

# Academic Planning and Priorities Committee (APPC)

## Public Agenda

September 23, 2020

3:30pm – 5:00pm | Video Conference

- 3:30pm 1. CALL to ORDER
- 3:35 pm 2. ITEMS for ADOPTION
- 2.1. Agenda
- 2.2. Minutes – June 17, 2020 ..... pg. 2
3. BUSINESS
- 3:40pm 3.1. Provost Report
- o Integrated Strategic Planning
  - o EDI – Equity, Diversity, and Inclusion
- 4:00pm 3.2. Vice-Chair Election
- 4:05pm 3.3. Expedited Program Review Standing Subcommittee Selection
- o Policy 21...Undergraduate Course and Program Approval ..... pg. 4
  - o Expedited Program Approval Process ..... pg. 7
- 4:15pm 3.4. Terms of Reference Review
- o Report – Adhoc Committee – Terms 6&10 (Peter) ..... pg. 10
  - o Initial Report from ToR Subcommittee ..... pg. 27
4. INFORMATION ITEMS
- 4.1. APPC Meeting Schedule ..... pg. 40
- 4.2. APPC Membership ..... pg. 41
- 4.3. APPC Terms of Reference ..... pg. 42
- 4.4. Senate Approvals (May 8)
- 4.4.1. APPC Annual Report ..... pg. 43
  - 4.4.2. GDS program Review
  - 4.4.3. BA, Minor in Spanish
- 5:00pm 5. ADJOURN

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

# APPC

## Academic Planning and Priorities Committee of Senate

### Draft Minutes

June 17, 2020

2:50pm – 4:30pm | Video Conference

Present: James Mandigo (Chair), Emilio Landolfi (Vice-Chair), Adrianna Bakos, Al Wiseman, Bruce Kirkley, David McGuire, David Johnston, Derek Ward-Hall, Gerry Palmer, Jackie Hogan, Lorne Mackenzie, Maureen Wideman, Nicola Mooney, Peter Geller, Shelley Canning, Shelley Stefan, Shirley Hardman, Sylvie Murray, Vlada Dvoracek, Jacqueline (guest)

Regrets: Patti Wilson, Sandra Smith, Jon Thomas, Alastair Hodges, Garry Fehr, Hailey Flikkema, Shahbaig Boparai

#### 1. CALL to ORDER

Roll call and quorum confirmed.

#### 2. ITEMS for ADOPTION

##### 2.1. Agenda

MOTION: That APPC approve the agenda as presented.

Lorne/2<sup>nd</sup> Emilio. Carried.

##### 2.2. Minutes – May 13, 2020

MOTION: That APPC approve the minutes of May 13, 2020 as presented.

Gerry/2<sup>nd</sup> David. Carried.

#### 3. BUSINESS

##### 3.1. Provost Report

A Town Hall is planned on Wed. June 24th to go over the COVID 19, EDI taskforce, and other current UFV happenings and will be co-hosted by the President; Provost and VP, Academic; CFO VP Administration; and VP Students. All of UFV is invited to register online and/or submit questions in advance.

Strategic Planning Update - two Town Halls were organized with stakeholders throughout UFV and the community. Breakout groups determined some action items from the Strategic Planning Goals. The next plan is to have a draft document completed in the summer to bring to APPC in the Fall.

##### 3.2. Education Plan Update 2020

MOTION: That APPC recommends to Senate the approval of the Education Plan Update 2020 to the Board of Governors.

Lorne/2<sup>nd</sup>. Sylvie. Carried.

An overview of the approval process was given and it was noted that this will be the last year that updates will be required for the Education Plan 2016-2020. Going forward, this Ed Plan will be used as a backbone for the Integrated Strategic Plan. Thanks goes to everyone, including former Provost and VP, Academic, Eric Davis, for the multitude of accomplishments over the past 4 years.

**3.3. Terms of Reference Review**

Most ad-hoc committees will be struck in the Fall, with the exception of the following that can be addressed over the summer.

Term 6 (Part 2), and Term 10 Resource centres and educational services	Committee confirmed: Peter Geller (chair), Alisa Webb, Maureen Wideman, Garry Fehr, Sylvie Murray, 1 APPC member TBD	Deadline: October 13 (APPC agenda deadline)
Term 4 Academic faculties	University Secretariat/SGC to conclude policy review and approval process	Policy review expected to be completed in the Fall
Term 6 (Part 1) Library	University Librarian, in consultation with the Provost (Kim and James)	Deadline: October 13 (APPC agenda deadline)

**4. INFORMATION ITEMS**

- 4.1. Program Review Update: Mathematics and Statistics ..... pg. 250
- 4.2. 2020-2021 Meeting Schedule ..... pg. 255
- 4.3. APPC Membership (2020-2021) ..... pg. 256
- 4.4. Senate Approvals (June 5, 2020)
  - 4.4.1. School of Computing (Previously Computer Information Systems Department)
  - 4.4.2. Department Name Change from Library Information & Technology to Information Studies
  - 4.4.3. 2020 Program Plan Report.
  - 4.4.4. APPC Terms of Reference and Membership Composition

**5. ADJOURN**

Sylvie/2<sup>nd</sup> Emilio – 3:06pm

Next Meeting: September 23, 2020, 2:30 – 4:30pm, TBA



Number 21

Effective Date 2014-05-09

Next Review Date 2019-05

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## UNDERGRADUATE COURSE AND PROGRAM APPROVAL

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

### 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.

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### SCOPE

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

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### 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.

