

AGENDA

Academic Planning and Priorities Committee

Wednesday, January 31, 2024 - 2:30 PM
Abbotsford Campus, Room A225

Page

- 1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT**
- 2. APPROVALS**
 - 2.1. Agenda**

MOTION: That APPC approve the agenda as presented.
 - 2.2. Minutes**

MOTION: That APPC approve the minutes of November 29, 2023 APPC meeting as presented.
- 3. PROVOST'S REPORT**
- 4. BUSINESS ITEMS**
 - 4.1. New School of Education**

MOTION: That the APPC, upon approval of the 2024-2025 budget, recommend to Senate the formation of the School of Education to replace the Teacher Education Department with the inclusion of Early Childhood Education programs and recommend approval to the Board.
 - 4.2. Program Discontinuance – Philosophy Extended minor**

MOTION: That APPC recommend to Senate approval of the discontinuance of the Philosophy Extended minor to the Board.
 - 4.3. Chilliwack Campus Master Plan**
 - 4.4. Terms of Reference Review**

MOTION: That the APPC recommend to Senate Governance Committee approval of the APPC Terms of Reference and Membership Composition as presented.
- 5. INFORMATION ITEMS**
 - 5.1. Program Suspension – Mindfulness-Based Teaching and Learning Graduate certificate**
 - 5.2. Board Items – December 1, 2023**

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- Expedited Program- PBD Digital Communication and Promotion

5.3. Senate Items – January 19, 2024

- New Program – Engineering Common Core certificate
- Program Suspension – Mindfulness-Based Teaching and Learning Graduate certificate

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5.4. APPC Vacancies

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5.5. APPC Membership

6. ADJOURNMENT and NEXT MEETING

Next Meeting: February 28, 2024; 2:30-4:30pm; Room A225



Draft Minutes
Academic Planning and Priorities Committee

Wednesday, November 29, 2023 - 2:30 PM
Abbotsford Campus, Room A225

Present: Tracy Ryder Glass (Chair), Al Wiseman, Awneet Sivia, Chris Campbell, Claire Carolan, David Johnston, David McGuire, Gillian Hatfield, Jackie Hogan, Jassu Parmar, Liana Thompson, Mark Brosinski, Nathan Bialas, Nicola Mooney, Shirley Hardman, Sylvie Murray, Teresa Kisilevich, Vibhu Dikshit, Zina Lee, Lin Long (guest), Allyson Jule (guest)

Regrets: Alisa Webb, Betty Poettcker, Camille Callison, Garry Fehr, Gerry Palmer, Michael Hitch, Pedro Montoya-Pelaez, Samantha Hannah, Shawn Geniole, Shel Stefan Vlad Dvoracek

1. CALL TO ORDER and TERRITORIAL ACKNOWLEDGEMENT

Quorum achieved. Territorial acknowledgment given. Welcomed Jassu to the APPC.

2. APPROVALS

2.1. Agenda

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

2.2. Minutes

MOTION: That APPC approve the minutes of November 1, 2023 APPC meeting as presented.
C. Campell/2nd V. Britton.
Carried.

3. BUSINESS ITEMS

3.1. Engineering Common Core certificate – New program

Attached: PDQA Cover Memo
All other documents: S:\Public\UFV\info\APPC or Blackboard

Academic Planning and Priorities Committee
November 29, 2023

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.

C. Campbell/2nd N. Mooney.

Discussion: An overview and history of the program was given and the APCC notes that the Engineering Transfer Program has been offered at UFV for many years and as per the signed Common First-Year Engineering Curriculum Agreement between the BC Council on Admissions and Transfer (BCCAT) and multiple BC Institutions, this program is now requesting to be converted to a credential certificate. There is no change to the program contents as the program has already been updated to align with the Agreement and there are no budgetary concerns. There is no negative impact for the students currently enrolled in this program. It was noted that this program fell into a grey area between a major program change and a new program and since this program has many laddering possibilities, including programs at UFV. The Ministry recommended posting it to the Post-secondary Institution Proposal System (PSIPS) for peer review where it is currently at with a comment deadline of December 23, 2023.

CARRIED.

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.

