AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
September 17, 2014
2:30 to 4:30 pm, Room A229/225

1. CALL to ORDER

2. ITEMS for ADOPTION
   2.1. Agenda – 2014 09 17
   2.2. Minutes – 2014 06 11 ......................................................... pg. 2

3. BUSINESS
   2:35 pm  3.1. Provost’s Report
   2:45 pm  3.2. New Program: Indigenous Studies – Wenona Victor ........................................ pg. 6
             Additional documents on website
   3:20 pm  3.3. Program Reviews
            3.3.1. Sociology and Anthropology – Jacqueline Nolte
            3.3.2. Teacher Education Program – Tracy Ryder Glass ............................. pg.17
                     Additional documents on website
   3:55 pm  3.4. Program Changes: English Honours Creative Writing – UEC Chair .................... pg. 22
   4:00 pm  3.5. Appointment of Vice-Chair for 2014/2015 – Eric
   4:05 pm  3.6. Questionnaire to Standing Committees of Senate – Eric ............................. pg. 27
   4:15 pm  3.7. Standing Committees Annual Report to Senate – Eric
   4:20 pm  3.8. Membership Status of the Vice-Provost and Associate VP, Academic – Eric ....... pg. 34

4. ADJOURNMENT and NEXT MEETING
Next Meeting: October 15, 2014, 2:30 – 4:30, A225/229

5. INFORMATION ITEMS
   5.1. Guidelines for In-Camera Meetings ........................................................................ pg. 35
   5.2. APPC website: http://www.ufv.ca/senate/standing-committees/appc/
1. **CALL to ORDER**

   The meeting was called to order at 2:30 pm.

2. **ITEMS for ADOPTION**

2.1. **Agenda – 2014 06 11**

   Item 5.1. Report from APPC’s Adhoc Subcommittee on Prioritization was removed.

   **MOTION:**
   
   THAT APPC approve the 2014 06 11 agenda as amended.
   
   J. MacLean/ M. Brosinski

   **CARRIED**

2.2. **Minutes – 2014 05 14**

   **MOTION:**
   
   THAT APPC approve the 2014 05 14 minutes as presented.
   
   C. Slavik/ M. Brosinski

   **CARRIED**

3. **BUSINESS**

3.1. **Provost’s Report**

   - Convocation is taking place on June 12th & 13th with a record number of graduates this year. Everyone was encouraged to attend.
   - The committee was reminded that regular attendance is expected. 5.2. in the Rules for the Conduct of Business for Standing Committees of Senate states:
     
     Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the Chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.
3.2. New Program

3.2.1. Theatre Major

With the recent implementation of a Bachelor of Fine Arts at UFV, and the development of a proposed new Bachelor of Media Arts, the Theatre major will significantly enhance UFV’s strengths in the creative and performing arts. This major will also contribute to UFV’s mandate as a teaching-centered, regional university by offering a program that provides active learning opportunities for students and allows them to pursue their academic and career interest within the Fraser Valley region.

**MOTION:**

THAT APPC recommends the approval of the new Theatre major program as recommended by UEC, effective January 2015.

N. Weinberg/Z. Dennison

CARRIED

3.3. Program Changes

3.3.1. Mathematics Honours

This program was recommended during the department’s 2010-2011 program review and has been requested by students.

**MOTION:**

THAT APPC recommends the approval of the new Mathematics Honours (Bachelor of Science) program as recommended by UEC, effective January 2015.

S. Pattridge/ J. MacLean

CARRIED

3.3.2. Bachelor of General Studies, Police Option - Discontinuance

This program was created to serve a cohort of students in 2009, and the market and rationale for the program no longer exist. Students who want a degree in a police-related field are better served by the Bachelor of Arts (Criminal Justice) program.

**MOTION:**

THAT APPC recommends the discontinuance of the Police option in the Bachelor of General Studies as recommended by UEC, effective January 2015.

