

AGENDA

Academic Planning and Priorities Committee

Wednesday, December 16, 2020 - 3:30 PM
Video-Conference

Page

1. CALL TO ORDER

1.1. Roll Call and Voting Procedure

MOTION: That APPC adopt the reverse voting procedure whereas a call will go out for those against and abstaining and the rest will be assumed for the motion.

2. APPROVALS

2.1. Agenda

MOTION: That APPC approve the agenda as presented.

3 - 5

2.2. Minutes - November 18, 2020

MOTION: That APPC approve the minutes of November 18, 2020 as presented.

3. BUSINESS ITEMS

7 - 12

3.1. Provost's Report

3.2.1 Integrated Strategic Plan

4. INFORMATION ITEMS

13 - 15

4.1. Program Suspension - Master of Arts (Criminal Justice)

5. PUBLIC MEETING ADJOURNMENT

6. IN-CAMERA SESSION - Agenda under separate cover

Next Meeting: January 20, 2020 at 2:30pm via Video-Conference



DRAFT Minutes
Academic Planning and Priorities Committee

Wednesday, November 18, 2020 - 3:30 PM
Video-Conference

Present: James Mandigo (Chair), Adrianna Bakos, Al Wiseman, Bruce Kirkley, David McGuire, David Johnston, Derek Ward-Hall, Donna Alary, Emilio Landolfi, Garry Fehr, Gerry Palmer, Hailey Flikkema, Jon Thomas, Karin Jager, Kim Isaac, Nicola Mooney, Peter Geller, Shelley Canning, Shelley Stefan, Shirley Hardman, Sylvie Murray, Vlada Dvoracek, Melinda Saretzky (recorder), Jacqueline Nolte (guest)

Regrets: Alastair Hodges, Lorne Mackenzie, Amir Shabani, Jobanpreet Singh Thind, Betty Poettker, Maureen Wideman

1. CALL TO ORDER

1.1. Roll Call and Voting Procedure

Committee consensus agreed to assume the motion carried over from In-Camera portion to adopt the reverse voting procedure whereas a call will go out for those against and abstaining and the rest will be assumed for the motion.

2. ITEMS for ADOPTION

2.1. Agenda

MOTION: That APPC approve the agenda as presented.
Gerry/2nd Derek. Carried.

2.2. Minutes - October 21, 2020

MOTION: That APPC approve the minutes of October 21, 2020 as presented.

Gerry/2nd Shelley C. Carried.

3. BUSINESS ITEMS

3.1. Provost's Report

3.1.1 Integrated Strategic Planning

An updated Integrated Strategic Planning framework was forwarded to the APPC which includes updates that resulted from additional feedback received.

Today's additional feedback from APPC was very positive and it was noted that it was good to see how the document has evolved. Suggestions from APPC were noted and will be taken to the next Stakeholders meeting, with the expectation of bringing back to APPC in December, Senate in January, and the Board in February.

James commented on how this was a great process and was a rewarding experience and the result reaffirmed his thoughts about what UFV was all about.

The committee thanked James for all his hard work and for being responsive to feedback.

3.2. Senate Governance Committee - Policy Items (AI Wiseman)

3.2.1 Academic Continuity Policy

After some background research was done, the Senate Governance Committee (SGC) noted that many institutions have an Academic Continuity Policy and recommend that this policy be created at UFV with the Provost as the proponent.

The purpose of this policy would ensure academic continuity through such unexpected events such as as pandemics, snow storms, earthquakes, etc.

It was suggested that faculty be involved with the policy making and through the decision-making process.

3.2.2 Educational Services Policy

Senate Governance Committee agreed that it would be a good idea to follow APPC's recommendation to consider creating an Educational Services policy and recommended that APPC be the proponent, beginning with the Provost's office with consultation to include the Program Review Office.

ACTION: Provost's Office: Initiate creation of the following policies:
Educational Services Policy and Academic Continuity Policy

3.3. Terms of Reference Review

3.3.1 Term 8 - Report from Ad-hoc committee

Academic Planning and Priorities Committee
November 18, 2020

“Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.” – Current Term 8

Report from the ad-hoc committee was circulated and committee consensus agreed to change the term to read:

“Advise Senate on policy and procedures related to educational affiliations, transfer articulation agreements and partnerships with other post-secondary institutions.”

Changing the wording brings more focus to the term.

It was noted that this could be a large task as there are few policies and many procedures related to these items. Some questions were asked as to how APPC could be more involved in these areas.

