

AGENDA

Academic Planning and Priorities Committee

Wednesday, May 12, 2021 - 2:30 PM
Abbotsford campus, Room

Page

1. CALL TO ORDER: Voting Procedure and Territorial Acknowledgment

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 April 14, 2021 as presented.

3. BUSINESS ITEMS

3.1. Provost's Report

- Strategic Planning – Key Performance Indicators (KPIs)

6 - 18

3.2. New School of Social Justice and Global Stewardship

MOTION: THAT APPC approve and recommend to Senate the formation of the School of Social Justice and Global Stewardship, Faculty of Social Sciences, College of Arts.

19 - 26

3.3. New School of Culture, Media and Society

MOTION: THAT APPC approve and recommend to Senate the formation of the School of Culture, Media and Society, Faculty of Social Sciences, College of Arts (to replace the current Social, Cultural and Media Studies Department).

27 - 30

3.4. Concept Paper - Teaching English Language Learners post-baccalaureate certificate

Rubric attached. All other documents located here:
S:\Public\UFVinfo\APPC\

MOTION: That APPC recommend to Senate the approval of the Concept Paper for the Teaching English Language Learners post-baccalaureate certificate in the Faculty of Professional Studies.

Page

31 - 34 **3.5. Program Report and Plan**

MOTION: That APPC recommend to Senate the approval of the Program Report and Plan 2021 to the Board of Governors, with the inclusion of the recommended concept paper and deadline extension.

4. INFORMATION ITEMS

35 - 37 **4.1. New Program - Civic Governance and Innovation certificate**

Cover memo, UEC Memo, SBC memo attached.

All other documents located here: S:\Public\UFVinfo\APPC\

38 - 42 **4.2. Program Review Update - Media and Communication Studies**

4.3. Senate Approvals – April 16, 2021

- Psychology Program Review
- Program Discontinuance - Substance Abuse Counselling certificate
- Program Suspension - Graduate certificate in Program Evaluation (for information)

4.4. Board Approvals – April 8, 2021

- Policy – Program Suspension and Discontinuance (222)
- Concept Paper - Bachelor of Regional and Community Planning – Mid-Cycle Review
- New Department – Department of Arts Studies

4.5. APPC – In-Camera Approval – April 14, 2021

- Human Services Program Review

5. ADJOURNMENT

Next Meeting: June 16, 2021; 2:30-4:30pm; Video-Conference



**Draft Minutes - Public
Academic Planning and Priorities Committee**

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

Present: James Mandigo (Chair), Emilio Landolfi (Vice-Chair), Adrianna Bakos, Al Wiseman, Alastair Hodges, Betty Poettcker, Bruce Kirkley, David McGuire, David Johnston, Derek Ward-Hall, Donna Alary, Garry Fehr, Gerry Palmer, Kim Isaac, Lorne Mackenzie, Maureen Wideman, Nicola Mooney, Peter Geller, Shelley Stefan, Shirley Hardman, Sylvie Murray, Vlada Dvoracek, Melinda Saretzky (recorder), Lucy Lee (Guest), Stefania Pizzirani (Guest), Shirley Hardman (Guest), Carol Dickson (Guest)

Regrets: Amir Shabani, Hailey Flikkema, Jobanpreet Singh Thind, Jon Thomas, Karin Jager, Shelley Canning

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/2nd Derek. Carried.

2.2. Minutes

MOTION: That APPC approve the minutes of March 17, 2021 as presented.
Gerry/2nd Adrianna. Carried.

3. BUSINESS ITEMS

3.1. Provost's Report

Update: Implementation of the Integrated Strategic Plan: the Key Performance Indicators (KPIs) are being reviewed by the President and the Vice-Presidents. Templates will be available for all areas to implement.

Academic Planning and Priorities Committee
April 14, 2021

Proposals will be sought and funding will be available from the Strategic Initiatives Fund (previously named Fund for Innovation Teaching) and winners will be announced at the end of summer.

Update was given on expectations for Fall 2021.

3.2. New Program – Environmental Studies minor

An overview of the new program was given and it was noted at APPC that a strong interest is expected due to a strong uptake in the current environmental studies programs. This new program offers plenty of interdisciplinary course options, and it was suggested that it will be helpful to track student interest. It also addresses UFV's mandate and strategic direction very well and may be of great interest to International students. Tracking student interest would also be useful to ensure course offerings meet the demand.

MOTION: That the APPC recommend to Senate the approval of the new program, Environmental Studies minor, in Faculty of Science.
Emilio/2nd Nicola. Carried.

3.3. Lálém ye mestiyexw – Indigenizing the Academy

The APPC recognized the amount of work that was done to bring this plan forward. The plan includes six recommendations, that include the creation of; an advisory council, organizing and communication structures, a new position to oversee indigenous and indigenized curriculum, a new administrative position, and a recommendation to ensure wide-spread consultation with indigenous leadership. It was noted that implementation of these recommendations could result in UFV to be seen as the institution of choice for both indigenous employees and students. The APPC provided feedback and recommended approval for Senate.

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.
Emilio/2nd Shelley S. carried.

3.4. Terms of Reference Review

Terms of Reference was circulated and included all suggested changes from each of the ad-hoc committees.

Thanks to everyone for following through on this extensive terms of reference review, including; Al Wiseman, Alastair Hodges, Melissa Walter, & Randy Kelley for the initial report and recommendations; Sylvie Murray

**Academic Planning and Priorities Committee
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for the workplan creation; Melinda Saretzky for keeping us on track; plus all ad-hoc committee members.

Overall, it was determined that the APPC has been very effective in advising Senate throughout the majority of its responsibilities.

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

- #7 - remove 'resource centres'

David/2nd Emilio. Carried.

Additional follow up/action items that resulted from the review:

- Follow up with the Senate Budget Committee to see how APPC can be more involved
- Changes to Library policies will flow between the APPC and the Library Advisory Committee
- Develop a new "Educational Services" policy
- Review Terms of Reference to determine if any sub-committees could be formed
- Future discussion: re: Management of Property - University Act Section 27 (2)(d) – and how APPC could be involved in advising Senate along with SBC

4. INFORMATION ITEMS

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 – 4:35pm

Gerry

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



MEMO

To: Academic Planning and Priorities Committee
From: Jacqueline Nolte, Dean of Arts
Date: April 21, 2021
Re: School of Social Justice and Global Stewardship, Faculty of Social Sciences, College of Arts

The College of Arts is proposing the formation of a new school: the School of Social Justice and Global Stewardship to be housed in the Faculty of Social Sciences. This new interdisciplinary school will bring together programs in the following areas: Global Development Studies, Latin American Studies, Indigenous Studies, Peace and Conflict Studies, and Migration and Citizenship. (The complete list of credentials that will be administered by this new School is included in Appendix A of the proposal.) The programs share a commitment to decolonization, social and environmental justice, and global and local transformation—it is on the basis of this shared vision that the proponents wish to join forces and work collectively, under one umbrella, to enhance their respective programs, strengthen programming that they have in common (e.g. internships), develop new joint curricular initiatives, and build stronger community partnerships and collaboration.

A unique element of this proposed new School is the commitment to a non-hierarchical, indigenized governance structure that will operate on a relational and consensus model. Administrative and leadership responsibilities will be divided between a school convener who will coordinate the School's committees and activities, provide administrative oversight, and represent the School on Arts-wide bodies, and program chairs, who will continue to assume program-specific responsibilities. The division of responsibilities between the convener and the program chairs is presented in Appendix B of the proposal.

As further described in the proposal attached, and to summarize, the proposed new School of Social Justice and Global Stewardship is fully congruent with UFV's mission, vision, and values, since it emphasizes diverse pathways of scholarship, community engagement, and reconciliation, reflects values of integrity, inclusivity, community and excellence, and intends to manifest radical transformation. The School will support and extend the programs' shared interests and strengths, offer a shared framework for program and curriculum development and administration, enhance community engagement and praxis. In sum, the School will become a critical space for decolonizing society, actualizing social and environmental justice, and transforming our world.

