

PUBLIC AGENDA

Academic Planning and Priorities Committee

Wednesday, February 17, 2021 - 2:30 PM
Video-Conference

Page

1. CALL TO ORDER

1.1. Roll Call, Voting Procedure, and Territorial Acknowledgement

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

2. APPROVALS

2.1. Agenda

MOTION: That APPC approve the agenda as presented.

3 - 4

2.2. Minutes

MOTION: That APPC approve the minutes of December 16, 2020 as presented.

3. BUSINESS ITEMS

3.1. Provost's Report

5 - 14

3.2. New Program - Communications major – Stage 1 (Samantha Pattridge)

Rubric and memos attached, all other documents located:
S:\Public\UFVinfo\APPC\Communications major

MOTION: That the Academic Planning and Priorities Committee has reviewed the Communications major Stage 1 and confirms that Stage 1 effectively addresses the standards and criteria for a new program proposal and recommend to Senate for approval.

15 - 19

3.3. Concept Paper – Bachelor of Regional and Community Planning - Mid-Cycle Review

Rubric attached and proposal located S:\Public\UFVinfo\APPC\Bachelor of Regional Community Planning

MOTION: That APPC approve and recommend to Senate the approval of

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the Bachelor of Regional and Community Planning Concept Paper.

20 - 26

3.4. New Department of Arts Studies (Jacqueline Nolte)

MOTION: That APPC approve and recommend to Senate the formation of a New Department of Arts Studies.

27 - 40

3.5. Terms of Reference Review

3.4.1 Report - Terms 2,3,4,11,12 (James)

3.4.2 Update - Term 7 - Library (Kim Isaac)

3.4.3 Formation of Term 6 Committee

4. INFORMATION ITEMS

41 - 49

4.1. New Programs - Internal Approval Process

Memos attached, all other documents located: S:\Public\UFVinfo\APPC

4.1.1 Applied Management concentration (BIS)

4.1.2 Indigenous Studies certificate

50 - 51

4.2. Program Suspension - Aircraft Maintenance Engineer-Structure Certificate

4.3. APPC In-Camera approved items – Nov 18, 2021

4.3.1 Modern Languages Program Review

4.4. Senate Approvals – Jan 22, 2021

4.4.1 Integrated Strategic Plan

4.4.2 Modern Languages Program Review

4.5. Board Approvals – Feb 4, 2021

4.5.1 Integrated Strategic Plan

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4.6. Membership - APPC Vacancies as of July 31, 2021

5. ADJOURNMENT

Next Meeting: March 17, 2021; 2:30-4:30pm; Video-Conference



Draft Minutes
Academic Planning and Priorities Committee

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

Present: James Mandigo (Chair), Adrianna Bakos, Al Wiseman, Alastair Hodges, Amir Shabani, Betty Poettker, Bruce Kirkley, David McGuire, David Johnston, Derek Ward-Hall, Donna Alary, Emilio Landolfi, Garry Fehr, Gerry Palmer, Jon Thomas, Karin Jager, Kim Isaac, Maureen Wideman, Nicola Mooney, Peter Geller, Shelley Canning, Shelley Stefan, Shirley Hardman, Sylvie Murray, Melinda Saretzky (recorder)

Regrets: Hailey Flikkema, Jobanpreet Singh Thind, Lorne Mackenzie, Vlada Dvoracek

1. CALL TO ORDER

1.1 Roll Call and Voting Procedure

MOTION: That APPC adopt the reverse voting procedure whereas a call will go out for those against and abstaining and the rest will be assumed in favour the motion.
James/2nd Gerry. Carried.

2. APPROVALS

2.1. Agenda

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

2.2. Minutes - November 18, 2020

MOTION: That APPC approve the minutes of November 18, 2020 as presented.
Adrianna/2nd Shelley C. Carried.

3. BUSINESS ITEMS

3.1. Provost's Report

3.2.1 Integrated Strategic Plan

Final draft of the Integrated Strategic plan was circulated and is posted on the website for final review and feedback by Jan 8, 2021. It will then be reviewed again by stakeholders will be ready for Senate in January and the Board in February.

The working title is:

“Integrated Strategic Plan - IYAQAWTWX ‘House of Transformation”

- ‘House of Transformation’ is taken from UFV’s coat of arms.

The APPC provided some final feedback.

4. INFORMATION ITEMS

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

This program is suspended to allow some time to revise the program to be more relevant and there is no impact for the currently enrolled students.

5. PUBLIC MEETING ADJOURNMENT – 3:54pm

Sylvie/2nd Shelley C.

6. IN-CAMERA SESSION - Agenda under separate cover

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

MEMO



To: James Mandigo, Chair, APPC
From: Samantha Pattridge, Program Working Group Chair
Cc: Jacqueline Nolte, Dean, College of Arts; Bruce Kirkley, Associate Director, Program Development and Quality Assurance
Date: February 8, 2021
Re: Communications Major Stage 1

On behalf of the Communications Major Program Working Group, please accept the following attachments as part of this first Stage 1 submission to APPC for February 17, 2021:

- Communications Major Stage 1
- Communications Major Stage 1 Appendices
- Budget Analysis Part A
- Budget Office Memo
- Library Assessment
- DQAB submission guidelines
- APPC Stage 1 Rubric

The Stage 1 is verified by APPC and SBC prior to submission to the Degree Quality Assessment Board. To assist the APPC with assessing the Stage 1 degree program proposal for the BA, Communications major, PDQA has attached both the DQAB submission guidelines for the Stage 1 to provide context and a rubric based on the submission guidelines.

The SBC reviewed this Stage 1 on January 28, 2021. These motions are quoted from the minutes:

The following motion was moved and seconded:

THAT the Senate Budget Committee has reviewed the Communications Major Stage 1 program proposal and confirms that Stage 1 effectively addresses the standards and criteria related to financial viability for a new program proposal.

CARRIED

The following motion was moved and seconded:

THAT the Senate Budget Committee has reviewed the Communications Major Stage 1 program proposal and confirms the cost of implementation is adequately reflected in the analysis.

