

## **PUBLIC AGENDA**

### **Academic Planning and Priorities Committee**

Wednesday, April 14, 2021 - 2:30 PM  
Video-Conference

Page

#### **1. CALL TO ORDER**

##### **1.1. Roll Call, Voting Procedure, and Territorial Acknowledgement**

Assume reverse voting procedure as per the in-camera motion.

#### **2. APPROVALS**

##### **2.1. Agenda**

MOTION: That APPC approve the agenda as presented.

3 - 5

##### **2.2. Minutes**

MOTION: That APPC approve the minutes of March 17, 2021 as presented.

#### **3. BUSINESS ITEMS**

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

6 - 22

##### **3.2. New Program – Environmental Studies minor**

All other documents located here: S:\Public\UFV\info\APPC\Environmental Studies minor

MOTION: That the APPC recommend to Senate the approval of the new program, Environmental Studies minor, in Faculty of Science.

23 - 26

##### **3.3. Lálém ye mestiyexw – Indigenizing the Academy**

MOTION: That the APPC recommend to Senate approval of the plan for Lálém ye mestiyexw: Indigenizing the Academy and request that Senate provide guidance for implementing the plan and recommendations.

27 - 28

##### **3.4. Terms of Reference Review**

MOTION: That the APPC recommend to Senate Governance Committee approval of the revisions to the APPC Terms of Reference and Membership Composition as presented.

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**4. INFORMATION ITEMS**

29 - 32

**4.1. Program Suspension - Graduate certificate in Program Evaluation**

**4.2. Senate Approvals – March 19, 2021**

- Concept Paper - Bachelor of Regional and Community Planning
- New Department of Arts Studies

**4.3. APPC – In-Camera Approval – March 17, 2021**

- Psychology Program Review

**5. ADJOURNMENT**

**Next Meeting:** May 12, 2021; 2:30-4:30pm; Video-Conference



**Draft Minutes  
Academic Planning and Priorities Committee**

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

Present: James Mandigo (Chair), Emilio Landolfi (Vice-Chair), Adrianna Bakos, Amir Shabani, Bruce Kirkley, David McGuire, David Johnston, Derek Ward-Hall, Donna Alary, Garry Fehr, Gerry Palmer, Jobanpreet Singh Thind, Jon Thomas, Karin Jager, Kim Isaac, Maureen Wideman, Nicola Mooney, Peter Geller, Shelley Canning, Shirley Hardman, Sylvie Murray, Vlada Dvoracek, Melinda Saretzky (recorder), Jacqueline Nolte (guest), Margaret Coombes (guest)

Regrets: Betty Poettker, Alastair Hodges, Hailey Flikkema, Shelley Stefan, Lorne Mackenzie, Al Wiseman

**1. CALL TO ORDER**

**1.1. Roll Call, Voting Procedure, and Territorial Acknowledgement**

Assume reverse voting procedure as per the in-camera motion.

**2. APPROVALS**

**2.1. Agenda**

MOTION: That APPC approve the agenda as presented.  
Emilio/Nicola. Carried.

**2.2. Minutes**

MOTION: That APPC approve the minutes of February 17, 2021 as presented.  
Gerry/Shelley. Carried.

**3. BUSINESS ITEMS**

**3.1. Provost's Report**

James provided an update on planning to Fall 2021 regarding the new public health orders.

**3.2. Program Discontinuance – Substance Abuse Counselling certificate**

This certificate has been in program suspension since 2017 and after much consultation, it was concluded that the community could be best served with a continuing education certificate and/or specialized curriculum in the existing Bachelor of Social Work and Master of Social Work programs. It was also noted that this program would not have met the standards for the Indigenous Certificate Board of Canada.

No students will be impacted as this program is currently in suspension and no students have been enrolled since 2010.

MOTION: That APPC recommend to Senate the discontinuance of the Substance Abuse Counselling certificate in the Faculty of Professional Studies, effective Fall 2021.

Emilio/2nd Nicola. Carried.

**3.3. Proposal - Revision to Process for Approval of Associate Certificates**

The revision mirrors the same process as approving a minor. The UEC has already approved this process and is coming to APPC because of authority of concept papers. It was noted that if there is not a higher-level credential, that it would go through the usual process whereas a concept paper would be required with some flexibility if there is a closely-related program. The terminology of 'credential' vs 'program' was confirmed as defined in the Credential Policy – (64).

MOTION: That APPC approves revision of the approval process for associate certificate proposals to remove the requirement for approval of a concept paper in instances where a higher-level credential or program in a closely related area already exists.

Sylvie/2nd Nicola. Carried.

**3.4. Terms of Reference Review**

**3.5.1 Terms 1, 5, 9, 10**

A document was circulated with suggested changes and the APPC provided feedback.

All suggested changes to the Terms of Reference from each of the ad-hoc committees will be noted in the revised ToR when brought to APPC for decision.

**Academic Planning and Priorities Committee  
March 17, 2021**

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**4. INFORMATION ITEMS**

**4.1. Senate (for information) - February 26, 2021**

- Program Suspension - AME Structures
- New Program - Indigenous Studies
- New Program - Applied Management concentration

**5. ADJOURNMENT – 3:45pm**

**Gerry/2<sup>nd</sup> Jon.**

**Next Meeting:** April 14, 2021; 2:30-4:30pm; Video-Conference

# MEMO



To: James Mandigo, Chair, APPC  
From: Stefania Pizzirani, Chair, Program Working Group  
Cc: Bruce Kirkley, Associate Director, Program Development and Quality Assurance;  
Lucy Lee, Dean, Faculty of Science  
Date: March 26, 2021  
Re: Proposal for Environmental Studies Minor

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Please accept the following attachments as part of the submission to APPC for the April 14, 2021 meeting:

- the full proposal and appendices for a Environmental Studies minor within the BA, BIS and BSc.
- Recommendation to approve from UEC
- Recommendation to approve from SBC
- Budget Analysis Part A
- Budget Office memo
- UEC Screening & CWC comments and responses

The attachments are submitted on behalf of the Program Working Group.

The Faculty of Science Curriculum Committee approved the proposal on December 18, 2020. The Science Faculty Council approved the proposal on January 8, 2021.

UEC Screening reviewed this proposal on January 26, 2021 and it was posted for campus-wide consultation on February 5, 2021. The proposal was reviewed by UEC on March 26, 2021 and the Senate Budget Committee on March 25, 2021.

**Program Summary:**

The primary goal of this proposed 27-35-credit program is to increase access to structured environmental education for students across most programs at UFV. The Environmental Studies minor will utilize the core requirements of the Bachelor of Environmental Studies to:

- Deliver an interdisciplinary, critical examination of environmental issues and processes.
- Complement learning in other fields by introducing learners to applied, problem-based, and community-engaged environmental education.
- Introduce learners to multiple ways of knowing necessary for sustained and healthy relationships with local and regional environments.

**Program Working Group:**

Stefania Pizzarani, PWG Chair, Assistant Professor, School of Land Use and Environmental Change

Anna Cook, Assistant Professor, Philosophy

Steve Marsh, Associate Professor, School of Land Use and Environmental Change

Michelle Rhodes, Director, Integrated & General Studies, Transfer Partnerships, College of Arts

**Concept Paper:**

A concept paper is not required for a new minor in a program area where a major or degree is already approved.