This proposal is the result of months of discussion amongst the program chairs, with the support of the Dean's office. The proposal was discussed and well received at College of Arts Heads on March 19, College Council on March 26, and by the Senior Academic Leadership Team (SALT) on April 20.

Motion: THAT APPC approve and recommend to Senate the formation of the School of Social Justice and Global Stewardship, Faculty of Social Sciences

Proposal for a New School of Social Justice and Global Stewardship

Developed by:

Lolehawk Laura Buker, Indigenous Studies (IS)
Nicola Mooney, Migration and Citizenship (M&C)
Stephen Piper, Global Development Studies (GDS)
Steven Schroeder, Peace and Conflict Studies (PACS)

Overview

We, the program chairs of Global Development Studies, Indigenous Studies, Migration and Citizenship, and Peace and Conflict Studies, wish to express an interest in, and a shared commitment to, the formation of an interdisciplinary **School of Social Justice and Global Stewardship**. We see this school as a place in which students, scholars, activists, and communities will collaborate in reimagining our world, co-creating knowledge, and enacting transformative social change in the Fraser Valley and beyond.

Moreover, we propose the formation of a such a school so as to: (a) capitalize on our shared interests and strengths, (b) share administrative, program, and teaching resources, (c) integrate courses, activities, and community engagement, and thus (d) advance our collective mission: ***Decolonizing society, actualizing social justice, transforming our world.***

a. Capitalizing on our shared interests and strengths:

Our interdisciplinary programs share common commitments to decolonization, social and environmental justice, and global and local transformation. We emphasize dialogue, engagement, and critique, we centre community and planetary well-being, and we value and champion Indigenous perspectives and ways of knowing, particularly acknowledging our obligations to the Stó:lō Nation and people of the river on whose traditional and ancestral territory we meet.

Collectively, our programs promote critical perspectives, grassroots approaches, reciprocity, equality, equity, diversity, inclusion, advocacy, activism, human and planetary wellbeing, community, intercultural dialogue, peacebuilding, reconciliation, global citizenship, earth stewardship, sustainable development, and transformative social change. Our students are leaders, advocates, and activists who develop and implement an applied skillset that is grounded in social action, applied research and academic theory. Recognizing the intersections of our programs around a shared framework for transformative social justice practice, some of our students already take some of our courses and even whole programs in tandem, notably GDS and PACS. We hope to expand on the potential for greater student engagement and participation by capitalizing on our shared commitments to social justice, global engagement and earth stewardship. We feel that becoming part of a common school will enable us to better collaborate on developing points of integration, extension, and synthesis between GDS and IS, IS and PACS, and each of the programs with M & C, which presently exists only at the graduate level, but is considering undergraduate program development. As well, area and regional studies programs

such as Latin American Studies and Indo-Canadian Studies clearly intersect GDS, IS, PACS, and M&C and as interdisciplinary programs fit within the School's framework. (A list of programs to be offered through the School appears in Appendix A).

Organizing our programs so that their individual integrity is maintained but with greater opportunities for shared courses, team-teaching, common internships, collective events, and the development of mutual community partnerships and alliances will stimulate new areas of program growth and synthesis. It will also enhance the possibilities for students to be architects of their own learning, for instance via new and creative courses, programs, and pathways. Our students would benefit from the development of new program options, the creation and elaboration of new pathways between programs, and the greater program flexibility offered by more joint and integrated course offerings. We outline some of our plans for curriculum and program development in the section on Curricular Initiatives.

b. Sharing administrative, program, and teaching resources:

We propose that working in collaboration in the framework of a school will realize certain efficiencies and thus free resources that will help us to intensify our offerings and activities. For instance, creating a number of shared course offerings (e.g. program capstones, special topics, interdisciplinary, and directed studies courses) will maximize our use of faculty resources as well as creating intellectual space for the intensification of interdisciplinary collaborations. Similarly, streamlining our program procedures and supports will free time to be directed into a more robust calendar of shared events and possibly research. (We further detail our draft budget framework in the section called Resource Implications).

While our kindred programs individually deliver important learning outcomes, they are challenged by not being attached to, organized by, and nurtured within departments. Each of our programs are presently supported in a piecemeal fashion with shared administrative support, or, have no administrative support at all. Much time and effort on the part of faculty program chairs goes into ensuring that programs are timetabled and scheduled effectively, as well as into making exceptional arrangements around the irregularities that inevitably arise given the complex and interdisciplinary nature of our programs, which require consultation across as many as 15 separate disciplines and program areas.

We feel that shared program administration would provide for regular and timely offering of elective courses and thus offer students greater choice within and throughout their programs, as well as a stronger and more reliable framework for long-term course planning. Creating a greater integration of our programs within the new School will enable greater stability and continuity for courses and programs when faced with the inevitable disruptions in program delivery posed by sabbaticals, etc. By more closely integrating our faculty, e.g. in conjoint first year and certificate offerings (as outlined in Curricular Initiatives), we will develop the capacity for greater course coverage when faculty availability fluctuates. By teaching more collaboratively, we aim to develop the capacity to substitute for each other when circumstances necessitate, as well as to offer our students more innovative interdisciplinary educational opportunities

c. Integrating courses, activities, and outreach:

We believe that integrating some of our activities will strengthen and enrich our programs as well as creating a sturdier platform for our programs' commitments to the broad goals of social justice and global stewardship. Recognizing and emerging from the cognate aspects of our programs, the School will work to create stronger frameworks for faculty collaboration and broader as well as more integrated options for student program pathways.

Our programs have relatively small numbers of faculty attached to them and are not well-supported within current department structures. Rather, they have been chaired and championed by a single faculty representative who may well have served in this capacity for a significant period of time as a 'labour of love.' Thus, our programs are vulnerable to disruption in the event of sabbaticals, illness, retirements, etc. This organization framework clearly puts student programs at risk. Being part of a school will enhance the likelihood of program continuity by ensuring program interests are served in the event of the unexpected absence of a program chair or other key faculty person. The School will provide a ready framework for support via its joint committees and through the figure of the school convenor. As well, the convenor will advocate for additional resources such as new hires across the programs. While our programs are distinct and have unique learning outcomes, and must continue to be offered as such, we also recognize that there are overlaps and synergies in faculty expertise and interests. Indeed, a number of faculty members already serve separately on several of our program committees. These areas of intersection would be enhanced by faculty being more strongly integrated into a common school, which would increase opportunities for faculty interaction, provide a framework for faculty service to be recognized in relation to the School, improve the likelihood of developing conjoint scholarly activities, and ensure program representation even in the absence of key faculty members such as program chairs at events and within partnership frameworks.

Another aspect of the School's activities will be community partnerships and collaboration. This includes initiatives such as an activist-in-residence and fellowship programs, and is further elaborated in the section on Community Engagement. Taken together, we hope that these many aspects of the integration of our programs and activities within a joint school will foster a collective approach to program growth and development, so that each program comes to have many champions, and each program chair many colleagues.

d. Advancing our collective vision:

In a world of crisis, our programs are grounded in interdisciplinarity, ethics, stewardship, and transformation, embracing a range of Indigenous and indigenized, decolonizing, postcolonial, anti-racist, anti-imperialist, feminist, humanist, peacebuilding, and critical pedagogies. We engage with the pressing questions of human social and economic development, inequality, community, reconciliation, reciprocity, peace, democracy, migration, citizenship, equity, humanitarianism, human rights, and earth renewal in both local and global contexts, as well as with the meanings, conditions, and the realization and implementation of social and ecological justice. Our students are scholar-activists empowered to

practice advocacy, leadership and participatory and sustainable development skills. We will also offer a cross-appointment and affiliate membership framework for faculty from across UFV who are working in similar areas, which again will strengthen and enhance our programs (as well as mitigating program vulnerability).

