AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
April 17, 2013
9 – 11am, Room A225/229

1. CALL to ORDER

2. ITEMS for ADOPTION
   2.1. Agenda – 2012 04 17
   2.2. Minutes – 2013 03 20 ................................................................. pg. 2

3. BUSINESS
   9:05 am  3.1. Provost’s Report - Eric
   9:10 am  3.2. Grandfathering Programs – Cheryl ........................................... pg. 5
   9:25 am  3.3. Chair of APPC – Eric
   9:35 am  3.4. Discontinuance Policy – Peter.................................................. pg. 8
   9:55 am  3.5. Theatre Program Review – Jacqueline ..................................... pg. 14
   10:10 am 3.6. Program Review Recommendations – Eric ............................... pg. 24
   10:30 am 3.7. Program Prioritization – Eric

4. ADJOURNMENT and NEXT MEETING
   Next meeting: May 15, 2013, 9 – 11 am, A225/229

5. INFORMATION ITEMS
   5.1. APPC website: http://www.ufv.ca/senate/standing-committees/appc/
MINUTES
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

March 20, 2013
9 am - Room A225/229


Regrets: E. Davis, J. Hogan, J. English, C. Bell, A. Chan, W. Burton, O. Steyn, V. Dvoracek, C. Dahl, A. Wiseman

Guests: P. Geller, I. McAskill, D. Francis (on A. Wiseman’s behalf)

Recorder: J. Nagtegaal

1. CALL to ORDER

The meeting was called to order at 9:00 am. The meeting was chaired by C. Marlor, Vice-Chair.

C. Marlor welcomed Maggie Theron who will be sitting on APPC as the representative from the Senate Research Committee.

2. ITEMS for ADOPTION

2.1. Agenda – 2013 01 23

MOTION: THAT APPC approve the 2013 03 20 agenda as presented.
S. Patridge/N. Weinberg
CARRIED

2.2. Minutes – 2012 12 12

MOTION: THAT APPC approve the 2013 02 20 minutes as presented.
N. Weinberg/J. MacLean
CARRIED

3. BUSINESS

3.1. Program Changes for Approval

3.1.1. Agriculture Technology Program Entrance Requirements

The mathematics change reflects the recent changes to the high school mathematics curriculum. Additionally, the current entrance requirements do not include wording for the student who have been out of school for a while.
MOTION
THAT APPC approve the changes to the Agriculture Technology programs (Agriculture Technology diploma, Horticulture Crop Production and Protection certificate, and Livestock Production certificate (entrance requirements as recommended by UEC, effective September 2013.
S. Pattridge/M. Bos-Chan
CARRIED

3.2. New Programs for Approval

3.2.1. Management Post-Degree Certificate

The Management Post-degree Certificate (MPC) is proposed as a one-year, eight-course, 27 credit post-degree program that will provide students coming from a non-business background with the opportunity to study Management at UFV. It will enhance students’ knowledge of business; position them for graduate work; and award them a business credential in international business and global management. The MPC is an ‘umbrella’ certificate that will have a number of specializations. International Business and Global Management, is the first specialization.

MOTION
THAT APPC approve the new Management Post-degree certificate as recommended by UEC, effective September 2013.
S. Pattridge/M. Bos-Chan
CARRIED

3.3. ‘Fast Track’ for Program Approval Process

The subcommittee looking at a ‘Fast Track’ process for programs that require less time to go through the approval process presented a draft model. It was agreed that instead of ‘Fast Track’, the process should be called ‘Expedited Program Approval Process’. Changes were suggested to the Criteria, Process, and Procedure sections. It was agreed that a policy should be created from this process but it was unclear if the policy would be a stand-alone policy or an appendix or amendment to an existing policy.

ACTION: The subcommittee will draft the policy and bring it back to APPC for further discussion and approval.

3.4. Reviewing APPC’s Progress

APPC has done some great work at figuring out where it fits in the overall university scheme and what their responsibilities are; however, there are still some issues that need to be sorted out. The committee discussed its role in the Program Review process and what the committee should be focusing on with these reviews. The committee also looked at whether or not existing programs should be prioritized. The idea of prioritizing existing programs was raised a year ago; however, not all programs are created the same so prioritizing existing programs may not be beneficial. More discussion is needed to sort out what would be the best way to assess UFV’s current program. Some subcommittees were suggested, but more discussion is needed in order
to sort out whether or not a subcommittee would be the best method and what the purpose of each subcommittee would be.

3.5. **Grandfathering Programs**

The proposal to grandfather a few Continuing Studies programs was presented. However, it was felt that more information was needed in order to make a decision. Discussion was deferred to the next APPC meeting.

4. **ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 11:00 am.
The next meeting is April 17, 2013, 9 – 11am, A225/229.

5. **INFORMATION ITEMS**

5.1. APPC website:
MEMO

To:       Academic Planning and Priorities Members
From:     Cheryl Dahl, Program Development Coordinator
Date:     March 12, 2013
Re:       Grandfathering Additional Programs

Some months ago, I suggested to APPC a plan for the transition process between the old policy and the new one so that programs already in late stages of development could go forward in a logical and fair way without having to backtrack and start over again in the process. The plan was approved, and although I expect the next year to be rather chaotic as the planning process slowly adjusts to the new policy, groups developing programs should not be delayed unnecessarily by the switch. Grandfathered programs are evaluated under the old policy rather than the new one, and among other differences, do not have to go through the concept paper stage, or the APPC ranking process.

However, one group of programs was missed, as I was not aware of them at the time. Continuing Studies has one group of programs already running that require approval (they are running without awarding certificates, but were waiting to go through the process to allow them to do so), and one program that is fully developed but not yet approved. The approval process for new programs has always been a little hazy with respect to Continuing Studies, and they were waiting for more clarification of the process before approaching my office. Their need for sensitivity to the market and a quick turn-around time has not matched well with the slow and widely consultative approval process for new programs. That is an issue which needs to be addressed in the 'expedited approval' process, but in the meantime, I recommend that we grandfather these programs along with the others that I identified in the transition plan, and get them assessed for approval in a timely way.

The two Continuing Studies programs that have been fully developed and running successfully for 3 and 4 years are: Management Skills for Supervisors (512 enrolments) and Human Resource Management (556 enrolments). A program that is fully developed but has not yet been established is the Veterinary Administrative Assistant program. This program has been running for less than one year.

Full proposals for these programs are being prepared, and with your agreement to grandfather them under the old policy along with the others, will start the process at the Campus-Wide consultation stage.

MOTION:
APPC will delegate authority to UEC to assess for approval the following programs from Continuing Studies: Management Skills for Supervisors, Human Resource Management, and Veterinary Administrative Assistant. UEC will recommend approval directly to Senate.

RATIONALE:
While APPC, UEC, and the UEC Short Programs Committee, and the APPC committee on an expedited process for market sensitive programming, sort out how short programs, and particularly Continuing Studies programs will be approved, this delegation will take care of existing programs that would be adversely affected by a delay. Registrations in these programs provide substantial revenue, and any delay could affect registrations. As the programs have been running successfully for some time, there is little need for a more elaborate process, or for ranking.
The university recognizes a student's graduation by awarding a degree, associate degree, diploma, certificate, or statement of completion.

<table>
<thead>
<tr>
<th>PROCEDURES/GUIDELINES</th>
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<tr>
<td>Recognition will be assigned to a program on the basis of the following guidelines:</td>
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1. **Degree**
   
   A bachelor’s degree may be offered for the successful completion of a program of studies that normally consists of at least one hundred and twenty (120) credits of course work at the undergraduate level.

   A master’s degree may be offered for the successful completion of a program of studies that normally consists of at least thirty (30) credits of course work at the graduate level.

2. **Associate Degree**
   
   An associate degree may be offered for the successful completion of a program of studies that normally consists of at least sixty (60) credits of course work at the undergraduate level and meets the provincial requirements set by the Ministry of Advanced Education, Training and Technology.

3. **Diploma**
   
   A diploma may be offered for the successful completion of a program of studies that normally consists of at least sixty (60) credits of course work at the undergraduate level.

4. **Certificate**
   
   A certificate may be offered for the successful completion of a program of studies that normally consists of at least either:

   Type A: thirty (30) and fewer than sixty (60) credits of course work at the undergraduate level, or

   Type B: five (5) credits and fewer than thirty (30) credits of course work at the undergraduate level.
TYPE C: nine (9) and fewer than thirty (30) credits, normally nine (9) to eighteen (18) credits, of coursework at the graduate level will be considered a graduate certificate.

The Type A certificate will be of a form similar to a diploma. The Type B certificate will be of a different design and include the number of hours of instruction. The Type C certificate will be of a form similar to a diploma and have the notation “Graduate Certificate.”

5. Statement of Completion

A statement of completion may be offered for the successful completion of any course.

Notes

1. In the event that credits have not been assigned to a program, see Assignment of Course Credit policy, should be consulted to determine the appropriate equivalent in contact hours.

