

## **AGENDA**

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

Wednesday, September 22, 2021 - 3:00 PM  
Abbotsford campus, Room A225

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**1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT**

**2. APPROVALS**

**2.1. Agenda**

MOTION: That APPC approve the agenda as presented.

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**2.2. Minutes**

MOTION: That APPC approve the minutes of May 12, 2021 as presented.

**3. BUSINESS ITEMS**

**3.1. Provost's Report**

**3.2. Vice-Chair Election**

MOTION: That APPC approve \_\_\_\_\_ as Vice Chair of APPC with a term from September 23, 2021 – August 31, 2022.

6 - 8

**3.3. Expedited Program Review Standing Subcommittee Selection**

MOTION: that APPC approve \_\_\_\_\_ as members of the Expedited Program Review Standing Subcommittee with terms from October 1, 2021 – September 30, 2022.

9 - 14

**3.4. Program Discontinuance - Certificate in Extended Studies in Social Services – First Nations Option**

MOTION: That APPC recommend to Senate the discontinuance of the Certificate in Extended Studies in Social Services – First Nations Option in the Faculty of Professional Studies.

15 - 19

**3.5. Rescinding of Policy #47, Role of the Library**

MOTION: That the APPC support the request by the Library Advisory Committee and Secretariat Office to rescind Policy 47 – Role of the Library.

**4. INFORMATION ITEMS**

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**4.1. Ministry Approval – Communications major, BA**

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- 21 - 32      **4.2. Faculty Renaming - Access and Continuing Education**
- 33 - 87      **4.3. Program Review Progress Reports**
- Applied Business Technology
  - Biology
  - Child, Youth, and Family Studies
  - Kinesiology
- 88            **4.4. APPC Meeting Schedule 2021-2022**
- 89            **4.5. APPC Membership 2021-2022**
- 90 - 91      **4.6. Senate Approvals – May 14, 2021**
- APPC Annual Report
  - Environmental Studies minor
  - Human Services Program Review
  - Lálém ye mestíyexw: Indigenizing the Academy
  - New Program Proposal - Civic Governance & Innovation certificate
  - Program Suspension - Graduate certificate in Program Evaluation
- 4.7. APPC – In-Camera Approval – May 12, 2021**
- English Language Studies Program Review
- 4.8. Senate Approvals – June 11, 2021**
- APPC Terms of Reference
  - English Language Studies Program Review
  - New School of Culture, media and Society
  - New School of Social Justice and Global Stewardship
  - Program Report and Plan including the TELLConcept paper
- 4.9. Board Approvals – June 10, 2021**
- Program Report and Plan including the TELLConcept paper
  - New School of Culture, media and Society
  - New School of Social Justice and Global Stewardship

**5. ADJOURNMENT**

**Next Meeting:** October 20, 2021; 2:30-4:30pm; A225



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

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

Present: James Mandigo (Chair), Emilio Landolfi (Vice-Chair), Adrianna Bakos, Al Wiseman, Amir Shabani, Betty Poettcker, Bruce Kirkley, David McGuire, Derek Ward-Hall, Donna Alary, Garry Fehr, Hailey Flikkema, Jon Thomas, Karin Jager, Kim Isaac, Lorne Mackenzie, Maureen Wideman, Nicola Mooney, Peter Geller, Shelley Canning, Shelley Stefan, Shirley Hardman, Sylvie Murray, Vlada Dvoracek, Melinda Saretzky (recorder), Tracy RyderGlass (guest), Chris Campbell (guest), Vandy Britton (guest)

Regrets: Alastair Hodges, David Johnston, Gerry Palmer, Jobanpreet Singh Thind

**1. CALL TO ORDER: Voting Procedure & Territorial Acknowledgment**

As per newly approved Senate by-law, reverse voting procedure assumed whereas a call is made for those voting “no” on the motion, then abstentions, with the balance of members to have voted in favour of the motion. In the case where a member votes “no” on a motion, the listing of voting member’s names will be called and each asked individually to state their vote.

**2. APPROVALS**

**2.1. Agenda**

MOTION: That APPC approve the agenda as presented.  
Betty/2<sup>nd</sup> Nicola. Carried.

**2.2. Minutes**

MOTION: That APPC approve the minutes of April 14, 2021 as presented.  
Hailey/2<sup>nd</sup> Emilio. Carried. Carried.

**3. BUSINESS ITEMS**

**3.1. Provost's Report**

- Strategic Planning – Key Performance Indicators (KPIs)
  - Document was circulated with proposed KPI's. These indicators will note how we will achieve the goals as stated in the Integrated Strategic Plan.
  - Various consultations are ongoing with a planned submission to the UFV Board this June.

- Annual reports will include both quantitative and qualitative measurements.
- Templates will be available to assist areas with discussions.
- Funds will be available through the Strategic Initiatives Fund for any faculty or staff member and recipients will be announced in the Fall

**3.2. New School of Social Justice and Global Stewardship**

Overview of the proposal was given. The new School of Social Justice and Global Stewardship brings together interdisciplinary courses and programs. The most distinctive feature is the commitment to an indigenized mode of governance, whereas it will be operated collaboratively with a Convenor instead of a Director. There will be a real commitment to activism and a destination for community relationship, outreach and practicums. Initially, the program reviews will continue to be done at the disciplinary level.

Overall feedback from the APPC was very positive.

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.  
Hailey/2<sup>nd</sup> Shelley S. carried.

**3.3. New School of Culture, Media and Society**

Overview of the New School of Culture, Media and Society was given noting that this is a transformation from the current Department of Social Cultural and Media Studies.

The proposal mentions that the plans outlined will allow them to “re-align from a body of scholars with complementary interests who work together to something bigger than our disciplinary parts and pieces.” Three goals were created and four themes were identified, with a learning pod created for each theme. The School intends to pursue development of a Social Research certificate, to strengthen connections at UFV, and become a model for interdisciplinarity.

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).  
Nicola/2<sup>nd</sup> Adrianna. Carried.

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

Overview of the program was given. Feedback from the APPC was positive and noted that this program will be a great way to give back to the

community. It was noted that this program provides a step between a Masters and Teaching degree and available for both classroom teachers and specialists.

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

### **3.5. Program Report and Plan**

An overview of the Program Report and Plan was given noting that this provides a picture of implemented programs in those still in development, provides a record of programs suspended and discontinued, a current FTE report, and new this year is the section on Program Review Progress Reports. Thanks to all those involved who helped to produce this report (PDQA, IRIP, and Provost offices).

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

## **4. INFORMATION ITEMS**

### **4.1. New Program - Civic Governance and Innovation certificate**

### **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 – 4:04pm**

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

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## Procedures for Expedited Program Approval

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### **Part I: Determination of whether a program meets the criteria for Expedited Approval Process**

1. **Formation of PWG and development of proposal:** Dean of the program area approves a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed.  
  
The PWG must consult with academic areas potentially affected by, or with expertise on, the proposed new program.
2. **Program Development Office (PDO) verification:** The PDO verifies that the proposal package (including budgetary analysis, as approved by Dean and Budget Office) is complete and in compliance with UFV and Ministry guidelines for approval of new programs.
3. **Faculty/College Council and Dean:** The proposal package is submitted to the Faculty/College Council and Dean for review and approval.
4. **University-wide notification:** All academic and relevant service areas are notified of the proposed program and are given five business days to respond. The purpose of the notification is to ensure that implications that the new program may have for other academic units, programs, and services are identified. Comments received and the PWG's responses are included in the proposal package.
5. **Vice-Provost and APPC approves for Expedited review:** The Dean and Budget office submit a Memo to the Vice-Provost, or delegate, explaining how the proposed program meets the criteria for expedited process as stated in Policy 21.

The Vice-Provost makes one of the following recommendations:

- a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.
- b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.

The Vice-Provost's recommendation is submitted to the APPC chair and vice-chair for confirmation.

The Dean may appeal a recommendation not to follow the expedited process (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.<sup>1</sup>

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<sup>1</sup> APPC Expedited Review Standing Subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculties/College.

**Part II: Review of Program Proposal under the Expedited Approval Process**

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed.

6. **UEC Screening, CWC, UEC and Senate Budget Committee:** The proposal package is submitted to UEC Screening Subcommittee who reviews it prior to submission to campus-wide consultation for information and to UEC for recommendation to APPC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee also for recommendation to APPC. (Senate Budget Committee may exempt specific Departments from review under the expedited process. The program proposal from an exempt Department goes to SBC for information.)
7. **APPC:** APPC Expedited Review Standing Subcommittee receives UEC's and, when applicable, SBC's recommendation and makes a recommendation to Senate. The program proposal goes to APPC for information.
8. **Senate:** The Senate reviews the proposal, along with the APPC Expedited Review Standing Subcommittee's, UEC's, and, when applicable, SBC's recommendations, for approval.
9. **External Approval:** If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).

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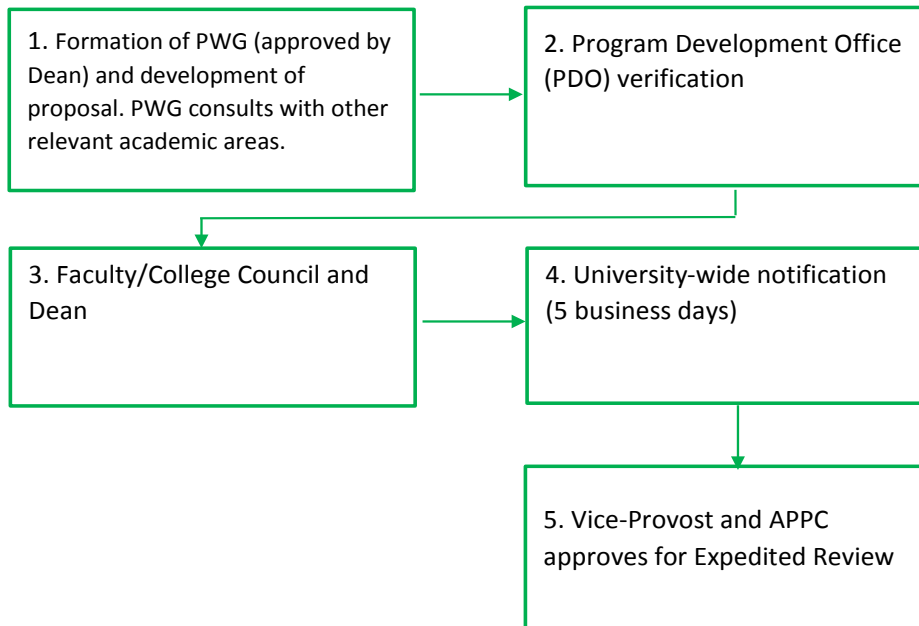
**Policy 21 excerpt on the Expedited Program Approval Process**

8. The criteria for applying the expedited program approval process to a new program are as follows:
  - 8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - There is funding available from an external source, with time constraints.
    - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - There is a request for a partnership with a time constraint, and there is a funding source.
    - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - There is an opportunity for capital or infrastructure injection, with time constraints.

In addition,

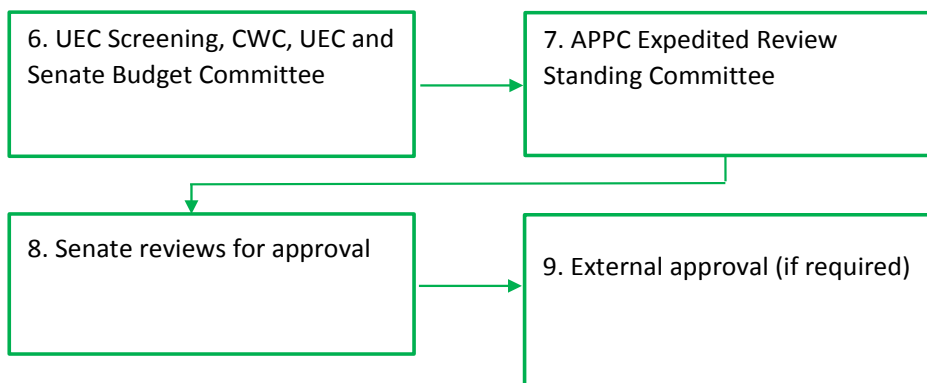
- 8.2. The program must be sustainable.
- 8.3. The program must be consistent with the strategic goals of UFV.
- 8.4. The program must be consistent with program priorities of UFV.
- 8.5. There are minimal adverse implications for other faculties, programs, and services.

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



**PART II: REVIEW OF PROGRAM PROPOSAL UNDER THE EXPEDITED PROGRAM APPROVAL PROCESS**

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed (in step 6).



September 2015





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

**FROM:** TRACY RYDER GLASS, FACULTY OF PROFESSIONAL STUDIES

**PROGRAM:** CERTIFICATE IN EXTENDED STUDIES IN SOCIAL SERVICES - FIRST NATIONS OPTION, SCHOOL OF SOCIAL WORK & HUMAN SERVICES, FACULTY OF PROFESSIONAL STUDIES

**SUBJECT:** PROGRAM DISCONTINUANCE

**DATE:** MAY 10, 2021

**OVERVIEW:**

On April 1, 2019, it was brought to the attention of the School of Social Work & Human Services by the Program Development and Quality Assurance office that the Extended Studies Framework was discontinued in 2016 and so this credential should be replaced.

In Fall 2020, the former First Nations option of the Social Services diploma was replaced by the Social Service Worker diploma with an Indigenous Focus, the curriculum of which now mirrors the generalist Social Service Worker diploma with four FNST courses serving in place of general electives. In December 2020, the Indigenous Studies department in the College of Arts introduced a program proposal for a new credential, an Indigenous Studies certificate, which will include FNST 102 and FNST 201. Given these developments, it is the School’s intention to discontinue this certificate.

**SUGGESTED MOTION:**

That APCC recommends to Senate the discontinuance of the Certificate in Extended Studies in Social Services - First Nations option in the Faculty of Professional Studies, effective Fall 2022.

**SECTION I: PROGRAM INFORMATION**

<b>Program</b> (specify credential name, if different)	<b>Certificate in Extended Studies in Social Services - First Nations option</b>
<b>Faculty or College</b>	<b>Faculty of Professional Studies</b>
<b>Department or School</b> (or unit with administrative responsibility for the program)	<b>School of Social Work &amp; Human Services</b>

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**SECTION II: CONSULTATION**

Please refer to the attached proposal, which was approved at the April 16<sup>th</sup> Faculty of Professional Studies Curriculum Committee and May 7<sup>th</sup> Professional Studies Faculty Council meetings. On May 14<sup>th</sup> the Program Development and Quality Assurance office confirmed that this is an item without budgetary implications and would not need to be submitted to the Senate Budget Committee.

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**SECTION III: RATIONALE**

Please refer to the attached proposal.

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**SECTION IV: TRANSITION PLAN**

Please refer to the attached proposal.



Proposal for Program Discontinuance Template

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**Section I: Program Information**

**Program** (specify credential name, if different)

**Faculty or College**

**Department or School** (or unit with administrative responsibility for the program)

**Date of Submission**

If the credential here presented for discontinuance is being replaced by a new credential, with no impact on the criteria listed in Section III, provide a brief explanation and omit Section III from your submission.

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**Section II: Consultation**

Provide brief summary of the consultation (maximum 250 words). Additional information can be attached.

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**Section III: Rationale**

Refer to the instructions and include your findings as an attachment

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**Section IV: Transition Plan**

Attach the transition plan for all students currently in the program. The transition plan should also indicate the date applications will no longer be accepted.

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### Section III: Rationale

Dr. Bruce Kirkley, Associate Director of Program Development and Quality Assurance, wrote to the School of Social Work and Human Service's Director, Dr. Margaret Coombes, on April 1, 2019 to bring to the School's attention that "the Extended Studies Framework was discontinued in 2016, having been replaced by the [Subsequent and Concurrent Bachelor Degree Policy \(98\)](#) and the revised [Credentials policy \(64\)](#)." In his email, Dr. Kirkley recommended the School replace the Extended Studies Certificate in Social Services – First Nations option with an Associate Certificate in First Nations Studies, comprising fifteen credits of coursework, including FNST 101 Stó:lō Nation Development; FNST 102 Stó:lō Traditional Ways of Healing and Helping; FNST 201 Aboriginal Communications: Stó:lō World View; FNST 202 Stó:lō Social Structure; and either ANTH 111 First Nations of British Columbia – Traditional Cultures OR ANTH 112 Aboriginal Peoples in B.C.: Contemporary Issues. The School does not intend to replace the Extended Studies Certificate with an Associate Certificate in First Nations Studies for reasons that will be explained in this memo.

The Extended Studies certificate in Social Services – First Nations option was introduced in the early 2000s in response to requests from a small number of students who had graduated from the Social Services diploma without taking the four FNST courses that were required for the First Nations option designation. The University calendar does not specify which courses are required to complete the certificate but the School has interpreted the calendar language to mean FNST 101, 102, 201, and 202. Dr. Kirkley recommended including ANTH 111 or 112 in a revised credential; however, the revised Social Service Worker diploma with an Indigenous Focus does not include ANTH 111 and ANTH 112 was discontinued by the Anthropology department.

Dr. Kirkley pointed out that replacing the Extended Studies certificate in Social Services – First Nations option was "complex, since it is an option available in both the diploma and the BSW – and indeed is available as an add-on to other Bachelor degree programs as well."

For unknown reasons, the credential was made available to students who ***"previously graduated with a diploma in Social Services, Substance Abuse, or Criminal Justice, or a Bachelor's degree in Social Work, Criminal Justice, Adult Education, Integrated Studies, or equivalent."***

There have been few graduates of the Extended Studies certificate over more than two decades. Institutional Research recently informed the School that the last student graduated in 2016. The School has no knowledge if students in programs not offered by the School ever enrolled in the program; however, programs potentially affected by the discontinuance include the Criminal Justice diploma, the BA in Criminal Justice, the BA in Adult Education, the BA in Integrated Studies, and the Bachelor of Social Work. The School discontinued its Substance Abuse diploma many years ago. Department heads and directors of these programs have been apprised in writing of the School's intention to discontinue this program.

Since Dr. Kirkley's email in 2019, much has changed within the School and elsewhere in the University. At the time of his email, the School was preparing for the Human Services Program Review, which began in Fall 2019 and was completed in December 2020.

In Fall 2020, the former First Nations option of the Social Services diploma was replaced by the Social Service Worker diploma with an Indigenous Focus, the curriculum of which now mirrors the generalist Social Service Worker diploma with four FNST courses serving in place of general electives. At the request of the College of Arts, in 2020 the School transferred four FNST courses from SWHS to the Indigenous Studies department. On December 9 2020, the Indigenous Studies department in the College of Arts introduced a program proposal for a new credential, an Indigenous Studies certificate, which will include FNST 102 and FNST 201. Given these developments, it is the School's intention to discontinue this certificate.

#### Section IV: Transition Plan

The last student to graduate from the Extended Studies certificate in Social Services – First Nations option was in 2016. There are currently no students enrolled in the certificate so a transition plan is not required. The School does not foresee any student being adversely affected by this discontinuation; however, if a student were to be adversely affected, the four FNST courses may still be taken through the College of Arts.