An important element of our collective vision is a commitment to a non-hierarchical, indigenized governance structure that will operate on a relational and consensus model. As such, rather than being lead by a director, our school will have a partially-released school convenor who will coordinate the School's committees (including IPECs, program review work, etc) and activities (e.g. one or more annual conferences), provide administrative oversight (e.g. ensuring that timetabling and scheduling deadlines are met), represent the School where school-appointed faculty members cannot do so, and where possible, assist in the pursuit of community partnerships and special projects. Further details can be found in the section on our *Organizational and Governance Framework*.

Curricular Initiatives

We imagine the proposed School as a collaborative and mutually-supportive framework in which to develop and grow our unique programs, at the same time as we cultivate and advance our collective vision of decolonization, social justice, and global stewardship. Our programs are both distinctive and consonant with each other. We hope to intensify the ways in which our programs are allied and aligned via the development of new curricular pathways through which students can explore and integrate our programs.

Courses

To this end, we propose to introduce two new collaboratively offered, team-taught first year courses:

- Social Justice 100
- Global Stewardship 100

These courses will provide an introduction to the themes and approaches of the School's programs to the urgent issues that face contemporary global citizens. These courses may be integrated into our respective programs, offered as electives in our programs and beyond, and combined as the basis for a new certificate credential (e.g. in justice and stewardship). We also expect that Social Justice 100 will be a particular draw since it is directly related to the BC secondary curriculum and will thus provide a direct avenue for first year exploration of our programs. We anticipate that both of these courses will draw from beyond our programs and thus we hope will create further spaces for faculty collaboration; for instance, the social response to the environmental crisis that we see as intrinsic to Global Stewardship 100 would seem naturally aligned with the interests of SLUEC.

We also plan to develop one or more courses with an explicit professional development focus, ideally in collaboration with Communications and other relevant areas, so that students are trained in grant applications, project management, report-writing, consultancy, etc. These courses may be traditional

full-semester classes, or microcredentials of some kind (e.g. in collaboration, perhaps, with Continuing Education). As well, we foresee contributing to skills development via new offerings such as:

- Activism and Ethics
- Applied Research Methods for Social Justice
- Creating Visionary Social Policy
- Grassroots Campaigning, Advocacy and Community Organizing
- Indigeneity, Stewardship, and Cultural Resources
- Indigenous Community and Economic Development
- Responding to Humanitarian Crises
- Qualitative Research Methods for Development
- The Practice of International Development (or International Development Practitioner Tools and Methods)

As well, we envision developing a number of collaborative courses in relation to the intersecting interests of our programs, and while these will have to be designed and offered in a priority sequence as resources permit, we imagine that courses might eventually be developed in areas such as:

- Belonging, Borders, and Citizenship
- Comparative Epistemologies: The Science and Politics of the Anthropocene
- Cultures of Peace and Stewardship
- Ecoanxiety and Exile: Colonization, Deterritorialization, Loss, and Trauma
- Ecologies of Hope
- Feminist and Ecofeminist Approaches to Peace and Development
- Intersectional Gender Analysis
- Postcoloniality and Decolonization
- Race, Class, and Conflict
- Radical Imaginaries and Social Change
- Refugees, Displacement, and Development
- Social and Environmental Aspects of Wellbeing
- Sustainability, Development, and Peace
- The Role of Religion in Development, Stewardship and Peace
- Truth and Reconciliation
- Gender and Global Development
- Development in South Asia
- Development in Sub-Saharan Africa
- Development in Latin America
- Environment and Development

These draft lists of potential courses are provided to give a sense of the potential intersections among the School's programs and as illustration of the possibility and promise of mutually supportive and

enriching program growth. Once the School is established, we look forward to working with the School's faculty affiliates to develop courses in these and other areas.

Programs

We also propose to develop at least one certificate program that is based on the Social Justice 100 and Global Stewardship 100 courses. This new program will include additional courses across our programs, as well as an applied, experiential course such as GDS 210 or ARTS 280, and may be an integrated certificate drawing on both social justice and global stewardship themes, or potentially, two separate certificates that might collectively be developed into a diploma or other program. We expect that such interdisciplinary initiatives would be attractive to students who wish to take a traditional disciplinary degree and to add credentials that would distinguish them in their career pursuits, e.g. in teaching, community and government work, journalism, graduate school, etc.

In order to enhance the potential for students to play a role in curating and designing their own learning, once the school is established, we will explore means of recognizing and supporting student exploration and praxis of school themes via the accreditation of student campaigns, podcasts, documentaries, etc, as well as the possibility of creating additional certificates and/or microcredentials in social justice and stewardship (e.g. in advocacy and activism skills, community development, ecological justice, etc). As well, as our extant programs undergo their routine reviews, we will actively look for means of offering greater flexibility of pathways between and across programs (e.g. by offering greater course options, hybrid and co-taught courses, considering lateral transitions, creating new laddering and scaffolding mechanisms, etc).

Community Engagement

We view community engagement as critical to effecting decolonization, stewardship, and social justice. The School, its faculty, and its students will be deeply engaged with local and global communities, whether scholarly, civic, NGO, activist, spiritual, public, etc. We anticipate deepening our relationships with community partners and allies (through initiatives such as a community fellows program and a framework for adjunct appointments), developing enhanced frameworks for student advocacy (through mechanisms such as an annual showcase and an Activist-in-Residence program), and creating spaces for both advocacy and consultancy focused on faculty expertise and providing students with internship and research opportunities.

We anticipate introducing an **annual conference or symposium** that will bring together community partners, faculty from across the institution (and perhaps in future, the region and beyond), to discuss issues, give audience to works in progress, offer workshops, develop internship, mentoring, participatory action, and research networks, and showcase our students' learning and social and stewardship interventions via presentations, posters, artwork, video, social media creations, and 'snapshots' of internship/practica (and organizing/service) experiences.

An **Activist-in-Residence** program for public/organic intellectuals would ground and contribute to this and other events: the Activist-in-Residence would lead workshops and classes (e.g. in peacebuilding, empowerment, grassroots organizing, campaign planning and implementation, negotiation and allyship, policy development and intervention), give and organize talks via their networks, have the opportunity to study particular issues and develop new platforms and frameworks for action, and contribute to building an ongoing network of regional activists affiliated with the School. A **fellowship** program is also planned. We anticipate that this initiative would require fewer resources than a fully-funded Activist-in-Residence as well as create a potential means of recognizing community partners, activists, and advocates. Additionally, we intend to develop a program for **adjunct faculty** appointments from relevant community bodies which again would facilitate collaborations between UfV and its communities, both locally and globally.

We imagine the School as a critical space of convergence, intersection, theorization, dialogue, and action. It will be an interchange where faculty, students, community members, activists, organic intellectuals, and their networks gather to work towards social change. We anticipate that there will be no shortage of themes and community partners for these initiatives, given the ongoing urgency of issues and movements such as (*in no particular order*) UNDRIP (UN Declaration of the Rights of Indigenous Peoples), the TRC (Truth and Reconciliation Commission), MMIWG (Missing and Murdered Indigenous Women and Girls), Moose Hide Campaign, Idle No More, Black Lives Matter, #MeToo, Amnesty, Salmon Nation, Via Campesina, Jai Kisan Andolan, Climate Strike Canada, and more.

Giving institutional and intellectual space and recognition to social change makers in this way will put into practice our commitment to enabling social justice and global stewardship transformations. As well, in keeping with the broad concept of schools as places of expertise, we will seek to develop and become known as a community of learning that uses an intersectional public scholarship framework that brings together research and social action.

Organizational and Governance Framework

We propose that the new School be organized non-hierarchically and operated collaboratively. Here, we take inspiration and direction from the Indigenous models articulated by Julien, Wright and Zinni (2010), Kirkness and Barnhardt (2001), and Simcoe (2015),¹ among others. We will enact and model a consensus-based, egalitarian framework for collective organization, decision-making, and leadership that emphasizes relationships and reciprocity within the School and beyond, recognizes the responsibilities inherent to our embeddedness within the natural world, and commits to practicing our

¹ Julien, Mark, Barry Wright and Deborah M. Zinni, 2010, "Stories from the circle: Leadership lessons learned from aboriginal leaders," *The Leadership Quarterly*, 21: 114-126.

