

# ACADEMIC PLANNING AND PRIORITIES COMMITTEE (APPC)

## Public Agenda

April 15, 2020

2:50 – 4:30pm | Video Conference

1. CALL to ORDER
2. ITEMS for ADOPTION
  - 2:50 2.1. Agenda
  - 2.2. Minutes – February 19, 2020 ..... pg. 2
3. BUSINESS
  - 2:55 3.1. New Program - Minor in Spanish Language and Culture (Jacqueline Nolte)..... pg. 5
  - 3:15 3.2. Provost Report
  - 3:30 3.3. Workplan - Terms of Reference Review (Sylvie Murray) ..... pg. 10
  - 4:00 3.4. Terms of Reference Sub-Committee Report ..... pg. 13
4. INFORMATION ITEMS
  - 4.1. Concept Paper Rubric ..... pg. 26
  - 4.2. Program Suspension – Hospitality Event Planning certificate ..... pg. 30
  - 4.3. Email voting conducted April 3, 2020 ..... pg. 32
    - Terms of Reference Review
    - New Program Proposal – Bioinformatics certificate
  - 4.4. Senate Approval (March 17, 2020)
    - ABT Program Review
  - 4.5. Board Approvals (Feb. 27, 2020)
    - discontinuance of the Global Studies Concentration - BA Geography major
    - discontinuance of the Certificate in Extended Studies in Social Work: Child Welfare Specialization
    - discontinuance of the Environmental Science concentration - Geography major - Bachelor of Arts
    - discontinuance of the Certificate in Extended Studies in Child and Youth Care: Child Protection Specialization
5. ADJOURN - Next Meeting: May 13, 2020, 2:30 – 4:30pm

APPC website: [ufv.ca/senate/standing-committees/appc/](http://ufv.ca/senate/standing-committees/appc/)

# ACADEMIC PLANNING AND PRIORITIES COMMITTEE (APPC)

## Draft Minutes

February 19, 2020

2:50 – 4:30pm | Room A225

**Present:** James Mandigo (Chair), Adrianna Bakos, Al Wiseman, Bruce Kirkley, David Johnston, David McGuire, Emilio Landolfi, Jackie Hogan, Jon Thomas, Lorne Mackenzie, Maureen Wideman, Nicola Mooney, Peter Geller, Sandra Smith, Shelley Canning, Shelley Stefan, Shirley Hardman, Sylvie Murray, Melinda Saretzky (recorder), Sue Brigden (guest)

**Regrets:** Hailey Flikkema, Garry Fehr, Patti Wilson, Alastair Hodges, Derek Ward-Hall, Vlada Dvoracek, Shahbaig Boparai, Gerry Palmer

### 1. **CALL to ORDER**

Quorum was met.

### 2. **ITEMS for ADOPTION**

#### 2.1. **Agenda**

MOTION: That APPC approve the agenda as presented.

Addition: 4.2: Update on Equity, Diversity and Inclusivity Committee & Race Anti-Racism Network

Sylvie M./2<sup>nd</sup> Jackie H. Carried.

#### 2.2. **Minutes – January 22, 2020**

MOTION: That APPC approve the minutes of January 22, 2020 as presented.

Nicola M./2<sup>nd</sup> David J. Carried.

### 3. **BUSINESS**

#### 3.1. **Provost's Report**

- Strategic Planning Update

#### GOALS

1. UFV will provide inclusive learning environments for everyone.
2. UFV will provide opportunities where people can discover, develop, and share their gifts and celebrate the gifts of others.
3. Situated on the S'olh Temexw, the traditional lands of the Stó:lo, UFV will collaboratively partner in pursuits to enrich the lives of people on our campuses, in our local communities, and beyond.

- Survey for feedback on the Goals is now live is open until March 1st
- Consultation: 12 groups in 2.5 weeks
- Goals went to Senate for final revisions
- APPC consultation was very helpful

<https://www.ufv.ca/strategic-planning/process/>

- Moose Hide campaign: Creates awareness of a movement of Indigenous and non-indigenous men and boys who are standing up against violence to women and children.

### 3.2. Terms of Reference Sub-Committee Report

A document of the APPC Terms of Reference (ToR) review was circulated and a number of items and recommendations were flagged.