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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:** March 30, 2021  
**RE:** Environmental Studies minor

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At its March 26, 2021 meeting, UEC voted to recommend the new Environmental Studies minor. UEC recommends that this be recommended by APPC and approved by Senate.





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**Senate Budget Committee MEMORANDUM**

SBC Chair: Jackie Hogan  
Local: 4676

SBC Assistant: Ashley Friesen  
Local: 4029

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**TO:** Dr. James Mandigo, APPC Chair

**FROM:** Jackie Hogan, SBC Chair

**DATE:** March 30, 2021

**RE:** Environmental Studies Minor

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At its March 25th, 2021 meeting, the Senate Budget Committee reviewed the Environmental Studies Minor program proposal. Stefania Pizzirani, Program Working Group Chair, Jonathan Hughes, Director, School of Land Use and Environmental Change, 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:

- There is strong enrollment in the Environmental Studies Bachelors program.
- A survey of 124 students indicated close to half of respondents would be interested in an Environmental Studies minor.
- The Environmental Studies minor would use existing courses from the Bachelor of Environmental Studies for its program.
- There are no significant budgetary implications by adding the Environmental Studies minor.

The following motion was moved and seconded:

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

**CARRIED**



Full Program Proposal

Environmental Studies Minor (for the BA, BIS, and BSc)

**UNIVERSITY OF THE FRASER VALLEY**

School of Land Use and Environmental Change

Faculty of Science

Submitted to: APPC

April 6, 2021

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**Appendices (separate)**

- Appendix 1: Comparable Programs in BC
- Appendix 2: Institutional and Program Learning Outcomes Map
- Appendix 3: Student Surveys
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- Appendix 5: Library Assessment

## Executive Summary

### **Overview of UFV's history, mission and academic goals:**

The University of the Fraser Valley is a regional teaching university that serves the Fraser Valley. The university was founded as Fraser Valley College in 1974, became the University College of the Fraser Valley in 1991, and in 2008 received university status to become the University of the Fraser Valley. In 2013, the Ministry of Advanced Education granted UFV exempt status up to the baccalaureate level. UFV's mission of "engaging learners, transforming lives, building community" supports our vision to be "a gathering place for learners, leaders and seekers" pursuing "diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond." UFV's goals are to provide inclusive learning environments for everyone; to provide opportunities for people to discover, develop and share their gifts while also recognizing and celebrating the gifts of others; and to collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond. UFV's Integrated Strategic Plan (forthcoming Winter 2021) articulates how we intend to achieve these goals.

**Credential to be awarded:** Environmental Studies minor as part of a bachelor degree program (BA; BFA; BA, Global Development Studies; BA, Criminology; BIS, BBA, BSc)

**Location:** Most of the courses are delivered on the Abbotsford campus, but a student based in Chilliwack would be able to meet most or all lower-level requirements of the minor at CEP.

**Faculty and school/department offering the program:** Faculty of Science / School of Land Use and Environmental Change

**Program start date:** Fall 2021

**Completion time:** The Environmental Studies minor will be completed as part of a four-year degree. The minor requires a minimum of 27-35, including 15-20 credits at the upper-level, and is to be completed as part of a degree program. Students are encouraged to consult an Academic Advisor early to ensure timely completion.

### **Objectives:**

The primary goal of the proposed program is to increase access to structured environmental education for students across most programs at UFV. The Environmental Studies minor will utilize the core requirements of the Bachelor of Environmental Studies to:

1. Deliver an interdisciplinary, critical examination of environmental issues and processes.
2. Complement learning in other fields by introducing learners to applied, problem-based, and community-engaged environmental education.
3. Introduce learners to multiple ways of knowing necessary for sustained and healthy relationships with local and regional environments.

### **Anticipated contribution to UFV's mandate and strategic plan:**

The proposed Environmental Studies minor is an interdisciplinary program designed to prepare learners in core skills and approaches appropriate to regional environmental education. The program draws from Arts and Sciences courses, with required lower- and upper-level courses that address multiple ways of knowing within Environmental Studies, including different Indigenous knowledges.

The program helps meet UFV's vision, mission, and values of pursuing diverse pathways of scholarship, engaging learners, and building community by drawing on existing courses offered in a range of disciplines, including Agriculture, Geography, Biology, Sociology, Communications, Philosophy, and others. Many of these courses offer experiential and community-partnered learning opportunities which further contribute to UFV's Education Plan and Strategic Goals of local-to-global inclusivity, celebrating learning, and responsive collaboration. UFV currently offers dozens of upper-level courses in environmental studies and sciences, and students will select from these for their minor. Minor students will also take some of the same core requirements shared by the Bachelor of Environmental Studies.

Combined, the core and elective courses in the minor will complement programming in other areas. This will be particularly useful for students considering education, communications, and business, where employment may draw on environmental skills and knowledge but do not typically require high degrees of specialization within environmental technology. Instead, learning in Indigenous ways of knowing, critical environmental thought, and interdisciplinarity are seen as key assets.

**Linkages between UFV's [Institutional Learning Outcomes](#), the program's learning outcomes, and curriculum design:**

The proposed minor has been developed in line with the following Program Learning Outcomes (PLOs):

- **PLO 1 Interdisciplinarity:** *Demonstrate the ability to recognize, utilize, and appreciate different disciplinary approaches to environmental challenges and relationships.*
  - connects to ILOs 6, 7, and 9
  - contributing courses: ENV 200, GEOG/CMNS 257, GEOG 111, ENV 410, GEOG 347
- **PLO 2 Critical Thinking:** *Demonstrate the capacity to think critically about difficult questions to which there are no easy answers, and to deconstruct argument related to environmental relations.*
  - connects to ILOs 2 and 6
  - contributing courses: PHIL 100, IPK 102, all upper-level requirements
- **PLO 3 Case Study Assessment:** *Identify the variables that differentiate local and regional contexts for environmental patterns and relationships. Formulate possible strategies to enhance local adaptiveness to environmental change.*
  - connects to ILOs 4, 6, and 9
  - contributing courses: GEOG 111, ENV 200, GEOG/CMNS 257, most courses in the *Society, Culture, and Environmental list*
- **PLO 4 Data Use and Interpretation:** *Identify the value and use of different types of data, including that in quantitative and qualitative forms. Demonstrate understanding of how diverse forms of information are used together to interpret environmental questions. Appropriately communicate environmental data.*
  - connects to ILOs 1, 2, 5, and 6
  - contributing courses: all required courses for this minor
- **PLO 5 Indigenous Values and Ways of Knowing:** *Understand the centrality of Indigenous land rights, knowledge, and values to creating more sustainable human-environment relationships. Critically reflect on one's relationship with Indigenous knowledges. Communicate the role of Indigenous knowledge and rights in crafting strategies to environmental needs.*
  - connects to ILOs 5, 6, and 8
  - contributing courses: IPK 102, GEOG 111, IPK 477, GEOG 331, PHIL 318, and most sections of ENV 410

- **PLO 6 Community Engagement:** *Articulate one's capacity to affect change at different scales through engagement with one's communities and communities other than one's own. Propose multiple approaches to facilitating common ground in meeting environmental needs.*
  - connects to ILOs 1, 4, 5, and 6
  - contributing courses: GEOG 111, ENV 200, GEOG/CMNS 257, ENV 410, GEOG 447, and several courses on the *Society, Culture, and Environmental list*
  
- **PLO 7 Scientific Practice:** *Demonstrate an understanding of the scientific method and its merits in environmental research. Explain different approaches to scientific inquiry and knowledge construction from both Indigenous and western knowledge systems.*
  - connects to ILOs 1 and 2
  - contributing courses: AGRI 124, AGRI 163, BIOL 106, BIOL 210, GEOG 103, GEOG 111, all courses in the *Sciences II list*

**Work experience:**

Not applicable.