J. Hogan/2nd N. Bialas.

Discussion: An overview of the suspension was given, noting that enrolments had dropped below the break-even number. Due to the nature of the program, enrolment was reliant on expensive intensive marketing. This future of this program is being considered and transforming it to an undergraduate program or a micro-credential is being considered. The program currently has only one student enrolled in the program, so the budgetary considerations are minimal. A 2-year suspension was considered, and it was noted that they will have the option to extend the suspension if more time is needed to revamp the program. As per Policy

Academic Planning and Priorities Committee
November 29, 2023

222, consultation included Education, Community and Human Development Curriculum Committee and their Faculty Council as well as the AVP, Research and Graduate Studies.

CARRIED.

4. PROVOST'S REPORT

As this may be the last meeting as Chair of APPC, Tracy thanked everyone for their support and work this year so far and provided everyone with an update on the President's return noting that a return date is not yet set, but they are doing well.

An update on the Chilliwack Master Plan may be coming to APPC in January.

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

6. ADJOURNMENT and NEXT MEETING

2:55pm

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



MEMO

To: Academic Planning and Priorities Committee
From: Dr. Allyson Jule, Dean of the Faculty of Education, Community, and Human Development
CC: Angie Reid, Committees Assistant, Faculty of Education, Community, and Human Development
Date: 2024-01-23
Re: Creation of a School of Education to be housed within the Faculty of Education, Community, and Development

Motion: That APPC approve and recommend to Senate the formation of the School of Education (to replace the current Teacher Education Department) with the inclusion of Early Childhood Education programs.

This proposal was approved by the Department of Child, Youth and Family Studies and the Teacher Education Department on November 9, 2023. The Faculty of Education, Community, and Human Development Faculty Council voted in favor of this proposal through an electronic vote which concluded on November 15, 2023. Dean’s Council was consulted on November 22, 2023.

Purpose

The purpose of this document is to propose the creation of a School of Education within the Faculty of Education, Community, and Human Development (FECHD) and provide a rationale for doing so. This proposal outlines the history of the departments involved, the process undertaken to develop this proposal in consultation with faculty and staff, the vision and rationale for the proposed School, and budgetary implications and structure (including responsibilities, resources, and visual overview). The addition budget is outlined in Appendix A.

History

The departments of Teacher Education and Early Childhood Education (previously and currently housed in the Department of Child, Youth and Family Studies) were moved to the newly created FECHD, renamed from the Faculty of Access and Continuing Education, January 1, 2022. These two departments were part of the former Faculty of Professional Studies. FECHD also houses the units of Upgrading and University Preparation, Continuing Education, Child, Youth and Family Studies, Adult Education, Information Studies, Applied Business Technology, and the School of Social Work and Human Services.

As part of discussions regarding infrastructure in FECHD, along with the Ministry of Education becoming the Ministry of Education and Childcare, alignment with the field would occur with

the linking of Early Childhood Education and Teacher Education that prepares pre-service teachers for the K-12 system. Both of these units have commonalities such as integrating accessibility frameworks, working closely with communities, learning from place, and the centering the child at the centre of what they do. Talks continued and a working group completed the following tasks:

- Created a survey that was delivered across all units in FECHD for their consultation and feedback on the development of a School of Education.
- Developed a draft framework based on survey results and gathered feedback from each individual unit.
- Invited all faculty and staff to come together to share their roles, responsibilities, and passions while discussing potential benefits and directions. Throughout these early consultations, the Departments of Adult Education and Information Studies were included in the process. While these two Departments did see overlaps with a possible School, faculty and staff were not yet ready to join.

A potential School of Education was discussed as having the following benefits:

1. The creation of a School of Education is a natural transition stemming from growth of the departments, institutional shifting of departments and faculties, and visioning for the future of FECHD.
2. There would be more opportunities for collegial connections, research, and learning opportunities amongst units that have both synergies and distinctions regarding K – 12 education + Early Years/Childhood Education.
3. There will be more opportunities for resources and responsibilities to be shared amongst a greater number of faculty and staff.
4. A School of Education would provide a greater profile and recognition for the newly redesigned Mission Campus.

Consequently, the strategic planning occurring presently in FECHD, and the discussions of infrastructure organization make it desirable for the creation of a School of Education within FECHD that comprises the Teacher Education Department (TED) and Early Childhood Education (ECE).

School of Education Vision

Faculty and staff within this proposed School view education holistically; it is not just about one group of students, a classroom location, or a single mandate. Instead, education works with and supports learners to build capacity, address inequity, and contribute to learning in many different spaces and places. Faculty in these units believe education involves meeting people where they are at; working with them to determine needs; helping them achieve their goals; and maximizing opportunities for voice, success, engagement, advancement, and/or freedom: education is an act of social justice.