The goal of the review was to ask the question “What do these terms really mean?” and the recurring terms “advise” and “policy” were flagged. Some items require discussion, and others just need clarification.

It was decided that only #3 requires immediate change, and a review of the ToR as a whole will take place now and in the coming year.

Discussion Ideas:

- Are we mostly an advisory committee or can APPC adopt a more active role. (Refer to VIU Terms)
- Where we are now? What have been doing right?
- Should APPC provide an annual prioritization document for the budget?
- There may be some items that APPC may have no choice but to advise on, because the University Act says that the Senate Advises the Board on certain things
- It was noted that APPC has yet to address some of the terms
- It was suggested that APPC review the ToR in a more engaging and inspiring way
- Should other Senate Sub-Committees be invited to participate, such as Senate Governance Committee?
- It was noted that there doesn't seem to be a systemic issue amongst the other Committees of Senate
- Most items sent to APPC come from other areas, so most of the work is already done
- It was suggested to not start from scratch as there are many items that refer to the University Act
- Prioritization of programs is difficult because there isn't any new funding; so departments are becoming resourceful in using existing resources
- Suggest to look at the ToR socially and economically

#### APPC Terms of Reference Review

Step 1: APPC ToR Sub-Committee review ToR and submit report to APPC – Completed

Step 2: Prepare a workplan

Step 3: Work on items as presented in workplan

Step 4: Ask Senate for clarity

*Step 3 and 4 can be done parallel to each other; as one item is waiting for Senate response, discuss the next item.*

ACTION: James: Prepare a ToR workplan for the March 18, 2020 APPC meeting

ACTION: Bruce: reword ToR #3 for the March 18, 2020 APPC meeting.

## 4. INFORMATION ITEMS

### 4.1. Senate Approvals (January 17, 2020)

- Discontinuance – Environmental Sciences concentration
- Discontinuance – Global Studies concentration
- Discontinuance – Certificate in Extended Studies in Child and Youth Care: Child Protection Specialization
- Discontinuance – Certificate in Extended Studies in Social Work
- History Program Review
- Biology Program Review
- New Program - Chemistry honours
- New Program – International Business major and minor
- New Program – Adult Education minor
- School of Kinesiology

### 4.2. Update on Equity, Diversity and Inclusivity Committee & Race Anti-Racism Network

March 16-20, 2020 – Key note speakers scheduled every day for the week-long event to coincide with the International day for the Elimination of Racial Discrimination on March 21<sup>st</sup>.

## 5. ADJOURN

### Shelley C./Shelley S. 4:29

Next Meeting: March 18, 2020, 2:30 – 4:30pm, A225

APPC website: [ufv.ca/senate/standing-committees/appc/](http://ufv.ca/senate/standing-committees/appc/)

# MEMO



To: James Mandigo, Chair, APPC  
From: Teresa Piper, Program Working Group Chair  
Cc: Jacqueline Nolte, Dean, College of Arts; Bruce Kirkley, Associate Director PDQA  
Date: April 7, 2020  
Re: Minor in Spanish Language and Culture

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On behalf of the Minor in Spanish Language and Culture Program Working Group, please accept the following attachments as part of the agenda for the April 15, 2020 APPC meeting:

- Memo from UEC
- Memo from SBC
- Proposal for the Bachelor of Arts, Minor in Spanish Language and Culture
- Budget Analysis Part A
- Budget Office Memo (in lieu of Budget analysis Part B)
- UEC Screening Comments
- Appendices

On January 31 2020, UEC voted to recommend the Minor in Spanish Language and Culture for APPC approval (see memo).

SBC reviewed the proposal and budget analysis and by electronic vote (on April 3, 2020) recommend the Minor in Spanish Language and Culture for approval to APPC (see memo).

### **Program Summary:**

The proposed Bachelor of Arts, Minor in Spanish Language and Culture will offer students the opportunity to acquire the necessary language, cultural skills and intercultural competence to interact appropriately within diverse social and cultural contexts in the Spanish-speaking world, and will enable students to use Spanish in their academic and career plans. Designed to be international and interdisciplinary, the program draws on courses from Latin American Studies, Global Development Studies, and other programs where Spanish is a valuable skill. The inclusion of experiential learning through study abroad and practicum courses will allow students to gain international experience, become global citizens, and improve their intercultural competence to be successful applicants for many career paths and further studies in the discipline. The minor will ensure that graduates have acquired a significant level of linguistic ability and cultural knowledge pertaining to one of the world's major cultures by aligning with a C Level, Proficient User, in the Common European Framework of Reference for Languages established by the Council of Europe.