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### 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

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

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## 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.
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- 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.

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## **APPENDICES**

Procedures for Undergraduate Course Approval

Procedures for Undergraduate Program Approval

Procedures for Expedited Undergraduate 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.<sup>1</sup>

<sup>1</sup> 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

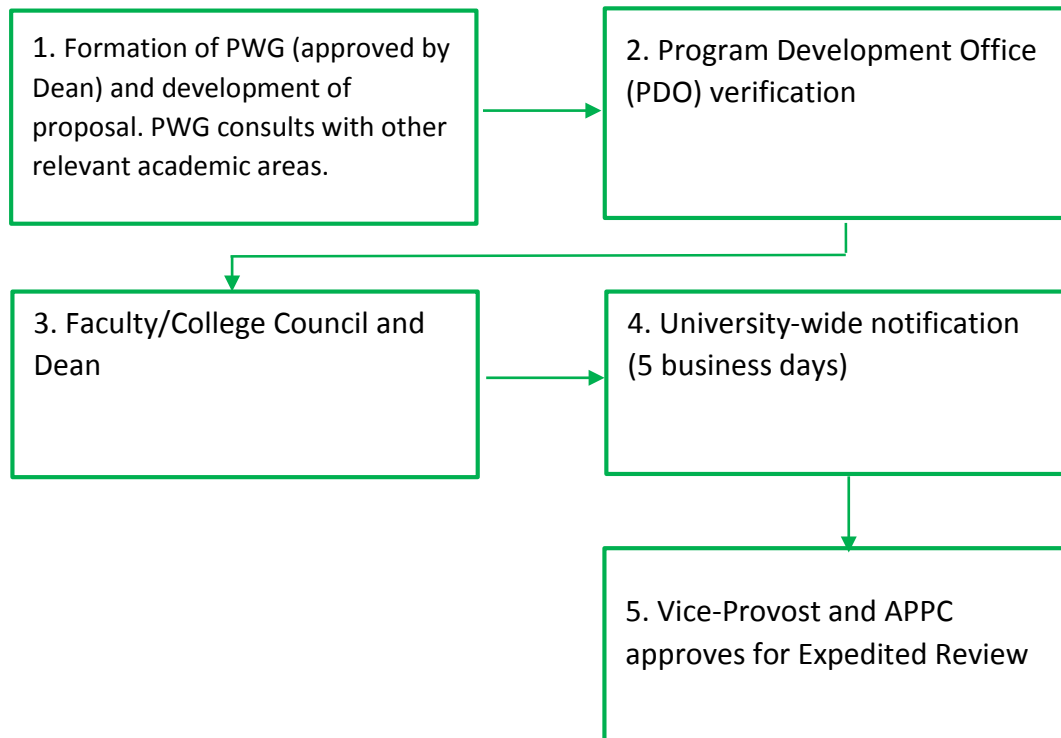
8. The criteria for applying the expedited program approval process to a new program are as follows:
  - 8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - There is funding available from an external 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.

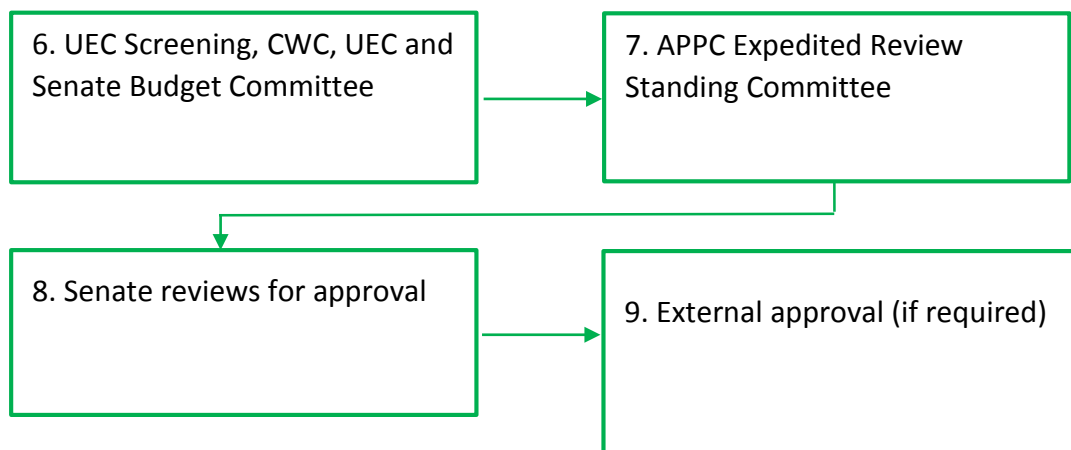


**PART I: DETERMINATION OF WHETHER A PROGRAM MEETS THE CRITERIA FOR THE EXPEDITED PROGRAM APPROVAL PROCESS**



**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 after UEC Screening Subcommittee’s review is completed (in step 6).



**To:** James Mandigo, Provost and Vice President, Academic and Chair, APPC  
**From:** Peter Geller, Vice Provost and Associate Vice President, Academic  
**Date:** September 14, 2020  
**Re:** **Report of APPC Ad Hoc Committee on Terms of Reference Review (Terms 6 and 10)**

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### **A. Background**

As part of its review of its Terms of Reference, APPC established an ad hoc committee to look at Terms 6 and 10:

- TOR #6: *Advise Senate on the policies relating to the library and resource centres.*
- TOR #10: *Advise Senate on policies and procedures for the systematic review of courses, programs, and educational services.*

The committee members are: Garry Fehr, Associate Vice President Research Engagement and Graduate Studies; Hailey Fikkema, Student, Faculty of Science and member APPC; Peter Geller, Vice Provost and Chair of the committee; Sylvie Murray, Associate Dean, College of Arts; Alisa Webb, Vice President, Students; and Maureen Wideman, Associate Vice President Teaching and Learning. The committee met twice, on June 24 and August 18.