Kirkness, Verna J. and Ray Barnhardt, 2001, "First Nations and Higher Education: The Four R's - Respect, Relevance, Reciprocity, Responsibility", in *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations*, eds. R. Hayoe and J. Pan, Hong Kong: Comparative Education Research Centre, The University of Hong Kong.

Simcoe, Janice, 2015, "A Circle of Aiiijaakag, a Circle of Maangag: Integral Theory and Indigenous Leadership", *Integral Leadership Review*, January/February.

shared values. At the same time, we will respect and support the diversity, unique value, and curricular autonomy of each of our programs, which will be like the distinct yet integrated and mutually sustaining branches of a tree.

Further to our four programs, the School will provide a home for a number of other interdisciplinary programs in the College of Arts. It will include area studies programs (Latin American Studies, South Asian Studies, and potentially new areas such as African Studies), other interdisciplinary programs (such as Diaspora Studies, and potentially new areas such as Religious Studies), and may also offer a future home to cognate disciplinary areas committed to interrogating and reimagining our social and material worlds (e.g. Anthropology). It is important to note that the School does not propose to become a home for all interdisciplinary programs, but rather those that are commensurate with its vision of active and transformational social change.

We anticipate utilizing UFV's cross-appointment mechanism to establish relationships with and roles for interested faculty across the College of Arts and beyond (e.g. affiliated with PARC, SASI, SLUEC, SOWK, etc). Cross-appointed faculty will contribute to the delivery and development of the School's courses and programs and serve on program and school committees. We will also have an affiliate membership framework for interested faculty whose primary service commitments are elsewhere.

The Schools' committee structure will, minimally, include Curriculum, Practica, and Events and Partnerships committees.

The key principles governing the new School include commitment to a mode of decision-making that is collaborative, cooperative, concentrates on developing harmony and fostering respect, upholds the needs and values of the community, and is consensus-based. This model is inspired by Indigenous governance and leadership models, and is holistic, relational, and egalitarian in nature. Coming together as a group will generate energy and mutual support that will advance the goals of individual programs as well as the collective vision that they share. The autonomy of the distinct programs will be respected and valued.

We have agreed upon the following internal governance structure:

- an Executive Council composed of the school convenor and program chairs
- a Council of the Whole which includes all program faculty members
- several School committees (e.g. curriculum, practica, events & community partnerships)
- individual Program Committees
- Program chairs
- a school convenor

Members of the school will include:

- appointed, cross-appointed and affiliate faculty members
- student representation on the Council of the Whole and committees
- Activist-in-Residence, Fellows, and Adjuncts, upon the establishment of these initiatives

The faculty convenor will coordinate the Executive Council and Council of the Whole, while program chairs will retain responsibility over their particular programs and maintain active program committees who are responsible for making decisions about their programs. In addition, several school committees will focus on collaborative activities across the various programs. Both the Executive Council and the Council of the Whole will meet monthly, while school committees and program committees will meet according to schedules established by their respective Chairs.

Together, the school convenor and the program chairs will take responsibility for accomplishing the operational tasks outlined in the “Departmental/Program Tasks” document, the chairs doing this for their individual programs and the convenor undertaking a coordinating role amongst them for school-level initiatives. The partially released school convenor will be selected internally from the chairs and members of the programs, and teaches within them. This will be a rotating position with a term of 2-3 years. So that responsibilities are distributed equitably, the convenor should not simultaneously serve as program chair. A tentative distribution of tasks and roles can be found in Appendix B.

Resource Implications

It is important to note that our collective programs are presently both under- and differentially-resourced. We propose that the school will mitigate some of these issues via more equitable processes as well as through greater collaboration and integration so as to enhance the growth and success prospects of all of the programs within the School. At the same time, in order to advance the school’s proposed framework of greater collaboration and integration among the programs, each must be resourced equitably.

We request funding for a full-time programs / school assistant, as well as releases for the school convenor and for each program chair of the four main programs. Besides our supplies budget, we would like standing budgetary allocations to support the annual symposium/showcase and to offer guest speakers travel funds / honoraria and provide event refreshments when we return to on-campus programming. We would also like to offer funded opportunities for student research and event involvement and request support with this, even if in kind. As well, we see the school pursuing opportunities to fund student practica. We see the school convenor as seeking partners and funding for an activist-in-residence program, which we imagine would exist at arms length from the College.

Given that collectively our programs have been, and at present remain, small and under-resourced areas within the College of Arts, we would advocate for prioritization on hiring, both tenure-track and sessional, in our program areas. This would not only concretely support delivery of our programs, but would serve to further integrate the School’s collective agenda and advance interdisciplinarity at UVF.

It is important that the School have a welcoming and substantive common physical space which we see as indigenized (architecturally, etc) in accordance with Stó:lō principles. This shared space will provide access to digital resources (computers and media equipment) and will furnish students with a home base on campus to enable student and faculty connections and School-community interaction, be a site for student organizing, service, and leadership events, and to host the Activist-in-Residence as well as the annual symposium.

Summary

The proposed new School of Social Justice and Global Stewardship is fully congruent with UFV's mission, vision, and values, since it emphasizes diverse pathways of scholarship, community engagement, and reconciliation, reflects values of integrity, inclusivity, community and excellence, and intends to manifest radical transformation. As we have outlined, the School will support and extend our shared interests and strengths, offer a shared framework for program and curriculum development and administration, enhance community engagement and praxis. In sum, our School will become a critical space for decolonizing society, actualizing social and environmental justice, and transforming our world.

Appendix A: List of Programs to be included in the new School

GLOBAL DEVELOPMENT STUDIES –

BA in Global Development, GDS Minor and Extended Minor in BA

INDIGENOUS STUDIES –

Major and minor in BA

Indigenous Maps, Films, Rights, and Land Claims Associate Certificate

Other IS Arts-based programs:

Indigenous Academic Success Cohort (IASC)

Aboriginal Culture and Language Support Diploma

Stó:lō Studies — certificate

LATIN AMERICAN STUDIES –

Minor and extended minor in BA

Associate of Arts, International and Development Studies option

MIGRATION & CITIZENSHIP –

Graduate certificate and diploma

PEACE & CONFLICT STUDIES –

Major and minor in BA

Mennonite Studies certificate

OTHER INTERDISCIPLINARY PROGRAMS –

Diaspora Studies certificate

Indo-Canadian Studies certificate & proposed South Asian Studies minor

Appendix B: Tentative Breakdown of Tasks and Roles Between Convenor and Program Chairs

The convenor, taking direction from the Executive Council, and with the assistance of the school assistant, will:

- Facilitate meetings of the Executive Council and the Council of the Whole
- provide school-level planning and administrative oversight, liaising between the School, individual program chairs, the College of Arts, and other UFV offices/departments (e.g. on annual enrollment plan, timetabling/registration, school budget);
- assist programs and program chairs in planning their course offerings and strengthening their enrolments;
- promote student success and handle misconduct and student complaints;
- support faculty and students in their research and scholarship activities;
- coordinate the development of and shepherd joint initiatives related to curriculum (e.g. Social Justice 100 and Global Stewardship 100 courses) through institutional processes;
- coordinate the implementation of new programs (e.g. M & C);
- coordinate hiring in consultation with program chairs;
- encourage interdisciplinary initiatives amongst the programs in the School and with programs in other areas;
- promote and report on School contributions to the Integrated Strategic Plan;
- advocate for School resources (e.g. contributions to events, space planning);
- coordinate the annual conference and other School events;
- facilitate community engagement, partnerships, and external funding opportunities in collaboration with program chairs and affiliate faculty;
- represent the School at the Heads table.