# MEMO

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

**From:** David Milobar, Chair, Library Advisory Committee

**CC:** Kim Isaac, University Librarian

**Date:** June 7, 2021

**Re:** Rescinding UFV Policy #47: Role of the UFV Library

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At its May 17, 2021 meeting, the Library Advisory Committee voted unanimously to recommend to APPC that UFV rescind Policy #47, Role of the UFV Library.

Policy #47 dates back to 1982 and has not been updated since. It was created during the Fraser Valley College years and reflects a different time when policies regarding the role of departments were more common. This is the only remaining policy on the role of a university department.

Research on library policies at other British Columbia and Canadian universities showed that no other institution has a comparable policy on the role of the library.

The LAC is comfortable that rescinding this policy will not undermine the UFV Library, and that any important information that needs to be communicated about the role of the library can be done through the Library's website.



## MEMO

**To:** Kim Isaac  
**From:** Elaine Harris  
**Date:** April 27, 2021  
**Re:** Role of the UFV Library policy (#47) - request to rescind

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As I've discussed with you, I would like to propose that the Role of the UFV Library policy (#47) be rescinded. The UFV policy manual has undergone a full review in the past few years and no longer contains policies on the role of any other department or unit. A formal policy should not be necessary to define the role of a university department.

A review of library policies at other institutions has been done, including SFU, UBC, TRU, Capilano University, KPU, Langara College, Douglas College, University of Ottawa, and University of Manitoba. No institutional policies were found on this topic elsewhere. The library websites instead contain all operational policies and regulations and often the library's strategic priorities or mandate. An example is the U. Ottawa library website at <https://biblio.uottawa.ca/en/about/collections/collection-development-policy>.

The UFV library webpage contains information on the philosophy and values of the library. If there is anything further in this policy that you think should be publicized, it could be added to the library webpage.

Would you consider moving this request forward to PAC?



NOTES – Library policies at other institutions

Things in bold were re-checked in 2020

	Institution	
1. No formal library policies (although some have policies on <i>librarians</i> , e.g. hiring, classification, leaves, copyright).	<b>TRU, KPU, MacEwan U, Capilano U, VIU, SFU, McGill, U Manitoba, U Ottawa, SaskPoly, Douglas, U Windsor</b>	
2. Websites contain policies for users (outside formal policy manual) e.g. conduct, access, privacy, computer use, food, noise, display.  The first six have Collection development policy on website.	U of Alberta Columbia Capilano U TRU U Ottawa Guelph Queen’s U, U of Arizona York U, Capilano U, TRU, McMaster Trent – various (link from formal policy webpage but appear to be departmental policies) McMaster,	Sample websites with collection policies:  <a href="http://www.tru.ca/library/about_us/policies/resourcedevelopmentpolicy.html">http://www.tru.ca/library/about_us/policies/resourcedevelopmentpolicy.html</a>  <a href="https://biblio.uottawa.ca/en/about/collections/collection-development-policy">https://biblio.uottawa.ca/en/about/collections/collection-development-policy</a>  <a href="http://www.lib.uoguelph.ca/about/policies">http://www.lib.uoguelph.ca/about/policies</a>
3. Formal library policies	UNBC - Library collections and general acquisitions; Library acceptance of gifts and donations UBC - Deaccession of works of art and cultural materials Okanagan - Library collections Selkirk - Library services (includes collections) U of T - Advisory Committee for the Library UVic - Libraries Loan policy U Winnipeg – Library fines <b>Carelton</b> – Fair dealing, open access <b>Langara</b> - Collections, copyright	



**Number** 47

**Effective Date** 1982-10-04

**Next Review Date** 1987-10

**ROLE OF THE UFV LIBRARY**

<b>Approval Authority</b>	President
<b>Responsible Executive</b>	Provost and Vice President, Academic
<b>Related Policies / Legislation</b>	Board policy direction Board and Senate Relationships (BPD-235) <i>University Act, s. 35.2 (6)(g)</i>

**POLICY**

The library will take an active role supporting teaching and learning.

**REGULATIONS**

1. The library exists to support all courses offered by the university by:
  - a. providing a variety of learning materials (in whatever format is most appropriate) either by purchase or in-house production, appropriate to the learning abilities and background of the university community (students, faculty, staff and Board of Governors).
  - b. providing the personnel, facilities and equipment necessary for the effective utilization and production of the learning materials.
2. To teach users how to find and evaluate information in order to make appropriate use of the resources.
3. To provide resources and advice to assist faculty in their instructional design and teaching functions.
4. To share resources by:
  - c. participating in network developments and activities;
  - d. cooperating with public, school, special and other libraries and other appropriate agencies, to supplement but not duplicate resources and services;
  - e. providing professional advice and expertise to promote development of community resources as requested.
5. To initiate, or to respond to, requests for educational programs relating to learning resources in cooperation with other university divisions.
6. To make university personnel aware of current services and materials available for their professional development.
7. To act as an advocate for the university community in the articulation and development of

community learning resources needs.

8. To inform and encourage potential users among the university community in the use of the materials and services available to them.
  9. To develop the collections in a balanced manner. To this end, the University of the Fraser Valley subscribes to the principles expressed by the British Columbia Library Association and the Canadian Library Association (Appendices A and B, attached).
  10. To provide general information and enrichment to the university community, as resources allow after fulfilling course support function.
  11. To make services and materials available to the general public of the University region as resources allow after fulfilling the needs of the university community.
  12. To organize and maintain a university archives.
  13. In the event that any disagreement or difference of opinion arises over the collection, the Board of Governors shall determine, after the consultative process set forth in the Collective Agreement, whether the material in question shall be presented to patrons of the university.
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Our Ref. 122548

September 14, 2021

Dr. Joanne MacLean  
President and Vice Chancellor  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC V2S 7M8

Dear Dr. MacLean:

The Bachelor of Arts, Communications Major proposed by the University of the Fraser Valley has completed the Stage 1 review required of British Columbia public post-secondary institutions wishing to offer a new degree program in the province.

At its meeting of July 21, 2021, the Degree Quality Assessment Board reviewed the Stage 1 application against the established criteria and recommended that I approve the Stage 1 review.

I agree with this recommendation and am pleased to approve the Bachelor of Arts, Communications Major. As the University of the Fraser Valley has exempt status up to and including the bachelor's degree level, and as I have no concerns about the program, the degree is approved without undergoing a Stage 2 review of program quality.

I wish you every success in launching this new degree program.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne Kang".

Honourable Anne Kang  
Minister

pc: Degree Quality Assessment Board



**Office of the Provost and Vice-President Academic**

**Memo**

To: Dr. Joanne MacLean, Chair, Senate & John Pankratz, Chair, Board of Governors

From: Dr. James Mandigo, Provost and VPA

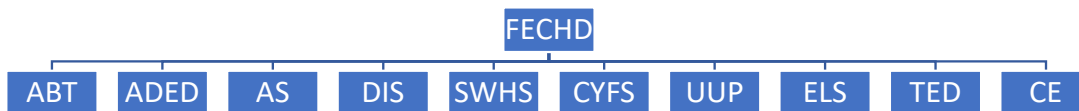
cc. Dr. Sue Brigden, Dean, FACE & Dr. Tracy Ryder Glass, Dean, FPS

Date: September 24, 2021

RE: Rename FACE to Faculty of Education, Community, and Human Development

The following is a proposal to rename the Faculty of Access and Continuing Education to the Faculty of Education, Community, and Human Development (FECHD). Five Departments currently housed in the Faculty of Professional Studies (FPS) would then join the renamed Faculty to create synergies that support life-long learning. The renamed Faculty would include the following Departments:

Faculty of Education, Community, and Human Development (FECHD)	
Currently in FACE	Currently IN FPS
<ul style="list-style-type: none"> <li>• Applied Business Technology (ABT)</li> <li>• Upgrading and University Preparation (UUP)</li> <li>• English Language Studies (ELS)</li> <li>• Continuing Education (CE)</li> <li>• Assessment Services (AS)</li> </ul>	<ul style="list-style-type: none"> <li>• Adult Education (ADED)</li> <li>• Department of Information Systems (DIS)</li> <li>• Social Work and Human Service (SWHS)</li> <li>• Child, Youth and Family Studies (CYFS)</li> <li>• Teacher Education Department (TED)</li> </ul>



**Rationale (Summary)**

- Enrolments within FACE have been declining significantly over the past several years resulting in an unsustainable Faculty structure.
- As a University committed to supporting access, programming within FACE is vital for UFV to achieve its mission and vision.



**Office of the Provost and Vice-President Academic**

- Aligning FACE programming with academic programming in FPS that supports life-long learning will result in a Faculty structure that provides a strengthened vision of supporting teaching and scholarly activity across the lifespan.
- The restructured Faculty will also create natural synergies amongst faculty, staff, and students whose areas of research and scholarly activity often intersect with each other and create significant opportunities for collaboration.
- These natural synergies and a common vision for lifelong learning provides a fertile ground to support increased enrolments and scholarly activities across all areas.
- As outlined by the Deans of FACE and FPS, active consultative discussions with faculty and staff have been ongoing and positive for several months.
- Letters of support to rename FACE are provided by the Dean of FACE and the Dean of FPS (see Appendices 1 and 2)
- The proposal has been shared and supported as well by members of the President's Advisory Council (PAC) and the Provost Cabinet.
- Table 1 provides a comparison of the existing Faculty structure and the proposed new Faculty structure

Note: The Faculty of Professional Studies will undergo a series of discussions after the appointment of a new Dean of FPS during the 2021/22 academic year regarding a potential name change to better reflect the remaining Schools of Computing and Business that are to remain within FPS.

**MOTION: The Faculty of Access and Continuing Education be renamed the Faculty of Education, Community, and Human Development (FECHD) effective January 1, 2022. Impacted departments within FPS to finalize their move to FECHD by April 1, 2022.**



Office of the Provost and Vice-President Academic

Table 1: Faculty Structure & Programs

	Current Structure		Proposed New Structure	
	Faculty of Professional Studies	FACE	Faculty of Professional Studies	Faculty of Education, Community, and Human Development
<b>UG Certificate</b>	<p><b>ADED:</b></p> <ul style="list-style-type: none"> <li>Integrated Learning Design (Associate Certificate)</li> <li>Workplace Education (Associate Certificate)</li> <li>Teaching English as a Second Language</li> </ul> <p><b>SoB:</b></p> <ul style="list-style-type: none"> <li>Accounting</li> <li>Business Administration</li> <li>Marketing and Sales</li> </ul> <p><b>CYFS:</b></p> <ul style="list-style-type: none"> <li>Early Childhood Education</li> </ul> <p><b>CS:</b></p>	<p><b>ABT</b></p> <ul style="list-style-type: none"> <li>Applied Business Technology</li> </ul> <p><b>Continuing Education</b></p> <ul style="list-style-type: none"> <li>Business Management</li> <li>Health Science</li> <li>Legal Administration</li> <li>Technical Trades</li> </ul> <p><b>ELS</b></p> <ul style="list-style-type: none"> <li>4 proficiency levels</li> </ul> <p><b>UUP</b></p> <ul style="list-style-type: none"> <li>Adult Basic Education</li> <li>Adult Grad program</li> <li>Adult Basic Education Uni Prep</li> <li>TASK</li> </ul>	<p><b>SoB:</b></p> <ul style="list-style-type: none"> <li>Accounting</li> <li>Business Administration</li> <li>Marketing and Sales</li> </ul> <p><b>CS:</b></p> <ul style="list-style-type: none"> <li>Computer Information Systems</li> <li>Coding Skills (Associate Certificate)</li> </ul>	<p><b>ABT</b></p> <ul style="list-style-type: none"> <li>Applied Business Technology</li> </ul> <p><b>ADED:</b></p> <ul style="list-style-type: none"> <li>Integrated Learning Design (Associate Certificate)</li> <li>Workplace Education (Associate Certificate)</li> <li>Teaching English as a Second Language</li> </ul> <p><b>DIS:</b></p> <ul style="list-style-type: none"> <li>Library Technician (Post-diploma)</li> </ul> <p><b>SWHS:</b></p> <ul style="list-style-type: none"> <li>School and Community Support Worker</li> </ul> <p><b>CYFS:</b></p>



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	<ul style="list-style-type: none"> <li>• Computer Information Systems</li> <li>• Coding Skills (Associate Certificate)</li> </ul> <p>DIS:</p> <ul style="list-style-type: none"> <li>• Library Technician (Post-diploma)</li> </ul> <p>SWHS:</p> <ul style="list-style-type: none"> <li>• School and Community Support Worker</li> </ul>			<ul style="list-style-type: none"> <li>• Early Childhood Education</li> </ul> <p>Access</p> <ul style="list-style-type: none"> <li>• UUP</li> <li>• ELS</li> </ul> <p>Continuing Education</p> <ul style="list-style-type: none"> <li>• Business Management</li> <li>• Health Science</li> <li>• Legal Administration</li> <li>• Technical Trades</li> </ul>
<b>UG Diploma Programs</b>	<p>SoB:</p> <ul style="list-style-type: none"> <li>• Business Administration</li> </ul> <p>CYFS:</p> <ul style="list-style-type: none"> <li>• Early Childhood Education – Infant/Toddler</li> <li>• Early Childhood Education – Special Needs</li> </ul> <p>CS:</p> <ul style="list-style-type: none"> <li>• Computer Information Systems</li> </ul> <p>DIS:</p>	<p>Paralegal Diploma Adult Grad Diploma</p>	<p>SoB:</p> <ul style="list-style-type: none"> <li>• Business Administration</li> </ul> <p>CS:</p> <ul style="list-style-type: none"> <li>• Computer Information Systems</li> </ul>	<p>CYFS:</p> <ul style="list-style-type: none"> <li>• Early Childhood Education – Infant/Toddler</li> <li>• Early Childhood Education – Special Needs</li> </ul> <p>DIS</p> <ul style="list-style-type: none"> <li>• Library and Information Technology</li> </ul> <p>SWHS:</p> <ul style="list-style-type: none"> <li>• Social Service Worker</li> <li>• Aboriginal Culture &amp; Language Support</li> </ul> <p>Continuing Education</p>





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	<ul style="list-style-type: none"> <li>Library and Information Technology</li> </ul> <p>SWHS:</p> <ul style="list-style-type: none"> <li>Social Service Worker</li> <li>Aboriginal Culture &amp; Language Support</li> </ul>			<ul style="list-style-type: none"> <li>Paralegal Diploma</li> <li>Adult Grad Diploma</li> </ul>
<b>UG Degree Programs</b>	<p>AEDE:</p> <ul style="list-style-type: none"> <li>Adult Education (BA AE)</li> <li>BA – minor in Adult Education</li> </ul> <p>SoB:</p> <ul style="list-style-type: none"> <li>Bachelor of Business Administration (BBA)</li> <li>BBA – with majors in Accounting, Finance, Human Resource Management, Marketing and International Business</li> <li>BBA – with minors in Financial Management, Operations</li> </ul>		<p>SoB:</p> <ul style="list-style-type: none"> <li>Bachelor of Business Administration (BBA)</li> <li>BBA – with majors in Accounting, Finance, Human Resource Management, Marketing and International Business</li> <li>BBA – with minors in Financial Management, Operations Management/Management Information Systems, International Business and Organizational Studies</li> <li>BBA – Aviation</li> <li>BBA – Agriculture</li> </ul>	<p>AEDE:</p> <ul style="list-style-type: none"> <li>Adult Education (BA AE)</li> <li>BA – minor in Adult Education</li> </ul> <p>CYFS:</p> <ul style="list-style-type: none"> <li>Child and Youth Care (BA)</li> <li>Child and Youth Care (BA) – Child Welfare Specialization</li> </ul> <p>Social Work:</p> <ul style="list-style-type: none"> <li>BSW</li> </ul> <p>Education:</p> <ul style="list-style-type: none"> <li>BEEd</li> </ul>



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	<p>Management/Management Information Systems, International Business and Organizational Studies</p> <ul style="list-style-type: none"> <li>• BBA - Aviation</li> <li>• BBA – Agriculture</li> </ul> <p>CS:</p> <ul style="list-style-type: none"> <li>• Computer Information Systems (BCis)</li> <li>• Computing Science – BSc.</li> </ul> <p>CYFS:</p> <ul style="list-style-type: none"> <li>• Child and Youth Care (BA)</li> <li>• Child and Youth Care (BA) – Child Welfare Specialization</li> </ul> <p>SWHS:</p> <ul style="list-style-type: none"> <li>• BSW</li> </ul> <p>TED:</p> <ul style="list-style-type: none"> <li>• BEd</li> </ul>		<p>CS:</p> <ul style="list-style-type: none"> <li>• Computer Information Systems (BCis)</li> <li>• Computing Science – BSc.</li> </ul>	
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Office of the Provost and Vice-President Academic

<p><b>Grad Diploma</b></p>	<p>AEED:</p> <ul style="list-style-type: none"> <li>• Mindfulness-Based Teaching and Learning</li> </ul> <p>CYFS:</p> <ul style="list-style-type: none"> <li>• Child Life &amp; Community Health</li> </ul>			<p>AEED:</p> <ul style="list-style-type: none"> <li>• Mindfulness-Based Teaching and Learning</li> </ul> <p>CYFS:</p> <ul style="list-style-type: none"> <li>• Child Life &amp; Community Health</li> </ul>
<p><b>Masters Degree</b></p>	<p>SWHS:</p> <ul style="list-style-type: none"> <li>• Master of Social Work</li> <li>• Master of Social Work – Indigenous Focus</li> </ul> <p>TED:</p> <ul style="list-style-type: none"> <li>• Master of Education in Educational Leadership and Mentorship</li> </ul>			<p>SWHS:</p> <ul style="list-style-type: none"> <li>• Master of Social Work</li> <li>• Master of Social Work – Indigenous Focus</li> </ul> <p>TED:</p> <ul style="list-style-type: none"> <li>• Master of Education in Educational Leadership and Mentorship</li> </ul>



Dr. Sue Brigden, Dean  
Access and Continuing Education

Phone: 604-864-4643  
Email: [sue.brigden@ufv.ca](mailto:sue.brigden@ufv.ca)

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Friday, September 10, 2021

Mr. John Pankratz, Chair, Board of Governors  
University of the Fraser Valley

Dr. Joanne MacLean, President and Vice-Chancellor  
University of the Fraser Valley

**Re: Letter of support for the renaming and restructuring of the Faculty of Access and Continuing Education to create the Faculty of Education, Community, and Human Development**

Dear Mr. Pankratz and Dr. MacLean:

I am writing this letter to express my support for the proposed renaming and restructuring of the Faculty of Access and Continuing Education (FACE), which will result in the creation of the Faculty of Education, Community, and Human Development (FECHD).