As a School of Education, faculty are committed to working in an equitable and inclusive way

that recognizes that diversity builds competence, strength, and community from birth through Grade 12. Faculty value working towards reducing the monopoly that colonial and oppressive systems have had on Indigenous Peoples and equity deserving populations; education has the potential to make peoples' lives — and the lives of all living things past, present, and future — better.

Faculty and staff within this proposed School recognize the unique pedagogies, strategies, and processes that come from the disciplines housed within it. They view a School of Education as a structure that can enable faculty and staff to support each other as they grow. This will involve:

- Ensuring faculty and staff needs of each discipline area are met while seeking synergies in the work.
- Committing to learning and supporting each other's teaching and scholarship.
- Promising to equitably share service responsibilities so as to lighten everyone's load.
- Sharing resources with regards to equity, diversity, inclusion, decolonization, and Indigenization.
- Honouring the autonomy of each of the fields and disciplines while supporting their work towards the Mission and Mandate of the University.

Rationale

The creation of a School of Education would result in altered administrative positions within FECHD. A great deal of care and examination must ensure that these changes do not simply increase bureaucratic levels that slow down processes or result in inefficiencies. Instead, this layer needs to remove barriers to accomplishing the mission and mandate of the University. An examination of a potential School of Education resulted in the following important considerations.

1. Given the expected growth of these departments, they are reaching the point where increased administrative duties are pulling faculty away from the important work involved in teaching and supporting students. Faculty members are being pulled in multiple directions to complete institutional responsibilities, develop new department programs, and support department processes and committees. A great deal of this work is falling on the shoulders of Department Heads, pulling them further and further away from teaching and students. This does not benefit these departments that seek ongoing and close relationships with students to support them through their learning journeys. The programs housed within these departments work on a cohort model that prioritizes faculty – student relationships to support the professional growth of students.
2. Given the province's need for more teachers, education assistants, and early childhood educators, school district administrators have been reaching out to the Teacher Education Department to work collaboratively together on professional development, joint research projects, and the sharing of resources. TED has already had a meeting with the curriculum team of the Chilliwack School District and is working on a MOU to continue their work. TED has also recently received calls for collaboration from the Maple Ridge, Abbotsford, and Fraser Cascades School Districts. TED itself is also trying to establish collaborations with the Mission School District (given the upcoming move).

With these collaborations, TED would also like to start working with local school districts to put on a yearly, joint professional development day in October each year. While these opportunities for community engagement and research are exciting, there is a concern around capacity. A coordinated approach through a School would be advantageous at this critical juncture.

3. Beyond the university, Ministerial changes are occurring that would benefit from a stronger relationship between departments. Specifically, the move of Early Childhood Education into the Ministry of Education and Child Care (previously the Ministry of Education) would benefit from a closer relationship between these two areas. As schools become common sites for early childcare development, these two departments can support one another with regards to resources, practicum placements, and scholarship.
4. The faculty involved in the departments that would make up this School of Education have common visions with regards to learner focused teaching. This student-centered approach utilizes pedagogies and assessments to meet students where they are at and move them forward in their learning in a way that involves students in these processes. It is important to have faculty with this orientation engaging with other faculty at UFV. This includes participation in university-wide committees; however, this spreads the resources of each department quite thin. By coming together as a School of Education, faculty are better able to support the different initiatives and committees of the university in a purposeful way without draining limited personnel resources (as is currently happening).
5. There is significant potential for expanded research and community engagement that emanates from the development of a School of Education, which can support knowledge construction and communication regarding lifelong learning.

Beyond these considerations, as UFV works towards its mission and mandate with regards to Indigenization, a great deal of time is needed to explore what it means for an institution to begin to decolonize. This exploration will need to start by examining what it means for an institution to value relationships over roles. What does it mean to shift from an overwhelming focus on the cognitive to value the head, heart, spirit, and body equally? These are challenging and worthwhile questions to explore. It is hoped that a School of Education, and the creation of a Director, will enable more attention to this type of work at all levels. Right now, the units involved are consumed with the day-to-day running of programs and the management of students. Given the dedication that these units have already demonstrated towards decolonization and Indigenization, coupled with the added supports of a School of Education, there is a commitment to trying to find ways to actualize decolonization at an organizational, rather than just a course level.