### **B. Discussion**

The committee began by reviewing the *APPC Terms of Reference Sub-committee: Report and Recommendations* (October 2019) and *Workplan* to understand its mandate. This led to the identification of 3 areas for discussion and further research:

- Definitions of *resource centres* and *educational services*: what does this mean within UFV and at other post-secondary institutions?
- What is the role of the Senate in setting policy re: resource centres and policy and procedures for systemic review of educational services?
- Refer to the University Act and Senate Bylaws for context:
  - [The University Act](#), particularly section 35.2 (6) (g) and (f)
  - [UFV Senate Bylaws](#), particularly section 1. A., 1.6 and 1.7

Over the summer, the office of the VP Students conducted research into Canadian post-secondary resource centres and educational services. Thanks go to the Executive Assistant, Office of the VP Students who produced the attached report, which looked at all BC public post-secondary institutions, as well as a collection of national examples. For each, she looked for any institutional definitions of these terms, as well as examples of the types of centres and services they provide. From this review, the following summarizes common characteristics of *resource centres* and *educational services*:

Common characteristics of Resource Centres:

- Collection of materials in various formats available; informational.
- Tend to be accessed independently by the student (on demand).
- Some overlap with Educational Services; Resource Centres can and do also offer services.

- Often, Resource Centres are the link connecting users with services, service providers, and resource materials.
- Often provide physical meeting space for users to meet, access resources, conduct their work.
- Provide access to specialized and often costly equipment, software, materials, etc. that the user may not otherwise have access to.

Common characteristics of Educational Services:

- Provide one-on-one or group meetings with professional or trained specialized staff who provide the service.
- Interactive process between student and service provider(s).
- Usually by appointment, but some services available on a drop-in basis.
- Can support both students and faculty.
- Usually tailored to meet needs of the user/client.

In discussing the definitions and characteristics, the committee members agreed that the term “resource centres,” while found in use at other universities, does not resonate with current usage at UFV as we don’t have stand-alone resource centres. Being paired with the *library* in the University Act and Senate Bylaws suggests that the term may refer to resource centres connected to the university library and so could be considered as the part of the Terms of Reference review considering Term 6 from the perspective of the UFV Library.

It was agreed that *educational services*, on the other hand, is a term in regular use at UFV, referring to units providing academic services and supports to UFV students in relation to achieving course and program outcomes and planning their academic journey. As understood by the Ad Hoc Committee, *Educational services* at UFV include the following:

- Teaching and Learning Centre
- Math and Stats Centre
- Centre for Experiential and Career Education
- Academic Advising
- Accessibility Services
- Student Learning Groups (SLGs)

In terms of APPC’s Terms of Reference #10 (advising Senate on policies and procedures for the systematic review of educational services), the committee agreed that the regular review of educational services at UFV would be a positive outcome. Given that Senate must advise the Board, and the Board must seek the advice of Senate “on the development of educational policy for the following matters... [including] the evaluation of programs and educational services” the Ad Hoc Committee agreed that it would be helpful for APPC to consider recommending to Senate the development of a policy on the review of educational services. This could be modeled after UFV’s Academic Program Reviews policy (Policy 189), which includes a process of self-study, external review, and development of a report and action plan.

**Recommendation**

The Ad Hoc Committee recommends that APPC consider the development of a Senate policy on the review of educational services at UFV.

**Attachments**

1. Research for APPC Ad-Hoc Committee on Research Centres and Educational Services

## ToR #6 & 10

### Research for APPC Ad-Hoc Committee on Research Centres and Educational Services Prepared Summer 2020 by Tiina Higgins, EA, VPS

In order to inform potential revisions to the Terms of Reference and/or work of APPC, the ad-hoc committee has been asked to review current TOR #6 and #10 as they relate to “research centres” and “educational services.”

- TOR #6: *Advise Senate on the policies relating to the library and resource centres.*
- TOR #10: *Advise Senate on policies and procedures for the systematic review of courses, programs, and educational services.*

In order to do this work, the ad-hoc committee determined it needed to better understand possible definitions of resource centres and educational services. The below provides examples from BC and Canadian institutions to inform the work of the ad-hoc committee.

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## General definitions:

### What is a resource centre?

- a resource centre or multi-media library made available to students, teachers, or any interested party, sources of information both in print and audio-visual form.
- chief purpose [is] to encourage self-instruction, whether supervised or entirely independent. [To] provide facilities for individuals working on their own, in small groups, a whole class, or in large groups composed of several classes.
- provision of a wide range of equipment/media/formats
- an academic support unit. Its mission is to provide intellectual and physical access to current state-of-the-art materials, equipment, and services.

#### Sources:

*J Mertens (1975) What is a Resource Centre ?, Educational Media International, 12:4, 6-8, DOI: [10.1080/09523987508548856](https://doi.org/10.1080/09523987508548856)*

*Wright State University. <https://education-human-services.wright.edu/academic-and-career-resources/educational-resource-center>*

### What are educational services?

Most post-secondary institutions offer a variety of services to help you with any academic, financial or personal challenges you experience.