FACE is home to the Applied Business Technology (ABT) program, and the Assessment Services (AS), Continuing Education (CE), English Language Studies (ELS), and the Upgrading and University Preparation (UUP) departments. All of these units offer programming and services that help adult learners return to learning and gain access into educational programs that will allow them to pursue their personal, professional, and/or educational goals. Since the institution was founded, thousands of former FACE students have gone on to successfully complete other programs offered at UFV.

FACE faculty and staff are dedicated to each other and to the students they serve. They view themselves as part of the FACE Team, not simply as members of their respective departments, which means they work across departments to ensure students' needs are met. Together they and their programs are strong. For this reason, I support the proposal to keep the FACE units together in FECHD.

The units from within the Faculty of Professional Studies (FPS) that will join FECHD include the Departments of Teacher Education (TED), Information Studies (DIS), Adult Education (ADED) and Child, Youth & Family Studies (CYFS), and the School of Social Work & Human Services (SWHS).

Situating the FACE units with ADED, CYFS, DIS, TED and SWHS will provide opportunities to develop partnerships that could result in new upgrading programming designed for other FECHD programs (e.g., a pathway designed for future CYFS students); laddering and scaffolding agreements; the creation of new non-credit courses and credentials; and collaborative research designed to support life-long learning.

As Dr. Ryder Glass states in her letter of support,

This vision aligns well with UFV's new Integrated Strategic Plan, IYAQAWTXW — House of Transformation, that commits to: "Provide accessible and flexible opportunities to support personalized, lifelong learning" as a strategic imperative.

Lifelong learning and engaging with community are central features that all areas within this new Faculty of Education, Community, and Human Development have in common including a commitment and focus on K-12 schools, children, youth and families. (p. 2)

Due to the challenges we faced working remotely and our need to find ways to address a significant reduction in the FACE budget, discussions about the renaming and restructuring did not take place until early 2021. That being said, people seem to be satisfied with the information distributed to them in August 2021 that described the proposed renaming and restructuring of FACE, especially as it will allow them to stay together and to develop new and expand upon existing partnerships.

I look forward to supporting and working with the FACE and FPS teams to move this transformation forward confident that the Faculty of Education, Community, and Human Development will ensure that UFV continues to provide access to all learners in the communities we serve.

Sincerely,



Dr. Sue Brigden



August 6, 2021

Mr. John Pankratz  
Chair, UFV – Board of Governors

Dr. Joanne MacLean  
President and Vice-Chancellor, UFV

**Re: Letter of Support  
Renaming of the Faculty of Access and Continuing Education to the Faculty of Education,  
Community, and Human Development**

Dear Mr. Pankratz and Dr. MacLean,

I write this letter in support of the renaming of the Faculty of Access and Continuing Education (FACE) to the Faculty of Education, Community, and Human Development (FECHD).

Before I provide my reasons for supporting this opportunity, I would first like to recognize and honour the contributions that Aboriginal people have made— and continue to make—to our community that make opportunities such as this possible.

*We support Indigenous learners, we seek to incorporate Indigenous ways of knowing in the curriculum, and we are grateful for the privilege of living and working on this territory.*

It is with this spirit that we move forward with the creation of a new Faculty of Education, Community, and Human Development by way of renaming the existing Faculty of Access and Continuing Education (FACE).

In renaming FACE, we have an amazing opportunity to bring FACE programming together with programming in the Faculty of Professional Studies to create a new Faculty of Education, Community and Human Development.

FACE offers services that help students return to learning and provides flexible study options for programs and courses and consists of 4 academic units including Applied Business Technology (ABT), Continuing Education (CE), English Language Studies (ELS) and Upgrading and University Preparation (UUP).

Areas from within FPS that will join these noted programs to form the new Faculty of Education, Community, and Human Development include the Departments of Teacher Education (TED), Information Studies (formerly Library & Information Technology) (DIS), Adult Education (ADED) and Child, Youth & Family Studies (CYFS), together with the School of Social Work & Human Services (SWHS). Areas to remain in FPS are the Schools of Business and Computing.

Over the last 7 years we have seen FPS grow in enrolment, employee complement and programming. This has included undergrad and graduate program approvals and a considerable number of certificate and degrees in-progress. For example: Certificate (Instructional Learning Design, Coding, TESL Standard 2, ELL), undergraduate (Applied Management Concentration, International Business major and minor, Non-BSW admissions to BSW) and graduate programs (Child Life & Community Health Graduate Certificate, Mindfulness- Based Teaching and Learning Graduate Certificate, Master of Education and proposed Master of Finance).

In addition to programming, FPS has continued to grow in employee complement. From a faculty and staff complement of 67 in 2014, we now have over 110 permanent staff and faculty including our first Associate Dean position. It should be noted that this number does not include the current outstanding vacancies for this coming year.

With this growth we also have seen an increase in collaborations and partnerships and a building of relationships with the community that we did not see before. As well, administrative demands of such a complex and fast growing Faculty can become challenging when managing the day-to-day functions of answering enquiries, finalizing contracts, budgeting, planning, handling complaints (faculty, student, Appeals, academic misconduct) and human resources related tasks such as evaluations. It has created an environment that no longer has any down time to effectively explore larger strategic planning initiatives.

Another challenge of a Faculty that is so complex centres around the identity of those programs that reside within it. It has been long assumed that the name “Faculty of Professional Studies” is too general and does not represent in name, all areas that sit within FPS and should a prospective student be looking for a program in Early Childhood Education, for instance, they would not correlate this program with this Faculty title. Creating a Faculty with a name that represents the programs within it, will offer more of an identity to that area; one that does not need to be explained each time someone says “Faculty of Professional Studies – what’s that?”

Realigning programming within FACE with ADED, CYFS, DIS, TED and SWHS will provide increased opportunities to provide academic credit (and hence laddering and scaffolding opportunities) for some non-credit courses and credentials. It will also align academic programming and research to support life-long learning.

This vision aligns well with UFV’s new Integrated Strategic Plan, *IYAQAWTXW — House of Transformation*, that commits to: “Provide accessible and flexible opportunities to support personalized, lifelong learning” as a strategic imperative.

Lifelong learning and engaging with community are central features that all areas within this new Faculty of Education, Community, and Human Development have in common including a commitment and focus on K-12 schools, children, youth and families.

While the School of Business and School of Computing are not components of the proposal for the new Faculty of Education, Community and Human Development, it is important to note the positive impact and resulting opportunities the creation of this new Faculty of Education, Community, and Human Development will provide for these areas remaining in FPS.

Once the new Faculty of Education, Community, and Human Development is approved, conversations will then commence around the structure/organization of the Faculty of Professional Studies.

Both the School of Business and the newly formed School of Computing have seen significant growth in size (both Type B Faculty and Staff), enrollment, and programming. With the recent renewal of international accreditation of its Bachelor of Business Administration (BBA) program by the European Foundation for Management Development (EFMD), the opportunity exists to expand alignment and opportunities as between these two Schools. Conversations have been ongoing in regards to the programming, structure and research/community outreach opportunities as between our two new Directors of Business and of Computing.

While UFV does not have a Policy in place for Restructuring of Academic Units, we do have some general guidance by way of the University Act, and past practice principles and guidelines. This guidance ensures a thorough consultation process involving permanent faculty/staff and supervising administrators.

Discussions around the creation of a new Faculty coming out of the Education and Human Services focussed programming has been ongoing for many years, but more formally since January of 2020. Following conversations with Department Heads and Directors, and individual meetings with the Departments and Schools, and then Faculty Council, a concept document was developed. This past academic year, despite COVID, the concept document was shared once again with Department Heads and Directors, individual Departments and Schools at their meetings, Faculty Council, followed by consultation with Dean's Council, the Senior Administrators Leadership Team, and with the President's Advisory Committee.

Throughout this 18+-month consultation process feedback was overwhelmingly supportive. The consistent message was a question as to why it hadn't happened earlier.

I therefore feel very confident in stating my support for this opportunity to create a new Faculty of Education, Community, and Human Development by way of renaming the Faculty of Access and Continuing Education and know that it will significantly enhance the University's ability to deliver on its Integrated Strategic Planning Framework by our collective efforts to *engage learners, transform lives and build community*.

I look forward to working together with our amazing team in the Faculty of Professional Studies together with the Dean of the Faculty of Access and Continuing Education and her team to see this transformation unfold over the next academic year.

Sincerely,



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Tracy Ryder Glass  
Dean, Faculty of Professional Studies





**MEMO**

**To:** James Mandigo, Chair, Academic Planning and Priorities Committee  
**From:** Bruce Kirkley, Associate Director, Program Development and Quality Assurance  
**Date:** August 18, 2021  
**RE:** Progress Reports on Program Review Action Plans

**Progress Reports on Program Review Action Plans**

At the completion of UFV's program review cycle, a progress report on the action plan is submitted to the Provost 12-18 months after the program review's acceptance by Senate. The progress report is then provided to APPC and Senate as information. Once the reports have been seen by Senate, they are posted on the Program Review website.

In accordance with the process summarized above, the following progress reports are being submitted to the Academic Planning and Priorities Committee for information on behalf of their respective Deans:

<b>Faculty</b>	<b>Program Review</b>	<b>Year</b>	<b>Senate Acceptance Date</b>
Faculty of Professional Studies	Child Youth & Family Studies	2017-2018	February-15-19
Faculty of Health Sciences	Kinesiology	2017-2018	April-12-19
Faculty of Access and Continuing Education	Applied Business Technology	2018-2019	March-13-20
Faculty of Science	Biology	2018-2019	January-17-20

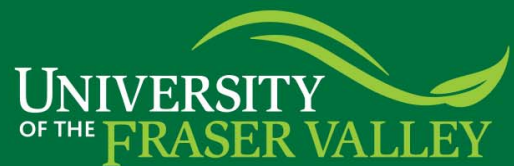
# Action Plan Progress Report

**Applied Business Technology  
Program Review (2018–2019)**  
Faculty of Access and Continuing Education

**Submitted by**

Mary Higgins, Assistant Professor  
Christine Nehring, Program Head / Associate Professor

**ufv.ca**



## Introduction

To conclude the program review process for the Applied Business Technology (ABT) program's 2018–2019 review, the academic unit submits the following update on the seven recommendations made in the External Review Committee (ERC) report. The onset of the Covid-19 pandemic in the academic year following ABT's program review put a damper on many of the recommendations in the original report; however, the move to online delivery expedited the use of digital technologies across the institution and allowed ABT faculty to meet several of the additional suggestions in the original ERC report.

## Update: Recommendations

For each of the seven recommendations made by the ERC, the recommendation itself is quoted at the beginning of each section and is followed by the original estimated timeline and an update on the current status of the recommendation.

### 1. Move ABT to a base-funded model

Consider moving ABT to a base-funded model. The cost-recovery model is not effective and potentially could have a negative impact on instructional practices because there is often overwhelming pressure to ensure that all registered students are retained to meet budget targets. ABT consistently produces solid FTEs and has a strong reputation for quality and enrolment. It is said to be a valuable program in the UFV offerings. It provides industry- relevant, employment training in a field identified as being in high demand (e.g., Labour Market Outlook 2025). ABT has clearly demonstrated that it is sustainable through a long track record of program delivery, student satisfaction, high retention rates, ongoing demand, and employer support. (From p. 10 of the *Program Review External Review Report, May 2019.*)

**Estimated timeline:** Dean's office will discuss implementation of base funding in fall 2020 with Finance as part of long-term budget planning.

**Current status:** Due to the Covid-19 pandemic, UFV budget constraints, and impending plans to reorganize various UFV faculties, action on this recommendation has not been undertaken.

### 2. Addition of a third permanent faculty member

Another permanent faculty member would help to reduce the risks associated with current faculty taking time to do professional development, research, or program development. An additional position would also support mentoring of sessional faculty and could take on specific roles such as coordinating work practicums, developing stronger ties with employers, and teaching content-specific courses. Additionally, there are areas where faculty would like to develop more programming, including a post-ABT option; however, there is no time with current workloads to focus on this kind of development. (From p. 10 of the *Program Review External Review Report, May 2019.*)

**Estimated timeline:** Dean's office will discuss implementation of a third faculty position in fall 2020 with Finance as part of long-term budget planning.

**Current status:** Due to the Covid-19 pandemic, UFV budget constraints, and impending FACE restructuring, action on this recommendation has not been undertaken. Once implementation of this recommendation is underway, ABT faculty intend to incorporate EDI principles into the recruitment process.

### **3. Business analyst review**

Consider providing ABT with the short-term services of a Business Analyst to review institutional systems and workflow so that the program can determine the most effective use of resources and faculty time. A Business Analyst could determine where the workload pressure points are and help the ABT faculty develop a sustainability plan. (From p. 10 of the *Program Review External Review Report, May 2019.*)

**Estimated timeline:** Faculty will initiate discussion of a systems and workflow review with the Business Transformation Office in fall 2020.

**Current status:** As ABT will remain a cost-recovery program for the time being and as the size of the program is not anticipated to change for the foreseeable future, allocating a business analyst review to the program is not the best use of university resources at this time.

### **4. Develop advisory committee**

Develop and maintain an advisory committee with local employers. This will support the program in staying current with curriculum development and will allow for deeper connections in the community, which in turn benefits practicum placements and job opportunities for graduates. (From p. 11 of the *Program Review External Review Report, May 2019.*)

**Estimated timeline:** Faculty will identify potential members and initiate the implementation of an advisory committee in the 2019/2020 academic year.

**Current status:** Due to the program head being on sabbatical in 2019/2020 and the onset of the Covid-19 pandemic within the same year, no action was taken on this recommendation in 2019/2020. The program head is currently undertaking recruitment of advisory committee members, and the committee should be in place by fall 2021.

### **5. Dedicated clerical support**

Provide dedicated clerical support on-site to the ABT department. If resources are limited, consider even two days a week of dedicated on-site support. This level of support would free up valuable time for the Department Head to focus on program development. This could also help to streamline certain work processes, including student information sessions and assessment testing. A closer working relationship with the Office of the Registrar (OReg) and admissions staff could reduce the communications work involved with prospective students. (From p. 11 of the *Program Review External*

*Review Report, May 2019.)*

Another option is to provide an additional course release to the Department Head. This may provide an opportunity to hire another permanent faculty member, thereby helping to create a succession planning process. (From p. 8 of the *Program Review External Review Report, May 2019.*)

**Estimated timeline:** Dean's office will discuss implementation of a .5 clerical staff position in fall 2020 with Finance as part of long-term budget planning.

**Current status:** Due to the Covid-19 pandemic, UFV budget constraints, and impending FACE restructuring, action on this recommendation has not been undertaken. In the interim, the dean's office will continue to provide part-time clerical support, and plans are underway to ensure clerical support is maintained upon transition into a new faculty area.

## **6. Strategic marketing plan**

Develop a strategic marketing plan for increasing enrolment diversity. Specifically, encouraging enrolment from a diverse population that is reflective of the Abbotsford population would be a goal. This could include, for example, actively trying to increase the male population and/or the South Asian population to reflect more closely the make-up of the Abbotsford community. (From p. 11 of the *Program Review External Review Report, May 2019.*)

**Estimated timeline:** Faculty will work with relevant departments (e.g., Marketing) to develop a strategic marketing plan in the 2020/2021 academic year.

**Current status:** As the ABT program continues to run full cohorts (as well as a waitlist), development of a strategic marketing plan has been put on hold for the time being. Over-marketing the program when capacity is limited to 52 students a year could cause frustration in applicants unable to secure a spot and have a detrimental effect on the program's reputation.

## **7. Prioritize succession planning**

The department should strive to recruit sessional instructors with the ability to teach across a variety of content areas in the ABT program rather than having sessional instructors with only one area of expertise. (From p. 11 of the *Program Review External Review Report, May 2019.*)

**Estimated timeline:** Faculty will recruit for succession planning once funding for a third faculty position has been secured. Timeline is dependent on budgetary decisions.

**Current status:** Due to the Covid-19 pandemic, UFV budget constraints, and impending FACE restructuring, action on this recommendation has not been undertaken. Once implementation of this recommendation is underway, ABT faculty intend to incorporate EDI principles into any succession plans.

## **Update: Additional Suggestions**

Two of the additional suggestions in the ERC's report were regarding Web 2.0/cloud computing and Outlook use. ABT faculty had long sought robust access to cloud-based technologies for use in the ABT program in order to ensure ABT graduates were equipped with the workplace skills desired by employers. The advent of the Covid-19 pandemic expedited the adoption of additional digital technologies at the institutional level including the introduction of M365 for students. ABT faculty are currently integrating these networked platforms into the curriculum, particularly Outlook, Teams, and One Drive. Faculty continue to use a department-supported WordPress instance (via a Canadian service provider) but hope for an institutionally-run WordPress instance in future for use by faculty, staff and students across the institution.

## Summary of Recommendations from 2018/19 Biology Program Review with PROGRESS report (from 2021)

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The Department of Biology underwent a program review in 2018/19, and the external review panel made 7 recommendations which informed the department's action plan. Below is an itemized summary of our progress towards addressing the recommendations and actions, two years later.

### **Recommendations and Action Plan:**

#### **1) Faculty and Staff:**

**Recommendations:** For consistency and quality programming, there is a demonstrated need for more full-time tenure-track faculty. While we realize finances are tight, if the Department is to maintain its high quality of teaching in small classes, and respond to increasing demands for Faculty to engage in research, **at least one more full time Faculty position would be a recommendation.**

Alternatively, or in addition, if it is possible to offer LTAs three- to five-year contracts instead of hiring year by year, that may impart a greater sense of stability to the Department. The Biology program at UBC has developed a novel mentoring system that also adds stability to LTA contracts. It would be worthwhile consulting them on their rationale and procedures.

Returning the 83% lab technician position to full time would also help alleviate the pressure on the rest of the technicians, allowing for more flexibility in scheduling vacations and covering sick leave as well as alleviating pressure at the busiest times of year.

**Action plan:** A full time tenure-track position will be recommended for the 2020-2021 budget year. The department has been given the green light to request and advertise for the new faculty position.

Additionally, the staff position will be restored to full time as recommended.

**Schedule for implementation:** Advertise full-time faculty position by winter term 2020, pending final budget approval. Top-up staff position to full-time for next fiscal year.

#### ***PROGRESS up to 2021 (from UFV Biology Department):***

*The Biology Department has hired a new full-time permanent faculty member who can teach courses in Biology and also for the new Biochemistry major program (that started in 2020). We have two LTA's who are essential in both teaching and research in our department as well.*

*Our 83% lab technician position has been returned to a 100% position.*

#### **2) Lab/Research Space:**

**Recommendations:** We realize there are budgetary restrictions and that there may be other renovation priorities at the University, but we would strongly recommend renovation of the remaining teaching and research spaces utilized by the Biology Department within the next five years or so. Meanwhile, we would suggest optimizing the use of the teaching lab in Chilliwack; perhaps a suite of first year Biology and Chemistry labs or second year and/or upper-level Biology labs could be offered in Chilliwack such that Abbotsford students could spend a "lab" day there. This might relieve some of the pressure on the un-renovated Abbotsford lab and research space. We realize careful co-ordination between Biology and

Nursing, who also use the Chilliwack lab, would have to happen as well as careful co-ordination with the Chemistry Department. Providing supplemental funding to the innovative student-run bus system would help to facilitate this while keeping expenses to a minimum.