The School of Education envisioned in this proposal will move a large number of responsibilities from Department Heads to a Director. A Director will enable the purposeful and supportive onboarding of new faculty and sessional instructors, deliberately coordinate faculty and staff resources, increase the profile of the departments within the School of Education, and be able to oversee and strengthen connections between the various departments so as to develop new programs. Examples of these growth areas include the following:

- *Teacher Education:* development of an Education Assistant Certificate, creation of a five-

year BEd, implementation of on-boarding courses for internationally trained teachers, expansion of the current MEd from a two-year to yearly enrollment, inclusion of more French Education opportunities, and creation of post degree graduate certificates.

- *Early Childhood Education*: potential development of a new diploma program that aligns with recent industry changes from the Ministry is being examined by a newly formed FECHD task force including the potential development of a full-time ECE certificate program to meet the financial needs for student loans and the increasing demand in community for strong early childhood educators. The task force includes primary teachers to support connections between childcare sites and schools and recognition that the BC Early Learning Framework supports children aged 0 to 8 years old.

Program (and the subsequent faculty) growth across these departments increase demands on Department Heads who then require additional releases for administrative support. As a result, Department Heads wind up unable to teach within their own programs. A Director will support this new growth while keeping Program Chairs (rather than Department Heads) closely connected to their faculty and students. Please look to Appendix A for an overview of current enrollment for both departments to demonstrate the potential for growth.

Budgetary Considerations

There will be budgetary considerations in moving forward with this proposed School. The creation of a School will require a new role (Director) that will involve administrative responsibilities and require administrative support. The organizational structure will also involve Program Chair roles that will have some administrative releases. Administrative support roles will be unified and reviewed for efficiency/workload.

All budgetary considerations are covered in the 2024-2025 budget submission for the Faculty of Education, Community, and Human Development. (See Appendix A.)

School Structure

The new School structure would see several key changes.

- The creation of a Director position with a School Coordinator providing support
- The creation of three Program Chairs (with the addition of another Program Chair when the EA program is implemented)
- The movement of practicum management in ECE from faculty to Program Coordinators (matching what currently occurs in TED)
- The creation of an Advisor in TED, moving it out of faculty responsibilities

Given these changes, there would be a redistribution of responsibilities between the Director and Program Chairs. In addition, some of the responsibilities of the Department Coordinators would move to the School Coordinator (e.g., budget support, contracts). To comprehensively describe the structure of the proposed School of Education, and its ability to support future growth, the following are provided:

- A description of the responsibilities for each administrative position.
- A list of suggested committees to support the work of the School and connect to existing FECHD committees.
- A visual representation of the School structure.
- A strategic growth plan for the departments.

We propose launching the new School of Education to align with the move to Mission Campus that is scheduled for Summer 2024. It is expected that the School Director would be housed on the Mission campus. In conclusion, the School of Education, while it requires a modest increase in resources, will enable faculty to better support students in the present, and provide the necessary supports and collaborations to enable growth across these two departments. Thank you for your consideration.

Positions and Responsibilities for the School of Education

Director (21 credit release)

- Reports to the Dean of FECHD
- Term: Five years; appointed by the Dean of FECHD in consultation with the Program Chairs; Type B Faculty; and Staff. (ref: Collective Agreement 11.8 which regulates the selection of Directors of Instructional Schools).
- Responsibilities, in accordance with Article 20 of the Collective Agreement, include: Strategic Plan, SEM Plan, and Space Allocation development for the department; Committee Supervision; student complaints/appeals (prior to submission to Dean's Office); SAC, staff, and sessional supervision; supplies, budget, and honorariums; management of faculty workload; supporting program and course planning/development; advocacy of programs; and public face of the School (events, community outreach).
- Note: the funding is coming from an increase to the TED budget and a reallocation of Department Head releases.

School Coordinators

- Reports to the Director
- 2.0 FT Permanent Staff Positions
- Responsibilities will vary. The expectation is that these three individuals will decide how to divide up duties.
 - One person will focus on providing support to the director. As such, those responsibilities would include: provides support to and acts as key contact for the Director, reviews key performance indicators to assess whether the School develops in alignment with its strategic goals; researches and compiles reports; manages marketing for the School; monitors all budgeting and contracts for the School; responds to student inquiries; manages external business and community inquiries for educational opportunities/partnerships; works collaboratively with Department Coordinators.
 - The other 1.5 would focus on providing support to the programs. As such, those responsibilities would include: organizes and supports department meetings; supports practicum placements, room bookings, course implementation, timetables, and scheduling; addresses student inquiries; participates in marketing; supports

faculty and sessionals; oversees event planning; works collaboratively with the School Coordinator; monitors course registrations and waitlists.

