

AGENDA

Academic Planning and Priorities Committee

Wednesday, November 29, 2023 - 2:30 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.

3 - 4

- 2.2. Minutes**

MOTION: That APPC approve the minutes of November 1, 2023 APPC meeting as presented.

- 3. BUSINESS ITEMS**

5 - 6

- 3.1. Engineering Common Core certificate – New program**

Attached: PDQA Cover Memo

All other documents: S:\Public\UFV\info\APPC or Blackboard

MOTION: That the APPC has reviewed the Engineering Transfer Program change request to be converted into the Engineering Common Core certificate in both the budget and academic lenses as presented and recommend approval to Senate.

7 - 11

- 3.2. Program Suspension - Mindfulness Based Teaching and Learning Graduate Certificate**

MOTION: That APPC has reviewed the budgetary implications of the Faculty of Education and Community Development request to suspend the Mindfulness-Based Teaching and Learning Graduate Certificate for one year and recommends it to the Provost.

- 4. PROVOST'S REPORT**

- 5. INFORMATION ITEMS**

- 5.1. Senate Items – November 17, 2023**

- Interim Procedures – Expedited Program Review Process
- Expedited Program - Post-baccalaureate diploma, Digital Communication and Promotion

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6. ADJOURNMENT and NEXT MEETING

6.1. Next Meeting: January 31, 2024; 2:30-4:30pm; Room A225



Draft Minutes
Academic Planning and Priorities Committee

Wednesday, November 1, 2023 - 2:30 PM
Abbotsford Campus, Room A225

Present: Tracy Ryder Glass (Chair), Al Wiseman, Alisa Webb, Awneet Sivia, Chris Campbell, Claire Carolan, David Johnston, Garry Fehr, Gillian Hatfield, Liana Thompson, Mark Brosinski, Michael Hitch, Nathan Bialas, Nicola Mooney, Pedro Montoya-Pelaez, Samantha Hannah, Shirley Hardman, Teresa Kisilevich, Vibhu Dikshit, Vlad Dvoracek, Zina Lee, Linda Pardy (Guest), Melinda Saretzky (recorder)

Regrets: Betty Poettcker, Camille Callison, David McGuire, Gerry Palmer, Sylvie Murray, Jackie Hogan, Shawn Geniole, Shel Stefan

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

Quorum confirmed and territorial acknowledgement was given.

2. APPROVALS

2.1. Agenda

MOTION: That APPC approve the agenda as presented.
N. Bialas/2nd V. Britton
Carried.

2.2. Minutes

MOTION: That APPC approve the minutes of October 4, 2023 APPC meeting as presented.
M. Hitch/2nd P. Montoya-Pelaez
Carried.

3. PROVOST'S REPORT

No report.

4. BUSINESS ITEMS

4.1. Interim Procedures – Expedited Program Review Process

Due to the amalgamation of the SBC and APPC, a review of the Expedited Program Review Procedures determined that the APPC could review this proposal during the meeting in both the budgetary and

Academic Planning and Priorities Committee
November 1, 2023

academic lenses negating the need for a separate subcommittee (Expedited Review Standing Subcommittee) until such time that policy 21b can be officially updated. Interim procedures were brought forward passing the following motion:

MOTION: That the APPC has reviewed the interim Expedited Approval Process and approve as presented.

Z. Lee /2nd M. Hitch
Carried.

4.2. Expedited Program - Post-baccalaureate diploma, Digital Communication and Promotion

The APPC, while also assuming the role of Senate Budget Committee (SBC) due to the amalgamation of both committees, reviewed the proposal in both the academic and budgetary lenses.

The APPC recognized the great work involved in creating this program. Questions arose regarding the labour market forecast and it was noted that consultation was sought from UFV International which noted that post-baccalaureate programs are appealing to International students. UFV's SEM Plan would be considered for future programs by considering both the domestic and international labour market forecast. A suggestion was also brought forth to consider increasing the digital-related options to FILM 313.

MOTION: That the APPC has reviewed the proposal for the Digital Communication and Promotion post-baccalaureate diploma, and the proposed program's budgetary analysis and recommends it to Senate for development.

Z. Lee/2nd C. Campbell
Carried.

5. INFORMATION ITEMS

5.1. Senate Items – October 20, 2023

- Program Suspension renewal: Graduate cert in Program Evaluation

6. ADJOURNMENT and NEXT MEETING

2:46PM

Next Meeting: November 29, 2023; 2:30-4:30pm; Room A225



MEMO

TO: APPC
FR: Claire Carolan, Associate Director, PDQA
RE: Engineering Common Core Certificate – Department of Physics, Faculty of Applied and Technical Studies
DATE: November 16, 2023

This memo is sent from PDQA to APPC on behalf of the Physics department.