**Action plan:** Deficiencies that affect health and safety of students and staff will be addressed as they arise. Upgrades and renovations are being considered for the next phase of renovations occurring this coming year in conjunction with the exterior building envelope upgrade of Building A East. However, continuing space needs will need to be addressed institutionally as there is the need for a Science/Research building.

**Schedule for implementation:** ongoing, but expect to have lab upgrades completed by Fall of 2020.

**PROGRESS up to 2021 (from UFV Biology Department):**

*We have not had our proposals approved for renovation of some existing ageing and deteriorating teaching and preparatory laboratory spaces in Abbotsford (A328, A332, A334, A336). These spaces have not been brought to the same level as the most recently (2017) renovated ones (A337, A331, A335, A345). We suggest that this should be made a priority for UFV as this is becoming a safety issue for the institution.*

*We are still in discussions around how to best use the Biology space on the Chilliwack campus and is there may be nearby spaces which could be renovated to create much needed teaching or research space for our students.*

*There is some preliminary planning for some a new Biology lab and some more dedicated student/faculty research space in Building A West. The addition of this space would greatly enhance the ability of the Biology department to grow to respond to the increased student demand for our courses.*

### **3) Office Space:**

**Recommendations:** We recommend that every effort be made to provide LTAs with their own offices and computers, or at the very least a shared LTA office with University-provided laptops each so that confidential student information does not need to be stored on their own or shared computers. We also recommend that the Faculty of Science implement a one-semester exam storage policy and attempt to provide a central space for storage exams, with a regular schedule of confidential shredding administered by the department.

**Action plan:** We have procured additional offices in the T building but this is a temporary measure and a more permanent solution needs to be found. We are also considering placing lockers in strategic places to accommodate storage needs and have been in discussion with Facilities who are looking to find spaces in the temporary containers outside buildings C and D.

**Schedule for implementation:** ongoing. Immediate needs have been addressed but a more permanent solution needs to be found.

**PROGRESS up to 2021 (from UFV Biology Department):**

*We have asked for more spaces for our faculty and we agree there should be dedicated spaces for LTA faculty separate from temporary short term sessionals. This has not happened yet. All of our faculty share offices and a few are in small offices with three individuals.*



**4) Equipment:**

**Recommendation:** That the university commit to a stable and predictable budget for equipment acquisition, replacement and emergency repair. This fund may be supported in part by user fees for grant-supported researchers, assuming that they have budgeted for such in their grants. Going forward, some level of research overhead and/or requirement for researchers to include equipment use fees in grant proposals would help in this area. Implementing student lab fees as part of their tuition may be an additional option that could be considered; lab fees are charged at other institutions to help defray costs.

**Action plan:** As the Faculty of Science expected a surplus in this budget year, equipment replacement is a priority that is being addressed along with Chemistry and Geography laboratory needs. Faculty are encouraged to apply for external grants and include overhead costing for equipment needs. This has been under continual discussion with the Office of Research.

**Schedule for implementation:** Winter 2020 to Fall 2020.

**PROGRESS up to 2021 (from UFV Biology Department):**

*We have recently put in a proposal to add nominal lab fees to our courses (with labs) to the University which was rejected by administration. Since many other institutions have lab fees this proposal would be one way that we could maintain our lab-based courses and help solve the issue around ageing equipment.*

*We have been able to upgrade several pieces of necessary equipment from capital given by the office of the Dean of Science. We do not have a long-term capital replacement plan in place at this time.*

**5) Course Offerings and Timetabling:****a) Upper-level offerings:**

**Recommendations:** Careful scheduling of courses is a must so that options for students do not overlap and enrollments can be optimized. Perhaps fewer courses could be offered in areas of particular Faculty expertise and a stable two-year rotation for upper-level courses could be established, with the more popular elective courses being offered every year as well as the core courses. We would also recommend that some mechanism be put into place, either through advising or through talking to students in second-year classes, to gauge interest in upper-level electives and special topics courses so as to schedule them appropriately. As well, giving priority to upper-level students or adjusting pre-requisites in upper-level electives might allow upper-level students to take the electives they want. The Department is encouraged to continue to excel in instruction and offering hands-on laboratories for students.

**Action plan:** With the addition of a new full-time position in Biology, it should be possible to better plan for regular course offerings. Additionally, updating and reducing old courses at the upper level is in process.

**Schedule for implementation:** ongoing, expected completion within a year frame.

***PROGRESS up to 2021 (from UFV Biology Department):***

*We have a five-year plan for offering all our courses in place with some courses given every term, some courses annually, and some courses every two years. We have minimized the numbers of 'special topics' courses we give to concentrate on our regular course offerings. Several obsolete upper-level courses have been removed from the calendar. We have updated the course prerequisites for many of our core biology courses for our Biology major.*

*We have continued to offer hands on lab components of many of our courses, even during the pandemic (with strict COVID safety protocols like distancing and PPE), unlike many other BC institutions.*

**b) Ecology offerings:**

**Recommendations:** We would like to suggest that if another organismal/ecology type course was offered as an option in 2nd year, either as a requirement or as a choice (as is done for upper-level core courses), more students might pursue Ecology/Organismal biology as a concentration and it might take some of the pressure off enrollment in the other core courses at second year. One thought we had was that a course such as Plants and Animals of BC (BIO 330) could be moved to 2nd year, or a similar introductory course about local flora and fauna be developed; this would have the added benefit of introducing "Indigenous biology" early in the curriculum and make better use of Faculty with ecology backgrounds. Or BIO 219 Biogeography could be added as an option to the suite of core of second year courses. Perhaps BIO 202 (Cell signaling/gene regulation) could be moved to the upper level, as a core option or as an elective (as it is at many other universities in BC). We would also encourage the Dean to allow especially ecology courses to run with less than full classes for a time to establish a rotation that enables students in the ecology stream to graduate in a reasonable amount of time. The summer term may be an opportunity to offer students more courses in ecology and if advertised enough in advance, they may get better enrolments.

We also recommend moving the evolution course earlier into the course sequence (perhaps third year) and making it a required part of the degree. An evolutionary understanding is vital for biology, and also could serve to get some students excited about inquiry at the ecological scale.

In addition, we recommend either updating existing molecular courses to include more ecological content, or creating a new molecular ecology course. Molecular concepts and techniques and bioinformatics are becoming more and more important to the field of ecology. Concepts such as DNA barcoding, environmental DNA, metagenomics, and new population genomics methods are vital in ecology and would attract some more molecular-minded students to ecological courses.

**Action plan:** The departmental curriculum committee will be tasked to review the ecology/plant type course offerings and offer alternatives to the bottleneck currently seen in the cellular/molecular type courses.

**Schedule for implementation:** immediate and ongoing. The curriculum committee's recommendations are expected to be implemented in the next academic year (2020/21).

***PROGRESS up to 2021 (from UFV Biology Department):***

*We have not yet established a committee to look into fundamental changes in the core courses we offer to establish different streams for Biology majors (e.g., ecology stream). We*

*continue to offer a core second year course in ecology and several upper-level courses in ecology (including a newly offered BIO340: Population and Community Ecology).*

**6) Advising:**

**Recommendations:** Better coordination between Advising and the Department Head regarding scheduling will allow for students to plan their degree completion pathways with more efficiency. Efforts should be made to better gauge student demand for various courses, especially ecology and Special Topics courses and to ensure that the offering of these courses has been decided and announced well in advance of registration.

**Action plan:** The department will work with Advising to clarify the three-year plan for course offerings and will ensure the department website clearly indicates all the main courses that will be offered. The department will also try to add extra sections of high demand courses (e.g., BIO 309 Microbiology) based on previous year wait lists. Furthermore, the department will limit the offering of special topic courses to ensure the main courses listed in the calendar are offered annually or every two years in the fall or winter semesters. The department will also evaluate whether courses should be discontinued if they are low demand or no longer offered. To inform students of course offerings well in advance, faculty will be encouraged to consult with the Science Communications specialist to update relevant web-pages and other communication venues. This will be facilitated by the Department Assistant as well as the Faculty of Science Administrative Assistant and the Science Communicator.

**Schedule for implementation:** over the current academic year and ongoing, with curriculum review components to be implemented starting in 2020/21.

***PROGRESS up to 2021 (from UFV Biology Department):***

*We have clarified and published (on the UFV biology website) a three-year plan for courses offered so students can organize their course selections over several years. The Dean's office has been very accommodating regarding adding extra sections for high-demand courses like Microbiology (BIO309). We offer popular field school courses in most summer terms (except during COVID).*

**7) Research:****Recommendations:**

We would encourage the Research Office to be creative in finding sources of small to medium-sized grants for Faculty to continue research projects that involve students and the community rather than just the larger Tri-Council grants. Smaller research institutions have the advantage of being more closely plugged into the research needs of the local community, and, as evidenced by the research activities of the Biology Faculty, UFV is not an exception to this rule. While landing Tri-Council grants is the large prize, obtaining a variety of smaller (and some larger) locally-targeted grants could help to set the foundation for Tri-Council grants. In addition, some larger funding agencies have regular calls that often apply to local research activities. These include GenomeBC and MITACS. Successful grant applications, and then the research work and publishing made possible by using funds from such organizations, may help Faculty to ultimately land more NSERC Discovery (etc.) grants. In addition, we would like to draw the Department's attention to NSERC's new Alliance grants, all of which require partnerships, but some of which do not require matching funds, and none of which require applicants to hold Discovery grants.

We recognize that the transition from being a College to a University, where research is an expectation, is not an easy one. Many or most of the Faculty at UFV were in place during the transition, and not all of them may want to create large research programs at this point in their careers. While we feel that all Faculty at a university should be involved in research at some level, it is likely that some Biology Faculty will be more interested than others in the work required to develop a research program. Those Faculty members should be able to identify themselves and should have access to funds and programs that will allow them to excel in that area. Future hires should be made with research in mind. Workloads for both teaching and research then need to be considered and balanced depending on Faculty output in both areas. The Department should also make use of the Canada Research Chairs program to bring in new faculty or to retain existing faculty who would like to spend more of their time pursuing research, as the CRC program can be leveraged within an institution to improve the research output of other faculty members beyond the Chair.

**Action plan:** The Dean's office has been providing discretionary amounts of funding to facilitate research and support student researchers. This is obviously not enough, and faculty will be encouraged to become more active in seeking external research funds as well as in seeking internal sources of funding. Along with the Office of Research, the faculty has been made aware of various funding opportunities including the Alliance grants and it is expected that some faculty may apply within the foreseeable future.

**Schedule for implementation:** ongoing.

***PROGRESS up to 2021 (from UFV Biology Department):***

*Many of our faculty have continued to pursue research projects with the majority of these including UFV students. Several faculty have collaborations with faculty from other institutions or with industrial or community partners. A number of our faculty have research focused on the local community.*

*UFV has made some funding available to help faculty establish research projects (e.g., hiring work-study students). The Dean's office has continued to support our offerings of directed studies courses (e.g., BIO408, BIO409) which are student research projects with faculty members.*

*Our dedicated research spaces (A334, A336) in Abbotsford are often very full in Fall and Winter terms and a new area for research is desperately needed. There is no clear dedicated biology research space on the Chilliwack campus.*



## Child, Youth and Family Studies - Program Review Progress Report June 2021 - Summary Table of recommendations & responses

Program Review conducted in May 2018

Approved by Senate February 2019

Now entering Year 3 of actions & planning as a result of the recommendations made by the External Review team

	Recommendation (2018)	Response (2018)	Year in Action Plan	Plans and updates for 2020/21 Academic year
1.	Develop and commit to a fulsome plan with regards to Indigenization and reconciliation of CYFS curricula, student experience and faculty engagement	We have committed as a department to develop a strategy that would allow us to come to a shared understanding of what Indigenization is, to understand history and how colonialism impacted each of us. During the next year we will hold space and time during our monthly department meetings for a traditional talking circle where we will respond to a question with generative intention After the first year we will evaluate where we are and develop specific action plans for years 2-3, based on our deeper understanding. This action will begin immediately and be ongoing.	1  2-3	The CYFS Department set aside time at each monthly department meeting during the 2019/20 academic year to explore a question related to Indigenization and our personal and professional practice (see Appendix I for questions). We did this in the format of a learning/healing circle. On an individual level we continue to each be on a continued path of learning and exploration. The department will liaise with the Teaching and Learning Specialist

				(Indigenization) to set up the opportunity for us to participate in an “Educator’s Journey Toward Reconciliation” course together. <b>**CYFS participated in the first part of the course together in late 2020/early2021.</b> We will explore the second component of the learning journey, in the next academic year (2021/22) “Weaving Knowledge Systems”.
2.	Develop a consistent site overseas for CYC students to use for global practica experience and in doing so seek resources (including funding) from UFV International.	Three CYFS faculty members put their names forward to work on bringing this recommendation to fruition. They will form a working committee and will consult with Teaching & Learning and International Education, to explore how to develop this.	4-5	Paused Scotland Study Tour was developed and scheduled to run April 2020. Cancelled due to the COVID-19 pandemic. It was determined that due to ongoing public health and International travel restrictions, the study tour needed to be paused for the 2020/21 academic year as well. We will explore if it is possible to resume the project for 2021/22.
3.	Develop a program level mission statement and department goals for CYFS in relation	The CYFS Department believes that this recommendation can be linked to #1 and that part of our learning journey		

	to the Education Plan that meet guidelines described in UFV's Teaching & Learning Workbook and in doing so consider meaningful ways in which to respond to the TRC Calls to Action and the post-secondary Child and Youth Care Education Consortium's current revisions of the provincial learning outcomes	with Indigenization and the TRC over the next year will generate the development of an updated mission and department goals. The department currently has a mission, vision and principles listed on the website which we will update this first year. In years 2-3 we will revise and align our mission statement and goals based on our talking circle dialogue in recommendation #1. We will change the format of our website display of our mission and goals to an oral tradition, recording each with spoken word reflecting diversity and inclusiveness.	2-3	The department formed a sub-committee to create a draft for review Initiated Nov. 2020 Written document Completed Feb.2021 <b>(Appendix II)</b> Will look to adding oral highlights/spoken word to our department website for the 2021/22 academic year
4.	Work with CYFS students, the Child and Youth Care Association of BC (CYCABC), the Early Childhood Educators of BC (ECEBC), local Early Years tables, and CYFS Advisory Committee in the development of an active student association that hosts a professional one-day conference on a bi-annual basis.	The department really sees two different components to this recommendation, i) the development of an active student association, and ii) hosting a one-day conference on a bi-annual basis. The focus for the first year will be to determine how we can bring students together to form an association. Having had fledgling attempts previously, the department has found that with most of our students working and attending our programs and many with family responsibilities it has been challenging to sustain an association due to conflicting time commitments. We will endeavor to re-imagine an association utilizing emergent technology, and student representative roles on the other committees and associations mentioned in this recommendation. Once established we can work with the student representatives, our community partners, and professional associations to determine how the second part of this recommendation can be achieved. During this first year we will work with these associations and community partners to explore themes, and format (events, virtual conferencing, webinars, etc). The second	2-3	Speaker series ongoing  Community of Practice group established  Established CYC practicum where upper level students support new students – CYC Community Core, three goals: 1. Meaningful connections 2. Peer support 3. Collaborative experiences  The CYC Community Core students presented to the CYFS Department meeting in March 2021 and,

		component will be developed in years 2-3. In order to meet the needs of the field it is felt that events-based annual planning may be the best way to accomplish this recommendation. As this current academic year 2018/19 marks the 25 <sup>th</sup> year of delivering CYC education at UFV we have already started planning a speaker series that will see 2 significant events featured in Fall 2018 and three in Winter semester 2019.		Christine Slavik & student Christy Lowey recently presented the same information to the Ontario Association of CYC on the CYC Community Core project at their pre-conference Education Day online, May 25/21. Excellent feedback was received about the presentation!
5.	That the ECE program no longer wait for government directives, but rather move ahead with their own curricular innovations at once. See section four for details on this recommendation.	The ECE faculty members in the ECE program will propose a course of action for this recommendation. This recommendation is also linked to the #1 which will inform the way the curriculum and student experience are aligned through course learning outcomes. In year one the framework will be developed with recommendations for change and innovation.	1	Revised ECE Diploma development was completed in 2020/21 utilizing ECE expansion funding from MAEST – A revised ECE Diploma for Hybrid delivery has been approved, and begins in August 2021.
6.	Review and revise CYC course learning outcomes in response to the revised BC Child and Youth Care Education Consortium’s revised post-secondary degree learning outcomes.	The CYC faculty will meet monthly over the next year to review and revise CYC course learning outcomes. Revisions will be ready to submit to UEC for the 2019/20 academic year. This recommendation is also linked to the #1 which will inform the way the curriculum and student experience are framed through course learning outcomes.	1	CYC faculty have begun meeting to revise current course outlines to align with 2018 Consortium Outcomes Document (First of monthly meetings began September 2020 and two core courses have been reviewed, revised, and approved to date.) This



				will be ongoing until all CYC courses have been updated and will form part of the quality enhancement plan for the CYC Accreditation Self-Study document. Estimated completion Winter 2022.
7.	That the CYFS department continue to work on suitability and standards of practice for CYC, bringing this work forward to the BC Post-Secondary Education Consortium to hopes of developing provincial standards and processes to ensure suitability for the field.	In year one the CYC faculty will review and revise the current practicum contract utilized for practica and will explore drafting a suitability/standards document to share at the Child and Youth Care Education Consortium of BC (CYCECBC). The CYC faculty will continue to attend the CYCECBC meetings where this work can be shared and collaboratively developed further. Currently, a UFV CYC faculty member is the chair of the CYCECBC and we are hosting the meeting in October 2019.	1	This was completed and shared at the Consortium meeting in October 2019.
8.	Explore opportunities to bolster bridging between ECE, CYC and Teacher Education.	The Department Head of CYFS will set up a meeting with the Head of TED during the first year to explore possibilities for laddering of CYFS program courses into the TED program degrees. This recommendation will be explored in years 2-3.	2-3	CYFS will reach out in the 2020/21 academic year to TED & the Dean, FPS for update on this work...this initiative was paused during this past academic year due to COVID priorities. Will explore resuming this dialogue in the 2021/22 academic year as we move towards a new

				Faculty of Professional Studies structure.
9.	Investigate the benefits, challenges, implications and opportunities of online/ blended delivery methods and summer courses as a way to enhance flexibility in program delivery methods. See section five for details on this recommendation.	The department will work with Institutional Research to survey more broadly, fact find and assess needs in this regard. The department will also work with the Associate Dean of Professional Studies and Teaching and Learning to determine the curricular components which would be best suited to blended/online delivery. This recommendation will be explored in years 2-3.	2-3	<p>Results of focus groups held in February 2020 indicate moderate interest in summer course offerings <b>(see Appendix III for focus group questions &amp; responses)</b></p> <p>As a result of the COVID-19 pandemic all courses have been made available in virtual formats and moving forward post-COVID we are scheduling 30% of our courses in virtual delivery formats.</p> <p>Will evaluate current student experience of online delivery (this has been incorporated into the accreditation student survey in February 2021).</p>
10.	Work in collaboration with the Program Advisory Committee and Research Engagement and Graduate Studies to build on the CYFS Research Strategy to create a CYFS Faculty and Student Research Plan. See section six for details on this recommendation.	This recommendation will be an agenda item for the CYFS External Advisory Committee for the 2018/2019 academic year. This item can also be linked to recommendation #4 and #8. Specific action plans will be considered in years 2-3 as a result of dialogue with the faculty, students, and community partners. Over the next year the CYFS department will invite presenters from the School of Social Work and Criminology to share their successes with student and	2-3	Interest still there to hear how other departments/schools have built this out. Will invite for a future department meeting.