Program chairs will:

- facilitate meetings of individual program committees;
- provide student support and oversee program-related student needs, e.g.
 - approve program exceptions, DS/IS courses, practica, study tours, etc;
 - liaise with advisers and other UFV offices;
 - assess program and course articulation and transfer;
 - liaise with related programs at other institutions, e.g. on potential collaborations;
- create and maintain a program-specific External Program Advisory Committee;
- take a senior role in the planning, coordination, and oversight of program reviews, curriculum and program development, and course and program changes;
- oversee hiring of program specific faculty and supervision/mentoring of program-specific sessional instructors;
- engage in program promotion;
- liaise with community partners;
- represent program at the Heads table (optional).



MEMO

To: Academic Planning and Priorities Committee
From: Jacqueline Nolte, Dean of Arts
Date: April 21, 2021
Re: School of Culture, Media and Society, Faculty of Social Sciences, College of Arts

The College of Arts is proposing to transform the Social, Cultural and Media Studies (SCMS) Department into the School of Culture, Media and Society (also SCMS).

The Department has functioned as a multidisciplinary unit since its inception, and includes the disciplines of sociology, anthropology, and media and communication studies. The opportunity to become a School has led the unit to reimagine new ways that they can draw from all these disciplinary areas in new and innovative ways to enrich the experience of students and better deploy the social sciences to help address the social, economic, environmental, and political challenges of our time.

The shared vision articulated as part of this move to becoming a school is guided by three goals:

- (1) To cultivate teaching models that simultaneously support critical thinking, collaborative teaching, and experiential/applied learning in a manner that supports the needs of all students, including international students;
- (2) To cultivate interdisciplinarity within our courses, programs, and the university;
- (3) To cultivate community and inclusivity—among our students, within our university, and between our School and the communities we serve.

In addition to these three goals, the School will focus its academic efforts and growth around four substantive themes, which in turn will underpin the School's Learning Pods/Learning Communities:

- (a) Inequalities, Power and Politics;
- (b) Culture, Media and the Digital Society;
- (c) Community Health and Wellness;
- (d) Everyday Life, Identity and Knowledge.

Underlying these goals and themes will be a drive towards decolonization, openness and support for diversity, and an appreciation of intersectional experiences. Likewise, the School is committed to integrating the teaching of research methods and cultivating student opportunities for conducting research and other scholarly projects throughout the School.

Through all of its activities, the School will enhance students' abilities to:

- Think critically and deconstruct existing approaches to social/cultural issues;
- Identify their own biases and positionality, including the colonial, power-inflected, hierarchical lens they may employ;
- Develop job-related skills;

- Be engaged members of society, advocating for themselves and their communities;
- Explore and engage in developing answers to complex, important, pressing questions/debates like housing shortages, increasing wage gaps, climate change, systemic racism, an aging population, symbolic and physical violence towards Indigenous and LGBTQ+ peoples, and appropriate responses to global health concerns.

The new school will be structured around a Director model, each disciplinary area will maintain its own caucus/circle, learning pods will bring faculty together around the four themes, and project leaders will be designated to complete specific projects or initiatives, as prioritized by the school.

The School proponents remain open to including other Social Science program areas should they wish to join at a later point.

Please see attached the full proposal.

This proposal was discussed and well received at College of Arts Heads on March 19, College Council on March 26, and by the Senior Academic Leadership Team (SALT) on April 20.

Motion: THAT APPC approve and recommend to Senate the formation of the School of Culture, Media and Society, Faculty of Social Sciences (to replace the current Social, Cultural and Media Studies Department)

Proposal for Converting Social, Cultural and Media Studies Department into the School of Culture, Media and Society

Proposed Action

Transform the Social, Cultural and Media Studies (SCMS) Department into the School of Culture, Media and Society (also SCMS).

Rationale for action

We see the present moment as a turning point. The world is changing, along with the universities within it. Likewise, SCMS is also going through a period of growth and regeneration. In addition to experiencing a number of retirements and hirings, we are in the process of re-envisioning who we are, how we relate to one another, and what we would like to do. SCMS has operated as a multidisciplinary department since its inception. This configuration has served several purposes, but also presented constraints and challenges. We see our transformation from a Department into a School as a means for resolving some of these concerns while also allowing us to become something new. In doing so, we see that becoming a School will enable us to achieve more of our potential.

There are many opportunities for synergistic growth and development within Sociology, Anthropology, and Media and Communication Studies. Every day raises new questions about “fake news”, reports of increased surveillance, and growing invasions on our personal data. Every day we individually have to question what the new norms are for interacting with others whom we encounter in public spaces and for organizing our work lives, as well as the implications of all of this for us and society more broadly. We are witnessing a world where the ways in which people connect are rapidly changing, regional and global priorities are shifting, ecological conditions are becoming increasingly unpredictable, political leanings are more polarized, demographic profiles around the globe are changing, mediated communication and digital technology are actively restructuring what we do, racism and other forms of discrimination persist and pervade everyday life, Indigenous languages are disappearing, and cultures are transforming before our very eyes. These changes have serious implications. Likewise, there are reasons for celebration: new forms of media represent new forms of power and potential for citizens, a number of social movements are gaining ground, and many Indigenous cultures are experiencing a resurgence. While core critical theories and methods for understanding society remain, the rapid development of new technologies, increasingly globalized systems of power, transportation, and information mean that the very fabric of our world is in flux, requiring new theories, knowledge and methods for understanding.

We see our disciplines as crucial in providing critical insights into major social problems. The creation of the School will position us well for providing students with the resources they need to navigate this complex and ever-changing world. Under the auspices of a School, we would have the ability to build resources and student-based experiences that allow us to draw from all these disciplinary areas in new and innovative ways. This School can embrace the social sciences in understanding and consequently contributing to the imagining and actualizing of social change. In doing so, our teaching, scholarly work and graduates will be able to help address the social, economic, environmental, and political challenges of our time.

The Plan

As a department, we operate as a collection of disciplinary areas housed together. As a School, we will have a shared vision that we work towards as a collective. Our plans, outlined below, will allow us to re-align from a body of scholars with complementary interests who work together to something bigger than our disciplinary parts and pieces.

The School will be guided by three goals:

- (1) To cultivate teaching models that simultaneously support critical thinking, collaborative teaching, and experiential/applied learning in a manner that supports the needs of all students, including international students;*
- (2) To cultivate interdisciplinarity within our courses, programs, and the university;*
- (3) To cultivate community and inclusivity—among our students, within our university, and between our School and the communities we serve.*

In addition to these three goals, we will be focusing our academic efforts and growth around four substantive themes:

- (a) Inequalities, Power and Politics;*
- (b) Culture, Media and the Digital Society;*
- (c) Community Health and Wellness;*
- (d) Everyday Life, Identity and Knowledge.*

Each of these four themes will underpin one of our Learning Pods (our version of Learning Communities related to each of these areas).

Underlying these goals and themes will be a drive towards decolonization, openness and support for diversity, and an appreciation of intersectional experiences. Likewise, we will be integrating the teaching of research methods and cultivating student opportunities for conducting research and other scholarly projects throughout the School.

Through all of its activities, the School will enhance students' abilities to:

- Think critically and deconstruct existing approaches to social/cultural issues;
- Identify their own biases and positionality, including the colonial, power-inflected, hierarchical lens they may employ;

- Develop job-related skills;
- Be engaged members of society, advocating for themselves and their communities;
- Explore and engage in developing answers to complex, important, pressing questions/debates like housing shortages, increasing wage gaps, climate change, systemic racism, an aging population, symbolic and physical violence towards Indigenous and LGBTQ+ peoples, and appropriate responses to global health concerns.