2. The Undergraduate Education Committee is responsible for determining whether an offering meets the requirements of an undergraduate program. The Graduate Studies Committee is responsible for determining whether an offering meets the requirements of a graduate program.

Reference: Section 35.2 (5) (b) of the University Act
POLICY TITLE  PROGRAM DISCONTINUANCE (DRAFT)

AUTHORITY            Board
PRIMARY CONTACT       Provost and Vice-President, Academic
RELATED POLICIES      University Educational Directions and Planning (BPD-202)
                                                             Undergraduate Course and Program Approval policy (21)

PURPOSE

The Program Discontinuance Policy will ensure transparency and diligence when considering an academic program for discontinuation. This will include recognition of the role of Senate in advising the Board, and the Board seeking advice from Senate on the discontinuance of programs at the university.

POLICY

Decisions regarding the discontinuance of programs at UFV will rely on established guidelines and ensure that appropriate consultation (including with the relevant Faculty or College Council) takes place. Senate will receive a recommendation from the Academic Planning and Priorities Committee (APPC) and then advise the Board. Whenever possible, this will take place within the academic planning processes of the Educational Plan.

Typically, a program discontinuance will be initiated by the Dean of the relevant area. A request to consider program discontinuance may also come from the Provost of the University or from APPC.

In cases where a program will be discontinued, the University will honour its commitment to active program students, providing, where possible, pathways for completion.

This policy does not apply to adjustments in the number or location of course offerings as part of the ongoing management of program delivery.

For the purposes of this policy, discontinuance of specializations, options, and concentrations are treated as program revisions.

DEFINITIONS

Program: A collection of courses and associated requirements offered as a credential or an option within a credential. This includes but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

Program Discontinuance: where the admission of new students into an ongoing program is discontinued permanently.

Program Suspension: where the admission of new students into an ongoing program is discontinued temporarily.

PROCEDURES/GUIDELINES

The Academic Planning and Priorities Committee of Senate will be responsible for developing and publishing Guidelines for the discontinuance of programs.
Guidelines for Program Discontinuance

Academic Planning and Priorities Committee, University of the Fraser Valley

Draft for Discussion: 18-10 April March 2013

Note: these Draft Guidelines are provided for discussion by the Program Discontinuance subcommittee of APPC. They draw upon other guidelines and process documents from other universities, notably the University of Saskatchewan and Grant MacEwan University.

1.0 Introduction

These Guidelines describe the process related to program discontinuance (including program suspension) to guide Deans and faculty through the process of determining if suspension or discontinuance of a program of study are in the best interests of stakeholders and the University. The guidelines then assist in the process of presenting the rationale and evidence in seeking institutional approvals.

The Academic Planning and Priorities Committee (APPC) of Senate is responsible for developing and publishing these Guidelines.

2.0 Definitions

Note: some of these definitions are contained in UFV Policy # XXX Program Discontinuance.

Closing of Applications: University no longer accepts applications from students applying to a program.

Program: A program as a collection of courses and associated requirements offered as a credential or an option within a credential. This includes but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option or concentration.

Program Discontinuance: where the admission of new students into an ongoing program is discontinued permanently.

Program Suspension: where the admission of new students into an ongoing program is discontinued temporarily.

Transition Plan: plan outlining how the program will ensure student transition through the existing program or transition to a new credential.

3.0 Principles

The following principles will guide the program suspension and program discontinuance process:

Program Rigour: Program discontinuance/suspension ensures academic relevance, currency, and response to student needs and the educational landscape.
Transparency: The review and approval process is consultative, based in peer review, and communicated clearly.

Fairness: The decision to discontinue a program considers the students, the faculty, other program needs, and the University’s obligations to the community.

Objectivity: The decision to discontinue a program is evidence-based within the context of strong rationale.

Accountability: the decision to discontinue a program is accountable for the stewardship of resources and the meeting of community expectations.

Compliance with Recognized University Processes: The consultation and approval process complies with Policy XXX Program Discontinuance.

Compliance with Collective Agreements: The discontinuance process respects the requirements of the Collective Agreement (Article 16).

4.0 Rationale

The rationale for program discontinuation includes consultation, peer review and evidence that principles and criteria have been met.

5.0 Process

The process includes the possibility of a program suspension pending a final decision regarding permanent discontinuance.

Typically, a request for program discontinuance will be initiated by the Dean of the relevant area. A request to consider discontinuance may also come from the Provost of the University or from the Academic Planning and Priorities Committee of Senate.

The request is initiated with a Request for Program Discontinuance form submitted to Faculty Council for discussion. The request should include evidence that the principles outlined above are honoured, and that enough of the criteria listed below apply. The Dean, following discussion at Faculty Council, forwards the form to APPC with a recommendation.

A request to consider discontinuance may also come from the Provost of the University or from the Academic Planning and Priorities Committee of Senate. When initiated by the Provost the proposal will be submitted to the Academic Planning and Priorities Committee.

The Dean, following discussion at Faculty Council, forwards the form to APPC with a recommendation. APPC may initiate program suspension or discontinuance based on results from formal University review processes. In the case that the proposal moves forward, then the relevant Faculty Council will be provided an opportunity to provide input into the recommendation.
APPC consults as appropriate and forwards the recommendation to Senate for final discussion and decision about discontinuance or suspension pending a further decision regarding discontinuance. Senate will then advise the Board of its decision.

At any stage relevant official data (from Institutional Research, Department Review, etc.) can be provided in support of (or refuting) the proposal.
6.0 Criteria

Programs considered for discontinuance should consider and provide evidence of the following criteria (note: these are not numbered in order of priority):

1. **Student Demand** - Continually low student enrollment, as indicated by official University data
2. **Program Activity** - Inactivity in the program for periods longer than XX years (possibly due to program suspension)
3. **Graduate Outcomes** – Reported employment or issues around further study
4. **Academic Value** - Significant program weakness in one or more of teaching, research and scholarly work, or professional relevance
5. **Context of the Academy Generally** – The academy generally has discontinued similar programs
6. **Impact on Research** – the program does not reflect the University’s research profile
7-5. **Consultation Feedback** – Feedback from employers, industry, professional associations, advisory committees, etc. does not support continuance
8-6. **Curricular Issues** – the need to discontinue as part of implementing a new credential
9-7. **Resources** - Persistent lack of necessary resources (financial, staff, faculty, financial, or physical facilities) or inefficient use of available resources
10-8. **External Educational Supports** - Issues with outreach activities
11-9. **External Impacts** – University reputation, accreditation, educational equity in the community may argue for or against discontinuance
12-10. **Alignment with University Mandate** – the program does not align with the University vision, mission, strategic directions, education plan, or Institutional Learning Outcomes
13. **Alignment with Provincial Government Priorities** – the program does not align with provincial priorities as communicated to the President.

7.0 Approval Flow

Figure 1: Flowchart of Process for Program Discontinuation outlines the discussion and approvals processes indicating the layered peer reviews and roles and responsibilities of the various academic governance and other bodies.

8.0 Communication Plan

Once the decision has been made by Senate, a communication Plan will outline the process, providing all relevant timelines. The communication plan will have an internal and an external component.

9.0 Transition Plan

A transition plan should outline how students currently in the program will be assisted to complete the program or transition to another program. Once the current students have been advised of the program discontinuance, UFV advisors will have a significant role in advising students in a timely manner.
Figure 1: Flowchart of Process for Program Discontinuation

1. Provost
   - Request to consider program discontinuance

2. Dean
   - Request to consider program discontinuance

3. APPC
   - Data from Institutional Research, Department Review, etc. in relation to program
   - Recommendation to discontinue program

4. Senate
   - Communication to, and gain input from, faculty council in relation to recommendation

5. Faculty Council
   - Formal Decision
   - Board of Governors receives advice from Senate
MEMO

TO: Eric Davis, Provost and VP Academic, Chair of APPC
FROM: Jacqueline Nolte, Dean, College of Arts
DATE: April 10, 2013
RE: THEATRE PROGRAM REVIEW

Attached are the following documents pertaining to the results of the review of the Theatre Department:

A. The Dean’s Summary Report  
B. The University of the Fraser Valley Review of the Department of Theatre Review, Committee Report  
C. The Theatre Department Response to External Review Report  
D. The Dean’s Scope Letter October 13  2011, Revised December 2  2011  
E. The Theatre Department Program Review: Self-Assessment Study Report  

I would like to recommend the following motion to the Academic Planning and Priorities Committee:

Motion:

That APPC accept the attached documentation related to the review of the Theatre Department as presented.
Dean’s Summary Report on the Theatre Department Program Review  
April 2013

In September 2012 the Program Review Committee conducted a site visit as part of a Program Review of the Theatre Department. Members of the Program Review Committee included:

Dr Jan Selman, University of Alberta (Chair)  
Dr. Robert Gardiner, University of British Columbia  
Dr. Virginia Cooke, University of the Fraser Valley

The following documents are attached to this Dean’s Report:  
The Dean’s scope letter dated October 2011  
The Theatre Department 2012 Program Review  
The University of the Fraser Valley Theatre Program Review, prepared by the Program Review Committee  
The Theatre Department “Response to External Committee’s Report” 2011-12

Overview

The overall assessment was positive. The Review Committee described the curriculum as excellent, the production program as impressive and the physical resources as being of a very high quality. Graduates were described as well prepared to enter into certain forms of professional work and into specialized undergraduate and graduate programs. It was noted that students and alumni have high levels of satisfaction with the quality of the instruction and mentorship. The Committee noted that, despite limited resources, heavy workload and uncertainty regarding the future location of the theatre facilities, the department has maintained a high quality program that serves its students and the community well.