		<p>faculty research processes with our department, with the goal to learn from their approaches. The CYFS department will set up a specific dinner and dialogue meeting with our sessional faculty engaged in research to learn how to better support their needs and how we can maximize action-based research interests.</p>		<p>Formally invite sessional faculty to consider how we can support their research interests.</p> <p>Mark Littlefield has developed a specific interdisciplinary research project Christine Slavik awarded FIT Grant for research MBP. This project was paused due to COVID and moving the course into a virtual delivery. The research project will be resumed in the 2021/22 academic year of the delivery of CYC275.</p> <p>The topic of research ideas generated from the External Program Advisory Committee was on the Agenda for November 2020 meeting. EA members will bring forward ideas to the next meeting.</p>
11.	<p>Continue to work with finance to support the hiring of additional CYC Faculty as outlined in the self-study being mindful of the diverse population that is served by UFV.</p>	<p>The Department Head will work with the Dean of Professional Studies and finance this first year to develop a rationale to support this recommendation.</p>	1	<p>An Indigenous faculty member was hired after the program review, and a male faculty member was hired in the next. Both</p>

				represent persons served by the profession of CYC.
12.	Develop a transition plan that includes time for knowledge transfer as faculty members and staff retire.	The CYFS Department will collaborate on the construction of job postings for sessional and full time faculty as positions are resourced (see recommendation # 11). The Department Head will draft a timeline and transition plan over the next 2-3 years based on canvassing the faculty about plans for leaves, sabbaticals and retirement.	2-3	Polled staff/faculty: Current projections for faculty retirements will see a faculty member retiring in each of 2021, 2022, and 2024, with additional reduction of workload for one faculty member in 2023.
13.	Continue to strive to develop a greater sense of belonging and cohesion between the institution, regular faculty, and sessional instructors.	The sessional faculty orientation manual will be updated over the first year. Current sessional faculty will be asked to contribute to this process. The department retreat was offered from 1-9pm so sessional faculty could attend in the evening. Sessional faculty have been invited to present their pedagogical approach to the courses they teach, and sessional and full time faculty joined together to discuss overall curriculum themes and outcomes	1 and continuous	Dinner & Dialogues have been held each semester.  Meetings with sessional faculty has been established as a monthly community of CYC pedagogy practice meeting - begun in the 2020/21 academic year.  Sessional faculty will be invited to the CYFS retreat to be held in August 2021.  A follow-up with T&L initiative to support faculty to move online was completed this past year. The Associate Dean has also connected to support sessional faculty. The Associate Dean has met

				with several of the sessional faculty and referrals have been made this past academic year (2020/21) to T&L on behalf of the sessionals teaching.
14.	Jointly pursue, with the Teacher Education Department, an on-campus student space at the Abbotsford campus.	The Department Head will set up a meeting with the Head of TED this year to explore needs and resources required.	1	Capital planning submission was completed in the 2019/20 academic year and updated for 2020/21 requesting space for students. This request has now moved into the dialogue and planning that is part of the Building D3Renovation Cluster 4 working group comprised of CYFS, TED, ADED and Information Studies.
15.	Continue to press the institution for an outdoor classroom space on the Abbotsford campus.	The Department Head will consult with the Head of Teacher Education and Adult Education to explore a joint proposal for an outdoor classroom space. UFV's Advancement Office, and Teaching and Learning will be approached to source potential funding. The initial work on this recommendation will begin in year 1, with a goal to see it created in years 2-3.	2-3	Capital planning submission was completed in 2019/20 but the project was not considered a priority.  Will continue to include in planning request process. This academic year 2020/21 a proposal for a campus Yurt as an outdoor teaching space was submitted in May.

				The campus Labyrinth has been built (August 2020) and ready to use
16.	That the department continue to work with the University to secure the means to create a small group observation room with a 2-way mirror. Given the success of collaborative space sharing already underway the Panel believes that this could also work for a unique learning space such as a viewing room.	After thoughtful deliberation about current pedagogy and practice, the CYFS department has determined that this is not a resource we would want to continue to pursue at this time.		Recommendation not accepted
17.	That the department continue to monitor the need for storage space and work with the University to acquire it, thus saving faculty and sessionals from needing to store supplies in office space and transport it across campus.	The Department Head will ask the Campus Planning Committee, via the Dean's Office, to be prioritized for renovation that includes storage cabinetry in current classrooms, or a storage room close by. Year 1. D3110 has been set up to temporarily hold teaching materials	1	Capital planning submission has been completed for the 2019/20 & 2020/21 academic year but was not seen as an institutional priority. Potential to develop further with Building D renewal project in 2021/22. Storage has been highlighted as a priority in the Building D3 Renovation Cluster 4 planning meetings to date. (May-June 2021).  Will continue to include in planning request process
18.	That the department acquire dedicated classroom space on the Chilliwack campus for the ECE program.	After discussion it has been determined that the current classroom utilized for ECE classes in Chilliwack is adequate and that the it is a function of Department	1	A room was requested for ECE on the CEP campus – A1316. As of the 2019/20 academic year this has

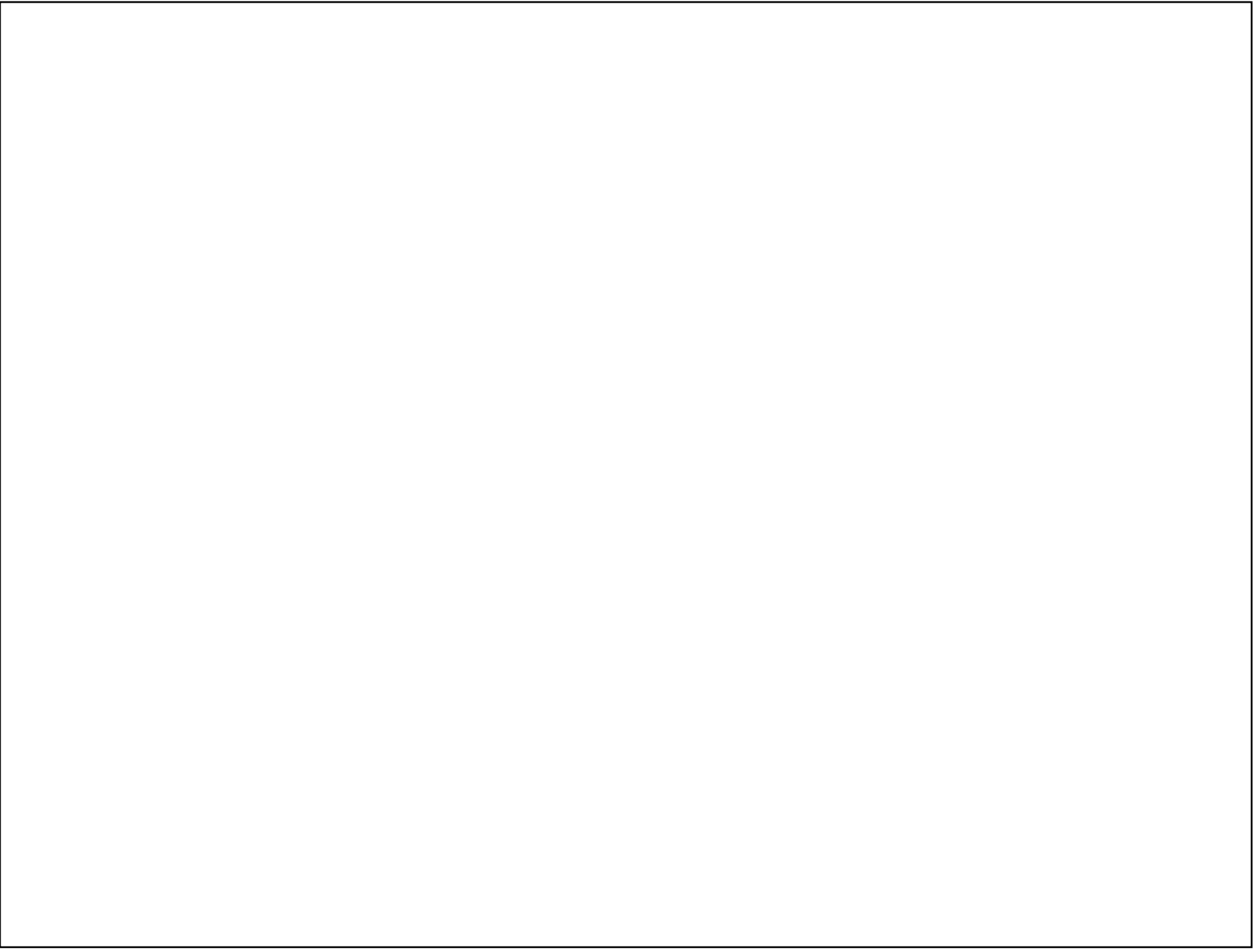
		Assistant completing the DCU to ensure it is booked appropriately for our ECE program courses.		been regularly assigned for our use.
19.	That the department work with the University to identify a classroom that can be made sound-proof to allow for therapy and music teaching so as not to disrupt other classes nearby.	In collaboration with the Head of TED, the CYFS Department Head will ask the Campus Planning Committee, via the Dean's Office, to include renovations that will consider sound-proofing, or to consider an exclusive cluster of space for CYFS and TED classrooms that do not disturb other departments. Year 2-3.	2-3	Capital planning submission has been completed for this request in the 2019/20 and 2020/21 academic year but was not an institutional priority.  Potential to develop further with Building D renovation/renewal project in 2021/22.  Will continue to include in the planning request process
20.	Continued investment in theme bins/instruments that students can loan from the library.	ECE faculty will develop a plan and proposed cost so this can be completed in the 2018/19 academic year.	1	The theme bins have been purchased and are in regular use since 2019.
21.	Revisit and streamline the marketing goals/plan as outlined in the Self-Study to ensure clarity between MarCom and departmental responsibilities and capture additional specific recommendations made in section six of this report.	A member of the MarCom team will be invited to a CYFS Department meeting to discuss streamlining the marketing goals/plans. Specific ideas the ERT offered will be discussed. The ideas and development of a strategy will happen in the first year with a rollout planned for years 2-3. The Department Head will discuss the addition of a budget line to address marketing costs for the CYFS programs.	2-3	An initial consultation was completed with very little responsiveness from MarCom. A sub-committee of CYFS met to explore the needs and possibilities in February 2021.

				<p>We continued to advocate and finally were able to consult and get approval for setting up a CYFS FB page and Twitter account and have begun marketing through this platform.</p> <p>A divisional request is being put forward by the Dean to address this need across programs and to establish appropriate budget implications</p>
22.	Develop and streamline admissions procedures and systems with the Office of the Registrar that are mutually supporting.	A meeting is set for September 2018 to review admissions procedures for CYFS with OReg. The faculty from ECE and CYC will meet in this first year as subcommittees to explore revising admissions criteria for their respective programs. Changes would be brought forward for the 2019/20 or 2020/21 academic year applications.	1	<p>An initial meeting was held in the fall of 2018 and some suggested changes were discussed in terms of communication between the department assistant and admissions.</p> <p>The faculty in both ECE and CYC have continued to meet and discuss ideas and have made recommendations which we will be bringing through curriculum committee this coming year (2021/22).</p>



				We are now looking to meet again with admissions to continue to refine and improve the process and have a meeting set up for July 2021 with our new department assistant, and department head.
23.	Consider a means of monitoring and documenting student support needs over the next 1-2 years to understand the impact of younger students entering the program in terms of their need for support, and utilization of resources, time, and faculty and staff assistance	During the Winter 2019 semester the department will host a focus group of CYC students to explore student support needs during the first 2 years of the program. From information gleaned from the focus group discussion a means of monitoring and documenting these needs in an ongoing way will be developed.	1	<p>Focus groups completed in February 2020 (<b>See Appendix III for questions &amp; responses of the CYC student focus groups</b>).</p> <p>Changes to support offered include increased communication through broadcast student email messages and infographics related to course planning/advising, practicum, onboarding/orientation virtual events and building a virtual support and information platform has been developed as the CYC Community Core in the 2020/21 academic year.</p>

**AGENDA ITEM # 4.3.**



**We offer these questions as a guide for reflecting on a decolonizing/Indigenizing process for educators:**

We are grateful for your interest in this journey...  
Start wherever you are ready to begin...

Are you willing to feel vulnerable and make mistakes?

Do you know who you can seek out for support in the event of error or harm (whether intentional or unintentional)?

Are you engaging in reciprocity?

For example, when students and community share their name/family/origin stories, do you reciprocate by providing your story as part of relationship building (no matter how uncertain, incomplete, or foreign it may feel to do so)?

Are you willing to consider that you have beliefs, that you have accepted to be true, that may not be true for others?

Have you participated in Indigenous education in the community? On the land? Taught by the Old Ones (Elders)?

Do you know what traditional, Indigenous education looks like in the territory that you are living in?

Does the space that you work in create opportunities for Indigegogy (Indigenous pedagogy – i.e. like talking circles)?

Have you reviewed/Indigenized:

The faculty/hiring process?  
Student supports for wellness?  
Each learning outcome for your courses?  
The program application/selection process?  
Staff supports (made space for further discussion)  
Program learning objectives/philosophy?  
Policies related to conflict and resolution (classroom management, plagiarism, etc.)?  
Course readings?

Do you offer Prior Learning Assessment that recognizes lived experience/Indigenous knowledge?

Are you willing to focus on what we all have to gain, rather than what might be 'lost'?

Do you take an active ally role in support of Indigenous students and colleagues within the institution?

Do you ask them what would be helpful for you to do/support?

Are there spaces on campus where Indigenous students, faculty, and community can feel comfortable and safe to be their whole selves? What more can be done to communicate this message?

Do some of your course assessment options go beyond written assignments to include creative, oral and/or story-telling options? Or being of service to community (service projects/applied learning)?

Does the volume of assigned work leave space and energy for learning? for wellness? for family?

Is there flexibility (due dates, attendance) to accommodate student responsibilities with family and community (i.e. when there are deaths)?

Do you practice self-compassion and compassion with others?

Do you have a trauma-informed classroom/education process?

Are you prepared for 'resistance'? And to respond in a trauma-informed way?

Reconciliation: what does it mean to Indigenous peoples? Do you know this is a contentious idea/word for some?

Often, where there is pain there is *also* strength and endurance.

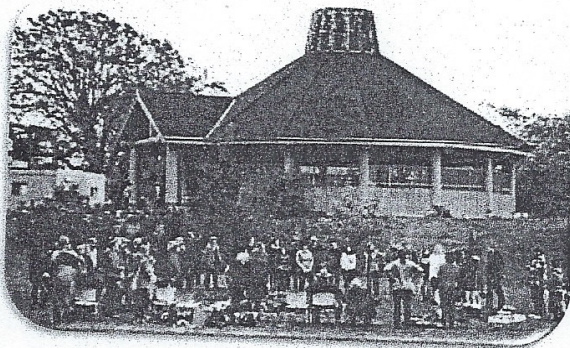
How can your class/institution honor this sacred balance? Can more resources be used to celebrate Indigeneity?

Do you educate in ways that are inclusive of all voices in the room? Does everyone have an opportunity to share without having to compete/take space in a discussion? Do you create space for the quiet ones to share?

Does the curriculum reflect a wholistic and collective approach to wellness/balance? Including Spirit?

How can you support the wholistic rebalancing of family/community roles? Does your work reinstate children, Elders, women, and gender diverse members into roles of reverence in education/community?

Are there opportunities for Intergenerational Learning?



← Some education  
at Camosun  
in Lkwungen territory

Respectfully,

Wendy Simon - Mohawk/Haida, NEC Native Education College  
Artemis Fire - Métis Nation, Camosun College

UFV is situated on the traditional lands of the Sto':lo  
 Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which UFV is located. They lived in the Fraser Valley and lower Fraser Canyon of British Columbia and they spoke Halq'eméylem, also known as the upriver dialect. UFV recognizes and honours the contribution that Aboriginal people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate indigenous ways of knowing in the curriculum.

### **Child, youth and family Studies**

#### **Mission**

CYFS is inspired to welcome learners to journey together as we honour diversity, transform lives, and build community.

#### **Vision**

We develop leaders grounded in the process of relationship who cultivate communities where children and families flourish.

#### **Values**

We embrace the core values of UFV and commit to actualizing them in the following ways in CYFS...

#### **Integrity**

Modelling and promoting a journey to reconcile and understand how to decolonize curriculum and praxis

Demonstrating the highest standards of practice and professionalism

Engaging in current and relevant pedagogical practices informed by research, scholarship, and service within our professions

Aspiring to a high level of relational ethics that promotes social justice in ECE & CYC

#### **inclusivity**

Honouring indigenous knowledge through an integrated curriculum

Respecting diversity and valuing individuals of all abilities, cultures and beliefs

Creating relational, inclusive, equitable & accessible learning environments

Supporting learners to transition through their education towards employment by nurturing well-being personally and professionally

#### **Community**

Building a strong community of practice engaged in relationship and dialogue

Providing experiential learning in community

Developing & cultivating collaborative opportunities to enrich the lives of students, the local community, and global society

Building health & wellness through relationship

#### **Excellence**

Creating challenging learning environments

Pursuing the highest standards of pedagogy & praxis through a learner-centred approach in the delivery of curriculum

Demonstrating respect for the whole person

Modelling and engaging in a reciprocal teaching & learning relationship that promotes critical thinking and reflective practice

Goals of CYFS	
ECE	CYC
Curriculum that is relevant to the field	To provide an exceptional educational experience utilizing relevant, contemporary, and forward-looking CYC pedagogies.
High quality of instruction	To ensure high quality of instruction
Innovation and currency of faculty	To promote innovation and currency of faculty
Provide ideals of ECE ethics and philosophy	To provide ideals of CYC ethics and philosophy
Model ECE ideals in interactions	Promote reconciliation in education to integrate Indigenous understanding in all courses, that incorporates socially locating self and institution to honour Indigenous self-determination
The program provides an ECE Certificate that is consistent, relevant, and subject to ongoing improvement.	To prepare students to become eligible for CYC Certification
The program produces early childhood educators who demonstrate professionalism, ethical practice, and knowledge of child development in a practicum setting.	To model and engage in a reciprocal teaching and learning relationship with students that promotes critical thinking and reflective practice in CYC
The ECE Certificate at UFV prepares students through academic and practicum courses to work with young children, to guide them in reaching their full potential in their intellectual, social, emotional, and physical development reflecting and integrating diversity and cultural understanding through play.	To nurture the health and wellness of students as emergent CYC professionals, committed to learning and personal/professional development as a lifelong process.
It delivers curriculum that reflects the standards enforced by the provincial government through its ECE licensing authority.	To provide knowledge and experiences that fosters leadership whereby graduates of CYC can facilitate opportunities and environments for children, youth, families and communities to flourish.