### **Program Working Group:**

Teresa Arróliga-Piper, PWG Chair, Associate Professor, Spanish, Modern Languages Institute

Alan H. Cameron, Professor of French and Russian, Modern Languages Institute  
Jaime Bernal Boyzo, PhD, Sessional Instructor, Spanish, Modern Languages Institute

**Concept Paper:**

The concept paper for the Bachelor of Arts, Minor in Spanish Language and Culture was approved in the 2019 Program Report and Plan at the June 14, 2019 meeting of the UFV Board of Governors.



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**UEC MEMORANDUM**

UEC Chair: Samantha Pattridge  
Phone: 4070

UEC Assistant: Amanda Grimson  
Phone: 4571

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

**FROM:** Samantha Pattridge, Undergraduate Education Committee Chair

**DATE:** February 21, 2020

**RE:** Spanish minor

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At its January 31, 2020 meeting, UEC voted to recommend the new Spanish minor. UEC recommends that this be recommended by APPC and approved by Senate.




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**SBC MEMORANDUM**

SBC Chair: Jackie Hogan  
Local: 4676

SBC Assistant: Ashley Friesen  
Local: 4029

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**TO:** Dr. J. Mandigo, APPC Chair  
**FROM:** Jackie Hogan, Senate Budget Committee Chair  
**DATE:** April 3, 2020  
**RE:** Spanish Minor

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Through email consultation, the Senate Budget Committee reviewed the Spanish Minor program proposal. T. Piper, Program Working Group Chair, provided a detailed program proposal package for the committee. The option to ask questions or provide feedback through an email thread was provided for the committee. No comments were noted.

The following motion was presented to Senate Budget Committee members and an email vote was held:

THAT the Senate Budget Committee reviewed the Spanish Minor program proposal and confirms the cost of implementation is adequately reflected in the analysis.

**CARRIED – 7 votes received, 7 votes in favour**





# MEMO

To: Jackie Hogan, Chair, SBC  
From: Mark Brosinski, Manager, Budgets & Financial Planning  
CC: Jacqueline Nolte, Teresa Arroliga-Piper, Bruce Kirkley  
Date: 2020-04-07  
Re: Bachelor of Arts, Minor in Spanish Language and Culture – Budget Analysis

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## Bachelor of Arts, Minor in Spanish Language and Culture

The proposed Spanish Minor in Language and Culture program uses existing courses to fulfill program requirements. There are 6 specific required Spanish courses plus additional courses required from a list of options. Currently the 4 lower level required Spanish courses are regularly offered annually and still have seats available for additional students. The upper level Spanish courses are currently not regularly offered. However, the College of Arts has allocated resources to hire a new split appointment faculty position with a 3/7<sup>th</sup> workload allocated to Spanish at a cost of \$48K. With 3 additional sections, assuming 15 students enrolled per section (average enrollment in 2<sup>nd</sup> year Spanish courses) there would \$16k in offsetting tuition revenue net of allocation to support services. The additional sections will allow sufficient rotation of Spanish courses to ensure students are able to complete the Minor in a timely manner. The other supporting courses offered in LAS, HIST, SOC, ANTH, GEOG, GDS, and POSC are offered frequently enough and with enough seats available to accommodate the expected number of students. As the program is not expected to have a large number of students and most will already be in the Bachelor of Arts, no new administrative or advisory support is expected to be needed.

As costs for the additional courses and other resources required for the Minor in Spanish Language and Culture have already been factored into the 2020-21 consolidated budget plan, the Budget Analysis Template Part B is not required. See Budget Analysis Template Part A for budgetary details.