The Committee submitted that since the University requires the Department to physically move from its “current outstanding facilities to unknown new facilities in a different city within the next decade”, the University “face[s] a serious challenge regarding this unit, despite its excellence and strong reputation.” It commented that this was the most important variable for the Committee to consider. It commended the current UFV administration on its commitment to the future of the program, its vision of integrating it with other Arts departments in Abbotsford and its plan to fundraiser for a new facility.

It concluded, “it is essential that the changes in University planning over the past decade do not result in a weakening of this Department, or result in a perception that the unit itself is weak,” since the department has strengths of “widespread community engagement, excellent students, supportive alumni, very good facilities, and the talents, dedication, and energy of outstanding faculty and staff.”

Key recommendations were that the Theatre Department develop and establish a BA Major in Theatre, and that the Yale Road theatre be maintained while a physical presence and eventual facility is developed in Abbotsford.

What follows is a detailed summary of recommendations and actions that are planned as a response to these recommendations.
A. Curriculum/Pedagogy/Program

The Committee noted that the department offers a solid curriculum for pre-professional and liberal arts theatre education and that, with a few adjustments, it could and should offer a major. Learning objectives, learning outcomes and pedagogical standards were regarded as appropriate. Unique strengths of the department were described as in-depth engagement with Canadian drama and Shakespeare, independently run student-led productions and vibrant engagement with communities, including Friends of the Theatre, local, regional and provincial theatre and educational bodies, and community-based audiences. The production program was described as offering suitable depth, mentoring/teaching and hands-on and theoretical experience.

Recommendations

1) drop the Associate of Arts Degree (Theatre)
2) ensure components of each program are required by each pathway so as maximise course enrolment and efficient use of resources
3) revise the structure of the diploma by grouping courses into categories such as acting, technical theatre and theatre studies
4) concentrate resources in the upper years, allowing students to complete general education requirements during first and second year; reduce lower-level BA minor requirements and assign fewer resources to first year acting
5) provide a larger enrolment performance course for non-actors without audition, which will help enrolment and allow for smaller controlled-entry Acting classes for students specializing in Theatre
6) consider cross listing Theatre courses with courses in other departments for example, English courses in Drama/Theatre
7) ensure all practica support program learning outcomes and that practica credit weights have a consistent logic
8) offer more practica in the upper years of a major than in the lower years, so that students meet breadth requirements early in their academic careers
9) ensure class hours and credits are consistent across the Theatre curriculum
10) if developing a 200 level course in Theatre Production and Stage Management, offer this every second year
11) rather than build in an emphasis on design, concentrate instead on capturing technical learning of students into tuition generating courses and redressing the staff-faculty balance; facilitate experience with design by exploring partnerships for internships or apprenticeships with outside groups
12) create upper level shell courses such as “Studies in Theatre History” and “Studies in Performance
13) develop an upper level writing course rather than a lower level writing course

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1 The committee notes, “many universities count hours in the following way: 1 lecture hour = 2 studio or lab hours and so 39 lecture hours (3 hrs/week x 13 weeks in a term) = 78 studio hours = 1 course; the formula appears to require extreme contact hours/week for faculty however the studio/lab courses when set up this way include many hours of student independent experiential learning”
14) do not develop online versions of THEA 101, 201, and 202 until resources permit
15) do not develop upper-level course in Aboriginal Theatre and Performance until resources allow; instead, attend to performances that can address indigenization
16) goal of internationalization is best addressed through performance of world theatre
17) develop summer programming only if there is convincing evidence that summer programming will recoup costs or if FT faculty assigned to summer courses can serve the new major program better than through winter courses; it is important for the department to prioritize allocation of resources
18) extend existing play analysis, theatre history and theory courses over 4 years, enhancing their levels as appropriate

Actions

1) there is no advantage (or saving) associated with dropping the Associate of Arts at this time; BCCAT is encouraging a review of the Associate of Arts province wide
2) the department will engage in a curriculum mapping exercise, evaluate courses, note areas of overlap, revise courses and reduce course offerings
3) grouping courses into acting, technical theatre and theatre studies makes sense for the proposed major: in developing the major, the department will keep an eye on how these groupings may affect the diploma. The department plans to undertake a revision of the diploma once the major is in place with the aim of ensuring the diploma program complements and supports the major, while also offering a valuable two year program for students.
4) the department plans to work on reducing lower-level BA minor requirements and assigning fewer resources to first year acting in 2013/14
5) a larger enrolment performance course for non-actors will be introduced
6) the department will remove the option for students to fulfill upper-level minor requirements with courses from English and Visual Arts and will look at which courses to cross-list
7) practica credit weights will have a consistent logic and as the department goes through the curriculum mapping and learning outcome alignment process, it will ensure practica credit weights are consistent with the outcomes
8) as the department works on the development of the major, the department will look at the distribution of practica through the entire four years of the program; currently upper level students who take on more demanding roles in the productions have the option to enroll in either an upper level practicum or one of the Theatre Practice practica 290 or 295; with the major, students may be required to take a 399 and a 499; these questions will be considered when working on the curriculum mapping, learning outcome alignment, and major development
9) the department will review the class hours allocated to upper level studio courses to study the viability of reducing these; challenges here might be more pedagogical than administrative; since studio courses at most universities are based on 6 hours a week, but with a significant component of independent experiential learning, it may well be that the department needs to look at how to facilitate more student directed activities in studio based courses; the main issue here, for faculty, is workload
10) this is a resource issue; currently, the department can only afford to do this by using an existing section for this purpose
11) the Dean is working with the Head to explore the suggestion of tuition-generating courses linked to redressing the staff-faculty balance in the department; the department will explore the idea of partnerships for design internships or apprenticeships
12) the department will create these upper level shell courses within their existing section allocation
13) this decision will relate to revision of breadth requirements in BA and revision of writing requirement
14) the department is in agreement; the Dean will encourage online development once major curriculum changes have taken place
15) the department will not develop upper-level course in Aboriginal Theatre and Performance until resources allow; instead it will attend to performances that can address indigenization such as this year’s production of *Ernestine Shuswap Gets Her Trout*
16) the goal of internationalization is best addressed through performance of world theatre; this past fall, the department organized a workshop and demonstration performance of Indian dance; the department plans more initiatives of this kind, especially in the year that the upper level World Theatre course is offered
17) there are other ways of attracting Aboriginal and international students to the program outside of Summer offerings; the programme needs to maximise fill rates of current sections and possibly approach International Education for funds to employ part-time faculty to offer courses to international students
18) the department is considering extending play analysis, theatre history and theory

**Proposed Theatre Major in BA Program**

**Recommendations**

The Review Committee noted that a major could be launched with the current faculty and infrastructure and it commented on the range of students, alumni, community groups, and even IR staff who reiterated that a major would fulfill a need within the university and broader communities and draw students to Theatre courses. The Committee argued that establishing a BA Theatre Major would be an important evolutionary step toward implementing the goals of the University, College, and Department.

**Action**

The Dean has given approval for the curriculum working group to proceed with a proposal

**B. Student Experience**

The Review Committee noted the high level of satisfaction of current students and argued that the establishment of a Major will enhance the top end students’ experience.
Recommendations

1) the Committee agreed in principle with the department request for an additional release for advising but, given resource challenges, it suggested more clearly articulated program options be supported by transparent written materials to enable students’ self-selection of options and courses

2) the Committee commended existing practices to promote diversity and suggested gender and colour-blind casting, production of contemporary plays with more roles for women and roles for other under-represented groups in classic European theatre

Actions

1) advising material will be developed; when resources permit, the position of the BFA Advisor will be expanded to include advising for Theatre; Arts Advisors visit Chilliwack once a week and can accommodate queries related to the Theatre minor in the BA

2) the department will continue to attend to promoting diversity in the classroom and in productions

C. Enrolment/Recruitment/Completion Rates

The committee noted that enrolment is not as strong as usual but felt that this was due to the sudden isolation of the department’s physical facilities. It also argued that enrolment, particularly at senior levels, is affected by the lack of a major in the discipline. The Committee encouraged the department to pursue partnerships with departments and programmes, for example the Creative Arts disciplines and in the form of the proposed Media Arts Degree.