	To prepare students for employment in complex and diverse CYC practice settings.
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**CYC Focus Groups – held in February 2020**

**What do you need to create and be in community in CYC?**

1<sup>st</sup> year to 4<sup>th</sup> year buddy system !! (or maybe 1<sup>st</sup> and 3<sup>rd</sup>)!!  
Opportunity for part time students to connect with regular cohort  
Opportunities to connect with other cohorts during class time  
Continue picking groups – (1<sup>st</sup> & 2<sup>nd</sup> year) forces us to make friends  
Have teachers arrange groups to promote student connection  
Trust between students  
Retreats  
CYC events both on and off campus!! (dinners, dances, bowling)  
Networking, holidays, per semester  
Professional trainers, guest speakers, graduates (more of this as part of class) !!  
Respect  
Mindfulness  
Seminars !!  
Opportunity to attend and obtain certifications in related fields (Mental Health 1<sup>st</sup>  
Aid, Health etc) !!!!!  
Conferences!!  
Communicate with each other – facebook page !!!  
CYC Net  
Group Work/presentations  
Relationships with families  
Know boundaries  
Opportunity to know each other personally!  
Mutual respect, confidentiality, compassion and empathy among classmates!!!!  
Relaxed comfortable atmosphere!!!!  
Open dialogue!  
Participate!!  
Create relationship within program/or be open to different relationships!!  
Events or activities other than classes to strengthen community!! Eg: wellness  
retreat!!  
Class discussion!!  
Networking opportunities!  
Understand that everyone is different!! (opinions/experiences,  
values/beliefs/priorities)



Accepting, non-judgmental atmosphere  
CYC space (since we are in after SUS hours & share classrooms with other programs. TEP doesn't let us feel welcome in our own classroom)  
Study space  
Place to relax and connect with other CYC students

**What do you need to have and maintain balance?**

Profs could share when BIG due dates are so all (x) year students don't have 2-4 large assignments due within 2 days  
Due dates do not overlap !!!!!!!  
Flexible due dates!  
Opportunity to hand things in early or staggered  
Emotional & academic classes balanced!  
Vary class times !!!!!  
Earlier hours of classes!!!  
More use of class time for assignments!!  
More class discussions!  
Better opportunity to connect with classmates!!  
More electives related to CYC!!  
Offer more summer course electives!!!!!! And more core courses over summer !!! (even just 1 semester would be nice)  
Online core courses!!!!!!  
Course availability – offered more than once a year!!  
Support circle from professors  
Solid support system!  
No back-to-back emotional classes  
Sleep!!  
Money!  
Exercise  
Self-care!!!! (opportunities beyond the mindful class or just talking about it)  
Peer support!  
Planned relax time  
Stress relievers  
Mindfulness practices!!  
Fun/laughter  
Healthy food

Flexibility  
Set boundaries  
Learn to say no!  
Time management/schedule!  
Giving yourself permission to not be perfect  
Being honest with myself  
Having quality time with loved ones  
Balance of structure and freedom  
Authentic connections with others and ourselves  
Refresher classes eg. Theories, trauma  
Self-care retreat  
Demonstrate our learning in multiple ways (more than papers)!

**What do you need to feel authentically seen and heard?**

**When do you feel authentically seen and heard?**

CYC faculty already do this – they already take the time to get to know their students (name, family history, etc) 100%!!!  
They open up to us which in return makes us feel comfortable and confident to speak up ourselves (safe environment)!!!  
CYC profs have made a safe space for this  
More one-on-ones or small groups with prof!  
Smaller cohorts  
When profs include own anecdotes  
When we're welcomed and accepted by peers and profs  
When you can fully be yourself 100%  
More positive feedback on assignments!  
Open dialogue  
Non-judgmental!  
Safe space!  
Empathy  
Respect classroom environment/treated with respect!  
Student/prof relationship (heart)  
Level of open communication  
Genuine professors!  
Ways for the class to come together without professor engagement to feel safe/seen/heard by all

Opportunity to connect with other students in the student context but also on a level outside student context!  
Diversity within assignments!  
Opportunity for informal connection with staff and students!  
Small & large group conversation  
Flexibility within assignments with the ability to show who we are!  
Rose gives us validation everyday Thx Rose!!(heart symbol)  
More approachable when asking questions & expressing concerns!  
Recognize students personal and academic differences!!!!  
Recognize personal lives and commitments!  
Being able to communicate & get thoughtful responses via email!  
Circle debrief at end of class!  
Detailed feedback on assignments!!

**What do you need to be successful and sustain scholarship? (be a successful student & learn)**

Time management!!  
Organization!!!  
Motivation!  
More experience!!  
Communication !!  
Open dialogue with teachers and other kids in the program  
Strong support system inside & outside of class  
Committing to deadlines!!  
Assignment being staggered!!  
Alternative way to present learning!!!! (not just paper) YES we are CYC-be flexible  
Classroom connections!  
Interactive learning  
Based on activities/experience not just reading!  
More field trips – actual experience!!  
More scholarship/bursary opportunities for CYC!!  
Clear information on assignments!!  
Timely feedback on assignments from instructors  
Clear expectations!!

Clear scholarship of knowledge of what is available & how to go through the process

Bigger, more informational course write ups

GPA

Proper sleep!!!

Afternoon classes vs late evening classes!!!

Classes 3-6, 6-9?!!!

Day classes?

Blended classes online, summer

Online options for classes

Approachable profs!!

Balance

Keep asking why?

Do research on my own time

Money

Time to reflect

Practice balance

Growth mindset

Skills based learning

Feeling supported by other students

Time for groupwork in class because of commuter school!!

Connection from classroom to work force – more knowledge about potential focuses of employment

**What do you need to understand and feel culturally safe?**

Open dialogue!!!!

Be respectful!!!!!!

Acceptance from others

Confidentiality!!

Diversity!! (different opinions/experiences) (makes you feel safe/commonalities)

Non-judgmental /non-bias accepting environment!!!

Education about various cultures!!! Learning about other cultures in class(cultural norms)!

Asking questions without judgement!

Explore own & others cultures  
Curiosity/awareness  
Open questions and answers!  
Open communication!! (see it represented)  
Bridge the gap between cultures!!  
More discussions  
How to be mindful/aware of cultures!  
Ensure we are not seeing only through our lens – promote open-mindedness!  
Respecting boundaries  
More representation among guest speakers – differing experience/cultures  
More cultural field trips  
Honesty  
Resources! (if a student asks for a PASS, give it without question)  
Trust in one another  
Supportive environment  
Education yourself  
Learn more about decolonization and reconciliation in every class



PROGRESS REPORT  
SCHOOL OF KINESIOLOGY PROGRAM REVIEW

SUBMITTED BY:  
ALASTAIR HODGES  
DEAN, FACULTY OF HEALTH SCIENCES  
JUNE 2021

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## Part 1: Introduction & Background

### Acknowledgement

The success of the process of the program review and this progress report were largely due to the work of the Kinesiology (KIN) unit. In particular, the self-study group and KIN students played a significant role in the program review process, and the KIN unit has worked on progress since the review. In particular, the Director, Dr. Jason Brandenburg, made significant contributions to content of this progress report.

### Process and Overview

The Kinesiology program underwent a review in 2017-18, forming a review committee which led a self-study, followed by a site visit in May 2018 by the Program Review Committee (PRC), consisting of two faculty members from external institutions with comparable programs and institutional sizes, and one faculty member from UFV. The unit responded to the PRC report with an action plan, and the Dean submitted a [Summary Report](#) to Academic Planning & Priorities Committee (APPC) in January 2019, which was accepted by Senate in April 2019.

The PRC report was thorough and overall was very positive about the quality of the KIN program, affirming the quality of the program, noting that the unit has developed a national reputation for excellence at the undergraduate level in the field of kinesiology. The reviewers summarized that there are no major problems, that the unit has begun to address some areas of concern, and provided 23 recommendations, summarizing 10 of them as key. The primary recommendations of the PRC consider personnel (faculty complement), unit structure within the Faculty of Health Sciences, accreditation, experiential learning, equipment and infrastructure, and several administrative issues (grading, curriculum alignment across lectures and labs, scheduling and course offerings, indigenization, and internationalization). The unit has made significant progress in personnel, unit structure, equipment and infrastructure, and has begun to address other administrative issues.

### Recommendations, Dean's Summary Report, & Action Plan

The Program Review External Review Report summarized 10 key recommendations for the School of Kinesiology. These recommendations are summarized below along with the action plan for each recommendation:

1. **Staffing:** The unit has demonstrated year over year urgent needs for more permanent faculty (i.e. tenure track or at the very least, longer term LTAs). Justification is clear with strong enrolments as well as the excessive use of numerous LTAs and sessional appointments.

*Action(s): Fill current B faculty vacancies. Base funding is fixed and constant, leading to financial challenges in altering the number of Type B Faculty. The Dean will work with the Provost and CFO in exploring options.*

*The department will poll recent LTA's and sessionals to discover issues related to orientation, and will then build a KIN specific resource, also including relevant human resources information and links. The Department Head will host an annual information session in late August for any new sessional instructors and LTA's. The Head will also initiate, via email, communication among instructors teaching different sections of the same course, or the lecture and lab of the same course to enhance course consistency and to allow for mentorship that is specific to a course. This has been tested at the outset of the Fall 2018 semester.*



2. **Structure:** Most kinesiology units across the country are now either a Faculty or a School. Explore moving from a Department to a School as this would likely provide efficiencies and additional benefits.

*Action(s): The Department Head, in collaboration with the Dean, will engage externally (with other KIN Deans/Directors in Canada) and internally (other schools at UFV) on the issues related to administrative structure, and report back to the department. After seeking approval from the department, the Head will provide a recommendation about unit structure to the Dean.*

3. **Accreditation:** Continue to work toward attaining the minimum standards for accreditation as set out by CCUPEKA to ensure quality experiences for your graduates and also consider applying for this national accreditation for your programs (kinesiology and physical education).

*Action(s): The department will explore how the two accreditations (Kinesiology and Physical Education) offered by CCUPEKA articulate with the current degree and the three specializations in the BKIN. In particular, possible accreditation options and any associated benefits and costs will be brought to the department for discussion. The Dean's office will provide financial support for costs associated with CCUPEKA accreditation.*

*Specifically, because the unit has only one degree (BKIN) with multiple specializations, accreditation of the current BKIN degree may be complex, and may not be plausible for all three specializations. It is noteworthy that the PRC delineated the current BKIN options as "kinesiology" and "physical education" as two separate entities in their review, indicating that they consider the Exercise Science specialization to align with Kinesiology accreditation and the Pedagogy specialization to align with Physical Education accreditation. Further, the field of kinesiology is shifting towards being a regulated health profession, which will likely necessitate consideration of competencies to meet regulatory bodies (e.g. [British Columbia Association of Kinesiologists](#), or a college model similar to Ontario's [College of Kinesiologists](#), should this occur in British Columbia). Under the leadership of the Department Head, the unit will explore long-term options for curricular alignment with accreditation, including consideration of new degrees to optimize alignment with accreditation, and to ensure graduates achieve competencies if and when regulation of the profession changes.*

4. **Student engagement in practical experiences:** Continue to offer the highly valued experiences, consider adding new initiatives and explore the opportunity to develop a co-op program option for students in the kinesiology program.

*Action(s): The Dean will explore staff structure in Health Sciences to support potential CO-OP coordination, and will explore infrastructure needs to support other experiential learning opportunities identified in the PRC report. The Department Head will explore pros and cons of a CO-OP program in the BKIN, through comparison with other KIN programs, and in consultation with UFV's Career Centre. The department will continue to explore the development of a pathway to become CSEP-CPT and CSEP-CEP certified while completing the undergraduate degree.*

5. **Equipment:** There is a need to expand the lab teaching equipment if enrolments are to remain at the current level or possibly increase. Similarly, explore adding teaching technology equipment to the facilities at the Chilliwack campus.

*Action(s): The department will develop a prioritized equipment list based on lab teaching needs, and which considers medium to long-term needs (i.e. 3 – 5 years) for presentation to the Dean. The department will engage in a discussion on reorganization of lab space, including how best to utilize the larger areas (A1385/1383 and A1369), and more formalized dedication and utilization of underutilized space (A1371, 1373, and A1381), with a recommendation presented to the Dean for approval. The department head will explore granting opportunities with the AVP Research, Engagement, and Graduate Studies. The department, in collaboration with the Dean, will consult with the AVP Teaching and Learning regarding specific technological teaching needs. The Dean will explore the feasibility of dedicating CEP A1105 as solely KIN lab space.*

6. **Facilities:** Explore developing gymnasium and recreational facilities as well as a few larger teaching classrooms at the Chilliwack campus.

*Action(s): The Lab Coordinator will develop an annual purchasing cycle for disposable items, and work with KIN staff to ensure all instructors are informed about process for equipment use and replenishment. The Dean will continue to work with the senior administration in exploring options for gymnasium and recreational facilities at the CEP campus. In the short-term, the Head will explore and trial scheduling options (see point 9) below) to enable the use of the Abbotsford facilities (e.g. gymnasia) for courses requiring such space.*

7. **Administrative – working together as a unit:** Address grading differences that affect student opportunities (e.g. scholarships, Dean’s list standing, acceptance to post-graduate programs, etc). Grading inconsistencies can cause undue consequences for students, therefore, it is recommended that a unit wide acceptance of an “average” grade for required and elective courses by levels be adopted, to avoid grade inflation and other unintended student behaviors. The unit is also encouraged to work together to align lab experiences and content with lecture materials in the course, especially when multiple instructors are involved in the same semester with laboratories or classroom teaching. For consistency and quality of programming, consider providing course release to allow for the development of laboratory manuals for all courses with labs as well as develop a Department or Faculty wide mentorship of new LTAs and sessional instructors. Finally, review and if warranted, address the mismatch between the lab credit value and the percentage of the final grade for the course assigned to the laboratory components.

*Action(s): The department will engage in collegial discussion to develop recommendation(s) on how to eliminate grading inconsistencies that impact student opportunities, particularly between sections of courses, between lectures and labs, and between program specializations. This may include, for example, the establishment of an expected average grade. The recommendation(s) will be provided to the Dean before the end of the 2019 calendar year.*

*The KIN department developed and adopted a grading document in 2017, which outlines the quality of work associated with each letter grade. As part of the grading recommendation(s) to be developed, the department will consider how this will document be effectively implemented and adhered to.*

*The Department Head will continue to gather data on grading for each section at the conclusion of each term, and will provide regular updates to the department and the Dean including: how average grading at each level (e.g. 100, 200, 300, 400 level courses) corresponds to the KIN grading document; statistically significant discrepancies between lectures and labs, between specializations in the BKIN, and between sections of the same courses.*

*The department will develop, and provide to the Dean and Faculty Council before the end of the 2019-20 academic year, a recommendation and rationale for the best ratio for percentage of the final grade assigned from lab components for each 4 credit laboratory course.*

*The Dean and Department Head will work together to identify appropriate personnel to develop lab manuals for all laboratory courses and determine appropriate compensation for this work. Once developed, all sections of labs will adhere to the same manual.*

8. **Administrative – Chair, academic advisor and administrative assistant:** Where possible provide students with longer term views of likely course offerings so that they may map with some level of confidence, their pathway through the degree.

*Action(s): The Department Head will work with the Department Assistant and Program Advisor to develop a yearly timetable of courses, with a public (i.e. web link) display of planned course offerings for each term. This will be updated each year shortly after the beginning of the fiscal year.*

9. **Administrative – scheduling:** It appears that scheduling of courses is sometimes problematic and student friendly schedules do not appear to be a priority. Explore developing a student friendly schedule and plan course offerings to minimize waitlists, especially in required courses. Some of these concerns could possibly be addressed by giving kinesiology students priority registration for some courses.

*Action(s): In conjunction with the action in item 8) above, the Head will work with the Dean and other relevant administration (e.g. Finance and OREG) to explore options for more student friendly scheduling, and reducing waitlists without incurring unnecessary budget challenges.*

10. **Other important unit/ university initiatives:** The unit is encouraged to continue their work on indigenization and internationalization initiatives and to cooperate with units at UFV to do so.

*Action(s): The department will explore successful indigenization initiatives in kinesiology at other universities, and work towards implementation at UFV. Some members of [CCUPEKA](#) have had significant impact on this issue and could be a valuable resource. The department will engage with the indigenous community and consult on what forms indigenization may take, specifically in the kinesiology program.*

*The department will explore international opportunities beyond the study tour in Antigua (e.g. a study tour specific to other specializations, student exchange opportunities). The Head will work with the Dean and UFV International to consider scheduling of courses specifically targeting international students.*

## Part 2: Progress Update

The School of Kinesiology has made significant positive progress since the time of the review. Most notably, the unit has transitioned from Department to School and a Director has been hired; the number of faculty member positions has increased; since the time of the review course enrollments have increased from 3,123 to 3,379 and FTE from 343.6 to 370.9 (2017-18 to 2019-20 – latest data available); teaching technology has been acquired and dedicated anatomy lab space has been organized; the unit has developed a plan and begun to address administrative issues such as grading and aligning lab experiences for multiple instructors; and the development of road maps to success for students.

As with all areas of the institution, the COVID-19 pandemic has contributed to significant challenges for the School of Kinesiology in the past 15 months. The unit has prioritized program continuity in the virtual realm and, though I appreciate the work of the Director and the unit in moving some of the action items forward prior to and during the pandemic, there is no question the pandemic has delayed this process on some items. At the time of the review there was, of course, no way of knowing how the pandemic would impact the delivery of UFV programs. Kinesiology has done relatively well with the remote delivery of curriculum, but there are concerns with practical competencies lacking among students who have missed in-person activities (particularly laboratory and experiential learning). Along with the listed action plan items, rectifying this pandemic related issue should be a priority for the School as we move out of the pandemic and back to more extensive face to face learning. In addition, the unit is in a position to incorporate some of the pandemic related shifts to better the program going forward. This may include, for example, opportunities such as offering hybrid approaches to theory-based learning.

### Action Plan Progress

1. **Staffing:** The unit has demonstrated year over year urgent needs for more permanent faculty (i.e. tenure track or at the very least, longer term LTAs). Justification is clear with strong enrolments as well as the excessive use of numerous LTAs and sessional appointments.