Examples include:

- Writing/Tutoring Centres

- Counselling (personal)
- Counselling (career)
- Disability Services
- Health Services
- Financial Aid services
- Academic Advising
- Academic Appeals/Human Rights Office
- International Student Services

*Source: Beaupré, G and Qadeer, S (2020). What types of services are available at my college or university? Ontario Council of Agencies Serving Immigrants. Retrieved from <https://settlement.org>.*

## Summary of findings across a selection of Canadian institutions:

### **Common characteristics of Resource Centres:**

- Collection of materials in various formats available; informational.
- Tend to be accessed independently by the student (on demand).
- Some overlap with Educational Services; Resource Centres can and do also offer services.
- Often, Resource Centres are the link connecting users with services, service providers, and resource materials.
- Often provide physical meeting space for users to meet, access resources, conduct their work.
- Provide access to specialized and often costly equipment, software, materials, etc. that the user may not otherwise have access to.

### **Common characteristics of Educational Services:**

- Provide one-on-one or group meetings with professional or trained specialized staff who provide the service.
- Interactive process between student and service provider(s).
- Usually by appointment, but some services available on a drop-in basis.
- Can support both students and faculty.
- Usually tailored to meet needs of the user/client.

## Detailed findings by institution:

*\*NOTE: some Centres offer both resources and educational services.*

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
SFU		<p><b>Indigenous Curriculum Resource Centre (@ library)</b></p> <p><b>Centre for Accessible Learning</b></p>		
UBC		<p><b>Centre for Teaching, Learning and Technology (CTLT):</b> focuses on professional development in teaching and learning, integration of technology into teaching and learning, development and delivery of distance education courses and programs and other technology-enhanced learning opportunities</p> <p><b>Clubs Resource Centre</b></p> <p><b>Disability Resource Centre</b></p> <p><b>Simon K. Y. Lee Global Lounge and Resource Centre</b></p> <p><b>Centre for Writing and Scholarly Communication (CWSC)</b></p>		<p><b>Curriculum and Course Services:</b> support faculty and academic units during curriculum and course development, implementation and evaluation</p> <p><b>Distance Education Services c/o UBC InterLibrary:</b> supports faculty and staff in integrating technology in their teaching and learning practice</p>
TRU		<p><b>Writing Centre:</b> providing feedback on [students'] writing. Students may receive help with any stage of the writing process.</p>		<p><b>Peer Academic Coaching:</b> Experienced SL Leaders or Tutors can provide students with individualized strategies and resources on a range of academic challenges for a variety of disciplines.</p> <p><b>Supplemental Learning (SL) – same as our SLGs.</b></p>
UVIC		<p><b>Residence Resource Hub:</b> is a shared space that connects students to centralized academic, wellness, and</p>	<p><a href="#">EDUCATIONAL SERVICE</a> means the development</p>	<p><b>Centre for Academic Communication:</b> offers one-on-one consultations, resources, and workshops to</p>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
		<p>social programs and resources. The Hub invites campus and community partners to run programs in our Health and Wellness Centre (HAWC) and Academic Resource Centres (ARC). <i>(ARC is like UFV's Academic Success Centre).</i></p> <p><a href="#">Resource Centres</a></p>	<p>or delivery of an educational program, materials, or related services and includes:</p> <ul style="list-style-type: none"> <li>· Development of educational materials in any form, including digital;</li> <li>· Management and administration services for educational programs or courses;</li> <li>· Dissemination of information through any format including publication of materials, development of web sites or maintenance or development of data bases;</li> <li>· Provision of off-campus programs to persons not registered students;</li> </ul>	<p>help students become more effective and efficient writers.</p>



Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
			<p>· Development or offering of programs initiated by third parties whether or not they are offered to students registered at the University if the program is for a limited term.</p>	
UNBC		<p><b>Mathematical Academic Centre for Excellence (MACE)</b></p> <p><b>Access Resource Centre</b> <i>(like CAS)</i></p> <p><b>Academic Success Centre</b></p> <p><b>Mathematical Academic Centre for Excellence (MACE)</b> <i>(like Math &amp; Stats Centre)</i></p> <p><b>First Nations Centre</b> <i>(like ISC)</i></p>		<p><b>Educational Media Services</b> <i>(like ETS, e.g. audio/video/web conferencing)</i></p> <p><b>Library Services</b></p>
CAP		<p><b>Language Resource Centre</b></p> <p>“<b>Learning Resources</b>” including practical advice, workshops and individual assistance with study skills and academic writing.</p> <p><b>Kéxwusm-áyakn Student Centre:</b> Meet new people and find support. Relax, share and study.</p>	<p>-various <b>learning supports</b> for our students, including practical advice, workshops and individual assistance with study skills and academic writing.</p>	<p><b>Accessibility Services</b></p> <p><b>Learning Support Services:</b></p> <ul style="list-style-type: none"> <li>• Student Digital Ambassadors provide peer-to-peer support for students navigating the online environment and the educational technology tools used at CapU.</li> <li>• Learning Specialist Services</li> <li>• First Nations Services</li> </ul>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
		<p><b>Queer Resource Centre:</b> A meeting and support space to find resources and a welcoming place to meet friends, find out about events and study.</p>		
KPU				
ECUAD				
VIU		<p><b>Writing Centre</b></p> <p><a href="#">Online</a> general resources (handouts)</p>	<p><a href="#">Definition</a> of “Educational Development.”</p>	<p><b>Free tutoring services:</b></p> <p><b>ABE (Adult Basic Education);</b></p> <ul style="list-style-type: none"> <li>• Literacy courses up to intermediate levels;</li> <li>• FNFS (Foundations for Success Program);</li> <li>• AUBP (Aboriginal University Bridging Program);</li> <li>• WEST (Workplace Essential Skills and Training); and</li> <li>• First year University courses</li> </ul>
Mount Royal		<p><b>Career Services online resources.</b></p> <p><b>Sustainable MRU Resource Centre online resources.</b></p> <p><b>Department of Interior Design Resource Centre.</b></p> <p><b>Disability Resource Centre</b></p> <p><b>Iniskim Centre:</b> offers programs and services to increase the engagement and success of Indigenous students while also raising awareness of Indigenous peoples and cultures.</p> <p><b>Cougars Campus Store:</b> an <a href="#">inclusive resource centre</a> to meet the needs of Mount Royal University students. Our</p>		<p><b>Student Success Program:</b></p> <p>The student success coordinator mentors students to help you achieve your goals. Resources — academic support, peer mentorship, counselling services, financial information, instructor office hours, workshops, tutorials and more — are available to you.</p>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
		<p>new space houses all retail services on campus such as parking, digital printing, campus card, and textbook and clothing purchases.</p> <p><b>Riddell Library and Learning Centre:</b> an inclusive space for collaboration and connection with expertise and resources that inspire and support innovative teaching, learning and scholarship.</p>		
MacEwan		<p><b>Ukrainian Resource and Development Centre (URDC):</b> an endowed institution within the University; engaged in a number of initiatives promoting community development and intercultural dialogue. URDC develops and carries out provincial, national and international projects linking MacEwan to the Ukrainian Canadian community and universities in Ukraine and Eastern Europe, as well a to other academic and cultural centres, devoted to Ukraine, in Canada and abroad.</p> <p><b>Centre for Professional Nursing Education:</b> offers a variety of innovative programs and workshops for nurses and health care professionals.</p>		<p><b>Writing and Learning Services:</b> to assist MacEwan University students, by appointment only, as they develop and maintain effective writing and learning skills.</p>
Alberta		<p><b>Career Centre</b></p> <p><b>Centre for Teaching &amp; Learning:</b> works with instructors and programs to</p>		<p><b>Academic Services &amp; Resources</b> <a href="#">website</a></p>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
Calgary		<p>develop engaging and meaningful learning experiences for students.</p> <p><b>Women’s Resource Centre:</b> promoting equality &amp; building community; We offer a safe and welcoming place for students, staff, faculty, and the community to connect. We can help you develop practical skills to support feminist theory learned in the classroom.</p> <p><b>Sustainability Resource Centre:</b> Your hub for campus sustainability information, engagement and collaboration.</p> <p><b>Libraries and Cultural Resources (LCR)</b> operates eight University of Calgary libraries on campus and across the city. Included in LCR are two art galleries: the Nickle Galleries and the Founders' Gallery at The Military Museums, as well as Archives and Special Collections, the University of Calgary Copyright Office, Research Data Centre and the University of Calgary Press.</p>		<p><b>Engineering Academic Success Centre:</b> Learning assistants meet with you in dedicated tutorial and seminar rooms.</p>
Sask		<p><b>Clinical Learning Resource Centre:</b> The primary focus of the University of Saskatchewan Clinical Learning Resource Centre (CLRC) is to provide healthcare students the opportunity to learn and practice clinical and communication skills in a safe, simulated environment.</p>		