CARRIED

Program Summary:

The goal of this 120-credit Communications major within the Bachelor of Arts is to provide a flexible program that will appeal to both working professionals and new post-secondary students as

preparation for a communications-related career or further studies. The program focuses on applied skills underpinned by Communications theory. This program enhances the capacity of the BA at UFV by expanding options for students and meeting the local demand in Abbotsford, Mission, Chilliwack, and Hope for graduates with these particular abilities to fill employment demand in a variety of industries and roles.

Concept Paper:

The concept paper for the Communications Major was approved in the 2020 Program Report and Plan at the June 18, 2020 meeting of the UFV Board of Governors.



MEMO

To: Jackie Hogan, Chair, SBC
From: Mark Brosinski, Manager, Budgets & Financial Planning
CC: Jacqueline Nolte, Bruce Kirkley, Samantha Pattridge
Date: November 9, 2020
Re: Communications Major (BA) – Budget Analysis

Communications Major (BA)

The proposed Communications major proposal uses pre-existing courses that are already offered on a regular rotation. Communications department already offers a minor in Communications in the Bachelor of Arts degree. While the Communications major may generate new FTE, it is initially expected to give existing degree students another option. Communications is a popular elective for both domestic and international students, with many electing to complete the Communications minor. The required courses for the major are regularly scheduled and have initial capacity to accommodate any new students. There are roughly 15 upper level Communications courses offered annually, which provides sufficient options for students choosing to major in Communications to take and complete their studies in a timely manor. Although Communications courses have seen enrolment growth over the past few years, any increases to course offerings or support would be adjusted annually in the program course plans and be in response to program demand. No additional administrative or advising support is expected to be required at this time. While some of the elective courses require additional software licenses and classroom camera equipment, these costs are covered by material fees attached to the related courses.

As there is no significant budgetary impact expected by offering a major in Communications program, the Budget Analysis Template Part B is not required. See Budget Analysis Template Part A for further budgetary details.

Stage 1 Review for New Degree Proposals

Submission Guidelines

The submission guidelines detail suggested evidence the institution may provide to demonstrate the program meets each criterion.

SUMMARY DESCRIPTION OF DEGREE PROGRAM

- One page maximum executive summary description of the proposed degree program. Include number of program credits, expected time to completion, program concentrations, delivery methods, targeted students, learning outcomes, and employment prospects.

INSTITUTIONAL MANDATE / CAPACITY

STANDARD: *The institution must establish that it has the mandate and capacity to offer the proposed degree program.*

Submission Guidelines

- Describe how this program fits within the mandate of the institution.
- Indicate how the program supports the current academic and strategic plan of the institution.
- Describe whether the institution has had successful past performance in related program areas over the past three years and provide supporting evidence, such as student outcome surveys or other relevant information that demonstrate satisfaction of students, employers, graduates and receiving institutions.
- Describe the possible impact the program may have on existing programs, resources, services and capacity at the institution. Identify plans for reallocating internal resources.
- Provide an enrolment plan for the program, identifying the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year.
- Provide the timeframe required to implement the program and the anticipated launch date.

SOCIAL AND ECONOMIC BENEFIT

STANDARD: *The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.*

Submission Guidelines

- Prioritize whether the degree primarily provides social benefits or economic benefits.
- Describe the potential social, cultural, regional, community, environmental, institutional and intellectual benefits of the program. Provide references to documents that support these statements. If the program advances one or more social goals, policies and/or government priorities, provide details.
- Describe the direct and indirect economic or industrial benefits of the proposed degree program to the student, the community, region or province. If the program advances one or more economic goals, policies and/or government priorities, provide details.
- Provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations.
- Provide evidence that potential employers require a degree to gain employment in the field.
- Describe the labour market demand for the credential. Provide supportable evidence, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys.
 - Labour market analyses should use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada whenever possible to specify relevant occupation

Stage 1 Review for New Degree Proposals

destinations of program graduates. Please identify no more than the top five occupation destinations for graduates of the program.

- If the main employer is the provincial or federal government, provide evidence of the relevant ministry's or department's support for the program.
- Describe the potential earnings for graduates and provide evidence such as student outcome surveys.
- Indicate whether the proposed degree is preparatory to work in a regulated field. If this is a regulated field, state whether the proposed degree represents a change in the "entry to Practice" standard and provide evidence of consultation with and support from pertinent regulatory/licensing bodies.

SYSTEM COORDINATION / PROGRAM DUPLICATION

STANDARD: *The institution must establish whether the proposed program fills a need within the post-secondary system and that there is no unnecessary duplication with existing programs.*

Submission Guidelines

- Identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia and briefly explain how or whether this degree will differ from the others.
- Describe the consultation that has occurred with other institutions in British Columbia offering similar programs.
- If there are programs with similar learning objectives or outcomes available in the province, explain why an apparent duplication in programming is warranted (e.g.: demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.).
- Outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations.
- Provide documentary evidence such as letters of support.

STUDENT DEMAND AND OUTCOMES

STANDARD: *The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.*

Submission Guidelines

- Provide evidence of student demand for the program, such as:
 - The results of a survey indicating current student demand for the program. If a survey is used, describe the survey instrument used and questions posed.
 - Student waitlists of comparable programs offered in British Columbia.
- Describe what plans and/or arrangements are in place to establish articulation agreements with other post-secondary institutions in the province. Provide a website link to the institution policy on admissions and transfer.
- If relevant, provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program.
- Describe the opportunities that graduates of the program have for progression to further study in this field or in professional fields. Provide evidence of consultation with graduate/professional post-secondary programs.
- If non-degree and/or degree programs in the same field are offered at this institution, explain:
 - The expected added value for students taking this proposed degree program (e.g., promotion or employment opportunities) and provide evidence that these anticipated benefits are justified.

RUBRIC FOR ASSESSING STAGE 1 NEW PROGRAM PROPOSAL

Academic Planning and Priorities Committee (APPC)

This rubric is intended as a guide for APPC members to assess the Stage 1 for new program proposals.