B. Specific	Responsibility	Timing
<p>Term #1: Advice on mission, goals, objectives, and priorities of the university:</p> <p>See also 8</p> <p>See also 9</p>	<p>Senate</p>	<p>After Senate approval of Strategic Integrated Plan currently underway and prior to launching of next phase in development of university-wide strategic planning</p> <p>Sept-Oct 2020</p>
<p>2. Term #2: Advise Senate on the establishment or discontinuance of educational programs:</p> <p>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).</p> <p>3. Term #3. Advise Senate on the development of and priorities for the implementation of news program leading to certificate, diplomas and degrees</p> <p>a. We recommend that APPC provide advice annually on program prioritization in advance of the budget</p> <p>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.).</p> <p>see also 10</p> <p>see also 11</p>	<p>Ad hoc committee be struck to consider subcommittee recommendations #2, #3, #10 and #11, and process that takes into account administrative expertise and responsibilities of governance bodies</p> <p>Consider VIU summative assessments and related processes.</p> <p>Membership:  Provost  1-2 Deans or Associate Deans  1-2 APPC members  1 rep from Budget office  1 rep from PDQA office  1 rep from IRP  1 rep from UEC  1 rep from GSC</p>	<p>Sept-Dec 2020</p>

<p>4 academic faculties of the university  a. policy under development  b. establishment of department and schools</p>	<p>University Secretariat/SGC to conclude policy review and approval process</p>	<p>March-June 2020</p>
<p>5. enrolment management</p>	<p>Ad hoc committee to consider subcommittee recommendation and process that takes into account administrative expertise and responsibilities of governance bodies</p> <p>Membership:  Provost  1-2 Deans or Associate Deans  1-2 APPC members  1 rep from Registrar Office  1 rep from International Education  1 rep from IRP</p>	<p>Jan-May 2021</p>
<p>6. library</p>	<p>Re: b</p> <p>University Librarian, in consultation with the Provost</p>	<p>April-May 2020</p>
<p>6. resource centres</p> <p>See also 10, re: educational services</p>	<p>Re: c Resource Centres</p> <p>Provost  Adhoc committee of APPC (1-3 members)  T&amp;L AVP  REGS AVP  1 dean  VP Students</p>	<p>April-May 2020</p>

<p>7. affiliation, partnerships, etc...</p>	<p>Ad hoc committee to consider subcommittee recommendation and process that takes into account administrative expertise and responsibilities of governance bodies</p> <p>Membership: 1-2 Deans or Associate Deans 1-2 APPC member 1 rep from Registrar Office 1 rep legal</p>	<p>Sept-Oct 2020</p>
<p>8. Educational Plans</p> <p>See 1</p>		
<p>9. Advise Budget Senate Committee on academic priorities for the allocation of funds</p> <p>See 1</p>		
<p>10. in relation to courses and programs, merge with 2 and 3</p>		
<p>10 in relation to educational services, merge with 6c, resource centres</p>		
<p>11 merge with 2 and 3</p>		

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

**October 2019**

Submitted by Al Wiseman and Alastair Hodges

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- III. Findings and Recommendations
- IV. Next Steps
- V. Appendices
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  - Appendix B: Comparative Chart of Terms of Reference for Similar Committees at Some Other Universities

## I. INTRODUCTION

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

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

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

## II. OVERVIEW OF PROCESS

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

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

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

### III. FINDINGS AND RECOMMENDATIONS

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

#### A. General

##### 1. “Advise”

Early on, the committee noted the extensive use of the word “advise” in reference to the duties of APPC. After much discussion, the group agreed that it would be very helpful to both define what this term means, and how advising might take place.

- a. What does it mean to advise?
  - i. First, we suggest the term means to provide specific recommendations on matters.
  - ii. Second, we suggest the term means to inform Senate more generally about important facts, trends, or situations it believes may assist Senate with the work of governing, without providing specific recommendations.<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,

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<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		

## RUBRIC FOR ASSESSING CONCEPT PAPERS

### ACADEMIC PLANNING AND PRIORITIES COMMITTEE (APPC)

*This rubric is intended as a guide for APPC members to assess concept papers in preparation for discussion.*