Recommendations

1) the University and the College should provide the department with resources for developing and implementing a communications strategy aimed at regional and international recruitment; UFV administration should provide short term support for recruitment given the situation the program is in as it tries to rebuild confidence in the program at new locations

2) engage with other Acting programs to recruit students interested in a production-focused BA

3) partner with other institutions’ graduate theatre programs

4) partner with colleges which offer foundational theatre courses to attract transfer students

5) develop a marketing plan aimed at the “2nd tier” of very talented students not admitted to highly sought after programs

6) create enticing topic courses aimed at non-majors

Actions

1) resources for recruitment and marketing will depend on contingency funds allocated to Arts
2) the department will recruit students interested in a production-focused BA
3) the department will explore partnering with other institutions’ graduate theatre programs
4) the department will explore partnerships with colleges which offer foundational theatre courses in order to attract those transfer students into the theatre major at UFV
5) These initiatives will all be attended to by the new Marketing and Development Manager who will be asked to develop a coherent and rigorous recruitment plan, hopefully with the support of MarCom and Student Services.
6) topic courses will be developed to attract non-Majors within allocated sections

D. Faculty and Staff

The Committee noted that there is sufficient breadth and depth of expertise to deliver the programme as it is advertised. It noted that faculty and staff demonstrate willingness, accessibility, and dedication that extend beyond the expectations of the job. Faculty members are engaged with their art form and related research.

Recommendations

1) productions directed, produced and designed as part of the UFV season should be seen as scholarly activity and UFV should revise the term “research” to “research and creative activity”
2) positions of specialist staff, who currently supervise and support students informally, should be shifted to partial teaching/technical demonstrator positions so that valuable teaching functions of specialist/mentoring staff will be captured in the FTE student count; in the long term the department may need to shift a position from staff to faculty
3) recognize directing productions separately, as Acting practicum courses, with appropriate course load assignments for instructors
4) continue to invite professional theatre personnel into classes and to assist on productions
5) the hours students spend in rehearsal, production, and performance should be captured in calculating student enrolment and faculty teaching time and aggregate hours of learning time should be reflected in the credits allocated to the practicum courses
6) do not hire additional faculty immediately as this would only make the FTE student to FTE faculty ratio shrink; administration should commit to long term faculty growth as enrolments rise
7) the idea that the faculty position currently shared with English be converted to a full time Theatre appointment by converting four sections presently taught by sessional faculty is a matter of negotiation with Heads and the Dean
8) do not add or extend staff positions; instead the department should work with the College to set discipline-specific, clear, reasonable, and achievable targets for enrolment growth and a strategy for achieving these
9) consider the creation of more formal faculty coordinator positions

2 The Committee noted that practice at other institutions is to provide an adequate amount of course loading credit rather than compensatory course release for on-campus artistic or scholarly activity that involves substantial teaching
Actions

1) the Dean has communicated these recommendations to the Research office and JPDC
2) the Dean, the Manager, Academic & Administrative Services and the Department Head are planning accordingly
3) see #5 below
4) professional theatre personnel will continue to be included in the programme
5) the department recognizes that the workload involved in the production season is excessively burdensome, yet has felt compelled to continue with the season as presently constituted for various reasons: first, to support the two staff positions funded through box office revenues; second, to provide the kind of range of performance opportunities needed by our students; third, from a community engagement and audience development perspective, a three show season plus a festival provides the range and diversity of offerings needed to be a culturally animating force in the region; fourth, the current structure allows for sufficient scope to offer programming in more specialized areas, such as indigenization, world theatre etc. However, the department will look more carefully at how these goals might be achieved while operating on a scale more within the resources available.
6) future faculty hires are contingent on budget and growth funding
7) the English department has indicated that it does not want to lose a much-valued cross-appointed department member
8) job descriptions are currently being reviewed with the Department Head; the Dean will work with the Head to set targets for enrolment growth
9) the Department will create a program and a curriculum committee as well as point-persons for areas of concern such as practica and applied skills, study abroad and International; the Dean will request updates on program committee formation and tasks

E. Resources

The Review Committee noted that current physical facilities are excellent and that equally impressive future facilities can be created with long-term planning and stable leadership. It noted that while much of the Department’s equipment infrastructure is not up-to-date, it remains functional, with some exceptions.

Recommendations

1) Develop a coherent 5 year plan for the transition from Chilliwack to Abbotsford; that the university support the department in establishing a presence in Abbotsford prior to the move and look for creative temporary approaches to developing a classroom / limited performance venue in Abbotsford so as to establish an academic and cultural “footprint”
2) that because the Production Program is a key factor that makes the program distinctive and attractive to students, that the Yale Road building is currently the best facility for the production program and that the department focus on its physical presence at Yale Road and in Abbotsford, with overflow courses located at Chilliwack Education Park (CEP) as needed
3) continue to develop arrangements with other organizations for joint use and development of facilities and infrastructure in Abbotsford
4) develop a renewal plan to help make the ongoing task of maintenance and upgrading more manageable
6) move pieces of equipment from one location to another
7) invest in a functioning ticketing system
8) explore synergies with other departments and community partners for work on digitizing the archive, making it accessible through the web page, and sharing this information
9) that the University and the Department explore all options for keeping the Yale Road theatre building permanently open even after the Department moves, including working with the City of Chilliwack and community performing arts groups regarding a purchase or lease; the report reads, “notwithstanding that Chilliwack has recently built a larger theatre venue, the Department's present theatre is an essential piece of community infrastructure and a significant cultural asset for the region. The theatre is less than 20 years old, is very well designed and highly serviceable, and should not be abandoned.”

Actions

1) the Dean will work through Campus Planning toward finding a venue for Theatre to begin establishing a presence in Abbotsford
2) the department plans to continue to offer theatre courses on both the Yale rd. and Chilliwack Education Park campuses despite a strong desire by some to focus on the Yale Road facility; the department recognizes that the CEP studio provides a valuable space for teaching acting and for mounting small performances that maintain a presence at CEP and that increase the visibility of the department; the department will identify a better balance of classes between CEP and Yale Rd. and will explore holding more classes in Abbotsford, including the use of the gym.
3) the only plan the department has at present is to explore space on the Abbotsford campus where first year acting classes may be offered; fundraising for a U-Hub requires initiative from the university administration as a whole, led by the Advancement Office
4) fundraising will help fulfil these needs; the Dean and Department Head have met with Advancement to outline the department needs; the department will explore putting certain percentage from all ticket sales towards a technology fund that can be used to upgrade equipment as needed
5) the department already moves pieces of equipment from one location to another depending on the needs of different spaces and productions; one challenge is the compatibility of equipment between the different and unique spaces
6) the best system seems to be Ticket Manager, which is fairly expensive, especially the online function; once the new Marketing and Development Manager is in place, options will be investigated
7) given the many other priorities and challenges facing the department at present, this initiative is a relatively low priority; however, it is possible staff changes and the creation of a special work study position could provide at least some means of moving this forward
8) the Dean will work with the VP External and Director of Campus Planning toward this end and will make this case at Campus Planning

F. Alignment with University and Community Needs/Plans

The Theatre Department exemplifies the social and cultural values in the UFV Strategic Plan in its outreach to the community. The department was commended for attending to Community
Engagement, Indigenization and Internationalization and was described as well-positioned to continue to fulfill the university’s strategic goals into the future.

Recommendations

1) work with the Development Office on establishing a new group of production sponsors
2) devote resources to assisting the Department build a strong group of supporters in Abbotsford
3) create MOUs with community partners to formalize the long standing relationships

Actions

1) the conversation with Advancement has begun; the new Marketing and Development Manager will play a key role in moving this initiative forward
2) this is something the department has planned for some time now, but it’s a large task and not high on the department’s priorities
3) Items F3 related to E3 above: we need through the U-Hub committee, to engage the Abbotsford arts community (and indeed the entire Fraser Valley arts community) and we need to develop a strategy that includes/involves all the players; this is an initiative that has to be organized and supported by administration as it is beyond the responsibility of the theatre department

G. Program/Department Administration

The Committee commented, “[w]e were impressed by the passion and commitment of the students, the high level of community interest and engagement, the dedication and excellence of the faculty and staff, and the strong and positive administrative leadership. Support for the program was unanimous and resounding.”

The Committee noted that the Department has an appropriate structure and reasonable number of support staff. Teaching and learning assessment methods were regarded as sound and enrolment challenges were regarded as having less to do with the quality of the education than the location of the program and the absence of a major. Library resources were recognized as adequate to support the programme’s growth. Technical support and infrastructure were noted as creating expensive student FTEs but the Committee noted that Theatre FTEs were always costly and balanced by the value-added results in community profile, institutional reputation and cultural benefits.

The Department has already started to implement a number of recommendations. The Dean will work with the Head to address the remaining issues and will request a report on progress both six months and one year from the date of this submission.