**Delivery methods:**

As an interdisciplinary program, the minor relies on varied disciplinary and cross-disciplinary modes of delivery. These include work conducted in class (group projects, discussions, lecture, and debate), lab and field experiences, and on-line course delivery. Project-based learning factors heavily into courses within the program.

**Program strengths:**

The Environmental Studies minor will provide students an opportunity to build interdisciplinary environmental learning within a bachelor degree, typically in combination with another major or minor. The program is found at most institutions that offer a major or full degree in Environmental Studies and/or Sciences. UFV began offering Bachelor of Environmental Studies (BES) and Bachelor of Environmental Studies-Natural Sciences (BES-NS) degree programs in Fall 2019.

The proposed minor draws on existing courses in the BES and BES-NS and addresses many of the same learning outcomes integrated into these degrees. The proposed minor will provide students significant choice in course selection for program completion, which should increase access to the credential. Students completing the proposed minor may choose to 'green' their career pathways, e.g. in sustainable business, management, planning, or non-profit work. The proposed minor will benefit learners bound for teacher education programs (B.Ed., PDP) because, while Environmental Studies is not yet classified as a teachable subject, the environmental, decolonized, and place-based learning it will provide is essential to the new BC K-12 curriculum.

**Level of support and recognition:**

An Environmental Studies minor is a well-recognized degree program provincially, nationally, and internationally.

**Admission and transfer within the British Columbia post-secondary education system:**

Prior to declaring a Environmental Studies minor, students must have been admitted to another UFV degree program that permits the declaration of minors or extended minors, and be in good standing in that program.

Students are encouraged to formally declare entry into the Environmental Studies minor as early as possible in their university studies to facilitate advising, access to courses, and timely completion of their degrees.

Most courses in the proposed minor are transferable within the BC post-secondary system, based on existing BCCAT agreements and as published in the [B.C. Transfer Guide](#) (cf. Admission and Transfer section below, p. 9)

**Related programs at UFV or other British Columbia post-secondary institutions:**

Minor programs in Environmental Studies and related fields (e.g. SFU's Development and Sustainability minor) are available at several BC universities, including SFU, TRU, UBC, UNBC, UVIC, and VIU (see Appendix 1 Comparable Programs in BC). At the college-level, comparable environmental certificates or diploma-specializations are also common.

UFV's Bachelor degree programs in Environmental Studies were implemented in 2019-2020, but did not include a minor option. Adding the minor will build capacity in the area by increasing the opportunity for students from across the institution to add an Environment Studies component to their degree programs. Since environmental perspectives and skills are not limited to one disciplinary area, the proposed minor can be combined with many types of programs (degrees, majors) to provide greater breadth as well as further specialization. The program will also be responsive to regional environmental and sustainability issues, such as flooding in the Fraser Valley, gravel removal, agricultural land conversion, loss of biodiversity, climate change, etc., making it both complementary and distinctive within the provincial post-secondary system.

**Area/sectors of employment for graduates and/or opportunities for further study:**

Environmental employment is highly varied. Taken on its own, the minor is not sufficient for more specialized environmental careers. However, students completing an Environmental Studies minor are most likely to pursue professions where the combination of their minor program with another minor or major would be a beneficial asset. According to WorkBC's projections for British Columbia, these may include:

- NOC 2153: Urban and land use planners (1,800 workers currently employed; 520 projected job openings to 2029)
- NOC 4161: Natural and applied science policy researchers, consultants, and program officers (3,400 currently employed; 1,220 projected job openings to 2029)
- NOC 0423: Managers in social, community, and correctional services (4,000 employed; 2,360 job openings to 2029)
- NOC 4031: Secondary school teachers (18,000 employed; 7,650 job openings to 2029; note: not all job openings are specific to teachable subjects that align with Environmental Studies (e.g. Geography, Social Studies))

- NOC 4032: Elementary and kindergarten teachers (30,000 employed; 11,470 job openings to 2029; note: not all job openings are specific to teachable subjects that align with Environmental Studies (e.g. Geography, Social Studies))

In addition, Eco Canada notes a continued rise in the demand for environmental professionals (pre-Covid), including a 17% increase in employment opportunities between 2016 and 2018 alone. In addition to more specialized fields, such as water quality and natural resource management, the top sectors employing professionals with some environmental focus include manufacturing, public administration, and professional, scientific, and technical services. For example, the Environmental Studies minor coupled with a Geography degree would help students attain the skills needed for environmental technician jobs, Geographic Information Systems (GIS) jobs, urban ecology and planning jobs, and more.

The Environmental Studies minor is a particular benefit to future teachers who wish to learn more of this subject, although they cannot currently declare Environmental Studies as a teachable subject in British Columbia. Environmental *Science*, on the other hand, is identified as a teachable subject and the Environmental Studies minor would contribute to this subject area (assuming the student was a Science major). Consultation with Barbara Salingre at UFV has taken place, and she confirmed that – although not required – the Environmental Studies minor may be beneficial for students entering into the UFV BEd program. Additionally, many BEd programs in BC allow Environmental Studies courses to contribute to degree requirements (e.g., Thompson Rivers University, Simon Fraser University), so declaring an Environmental Studies minor would also contribute to the requirements of the BEd degree at these institutions. Others allow Environmental Studies to be acceptable related courses for the teaching subject of Geography (e.g., Western University in Ontario). The Province of Manitoba, for instance, requires that teachers declare at least two teachable subjects and includes Environmental Studies as an option. The standards in other Provinces is a potential indication of increasing acceptance of Environmental Studies as a teachable subject.

**Institutional contacts:**

<b>Chair, Program Working Group:</b> Dr. Stefania Pizzirani	<b>Title:</b> Assistant Professor, School of Land Use and Environmental Change
<b>Phone:</b> 604-908-8050	<b>Email:</b> <a href="mailto:stefania.pizzirani@ufv.ca">stefania.pizzirani@ufv.ca</a>
<b>Dean:</b> Dr. Lucy Lee	<b>Email:</b> <a href="mailto:lucy.lee@ufv.ca">lucy.lee@ufv.ca</a>



### Credential Recognition and Nomenclature

The nomenclature for the program – Environmental Studies – is consistent with the content of the minor, and is well-recognized by universities worldwide.

Environmental careers are highly diversified, and therefore are not subject to any widely applied certifications. For those who are planning to focus on environmental technologies or sciences, consideration should be given to the Applied Biology Technician, recognized through the College of Applied Biologists. The proposed minor meets many but not all of the requirements of this certification, although a student could choose their courses accordingly, and take additional courses beyond those required by the minor.