*Concept papers are statements of intent to develop a program, and as such, are not expected to contain fully developed learning outcomes or curriculum, nor to present fully developed evidence and arguments in support of such things as student demand, institutional capacity, social and economic benefits, and post-secondary system coordination. Nonetheless, the concept paper should provide reasonably clear and convincing indications that the necessary evidence and arguments can be provided, and that there are sufficient grounds to support moving forward to full program development. Additionally, the questions presented in the rubric below provide the opportunity to advise program working groups on specific areas of strength, weakness, opportunity, and/or risk that they should consider when developing the full program proposal.*

Summary Description of Program		YES	NO	Somewhat
A.	Is the title appropriate for the program?			
	Is the credential being offered at the appropriate level? (graduate or undergraduate)			
B.	Is the number of credits consistent with the type of credential being proposed? (cf. <a href="#">Credentials policy 64</a> )			
C.	Is the program length appropriate for the program, and will it allow students to complete the program in a timely way?			
D.	Is the projected start date realistic? (cf. Timetable for Development below)			
E.	Is this the appropriate faculty/college and academic unit to be offering the credential?			
F.	Program Summary			
	a. Are the goals of the program clearly articulated and achievable?			
	b. Are the program learning outcomes clearly and sufficiently articulated?			
	c. Does the proposed curriculum indicate sufficient breadth and depth to deliver the intended learning outcomes?			
COMMENTS:				

Student Demand and Outcomes		YES	NO	Somewhat
A. Benefit to Students				
1.	Do the program learning outcomes support the ability of students to meet UFV's institutional learning outcomes?			
2.	Are the anticipated employment, professional, and/or educational prospects commensurate with the scope of the proposed program?			
3.	Does the concept paper sufficiently explain how the outcomes will provide the skills, knowledge, and attributes graduates need to pursue their goals?			

B. Student Demand				
1.	Is there adequate identification of the type of students the program will most likely attract, and where they will most likely come from?			
2.	Does the estimate of annual enrolments indicate a likelihood that the program will be sustainable?			
3.	Is there an adequate plan for gathering reliable evidence to demonstrate student demand?			
COMMENTS:				

Institutional Mandate / Capacity		YES	NO	Somewhat
A. Institutional Mandate and Strategic Priorities				
1.	Is there evidence that the proposed program will support UFV's mandate to serve the post-secondary educational needs of the Fraser Valley region?			
2.	Will the proposed program support UFV's current academic and strategic plans?			
	Are the explanations of how the program will support institutional priorities clear and convincing?			
B. Institutional Capacity				
1.	Faculty Capacity			
	a. Are there enough qualified faculty to deliver the program?			
	b. Is there a viable plan for how to address any gaps in the number of faculty and/or the qualifications needed to deliver the program?			
2.	Administration			
	a. Is the administrative support accurately identified, and will it be sufficient for the program to function effectively?			
	b. Are additional resources required, and if so, is there an indication of how these will be provided?			
3.	Library Resources			
	a. Is there indication that existing library resources will be sufficient to support the program?			
	Are additional library resources required, and if so, is there an indication of how these will be provided?			
4.	Physical Space and Equipment			
	a. Are the needs for space and equipment accurately identified, and will they be sufficient to support the program?			
	Are there additional needs, and if so, is there an indication of how these will be provided?			
COMMENTS:				

Social and Economic Benefit		YES	NO	Somewhat
A. Program Focus				
1.	Is the program focus clearly and appropriately identified?			
B. Social Benefit				
1.	Is there evidence that the proposed program will provide social, cultural, regional, community, environmental, institutional and/or intellectual benefits?			
	Is the description of how the proposed program will provide social benefits clear and convincing?			
C. Economic Benefit				
1.	Is there evidence that the proposed program will provide direct or indirect economic benefits to the student, community, region or province?			
	Is the description of how the proposed program will provide economic benefits clear and convincing?			
2.	Are the labour market needs that the program will serve appropriately identified?			
	Are the occupations identified commensurate with the knowledge and skills the proposed program will provide?			
	Is there evidence that the proposed program offers graduates the level of credential required to gain employment in relevant occupations?			
3.	Is there an adequate plan for consultation with relevant industry or community groups, potential employers, and/or professional bodies?			
COMMENTS:				

System Coordination		YES	NO	Somewhat
A. Internal Context				
1.	Is there sufficient demonstration that the proposed program will coherently build on and/or complement existing UFV programs?			
	If a completely new program, is there sufficient justification for establishing the program?			
	If a non-degree program (i.e. a certificate), will it ladder with existing UFV programs, and if so, is there sufficient indication that the proposed program will ladder effectively?			
B. System Context				
1.	Is there sufficient demonstration that the proposed program will be clearly differentiated from all other related programs offered in the province?			
	If the program is similar to others that are currently available in the province, is there sufficient justification for establishing a program at UFV?			
D. Consultation				
1.	Is the plan for internal consultation adequate (i.e. are all the relevant areas that would need to be consulted identified)?			