- Note: These are not new positions; no additional resources are required.

Program Chairs

- Reports to Director
- Term: 3 years; Type B faculty
- Responsibilities include: supporting faculty, completing program reviews, organizing retreats, submitting faculty council/EDID reports, student supports, and managing department meetings, monitoring and managing guest speakers, scheduling, handbook revisions, and admissions.
- The release for BEd Program Chair is not new unless the position becomes vacant.
- 3 credit release for both ECE and MEd Chairs

Program Coordinator

- Report to Director; Works collaboratively with Program Chairs
- Responsibilities include: liaison with field; find/interview, support, and assess mentors; liaison with faculty; maintain best practices; communicate best practices with the field; provide professional development for students and mentors; supports District Advisory Board; and address student misconduct in the field.

Program Advisor

- Reports to Director; Works collaboratively with Program Chairs
- 1.0 Permanent FT Advisor Position
- Responsibilities include: admissions management, applicant/student inquiries, articulation requests, student support, application seminars.
- Though all other program advising in FECHD occurs through Central Advising/Student Services, the Teacher Education Program will continue to use an in-house advisor due to the unique nature of BCTC regulations (BC Teacher Council). This has been discussed with Central Advising and is understood as a unique aspect required of Teacher Education.

Proposed Initial Committee Memberships (for the School)

- Representation on Curriculum Committee of FECHD
- Representation on Indigenization Committee of FECHD
- Representation on EDI Committee of FECHD
- Representation on the Practicum Committee of UFV

Proposed Ongoing Internal Committees (already existing in TED)

- Admissions Committee
- Awards and Recognition Committee
- District Advisory Board
- Student Support Team
- MEd Instructional Team

**School of Education
(Proposed for 2024)**

Director
- 21 credit release
- 2.5 School Coordinators
- 2.0 Program Coordinators
- 1 FT Advisor
- 9 Type B Faculty
- 10 to 12 sessionals

MEd Program Chair
- 3 credits

BEd Program Chair
- 4 credits

ECE Program Chair
- 3 credits

Director: 21 credits
Program Chairs: 10 credits

Total: 31 credits

School Coord: 2.0 FT
Program Coordinator: 1.6 FT
Advisor: 1.0 FT

Appendix A: Operating Budget

Note: This budget increase was reviewed and approved by Senior Administration in November 2023 and is moving forward for final approval with the Board, effective 2024/2025 Operating Budget Submission.

School of Education Proposal															
Net Budget Impact															
	ECE			TED			Total			School of Ed			Net Change		
	#	Units	Budget	#	Units	Budget	#	Units	Budget	#	Units	Budget	#	Units	Budget
Positions:															
Director		FTE	-	0 FTE	-	0 FTE	-	1 FTE	130,707	1 FTE	130,707	1 FTE	130,707		
Faculty	2	FTE	225,744	8 FTE	902,976	10 FTE	1,128,720	9 FTE	1,015,848	-1 FTE	(112,872)				
Advisors		FTE	-	1 FTE	88,000	1 FTE	88,000	1 FTE	88,000	0 FTE	-				
Program Coord		FTE	-	1.6 FTE	180,595	1.6 FTE	180,595	1.6 FTE	180,595	0 FTE	-				
Dept/School Coord	0.4	FTE	27,200	1.35 FTE	91,800	1.75 FTE	119,000	2 FTE	136,000	0.25 FTE	17,000				
Releases:															
Dept Head/Dir Release	6	CR	16,640	18 CR	49,920	24 CR	66,560	21 CR	58,240	-3 CR	(8,320)				
Program Chair Releases		CR	-	4 CR	11,093	4 CR	11,093	10 CR	27,733	6 CR	16,640				
Advisor Releases		CR	-	0 CR	-	0 CR	-	0 CR	-	0 CR	-				
Benefits	21%		56,613	21%	278,121	21%	334,733	21%	343,796	21%	9,063				
			326,197		1,602,505		1,928,702		1,980,919		52,218				
CR=Credits															
FTE=Full Time Equivalent															



MEMO

TO: APPC
FR: Claire Carolan, AD PDQA
CC: Tracy RyderGlass, Acting Provost, Sylvie Murray, Dean, College of Arts; Anna Cook, Philosophy Department Head; Melinda Saretzky, Assistant to the Provost; Tara Kaszonyi, Curriculum & Student Systems Strategist
RE: Program Discontinuance – Extended Minor, Philosophy.
DATE: November 28, 2023

The College of Arts has submitted a request to discontinue the Philosophy extended minor. Attached to this memo is the rationale for this request. The proposal was reviewed by the College of Arts Faculty Council on November 27, 2023. The program is not currently suspended.