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
Regina		<p><b>College of Nursing Resource Centre</b> <a href="#">online</a> resources.</p> <p><b>Language Resource Centre:</b> runs two multimedia computer labs that provide learning support services for the following languages: Chinese, Spanish, German, Japanese, Korean, Arabic Russian, French and Cree. Students work interactively with computer and web-based materials that allow them to work on the aural and oral components of the language learning process. The LRC also provides support to faculty members in creating personalized audio material for their classes. The Centre also serves a tool for conducting oral exam recordings and other types of computer-based testing.</p> <p>The <b>Centre for Teaching and Learning</b> offers access to a variety of resources – publications and videos to support the teaching and learning community at the University of Regina. Faculty and staff can also benefit from the University of Regina's memberships of various organizations related to teaching and learning.</p>		
Manitoba		<p><b>Sexual Violence Resource Centre:</b> provides support, resources, information and referral services for any student, faculty or staff member who has been affected by sexual violence.</p>		<p><b>*Academic Learning Centre</b> serves graduate and undergraduate, full and part-time students at UM; students can meet with a writing or study-skills tutor or sign up for one of many workshops, all at no charge.</p> <p><i>*also a Resource Centre</i></p>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
		<p><b>Centre for Ukrainian Canadian Studies</b> at the University of Manitoba exists to create, preserve and communicate knowledge dealing with Ukrainian Canadiana.</p>		
<b>Winnipeg</b>		<p><b>Accessibility Services &amp; Resource Centre</b> (<i>like CAS</i>)</p> <p><b>Career Resource Centre</b></p> <p>The <b>Centre for Academic Technology's</b> (CAT) primary focus is on campus wide leadership, direction, training, services and support for a broad range of technologies used in teaching, learning, and research. As well, CAT provides a broad range of campus wide administrative services and supports in areas such as university events, interactive video conferencing, physical security systems, ticketing systems and digital signage systems. (<i>like ETS</i>).</p>		<p><b>Academic &amp; Career Services</b></p> <p><b>Tutoring Centre:</b> Math &amp; Science tutoring; Writing tutoring.</p>
<b>Brock</b>		<p><b>Instructional Resource Centres:</b> key to Brock University's Faculty of Education. Each IRC provides specialized instructional resources and media services required to support the students, instructors, faculty and staff across the Faculty of Education Programs.</p> <p>The <b>Service-Learning Resource Centre</b> helps connect students with local events and organizations to provide them with chances to engage with the</p>		<p><b>Academic Advising and Explorations Services</b></p>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
		<p>community and connect their experiences to what they learn in the classroom. The centre will also support faculty in their efforts to build courses that incorporate community engagement and experiential learning.</p> <p><b>Career Resource Centre</b></p> <p><b>Centre for Digital Humanities</b>  <a href="#">resources</a></p>		
<b>Concordia</b>				<p><b>Student Academic Services:</b> SAS is the place to go to if you are a student in the Faculty of Arts and Science with questions about your program, registration, exchange opportunities, academic difficulties, or just to confirm that you are on the right track with your degree.</p>
<b>Laurier</b>		<p><b>Career Resource Centre</b></p> <p><b>Centre for Women and Trans People (CWT)</b> is a student service that strives to build a community of people and ideas that challenges and examines gender-based inequalities. In an effort to instigate change, this woman- and trans-positive space offers an extensive collection of academic, community and informational resources and referral services, as well as opportunities to actively engage in awareness campaigns.</p>		
<b>Guelph</b>		<p>The <b>Digital Accessibility Resource Centre</b> provides training, tools, and support for the creation of accessible digital content.</p>		<p><b>Campus Ministry</b> is a multi-faith service providing pastoral care and worship services.</p> <p><b>Career Services</b> offers many different programs and services designed to assist students in planning for their careers after graduation. Career</p>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
		<p><b>Guelph Resource Centre for Gender Empowerment and Diversity</b> (GRCGED) provides resources and support for community members experiencing personal and academic crises and/or safety situations; develops a personal connection and creates a safe space where individuals feel heard, believed and validated; make appropriate and meaningful referrals to resources and supports available on and off campus.</p> <p><b>Aboriginal Resource Centre</b></p> <p><b>Counselling &amp; Student Resource Centre</b></p>		<p>counselling and resume and interview consultations are also available. Also part-time and summer jobs are advertised.</p> <p>The <b>Centre for Students With Disabilities</b></p> <p>The <b>Connection Desk</b>, centrally located on the third floor of the University Centre, is a place to ask questions about any aspect of student life.</p> <p><b>Contact Help and Safety Line</b> is an after-hours phone line available to all members of the University community.</p> <p><b>The Co-operative Education</b></p> <p><b>The Counselling Unit</b></p> <p><b>The Info Desk</b> is a visitor reception and information service</p> <p>The <b>International Student Advisor</b> provides advice and assistance to International Students.</p> <p><b>Learning and Writing Services</b> provides information, assistance and support to students, faculty GTA's and staff concerned with improving and enhancing student learning and writing.</p> <p><b>The Peer Helper Program</b> encourages student participation and leadership in the university community through involvement in a range of Peer Helper placements . It is intentionally designed to foster student learning and development.</p> <p><b>Raithby House Drop-in volunteers</b> provide personal support, information , a listening ear and referrals on an informal drop-in basis. Any member of the university community is welcome to use the Drop-In.</p>
STFX		<p><b>Student Food Resource Centre</b> (<i>like UFV Food Bank</i>)</p> <p>The <b>Frank McKenna Centre for Leadership</b> is located in the heart of</p>		<p><b>Academic Advising</b></p> <p><b>Health and Counselling Services</b></p> <p><b>International Office</b></p> <p><b>IT Services</b></p> <p><b>Library Services</b></p>



Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
		<p>StFX's historic campus. The Centre will enhance leadership opportunities for students across the range of disciplines.</p> <p><b>The Curriculum Resource Centre</b> supports BEd students, MEd students, PhD students, and in-service teachers by providing educational resources in a diverse range of grade levels and subject areas. A binding machine, laminator, photocopier, scanner, printer, and several computers are also available for use in the center.</p> <p><b>The Spatial Data Resource Centre</b> supports teaching, research and learning. It is housed in the Library, and offers the campus community a place to learn about and utilize spatial information with a geographic aspect to it.</p>		<p><b>Student Success Centre</b></p> <p><b>Health and Counselling Centre:</b> your on-campus student medical and counselling clinic to address your needs. We promote healthy lifestyles and overall student wellness. Professional counselling services are available to you at any time.</p> <p><b>Centre for Accessible Learning:</b> StFX's Accessible Learning Team will work with you to achieve success by providing tailored programs to your academic program and experience.</p> <p><b>Student Success Centre:</b> a central, on-campus hub for programs, tutoring, workshops and other supports to help students fulfill their academic potential.</p>
St Mary's		<p><b>C.L.A.S.S. Centre for Learning, Access and Student Success.</b> CLASS is a welcoming place where students can study, use the computers, meet with a peer-mentor and enhance their academic writing and course content comprehension. Students can also discuss with CLASS staff any academic issues such as note taking, time management, essay writing or any other school-related questions!</p>		<p>C.L.A.S.S. offers various services:</p> <ul style="list-style-type: none"> <li>- tutoring</li> <li>- Peer mentoring</li> <li>- Academic advising</li> </ul>

Institution	Resource Centre Definition	RC Examples	Educational Service Definition	ES Examples
Moncton		<b>Learning, Access, and Support Service</b> <i>(like UFV's CAS).</i>		<b>Academic Services Centre:</b> The Center provides a wide range of services, including the following: <i>(Like UFV's OREG):</i> <ul style="list-style-type: none"> <li>• Information regarding admission or academic record;</li> <li>• Deposit for admission or readmission;</li> <li>• Schedule of courses or exams;</li> <li>• Request for transcript or certificate of registration;</li> <li>• ID card;</li> <li>• Payment of tuition fees and other university fees.</li> </ul>

U Ottawa: The Faculty of Education Resource Centre offers [resources](#) and [services](#) aiming to support the students of the Faculty of Education in their studies.