Benefits to the College of Arts and UFV more broadly

Social Research Certificate: One curricular development we intend to pursue is a Social Research Certificate. This will be an expansion of our existing Social Research Concentration that exists within the Sociology Major. At present, the Research Concentration is an opportunity for students to learn a number of methods and methodological approaches, including first-person, hands-on experience with conducting their own research project in which they collect and analyze their own data. Our hope is to broaden this initiative, making it more of a shared certificate within the College of Arts. By this, we mean that it will not only be accessible to students outside the Sociology Major, but include the courses and participation of faculty from other disciplines, departments and schools. The most obvious place to start is within SCMS, with Anthropology and Media and Communications Studies. An example from the College of Arts would be the History Department, which is developing Micro-Credentials around historical methods. It would be exciting if we could have conversations about how these two initiatives could complement each other. Even if this is not feasible, then it would still be beneficial to see if History (and/or Political Science, Criminology, Psychology, Economics, GDS, Indigenous Studies, PACS, SOCA, or anyone else) would be interested in offering a research-based course that could contribute to the Certificate. This Certificate supports all three of our goals stated above.

Working with Centres and other UFV Programs: In alignment with all three goals, we will also be actively seeking to strengthen connections between the School, other UFV programs, and UFV's Centres and Institutes. This will be cultivated through a variety of means, including faculty and student involvement in research projects and other initiatives spearheaded and facilitated by these Centres and Institutes. In doing so, we aim to support their activities and efforts while also enhancing the opportunities available to our faculty and students. For example, the Community Health and Social Innovation (CHASI) Hub, directed by Dr Martha Dow, directly partners with community organizations within and beyond UFV and the Fraser Valley. The projects that CHASI is involved in are data-driven and focused on knowledge dissemination. Other Centres, Institutes and programs are also involved in community-based activities and real-world problem-solving. The Peace and Reconciliation Centre is a good example, as it includes a number of initiatives, fellowships and funding opportunities for work related to social justice and community-building. Collaborating with UFV's Centres, Institutes and programs thus represent opportunities for our faculty and students to become involved in community-related experiential learning assignments, internships, knowledge-dissemination exhibits, outreach workshops, and other activities, without the School itself having to initiate or develop these initiatives.

Become A Model for Interdisciplinarity: Integral to what we hope to do is build on our existing potential for increased interdisciplinary. We recognize this is something many of us are trying to do with

limited success so far. Our goal is to develop practices that make meaningful inroads into fostering interdisciplinarity, with the hope that we will be able to act as role models in this regard. We already have a number of cross-listed courses and faculty interested in interdisciplinary team teaching. We will be reflecting on our existing practices and expanding upon these practices considerably. We have a number of approaches we will explore to achieve this, including: collaborative/team teaching, working cooperatively with Centres and Institutes that are addressing “big world” questions, developing the Social Research Certificate, engaging in interdisciplinary School-based community-building initiatives, and using Learning Pods (i.e. Learning Communities) that are grounded in each of our four themes identified above.

Revised Structure

Organized and resourced as a School, the plans outlined above can become possible. The School will be structured so as to include:

- **A Director;**
- **An Administrative Assistant;**
- **Three major disciplinary areas** (Sociology, Anthropology, and Media and Communication Studies), **each with its own caucus/circle;**
- **Smaller program areas** (e.g., Women’s Studies);
- **Four Learning Pods**, each of which will be grounded in one of the School’s four themes;
- **Ad hoc project leaders**, assigned to specific School-related projects;
- **Student work-study positions** to assist with student-related community-building efforts.

In this revised structure, **the Director** will be more appropriately released to support multi- and interdisciplinary scholars and programming. At present, the Head of SCMS is responsible for overseeing a large number of programs and program areas. Doing this well is more than challenging. The limited-release structure often results in the Head making difficult choices about which program areas they spend their time supporting (and which ones they cannot support as fully). Likewise, attending to the needs of multiple discipline-based programs requires that more administrative time be dedicated to a large number of program reviews. These challenges cannot be adequately managed with the number of releases presently supplied for an SCMS Department Head.

SCMS already has **discipline-based caucuses**. These caucuses (or, for Anthropology, “a circle”) provide a forum for program areas to discuss issues related to their particular curriculum, teaching rotations, and any other disciplinary concerns and initiatives. This structuring will continue.

In addition, we will have **four Learning Pods**. Each Learning Pod will be rooted in one of our four thematic areas. The Pods will actively work to foster innovative and interdisciplinary curricula, collaborative teaching and research opportunities, special events, and interdisciplinarity in relation to the thematic area. We are interested in creating Affiliate positions for the School, in which faculty from other areas of UFV can form a structural alignment with one of our Learning Pods. This will enable us to have richer and more interdisciplinary discussions while also providing a mechanism for institutional

recognition of service for Affiliate members through their official alignment with a Learning Pod. Those interested in more informally joining our Learning Pods will also be provided with opportunities to do so. Learning Pods will also coordinate their efforts with UFV's Centres, Institutes, and complementary programs, in efforts to support and build on their activities.

To enable us to achieve our three goals, we will be undertaking ongoing **ad hoc School-based projects** such as developing a series of talks or other initiatives related to one of the Learning Pods, or creating a structure that allows for easy integration of Centre-based projects into School courses and other student learning opportunities. Many of these projects will require a **project leader**. We will pursue opportunities for financial compensation or releases to faculty members assigned to oversee the completion of ad hoc projects/initiatives when it is determined that this leadership exceeds regular service work. Projects to be completed in any given year will be determined and assigned a project leader in a transparent and equitable manner. This will occur either by a process involving all members of the School or a subcommittee that adequately represents the diversity and interests of the School (e.g., a subcommittee composed of one or two members from each disciplinary area or Learning Pod). Project ideas will be assessed in terms of importance and priority for completion.

Finally, we should also make it clear that we remain open to including other Social Science program areas within our School should they wish to join us. Likewise, there are a number of smaller program areas that currently exist within SCMS (e.g., Latin American Studies, India-Canada Certificate, Diaspora Certificate, and Women's Studies courses). At present, it seems likely that most of these program areas will be moving to a different School—a School that is still in the process of being created. Should this other School not come to fruition, these smaller program areas are more than welcome to join us in the School of Culture, Media and Society.

Conclusion

In closing, we envision an exciting period of growth and transformation for those of us in SCMS. We are hopeful that we will have the opportunity to see this vision realized into something concrete beyond this proposal.

Appendix: Current SCMS programs

SCMS currently houses the following programs and course areas:

- Anthropology Extended Minor
- Anthropology Minor
- Associate of Arts Degree—International and Development Studies option
- Diaspora Studies Certificate
- Essentials of Journalism Certificate
- India-Canada Certificate
- Latin American Studies Extended Minor
- Latin American Studies Minor
- Media and Communications Studies Associate of Arts
- Media and Communications Studies Extended Minor
- Media and Communications Studies Minor
- Media Literacy Associate Certificate
- Sociology Extended Minor
- Sociology Major
- Sociology Major: Research Concentration
- Sociology Minor
- Sociology/Anthropology Major
- Women’s Studies

**RUBRIC FOR ASSESSING CONCEPT PAPERS
ACADEMIC PLANNING AND PRIORITIES COMMITTEE (APPC)**

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

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

Summary Description of Program		YES	NO	Somewhat
A.	Is the title appropriate for the program?			
	Is the credential being offered at the appropriate level? (graduate or undergraduate)			
B.	Is the number of credits consistent with the type of credential being proposed? (cf. 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?			
F.	Program Summary			
	a. Are the goals of the program clearly articulated and achievable?			
	b. Are the program learning outcomes clearly and sufficiently articulated?			
	c. Does the proposed curriculum indicate sufficient breadth and depth to deliver the intended learning outcomes?			
COMMENTS:				

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

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

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

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

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

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

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

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

2021 Program Report and Plan

**Academic Planning and Priorities Committee of Senate
University of the Fraser Valley**

Report compiled by the offices of:
Provost and VP Academic
Program Development and Quality Assurance
Institutional Research and Integrated Planning