### Curriculum/Program Content

Lower-Level Requirements (12-15 credits)	Meets Outcomes
<p>Required</p> <ul style="list-style-type: none"> <li>• <a href="#">ENV 200</a> (4): Living within our Watershed (Prerequisite: 18 university-level credits including GEOG 111) or <a href="#">GEOG/CMNS 257</a> (3): Environment: Science and Communication (Prerequisites: One of: CMNS 125, CMNS 155, CMNS 175, or ENGL 105; plus GEOG 103 or any first-year lab science course.)</li> <li>• <a href="#">IPK 102</a> (3): Introduction to Indigenous Studies or <a href="#">PHIL 100</a> (3): Reasoning: An Introduction to Critical Thinking</li> </ul> <p>Plus, two (2) of:</p> <ul style="list-style-type: none"> <li>• <a href="#">AGRI 124</a> (3): Introduction to Horticulture</li> <li>• <a href="#">AGRI 163</a> (3): Pest Biology and Identification</li> <li>• <a href="#">BIO 106</a> (4): Ecology from an Urban Perspective</li> <li>• <a href="#">BIO 210</a> (4): Introduction to Ecology (Prerequisites: One of the following: (BIO 112 and CHEM 114, both with a C+ or better) or (BIO 111, [CHEM 110 or CHEM 113], and [two of AGRI 123, AGRI 124, AGRI 129, AGRI 163, AGRI 203, AGRI 204, or AGRI 220], all with a C+ or better).)</li> <li>• <a href="#">GEOG 103</a> (4): The Physical Environment</li> <li>• <a href="#">GEOG 111</a> (3): Environmental Issues and Strategies</li> </ul>	<p><b>PLO 1 Interdisciplinarity</b> (ENV 200, GEOG/ CMNS 257, GEOG 111)  <b>PLO 2 Critical Thinking</b> (PHIL 100, IPK 102)  <b>PLO 3 Case Study Assessment</b> (GEOG 111, ENV 200, GEOG/ CMNS 257)  <b>PLO 4 Data Use and Interpretation</b> (all)  <b>PLO 5 Indigenous Values</b> (IPK 102, GEOG 111)  <b>PLO 6 Community Engagement</b> (GEOG 111, ENV 200, GEOG/ CMNS 257)  <b>PLO 7 Scientific Practice</b> (AGRI 124, 163; BIOL 106, 210; GEOG 103, 111)</p>

Upper-Level Requirements (15-20 credits)	Meets Outcomes
<p>One of:</p> <ul style="list-style-type: none"> <li>• <a href="#">ENV 410</a> (4): Environmental Seminar (Prerequisites: 60 university-level credits.)</li> <li>• <a href="#">GEOG 447</a> (4): Aboriginal Geography (Prerequisite: 60 credit hours including 4 credits of upper-level Geography) Note: this course is undergoing revision to become a third-year Geography course and will include a change to the course title.</li> <li>• <a href="#">IPK 386</a> (3): Indigenous Worldviews of Turtle Island (Prerequisite(s): 45 university-level credits)</li> <li>• <a href="#">PHIL 318</a>: Environmental Ethics (Prerequisite(s): 45 university-level credits including 6 credits of PHIL.)</li> </ul> <p>Choose four of the following courses:</p> <ul style="list-style-type: none"> <li>• <i>Society, Culture, and Environment</i>: AGRI 371, ANTH 360, ANTH 368, ECON 352, ECON 361, ENV 330, ENV 410, GEOG 311, GEOG 312, GEOG 314, GEOG 331, GEOG 340, GEOG 360, GEOG 364, 386, IPK 401, PHIL 318, PHIL 412, PSYC 364, RLST 380, SOC 346, SOC 348, SOC 360, SOC 368 (see Note 2)</li> <li>• <i>Sciences II</i>: AGRI 311, AGRI 321, AGRI 323, AGRI 324, AGRI 327, AGRI 328, AGRI 331, BIO 310, BIO 319, BIO 419, BIO 330, BIO 335, BIO 357, BIO 370, BIO 408, BIO 409, BIO 410, BIO 421, BIO 426, BIO 430, BIO 477, BIO 497, GEOG 302, GEOG 303, GEOG 304, GEOG 307, GEOG 308, GEOG 315, GEOG 319, GEOG 335, GEOG 357, GEOG 402, GEOG 410, GEOG 419, IPK 477</li> </ul>	<p><b>PLO 1 Interdisciplinarity</b> (ENV 410, GEOG 347)  <b>PLO 2 Critical Thinking</b> (all)  <b>PLO 3 Case Study Assessment</b> (most courses in <i>Society, Culture, and Environment</i> list)  <b>PLO 4 Data Use and Interpretation</b> (all)  <b>PLO 5 Indigenous Values</b> (IPK 477, GEOG 331, PHIL 318, and most sections of ENV 410)  <b>PLO 6 Community Engagement</b> (ENV 410, GEOG 447, and several courses on <i>Society, Culture, and Environment</i> list)  <b>PLO 7 Scientific Practice</b> (courses in <i>Sciences II</i> list)</p>
<p>Note 1: Students completing a Geography major or minor cannot use more than 8 upper-level Geography credits towards their Environmental Studies minor.            Note 2: Students completing a Biology major or minor cannot use more than 8 upper-level Biology credits towards their Environmental Studies minor.            Note 3: Students completing a Philosophy major or minor cannot use more than 8 upper-level Philosophy credits towards their Environmental Studies minor.</p>	

See **Appendix 4** for calendar copy. In addition, the program learning outcomes are mapped against institutional learning outcomes in **Appendix 2**.

### Learning Methodologies/Program Delivery

The Environmental Studies minor includes a variety of courses – some required, others optional – which collectively employ a range of instructional delivery methods: in-person, lab-based, experiential learning (e.g. fieldtrips), computer labs, team taught (with two instructors), hybrid (part online, part in-person), or exclusively online (flexible learning options due to COVID-19 restrictions or otherwise). The curriculum for the proposed minor uses existing courses. Nearly all the courses are well-established and have had ample faculty preparation. A few courses are undergoing revision (e.g. GEOG 347, ENV 200, ENV 330) and are being redesigned to ensure their delivery will be accessible, reliable, and effective. There are no new courses being proposed as a part of the Environmental Studies minor.

Regarding infrastructure, UFV has sufficient lab and computer lab space to support future Environmental Studies minor students. Additionally, substantial investments have recently been made in IT infrastructure (both hardware and software) to support faculty, staff, and students during recent terms with mandatory online learning. The Career Centre at UFV also helps facilitate and implement experiential learning objectives in courses.

### Admission and Transfer/Residency

Students will apply to another UFV degree program, and subsequently register for courses in the minor. Students will need to meet the admissions requirements of the primary program in which they are enrolling.

Once in their degree program, students will need to be in good academic standing in order to declare their minor program. Residency is 50% of upper-level credits used towards the minor program.

Courses in the minor program are periodically sent out for review of transfer credit at other institutions. Transfer credits will be evaluated based on existing BCCAT agreements and in accordance with UFV's [Transfer Credit Policy \(107\)](#). The Office of the Registrar at UFV maintains a list of transfer credit agreements. Transfer credit arrangements for first and second year courses, and some upper-level courses, in BC Institutions are published in the BC Transfer Guide, available at [www.bctransferguide.ca](http://www.bctransferguide.ca).