In accordance with the current procedures for policy 222, Suspension and Discontinuance, this proposal would normally be sent from the department to Senate Budget Committee for consultation before being sent by PDQA to APPC. Due to the amalgamation of SBC and APPC budgetary implications will be reviewed at APPC. The remaining steps in the suspension and discontinuance procedures are unaffected by the amalgamation and can followed as usual.



MEMO

To: James Mandigo, Provost and VP, Academic

From: Dr. Sylvie Murray, Dean of Arts

Cc: Anna Cook, Department Head, Philosophy
Melinda Saretzky, Executive Assistant, Provost and Vice-President Academic
Claire Carolan, Associate Director, PDQA

Subject: Program Discontinuance: Philosophy Extended Minor, Department of Philosophy, Faculty of Humanities, College of Arts

Date: NOVEMBER 15, 2023

SECTION 1 - Program Information

Calendar copy of the Philosophy extended minor is available here:

https://www.ufv.ca/calendar/current/ProgramsM-P/PHIL_MAJOR_MINORS.htm#ext_minor

There is little distinction between the minor and the extended minor. The former requires 12 lower-level credits and 15 upper-level credits, whereas the latter requires 18 lower-level credits and 15 upper-level credits.

Recent data books show limited student demand for the Extended Minor, compared to the Minor:

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Extended Minor	6	8	7	10	8	6
Minor	17	22	28	32	29	31

The department also offers a Major and Honours.

SECTION 2 - Effective Date

Fall 2024

SECTION 3 - Consultation

- ▶ *Philosophy Department* – The program review external report dated November 13, 2023 recommended discontinuing the extended minor, noting that “The extended minor appears to offer students no advantage over the regular minor, as it does not credentialise distinctive student achievement.” The Philosophy department discussed this on November 14, 2023 and agreed with the externals’ recommendation.
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- ▶ *College of Arts Council* – This discontinuance proposal was unanimously approved as proposed to the College of Arts Council on November 24, 2023.
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SECTION 4 – Rationale

Section A. Demand

As discussed in Section 1 above, there is negligible demand for the program. Students who would have opted for the extended minor will still have the options of the minor and the major. The extended minor does not provide employment opportunities for graduates that are not already available to students who graduate with the minor.

Section B. Capacity

The resources listed above will still be needed to deliver the minor and the major. Given the small number of declared students in the extended minor, its discontinuance will have no impact on departmental resources.

Section C. Program Output

See previous sections. The program being discontinued does not deliver on these criteria in a way that is distinctive, compared to the minor and the major.

Section D. Financial Impact/Viability

The program revenue and costs will not be significantly impacted by this discontinuance, given the lack of differentiation with the minor and the negligible number of declared students.

Section E. Reputational Considerations for the University.

Not applicable

SECTION 5 - Principles

SECTION 6 - Accommodation Plan

There is one remaining student who declared in Winter 2021 and is still in progress. This student will be able to complete their credential with the existing offerings. No other students are in the extended minor program at this time.

SECTION 7 - Communication Plan

The Philosophy Department Head, in consultation with the Dean and Provost, will execute the communication plan. The communications will notify the following areas and specify the approval and effective dates:

- ▶ existing student
 - ▶ Office of the Registrar
 - ▶ Academic Calendar Editor
 - ▶ Undergraduate Education Committee
 - ▶ Senate Budget Committee
 - ▶ Academic Advising Centre
 - ▶ University Relations (include Marketing)
 - ▶ College of Arts Council
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SECTION 8 – Additional Information