The Degree Quality Assessment Board requires all new degree programs to complete a Stage 1 review to determine the need for a program and how it fits with other programs currently offered by the BC public post-secondary education system. The Stage 1 should provide evidence showing how the program addresses standards and criteria related to institutional mandate and capacity, social and economic benefit, system wide coordination, and student demand and outcomes. This rubric outlines the standards expected for each of these categories and the specific criteria that need to be addressed. The APPC review should focus primarily on the program summary and the criteria related to institutional mandate, social and economic benefit, system coordination, and student benefit (headings highlighted in blue). The purpose of this review is to verify that the Stage 1 has sufficiently addressed the expected standards and criteria.

Summary Description of Program		YES	NO	Somewhat
Summary should address the following:				
	Number of program credits (is the number of credits consistent with the type of credential being proposed? (cf. Credentials policy 64))			
	Expected time to completion (is the length appropriate for the program, and will it allow students to complete the program in a timely way?)			
	Program concentrations: are the program’s areas of study well-defined?			
	Delivery methods: are the methods appropriate for the program and the target audience?			
	Targeted students: does the program identify the audience accurately?			
	Learning outcomes: are the learning outcomes commensurate with the program’s goals and credential level?			
	Employment prospects: does the program identify appropriate and realistic prospects for future employment?			
COMMENTS:				

Institutional Mandate / Capacity		YES	NO	Somewhat
<i>STANDARD: The institution must establish that it has the mandate and capacity to offer the proposed degree program.</i>				
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 for how the program will support institutional priorities clear and convincing?			

		YES	NO	Somewhat
B. Institutional Capacity				
1.	Does the program build on the institution's existing infrastructure, resources and experience from offering programs in related fields?			
	Is there evidence of successful past performance in related program areas over the last three years?			
2.	Have the resources required to operate the program been assessed and the funding needed to implement the program identified? This could include consideration of resources such as:			
	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?			
	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 a plan for how these will be provided?			
	Library Resources			
	a. Will existing library resources be sufficient to support the program?			
	b. If additional library resources are required, is there a plan for how these will be provided?			
	Physical Space and Equipment			
	a. Are the needs for space and equipment accurately identified, and will they be sufficient to support the program?			
	b. If there are additional needs, is there a plan for how these will be provided?			
		Following from the above, are the possible impacts the program may have on existing programs, resources, services and capacity at the institution accurately captured? Have plans for reallocating internal resources been identified, if needed?		
	Does the proposal provide an enrolment plan for the program that identifies the projected number of students (full-time and part-time), minimum viable enrolment, and anticipated number of credentials awarded each year?			
	Does the proposal provide the timeframe required to implement the program and the anticipated launch date?			
COMMENTS:				

Social and Economic Benefit		YES	NO	Somewhat
<i>STANDARD: The institution must demonstrate that the proposed program will serve the social and economic needs of British Columbians.</i>				
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?			
	Are there references to documents that support these statements?			
2.	Does the proposal provide details on how the program advances specific social goals, policies and/or government priorities relevant to the program?			
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.	Does the proposal provide details on how the program will support economic growth and/or government economic priorities?			
	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?			
3.	Does the proposal provide supportable evidence of labour market demand, such as relevant statistical/census employment data relevant to the field, dated employment ads, current employer letters of support, labour force projections from government, industry and professional associations, and employer surveys?			
	Does the labour market analysis use the National Occupational Classification (NOC) codes of Human Resources and Skills Development Canada to specify relevant occupation destinations of program graduates? Does the proposal identify no more than the top five occupation destinations for graduates of the program?			
	Does the proposal describe the potential earnings for graduates and provide evidence for these?			
4.	Is there evidence that the proposed program offers graduates the level of credential required to gain employment in relevant occupations?			
5.	If the main employer is the provincial or federal government, does the proposal provide evidence of the relevant ministry's or department's support for the program?			
D. Consultation				
1.	Does the proposal provide evidence of consultation with applicable community groups, employer groups and professional organizations as well as the findings resulting from such consultations?			

2.	If the program relates to a regulated profession, does the proposal outline the feedback provided by the regulatory or licensing bodies and the responsible Ministry?			
COMMENTS:				

System Coordination/Program Duplication		YES	NO	Somewhat
<i>STANDARD: The institution must establish that the proposed program fills a need within the post secondary system and that there is no unnecessary duplication with existing programs.</i>				
A. System Context				
	Does the proposal identify degree programs with similar learning objectives offered by other post-secondary institutions in British Columbia?			
	Is there sufficient demonstration that the proposed program will be clearly differentiated from all other related programs offered in the province?			
	Has a list of Classification of Instructional Programs (CIP) codes for related programs been provided?			
B. Consultation				
	Does the proposal describe the consultation with other institutions in British Columbia offering similar programs and the responses to their feedback?			
	Does the proposal provide documentary evidence of this consultation, such as letters of support?			
C. Rationale for Duplication				
	If the program is similar to others that are currently available in the province, is there sufficient justification for establishing a program at UFV (e.g., demand for graduates exceeds system capacity; the program is unavailable online or within reasonable commuting distance; etc.)?			
	Does the proposal provide evidence to support the rationale for duplication?			
D. Collaboration				
	If relevant, does the proposal outline any plans for collaboration and/or sharing resources and identify the prospective collaborating institutions/organizations?			
	Does the proposal provide documentary evidence for any collaboration, such as letters of support or memos of understanding?			
COMMENTS:				

Student Demand and Outcomes		YES	NO	Somewhat
<i>STANDARD: The institution must demonstrate that the proposed degree program will have sufficient ongoing student interest and provide benefit to students.</i>				
A. Student Demand				
	Does the proposal demonstrate potential student demand sufficient to sustain the program?			
	<ul style="list-style-type: none"> Is there adequate identification of the type of students the program will attract, and where they will most likely come from? Does the estimate of annual enrolments indicate a likelihood that the program will be sustainable? 			
	Is there sufficient evidence to support the projected student demand (e.g., student surveys, enrolment data, student waitlists)?			
B. Benefit to Students				
1.	Does the proposal demonstrate the extent to which students will be able to transfer to and from other post-secondary institutions in the province?			
	Does the proposal describe any plans and/or arrangements to establish articulation agreements with other post-secondary institutions in the province?			
	If relevant, does the proposal provide anticipated enrolment figures from other institutions that may have students wishing to articulate into the proposed program?			
2.	Does the proposal describe the opportunities available to program graduates for further study in the field or in professional fields?			
	Does the proposal provide evidence of consultation with graduate/professional post-secondary programs?			
3.	If UFV offers other non-degree and/or degree programs in the same field, does the proposal explain the expected added value for students in taking this proposed degree program (e.g., promotion or employment opportunities)?			
	Does the proposal provide evidence that these anticipated benefits are justified?			
COMMENTS:				