- Could senate provide some guidance as to what types of partnerships they would like APPC to advise on?
- Could an educational piece be implemented for APPC on proper advising procedures?

Committee consensus agreed to postpone the Adhoc Committee work until the New Year.

3.4. Expedited Program Review Standing Subcommittee

MOTION: that APPC accept the composition of the Expedited Program Review Standing Subcommittee move forward with three members, James Mandigo, Emilio Landolfi, and Amir Shabani.

Gerry/2nd Hailey. Carried.

It was noted that there may be one program to review.

4. ADJOURNMENT

Next Meeting: December 16, 2020 - 2:30-4:30 - Video Conference

DRAFT COPY



Integrated Strategic Plan— IYAQAWTWX (House of Transformation)

ufv.ca





OUR ACKNOWLEDGMENT

UFV is situated on S'olh Temexw, the traditional lands of the Stó:lō.

OUR VISION

UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

OUR PROMISE

We will work to realize this Vision by honouring our three-fold mission statement.

OUR MISSION

Engaging Learners

Yoystexw ye totilthet

OUR GOAL

Provide inclusive learning environments for everyone

Starting with our commitment to Indigenization, we will honour Indigenous knowledge at all touchpoints of learning. We also recognize that due to systemic barriers, not everyone has had equitable opportunities to access post-secondary education. In response to this, we will continually strive towards identifying and reducing access barriers for individuals from marginalized and underrepresented groups. Engaging everyone in an inclusive learning environment requires enhancing deep listening, dialogue, and democratic civil engagement. It means thinking outside the usual boxes we employ, moving towards fostering interdisciplinary and integrated forms of engagement. Engaging learners occurs through many forms. To fulfill this goal, we will (among other things) emphasize active and experiential forms of learning. For students, this means opportunities to participate in research and scholarly activities with faculty members. We will also enhance digital literacy and access to technology, so there is equity for all in terms of opportunities to engage in learning. Through all of these efforts, we will prioritize accessible and flexible opportunities to support personalized, life-long learning for everyone.

SUMMARY OF STRATEGIC IMPERATIVES:

- + Honour Indigenous knowledge at all touchpoints of learning

- + Identify and remove access barriers for individuals from marginalized and underrepresented groups

- + Enhance deep listening, dialogue, and democratic civil engagement

- + Foster interdisciplinary and integrated forms of engagement

- + Emphasize active and experiential forms of learning

- + Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members

- + Enhance digital literacy and access to technology

- + Provide accessible and flexible opportunities to support personalized, lifelong learning



OUR MISSION

Transforming Lives

Ayeqet kw'e shxwaylexws

OUR GOAL

Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others

Leading with our commitment to Indigenization, we will continually strive towards dismantling settler colonialism by centering Stó:lō ways of knowing and being in the University. Our mission to transform lives is rooted in the values held by the Stó:lō people that each person has a special and unique gift. UFV will help nurture and celebrate these gifts amongst our students, faculty, staff, administrators, alumni and visitors in a number of ways. At a foundational level, this means prioritizing the health and well-being of our community members and our ecosystems, so that everyone can have the opportunity to thrive. Likewise, it means integrating equity, diversity and inclusion into all aspects of our institutional culture, thereby allowing everyone to feel valued and supported.

These foundational steps are important as a starting place for everyone's transformation. For students, transformation will be enabled through many means, including supporting various pathways that lead to the attainment and recognition of students' educational goals and providing experiential learning opportunities that prepare them for their post-secondary lives. This experiential learning will be enabled by all areas of the institution, not just by faculty in the classroom. For faculty and staff, transformation will also occur through

many means, including engaging personal and professional development opportunities provided across and beyond the institution. For all, transformation will be enabled by fostering meaningful collaboration and engagement opportunities with members of our community. At all stages, we want to instill a sense of pride and identity by sharing and celebrating the accomplishments of our UFV community and alumni. The ultimate goal is to create a supportive, dynamic and stimulating culture that transforms lives so that we can all cultivate and share our gifts and, in doing so, feel proud of who we are and what we are capable of—whether it be in relation to the world as it is today, or whatever develops tomorrow.