### Faculty

Since the proposed minor is built on existing courses, current UFV faculty and instructors will be able to deliver the program to a high standard of quality and stability. The anticipated enrolment for the Environmental Studies minor is projected to be 10-20 students per year, which is unlikely to create excess demand for required and elective courses that will necessitate adding sections.

### Program Resources

UFV has the equipment, technology, and support services required to successfully operate the Environmental Studies minor. There are several labs for Biology, Geography, etc. classes, an Agricultural Centre of Excellence with greenhouses and a barn for Agricultural classes, computer labs for Geographic Information Systems (GIS) classes, and more. A Library Assessment was completed for the program (see **Appendix 5**) which demonstrates ample educational resources and student supports. UFV also has various student support services (e.g. Academic Success Centre, Indigenous Student Centre, Student Services, etc.) to help create a positive and effective learning environment, whether online or in-person.

## Program Consultation

### Student surveys

The proposed minor targets undergraduate students completing a degree other than the Bachelor of Environmental Studies (BES) or BES-Natural Sciences, who would like to integrate environmental curriculum into their program plans. The most likely audience for this program will be students in the Bachelor of Arts and Bachelor of Integrated Studies, but the minor will be open to students of other degree programs as well.

To help assess student interest in this potential Environmental Studies minor, a seven-question survey was distributed to students from various courses on September 28, 2020, and the survey was available for five days (until October 3, 2020). In total, there were 124 respondents to this survey. Around 54% (n=66) of the respondents were in a BA program (BA, BFA, BA GDS, or BA CRIM), about 11% (n=16) were in a Diploma program (General Studies, Liberal Arts, Business, CIS, etc), nearly 11% (n=13) were in a Qualifying Studies program, and nearly 10% (n=11) were in the BIS/BGS program. Other programs represented in the respondents include: BSC (n=7), BES/BES-NS (n=7), BKIN (n=2), and one student each from BBA and Agriculture (BAGSc, AgTech).

The respondents were then asked if they might be interested in an Environmental Studies minor at UFV. A significant portion of respondents (42%, n=52) indicated that they would be interested in completing this minor, while 16% (n=20) indicated that they are too close to graduation to complete this minor but that they would have been interested had it been available. 21% (n=27) of respondents were unsure if they would be interested, and 19% (n=24) were not interested. Additionally, 16 comments were received for this question with statements related to a need for more information before a decision can be made.

Of the 52 respondents who answered that they would be interested in completing this minor, 47% (n=24) were in the Arts (BA, BFA, BA GDS, or BA CRIM), 15% (n=8) were in a Diploma program (General Studies, Liberal Arts, Business, CIS, etc), 11% (n=6) were in Qualifying Studies, 9% (n=5) were in BIS/BGS, 8% (n=4) were in BSc, 8% (n=4) were in BES or BES-NS, and 2% (n=1) was in Agriculture (BAGSc, AgTech). This indicates that the majority of interest in the Environmental Studies minor is coming from Arts students.

The majority of 52 interested respondents were in their 1<sup>st</sup> and 2<sup>nd</sup> year (43% (n=23) and 19% (n=10), respectively). This shows a potential for a strong uptake of the Environmental Studies minor by students who would have ample time left in their degree pursuits to complete the associated requirements of the minor.

32% (n=17) of the 52 interested respondents were planning to become a teacher (via the BEd or PDP program). This shows that although Environmental Studies is not yet a teachable subject in British Columbia, there is a desire from future teachers to augment their degree with more environmentally-focused education.

It is estimated that approximately 10-20 students per year will register for the Environmental Studies minor. It is possible that the registration for the minor could be 30+ in the first year that it is offered.

The results of the student survey can be found in **Appendix 3**.

### **Other provincial post-secondary institutions consulted about the program**

While specific consultation did not take place with other institutions provincially about the proposed minor, consultations did take place two to four years ago during the development of two larger

credentials—the Bachelor of Environmental Studies (BES) and Bachelor of Environmental Studies-Natural Sciences.

### **Other consultation**

The program working group has conducted extensive internal consultation for proposed Environmental Studies minor. Stephen Piper (Head of Global Development Studies) indicated his support for this endeavour and believes the minor would complement a GDS major. The proposal was also presented to the GDS Program Committee meeting which also confirmed support.

Carl Janzen (Director of the School of Business) confirmed that “there are indeed commonalities between our programs. One of the key themes in Business is that of Ethics, Responsibility, and Sustainability (ERS)”. Additionally, Saeed Rahman (Assistant Professor in the School of Business) was consulted since he specializes in the ERS field. Dr Rahman is supportive of the minor and says, “I clearly see that this minor has the potential to attract those business students who would like to gain some specialist skills and knowledge on indigenous worldviews, environmental ethics, community engagement and sustainable agriculture. There is a growing demand in the job market for people with this set of skills/knowledge who can take up roles like sustainability manager or an environmental manager.” He further indicated that many business programs in Canada and elsewhere are beginning to redesign their programs to include aspects of sustainability and the environment (e.g., University of Victoria’s School of Business completely redesigned their MBA program which is now called MBA in Sustainable Innovation). The University of Waterloo’s Faculty of the Environment now offers programs that combine Business with Environmental Studies further demonstrating the growing number of academic programs where Business is blended with Environmental Studies.

Barbara Salingre (BEd Advisor and Faculty) was consulted for this minor. She stated that an Environmental Studies minor could complement a BA in a teachable subject (e.g. geography, literature, math, biology). Although an Environmental Studies minor is not required to enter the teaching program, it was stated that the teaching program is highly competitive and that students who attain minors could have an advantage. The Environmental Studies minor would serve future teachers who wish to make deeper connections with environmental knowledge in order to demonstrate a comprehensive range of skills in their classrooms. Indeed, there is evidence of Environmental Studies classes being implemented as locally developed curriculum in secondary schools in the Fraser Valley and Lower Mainland (e.g. Yale Secondary School has an Environmental Studies class; Centennial secondary in Coquitlam will launch their Experiential and Environmental Studies Academy in 2021; Langley school district offers the EDGE (Integrated Environmental Studies) program); this indicates that although Environmental Studies is not yet a “teachable subject”, it is still a useful skill set for future teachers.

Samantha Patridge (Department Head of Communications) was consulted for the minor. She stated that “the majority of students at the institution come through a CMNS course in their program and a lot of them are interested in environmental issues. This minor would pair nicely with our Professional Communications Essentials Associate Certificate.” She noted that her department is working on a CMNS major which, if approved, could be effectively complemented by an Environmental Studies minor.

Consultation with Indigenous members of faculty, staff, and community is ongoing. The Elders at UFV have been consulted about the revision of GEOG 447 (Aboriginal Geography), and they have broadly shown support for the intent of the Environmental Studies and Geography programs (i.e. they have indicated that various subjects related to these programs are important for our youth to learn – such as content related to water health, food security, land stewardship, and climate change). Additionally, Dave Schaepe from the Stó:lō Research and Resource Management Centre has stated his interest to work more

closely with the Environmental Studies program – this partnership could have particular benefits for experiential learning within both the Environmental Studies major and minor.

As the proposal undergoes internal review starting with CACC, the minor program is being sent concurrently to the Faculty of Science Curriculum Committee for consultation.

**Student Loan Program Eligibility**

Students in this program would be eligible for financial aid as long as they maintain the minimum threshold of contact hours for eligibility. Most students completing this minor will be registered full-time.