It is worth noting that the Committee was impressed by the organizational and administrative preparations for the review and the excellent staff support.
MEMO

To: Academic Planning and Priorities Members

From: Eric Davis

Date: April 10, 2013

Re: Program Review Recommendations

Please review the recommendations from all of our completed Program Reviews with an eye to identifying institutional and academic issues worthy of more general discussion at APPC. For example, the Biology Program Review includes the following recommendation: “that the department construct a three-year moving timetable for its upper-level courses, and make it easily available on its website”; is this a sensible recommendation that all departments/programs should consider?

Thank you.
External Review Committee Recommendations

Biology

SHORT-TERM RECOMMENDATIONS

1. that the department critically review its concentrations and consider decreasing the numbers offered
2. that the department review the credits given for courses with laboratories and consider making them consistent with other BC universities
3. that the department implement proposed changes to BIOL 202 and the four core upper level courses to alleviate waitlists and increase student flexibility in course selection
4. that the Biology program continue to focus on providing and enhancing its undergraduate program rather than expending energy on developing a graduate program in the next five years
5. that the Biology department provide a faculty mentor to new sessional instructors
6. that the departmental assistant be given access to student email addresses
7. that the department establish a lab manager position to more efficiently coordinate technician activity at the Abbotsford and Chilliwack campuses
8. that course content be reviewed periodically to maintain program currency
9. that the department take an active role in scouting out suitable co-op opportunities for students and encourage student participation in the program
10. that every Biology student be seen by advising at least twice during their undergraduate program
11. that the department construct a three-year moving timetable for its upper-level courses, and make it easily available on its website.
12. that the Faculty of Science and the University implement the BSc requirement requiring declaration of major after 60 credits.
13. that the university make improved lab space for upper-level student research a high priority.
14. that the university commit to a stable and predictable budget for equipment acquisition, replacement and emergency repair.

LONG-TERM RECOMMENDATIONS

1. that the department and the university consider increasing class sizes at the first and second year level to reduce waitlists and allow faculty greater opportunity to offer an increased breadth and frequency of upper level courses
2. that the university considers implementation of competitive entry to its undergraduate programs and develops maximum numbers per program in order to provide adequate resources for laboratory intensive programs such as Biology
3. that the biology department initiates discussions towards acquiring the agriculture faculty positions with the intent of developing an undergraduate applied biology program and a practical graduate program in applied environmental and agricultural sciences
Continuing Studies

Overall recommendations

• Examine how the unit as a whole might be more deliberately integrated into the university’s academic and administrative decision-making structures and that the unit and its activities be better promoted and given a higher profile within the institution.
• Continue to monitor the structural arrangement of maintaining two separate CS units and further explore the fiscal, personnel and administrative challenges associated with combining them.
• Examine the financial contribution each unit is expected to make and place them on a more equitable and readily-understood footing.
• Clarify the arrangements for deciding which CS units should offer which programs.

Specific recommendations for CSI

• Revise and clarify the mandate of CSI through a broad process of university and community consultation.
• Examine the areas for growth and recommendations identified on pp. 10-11 of the Self-Study Review.
• Undertake a search for alternative and more accessible premises for the CS-I unit.
• Examine and improve the services provided for CS instructors.
• Examine and improve the level of reception/administrative support services.
• Examine and find ways to improve the services to CS students and bring them more in line with those enjoyed by other UFV students.
• Establish procedures to elicit and deal with student complaints.
• Clarify the appropriate structures and procedures for those academic departments who wish to develop CS programs and activities.
• Clarify the appropriate structures and procedures for academic oversight and ensure that students, staff and community representatives are included on any such committee.
• Examine the administrative resources necessary for future leadership of the unit and appoint a Director on a permanent basis.

Specific recommendations for CST&T

• Collaborate with other Faculties and CSI to develop and/or deliver multi-disciplinary courses, programs, and certificates such as construction trades and business, university preparation, fabrication/manufacturing and digital media.
• Support faculty in professional development and scholarly activity to obtain additional expertise in their current related teaching.
• Increase the coordinator to full time and hire a .5 part time support person once the level of programming is increased. Possible sharing of support staff with CSI could be considered.
• Develop a contact database through student records and establish relationships with alumni.
• Continuing to maintain and enhance industry and community relations.
• Develop a more extensive program evaluation and student satisfaction levels to assist in identifying programming gaps and shortfalls.
• Explore potential collaborations with UFV’s research department to better identifying potential courses, programs and certificates.
• Explore using a proposal writer to reply to provincial and federal Request for Proposals for labour market programming (i.e. BC-Canada Labour Market Agreement)
Criminology

Program Curriculum, Standards and Delivery (credential recognition; curriculum standards; program design; learning outcomes)
1. The committee suggested that more full-time faculty could be teaching introductory levels.
2. The committee argued that there could be greater focus on the prevention of crime and on social development so as to counterbalance the strong emphasis on response to crime.
3. The committee recommended reducing the number of lower level sections that exist (x 45 lower level sections are offered) so as to add greater variety at the upper level (x13 300 level courses are offered)
4. The committee recommended a greater breadth of theoretical perspectives in the delivery of course content, for example, evidence of approaches that focus on the etiology of crime.
5. The committee recommended that the faculty complement reflect greater diversity, particularly in relation to the student demographic and the demographic of the Fraser Valley. The committee suggested that a recruiter be hired to assist the department in searching beyond the usual pool of SFU graduates who tended to share similar theoretical perspectives.
6. In line with the above, the committee recommended that issues of ethnicity and culture be integrated into the curriculum in a convincing manner. The review committee encouraged the School to reflect, in its course content, material relevant to Aboriginal, South and East Asian learners in the region.
7. The Committee encouraged the department to remain innovative in its curriculum offerings such that program scope could be broadened.

Program Administration (program delivery; related policies; resources)
1. The committee expressed concern regarding the strong reliance on sessionals teaching courses in the School and was not convinced that most of these sessionals were selected on the basis of their particular expertise in the field.
2. The Committee expressed concern that grade distribution was on the high side. For example, currently, 53% of grades at the 400 level are A’s. They recommended that the department head review and sign off on grade sheets prior to grades being submitted to the registrar’s office.
3. The Committee recommended reducing the length of the assessment form that placement supervisors are expected to complete.
4. The committee recommended that the institution grant more release time for research activities, while also making judicious use of 4th year BA students and graduate students as TAs.

Enrolment, Retention and Student Success
1. The committee recommended a greater focus on recruiting international students to both enrich the student experience and as a source of revenue. In particular it recommended that UFV take a lead in developing cross-border programming due to its location to the US-Canada border (Program Review: External Panel, p 7).
2. Senior Administration at UFV asked the review committee to examine the issue of retention, an issue flagged in the School’s self-study as an area of concern due to the attrition rate being slightly
more than 40% for first year students. The review committee noted that high attrition rates are not unique to UFV and that some Statistics Canada studies show dropout rates of more than 40% for university students (Program Review: External Panel, p 21). Reviewers noted that key factors influencing retention are “typically exogenous to the program and, more often, are related to student demographics or university-wide considerations such as the availability of financial aid or student services” (Program Review: External Panel, p 22). The School was commended for attempting to reduce dropout rates, namely by retaining a reasonably low student-faculty ratio, maintaining a high level of student-faculty contact and providing intensive feedback on performance. Students who complete the program generally rate the program highly on its ability to engage students (Self Study, p 24 Table 9). Reviewers recommended that greater use be made of senior undergraduate students as mentors.

Alignment with Strategic Plan, including community and Industry needs.

1. The Review committee found the undergraduate programs to be aligned with the Strategic Plan and to be producing graduates who are both respected and competitive in the job market. The committee did warn the School, nevertheless, to not rest on its laurels and to critically assess what key elements of its program to retain and where to seek future possibilities for change.

2. The School will continue its excellent partnerships with a wide range of government, criminal justice agencies, and the community. It will also maintain partnerships with universities and colleges in delivering non-profit development courses.

Graduate Program

1. The committee recommended that to assess the ultimate demand for a professional master’s program, a small market survey be conducted, targeting potential applicants. The survey could help identify the potential size of the market and the particular skills or course content that would attract students. They acknowledged that the survey might reveal that the market for a full-cost, Master’s professional program in criminology or criminal justice may not be viable but declared suspension of the program premature for two reasons, namely the need to assess personnel and the structure and delivery model.

2. The committee expressed concern that the MA was little more than a year five beyond the undergraduate degree. Since the program has begun to admit students who have come through its own undergraduate program, the committee has recommended that thought be given to how to manage a program that has students with no criminology at all and students with four years of prior training in criminology as the current model seems to serve neither constituency well.

