underrepresented groups, and students at-risk. Outreach continued in Elementary and High Schools and some were invited to experience university learning. Outreach also happened within UFV and students were encouraged to take part in various activities, such as Student Learning Groups (SLG's). Practicum opportunities have increased to include co-partnerships with smaller organizations and also ones outside of our local communities. Practicum placements were also arranged within UFV with our own students and also those from other institutions. Others have also reached out to us and many became Adjunct Faculty, Research Associates, and Visiting Scholars. These in turn had provided collaborative opportunities with various research projects, publications, and mentor opportunities.

The changes seen concerning resources and space usage included new and upgraded software programs, the digitizing of documents that included various Library resources. We have also seen an increase in the use of forecasting tools, data tracking, and reports to better plan for the future, and various processes and templates were streamlined. Many improvements were made to spaces across campus including, classrooms, labs, and student study spaces. Various services expanded that included additional service desks and expanded service hours. New technology resources were used in and out of the classroom such as virtual reality and videos. The sharing of campus facilities and spaces increased and new centres were established on and off campus, such as the UFV Centre for Philosophical Inquiry with Children. There has also been an increase of support offered for inter and multi-disciplinary programs and courses, such as administrative assistance. Development of open-source textbooks also gained popularity.

UFV had answered and continues to answer the TRC's Calls to Action in very concrete ways with new events and initiatives introduced, such as specified indigenous cohorts for existing courses and programs (both on and off-campus), some of which include partnerships such as with the Metis Nation of BC. Dedicated seat reserves were held in some programs and courses. Improved and additional support structures were in place such as the Indigenous Student Centre. Increased numbers of invitations had gone out and were answered by Elders who then contributed in classroom settings and various meetings and events. There was also increased indigenous presence on various committees including the newly formed Indigenous Committee of Senate. Widespread events and displays were organized on and off-campus such as the Witness Blanket display, field trips, and visits to various indigenous places. Stó:lō traditional ceremonies were organized along with various UFV gatherings and the use of Territorial acknowledgements were embedded in regular UFV meetings and gatherings. Publications that included Indigenous contented had also seen an increase.

Various new teaching and learning experiences were introduced, and not just in the classrooms. Some examples of these included regular department meetings being substituted with spaces for additional learning for faculty and staff, spaces were provided outside the classroom for students to practice new language skills, and increased opportunities for students to apply what they have learned, such as offering free services to the community. UFV has also dramatically increased experiential learning activities which were prevalent in a variety of areas both on and off-campus, such activities included the use of campus structures to apply real-life calculations, hands-on instruction in classrooms, simulated work environments, and ongoing training for field and practicum instructors. An increase of peer mentors provided additional teaching and learning opportunities, and not just for students. Study Abroad and Scholarship opportunities were also increased.

An increase in research activities were seen through additional research partnerships, funding availabilities, and grant approvals. All of which provided opportunities to hire additional research assistants. Additional research project opportunities were added to courses and additional research centres opened up, such as the centre for Health and Social Innovation Hub, Esposito Family Centre for Innovation and Entrepreneurship, and the Peace and Reconciliation Centre.

Internationalization has become an integral piece of UFV's increasingly diverse culture, which has provided Faculty, Staff, and Students multiple opportunities to interact and gain knowledge from one another. Many new initiatives

took place, which included additional networking opportunities (including for our multi-lingual learners) and practicum placements in other countries. A wide range of assistance had been offered and was expanded to help International students, such as on-campus services (advising), specialized courses, welcome events, and videos, to name a few. The success and increase of International student numbers was greatly due to the collaborative cross-departmental discussions that took place to assess the needs and then worked with various areas to ensure the proper support systems were in place. Other programs that emerged included an opportunity to create a program for student refugees, and international internships. Work in Chandigarh also continued with additional assistance offered to ensure students were successful.

As experiential learning was embedded in all aspects of UFV life, so did employment and volunteer opportunities, both on and off-campus, including work-study positions, research assistants, tutors, etc. Increased enrolments in special topics and directed studies courses provided students with specialized learning opportunities.

And perhaps one of the most widespread efforts seen from the goals; Prioritize Learning Everywhere, Commitment to Flexibility, Collaborate Across Boundaries, Develop Local and Global Citizenship, and Integrate Experiential Learning was the exemplary response from the UFV community due to the changes resulting from the COVID-19 directives. This would not have been possible without everyone's commitment to 'being kind, being calm, being safe'-Dr. Bonnie Henry.

MEMORANDUM
Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

TO: Dr. Joanne MacLean, Chair, Senate

FROM: Dr. James Mandigo, Chair, Academic Planning and Priorities Committee

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MOTION:

THAT Senate recommend approval of the 2020 Update to: *Learning Everywhere: The UFV Education Plan, 2016 – 2020* to the Board of Governors as recommended by the Academic Planning and Priorities Committee.

Attachments:
- Learning Everywhere: The UFV Education Plan, 2016-20 | 2020 Update

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