**Safety and other risk management**

Courses within the minor program are offered through multiple programs, each of which assesses risk. No perceived safety or risk concerns have been identified for the majority of courses within the minor. ENV 111, ENV 200, and some elective options include field activities and field trips with minor risks involved. These possible risks are reviewed and safety protocols identified in accordance with existing UFV procedures and UFV Policy 56.

Courses will be delivered online or on campus. Courses will not be delivered in a face-to-face, in-person format during the Covid-19 pandemic.

**Program Review and Assessment**

UFV's policy on Academic Program Reviews (Policy 189) requires that all academic programs and units normally be reviewed every five years. Program Review is the central piece in a continuous process of program monitoring and improvement. Information on UFV's program reviews policy is available [here](#).

# MEMO



To: Academic Planning and Priorities Committee (APPC)  
 From: Shirley Hardman,  
 Date: April 6, 2021  
 Re: ***Lálém ye mestíyexw: Indigenizing the Academy***

## **Background**

Since its founding in 1974, the history of the University of the Fraser Valley has been intertwined with the people and communities of S'olh Temexw. In the last 15 years in particular, UFV has endeavored to accept its role and responsibilities to be a place of learning that understands and respects that it is situated on the ancestral territory of the Halq'eméylem-speaking Stó:lō peoples. From a strategic planning perspective this included the consultation and planning from 2005-2007 that resulted in *Indigenizing our Academy: Strategic Planning Indigenous Education at University College of the Fraser Valley* and which guided the work that followed over the next decade.

There were significant successes, including the growth of the Indigenous Student Center; establishing an Elders in Residence program; launching a Bachelor of Arts Major and Minor in Indigenous Studies; hosting the national conference *Indigenizing the Academy: S'iwes Toti:lt Q'ep – Teaching and Learning Together*; the creation of the Indigenous Gathering Place at UFV's Canada Education Park campus in Chilliwack; the hiring of the Teaching and Learning Indigenization Specialist; and addressing Education for Reconciliation through the Indian Residential School Day of Learning and the exhibit, ceremonies and events surrounding the Witness Blanket exhibition.

Recognizing the work accomplished also calls to mind that much remains to be done in terms of ensuring that the University of the Fraser Valley is a place that honours and supports Indigenous knowledge, history and culture. The following report outlines the work undertaken to move forward with an Indigenization plan that underpins and supports UFV's new Integrated Strategic Plan and particularly the following strategic imperatives:

- Honour Indigenous knowledge at all touchpoints of learning (Engaging Learners / Yoystexw ye totilthet)
- Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University (Transforming Lives / Ayeqet kw'e shxwaylexws)
- Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples (Building Community / Thayt kw'e st'elt'elawtexw).

This Indigenization plan, with the Actions and Recommendations that follow, is intended to build a framework for working together effectively within the university, but also respectfully with Indigenous communities and partners to continue to Indigenize Our Academy. Guiding the plan is the vision of *Lálém ye mestíyexw*, or "House of the Peoples," which can be visualized as both a communication mechanism and a structural model for Indigenization at UFV, mirroring the Stó:lō longhouse structure. *Lálém ye mestíyexw* provides a structure for Indigenization in which people and their work come

together from their distinct areas throughout the university to strengthen their presence and relationships.

In looking at the work of Indigenization at UFV, four areas clearly emerged: Students; Relationships, Partnerships & Governance; Academic Curriculum and Programs; and Faculty, Staff and Administrators. These four areas can be seen to “build the Lalem.” They are both centres of current activity as well as areas that require further action to ensure a healthy and wholistic *Lálém ye mestíyexw*. Further emerging from the discussions and planning are the following recommendations:

1. Create an Advisory Council of Elders, Knowledge Keepers and Leaders.
2. Ensure the Indigenous Leadership position is a participant in the discussions, direction-setting, and decision-making at UFV.
3. Create an organizing structure for Indigenizing at UFV.
4. Create a communication structure for Indigenizing Our Academy.
5. Create a new position for Director of Indigenized and Indigenous Curriculum.
6. Develop the position for coordination and administrative support.

The *Lálém ye Mestíyexw* presents a much-needed structure that will allow UFV to fully embrace our commitment to Reconciliation, Indigenizing Our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples’ goals for self-determination and well-being.

**Recommended Action**

Implement the *Lálém ye Mestíyexw* and accompanying recommendations.

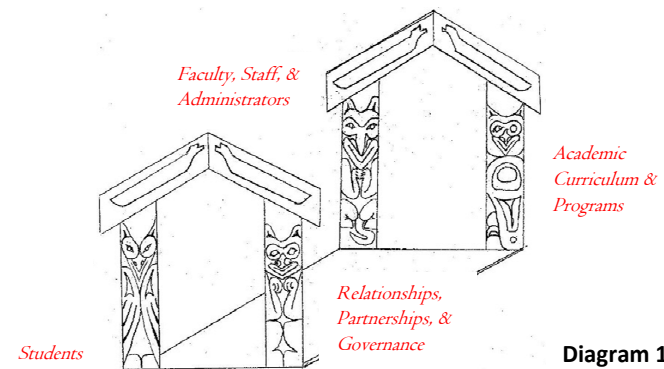
**Attached**

*The Plan - Lálém ye mestíyexw: Indigenizing the Academy*



Recommendation	Rationale
<b>Create an Advisory Council of Elders, Knowledge Keepers and Leaders</b>	An advisory council of Indigenous Elders, Knowledge Keepers, and Leaders (elected and those working in education) is crucial to doing things in an authentic way at the university, to building (and improving) relationships, and to ensuring that we are responsive to and responsible to Indigenous people's goals of self-determination and well-being in every aspect of everything we do at UFV.
<b>Ensure the Indigenous Leadership position is a participant in the discussions, direction-setting, and decision-making at UFV.</b>	Embedding Indigenous Leadership in the university is integral to the goals of Indigenizing Our Academy. Ensuring that the Indigenous Leadership position is participating at the tables in the university where discussions, direction-setting and decision-making take place will ensure the voice of Indigeneity at UFV. Taking this action embeds the Indigenous Administrative position into the body of the institution.
<b>Create an organizing structure for Indigenizing at UFV</b>	There is a significant amount of Indigenizing work taking place, this is happening across all service areas, and within all departments. Additionally, the numbers of Indigenous employees and Indigenized employees are growing. An organizing structure will provide at the very least grounding and more holistically it will provide a sense of belonging.
<b>Create a communication structure for Indigenizing Our Academy</b>	Currently the activities of Indigenizing Our Academy possess a fractured nature. The fractured nature is best described as "the left hand does not know what the right hand is doing". A strong communications structure will allow everyone involved in Indigenizing our Academy to not only be aware of all things Indigenous (on campus) but more importantly provide an opportunity to support each other's work; streamline community connections; and build a community committed to Indigenization.
<b>Create a new position for Director of Indigenized and Indigenous Curriculum</b>	The Director will coordinate relevant programming (including special projects, cohorts, and community delivery), serve as a point person for communications of all initiatives, activities, and opportunities, and oversee the Indigenization Our Academy.
<b>Create a new position for administrative support</b>	Administrative support will contribute to the important job of community engagement, support committee / advisor work, support the work of the Indigenous Leadership position, and the Director of Curriculum (R#4), and provide the logistics of all Indigenous / Indigenization communication at UFV. Note: this recommendation has already been supported.