3. The committee identified problems with the structure and delivery model and expressed concern at the rate and time of completion under the current model. As noted, students appear to progress well during the course-work phase of the program but when they encounter the major paper/thesis component, their progress slows considerably. The committee argued that many, if not most, MA programs in Canada are course-based, with the thesis becoming the minority option. For most of the students, the MA will likely be a terminal degree and for those intending to pursue doctoral programs this would not impede their studies as most North American Criminology/Criminal Justice graduate programs accept students with course-based masters’
programs. The committee suggested that the program still offer a thesis-like experience, in the form of a capstone project. The committee was assured that writing, analytical and research requirements in the current MA would remain adequate in that course instructors generally ask students to write 30-35 page papers per course.

4. The review committee recommended assessing whether the School has the required personnel to deliver the graduate program. The committee identified the problem at the level of insufficient numbers of supervisors for students’ theses, arguing that students ought not to be admitted if supervisors would be too busy to supervise them. The committee recommended students take either Crim 775: Contemporary Initiatives in the Criminal Justice System [3 credits]; Crim 790: MA Major Paper [4 credits]; or Crim 799: Thesis [6 credits]. Broadening the range of individuals on supervisory committees, which could include extra-departmental supervisors as “seconds.”

5. The committee raised questions about the current mode of delivery of the program and recommended that the School might want to consider exploring alternate methods of program delivery. They suggested that other delivery models outside of the current, three-day (Thursday, Friday and Saturday), once-a month offering be considered. Different delivery models might appeal to other segments of the market, including students outside the lower mainland of British Columbia. Such models could include a total online delivery of the course material, or a mixed model where students are present for the first and last two weeks of the program and study online during the interim.

6. The review committee expressed reservations about ways in which the graduate program is being managed. They argued that there is a more than typical amount of supervision and direction from the office of the Associate Vice-President of Research and Graduate Studies in the day-to-day running of the program and that there needs to be more clarity in the differing roles of the department and the office of the AVP. The committee recommended that it be the responsibility of the department or program to assess the acceptability of the content of theses and dissertations and that it be the responsibility of the AVP to ensure that due process is followed during the assessment procedure. (Program Review: External Panel, p17)

7. In the event of students opting for the major paper, the review committee suggested that student acceptance into the program needs to be informed by equitable workload distribution. They recommended pre-assigning students to faculty members and that administration consider assigning credit for successful supervision.

8. The Review committee has recommended that the School consider dividing the administrative workload between graduate and undergraduate chairs, as is convention in other Criminology Programs. Besides distributing the workload, these positions would offer valuable administrative experience for faculty.
ECE/CYC

Recommendations
1. The CYC program will investigate the possibility of offering 1st year Child and Youth Care courses.
2. CYC will explore the potential for a CYC certificate program with the Sto:lo Nation, similar to the ECE Family Care certificate.
3. The ECE/CYC department explore the development of an intercultural course either within the department or in collaboration with other faculty across the university.
4. The ECE program will introduce special needs content in first semester courses as an essential part of curriculum.
5. The ECE program will introduce content on mental health to prepare students before their first practicum to understand the impact of parental mental health on the stress levels of children.
6. The ECE/CYC department will expand the pool of sessional instructors.
7. The ECE and CYC programs have designated rooms designed to meet instructional needs.
8. UFV will develop a counselling/group work classroom with cameras and one-way glass viewing area to be shared by CYC, Social Work and potentially other programs.
9. ECE and CYC programs will have Smart (electronic) Classrooms.
10. The ECE/CYC department develop a research/scholarly activity agenda.
11. The number and type of practicum site visits be standardized to a minimum of two visits and that one of the visits be the final feedback session.
12. The ECE faculty will review their selection process in consultation with ECE practicum supervisors to determine if additional suitability factors need to be considered.
13. The CYC faculty will consider offering additional summer courses to meet student demand.
14. Faculty overloads should be reduced so that the ECE/CYC department will be able to build a larger sessional pool and schedule the sessional work.
15. The review committee further recommends that, where possible, sessional work be regularized.
English

1. **Coherence, distinctiveness and vision**
   
i. Three concentrations are offered in the Major: Drama; Writing and Rhetoric; Creative Writing. When department members are on leave, the sustainability of these concentrations is compromised. For this reason the department will need to plan well in advance to ensure that all important areas are covered.

   ii. The department needs to identify courses that will provide a shared body of knowledge for graduates from its programs or, at the very least, to advise students to follow explicit program models. The external team recommended that the department “make some choices about what it will be able to offer in the long run.”

   iii. The external review recommended that the department revisit the upper-level credit structure.

   iv. Honours: The Honours program is not robust in terms of student demand. It has been insufficiently promoted and would benefit from a formal application process. Greater coherence would be provided with the addition of a senior seminar and the examination of the Honours Paper needs to exhibit greater rigour.

   v. Masters: The external review team thought that in the foreseeable future, a Master’s program would be “unlikely and undesirable,” given how thinly stretched the department’s resources are already.

   vi. The vision and unique strengths of the department need to be articulated and promoted. The department offers the traditional elements of an English literature program with courses in the significant periods of British literature, Canadian literature, and American literature; it also offers courses in South Asian literature and world literature. Its particular strength in South Asian writing in English distinguishes the department from others in British Columbia. The department also has a range of courses in rhetoric, complemented by courses in language studies and linguistics. The Creative Writing program is, as the review panel noted, “quite distinctive in its assumptions and pedagogy,” emphasizing reading and broader literary understanding as an essential context for creative work.

2. **English 105 as a service course and prerequisite for entering a literature course.** The review identified many problems with this course, including entry qualifications, standardization, waitlists, and hiring of sessional instructors.

3. **Delivery**
   
i. The panel noted that students expressed concern about the difficulty of registering in courses, a difficulty that at times threatened their completion of program requirements in time to graduate. The panel suggested that this be addressed at the administrative level. In part, problems with timely program completion arise because of timetabling decisions.

   ii. The panel noted that circa 13% of the department’s offerings were online and that there could be a modest increase of online sections, particularly over the summer semester, and of hybrid courses. A recommendation was made to establish an Online Course Committee.

4. **Working Conditions**
   
i. The review panel noted that 7 courses is a heavy teaching load that restricts the scholarly output of faculty. However they did not note that a Scholarly or Research leave can be requested by faculty.

   ii. The panel suggested a reduction in class sizes to match those in Communications or Philosophy. English 105 sections are already at a class maximum of 23, which is below that
of Communications. Any request by the department will have to be budgeted in accordance with the current FTE output of the department.

iii. The panel made note of a demanding service and teaching commitment on the part of most faculty, exacerbated by a high reliance on sessionals.

iv. The panel recommended that the department head be granted a further course release per year to administer a department with 20 full time faculty and as many sessionals and advised that an additional administrative position be granted to help ease workload, by providing annual releases for the purposes of attending to, for example, the 105 sections and advising.

v. Physical Resources: The panel noted problems in three areas:
   1. Offices are small, and in most cases occupied by two or even three instructors
   2. The department has no meeting space or student space that might serve to create a sense of identity for the many English program students.
   3. There are not enough e-rooms

vi. Classroom conditions: The panel noted that a number of students complained about disruption in the classroom due to internet and cellphone use. The panel recommended that the department formulate and publish a clearly stated policy to address this.
History

A. Curriculum/Pedagogy/Program

1. reduce the number of courses offered with a view to creating a collection of more general courses that faculty can rotate into their teaching load
2. develop thematic courses to allow for the integration of geographic areas
3. focus on fewer areas and become known for these, and/or come up with more innovative approaches to curriculum offerings such as the thematic suggestion above
4. create more general interest first year course to attract non-majors
5. create courses that are mandatory and restricted to majors only
6. create an introductory 1st year methods course that is primarily skills-based
7. refrain from designing courses and assignments exclusively for majors destined for graduate school
8. create more blended learning courses and permanent faculty to pursue professional development in the area of online course design and delivery
9. provide a list of upcoming courses one or two academic years in advance to address student complaints about courses not being offered due to rotation
10. develop courses for students who plan to go into teaching
11. shift current 3rd year methods class to the second year level, and ensure it is primarily a critical theory/methods class
12. review prerequisite requirements to counteract low enrollments and to enable a thematic program option to be overlaid on the current geographical options
13. review grade distribution due to the relatively high averages overall
14. integrate more skills-based, experiential and active learning strategies into courses, particularly for a non-major audience
15. explore alternative strategies for assessing content knowledge and explain use of quizzes as an assessment strategy to students
16. develop additional laddering of assignments
17. offer more active learning opportunities, including additional field trips
18. demonstrate on course outlines and syllabi what outcomes will be addressed and how these will be measured
19. devise outcome assessment strategies

Proposed MA Program: The Review Committee recommended that a Master’s program not be pursued at this time. The cost of the program will be far too high to be competitive and it would be very difficult to deliver a Master’s program with current and projected resources. The development of the Master’s program might also bring with it the possibility of the History Department losing their biggest strength— their focus on undergraduate education. Student demand does not support the introduction of a Masters, library holdings are not sufficient and the current level of research output of the department, as a whole, was regarded as inadequate for purposes of graduate supervision. The department was encouraged to explore the possibility of a joint graduate program in which individual faculty members could participate.