At the 2018 BC Engineering Articulation meeting, all receiving and sending institutions agreed to develop a Common First-Year Engineering Curriculum (CFYEC). It was established at the end of 2019. The (CFYEC) is intended to prepare graduates for transfer into second-year Engineering at any of the post-secondary institutions shown as signatories to the CFYEC agreement. Lead by Dr. Peter Mulhern the Physics Department revised UFV's existing Engineering Transfer Program (ETP) based on the CFYEC – the revised curriculum was approved and implemented in 2021.

In June 2023, the UFV Provost & VP Academic signed onto the Agreement as a “primarily sending” institution. As a sending institution UFV agreed to five requirements including:¹

- a. Encapsulate the CFYEC as a recognized credential (i.e., a certificate)

As such the Faculty of Applied and Technical Studies proposes to convert the existing Engineering Transfer Program into the Engineering Common Core Certificate (ECCC). No changes are proposed to the curriculum or admission requirements, which are approved by UFV and align with the CFYEC curriculum.

The existing Engineering Transfer Program does not provide UFV students with a UFV credential.

The Physics department has submitted a program change request which was review by UEC Pre-check, CWC and recommended at the October 27, 2023, UEC meeting.

It has been determined that this request sits in a grey area between a major program change and a new program. At the request of the Acting Provost on the advice of the Degree Quality Assessment Board (DQAB), the program changes have been submitted for 30-day PSIPS peer review (November 16, 2023). PDQA has converted the information in the Program Change Memo into the Ministry's basic form for non-degree programs for the purpose of that submission – no details of the program change request have been changed.

According to the Procedures for [Undergraduate Program and Course Approval, Appendix to Policy 21](#), (pg. 14), major program change requests require seven steps for approval. At step 5, the proposal is reviewed by UEC and SBC to recommend to Senate. As noted above the request was reviewed and

¹ The full agreement is included as an attachment.

recommended by UEC on October 27, 2023. Due to the amalgamation of SBC and APPC, the request has been submitted to this committee as an adaptation of the current procedure.

Please find attached to this memo the following supporting documents for APPC review:

1. Engineering Transfer Program/Engineering Common Core Certificate Program Change Memo
2. Non-degree Stage 1 Proposal document submitted to PSIPS (on the ministry template)
3. Common First Year Engineering Curriculum Agreement.

Suggested MOTION

[THAT] APPC has reviewed the Engineering Transfer Program program change request to be converted into the Engineering Common Core Certificate as presented and has voted to recommend to Senate.



MEMO

TO: Tracy RyderGlass, Acting Provost, Chair APPC
FR: Claire Carolan, AD PDQA
CC: Allyson Jule, Dean, FECHD; Mary Saudelli, Associate Dean, FECHD; Melinda Saretzky, Assistant to the Provost; Kim Daley, Assistant to the Dean, FECHD, Garry Fehr, AVP RGS
RE: Program Suspension Request – Mindfulness Based Teaching and Learning Graduate Certificate
DATE: November 15, 2023

The Faculty of Education, Community and Human Development has submitted a request for a one-year suspension of the Mindfulness-Based Teaching and Learning Graduate Certificate. Attached to this memo is the rationale for this request. The request was discussed at the September 15, 2023, FECHD Curriculum Committee Meeting and the November 3, 2023, FECHD Faculty Council meeting meetings. The AVP Research and Studies was involved in the consultation process and confirmed his support of the suspension via email to PDQA on November 15, 2023.

On behalf of FECHD, PDQA is submitting this request for APPC review before Provost review and approval in an adaptation of the current procedures for policy 222, Suspension and Discontinuance, wherein this proposal would be sent from the department to Senate Budget Committee for consultation before being sent by PDQA to the Provost.

Suggested MOTION:

[THAT] APPC has reviewed the budgetary implications of the Faculty of Education and Community Development request to suspend the Mindfulness-Based Teaching and Learning Graduate Certificate for one year and recommends it to the Provost.