**Lálém ye mestíyexw**



**Diagram 1**

Lálém ye mestíyexw

**Background**

This strategic vision for Indigenizing Our Academy is grounded in Board Policy 200.05: Fulfilling Our Commitment to Aboriginal Peoples and currently (2021) dovetailing with the Integrated Strategic Plan while honouring our UFV Values: letse o sqwelewel: lexwsq'eq'ostexw; st'elt'elawtexw; ey shxweli.

When inventoried Indigenous / Indigenizing activities and initiatives prove to be complex and overarching. However, the way in which these activities are coordinated and communicated within the institution are at times fragmented.

In 2017 a working group of administrators and academic leaders immersed in Indigenization met to inventory and develop a strategic plan for Indigenizing. In the fall of 2018, the working group hosted several consultations for feedback and to strengthen the vision. The results are contained in Lálém ye Mestíyexw, or "House of the Peoples" as translated from Halq'eméylem. While not an actual house or newly created department or service area the concept of the Lálém ye Mestíyexw provides both a communication mechanism and a structural model for Indigenization at UFV.

Areas and themes emerged: **Students; Relationships, Partnerships, Governance; Academic Curriculum & Programs; Faculty, Staff, and Administrators.** These themes have been used to "build the Lálém" as found in Diagram 1. Each of these themes are detailed below with Actions and Recommendations.

- Letse o Sqwelewel
- One feeling
- Integrity
- Lexwsq'eq'ostexw
- Being Together
- Inclusive
- St'elt'elawtexw
- Village
- Community
- Ey shxweli
- Everything is Very Good
- Excellence



**Students** and student learning are at the heart of what we do. Recruitment, retention, and provision of culturally relevant services for Indigenous students is a core element.

**Action:** *Strengthen the on-going collaboration between the ISC and other areas on campus.*

*Increase the ISC profile internally across disciplines and all areas of the institution.*

**Relationships, Partnerships, & Governance:** UFV has long worked and partnered with local, regional and provincial Indigenous communities and organizations. This is a significant part of our Indigenization work. However, the impact on Indigenous people is significant as they volunteer their time and expertise often in multiple areas to advise the university each semester. This is further complicated when internally we are unaware from area to area the toll on Indigenous advisors.

**Actions:** *Establish a model for community engagement*

*Create a communication structure (to ensure advisors' time is respected)*

*Establish a communication mechanism (network) for cross faculty and service area engagement and awareness of Indigenous initiatives, activities and programs that engage Indigenous community and communities.*

*Coordinate and support relevant programming, including community delivery, Indigenous cohort programs and special projects funded initiatives.*

**Academic Curriculum & Programs** encompasses the development and delivery of curriculum (courses and programs) and programming (events, workshops, and professional development activities). Development and delivery of these activities is shared by the departments, schools, and interdisciplinary programs across the institution. The Teaching and Learning Centre provides Pro-D opportunities through the Teaching and Learning Specialist (Indigenization) supports curriculum development and revision. The Senior Advisor on Indigenous Affairs advises and provides guidance and community liaison / partnership for programming for both on-campus and community delivery.

This is an area of significant growth and as we move to respond to the TRC's Calls to Action curricula, and programming are designed to educate, build awareness, and develop capacity for Indigenization and Reconciliation at UFV.

**Actions:** *Create and maintain an inventory of relevant activities, and publicize through website, social media, and other platforms*

*Create and maintain a record of Indigenized curricula. It would also be helpful to know who is teaching this (Indigenized curriculum)*

*Coordinate relevant programming, including faculty development opportunities, in liaison with Teaching and Learning, and various groups/individuals (e.g. RAN, department/school and Faculties/College)*

*Create a new position of Director of Lálém ye Mestiyexw.*

**Faculty, Staff, & Administrators** at UFV currently support Indigenous learners in all areas knowingly and unknowingly. Indigenizing emphasizes not only curriculum, but relies on faculty, staff and administrators becoming conversant in what it means to Indigenize their practice and to do this. This undertaking relies on development of the skills and knowledge needed by everyone who works, and all those who arrive to work at UFV.

**Actions:** *Develop and deliver mentorship and professional growth programs for Indigenization of faculty, staff, and administrators.*

*Ensure HR hiring practices screen for Indigenizing knowledge and practice from all applicants.*

*Provide on-going supports and educational opportunities for Indigenizing curriculum across all disciplines.*

*Provide Elders-in-Residence to be available to support instructors and departmental/Faculty events and activities.*

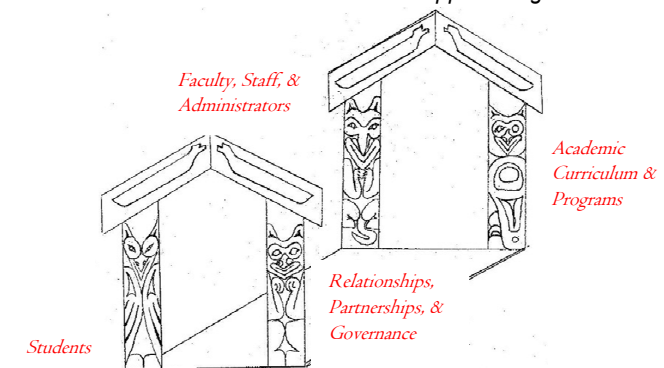
**Indigenous Faculty, Staff and Administrators** currently work across the university in various roles. There is not however a critical mass of Indigenous people working at our university. And there is limited opportunity for Indigenous colleagues to get to know one another, to work together – even on interdisciplinary or university-wide activities, and it is nearly impossible to support one another in each other's work. There are no targeted supports for Indigenous employees, no functional network of Indigenous staff and no fail safe to ensure that Indigenous employees will choose to continue their tenure at UFV.

**Actions:** *Develop policy, and processes to support targeted hiring of Indigenous faculty, staff and administrators.*

*Develop awareness of the need and cultivate support for Indigenous hiring initiatives among Deans and other administrators.*

*Recruitment of faculty, staff and administrators who are Indigenous and Indigenized; and*

*Provide Elders-in-Residence to be available to support Indigenous faculty, staff, and administrators.*





**Academic Planning and Priorities Committee  
Terms of Reference**

**RESPONSIBILITIES**

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

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. ~~Advise Senate on the planning and priorities for the establishment, renewal, and/or discontinuance of academic programs~~ Advise Senate on the establishment or discontinuance of educational programs.
3. ~~Verify program suspension and discontinuance effectively address the criteria as outlined in Policy 222- Program Suspension and Discontinuance. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.~~
4. Verify new program proposals effectively address standards and criteria for institutional and post-secondary system needs.
5. Advise Senate on the establishment or discontinuance of academic faculties of the university.
6. ~~Advise Senate on enrolment management strategies and plans. Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.~~
7. Advise Senate on the policies relating to the library and resource centres.
8. Advise Senate on policy and procedures related to educational affiliations, transfer articulation agreements, and partnerships with other , ~~and other contractual agreements with~~ post-secondary institutions, ~~and other organizations.~~
9. Advise Senate on policies and processes for the development, review, implementation, and communication of ~~educational~~ plans that support the academic priorities of the university.
10. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
11. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.
12. Review the reports and recommendations of program reviews/~~evaluations~~ and advise Senate on actions.
13. Establish such subcommittees as needed to fulfill the committee’s responsibilities.
14. Other duties as assigned by Senate.
15. Provide annual written reports to Senate.
16. Review the committee’s terms of reference and composition annually, and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.