B. Student Experience

1. encourage more students to pursue study abroad and offer international travel study courses
2. encourage a greater sense of community among History students
3. provide more opportunities for students to take part in governance
4. provide a place for History students to gather and work together
5. ensure that faculty members are aware of funding available to hire student researchers and that students are alerted to research assistant opportunities
6. incorporate more hands-on research and networking opportunities as part of all course work
7. encourage students to present research at undergraduate research conferences
8. highlight the value and many uses of a History degree through a range of communication strategies
9. ensure students benefit from a more formal structure of advice from History faculty and the Advising and Career centres regarding post graduation opportunities and job possibilities
10. make greater use of social media and for recruitment purposes
11. support the creation of a student History society
12. create embedded faculty advisors in the department
13. begin to cross list courses; this will help provide the foundation for a multidisciplinary program in Indigenous Studies and help with recruitment
14. find out from Aboriginal students why they are not enrolling in History courses and consider methods to attract Aboriginal students; hold office hours/events in the Aboriginal Resource Centre; consider the creation of Special Topics/Issues courses of interest to Aboriginal students
15. organize a department Diversity Committee to promote understanding of the various forms that diversity can take, to promote diversity and to ensure integration of diversity across the curriculum
16. ensure that students and faculty members are aware of the student award opportunities available both internally and externally to the University

C. Enrollment/Recruitment/Completion Rates
1. create courses aimed at non majors with enticing thematic topics
2. do more to encourage departments to consider History courses as mandatory in their programs
3. ensure students declare their major earlier
4. make all courses the same number of credits to help rationalize the program
5. conduct an audit of when specific courses are offered
6. examine the sustainability of upper level offerings given that the enrollment drop is largest at the 3rd year level and that fill rates at the 400 level are less than 50% overall
7. examine why summer session enrollments are declining
8. make advising mandatory at certain points in a student’s program
9. create concentrations to help students find courses that are interesting and suited to them, thus ensuring high completion rates
10. provide activities that contribute to a sense of community for students
11. conduct exit surveys of students who drop early on in the semester

D. Faculty
1. criteria for performance review, and possibly rank and tenure, need to be developed as the amount of research currently being undertaken varies a great deal and workloads are not adjusted to reflect this (beyond the possible reduction of one course)
2. the message that research is an expected part of faculty responsibilities needs to be more clearly communicated/stressed
3. address confusion surrounding available resources
4. encourage some faculty members to get more involved in service opportunities in the profession
5. organize formal orientation session for sessionals and provide a faculty guidebook; the Head to email PD opportunities to part-time members on a regular basis; ideally, part-time instructors need dedicated office space, access to computers, etc.
6. UFV, being a teaching focused institution, needs to conduct regular and thorough peer teaching evaluations; this process would be more effective if student evaluations could be viewed by the Head and/or the part-time hiring committee; the Review Committee was taken aback that this was not already the case as this is the norm at post secondary institutions
7. begin work on a hiring plan as it appears that there may be a lack of part-time faculty to replace faculty members on sabbaticals.

E. Resources
1. consider whether the growing reliance on e-books is sustainable
2. consider library skills workshops as mandatory
3. provide a dedicated space for sessionals
4. provide a large private office for the Head and a more welcoming office for department Assistant

F. Alignment with University and Community Needs/Plans
1. give serious thought and discussion to updating some of the curriculum/pedagogies if the UFV History Department plans to be the best undergraduate department in Canada
2. seek out additional partnership opportunities (internal and external)
3. provide more research or experiential learning opportunities for students
4. improve evaluation of teaching, especially for new/part time faculty
5. introduce peer evaluation of teaching
6. encourage faculty members to get involved in service external to the University and in the profession.
7. ensure a department member attends the yearly Chair meeting at the Canadian Historical Association
8. create an activity to replace the Historica Fair
9. enhance the external recognition of the History Department at UFV

G. Program/Department Administration
1. consider the creation of formal faculty coordinator positions
2. transfer more responsibilities and authority to the Head level
3. provide professional development opportunities aimed at Heads such the ability to attend CHERD
1. or the Chair Leadership Academy
4. consider inviting student representatives to department meetings
5. ensure all members of the department have a voice
KPE

1. **RECRUITMENT**
   a. Deliver lower-level KPE offerings at the Chilliwack Campus.
   b. Consider altering the entrance requirements for high school students seeking direct entry into the KPE program as demand is high and space is limited. Specifically, increase the entrance requirements for high school students seeking direct entry into the KPE program, as well as General Studies and transfer students seeking acceptance into KPE. Possible changes for high school students seeking direct entry include increasing the math requirement from a C to a B and increasing the science requirements from a C+ to a B. Requiring a minimum GPA of 2.5 for General Studies and transfer students could increase the quality of KPE students.
   c. Consider obtaining Council of University Physical Education and Kinesiology Administrators (CCUPEKA) accreditation for the KPE program (see Curriculum section p. 11).
   d. Provide institutional support to enhance the quality of the KPE website. Consider adding the following:
      - Videos of lab activities, student experiences/successes, and Faculty engaged in or discussing their scholarly research would make the website more dynamic and appealing.
      - Keep the site up-to-date. For example, remove or update the Adventure Tourism Training and the newsletters.
      - Advertise online offerings available to community members (if applicable) as a number of students across the country in Kinesiology programs (or other related fields) might take courses offered online at UFV.
   e. Continue with existing recruitment activities (e.g., high school presentations) that advertise the program to potential students.

2. **RETENTION**
   a. Build a stronger sense of a professional community by enhancing the capstone experiences (KPE 450c and KPE 455 see Curriculum section p. 11), hosting conferences, and hosting certification workshops.
   b. Continue with online course offerings and consider expanding offerings to meet the needs of students and generate revenue.
   c. Encourage and support the KPE student association’s (KPESA) efforts to develop a “kinesiology” culture on campus by providing minimal funding, Faculty leadership, and space for professional activities for students (i.e., guest speakers, workshops, etc).

3. **FACULTY**
   a. Faculty must determine a reasonable balance of resources for teaching both the Exercise Science and the Physical Education (PE) streams of the KPE program. If the decision is to deliver the PE stream, Faculty must establish some short, mid, and long term goals to support that mission. More specifically, hiring of additional Faculty with expertise in PE pedagogy and curricula will be needed. Course offerings in PE pedagogy and curricula will also need to be added.
   b. Investments in infrastructure that support Faculty teaching and research are critical for the program to remain current and credible. Specifically, lab, classroom, and storage space (i.e., pedagogy equipment) need to be increased, and numerous equipment upgrades and purchases are needed (e.g., metabolic cart, EMG equipment and software, miscellaneous equipment for exercise testing and prescription). Further investments will be required if the program is to compete with other accredited programs in the country.
c. Provide additional support staff and increase release time for the KPE department head.
d. Faculty must protect their time so that they are able to continue delivering high quality learning experiences, engaging environments, and applied student experiences that set them apart from ‘the big three’ (i.e., UBC, SFU, UVic). This would mean that administration must continue to provide adequate releases for scholarly activity, research and must create releases for administrative duties to allow the unit to continue to excel.

4. SUPPORT STAFF
   a. Increase the number of support staff for the KPE department from one to 1.5 or 2 full-time support staff (i.e., one support staff member for advising and one for administrative support).
   b. KPE needs more funded work-study opportunities to support the development of student teaching, mentoring, learning, and a professional learning community.

5. RESEARCH SUPPORT
   a. Capital investments in lab equipment (i.e., hardware and software, equipment) and lab space that support both research and teaching (see Faculty section p. 6) are needed.
   b. UFV, or the unit, should consider developing a system for recognizing and rewarding research and other scholarly activity.
   c. UFV must create a funding source to support new Faculty hires.

6. FACILITIES
   a. Provide the unit with a lab budget to acquire, maintain and replace necessary laboratory equipment and supplies for basic Kinesiology labs as well as PE teaching supplies (consider a minimum of $15,000 per year, however, ideally, the KPE unit lab budget, given the current state of the equipment, would be in the $30,000 to $40,000 per year to slowly catch up to other Kinesiology and PE programs in the country).
   b. Capitalize on the desire and resources of Pacific Sport to create lab space and make investments in capital equipment.
   c. Invest in Physical Education (PE) pedagogy resources (i.e., equipment and storage space) to support the PE portion of the KPE program (Contingent upon Recommendation 3a in the Faculty section p. 6). For example, establish dedicated storage space in the gymnasium for equipment.
   d. Continue funding library budget and online access to full-text journals.