Concept Paper: Approval Procedures and Timeline

Steps	Timeline	Timeline (mid-cycle)
Development of Concept Paper: PWG develops the Concept Paper, on the approved template, in consultation with the PDO, appropriate academic units, the dean, and AVP REGS (for graduate programs). PWG submits the Concept Paper to the PDO, who verifies that it is complete before submission to faculty/college council.	Recommended: September-February	Recommended: April-October
Faculty/college council and dean: The PWG presents the Concept Paper to faculty/college council for discussion. The council assistant sends the Concept Paper to the dean and AVP REGS (for graduate programs) for review and approval.	Recommended: March	Recommended: November
Provost's recommendation to Academic Planning & Priorities Committee (APPC): Upon approval by the dean and AVP REGS (for graduate programs), the Provost, in consultation with Deans Caucus, assesses all Concept Papers submitted in a given academic year, prioritizes them, and prepares a report for presentation to APPC (with accompanying rationale) on Concept Papers that are: a) meritorious and supported for development with a specified timetable for implementation and start date; or b) not supported for development (with an explanation).	April	January
APPC: APPC reviews and recommends Concept Papers to be approved for development.	May	February
Senate: Senate reviews and recommends Concept Papers.	June	March
Board: The <i>Program Report and Plan</i> , which includes Concept Papers, is submitted to the Board for approval. Only upon approval by the Board should a Program Working Group proceed with submitting the Full Program Proposal for internal review and approval.	June	June

**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
	Is the title appropriate for the program?			
A.	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. Credentials policy 64)			
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?			
	Program Summary			
F.	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				
Faculty Capacity				
1.	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?			
Administration				
2.	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?			
Library Resources				
3.	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?			
Physical Space and Equipment				
4.	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:	



MEMO

To: Academic Planning and Priorities Committee
From: Jacqueline Nolte, Dean of Arts
Date: February 8, 2021
Re: Creation of Arts Studies Department, College of Arts

The College of Arts is proposing the formation of a new department: Department of *Arts Studies*. This new department will be responsible for providing academic direction for the delivery of courses aimed at ensuring success in Arts, General Studies and Integrated Studies courses and programs, as well as post-university success. The main courses that will be administered through this department are Arts portfolio courses (ARTS 290, 299, 380, 480, POST 398 and 399) and UNIV 101, as well as Critical Analysis and Study Methodology courses (CSM) currently administered by the Communications department.

Our goal is to bring together all the courses that support the student's life journey in our programs from entry into academic courses through to exit from programs, and to build a learning community of faculty dedicated to this. Currently, these courses are scattered across units and budget lines in Arts.

Groups of students in Arts and General and Integrated Studies who will benefit from this new department are:

- students early in their development as scholars and co-creators of knowledge. (e.g., finding voice, identity as a writer and knower, self-agency confidence, a possible contributor to research)
- those struggling to maintain GPAs above 2.0
- students, both domestic and international, who are striving to decode the academic and practical systems at UFV
- international students seeking education to support their application for Permanent Residency (PR) (e.g., ensuring students are equipped for life in Canada)
- students who are arriving qualified but underprepared for university learning
- students seeking to understand how their post-secondary education aligns to the workplace and a complex economy (i.e., applies to the majority of students today)
- students anxious about career prospects and their ability to contribute in a meaningful way

Please see attached proposal for more information, including the pedagogical values embraced by the proposed department, and its initial goals.

Consultation took place at Arts Heads on January 15 2021 and at College of Arts Council on January 29 2021, with support indicated for this formation.

Motion: THAT APPC approve and recommend to Senate the formation of the Department of Arts Studies

● Page 2

**Proposal for Arts Studies Department
Updated Jan 11, 2021**

Purpose

This new department focuses on student transition, academic, and post-university success. It brings together courses currently administered by the Associate Dean of Students in the College of Arts, the university's Critical Analysis and Study Methodology courses, and Communications 120 that have been administered by Communications, but that do not directly relate to the field of Professional Communications. This department's courses would be:

1. ARTS 280, 299, 380, & 480
2. CSM 104, 108, & 208, CMNS 120
3. PORT 398 & PORT 399
4. UNIV 101

Currently these course offerings result is circa 65 sections per year and have projected enrolment growth.

Uniting these courses and the faculty into a department will ensure innovative and quality programming is supported and delivered. The department's purpose is three-fold: holistic student-driven development, supported pathway learning to credential completion, and growth of democratic capacity. This department equips students to engage in learning, become self-directed in transforming their lives, and moving forward to build community. This will be achieved through a critical, interactive, self-evaluative and transformative focus, grounded in anti-racist pedagogical and assessment practices, Indigenization, internationalization, and equity, diversity, and inclusion (EDI).

Our teaching will support accessibility, equality, and student-led innovation through commitments to the application of critical pedagogy, experiential learning, and dialogic teaching. Our scholarship and service will be shaped by these same commitments, but we want to make it clear from the start that we are situating the department within a radical framework (e.g., Ahmed, 2012; Berila, 2016; Chickering, Dalton & Stamm, 2006; Cote-Meek & Moeke-Pickering, 2020; Freire, 2001, 2003, 2007; hooks, 1994, 2003; Iny, 2018; Lear, 2006; Smits & Naqvi, 2015). We see the department as an opportunity to be forward thinking in its teaching and learning approach, as well as its organization and support to other departments.

Philosophy of Course Offerings

Starting from a position of student-centered development, the department will offer a series of courses arranged to support student academic success, as well as post-university life success (e.g., career goals, grad school goals, or work/life personal development). Our approach is inspired by examples such as the Semester in Dialogue at Simon Fraser University, an interdisciplinary, dialogic model that produces exceptional academic work and empowers students to identify their individual goals and facilitate their own success.