**COMPOSITION**

**Chair**

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

**Vice-Chair**

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

**Voting Members**

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

**Ex Officio Non-Voting Members**

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

**Administrative Support**

- Office of the Provost and Vice-President, Academic

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

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



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**MEMORANDUM**

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**TO:** APPC, GSC, SBC, Senate, Board of Governors  
**FROM:** James Mandigo, Provost & VP, Academic  
**DATE:** April 6, 2021  
**RE:** Program Suspension – Graduate certificate in Program Evaluation

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For the reasons outlined in the attached memo from Jacqueline Nolte, Dean, College of Arts, dated March 22, 2021 and as per the Discontinuance Policy (222), I have approved the two-year suspension for the Graduate certificate in Program Evaluation offered through the College of Arts. The suspension is effective starting Fall 2021 and will be expected to be reinstated, at the latest, by Fall 2023. It was noted that the program working group will be working on reinstating the program for Fall 2022.

Attachment:

- Memo from College of Arts



MARCH 22, 2021

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**TO:** JAMES MANDIGO, CHAIR, ACADEMIC PLANNING AND PRIORITIES COMMITTEE

**FROM:** JACQUELINE NOLTE, COLLEGE OF ARTS

**PROGRAM:** GRADUATE CERTIFICATE IN PROGRAM EVALUATION, GRADUATE STUDIES, COLLEGE OF ARTS

**SUBJECT:**  PROGRAM REINSTATEMENT  
 PROGRAM SUSPENSION  
 PROGRAM SUSPENSION RENEWAL  
 PROGRAM DISCONTINUANCE

[SEE more detailed instructions in Program Suspension & Discontinuance Manual]

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**PROGRAM REINSTATEMENT**

- 1) Confirm the term that the program is to be reinstated for;
- 2) Provide a summary of the program’s readiness to be reinstated; (if changes to the program were made, provide UEC approval dates)
- 3) Attachments: (All supporting documents, eg. Memo from the Department)

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**PROGRAM SUSPENSION or SUSPENSION RENEWAL**

- 4) Program information (credential, department/school, etc.);

The Graduate Certificate in Program Evaluation (PREV) in the College of Arts offers a four course graduate certificate aimed at evaluating projects, policies, programs, regulations, and other initiatives in order to determine their relevance, success, and cost-effectiveness. The program offers one course per semester in the Fall and Winter semesters. Students move through the program as a cohort. There has been one graduating class in 2019-20. And there are four students that will graduate at the end of Winter 2021. The program is offered exclusively online.

- 5) What term would the program suspension would take effect;

The suspension would come into effect for September 2021.

- 6) Length of time the program is suspended for (up to two academic years);

The program would be suspended for two years, until September 2023 at the latest. The aim of the PREV working group is to have the program revised in time for an intake in September 2022, but as Covid continues to teach us, a two-year suspension will provide the option of a back-up plan should the program revisions need additional time.

- 7) A rationale for suspension that is clear and comprehensive;

To date the program has had two cohorts. Both cohorts have had 8-12 students and have never registered at full capacity. The second cohort started off with a solid number of students, but because of Covid saw a high attrition rate. This was not due to the program plan, but more to the fact that the

students were mainly working in the health care field and were called to frontline duty, which was stressful and exhausting. The students that left the program simply did not have time to continue. Four students have continued. Two students work in health care administration, one in non-profit, and one in higher-education administration. They are completing their final course now (Winter 2021). Those that left the program last winter have expressed interest in returning to the program once Covid is better under control. However, the design of the program does not allow these students to rejoin a cohort in a timely manner.

Also based on formal and informal feedback from students it has become apparent that the course content is not directly meeting their workplace training needs. The original conception of the Program Evaluation Certificate was heavily focused on public policy evaluation, however the students attracted to the program are coming from the non-profit, higher-education and applied health care field. As a result, portions of the courses do not directly relate to the work they are aiming to do. Students have also expressed that the heavy workload of each course over a semester-long stretch is challenging for students working full time in high-stress occupations. Upon reflection, there are revisions that could be made to strengthen the program to better address the context students in the program are interested in.

In addition, we have learned that students would benefit from an experiential learning component to the program (e.g., capstone or community based evaluation project). This would enhance the program by incorporating applied practice to enhance the theory components.

Currently there are only two applicants for Fall 2021, with one of those two applications incomplete. Covid is still a major barrier in recruiting students, as non-profit and health care workers are still very much consumed by the pandemic. As a result of low projected enrolment for 2021-22 this suspension is being requested so that the time can be used to revise the program to better meet the needs of the students and the work environments they are striving to engage in.

This suspension will allow the PREV faculty team to redesign the certificate to include micro-courses that stack to equal credit courses. This will help to provide flexibility for students with demanding workloads and those that are wanting to return to complete the program. This approach could also attract community employers looking for specific training in individual areas of program evaluation such as cost-benefit analysis or designing logic models without having to invest in the full cohort approach.

These revisions would serve to increase enrolment by moving away from a strictly cohort model and toward a flexible ongoing intake model. The PREV team would also like time to explore aligning the program to the Centre for Health and Social Innovation (CHASI) so that students in the PREV program could benefit from a capstone project work supervised by a faculty member with expertise in an area of evaluation that directly relates to their interests or needs. The wide variety of faculty associated to CHASI have this expertise.

Finally, the PREV faculty team originally consisted of Yvon Dandurand, Adrienne Chan, Martha Dow, Katherine Watson, and Linda Pardy. Yvon and Adrienne have retired and Katherine will be retiring this spring. Time is needed for Martha and Linda to revise and reshape the certificate, and while interest for Fall 2022 is low for this next coming year now is the perfect opportunity.

- 8) The summary of consultation with stakeholders, including Faculty Council approval date;

The notice of the suspension was presented at College of Arts Council on March 26<sup>th</sup>. There were no comments or concerns raised. Dr. Garry Fehr and the Research, Engagement & Graduate Studies Office has received a copy of this suspension request. The faculty, including one sessional instructor that has taught in the program, have been consulted. In addition, ways to enhance the program have been discussed with the current students.

- 9) A plan to accommodate students already enrolled in the program or to otherwise mitigate the effects of the suspension.

Students currently in the program will graduate at the end of Winter 2021. There is only one student to notify in terms of the program not starting again until September 2022. The need to mitigate student disruption is low.

- 10) Attachments: (All supporting documents, eg. Memo from the Department)

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**PROGRAM DISCONTINUANCE**

- 1) Program Information (credential, department/school, etc.);
- 2) The summary of consultation with stakeholders, including Faculty Council approval date;
- 3) Suggested motion:

**MOTION:**

That APPC recommends to Senate the discontinuance of the [PROGRAM] in the Faculty of [NAME OF FACULTY], effective [EFFECTIVE DATE].

- 4) Attach Program Discontinuance Proposal plus any other supporting documents.
- 5) Section III- Rationale and Section IV-Transition Plan of the Program Discontinuance Proposal document may be included in this memo or attached as a separate document.