MEMO

TO: Dr. Tracy Ryder-Glass, Acting Provost

FROM: Dr. Allyson Jule, Dean, Faculty of Education, Community, And Human Development And Dr. Garry Fehr, Associate Vice President Research And Graduate Studies

CC: Dr. Mary Saudelli, Associate Dean; Melinda Saretzky, Assistant to the Provost and VP Academic; Dr. Claire Carolan, Associate Director, PDQA; Angie Reid, Committees Assistant, Faculty Of Education, Community, And Human Development (FECHD)

SUBJECT: Program Suspension: Mindfulness-Based Teaching and Learning Graduate Certificate, Faculty Of Education, Community, And Human Development (FECHD)

DATE: OCTOBER 3, 2023

SECTION 1 - Program Information

MBTL: Mindfulness-Based Teaching and Learning Graduate Certificate

SECTION 2 - Effective Date –

Fall 2023

SECTION 3 - Length of Suspension

Request suspension for: *1 year*

SECTION 4 - Rationale

A main reason for this request to suspend this program is low student enrolment. The MBTL program has only a 4-year history at UFV. Over that time, it has had the following applications and registered students numbers:

- 2019 – 46 applicants and 29 registered students;*
- 2020 – 42 applicant and 29 registered students;*
- 2021 – 30 applicants and 23 registered students; and*
- 2022 – 13 applicants and 0 registered students.*

For the first few years, it was clearly a successful program. However, during for the last year (2022-2023) enrollment dropped significantly, and, in the Fall of 2022, the cohort had to be cancelled for the 2022-2023 academic year due to low enrollment.

There are several potential reasons why the enrollment declined since the 2021-2022 academic year and how related budgetary considerations for this cost-recovery graduate certificate program shape its viability and sustainability. First, the program is a rare mindfulness-focused teaching and learning program in an emergent field. As such, it is possible that i) the pool of candidates knowledgeable about the field and seeking to enrol are limited and ii) if a potentially wider pool of candidates who would enrol in the program exists, they will not be captured if they do not know about this field or this program.

Second, and related to the first point, is that the program has required significant marketing efforts within the Department of Adult Education where there is limited resourcing (marketing, allocated work hours). Third, MBTL budgeting affects the minimum numbers of students required to ensure cost recovery. Developing, agreeing, and adhering to a new budget – with a fulsome rationalization of investment and return – is a necessary step to clarifying what level of enrolment can reasonably be expected.

The program currently sits within Graduate Studies. Some questions include the following: What are the possibilities for respecifying the program as an undergrad program or a revised grad program, perhaps it is better suited as a post baccalaureate, an undergraduate certificate, or a continuing education certificate? How is it positioned and situated with respect to adult learning and education and well-being/mental health? How much marketing is needed? Is this amount workable with the current administrative structure?

Feedback from the first years of the program suggest that students coming to the program require much care and support, often beyond the amount required by other students in other ADED programs. This relates to support in securing entry requirements, supporting students with pre-requisite options, supporting students in timely application to the program, supporting graduates towards accreditation, and the like. Feedback suggests a need to be clearer about the level of support on offer, such that the true cost of administration, advising, and support is properly accounted and budgeted for.

This program could be restructured over the one-year suspension to offer a program more in line with student needs and market demands. The one-year suspension will not have any implications on faculty workload.

SECTION 5 – Work Plan

Over the course of the 2023-2023 academic year, the current coordinator, in collaboration with the Adult Education Department will revise the MBTL program to address the concerns noted in this suspension document. The changes will be agreed to by all within the Adult Education Department, will then be submitted to the appropriate reviews with the FECHD Curriculum Committee and Faculty Council.

SECTION 6 – Consultation

In July 2022, I began my tenure as Dean of the Faculty of Education, Community, and Human Development (FECHD). One of my priorities was to review the sustainability of the various departments within my portfolio. It is through this process that I became concerned about the low enrollment in the MBTL program.

In September, 2022, I made the decision to cancel the only course sessions offered in the Fall, due to only 13 students applying to the program; the two of whom were admitted had not yet commenced any of their course work. I decided to cancel offerings of courses and watch what happened with applications into the MBTL graduate certificate through the Winter of 2023. When no further applications were forthcoming, I made the decision in April, 2023, to suspend the MBTL program for 1 - 2 years. There are no students currently enrolled in the program who have not convocated.

Impact on space: There is no impact on space in relation to this suspension.

Impact on operating budget and resources: There is no impact on operating budget and resources. Faculty who teach in this area are reallocated teaching within their department That said, to re-launch the program will take more budget for marketing.

The Faculty of Education, Community, and Human Development Curriculum Committee discussed the proposal at the September 15, 2023 meeting. All agreed with the reasons for the suspension.

The Education, Community, and Human Development Faculty Council discussion occurred at the November 3, 2023 meeting and no comments were received.

SECTION 7 - Accommodation Plan

There are currently no students admitted to the MBTL.

SECTION 8 - Communication Plan

Communication with the Office of the Registrar regarding suspension will be necessary. There are no students who have applied, been admitted, or currently enrolled in the program.

SECTION 9 – Additional Relevant Information

Yours respectfully,



Dr. Allyson Jule

Dean of the Faculty of Education, Community, and Human Development