We will actively pursue opportunities for innovative and high impact teaching, including co-teaching, interdisciplinary course construction, career development infused curriculum, micro-course

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development focused on supporting student upskilling, alternative course formats (e.g. the CUBE), and special topics addressing emerging student needs. Our future course offerings will evolve in response to the changing needs of UFV students and the communities in which they will need to engage upon graduation.

Department Structure

The department will be home to 2.5 permanent faculty, cross-appointed permanent faculty members, and six to eight sessional instructors. Going forward, we will encourage, welcome and support faculty from outside this department to become associate members and to contribute their expertise.

The department's operational structure is defined by a shared commitment to democracy and justice. We embrace the potential of post-secondary education to help dismantle unjust systems and develop the critical capacity of students. This commitment extends to all aspects of our mission: teaching, research, and service.

Department members come from different disciplines, but are united by their dedication to holistic student success and democratic pedagogy. To live up to these ideals, the department will foster a supportive and collegial environment of inclusion that fosters open dialog and shared decision making. Department meetings will be governed by *Democratic Rules of Order* (Francis & Francis, 2019) rather than *Robert's Rules*. This will contribute to a team culture within the department.

Scope

Groups of students who will benefit from this new department are:

- students early in their development as scholars and co-creators of knowledge. (e.g., finding voice, identity as a writer and knower, self-agency confidence, a possible contributor to research)
- those struggling to maintain GPAs above 2.0
- students, both domestic and international, who are striving to decode the academic and practical systems at UFV
- international students seeking education to support their application for Permanent Residency (PR) (e.g., ensuring students are equipped for life in Canada)
- students who are arriving underprepared for university learning
- students seeking to understand how their post-secondary education aligns to the workplace and a complex economy (i.e., applies to the majority of students today)
- students anxious about career prospects and their ability to contribute in a meaningful way

This department will help students develop the academic and critical thinking skills necessary to succeed at UFV. It will help them develop the knowledge and confidence to demonstrate their criticality and the skills they gained throughout their university experience as they embrace their post-university roles and responsibilities.

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Initial Goals

- Revise UNIV 101, so that it engages all students, not just those that are identified as needing additional support upon entry to the university. Design UNIV 101 to be the gateway to understanding the various disciplines and the academic practices used within those disciplines. Increase its skill building outcomes related to academic integrity, critical thinking, and time management.
- Develop additional versions of UNIV 101, CSM 104, CSM 108, CSM 208 to support students that are academically struggling in meeting their individual goals.
- Enhance ARTS 299 and PORT 399 to ensure students are specifically taught career thinking, strategizing and prototyping skills (Brewer, A., 2020)
- Incorporate reflective practice into all practicum courses such as ARTS 280, 380 & 480.
- Create partnership pathways between pre-arrival programs like CAPP, UFV New Student Orientation and UNIV 101/CSM 104/CSM 108.
- Establish a protocol for registration/advising, or a predetermined course package to allow students to register for intended course offerings that best supports individual student development, goals and success.
- Develop micro-credentials by offering short credit portion courses that bolster skills needed to immediately contribute to student learning, but can be scaffolded to build full credit hour courses.

Desired Student Assessment Practices

Assessment practices include a commitment to flexibility within scholarly contexts, while retaining academic rigor and integrity by:

- student-centered assessment
- co-creating assignments and rubrics with students
- upgrading, accumulative grading, and reflective grading systems

Courses will include ladder assignments, ungrading, renewable assignments, and authentic assessments. The focus will be on student growth, transformation and development, as opposed to testing or gatekeeping.

Conclusion

The department members are united by their dedication to students. We contribute to a range of academic spaces due in part to the interdisciplinarity of the current membership, and the potential to welcome other scholars who share the department's dedication to student success.

We are unified by our values and commitments, but capable of flexibility and breadth, which will mean we can respond quickly and effectively when students identify new stressors or challenges. Within UFV, the unique structure and position of this department means its members can offer special insights in their service roles. The department can be an institutional leader in democratic pedagogy, student-centered learning, and in strategizing for student retention.

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MEMO



To: Academic Planning and Priorities Committee

From: Terms of Reference adhoc Committee Terms 2,3,4,11,12 (James Mandigo, Sylvie Murray, Betty Poettcker, Bruce Kirkley, Vlad Dvoracek, David Johnston, Nicola Mooney, Maureen Wideman, Shirley Hardman)

Date: January 13, 2021

Re: Report of APPC Ad Hoc Committee on Terms of Reference Review (Terms 2,3,4,11,12)

A. Background

As part of its review of its Terms of Reference, APPC established an ad hoc committee to look at Terms 2,3,4,11,12, the committee met twice on Nov 27, 2020 and Jan 13, 2021

B. Recommendations

- 1) Term #2 – *“Advise Senate on the establishment or discontinuance of educational programs.”*
Suggested Revision: *“Advise Senate on the planning and priorities for the establishment, renewal, and/or discontinuance of academic programs.”*

- 2) Term #3 – *“Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.”*
Suggested Revision: *“Verify program suspension and discontinuance effectively address as outlined in Policy 222-Program Suspension and Discontinuance.”*

- 3) Term #4 – *“Verify new program proposals effectively address standards and criteria for institutional and post-secondary system needs.”*
Report: New term added in 2020, no revisions.

- 4) Term #11 – *“Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.”*
Report: Support previous recommendation to create a policy and procedures for review of educational services.

- 5) Term #12 – *“Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.”*
Suggested revision: *“Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.”*
Action: That APPC Review QAPA report for any recommendations.