*Progress: All faculty positions are currently filled for a faculty complement of 15 full-time faculty members and a full-time Director. In addition, the School has four Limited Term Appointments (LTA), and approximately seven sessional instructors.*

2. **Structure:** Most kinesiology units across the country are now either a Faculty or a School. Explore moving from a Department to a School as this would likely provide efficiencies and additional benefits.

*Progress: The unit transitioned from Department to School in September 2020. Following discussions with internal and external partners and stakeholders, the unit voted in favour of transitioning to a school, and the institution provided the resources to support a dedicated Director position. In September 2020, the first Director of the School of Kinesiology was selected. This shift is still in its infancy, and the Director has been largely dedicated to managing the School through the pandemic, but in the long term this move will help with many administrative issues, such as those listed in action items 7 – 10.*

3. **Accreditation:** Continue to work toward attaining the minimum standards for accreditation as set out by CCUPEKA to ensure quality experiences for your graduates and also consider applying for this national accreditation for your programs (kinesiology and physical education).

*Progress: To date no action has occurred on this action item. This has been a long-term discussion of the unit over many years, and while there may be some advantages to accreditation, it is not an action that is required or urgent. The pandemic also played a role in drawing the attention of the Director away from this action item, and prevented engagement in such activities as attendance in person to CCUPEKA accreditation meetings. The Dean encourages the unit to continue exploring this action, but achieving accreditation is not imperative to the healthy functioning of the program.*

- 4. Student engagement in practical experiences:** Continue to offer the highly valued experiences, consider adding new initiatives and explore the opportunity to develop a co-op program option for students in the kinesiology program.

*The B.KIN. degree continues to include 225 hours of required practical experiences embedded in the program including the following minimums: 90 hours of experiential learning and field experiences ([KIN 161](#) and [KIN 455](#)); 135 hours of lab experience in the core courses with a lab component ([KIN 163](#), [KIN 170](#), [KIN 270](#), [KIN 272](#)). In addition, two of the three specializations also include mandatory practical experiences: Exercise Science includes an additional minimum 96 hours ([BIO 111](#), [KIN 363](#), [KIN 462](#)); and Pedagogy includes an additional minimum 45 hours ([KIN 122](#) and [KIN 221](#)).*

*Examples of new initiatives include the Director working with Elder College to create a Fall Prevention Program that would provide meaningful hands-on experience for kinesiology students; and the Director working with the BC Association of Kinesiologists (BCAK) to increase the number of meaningful practicum (KIN 455) experiences for kinesiology students.*

- 5. Equipment:** There is a need to expand the lab teaching equipment if enrolments are to remain at the current level or possibly increase. Similarly, explore adding teaching technology equipment to the facilities at the Chilliwack campus.

*Progress: On the CEP campus room A1105 had been the area for anatomy lab instruction. This was not in proximity to the other Kinesiology lab suite and, due to not being a fully dedicated space, was not ideal as it required instructors to rearrange the space into a lab-teaching layout for each lab class. Starting in May 2021, the unit has vacated A1105 and moved all anatomy equipment into A1364, which will remain as a dedicated space.*

*In the past two years, the unit has purchased several key pieces of equipment to support teaching including: a virtual anatomy (dissection) table, a Biodex isokinetic dynamometer, a portable metabolic analyzer, numerous human anatomy models, a treadmill, and a cycle ergometer.*

- 6. Facilities:** Explore developing gymnasium and recreational facilities as well as a few larger teaching classrooms at the Chilliwack campus.

*Progress: This action item is largely outside the control of the unit. A gymnasium on the CEP campus is a long-term and highly expensive proposition, as are larger teaching classrooms at CEP. Currently, the unit uses gymnasium space on the Abbotsford campus for activity courses requiring such space, and the unit is exploring*

*the use of gymnasium space in Stitó:s Lá:lém Totí:lt, the new K-8 school under construction adjacent to the CEP campus.*

7. **Administrative – working together as a unit:** Address grading differences that affect student opportunities (e.g. scholarships, Dean’s list standing, acceptance to post-graduate programs, etc). Grading inconsistencies can cause undue consequences for students, therefore, it is recommended that a unit wide acceptance of an “average” grade for required and elective courses by levels be adopted, to avoid grade inflation and other unintended student behaviors. The unit is also encouraged to work together to align lab experiences and content with lecture materials in the course, especially when multiples instructors are involved in the same semester with laboratories or classroom teaching. For consistency and quality of programming, consider providing course release to allow for the development of laboratory manuals for all courses with labs as well as develop a Department or Faculty wide mentorship of new LTAs and sessional instructors. Finally, review and if warranted, address the mismatch between the lab credit value and the percentage of the final grade for the course assigned to the laboratory components.

*Progress: A grading task force was created in the fall of 2019. The task force provided the school with recommendations to address some of the grading inconsistencies, specifically:*

*Multi-Section Courses:*

- *Fall 2020 Phase One: Multi-section courses. Recommending common textbook, common course outlines, weighting of assessments, and common grading rubrics.*
- *Fall 2022 Phase Two- Multi-section courses. Assess if changes have been effective (as assessed by final grades between multi-sections courses after two years.*

*Lecture/Lab Courses:*

- *Fall 2020 Phase One- Labs/Lectures. Common Lab Manual, Common Course Outlines, common weighting of assessments, common grading rubrics, lab and lecture appropriate evaluation based on application vs. theory, common forms of evaluation in lab.*
- *Fall 2022 Phase Two- Lab/Lectures. Assess if changes have been effective (as assessed by final grades between labs and lectures after two years.*

*Grading Differences Between Specializations:*

- *The grading task force did not believe they can recommend any formative changes in the discrepancies in grading between areas of specialization. These differences are primarily the result of individual faculty grading practices – something that the unit cannot be expected to solve, and which will be addressed as part of ongoing faculty evaluation.*

8. **Administrative – Chair, academic advisor and administrative assistant:** Where possible provide students with longer term views of likely course offerings so that they may map with some level of confidence, their pathway through the degree.

*Progress: The information on course offerings is regularly updated and provided to students. Currently, the School is in a good position in terms of offering upper level electives; as a result of curriculum changes in the past five years, upper level electives that previously did not fill (and were therefore in jeopardy of not running), are*

now regularly full. In addition, the School is now providing [online information](#) about the upcoming offerings of courses (see [Appendix](#) for sample webpage course listing).

The unit has developed Roadmaps to Success for students (see [Appendix](#)), which are intended to provide a guide to the best pathway through the B.KIN. degree for the three specializations.

9. **Administrative – scheduling:** It appears that scheduling of courses is sometimes problematic and student friendly schedules do not appear to be a priority. Explore developing a student friendly schedule and plan course offerings to minimize waitlists, especially in required courses. Some of these concerns could possibly be addressed by giving kinesiology students priority registration for some courses.

*Progress: The Director has applied the following principles in relation to scheduling:*

- *Widen the time of day that is utilized to schedule courses/sections.*
- *Offer different time patterns for multiple section courses.*
- *Minimize the number of courses of the same level (e.g., 100-level) scheduled in the same time slot.*
- *Offer different delivery styles for multiple section courses (e.g., online, face-to-face).*

*An increase in section offerings has been applied to core courses as well as mandatory courses (for each specialization).*

10. **Other important unit/ university initiatives:** The unit is encouraged to continue their work on indigenization and internationalization initiatives and to cooperate with units at UFV to do so.

*Progress: The unit organized and participated in an Indigenization workshop in the spring of 2019; in May 2021, numerous faculty members of the School of Kinesiology are participating (as a cohort) in a series of Educators Journey Towards Reconciliation and Weaving Knowledge Systems workshops.*

*The school of Kinesiology established an EDI task force in the Fall of 2020.*

### Summary

The School of Kinesiology has made significant progress on 8 of the 10 main recommendations from the program review action plan. The unit transitioned to a School in 2020; has hired new faculty; continues to engage students in significant practical experiences as well as exploring new opportunities; major equipment has been procured and space reorganization has occurred; the unit has begun to work on administrative issues such as grading inconsistencies, course offering plans and scheduling; and faculty have made significant movement in indigenization through activities such as engaging in the Educators Journey Towards Reconciliation and Weaving Knowledge Systems workshops. Some work also clearly remains on some of these actions such as exploring accreditation; continuing to explore new practical experience opportunities; continuing to work towards reconciliation; and continuing to work on administrative issues to ensure the best experience for students.

## Appendices

### Complete PRC Recommendations

#### Recommendations and brief rationale:

1. The unit is working at or above capacity with their complement of full-time faculty. Therefore, the kinesiology program would greatly benefit from additional permanent faculty (i.e. tenure-track or at the very least, longer term LTAs). With the appointment of the new Dean, the unit will immediately need a replacement faculty member. Strong enrolment numbers, and the use of numerous LTAs (one year only) and sessional instructors, year after year, also clearly demonstrate the need for investment in this area. For consistency and quality programming, it is obvious that the unit is making excessive reliance on sessional appointments and LTAs. For example, in 2016-17, there were approximately 39 sessional appointments, in 2017-18, 55 were hired and a projected minimum of 40 sessional appointments for 2018-19. A rough calculation suggests that approximately 1/3 of the courses are not taught by full-time faculty. Therefore, there is a demonstrated need for more full-time tenure-track faculty. This practice also leads to higher service workloads for full-time faculty who are already stretched. Finally, to ensure quality programming with numerous LTAs and sessional instructors, the administration is encouraged to consider developing a “new faculty orientation” which could include FAQ’s to help get started, a list of contacts for questions often posed by new employees, a kinesiology (or Faculty of Health Sciences) orientation and an HR orientation.
2. Because the vast majority of kinesiology units in Canada are now either a Faculty or a School, it may be worthwhile for the UFV Faculty of Health Sciences to explore moving the Department of Kinesiology to a School of Kinesiology. This administrative change could provide the future Director of the School with the ability to better administer the growing unit. This would also fit administratively in the Faculty of Health Sciences, which already has the School of Health Studies.
3. Minimum standards and to some extent, quality assurance measures, have been outlined by CCUPEKA accreditation standards for kinesiology and physical education programs and the unit at UFV should continue to work toward attaining the minimum standards for accreditation to ensure quality experiences for kinesiology and physical education graduates of their program. The unit should also consider applying for this national accreditation (kinesiology and physical education). Accreditation has many benefits, not the least of which is providing the university with validation of consistency of curriculum with other Kinesiology programs in Canada.
4. The students expressed satisfaction with the “hands-on” and practical experiences and also expressed an interest in having more opportunities to engage in these (e.g. development of a co-op program). Given the possible excellent experiences for students in the region, it could be worthwhile exploring the development of a co-op program option for students in the program as well as other hands-on programs (i.e. development of a fundamental movement program for children, development of a faculty/ staff exercise program, development of a peer (exercise science kinesiology student - UFV student) exercise program, development of a pathway to become a CSEP CPT and CEP during the undergraduate studies (and the associated practical testing opportunities), development of an after school exercise program for community members, etc., as is done at other primarily undergraduate institutions.
5. The limited equipment for some labs has been noted as problematic during the site visit by multiple stakeholders. Briefly, the reviewers noted that for example, anatomy models are often used at the same time by different courses, there is only one biopack/ powerlab for labs, there is no bioelectrical impedance unit, there is a need for items like foam rollers, etc. The unit should develop a “wish list” and work with the administration to prioritize the purchasing/ replacing of equipment for the program. The



unit should also work with the VP Research to develop research equipment purchases through CFI and other opportunities, especially if a graduate program is in the future plans for the unit.

6. There are challenges for sessional instructors to purchase and receive supplies for their classes/ labs (especially when they teach in the evenings). It would be worthwhile developing a regular purchasing cycle for items that are used annually like taping tape, etc and facilitate access to the necessary supplies for these part-time instructors.
7. Generally, the faculty, staff and students appear to be happy with new location of the kinesiology program on the Chilliwack campus with some concerns on teaching spaces (e.g. problems with basement rooms, not many larger classrooms, not much teaching technology in the classrooms), the lack of dedicated gym space, no adequate training facilities, no recreational facilities, and no “good” meeting space for students. The administration is encouraged to work with the unit to develop short, medium, and long-term plans to address these concerns.
8. The lack of a gymnasium for a pedagogy stream in kinesiology at CEP and the lack of training facilities for an exercise science stream as well as the lack of recreational facilities for all students, faculty and staff in a Department of Kinesiology and a Faculty of Health Sciences is puzzling. Given the student interest in having access to these for practical experiences, teaching and for the obvious links with the local community, we encourage the administration to explore developing such facilities at the Chilliwack campus. If this will be a long process, we encourage the administration to immediately reinstate the access to local facilities for faculty, staff and students. The unit is also encouraged to continue to develop the practical opportunities for their students in whatever facilities are available.
9. For a teaching intensive university, there is a relative lack of technology in the classrooms visited at CEP. Given the strengths of the teaching faculty and the availability of more teaching technology at the Abbotsford campus, the administration is encouraged to explore adding teaching technology equipment to the facilities at the Chilliwack campus.
10. Grading inconsistencies can cause undue consequences for students therefore, it is recommended that a unit wide acceptance of an “average” grade be adopted and assessment instruments adjusted to obtain this “average” grade to avoid grade inflation and other unintended student behaviors including gravitating to specific course instructors for an easy “A”. (It was noted, although not confirmed, that employment category may contribute to grade assignment. There would be value in an examination of this, and if substantiated, use on-boarding, and annual faculty/ instructor orientation activities to mitigate.) The Faculty Development Consultant could also provide a session with a panel on grade inflation for the unit. Furthermore, the development of a new common grading scheme for UFV is a positive first step in addressing some of the concerns raised around grade inflation during the review. The reviewers believe that the unit must work together to address grading differences that affect student opportunities (e.g. scholarships, Dean’s list standing, acceptance to programs after graduation). All full-time, LTAs and sessional instructors should be grading using a common expected average grade so that more accurate comparisons could be made and students are not advantaged or disadvantaged simply because they have a specific instructor. The assessment instruments and methods may need to be modified to ensure these targets are achieved over time by all instructors. Oversight of final grades, to ensure the goals are met, should rest with the Chair working with the Office of the Registrar.
11. To maintain quality programming and to ensure consistency in information delivery, the unit is encouraged to ensure the lab content aligns with (i.e. follows) course content, especially when multiple instructors are involved in the same semester with labs and/or classroom teaching. The alignment of course and lab content at UFV should be similar to other university kinesiology programs where the

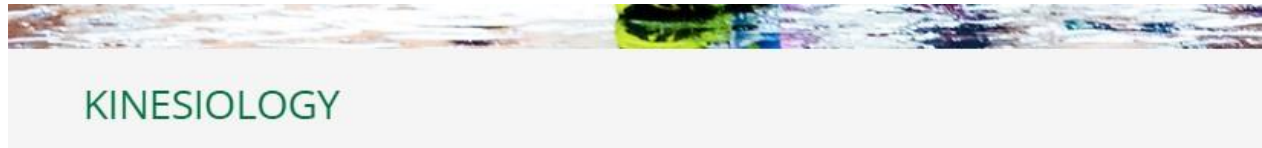
primary instructor of the course (i.e. the individual teaching the lectures) works with the lab instructor to ensure the lab component of the course is delivering the requisite experiences in an order that follows the theory presented in class and that complements the lectures (instead of duplicates the lecture content or “becomes a whole new course”). Similarly, the unit should work together to determine what the best ratio for percentage of the final grade assigned from lab components for each 4 credit lab course. It may be that the current 40% is warranted but it could also be that a smaller (i.e. 25% weighting) is more appropriate. The mismatch between “averages” in both components of the course (laboratory vs other) should also be addressed (i.e. adopt an average grade standard for both portions of the course and assessment tools can be re-calibrated to ensure this is possible). Finally, to address the student concerns, as well as the diversity of content covered when different instructors deliver sections of the same lab, developing common lab manuals could provide the solution to numerous concerns. Course releases, as done for the development of the very successful anatomy lab manual, could provide the unit with the time and resources to achieve this goal.

12. Students expressed concerns about not knowing what will be offered when, in advance. The unit is encouraged to do some longer time planning (taking into consideration sabbatical leaves, course rotations, course releases, etc) and to provide students with longer term views of likely course offerings so that they may map with some level of confidence, their pathway through the degree. The students understand that there could be changes and that these would only be drafts, however, this information sharing with current students is done in other units at UFV and appears to work well.
13. Students expressed concerns about the waitlists and faculty and students expressed concerns about “bottleneck” courses and access to required courses. The administration and the unit are encouraged to work to address the lengthy waitlists with planning and resources to minimize these and also to explore methods to avoid bottleneck courses before the students have the perceptions that they may not be able to take the courses when they would like to or should to graduate on time. There is an opportunity for the academic advisor to receive training (or additional training) on the DegreeWorks student audit system, and to provide students with instructions on using the system to plan their course progressions.
14. The unit has numerous LTAs and sessional instructors hired annually. This is problematic for a number of reasons but for consistency and quality, the unit (or Faculty) is encouraged to develop a Department (or Faculty) wide mentorship of new LTAs and sessional instructors. Also, the administration should seriously consider hiring the LTAs before student registration so that availability of instructors does not impact the timetable after students have registered. Finally, because of the ongoing reliance on LTAs to deliver the program and the ongoing strong enrolment numbers, the administration should hire returning LTA’s for multiple years to avoid needing to interview them year after year and to provide them with some job security.
15. There are numerous issues that were raised with the current method of scheduling courses. The unit is encouraged to explore developing a more student friendly schedule.
16. There are numerous excellent examples of what students can do with their kinesiology degree and these are shared with current UFV kinesiology students in different ways. The unit is encouraged to continue to foster student-led and faculty-led initiatives that allow current kinesiology students to know what can be done with their degree. Consider a small budget allocated to these initiatives to provide students with information they really need to hear. The budget is necessary to get the students there in the current commuter campus context. Use it for “free pizza lunch and meet some alumni” or similar initiatives.
17. The unit is encouraged to collectively review the curriculum regularly to ensure it continues to be relevant and everyone teaching in the unit is aware of what is being done in other courses/ labs. While

engaging in this work, the unit is also encouraged to evaluate the delivery modes for the different courses and assess which ones make sense to offer in lecture, hybrid, flipped, and/ or online formats. The students expressed satisfaction with the different modes of delivery for flexibility and for their educational experiences however, the delivery format(s) best suited for the content of each course should be assessed and reviewed. This could also be done in consultation with the UFV Faculty Development Consultant. There were several mentions of elective courses at Abbotsford campus being particularly hard to get access to for students in kinesiology. While some of the proposed curriculum changes will address some of these concerns, it would be wise to continue to monitor this and if it persists, work with the units in Abbotsford to deliver some of these popular electives at the Chilliwack campus at a time that would work for kinesiology students' schedules.