York University: The Education Resource Centre (ERC) maintains a collection of manipulatives, teaching guides and solution manuals, and primary classroom technology.

# **APPC TERMS OF REFERENCE SUB- COMMITTEE: REPORT AND RECOMMENDATIONS**

**October 2019**

Submitted by Al Wiseman and Alastair Hodges

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## 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.<sup>1</sup>
- 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,

<sup>1</sup> 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

<b>UFV</b>	<b>VIU</b>	<b>UNBC</b>	<b>TRU</b>	<b>Kwantlen Polytechnic University</b>
<b>Academic Planning &amp; Priorities</b>	<b>Planning &amp; Priorities Committee</b>	<b>Senate Committee on Academic Affairs</b>	<b>APPC</b>	<b>Committee on Academic Planning and Priorities</b>
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.

<p>Advise Senate on the establishment or discontinuance of academic faculties of the university</p>	<p>establishing or discontinuing Faculties</p>	<p>To review and make recommendations to Senate on existing undergraduate and graduate programs for purposes of assessment and possible expansion, curtailment, or discontinuance.</p>	<p>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</p>	<p>Advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University</p>
<p>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.</p>		<p>To advise on enrolment management issues.</p>	<p>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.</p>	<p>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</p>
<p>Advise Senate on the policies relating to the library and resource centres.</p>	<p>developing the library and resource centres</p>	<p>To review from time to time the operation of the Library, for report to Senate.</p>		
<p>Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.</p>	<p>establishing the terms for affiliation with other post-secondary bodies</p>	<p>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.</p>	<p>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</p>	<p>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.</p>

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 subcommittees as needed to fulfill the Committee's responsibilities	Establish such subcommittees as needed to fulfill 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		

**APPC of Senate**  
**Academic Planning and Priorities Committee**  
**2020/21 Meeting Schedule**  
**Wednesday, Week 3**  
**2:30 – 4:30 pm**

<b>Meeting Date</b>	<b>Call for Agenda Items</b>	<b>Agenda Deadline @ noon</b>	<b>Location</b>
September 23	Sept 1	Sept 8	TBA
October 21	Oct 6	Oct 13	TBA
November 18	Nov 3	Nov 10	TBA
December 16	Dec 1	Dec 8	TBA
January 20	Jan 5	Jan 12	TBA
February 17	Feb 2	Feb 9	TBA
March 17	Mar 2	Mar 9	TBA
April 14	Mar 30	Apr 6	TBA
May 12	Apr 27	May 4	TBA
June 16*	May 25	Jun 1	TBA

\* Rescheduled from June 9<sup>th</sup> due to potential conflict with Convocation





**ACADEMIC PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2020-21**

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
<b>Chair</b>		
Provost & Vice-President, Academic ( <i>ex officio</i> , voting)	Ongoing	James Mandigo
<b>Voting Members</b>		
Vice-Chair of Senate	Ongoing	Gerry Palmer, Faculty of Professional Studies
Chair, Senate Budget Committee (or designate)	Ongoing	Betty Poettker, AVP, Integrated Planning & Resource Allocation (designate)
Chair, Undergraduate Education Committee (or designate)	Ongoing	David Johnston, University Registrar
Chair, Graduate Studies Committee (or designate)	Ongoing	Nicola Mooney, Faculty of Social Sciences
Chair, Research Committee (or designate)	Ongoing	Shelley Canning, Faculty of Health Sciences
<i>7 faculty members, approved by Senate, at least 3 from Senate</i>		
Faculty (senator)	08-01-2019 to 07-31-2022	Shelley Stefan, Faculty of Humanities
Faculty (senator)	08-01-2019 to 07-31-2022	Jon Thomas, Faculty of Professional Studies
Faculty (senator)	08-01-2020 to 07-31-2021	Karin Jager, Faculty of Humanities
Faculty	08-01-2019 to 07-31-2021	Adrianna Bakos, Faculty of Humanities
Faculty	08-01-2020 to 07-31-2022	Amir Shabani, Faculty of Professional Studies
Faculty	08-01-2018 to 07-31-2021	Lorne Mackenzie, Faculty of Professional Studies
Faculty	08-01-2020 to 07-31-2022	Emilio Landolfi, Faculty of Health Sciences
<i>Two deans or associate deans</i>		
Dean	08-01-2018 to 07-31-2021	Sylvie Murray, Associate Dean (Faculty), Faculty of Arts
Dean	08-01-2018 to 07-31-2021	Alastair Hodges, Dean, Faculty of Health Sciences
<i>Two staff members</i>		
Staff	08-01-2020 to 07-31-2022	Donna Alary, Institutional Research and Integrated Planning
Staff	08-01-2019 to 07-31-2021	Derek Ward-Hall, International Student Recruitment
<i>Two students</i>		
	08-01-2020 to 07-31-2021	Jobanpreet Singh Thind (Senator)
	08-01-2019 to 07-31-2021	Hailey Flikkema, Faculty of Science
<b>Ex-Officio Non-Voting Members</b>		
Associate VP, Institutional Research and Integrated Planning (or designate)	Ongoing	Vlad Dvoracek
Associate VP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Garry Fehr
Associate VP, Teaching and Learning (or designate)	Ongoing	Maureen Wideman
Associate VP, UFV International	Ongoing	David McGuire
Associate Director, Program Development	Ongoing	Bruce Kirkley
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
University Librarian (or designated Librarian)	Ongoing	Kim Isaac
University Secretary (or designate)	Ongoing	Al Wiseman
Vice-Provost & Associate Vice-President, Academic	Ongoing	Peter Geller
<b>Administrative Support</b>		
Office of the Provost and Vice-President Academic		Melinda Saretzky
<b>CURRENT MEMBERSHIP: 28 members - 19 voting members and 9 non-voting members</b>		
<b>Quorum: Shall be a minimum of fifty percent (50%) of voting membership (not including vacancies)</b>		