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

October 2019

Submitted by Al Wiseman and Alastair Hodges

Contents

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- II. Overview of Process
- III. Findings and Recommendations
- IV. Next Steps
- v. Appendices

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

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

I. INTRODUCTION

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

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

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

II. OVERVIEW OF PROCESS

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

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

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

III. FINDINGS AND RECOMMENDATIONS

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

A. General

1. “Advise”

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

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

2. “Policy”

- a. What is meant by “policy”?
 - i. The sub-committee agreed that policy refers to the formal documents Senate creates and approves which provide mandated directions, actions, restrictions, guidelines, procedures,

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

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

- ii. We also suggest that the notion of policy can mean more broadly the high level educational directions of UFV. We suggest it is reasonable for Senate to ask APPC for this sort of policy advice, both when it clearly is mentioned in the Terms of Reference (e.g. #1 “mission, goals, objectives, strategies, and priorities of the university”), and also at times when a matter less obviously fits. For example, under the ongoing conversations at Senate regarding International Students, perhaps there is some high level elements requiring Senate input about which it may wish APPC to deliberate and advise.
 - iii. Therefore, we recommend APPC come up with a suggested list of topics/issues that are high level educational “policy” in the sense of planned directions/emphasis about which Senate might wish to have advice. This list should be submitted to Senate for discussion.
- b. Timing of advice on policy?
- i. Advice on policies from Senate committees for policies that are under review is an existing process. The sub-committee agrees this should continue following the standard five year review timeline already in effect.
 - ii. We also recommend that Senate initiate formal policy reviews at times where policies might not be due for review under the normal five year cycle, but which for other reasons, might be worthy of a look.
 - iii. We encourage Senate to be more proactive in soliciting advice from APPC on policy as defined above, particularly as it relates to the more general definition.

B. Specific

1. Term #1: Advice on mission, goals, objectives, and priorities of the university:
 - a. We recommend that APPC ask Senate if it would like to delegate responsibility to approve any of these elements to APPC.
 - b. We recommend that whatever of these elements are not delegated to APPC, that Senate consider creating permanent or ad hoc processes for involving APPC earlier in discussions.
 - c. We recommend that APPC consider opportunities for education and engagement for the committee that would inform future discussions and decisions related to the responsibilities of this term.
2. Term #2: Advise Senate on the establishment or discontinuance of educational programs:
 - a. The sub-committee asks APPC to consider creating a grid similar to the program development grid at the concept paper stage (factoring in any upcoming changes to the program approval process under review in the PDQA office).
3. Term #3: Advise Senate on the development of and priorities for the implementation of new program leading to certificates, diplomas, and degrees.
 - a. We recommend that APPC provide advice annually on program prioritization in advance of the budget
 - b. We invite the Provost and Deans to consider how they might more effectively utilize the advice of APPC on program priorities and related issues (e.g. interdisciplinarity, space use and needs, etc.).
4. Term #4: Advise Senate on the establishment or discontinuation of academic faculties of the university.
 - a. We understand a policy is under development (with Senate and President’s shared authority) where this will be addressed.
 - b. We recommend Senate clarify whether they would like APPC to provide advice on the establishment of departments and schools.

5. Term #5: Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in the educational programs and courses
 - a. The sub-committee recommends that APPC ask Senate to clarify what it needs from APPC to effectively provide such advice.
 - b. At the very least, we recommend that the Provost and Deans consider how they might periodically (annually?) bring the issue of enrolment targets and high-level strategies to APPC for feedback/advice.
6. Term #6: Advise Senate on the policies relating to the library and resource centres.
 - a. The sub-committee suggests that this has not been happening.
 - b. The formal policies in view are likely #72 (Library Collection), and #47 (Role of the UFV Library), although these both currently sit as administrative, not Senate policies. We recommend a conversation about what, if any, elements of these policies might fall under Senate jurisdiction.
 - c. There is no institutional clarity around what is a “resource centre”. We recommend that APPC discuss this issue, create some principles that might help define what constitutes such a centre, and then create a tentative list for discussion by Senate and Administration.
 - d. We recommend providing policy advice on this term in the broader sense of the definition listed earlier in this report.
7. Term #7: Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
 - a. The sub-committee recommends APPC attempt to create a list of the current agreements that exist at UFV.
 - b. We recommend APPC create a plan and process for reviewing said agreements where appropriate or of value.
8. Term #8: Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
 - a. The sub-committee suggests that this has not been happening, or at the very least, not in a very productive manner.
 - b. We recommend the following steps to strengthen the committee’s work in this area:
 - i. Developing a list of what these policies and processes are.
 - ii. Develop a list of ways these could policies and processes could have meaningful and appropriate feedback/advice.
 - iii. Consultation with the Provost and Deans on how APPC could best serve in this capacity.
9. Term #9: Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
 - a. The sub-committee observed that there is no real clarity on whether this is happening, or if so, how effective or meaningful this advice is.
 - b. We recommend asking both APPC and Senate Budget Committees, in consultation with the Provost and CFO, to have a discussion about what might be done to provide meaningful prioritization advice to Senate Budget.
10. Term #10: Advise Senate on policies and procedures for the systematic review of courses, programs, and educational services.
 - a. The sub-committee recommends the development of a list of relevant policies and procedures similar to 8.b.i above.
 - b. We recommend that in consultation with the Provost and VP Students, to develop an understanding of what is meant by “educational services”. This might result in a set of guidelines

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

- c. After these two steps, we recommend APPC develop a plan for how to advise on these matters.
- 11. Term #11: Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
 - a. The sub-committee suggests that APPC is effectively carrying out this responsibility at present.
 - b. We suggest APPC ask Senate whether they want to delegate this function to APPC or continue to retain final approval authority on reviewing these.
- 12. Term #14: Provide annual written reports to Senate.
 - a. The sub-committee notes that these are already completed.
 - b. We recommend APPC consider providing more than just a list of specific agenda/approval items that transpired over the course of the year. Perhaps the annual report to Senate could also include some of the substance of what has been proposed above, once it is developed and operationalized by APPC.

IV. NEXT STEPS

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

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

V. APPENDICIES

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

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

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

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

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

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

MEMO



To: James Mandigo, Chair, Academic Planning and Priorities Committee
From: Carl Janzen, Chair, Program Working Group
Cc: Tracy Ryder Glass, Dean, Faculty of Professional Studies;
Bruce Kirkley, Associate Director, Program Development and Quality Assurance
Date: February 8, 2021
Re: Proposed Bachelor of Integrated Studies, Applied Management Concentration

On behalf of the Applied Management Program Working Group, please accept the following attachments as part of the submission to the February 17, 2021 meeting of the APPC:

- Applied Management Concentration Proposal
- Applied Management Concentration Appendices
- Memo from UEC
- Memo from SBC
- Budget Analysis Part A
- Budget Analysis Part B

The full program proposal and the UEC and SBC approvals are presented as information to APPC.