18. There have been several individuals in the kinesiology unit involved with indigenization and internationalization initiatives in kinesiology. The unit is strongly encouraged to continue to encourage indigenization and internationalization initiatives and to facilitate this work by aligning with the supportive resources available at UFV to further these initiatives. The next steps for indigenization could include a group meeting with facilitators from UFV or identified experts/ consultants and then implementing initiatives like "name it and claim it". On the internationalization front, the study tour in Antigua continues to be a very valued and extremely positive experience and a differentiator for the program. Future internationalization initiatives could target new recruitment markets like Germany and development of study tours in exercise science or active health.
19. Stakeholders expressed confusion about the 'thesis' name for some students who only do one course and simply complete a literature review. The unit could consider renaming this pathway so only those students who actually complete the research project and thesis are labelled as thesis students.
20. Because of the different campuses and the "home" of some offices/ services at UFV, it is challenging to access some of these for many kinesiology faculty. Therefore, where possible, the unit or Faculty should invite individuals and/ or resources from the Abbotsford campus to "lunch and learn" or faculty meetings, etc to the CEP to explore opportunities (i.e. thinker space, interdisciplinary research opportunities, teaching innovation and best practices, etc). The reviewers were made aware of a funded "experiential learning coordinator" position at UFV and this individual should be invited to a faculty meeting to explore further opportunities in kinesiology-related areas. The unit could also explore possibilities to work collaboratively with Nursing or the Centre of Education and Research on Aging on health and wellness initiatives and research, possibly in the active healthy aging area Other potential experiential learning opportunities could include the formalization of student placements with UFV sports teams.
21. The unit or faculty should be leaders in the development of "healthy campus initiatives" including for example, Exercise is Medicine on Campus. This could provide students with more opportunities to network with professionals, more practical experiences for students, as well as provide all students at UFV with important messages.
22. The unit expressed interest in developing a graduate program in kinesiology related areas. Should additional resources to do so become available, the unit is encouraged to do so.
23. Finally, the unit (full-time faculty and staff) is encouraged to work collectively and collaboratively with LTAs and sessional instructors to ensure there is an ongoing presence on campus and long-term morale continues to be positive in the unit. It is important to continue to encourage opportunities for interactions despite the challenges of having numerous sessional appointments, LTAs, a "commuter campus", some veteran and new faculty, etc.

List of Upcoming Courses – Sample KIN Webpage



UFV / KINESIOLOGY / LIST OF UPCOMING COURSES

## List of Upcoming Courses

Although we do our best to plan our course offerings well ahead of time, there are instances where a course may be changed or cancelled.

Course Outlines	KINESIOLOGY COURSE OFFERINGS as of June 8, 2021	Summer 2021	Fall 2021	Winter 2022
103	Concepts of Physical Fitness	*	*	*
121	Physical Literacy		*	*
122	Teaching Team Sport and Games (4 cr)		*	
160	Contemporary Health Issues	*	*	*
161	Introduction to Kinesiology	*	*	*
163	Introduction to Exercise Physiology (4 cr)		*	*
170	Basic Human Anatomy (4 cr)	*	*	*
215	Introduction to Biomechanics		*	*
221	Instructional Design and Analysis...			*
222	Teaching Fitness and Lifestyle Recreation (4 cr)		*	*
260	Topics in Human Nutrition	*	*	*
261	Sociocultural Aspects of Physical Activity and Sport	*	*	*
266	Exercise and Sport Psychology		*	*
268	Introduction to Motor Learning and Control		*	*
270	Human Physiology I (4 cr)		*	*
272	Human Physiology II (4 cr)		*	*
299	Special Topics in Kinesiology			
301	Research Methods in Kinesiology		*	*
302	Measurement and Evaluation in Physical Education			*

Roadmaps to Success

**30 – 60 – 90 STUDENT SUCCESS ROADMAP** for Exercise Science



30 credits

60 credits

90 credits

120+ credits

Courses to take

KIN 103 or  
KIN 160 (3)  
KIN 161 (3)  
KIN 163 (4)  
KIN 170 (4)  
BIO 111 (5)  
STAT 104 or 106 or  
PSYC 110 (3-4)  
ENGL 105 or  
CMNS 125 (3)

Electives \*

2 KIN or non-KIN  
electives (6-8 cr)  
-----  
• Develop friendships  
• Become involved on  
campus  
• Connect with faculty or  
staff who care about your  
success  
• Dedicate ample time to  
your coursework

Courses to take

KIN 215 (3)  
KIN 260 (3)  
KIN 261 (3)  
KIN 266 (3)  
KIN 268 (3)  
KIN 270 (4)  
KIN 272 (4)

Electives \*

1-2 KIN or non-KIN  
electives (6-8 cr)  
-----  
• [Meet with an advisor](#) to  
declare your specialization  
• Know requirements and  
career options related to  
that specialization  
• Get involved with  
opportunities that are  
challenging and relevant  
to your goals

Courses to take

KIN 301 (3)  
KIN 362 (3)  
KIN 363 (3)  
KIN 365 (3)  
One of:  
KIN 350, 371, 435, 460,  
461, 470 (3-4)  
2-3 UL KIN courses (6-9 cr)

Electives \*

3-4 KIN or non-KIN  
electives (9-12 cr)  
-----  
• Expand your learning  
• Become a leader  
• Volunteer  
• Develop your job strategy  
• Become involved on  
campus

Last updated 2021 April 09

Courses to take

KIN 401 or 455 (3)  
KIN 462 (4)  
KIN 463 (3)  
KIN 481 (3)  
1-2 UL KIN courses (4-6 cr)

Electives \*

4-5 KIN or non-KIN  
electives (min 13 cr)  
-----  
• Meet with an advisor  
• Implement your job or  
grad school strategy  
• Complete your Grad  
Application  
• Attend Convocation

**BACHELOR'S  
DEGREE  
COMPLETED &  
LEARNING GOALS  
ACHIEVED!**

**THROUGHOUT  
YOUR  
UNIVERSITY  
EXPERIENCE:**

- ✓ Be an active engaged learner
- ✓ Maintain good academic standing
- ✓ Complete an average of 15 credits per semester
- ✓ Monitor your learning goals and document your achievements
- ✓ Become actively involved in at least one co-curricular activity
- ✓ Develop a financial plan and maintain financial aid eligibility
- ✓ [Meet regularly with an advisor](#)
- ✓ Email your questions to [kininfo@ufv.ca](mailto:kininfo@ufv.ca)
- ✓ Check program [requirements](#)

\*Electives: 42-44 credits; minimum 12 non-KIN credits; remaining 30-32 credits may be KIN or non-KIN courses; 48 UL credits required including at least 38 UL KIN credits.

# 30 – 60 - 90 STUDENT SUCCESS ROADMAP for Active Health



30 credits

60 credits

90 credits

120+ credits

Courses to take

KIN 103 or  
KIN 160 (3)  
KIN 161 (3)  
KIN 163 (4)  
KIN 170 (4)  
BUS 100 (3)  
STAT 104 or 106 or  
PSYC 110 (3-4)  
ENGL 105 or  
CMNS 125 (3)

Electives \*

2 KIN or non-KIN electives  
(6-8 cr)

- Develop friendships
- Become involved on campus
- Connect with faculty or staff who care about your success
- Dedicate ample time to your coursework

Courses to take

KIN 215 (3)  
KIN 260 (3)  
KIN 261 (3)  
KIN 266 (3)  
KIN 268 (3)  
KIN 270 (4)  
KIN 272 (4)

Electives \*

1-2 KIN non-KIN electives  
(6-8 cr)

- [Meet with an advisor](#) to declare your specialization
- Know requirements and career options related to that specialization
- Get involved with opportunities that are challenging and relevant to your goals

Courses to take

KIN 301 (3)  
KIN 360 or  
KIN 451 (3)  
KIN 362 (3)  
KIN 365 (3)  
KIN 366 (3)  
One of:  
KIN 350, 371, 462, 463 (3-4)  
2-3 UL KIN courses (6-9 cr)

Electives \*

2-3 KIN or non-KIN electives  
(6-9 cr)

- Expand your learning
- Become a leader
- Volunteer
- Develop your job strategy
- Become involved on campus

Last updated 2021Apr09

Courses to take

KIN 401 or 455 (3)  
KIN 465 (3)  
KIN 481 (3)  
2-3 UL KIN courses (5 cr min)

Electives \*

5-6 KIN or non-KIN  
electives (min 16 cr)

- Meet with an advisor
- Implement your job or grad school strategy
- Complete your Grad Application
- Attend Convocation

**BACHELOR'S  
DEGREE  
COMPLETED &  
LEARNING GOALS  
ACHIEVED!**

**THROUGHOUT  
YOUR  
UNIVERSITY  
EXPERIENCE:**

- ✓ Be an active engaged learner
- ✓ Maintain good academic standing
- ✓ Complete an average of 15 credits per semester
- ✓ Monitor your learning goals and document your achievements
- ✓ Become actively involved in at least one co-curricular activity
- ✓ Develop a financial plan and maintain financial aid eligibility
- ✓ [Meet regularly with an advisor](#)
- ✓ Email your questions to [kininfo@ufv.ca](mailto:kininfo@ufv.ca)
- ✓ Check [program requirements](#)

\*Electives: 45-47 credits; minimum 12 non-KIN credits; remaining 33-35 credits may be KIN or non-KIN courses; 48 UL credits required including at least 38 UL KIN credits.

## 30 – 60 - 90 STUDENT SUCCESS ROADMAP for Pedagogy



### YEAR 1 ➡ YEAR 2 ➡ YEAR 3 ➡ YEAR 4

30 credits                  60 credits                  90 credits                  120+ credits

Courses to take

KIN 121 (3)  
KIN 122 (4)  
KIN 161 (3)  
KIN 163 (4)  
KIN 170 (4)  
STAT 104 or 106 or  
PSYC 110 (3-4)  
ENGL 105 or  
CMNS 125 (3)

Electives \*

1-2 non-KIN  
electives (6-8 cr)

- Develop friendships
- Become involved on campus
- Connect with faculty or staff who care about your success
- Dedicate ample time to your coursework

Courses to take

KIN 215 (3)  
KIN 221 (3)  
KIN 260 (3)  
KIN 261 (3)  
KIN 266 (3)  
KIN 268 (3)  
KIN 270 (4)  
KIN 272 (4)

Electives \*

1-2 non-KIN  
electives (4-6 cr)

- [Meet with an advisor](#) to declare your specialization
- Know requirements and career options related to that specialization
- Get involved with opportunities that are challenging and relevant to your goals

Courses to take

KIN 301 (3)  
KIN 302 (3)  
KIN 360 (3)  
KIN 365 (3)  
One of:  
KIN 222\* (4), 322 (3),  
or 323 (3)  
2-3 UL KIN courses  
(6-9 cr)

Electives \*

2-3 KIN or non-KIN  
electives (6-8 cr)

- Expand your learning
- Become a leader
- Volunteer
- Develop your job strategy
- Become involved on campus

Courses to take

KIN 401 or 455 (3)  
KIN 451 (3)  
KIN 481 (3)  
3-4 UL KIN courses  
(min 7 cr)

Electives \*

3-4 KIN or non-KIN  
electives (min 14 cr)

- Meet with an advisor
- Implement your job or grad school strategy
- Complete your Grad Application
- Attend Convocation

**BACHELOR'S  
DEGREE  
COMPLETED AND  
LEARNING GOALS  
ACHIEVED!**

**THROUGHOUT  
YOUR  
UNIVERSITY**

**EXPERIENCE:**

- ✓ Be an active engaged learner
- ✓ Maintain good academic standing
- ✓ Complete an average of 15 credits per semester
- ✓ Monitor your learning goals and document your achievements
- ✓ Become actively involved in a least one-co-curricular activity
- ✓ Develop a financial plan and maintain financial aid eligibility
- ✓ [Meet regularly with an advisor](#)
- ✓ Email your questions to [kininfo@ufv.ca](mailto:kininfo@ufv.ca)
- ✓ Check [program requirements](#)

Last updated 2021 April 09

\* Electives: 44-46 credits; minimum 12 non-KIN credits; remaining 32-34 credits may be KIN or non-KIN courses; 48 UL credits required including at least 38 UL KIN credits



**Academic Planning and Priorities Committee**  
**2021/22 Meeting Schedule**  
**Wednesday, Week 3**  
**2:30 – 4:30 pm**

<b>Meeting Date</b>	<b>Agenda Deadline @ noon</b>	<b>Location</b>
September 22	Sept 14	A225
October 20	Oct 12	A225
November 17	Nov 9	A225
December 15	Dec 7	A225
January 19	Jan 11	A225
February 16	Feb 8	A225
March 16	Mar 8	A225
April 13	Apr 5	A225
May 11	May 3	A225
June 15*	Jun 7	A225

\* Scheduled to week 4 - due to potential conflict with Convocation in Week 3




**ACADEMIC PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2021-22**

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
<b>Chair</b>		
Provost & Vice-President, Academic ( <i>ex officio</i> , voting)	Ongoing	James Mandigo
<b>Voting Members</b>		
Vice-Chair of Senate	Ongoing	Gerry Palmer, Faculty of Professional Studies
Chair, Senate Budget Committee (or designate)	Ongoing	Betty Poettker, AVP, Integrated Planning & Resource Allocation (designate)
Chair, Undergraduate Education Committee (or designate)	Ongoing	David Johnston, University Registrar
Chair, Graduate Studies Committee (or designate)	Ongoing	Nicola Mooney, Faculty of Social Sciences
Chair, Research Committee (or designate)	Ongoing	Shelley Canning, Faculty of Health Sciences
<i>7 faculty members, approved by Senate, at least 3 from Senate</i>		
Faculty (senator)	08-01-2019 to 07-31-2022	Shelley Stefan, Faculty of Humanities
Faculty (senator)	08-01-2019 to 07-31-2022	Jon Thomas, Faculty of Professional Studies
Faculty (senator)	08-01-2021 to 07-31-2024	vacant
Faculty	08-01-2021 to 07-31-2023	Dale McCartney, Faculty of Social Sciences
Faculty	08-01-2020 to 07-31-2022	Amir Shabani, Faculty of Professional Studies
Faculty	08-01-2021 to 07-31-2023	Lin Long, Faculty of Applied & Technical Studies
Faculty	08-01-2020 to 07-31-2022	Emilio Landolfi, Faculty of Health Sciences
<i>Two deans or associate deans</i>		
Dean	08-01-2021 to 07-31-2024	Sylvie Murray, Dean, College of Arts
Dean	08-01-2021 to 07-31-2024	Peter Geller, Interim Dean, Applied & Technical Studies
<i>Two staff members</i>		
Staff	08-01-2021 to 07-31-2023	Deanna Devitt, Work-Integrated Learning Coordinator, Science & Geography
Staff	08-01-2021 to 07-31-2024	Derek Ward-Hall, Regional Manager, International Student Recruitment
<i>Two students</i>		
Student (senator)	08-01-2021 to 07-31-2022	Ishika Sethi
Student (Senator)	08-01-2021 to 07-31-2022	Sandeep Rai
<b>Ex-Officio Non-Voting Members</b>		
Associate VP, Institutional Research and Planning (or designate)	Ongoing	Vlad Dvoracek
Associate VP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Garry Fehr
Associate VP, Teaching and Learning (or designate)	Ongoing	Maureen Wideman
Associate VP, UFV International	Ongoing	David McGuire
Associate Director, Program Development & Quality Assurance	Ongoing	Claire Carolan
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
University Librarian (or designated Librarian)	Ongoing	Camille Callison
University Secretary (or designate)	Ongoing	Al Wiseman
Vice-Provost Academic	Ongoing	Tracy Ryder Glass
Director, Equity, Diversity & Inclusion	Ongoing	Sundeep Hans
<b>Administrative Support</b>		
Office of the Provost and Vice-President, Academic		Melinda Saretzky
<b>CURRENT MEMBERSHIP: 28 members - 18 voting members and 10 non-voting members</b>		
<b>Quorum: Shall be a minimum of fifty percent (50%) of voting membership (not including vacancies)</b>		
		Current as of September 9, 2021




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**MEMORANDUM**  
Academic Planning and Priorities Committee

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APPC Chair: James Mandigo  
APPC Assistant: Melinda Saretzky

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**TO:** Dr. Joanne MacLean, Chair, Senate  
**FROM:** Dr. James Mandigo, Chair, Academic Planning and Priorities Committee  
**DATE:** March 24, 2021  
**RE:** APPC Annual Report to Senate – 2020-2021

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The timeframe for this report is April 2020 – March 2021.

During this challenging Pandemic year, the APPC marshalled on alongside the rest of the university community and continued to provide an extremely high level of service. This service was shown through the rich discussions, feedback, and recommendations given for the following:

**New Programs**

- Minor in Spanish Language and Culture
- Communications major – Stage 1 proposal
- Applied Management concentration (BIS)
- Indigenous Studies certificate

**Program Reviews**

- Global Development Studies
- Latin American Studies
- Modern Languages
- Psychology

**Program suspensions**

- Hospitality Event Planning certificate
- Master of Arts (Criminal Justice)
- Aircraft Maintenance Engineer-Structure Certificate

**Program discontinuance**

- Substance Abuse Counselling certificate

**Concept Papers**

(2020 Program Report and Plan)

- Graduate Certificate in Technology, Innovation and Society
- Certificate in Civic Governance and Innovation
- Communications major
- Freelance Backpack Journalism Minor and Extended Minor
- Associate Certificate in Intercultural Studies

**Concept Papers**

(mid-cycle review, 2021 Program Report and Plan)

- Bachelor of Regional and Community Planning

**Program Report and Plan:** The Program Report and Plan 2020 was recommended for approval at APPC in May 2020 and went on to Senate and the Board for approval in June 2020.

**Update to the Education Plan 2016 – 2020: Learning Everywhere:** The 2020 update to the UFV Education Plan was recommended for approval at APPC in June 2020. This Update went on to Senate and the Board for approval in September 2020. Going forward, the Education Plan will be part of the Integrated Strategic Plan.

**Terms of Reference:** The APPC underwent an extensive review of their terms of reference (ToR) and by means of a workplan, formed various ad-hoc committees. These ad-hoc committees considered recommendations from the APPC ToR sub-committee and the results will be outlined in the ToR review that will be submitted to Senate, some of which include additional recommendations for policy consultation and creation.



**Additional:**

- Ongoing updates were provided by the Provost regarding changes to UFV procedures in response to the evolving Provincial Health Orders due to the current Pandemic
- Engaged in pivotal discussions regarding the Integrated Strategic Plan - IYAQAWTWX 'House of Transformation'
- Approved recommendation for the creation of two new policies "Academic Continuity Policy" and "Educational Services Policy"
- Feedback was given regarding the Quality Assurance Process Audit Institution Report
- Committed to find ways to implement the imperatives from the Equity, Diversity, and Inclusion (EDI) Taskforce.
- Provided feedback on the review of the Program Discontinuance Policy (222)
- Recommended to Senate the approval of:
  - New School of Computing (from Department of Computer Information Systems)
  - Department of Information Studies (from Department of Library & Information Technology)
  - New Department of Arts Studies
- The Program Development and Quality Assurance office brought forth some new guidelines and procedures which include:
  - Revision to Process for Approval of Associate Certificates
  - Revised Concept paper rubric