S. Pattridge/ Z. Dennison

CARRIED

3.4. Discontinuance Policy

The Discontinuance Policy went for consultation on January 6, 2014. Overall, respondents noted the importance of the policy in creating clarity and transparency in the event of a program being discontinued. Considerable feedback was received related to the role of APPC, Faculty/College Councils, and departments in the approval process. Another area noted in the consultation process related to the reference to the guidelines in the policy and a request to incorporate key elements of the guidelines into the policy. The subcommittee considered all of the feedback received and made changes appropriately. The roles of APPC, Faculty/College Councils, and departments were clarified and the Principles and Rationale from the guidelines were included in the policy itself.
Along with some grammatical changes, the addition to the Regulations section was noted at the meeting:

4. Procedures in support of this policy will be developed, maintained, and communicated by APPC. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of APPC.

**MOTION:**
THAT APPC recommend to Senate the approval of the Program Discontinuance Policy as amended.
J. MacLean/J. Hogan
CARRIED

3.5. Expedited Approval Process

Sylvie presented the revised Expedited Approval process and noted how APPC’s suggestions were incorporated. It was suggested that for step 6 in the process, ‘Concept Paper’ should be changed to ‘proposed program’ so it does not limit what could be presented to the Board of Governors.

**MOTION:**
THAT APPC approve the procedures for the Expedited Program Approval process as amended.
S. Pattridge/ M. Brosinski
CARRIED

3.6. Changes to the Regular Approval Process

In the past, APPC has reviewed and approved any major program changes that come through the approval process. In the last academic year, APPC has not made any changes to the program revisions recommended by UEC which suggests that APPC’s review and approval of these changes is not ordinarily needed. It was suggested that APPC delegate its approval of major program changes to UEC with the understanding that any program revisions that would entail a change of alignment with institutional priorities be brought to APPC for approval before being presented to Senate.

**MOTION:**
THAT APPC recommend that major changes to an existing program not be reviewed by APPC, and recommendations are made directly to Senate by UEC.
N. Weinberg/J. Hogan
CARRIED

Discussion was had around the recommendation that the Budget Analysis for new program proposals from the Senate Budget Committee (SBC) not be reviewed by APPC; but no further action was taken on this.

3.7. MOLA Program Review

The department of Modern Languages underwent a program review in 2012. Separate reviews were conducted for German, Mandarin, Russian, Punjabi, and Halq’eméylem. Overall the review committee felt the department was doing a good job with the resources available. The review committee noted the struggle of offering such a variety of languages while still balancing that with the needs of the students and community.
The Academic Planning and Priorities Committee wanted to note their support of the department’s action plan and acknowledge the struggle of continuing to offer a diverse range of languages.

**MOTION:**
THAT APPC accept the Modern Languages Program Review as presented and recommend acceptance to Senate.
Z. Dennison/ N. Weinberg

CARRIED

4. **ADJOURNMENT and NEXT MEETING**
The meeting was adjourned at 4:30 pm.

2014/2015 Meeting Schedule:
**Wednesday, Week 3 from 2:30 – 4:30pm, Room TBC**

<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>September 17, 2014</td>
<td>January 21, 2015</td>
</tr>
<tr>
<td>October 15, 2014</td>
<td>February 18, 2015</td>
</tr>
<tr>
<td>November 12, 2014</td>
<td>March 18, 2015</td>
</tr>
<tr>
<td>December 10, 2014</td>
<td>April 15, 2015</td>
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<tr>
<td></td>
<td>May 13, 2015</td>
</tr>
<tr>
<td></td>
<td>June 10, 2015</td>
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5. **INFORMATION ITEMS**

5.1. Continuing Studies Name Change (Continuing Education)

5.2. Faculty of Access and Open Studies Name Change (Faculty of Access and Continuing Education)

5.3. APPC website: [http://www.ufv.ca/senate/standing-committees/appc/](http://www.ufv.ca/senate/standing-committees/appc/)
TO: Dr. Eric Davis, Academic Planning and Priorities Committee Chair
FROM: Rod McLeod, Undergraduate Education Committee Chair (Acting)
DATE: September 8, 2014
RE: Indigenous Studies major and minor (Bachelor of Arts)

At its June 20, 2014 meeting, UEC voted to recommend the creation of an Indigenous Studies major and minor for the Bachelor of Arts. UEC recommends that these be recommended by APPC and approved by Senate.

MOTION:
THAT APPC recommends the approval of the new Indigenous Studies major and minor for the Bachelor of Arts as recommended by UEC.