Not applicable



Academic Planning and Priorities Committee
Terms of Reference

RESPONSIBILITIES

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

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. Advise Senate on the planning and priorities for the establishment, renewal, and/or discontinuance of academic programs.
3. Verify program suspension and discontinuance effectively address the criteria as outlined in Policy 222- Program Suspension and Discontinuance.
4. Verify new program proposals effectively address standards and criteria for institutional and post-secondary system needs.
5. Advise Senate on the establishment or discontinuance of academic faculties of the university.
6. Advise Senate on enrolment management strategies and plans.
7. Advise Senate on:
 - a) Policies relating to the library.
 - b) Policies and procedures related to educational affiliations, transfer articulation agreements, and partnerships with other post-secondary institutions.
 - c) Policies and processes for the development, review, implementation, and communication of plans that support the academic priorities of the university.
 - d) Policies and procedures for the systematic review of courses, programs, and educational services.
 - e) Policies, guidelines, and process related to budget at the request of the President.
8. Advise the President annually on the University's budget.
9. Provide advice to Senate on matters related to the university's property, buildings, and structures.
10. Advise Senate on the budgetary implications of matters within the jurisdiction of Senate and its committees, including the costs of developing, implementing, and delivering new educational, research, or other programs.
11. Review the reports and recommendations of program reviews and advise Senate on actions.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.
13. Other duties as assigned by Senate.
14. Provide annual written reports to Senate.
15. Review the committee's terms of reference and composition annually and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.

COMPOSITION

Chair

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

Vice-Chair

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

Voting Members

Chief Financial Officer and Vice-President Administration

Chair or designate from the following standing committees of Senate: Undergraduate Education, Graduate Studies, Research, and Governance*

Seven faculty members, approved by Senate, at least three of whom shall be members of Senate[†]

Two staff members approved by Senate

Two students approved by Senate

Three deans or associate deans approved by Senate

Ex Officio Non-Voting Members

Vice President, Students (~~or designate**~~)

Associate Vice-President, Teaching and Learning

Associate Vice-President, Resource Planning & Enterprise Risk

Associate Vice-President, Research & Graduate Studies (~~or designate**~~)

Associate Vice-President, UFV International

Associate Vice-President, Indigenous

Associate Vice-President, Institutional Research and Planning (~~or designate**~~)

Vice-Provost, Academic

University Librarian (~~or designated librarian**~~)

University Registrar & Associate Vice President, Enrolment Management

University Secretary (~~or designate**~~)

Associate Director, Program Development and Quality Assurance

Director, Equity, Diversity and Inclusion

Director, Budgets & Resource Planning

Administrative Support

Office of the Provost and Vice-President, Academic

* In the case of a designate from these committees, only faculty can serve in this capacity.

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

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



MEMORANDUM

TO: Tracy Ryder Glass, Acting Provost & VP, Academic

CC: Undergraduate Education Committee

FROM: Tracy Ryder Glass, Chair, Academic Planning and Priorities Committee

DATE: November 29, 2023

RE: Program Suspension - Mindfulness Based Teaching and Learning Graduate Certificate

At its November 29, 2023 meeting, the Academic Planning and Priorities Committee meeting, taking the role of Senate Budget Committee due to the amalgamation of the two committees, reviewed the program suspension proposal for Mindfulness Based Teaching and Learning Graduate Certificate.

An overview of the suspension was given, noting that enrolments had dropped below the break-even number and due to the nature of the program, enrolment was reliant on expensive intensive marketing. This future of this program is being considered and transforming it to an undergraduate program or a micro-credential is being considered. The program currently has only one student enrolled in the program, so the budgetary considerations are minimal. A 2-year suspension was considered, and it was noted that they will have the option to extend the suspension if more time is needed to revamp the program. As per Policy 222, consultation included Education, Community and Human Development Curriculum Committee and their Faculty Council as well as the AVP, Research and Graduate Studies.

The following motion was passed:

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.



MEMORANDUM

TO: Academic Planning and Priorities Committee, Senate, Board of Governors

CC: Undergraduate Education Committee

FROM: Tracy Ryder Glass, Acting Provost & VP, Academic

DATE: November 30, 2023

RE: Program Suspension - Mindfulness Based Teaching and Learning Graduate Certificate

For the reasons outlined in the attached proposal from the Faculty of Education, Community, and Human Development dated October 2023, the memo from the Academic Planning and Priorities Committee (APPC), and as per the Program Suspension and Discontinuance Policy (222), I have approved the one-year suspension for the Mindfulness Based Teaching and Learning Graduate Certificate. The suspension is effective immediately for one year.

Consultation included the Education, Community and Human Development Curriculum Committee and their Faculty Council, the AVP, Research and Graduate Studies, and the APPC. The APPC noted that the budgetary implications are low because there is only one student currently enrolled in the program, whom they have committed to support.

Please add this to your next agendas for information.