	Is the plan for external consultation with other institutions in the province adequate (i.e. have appropriate topics for consultation been identified, and/or have the relevant external programs been identified)?			
2.	Has sufficient attention been given to opportunities for collaboration, both internally and externally?			
	Are the opportunities for collaboration that have been identified realistic and achievable?			
COMMENTS:				

Timetable for Development		YES	NO	Somewhat
A.	Is the timetable for development and approval of the full program proposal realistic and achievable?			
	Does the proposed start date provide sufficient advance time for program implementation (usually a minimum of one semester)?			
COMMENTS:				

Recommendation	
Overall, does the concept paper merit a recommendation to Senate to be approved for development?	
Yes – APPC recommends that Senate approve the concept paper for the program. (Please comment on any considerations to be addressed during the program development process.)	No – APPC does not recommend that Senate approve the concept paper for the program. (Please give a reason.)
COMMENTS:	

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APPC MEMORANDUM

Chair: James Mandigo  
Assistant: Melinda Saretzky

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**TO:** Board of Governors, Senate, Academic Planning and Priorities Committee, Undergraduate Education Committee, and Senate Budget Committee

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

**DATE:** March 20, 2020

**Subject:** Program Suspension – Hospitality Event Planning certificate, Faculty of Applied and Technical Studies

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For the reasons outlined in the attached memo and as per the Discontinuance Policy (222), I have approved the suspension of intake for the Hospitality Event Planning certificate offered through the Faculty of Applied and Technical Studies, effective Fall 2020 for a period of two years.

There are no students impacted and no applications have been accepted for the 2020/21 academic year.

**Attachment:**

1. Memo from Faculty of Applied and Technical Studies



# MEMO

**To:** James Mandigo, Provost and Vice President, Academic  
**From:** John English, Dean, Faculty of Applied and Technical Studies  
**Date:** February 24th, 2020  
**Subject:** Program Suspension: Hospitality Event Planning certificate program

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- 1) Hospitality Event Planning certificate program, Faculty of Applied and Technical Studies.
- 2) Suspension takes effect September 2020.
- 3) Suspension is for two years.
- 4) Long term mediocre to low enrolment. The program requires a full time 36 week commitment by students. Because the program is offered substantially in a training day based format, a student who fails to pass a unit within the program must wait a full year to reattempt that unit of study. The length and format is onerous and expensive especially when there are better delivery formats more aligned with students who cannot study full time for an extended period.

Questions have been raised about the focus of the program. The current emphasis is on event planning and there is considerable anecdotal information that tourism should be either an option or the focus of the program.

- 5) There have been only informal consultations with prospective stakeholders including faculty (e.g., Agriculture, Culinary), tourism and event planning associations, and a range of businesses. All support the existence of the program but would like to see a stronger emphasis on tourism and improved accessibility for learners (especially those who desire or need to work and study at the same time). Upon approval of suspension of the program, a full industry review and consultation will be undertaken for the purpose of settling on revised program content and format with the intention of offering the new program when curriculum is developed and approved.
- 6) There are no students impacted. No applications have been accepted for the 20/21 academic year.



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**MEMORANDUM**

Academic Planning and Priorities Committee of Senate

Chair: James Mandigo

Assistant: Melinda Saretzky

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An email vote and discussion was conducted starting March 18, 2020 and on April 3, 2020 voted in favour of the following motions:

MOTION: That the APPC recommend to Senate the approval of the new program, Bioinformatics certificate in the Faculty of Science.

9 votes received for the motion, 1 abstention noted

MOTION: That the APPC recommend to Senate to approve the changes to the APPC Terms of Reference as presented.

12 votes received for the motion, no abstentions.