## Academic Planning and Priorities Committee Terms of Reference

### RESPONSIBILITIES

Following consultation with relevant standing committees and areas of the university, as deemed appropriate by the Academic Planning and Priorities Committee:

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. Advise Senate on the establishment or discontinuance of educational programs.
3. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.
4. Verify new program proposals effectively address standards and criteria for institutional and post-secondary system needs.
5. Advise Senate on the establishment or discontinuance of academic faculties of the university.
6. 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.
7. Advise Senate on the policies relating to the library and resource centres.
8. Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
9. Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
10. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
11. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.
12. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
13. Establish such subcommittees as needed to fulfill the committee's responsibilities.
14. Other duties as assigned by Senate.
15. Provide annual written reports to Senate.
16. 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.

## COMPOSITION

### Chair

- Provost and Vice-President, Academic (*ex officio*, voting)

### Vice-Chair

- A voting member of the committee, nominated and approved by the committee

### Voting Members

- Chair or designate from the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, Research, and Governance\*
- Seven faculty members, approved by Senate, at least three of whom shall be members of Senate<sup>†</sup>
- Two staff members approved by Senate
- Two students approved by Senate
- Two deans or associate deans approved by Senate

### Ex Officio Non-Voting Members

- Associate Vice-President, Teaching and Learning
- Associate Vice-President, Research, Engagement & Graduate Studies (or designate)\*
- Associate Vice-President, UFV International
- Vice-Provost and Associate Vice-President, Academic
- Senior Advisor on Indigenous Affairs
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)\*
- University Librarian (or designated librarian)\*
- University Secretary (or designate)\*
- Associate Director, Program Development

### Administrative Support

- Office of the Provost and Vice-President, Academic

\* Normally the designate shall be appointed for a minimum one-year term to ensure continuity.

<sup>†</sup> Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.

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**MEMORANDUM**

Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

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**TO:** Dr. Joanne MacLean, Chair, Senate

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

**DATE:** April 28, 2020

**RE:** Annual Report to Senate – 2019-2020

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The timeframe for this report is April 2019 – March 2020

**New Programs recommended for approval:**

- Adult Education minor
- Bioinformatics certificate
- Chemistry honours
- International Business major and minor

**Programs recommended for discontinuance:**

- Certificate in Extended Studies in Child and Youth Care: Child Protection Specialization
- Certificate in Extended Studies in Social Work
- Environmental Sciences concentration
- Global Studies concentration

**Program Reviews recommended for acceptance:**

- Applied Business and Technology
- Biology
- Geography and the Environment
- Global Development Studies
- Graphic and Digital Design
- History

**Concept Papers recommended for approval:** *(within the 2019 Program Report and Plan)*

- Bachelor of Arts, Minor in Spanish (College of Arts)
- Certificate in Applied Bioinformatics (Faculty of Science)
- Certificate in Indigenous Studies (College of Arts)
- Graduate Certificate and Diploma in Halq'eméylem (College of Arts)

**Program Report and Plan:** The Program Report and Plan 2019 was recommended for approval at APPC in May 2019 and went on to Senate and the Board for approval in June 2019.

**Update to the Education Plan 2016 – 2020:** The 2019 Update to: Learning Everywhere: The UFV Education Plan 2016 – 2020 was recommended for approval at APPC in May 2019. This Update went on to Senate and the Board for approval in June 2019.

**Terms of Reference:** The APPC Terms of Reference subcommittee reviewed the Terms of Reference and submitted a document of considerable significance for the APPC to consider. The APPC will be devising a work plan to ensure each point is considered.

**Other Discussions:**

- The APPC engaged in pivotal discussions regarding the 2020 Integrated Strategic Planning that is currently underway at UFV
- The APPC recommended to Senate the approval of a School of Kinesiology.
- The Program Development and Quality Assurance office brought forth some new guidelines and procedures which include:
  - Guidelines for Deans Summary Report for Program Reviews
  - Proposal to Revise the Process and Procedures for New Program Development – this was significant as it proposed a change to the approval process to be better aligned with the Ministry process and that APPC would now only approve of the Concept Paper and Stage 1 proposals. The Stage 2 (Full Program Proposal) will be brought to APPC for information.
  - Procedure for Progress Reports on Program Review Action Plans was created to ensure that the required progress reports are being submitted.