SUMMARY OF STRATEGIC IMPERATIVES:

- + Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University

- + Prioritize the health and well-being of our community members and our ecosystems

- + Integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture

- + Supporting various pathways that lead to the attainment and recognition of students' educational goals

- + Develop institution wide experiential learning opportunities

- + Support personal and professional development for faculty and staff

- + Foster meaningful collaboration and engagement opportunities with members of our community

- + Share and celebrate the accomplishments of our UFV community and alumni with others



OUR MISSION

Building Community
Thayt kw'e st'elt'elawtexw

OUR GOAL

Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond

Rooted in our commitment to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, UFV will actively pursue the building of community through a number of means. As a regional and primarily undergraduate University, we will do this by offering programs and conducting scholarly activities that enrich the lives of those in the Fraser Valley and ensuring that those living in the Fraser Valley will have better access to all our programs. Within all of our programs, we will educate students to act as ethical and engaged global citizens and to be citizens who redress historical injustices. In doing so, we can cultivate the capacity for healthy and vibrant communities within and beyond the Fraser Valley.

Community-building will extend beyond our educational programs. Throughout the institution we will work to develop a vibrant and diverse culture on each of our campuses. To further foster community, we will develop meaningful partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability. Our purpose in community building is not only to create a positive environment for those at UFV, but to create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.

SUMMARY OF STRATEGIC IMPERATIVES:

- + Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples

- + Offer programs and conduct scholarly activities that enrich the lives of those in the Fraser Valley

- + Improve community access to the UFV's programs

- + Build programs that educate our students to act as ethical and engaged global citizens and to be citizens who redress historical injustices

- + Develop a vibrant and diverse culture on each of our campuses

- + Develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability

- + Create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.

We will achieve all of this through Integrity, Inclusivity, Community, & Excellence

OUR CORE VALUES

Integrity

Letse o sqwelewelel

We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.

Inclusivity

Lexwsq'eq'ostexw

We welcome everyone, showing consideration and respect for all experiences and ideas.

Community

St'elt'elawtexw

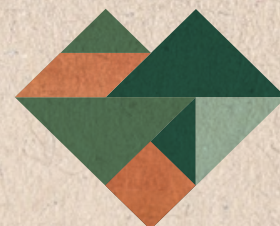
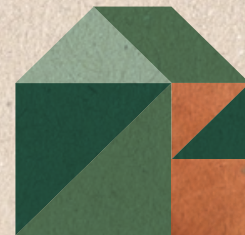
We cultivate strong relationships, acting as a hub where all kinds of communities – educational, scholarly, local, global, and cultural – connect and grow.

Excellence

Ey shxweli

We pursue our highest standard in everything we do, with determination and heart.

Learn more about our vision, mission, and values at ufv.ca/vision.





MEMORANDUM

TO: Board of Governors, Senate, Academic Planning and Priorities Committee, Graduate Studies Committee, and Senate Budget Committee

FROM: Dr. James Mandigo, Provost and VP, Academic

DATE: November 16, 2020

Subject: Program Suspension – Master of Arts (Criminal Justice)

For the reasons outlined in the attached memo and as per the Discontinuance Policy (222), I have approved the suspension of intake for the Master of Arts (Criminal Justice) offered through the College of Arts, effective Fall 2021 for a period of two years, with the potential of early reinstatement in Fall 2022.

There should be no students impacted by this suspension as the current enrolled students should complete their studies in Winter 2021 and the program did not have a Fall 2020 intake.

Attachment:

1. Memo from Director, School of Criminology and Criminal Justice



TO: Dr. Jacqueline Nolte (Dean, College of Arts)
Dr. Garry Fehr (AVP, Research, Engagement, and Graduate Studies)

FROM: Dr. Zina Lee (Director, School of Criminology and Criminal Justice)

DATE: November 16, 2020

RE: Master of Arts (Criminal Justice) Program Suspension

On behalf of the School of Criminology and Criminal Justice Graduate Program Committee, this memo is to request suspension of the Master of Arts (Criminal Justice) Program for the Fall 2021 intake for the purposes of program revisions. During the period of suspension, the Graduate Program Committee will carry out the following:

- 1) Conduct a survey of past program graduates to assess program quality and delivery, and alternative methods of program delivery
- 2) Review the program to determine changes to courses, structure, and delivery
- 3) Re-evaluate the tuition model
- 4) Re-evaluate supervision compensation

The above changes are likely to be considered major program changes. We would like to request program suspension for two academic years, with the ability to re-open the program after one academic year if the changes are approved with sufficient time to recruit and accept applications. Our goal is to reinstate the program for a Fall 2022 intake, but if program approval is not obtained in time, the program would be reinstated for a Fall 2023 intake.

This requested suspension should have no effect on students currently enrolled in the program. Those who have yet to complete the program will be allowed to complete the program under the guidelines and processes that are currently in place for the program. The current cohort of students in the program started their degree in Fall 2019 and are expected to complete the program in Winter 2021. Of note, the program did not have a Fall 2020 intake.