The proposal for Bachelor of Integrated Studies, Applied Management concentration was approved at Professional Studies Faculty Council on June 5, 2020, UEC Screening on September 11, 2020, and UEC on December 18, 2020. It was submitted to CWC on October 21, 2020.

On January 28, 2021, the Senate Budget Committee reviewed the Applied Management Concentration program proposal and confirmed the cost of implementation is adequately reflected in the analysis.

Program Summary:

The Applied Management concentration in the Bachelor of Integrated Studies (BIS) is designed as a 24-credit program that will provide a credential with a management focus targeted primarily to working adults who are seeking a bachelor's degree. Students may enter the program already in leadership or supervisory roles in business, agri-business, not-for-profit, public and private organizations, trades and manufacturing, transportation, service, and/or may be seeking to take their careers in this direction. Learners will be engaged in case and scenario-based learning activities that will enhance their managerial skills, knowledge, and confidence, and improve their supervisory and managerial performance.

Program Working Group:

Carl Janzen (Chair) – Interim Director, School of Business
Mary Gene Saudelli – Associate Dean, Faculty of Professional Studies

Liz Wiebe – Assistant Professor, School of Business
Susan Brown – Advisor, School of Business
Jon Thomas – Associate Professor, School of Business
Mark Breedveld (on sabbatical) - Associate Professor, School of Business

Concept Paper:

A concept paper for a Bachelor of Applied Management was approved by the UFV Board of Governors in 2015. In revising the program to an Applied Management concentration within the Bachelor of Integrated Studies, the underlying goals, outcomes and audience for the program remained consistent with what was presented in the original concept paper. A fourth extension for development of the full program proposal was granted as part of the 2020 Program Report and Plan, which was recommended for approval at the June 5, 2020 meeting of Senate and approved at the June 18, 2020 meeting of the UFV Board of Governors.

Concept Paper:

The original concept paper for a Bachelor of Applied Management program was approved by the UFV Board in 2015. In revising the program to an Applied Management concentration within the Bachelor of Integrated Studies, the underlying goals, outcomes and audience for the program remained consistent with what was presented in the original concept paper. A fourth extension was granted for the full program proposal in April 2020.



SBC MEMORANDUM

SBC Chair: Jackie Hogan

Local: 4676

SBC Assistant: Ashley Friesen

Local: 4029

TO: Dr. J. Mandigo, APPC Chair

FROM: Jackie Hogan, Senate Budget Committee Chair

DATE: February 1, 2021

RE: Applied Management Concentration

At its January 28th, 2021 meeting, the Senate Budget Committee reviewed the Applied Management Concentration program proposal. Carl Janzen, Program Working Group Chair, and Bruce Kirkley, Associate Director, Program Development & Quality Assurance, provided an overview of the program proposal and addressed questions from the committee. The following comments were noted:

- The most financially viable scenario for the program is a class size of thirty-six (36) students with twenty-five (25) domestic students and eight (8) international students for a total of thirty-three (33) students.
- The proposed program provides students with management work experience the opportunity to use their knowledge towards building a university credential in management which can ladder into a bachelor's degree.
- Based on the assessment by the program working group, including consultation with D. McGuire, Associate Vice-President, International, there is substantial evidence to support strong international interest in the program.

The following motion was moved and seconded:

THAT the Senate Budget Committee reviewed the Applied Management Concentration program proposal and confirms the cost of implementation is adequately reflected in the analysis.

CARRIED



UEC MEMORANDUM

UEC Chair: Samantha Pattridge
Phone: 4070

UEC Assistant: Amanda Grimson
Phone: 4571

TO: Dr. James Mandigo, Academic Planning and Priorities Committee Chair
FROM: Samantha Pattridge, Undergraduate Education Committee Chair
DATE: January 5, 2021
RE: Applied Management concentration, Bachelor of Integrated Studies

At its December 18, 2020 meeting, UEC voted to approve the new Applied Management concentration for the Bachelor of Integrated Studies.

Development of the Applied Management program was originally submitted as a concept paper for a Bachelor of Applied Management, and was approved by the UFV Board of Governors in 2015. In revising the program to an Applied Management concentration within the Bachelor of Integrated Studies, the underlying goals, outcomes and audience for the program remained consistent with what was presented in the original concept paper. A fourth extension for development of the full program proposal was granted as part of the 2020 Program Report and Plan, which was recommended for approval at the June 5, 2020 meeting of Senate and approved at the June 18, 2020 meeting of the UFV Board of Governors.

MEMO



To: James Mandigo, Chair, Academic Planning and Priorities Committee

From: Wenona Hall, Chair, Program Working Group

Cc: Jacqueline Nolte, Dean, College of Arts; Bruce Kirkley, Associate Director, Program Development and Quality Assurance

Date: February 8, 2021

Re: Proposed Indigenous Studies Certificate

On behalf of the Indigenous Studies Certificate Program Working Group, please accept the following attachments for submission to the February 17, 2021 meeting of the APPC:

- Program proposal for the Indigenous Studies Certificate
- Appendices for Indigenous Studies Certificate
- Memo from UEC
- Memo from SBC
- Budget Analysis Part A
- Budget Analysis Part B

The full program proposal and the UEC and SBC approvals are presented as information to APPC.

The Indigenization Committee of Senate reviewed and supported this program proposal for development in its June 7, 2020 meeting. The College of Arts Curriculum Committee approved this proposal on October 16, 2020. It was also presented for information to the College of Arts Council on October 30, 2020. The proposal was reviewed by UEC Screening on November 12, 2020 and sent to CWC on December 10, 2020.

The proposal and new courses were approved by UEC on December 18, 2020. On January 28, 2021, the SBC confirmed the cost of implementation is adequately reflected in the analysis of the Indigenous Studies Certificate program proposal.