7. CURRICULUM
   a. Faculty must decide if they are committed to delivering the Physical Education (PE) stream of the KPE degree. If the decision is to deliver the PE stream, Faculty must establish some short, mid, and long term goals to support that mission. At a minimum, the KPE program will need to hire additional Faculty with expertise in PE pedagogy and curricula and offer more PE pedagogy and curricula courses. Finally, the committee recommends establishing a ‘shared technical language’ (STL; consistent terminology) for the evidence-based approaches taught in the PE stream. The STL should be consistent among activity courses, theory courses, and seminar/practical experiences.
   b. Administration should encourage and fully support Faculty who take the initiative to bring professional certification workshops to campus.
   c. Faculty must discuss plans for the role of CCUPEKA accreditation in the growth and development of the program. If CCUPEKA accreditation is obtained, administration must support the program with resources to deliver programs according to the mandated requirements of the certification. Additionally, there will need to be a plan in place to ensure that >50% of the core courses within the degree will need to be taught by full-time Faculty as required by CCUPEKA. Also, it is
recommended that the KPE Head/ Director or delegate should be funded to attend both annual meetings of CCUPEKA (one in December and one in June).

d. Enhance the ‘capstone’ experiences for the two streams. Enhancing opportunities for interdisciplinary sharing between KPE 450c/d and KPE 455 could be accomplished by creating a culminating/capstone experience that requires early semester proposal presentations by all students (where interested students enrolled in first, second and third year could attend), mid-semester presentations on topics of interest to the group, and final presentations on significant issues and challenges to the group as well as final research presentations by graduating students. The final presentations could take the form of poster presentation combined with a celebration lunch or evening for the program’s graduates. In addition to facilitating sharing among the two streams, this approach has the potential to build the professional community and culture, increase the depth of knowledge among students, and serve as a mechanism for engaging the community partners (i.e., practica supporters) at UFV in scholarly activity.

e. Explore the potential for the PE stream (contingent upon Recommendation 7a) to engage with Pacific Sport to support student teaching, learning, and research. The PE stream could establish service-learning within the community as one of their priorities.

f. Explore mechanisms for creating student mentoring opportunities within the program. Creating student learning groups was mentioned as one established mechanism for supporting student mentoring activities. This would require administrative support for additional work-study opportunities (see Recommendation 4b in the Support Staff section p. 8).

g. Investigate the time it takes for students to graduate from the KPE program. If students are not able to easily complete the degree in four years because of course scheduling, degree requirements, and long wait lists, the KPE program will need to identify strategies to facilitate student success in the program. Some possible solutions include increasing summer offerings and/or reducing course requirements. Essentially, the program will need to look at mechanisms for increasing the flexibility/availability of courses for students to help them complete the degree requirements in a timely fashion.

8. PROCESS

a. The institution should establish an orientation session for the academic unit and the stakeholders involved in the review process (i.e., senior administration, institutional research, and the academic unit). Most importantly, senior administration should be explicit about how this process will facilitate long-term planning for the academic unit.

b. Provide the academic unit with tangible support for completing a program review (i.e., support staff or release time).

c. Commit to a reflection session about this review process with the key stakeholders. This will help the institution streamline the process for future program reviews.

d. Develop a structure that is adopted by the institution (i.e., items to be addressed by the external review team should be clearly indicated and presented to the ERM by the unit and University using similar headings). All “categories” or “areas” to be addressed by the ERT should align with the information provided or made available to external reviewers (i.e., the self study documents, the interview schedule, etc.). This would help streamline the process. The process and expectations as well as constraints should be outlined by the administration and guidelines regarding the report (i.e., length, scope, etc.) should be presented and standardized.
Math

Recommendations:

1. That the Mathematics and Statistics Department proceed with the creation of life sciences calculus stream.
2. That the department (i) continue to monitor the success in Math 110, including entrance and exit requirements and (ii) use longitudinal studies to follow Math 110 students through their UFV career with an aim to better understand the role of the course.
3. That the university continue to support the Math Centres, and work towards finding a larger space to house the Abbotsford centre.
4. That the university support the department in implementing the Certificate in Data Analysis.
5. That the university support the department in implementing the minor in Applied Statistics.
6. That the course Math 315 be required for the Applied Statistics minor and the Data Analysis Certificate.
7. That the content of Math 270 be reviewed, with an aim to reduce the number of statistical analysis techniques.
8. That the courses in statistics be relabeled from MATH to STAT.
9. That the department identify a core collection of upper level courses that will run on a regular schedule.
10. That the department consider a broader list of course requirements for the Mathematics Major.
11. That the department review the upper level courses currently in the calendar, including a discussion about removing courses that are never offered.
12. That the department examine the possibility of using the seminar course and selected topics courses to provide enhanced offerings for upper level students.
13. That the department consider creation of an honours program.
14. That the university support the department’s request to hire a full-time statistician.
15. That the university support mathematics and statistics instruction with classrooms dedicated for the Mathematics and Statistics Department’s use, outfitted with the necessary software, lab space, projectors, and other teaching resources.
16. That the university and the department support both applied and pure research opportunities for students.
17. That the department continue to adapt some of its outreach activities to specifically target First Nations students through consultation with the First Nations communities and the campus Aboriginal Access Centre.
Physics and Engineering

Recommendations

1. Given the high proportion of Physics courses taught by sessional instructors (~50%), it is recommended that at least one additional full-time lecturing faculty member be hired.

2. With a view of strengthening the curriculum in Experimental Physics, the following actions are recommended:
   - Laboratory course PHYS 232 – *Experimental Methods in Physics* should be a required course for all students completing a Major or an Honours degree program in Physics at UFV.
   - Purchase of new equipment for all upper-level laboratory courses, but particularly for PHYS 382 - Modern Physic Laboratory I and PHYS 383 - Modern Physics Laboratory II. The Physics Department should identify a “champion” for these courses who will take a leadership role in overseeing their future development. A 5-year capital acquisition plan should be developed to revamp and modernise all equipment necessary for upper-level laboratory courses.
   - The department should consider making any two of PHYS 342, 372, 382 required courses for all students completing a Major degree program at UFV. (Currently this is a requirement for Honours students only).
   - The department, with the help of the institution, should identify a dedicated space for the delivery of PHYS 382 and 383. University level equipment and lab facilities are costly but necessary for the UFV Physics program to move forward.

3. The Physics Department should review either its second-year course requirements or its prerequisite structure for PHYS 351, 352, and 311 to ensure that students entering these third year courses have a consistent level of familiarity with the required prerequisite material. Currently PHYS 221 and 222 are the only required courses for the Major and Honours degree programs, yet PHYS 351, 352, and 311 require PHYS 231 and 252 as pre-requisites.

4. With a view to strengthen the Co-op option, the Physics Department should identify a faculty member who will take a leadership role in promoting the Co-op option among the students, liaise and collaborate with the Co-op office, help identify possible employers and Co-op placements, and build ties with local industries. The faculty member assigned to this role should receive the equivalent of one course release. The innovative approach taken by the UFV Science Advising Center, incorporating both staff and rotating faculty, might be worth adopting for the Co-op office.

5. The Physics Department has identified 4 possible areas in which it might expand its programming: Medical Physics, Minor in Electronics, expansion of the Engineering Transfer program, and finally a Diploma in Engineering Physics. In view of its small size, it is unlikely that the department will expand in all those areas over the next 5 years. However for each new direction, the committee makes the following recommendations / comments:

   **Medical Physics**
   The Physics Department at UFV is uniquely positioned to implement this program due to its proximity to the new Cancer Agency in Abbotsford.
   - The department could consider initially the development and offering of at least one of the third year courses required for this new program. The poor enrolment observed in PHYS 275 is perhaps due to the nature of the course content or the credit value (1),
rather than a lack of interest in the Medical Physics program itself. The offering of a third year course could provide a better measure of the actual interest in the program.

- It is not clear whether the new program should be a minor, a concentration, or a certificate. The department should carefully analyse the benefits and the shortcomings of each model.
- In view of the department’s commitment to quality instruction, it might consider involving a faculty member in the delivery of the third year courses in Medical Physics. (The committee recommends that the department examines the model used by Dr. Jirasek at UVic for the delivery of their newly developed Medical Physics program including their interactions with the BC Cancer Agency and their use of video conferencing facilities to enable a single course to be delivered to several institutions at once).

**Engineering Transfer Program**

In view of the high demand and interest for the study of Engineering at UFV, the articulation of existing second-year courses and the development of new second-year Engineering courses should be continued.

**Minor in Electronics**

The committee urges the Physics Department to create the last course needed to complete the needed suite of 5 courses to create this Minor. The incremental cost to offer this new program is small, and it could be of interest to students in a number of disciplines, in particular students majoring in Computer Science and Chemistry. Abbotsford is also home to a burgeoning industry in avionics and the department may want to consult with local companies to refine the content of the Minor.

**Diploma in Engineering Physics**

- It is recommended that the Physics Department conducts an in-depth analysis of the market demand for future graduates of this program. Consultation with ASTTBC (Applied Science Technologists and Technicians of BC) and potential employers is also recommended.
- As the discipline of Engineering Physics is not recognised by ASTTBC, the department should consult with the Association to determine the type of professional credentials that could be achieved by future graduates.