Attachments:

- Program Suspension Proposal
- APPC Memo
- PDQA Memo



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



MEMO

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

From: Secretariat office

Date: January 11, 2024

Re: Vacant Positions on APPC as of July 31, 2024

Terms of office will be ending on July 31, 2024, for the following members on APPC:

- Pedro Montoya-Pelaez, Faculty of Science – Faculty Senator
- Vandy Britton, Faculty of Education, Community and Human Development – Faculty
- Chris Campbell, Faculty of Education, Community and Human Development – Faculty
- Zina Lee, Faculty of Science - Faculty
- Gillian Hatfield, Faculty of Health Sciences - Faculty
- Jassu Parmar, Student Senator

The Secretariat office will make a call to senators in February to fill positions on APPC and other standing committees, followed by call to non-senators, from late February to mid-March 2024. An Expression of Interest form will be made available at that time.



ACADEMIC PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2023-24

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
Chair		
Provost & Vice-President, Academic (<i>ex officio</i> , voting)	Ongoing	James Mandigo
Voting Members		
Chief Financial Officer and Vice-President Administration	Ongoing	Jackie Hogan
Chair, Senate Governance Committee (or designate)	Ongoing	Gerry Palmer
Chair, Undergraduate Education Committee (or designate)	Ongoing	Samantha Hannah
Chair, Graduate Studies Committee (or designate)	Ongoing	Nicola Mooney
Chair, Research Committee (or designate)	Ongoing	Shawn Geniole
7 faculty members, approved by Senate, at least 3 from Senate		
Faculty (senator)	08-01-2022 to 07-31-2025	Shel Stefan, Faculty of Humanities
Faculty (senator)	08-01-2022 to 07-31-2025	Nathan Bialas, Faculty of Science
Faculty (senator)	08-01-2021 to 07-31-2024	Pedro Montoya-Pelaez, Faculty of Science
Faculty	08-01-2022 to 07-31-2024	Vandy Britton, Faculty of Education, Community, and Human Development
Faculty	08-01-2022 to 07-31-2024	Gillian Hatfield, Faculty of Health Sciences
Faculty	08-01-2023 to 07-31-2024	Chris Campbell, Faculty of Education, Community and Human Development
Faculty	08-01-2023 to 07-31-2024	Zina Lee, Faculty of Social Sciences
Two deans or associate deans		
Dean	08-01-2021 to 07-31-2024	Sylvie Murray, Dean, College of Arts
Dean	08-01-2021 to 07-31-2024	Teresa Kisilevich, Faculty of Applied & Technical Studies
Dean	08-01-2021 to 07-31-2024	Michael Hitch, Faculty of Science
Two staff members		
Staff	08-01-2023 to 07-31-2025	Vacancy
Staff	08-01-2021 to 07-31-2024	Vacancy
Two students		
Student (senator)	08-01-2023 to 07-31-2024	Jassu Parmar
Student	08-01-2023 to 07-31-2025	Vibhu Dikshit
Ex-Officio Non-Voting Members		
Associate VP, Institutional Research and Planning (or designate)	Ongoing	Vlad Dvoracek
Associate VP, Research, & Graduate Studies (or designate)	Ongoing	Garry Fehr
Associate VP, Resource Planning & Enterprise Risk	Ongoing	Betty Poettcker
Associate VP, Teaching and Learning (or designate)	Ongoing	Awneet Sivia
Associate VP, UFV International	Ongoing	David McGuire
Associate Director, Program Development & Quality Assurance	Ongoing	Claire Carolan
Associate VP, Indigenous	Ongoing	Shirley Hardman
University Registrar & Associate Vice-President, Enrolment Management	Ongoing	David Johnston
University Librarian (or designated Librarian)	Ongoing	Camille Callison
University Secretary (or designate)	Ongoing	Al Wiseman
Vice-President, Students (or designate)	Ongoing	Liana Thompson
Vice-Provost Academic	Ongoing	Tracy Ryder Glass
Director, Equity, Diversity & Inclusion	Ongoing	Sundeep Hans
Director, Budgets & Resource Planning	Ongoing	Mark Brosinski
Administrative Support (non-member)		
Office of the Provost and Vice-President, Academic		Melinda Saretzky

CURRENT MEMBERSHIP: 33 members -20 voting members and 14 non-voting members

Quorum: Shall be a minimum of fifty percent (50%) of voting membership (not including vacancies)

Current as of Jan 8, 2024

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

† Normally, the designate shall be appointed for a minimum one-year term to ensure continuity