A. Progress on UFV Approved New Programs

	Senate Approval	Ministry Approval	Start Date
College of Arts			
Bachelor of Arts, Spanish minor	May 2020	Exempt	September 2020
Indigenous Studies certificate	February 2021	Exempt	September 2021
Faculty of Science			
Applied Bioinformatics certificate	April 2020	Exempt	September 2020
Faculty of Professional Studies			
Bachelor of Business Administration, International Business major & minor	January 2020	September 2020	September 2021
Bachelor of Integrated Studies, Applied Management concentration	February 2021	Exempt	January 2022

B. Programs in Development

	Concept Paper (Senate Approved)	Proposed Approval Date Full Program Proposal (at Senate)
Faculty of Access and Continuing Education		
Civic Governance and Innovation certificate	June 2020	May 2021
College of Arts		
Communications major	June 2020	January 2022
Halq'eméylem graduate certificate and diploma	June 2019	Original: January 2021 1 st Extension: April 2022
Intercultural Studies associate certificate	June 2020	March 2022
Freelance Multimedia Journalism minor and extended minor	June 2020	March 2023
Faculty of Professional Studies		
Professional Sales minor	N/A	October 2021
Technology, Innovation, & Society graduate certificate	June 2020	February 2022
Faculty of Science		
Environmental Studies minor	N/A	May 2021

C. Proposed Concept Papers

Faculty of Professional Studies	Proposed Senate Review Date
Teaching English Language Learners post-baccalaureate certificate	June 11, 2021
Faculty of Science	
Bachelor of Regional and Community Planning	March 19, 2021 (Senate approved)

D. Programs Recently Discontinued or Suspended

Discontinued	Board Approval
Substance Abuse Counselling certificate	May 2021
Suspended	Effective
Management Post-baccalaureate certificate	September 2021
AME – Aircraft Structures certificate	September 2021
Master of Arts (Criminal Justice)	September 2021
Graduate certificate in Program Evaluation	September 2021

E. Program Reviews

Program Reviews Completed	Completion Date
Psychology (College of Arts)	April 2021
Modern Languages (College of Arts)	January 2021
Latin American Studies (College of Arts)	September 2020
Program Reviews (2020/21) - In Progress	Site Visit
Adult Basic Education (Faculty of Access & Continuing Education)	May 10 & 11, 2021
Bachelor of Integrated Studies (College of Arts)	May 18 & 19, 2021
General Studies Diploma (College of Arts)	May 20 & 21, 2021
Information Studies (Faculty of Professional Studies)	Deferred
Sociology (College of Arts)	May 27 & 28, 2021
Program Reviews (2019/20) - In Progress	Expected Completion
English Language Studies (Faculty of Access and Continuing Education)	Senate – June 2021
Human Services (Faculty of Professional Studies)	Senate – June 2021
Social Work (Faculty of Professional Studies)	Professional accreditation deferred due to COVID-19

Chemistry (Faculty of Science)	Site visit: Postponed to May 2022
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Program Reviews (2016/17) – In Progress	Expected Completion
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Electronics Common Core (Faculty of Applied and Technical Studies)	Pending
Architectural Drafting (Faculty of Applied and Technical Studies)	Pending

F. Program Review Progress Reports

Progress Reports – Completed

Senate

Mathematics and Statistics	September 2020
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Progress Reports – In Progress

Expected Completion

Biology	May 2021
Child Youth and Family Studies	May 2021
Geography and the Environment	May 2021
Graphic and Digital Design	May 2021
History	May 2021
Kinesiology	May 2021
Media and Communications Studies	May 2021
Applied Business Technology	June 2021
Global Development Studies	August 2021

G. Departmental Information

See next page for historical department data from 2017/2018-2020/2021

MEMO



To: James Mandigo, Chair, APPC
From: Carolyn MacLaren, Director, Continuing Education; Michelle Rhodes, Director, Integrated & General Studies, Transfer & Partnerships; Co-Chairs, Program Working Group
Cc: Sue Brigden, Dean, Faculty of Access and Continuing Education; Bruce Kirkley, Associate Director, Program Development & Quality Assurance
Date: April 28, 2021
Re: New Program Proposal: Civic Governance & Innovation Certificate

On behalf of the Civic Governance & Innovation Program Working Group, please accept the following attachments for submission to the May meeting of APPC:

- Civic Governance & Innovation certificate proposal
- Civic Governance & Innovation certificate calendar copy
- Civic Governance & Innovation certificate appendices
- Budget Analysis Parts A and B
- Memo from UEC
- Memo from SBC

As the final step in UFV's approval process for new programs with approved concept papers, the proposal is submitted to APPC and Senate for information.

On March 26, 2021, UEC voted to recommend approval of the Civic Governance and Innovation certificate program.

On April 22, 2021, SBC voted to confirm that the cost of implementation is adequately reflected in the budget analysis.

Program Summary:

This 18-credit certificate consists of six credited courses that examine dimensions of political culture, innovation, and best practices in local governance. The target audiences for this program are current or future municipal employees, primarily in the Fraser Valley, as well as members of the public interested in investigating changemaking in local government systems. The courses within this certificate emphasize applied learning within local government contexts and the completion of capstone projects designed for continued use or consumption. The program has been developed in collaboration with the City of Abbotsford.

Program Working Group:

Michelle Rhodes (Co-Chair) – Director, Integrated & General Studies, Transfer & Partnerships
Carolyn MacLaren (Co-Chair) – Director, Continuing Education
Chris Campbell – Department Head, Adult Education
Larissa Horne – Experiential Learning Coordinator, History

Concept Paper:

The concept paper for the Civic Governance and Innovation certificate was approved in the 2020 Program Report and Plan at the June 18, 2020 Board meeting.



SBC MEMORANDUM

SBC Chair: Jackie Hogan
Local: 4676

SBC Assistant: Ashley Friesen
Local: 4029

TO: Dr. J. Mandigo, Academic Planning & Priorities Committee Chair
FROM: Jackie Hogan, Senate Budget Committee Chair
DATE: April 27, 2021
RE: Civic Governance and Innovation Certificate

At its April 22nd, 2021 meeting, the Senate Budget Committee reviewed the Civic Governance and Innovation Certificate program proposal and budget analysis. Carolyn MacLaren, Director, Continuing Education and Program Working Group Co-Chair, and Michelle Rhodes Director, Integrated & General Studies, Transfers & Partnerships and Program Working Group Co-Chair, provided an overview of the program proposal and addressed questions from the committee. The following comments were noted:

- City and municipal employees are encouraged and supported to take programs on civic governance; this provides a strong base for enrolment demand for the program
- Good to see the collaboration between the university, municipal experts and community partners to meet an identified need
- The program has a flexible delivery model which makes it attractive for students

The following motion was moved and seconded:

THAT the Senate Budget Committee reviewed the Civic Governance and Innovation 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: March 30, 2021

RE: Civic Governance and Innovation certificate

At its March 26, 2021 meeting, UEC voted to approve the new Civic Governance and Innovation certificate.



MEMO

To: James Mandigo, Provost and VP Academic
From: Jacqueline Nolte, Dean, College of Arts
CC: Chantelle Marlor, Department Head, SCMS; Linda Pardy, Associate Dean, Students, College of Arts; Bruce Kirkley, Associate Director, Program Development and Quality Assurance
Date: 2021-05-05
Re: Media and Communication Studies (MACS) Program Review Progress Report

The Media and Communication Studies (MACS) program went through a Program Review in 2018-19. Through that process ten recommendations were made. This report outlines the progress made towards addressing these recommendations. It is divided into three sections: 1) an overview; 2) the status of each recommendation; and 3) next year's work plan.

Overview

Following the program review, MACS caucus meetings were established to review the recommendations. The department also started the process of meeting with the School of Creative Arts (SOCA) to open discussions related to FILM and service courses. Through these meetings MACS realized the scope of the work ahead of them. On December 16, 2019 the department head, MACS faculty, and Associate Dean, Students (College of Arts) met to review the progress the MACS caucus had made towards addressing the recommendations and to create a work plan.