RATIONALE:
UFV aims to provide an education that reflects and respects the Indigenous peoples on whose territory our university sits. The BA Major and Minor in Indigenous Studies reflect this mandate and seek to teach students how to live in balance and harmony with this land by respecting the teachings and laws of its people. Graduates of this program will acquire skills necessary to work with, or in, Indigenous communities and/or government agencies to develop co-management approaches capable of addressing Indigenous communities' needs and priorities. Graduates will be equipped to ensure that Indigenous communities, families, Elders, leaders and members control and own the process and results of educational, developmental and occupational initiatives. More generally, graduates of this degree will be well prepared to work in a variety of settings and/or agencies to improve relations between Indigenous peoples and settler communities.

Reflecting the importance of UFV’s location in the heart of Stó:lō territory, this degree is place-based and strongly rooted in and guided by the epistemologies and cultural knowledge of Coast Salish peoples.

Please see the attached documents for additional details. The full program proposal is also available online at www.ufv.ca/senate/uec/uec-agendas-and-minutes.
At its May 22, 2014 meeting, the Senate Budget Committee reviewed the BA, Indigenous Studies Program proposal and confirms the cost of implementation is adequately reflected in the analysis, recognizing the reallocation of resources.
MEMO

TO: Jackie Hogan, Chief Financial Officer, Chair of Senate Budget Committee
FROM: Jacqueline Nolte
DATE: June 12, 2014
RE: Bachelor of Arts, Indigenous Studies – budget assessment

Please accept the following attachments as part of the submission to Senate Budget Committee:

- Bachelor of Arts, Indigenous Studies calendar copy
- Budget Analysis Template A Budget and Resources Review
- Budget Analysis Part B Program Costing

In June 2014 Mark Brosinski reviewed the BA, IS budget proposal. Please note the comments inserted in relation to coordinator release and additional courses required.
Indigenous Studies Major and Minor  
(for Bachelor of Arts Degree students)

This section specifies the Indigenous Studies Major and Minor requirements only. Please refer to the Bachelor of Arts for program requirements. Please check the Bachelor of Arts residency section of the calendar for how many upper-level credits must be completed at UFV in order to graduate with this program.

**BA, Indigenous Studies Major**

<table>
<thead>
<tr>
<th>Lower-level courses (total 24 credits)</th>
<th>Upper-level courses (total 32 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halq’ eméylem Language</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Two of (or equivalent in another Indigenous language): HALQ 101 (3), HALQ 102 (3), HALQ 201 (3) or HALQ 202 (3)</td>
<td>IPK 344 [currently IPK 444]: Indigenous Methodologies (4) and IPK 386 [currently IPK 486]: Worldviews of Indigenous Peoples in North America (4)</td>
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</tr>
<tr>
<td>Indigenous Peoples Knowledge</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>IPK 344 [currently IPK 444]: Indigenous Methodologies (4) and IPK 386 [currently IPK 486]: Worldviews of Indigenous Peoples in North America (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indigenous History</td>
<td>ONE upper-level course from list 1b (3-4)</td>
<td>6-7</td>
</tr>
<tr>
<td>Social Relations and Governance</td>
<td>ONE upper-level course from list 2b (3-4)</td>
<td>6-7</td>
</tr>
<tr>
<td>Land and Culture</td>
<td>ONE upper-level course from list 3b (3-4)</td>
<td>6-7</td>
</tr>
<tr>
<td>World View and Spirituality</td>
<td>ONE upper-level course from list 4b (3-4)</td>
<td>6-7</td>
</tr>
<tr>
<td>Applied Skills</td>
<td>Two upper-level courses from list 5b or IPK 402: Practicum [new] or IPK 403: Capstone [new], for a total of 6-8 credits or IPK 404: Directed Studies [new]</td>
<td>12-14</td>
</tr>
</tbody>
</table>

**TOTAL Credits** 50-56

Note: The same course cannot count toward more than one requirement. At least two of the courses selected from lists 1b, 2b, 3b and 4b must be IPK courses.