Program Summary:

The Indigenous Studies Certificate (ISC) program proposal will assist UFV in its “indigenizing” efforts and in meeting some of the Calls to Action issued by the Truth and Reconciliation Commission (TRC). The ISC is designed to offer UFV programming that results in respectful space and place for Indigenous ways of knowing and being. This program will assist educators and others by teaching and providing the “how to” indigenize in ways that promote respect and empowerment for Indigenous peoples and Indigenous ways of knowing. This program will meet these objectives by:

- 1) bringing awareness to past and present colonial harms

- 2) strengthening Indigenous/Settler relationships
- 3) teaching proper protocol in relation to learning from and with Indigenous peoples and/or while incorporating Indigenous ways of knowing.

Program Working Group:

Wenona Hall – Associate Professor, Chair of Indigenous Studies Program (on sabbatical)

Lorna Andrews – Teaching and Learning Specialist, Indigenization

Vandy Britton – Department Head, Teacher Education Program

Robert Harding – Professor, School of Social Work & Human Services (on sabbatical)

Lolehawk Laura Buker – Assistant Professor, Indigenous Studies

Concept Paper:

The concept paper for the Indigenous Studies Certificate was approved in the 2019 Program Report and Plan at the June 14, 2019 meeting of the UFV Board of Governors.



SBC MEMORANDUM

SBC Chair: Jackie Hogan
Local: 4676

SBC Assistant: Ashley Friesen
Local: 4029

TO: Dr. J. Mandigo, APPC Chair

FROM: Jackie Hogan, Senate Budget Committee Chair

DATE: February 1, 2021

RE: Indigenous Studies Certificate

At its January 28th, 2021 meeting, the Senate Budget Committee reviewed the Indigenous Studies Certificate program proposal. Wenona Hall, Program Working Group Chair, Jacqueline Nolte, Dean, College of Arts, and Bruce Kirkley, Associate Director, Program Development & Quality Assurance, provided an overview of the program proposal and addressed questions from the committee. The following comments were noted:

- The certificate program ladders into the Indigenous Studies minor and major degree programs
- The College of Arts is in the process of hiring 1 – 2 new Indigenous faculty members; the new hires may teach courses in the Indigenous Studies Certificate so the sessional surcharge mentioned in the Budget Analysis Part A has been reduced.
- The majority of the courses required for the certificate already exist with the exception of two new courses.

The following motion was moved and seconded:

THAT the Senate Budget Committee reviewed the Indigenous Studies Certificate program proposal and confirms the cost of implementation is adequately reflected in the analysis.

CARRIED



UEC MEMORANDUM

UEC Chair: Samantha Pattridge
Phone: 4070

UEC Assistant: Amanda Grimson
Phone: 4571

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

FROM: Samantha Pattridge, Undergraduate Education Committee Chair

DATE: January 5, 2021

RE: Indigenous Studies certificate

At its December 18, 2020 meeting, UEC voted to approve the new Indigenous Studies certificate. Development of the Indigenous Studies certificate was submitted as a concept paper in the 2019 Program Report and Plan, and was recommended for approval at the June 7, 2019 meeting of Senate and approved at the June 14, 2019 meeting of the UFV Board of Governors.



MEMORANDUM

TO: APPC, UEC, SBC, Senate, Board of Governors,
FROM: James Mandigo, Provost & VP, Academic
DATE: February 10, 2021
RE: Program Suspension renewal - AME- Aircraft Structures Technician certificate

For the reasons outlined in the attached memo from Peter Geller, Interim Dean, Faculty of Applied and Technical Studies dated January 27, 2021 and as per the Discontinuance Policy (222), I have approved the suspension-renewal for the AME- Aircraft Structures Technician certificate offered through the School of Trades in the Faculty of Applied and Technical Studies. The suspension is renewed for an additional two years and is expected to be reinstated or discontinued by Fall 2023.

Attachment:

- Memo from Faculty of Applied and Technical Studies



TO: JAMES MANDIGO, PROVOST AND VP ACADEMIC
FROM: PETER GELLER, INTERIM DEAN, FACULTY OF APPLIED AND TECHNICAL STUDIES
PROGRAM: AIRCRAFT MAINTENANCE ENGINEER, STRUCTURES CERTIFICATE PROGRAM
SUBJECT: PROGRAM SUSPENSION RENEWAL
DATE: JANUARY 27, 2021

SECTION 1

Aircraft Maintenance Engineering – Structure (AME – S) certificate program, School of Trades, Faculty of Applied and Technical Studies.

SECTION 2

This is a renewal of the suspension which began September 2019. Renewal of suspension to take effect September 2021.

SECTION 3

Renewal of suspension is for an additional two years.

SECTION 4

The original rationale for suspension was long term declining enrolment coupled with poor and declining student completion rates. Given the impacts of COVID-19 on the aviation industry it is decided to continue with the suspension. Discontinuance is a likely result in 2023.

SECTION 5

No further consultation has taken place with stakeholders given the nature of the original suspension.

SECTION 6

Not applicable as there are no current students in the program. Note that any prospective students interested in the program are directed to Okanagan College which offers the Aircraft Structural Technician and Aircraft Maintenance Engineer programs.

SECTION 7

No further information is provided.



MEMO

To: James Mandigo, Academic Planning and Priorities Committee Membership (APPC) Chair

From: Secretariat office

Date: January 4, 2021

Re: Vacant Positions on APPC as of July 31, 2021

Terms of office will be ending on July 31, 2021 for the following members on APPC:

- Karin Yager, Faculty of Humanities – faculty senator
- Adrianna Bakos, Faculty of Humanities - faculty
- Lorne Mackenzie, Faculty of Professional Studies - faculty
- Derek Ward-Hall – staff
- Jobanpreet Singh Thind – student senator
- Hailey Flikkema - student

The Secretariat office will make a call to senators in early February to fill positions on APPC and other standing committees. In mid-February, expressions of interest will be sought for non-senator positions, at which time an Expression of Interest form will be made available.

Terms of office will also be ending for the following dean/associate dean positions:

- Sylvie Murray, College of Arts – associate dean
- Alastair Hodges, Faculty of Health Sciences – dean

The Secretariat office will be in communication with the Provost office on filling these positions.