Several action items were established. These were:

- Develop a plan to address the program review recommendations.
- Explore how MACS could be re-packed or reframed to provide additional core competency courses to various programs and disciplines and/or provide growth opportunities for MACS.
- Develop a new media literacy course that would meet core competencies in the BA and BIS, but also provide much needed knowledge and skill development for the Diploma in General Studies students.
- Consider the use of the name Communication in relationship to the confusion that often results both with students and in terms of mandate creep with UFV's Communication department.

While the program review recommendations were explicit, they also resulted in the MACS faculty having to address concepts related to the program's identity and purpose before several of the recommendations could be authentically addressed. The Associate Dean volunteered to provide support with tasks related to program identity and curriculum renewal.

In the Fall of 2020, the group conducted an environmental scan of similar programs in Canada and US. Through this scan, curriculum, faculty job descriptions or postings, websites, and marketing materials were compared and contrasted. An inventory of similar program names was collected and a review the International Association for Media and Communication Research's (IAMCR) sections and working groups was conducted. <https://iamcr.org/s-wg> The purpose of this work was to inform an ideation process.

The Ideation Process

The ideation process started with MACS faculty engaging in a brainstorming session using Padlet. Following the brainstorm session, the faculty met with the Associate Dean to work through the following guide questions:

- What makes MACS different from CMNS?
- What opportunities exist for MACS?
- What makes MACS different from MEDA?
- What other areas could MACS support?

Through discussion and additional research these questions were addressed and key opportunities for MACS were identified. Examples of these opportunities include:

- Position MACS to contribute to the Critical Thinking BA core competency requirement – currently only Philosophy 101 is approved to meet this requirement.
- Formalize collaborative deep partnerships with MEDA, CMNS, BFA and possibly GDD to provide service and elective courses.
- Create an Assoc. Certificate aimed at critical media literacy which would be useful for any student, but especially useful for the DGS students. Consideration should be given to designing the associate certificate as a stackable credential (micro-courses).
- Contribute to SOC & ANTH to foster interdisciplinary.
- Target ministry employable focus areas such as health, digital knowledge or technology, & the environment etc.
- Along with SOC & ANTH – be the area for the EDI education work ahead of us. Become the place where students find their way into complex EDI work and transformative learning.
- Collaborate with the Indigenous Studies major/minor to support student interested in the media representation of Indigenous people, the use of art, graphic novels and films etc. – as education or messaging for reconciliation.

The group plans to meet in May 2021 to further map out a program and curriculum renewal processes.

Recommendation Status Update

Program Review Recommendations <i>(see Action Plan table below for cross-references to original action items)</i>	Status Update
1. MACS to stay in SCMS but develop a core presence in MEDA	MACS faculty have been central to the 2020-21 discussions and planning for a new School of Culture, Media and Society. MACS will remain a member of this school. Work is ongoing to establish a core presence in MEDA – essential to this work will be determining what aspects of FILM studies will be the responsibility of MEDA vs MACS. (e.g., production/creation vs. critical use of film in society/culture)
2. Laddering Pathways 3. MACS to focus on partnerships with BMA, and then create a major in the BA	MACS faculty participate in the BMA program committee, but formal pathways and laddering options are not yet established. Likewise, pathways into the BFA are yet to be explored. These tasks are on the work plan for 2021-22. The creation of a SOC/MACS major is something the faculty have discussed. The MACS faculty have been monitoring the direction

	of the CMNS major to ensure any proposal for a major is significantly different and addresses explicit growth opportunities for MACS. This is where the environmental scan and ideation work has been beneficial.
4. Systematic approach to what MACS will and will not offer to complement other programs and to consider what other programs can offer to MACS	The ideation process is informing this recommendation and it will be addressed as part of the 2021-22 work plan
5. a) Hiring of a new faculty b) Half time hire	a) MACS hired Dr. Shinhea Lee. She specializes in new media technology (re)structures b) The formation of the new school could provide greater opportunities for interdisciplinary teaching and this may provide MACS with access to additional talent that could address the 50% hire recommendation
6. Curriculum Mapping	This has not been done, but will be part of the 2021-22 work plan
7. External Advisory Committee formation	The dean's office is reviewing how external advisory committees are structured and function. Once this work is done MACS will have further direction towards implementing this recommendation.
8. MACS name remains the same	The MACS caucus agrees the name causes confusion with how UFV uses Communications for what would normally be called Business/Professional Communication at other institutions. As a result, brand identity is confusing for students. An environmental scan of names has provided insights for further consideration. MACS would like to change its name, but will need to learn more about the process.
9. Faculty to teach fewer overloads	Additional sessional faculty have been hired, but permanent faculty and the LTA faculty remain teaching overloads.
10. Experiential Learning – Through City Studios	Experiential learning as defined by the program review committee was limited to out-of-class activities such as City Studios, but various experiential learning teaching strategies are embedded in MACS courses. The College of Arts is developing a new practicum system that will create easy access to additional experiential learning (out-of-class) for MACS students. As part of the curriculum mapping and renewal work, experiential learning will be made explicit. This work will be done in 2021-22.

Work Plan 2021-22

Date	Task
May 2021	Finalize priorities. Create curriculum review teams. Seek guidance on when to create a working group to propose a major. Establish a curriculum renewal tracking table
June 2021	Establish a consultation meeting schedule with MEDA starting in the Fall 2021 Curriculum need/gaps mapping complete Establish curriculum renewal guiding principles
Sept-Oct 2021	Curriculum revisions complete

Nov 2021	Curriculum submitted to CACC
Dec 2021	Curriculum submitted to UEC – in time for calendar publication
Jan 2022	Revisit timing for setting up a MACS major working group. Begin work on an Assoc. Cert.

Action Plan (from Dean’s Summary Report, April 2019)

Cf.	Action	Timeline
1	MACS stays within Social, Cultural and Media Studies	<i>Short term</i>
1	MACS develops a core presence in the Bachelor of Media Arts/MEDA	<i>Immediate and ongoing</i>
3	MACS takes on administrative duties for the BMA	<i>By Fall 2020</i>
2	MACS adapts its Associate of Arts program to facilitate a transition into the BMA and the BFA extended minor	<i>By Fall 2020</i>
2	MACS adjusts the Media Literacy certificate to ensure better articulation into the BMA and the BFA extended minor	<i>Fall 2019</i>
3	MACS collaborates with Sociology to develop a SOC/MACS major	<i>Possibly by Fall 2020</i>
1	MACS looks into increasing its involvement with the Film Studies program	<i>By Fall 2020</i>
4	MACS assesses and prioritizes its service courses and possible use of courses from other areas in its programs	<i>Fall 2019</i>
4	MACS looks into housing the Introduction to Journalism certificate and adapting it to changing circumstances	<i>Done</i>
4	MACS seeks to build on its interconnections with the Department of Communications	<i>Ongoing</i>
5a	MACS hires a new full-time instructor with a specialized focus on Digital Media, either as a dedicated MACS instructor or as a MACS/ANTH or MACS/SOC instructor	<i>By Fall 2020</i>

5b	MACS hires a new half-time instructor, also with a specialized focus on Digital Media	<i>By Fall 2022, contingent on demand</i>
6	MACS completes Curriculum Mapping	<i>By Winter 2020</i>
7	MACS collaborates on the creation of an External Program Advisory Committee for the BMA	<i>Completed by Fall 2020</i>
8	MACS stays with its current department name: Media and Communication Studies (MACS)	<i>Immediate</i>
9	Faculty members do fewer than the equivalent of ten sections per year	<i>By Fall 2020</i>
9	MACS conducts interviews for sessional instructors	<i>Fall 2019</i>
	MACS publicizes its programs	<i>Following the hiring of new full-time instructor</i>
10	MACS explores further experiential learning opportunities with CityStudio Abbotsford	<i>Fall 2019</i>