**BA, Indigenous Studies Minor**

<table>
<thead>
<tr>
<th>Lower-level courses (total 6 credits)</th>
<th>Upper-level courses (total 24 credits)</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Halq’ eméylem Language</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Two of (or equivalent in another Indigenous language): HALQ 101 (3), HALQ 102 (3), HALQ 201 (3) or HALQ 202 (3)</td>
<td>IPK 344 [currently IPK 444]: Indigenous Methodologies (4) and IPK 386 [currently IPK 486]: Worldviews</td>
<td></td>
</tr>
<tr>
<td>Indigenous Peoples Knowledge</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

Note: The same course cannot count toward more than one requirement. At least two of the courses selected from lists 1b, 2b, 3b and 4b must be IPK courses.
### BA, Indigenous Studies: Thematic Lists

#### Thematic List

<table>
<thead>
<tr>
<th>Course Number/Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>1a: Indigenous History, lower-level</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 111: First Nations in British Columbia – Traditional Cultures</td>
<td>3</td>
</tr>
<tr>
<td>FNST 101: Stó:lō Nation Development</td>
<td>3</td>
</tr>
<tr>
<td>HIST 103: Stó:lō History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 161: Aztecs, Mayas and Spaniards</td>
<td>3</td>
</tr>
<tr>
<td><strong>1b: Indigenous History, upper-level</strong></td>
<td></td>
</tr>
<tr>
<td>IPK 331: History of Indigenous Leadership [current Indigenous Leadership For Tomorrow I to be revised]</td>
<td>4</td>
</tr>
<tr>
<td>ADED 365: History of Aboriginal Adult Education in Canada</td>
<td>3</td>
</tr>
<tr>
<td>AH 321: Canada: A Contact Zone</td>
<td>4</td>
</tr>
<tr>
<td>HIST 327: Settler-Indigenous Relations in New Zealand and Canada</td>
<td>4</td>
</tr>
<tr>
<td>HIST 396i: Topics in North American History: Rights, Title and Land</td>
<td>4</td>
</tr>
<tr>
<td>HIST 399e: Special Topics in History I: Films, Histories and Land</td>
<td>4</td>
</tr>
<tr>
<td>HIST 426: Aboriginal Peoples and Warfare in Canada: Pre-contact to Present</td>
<td>4</td>
</tr>
<tr>
<td>HIST 458: History of Indigenous Peoples in Latin America</td>
<td>4</td>
</tr>
<tr>
<td>POSC 332: The Politics of Multiculturalism</td>
<td>3</td>
</tr>
<tr>
<td><strong>2a: Social Relations and Governance, lower-level</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH 211: Aboriginal Peoples in BC: Contemporary Issues</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 268: Culture and Environment</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 211: Indigenous Peoples, Crime and Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 240: An Introduction to Canadian Literature</td>
<td>3</td>
</tr>
<tr>
<td>FNST 202: Stó:lō Social Structure</td>
<td>3</td>
</tr>
<tr>
<td>FNST 275: Contemporary Issues and Policies in Aboriginal Education</td>
<td>3</td>
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<tr>
<td>SOC 210: Social Problems of Canadian Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 270: Dynamics of Racism in Canada</td>
<td>3</td>
</tr>
<tr>
<td>VA 143: Indigenous Art and Professional Practices</td>
<td>3</td>
</tr>
<tr>
<td><strong>2b: Social Relations and Governance, upper-level</strong></td>
<td></td>
</tr>
<tr>
<td>IPK 332: Indigenous Leadership II</td>
<td>4</td>
</tr>
<tr>
<td>ADED 365: History of Aboriginal Adult Education in Canada</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 300F: Special Topics in Geography</td>
<td>4</td>
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<tr>
<td>GEOG 312: Political Ecology: Nature, Culture and Place</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 343: Geography of Transitional Societies</td>
<td>4</td>
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<td>Course Code</td>
<td>Course Title</td>
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<td>-------------</td>
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<tr>
<td>HIST 327</td>
<td>Settler-Indigenous Relations in New Zealand and Canada</td>
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<tr>
<td>POSC 301</td>
<td>The Canadian State and Indigenous Governance</td>
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<tr>
<td>POSC 309</td>
<td>Canadian Constitutional Politics</td>
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<tr>
<td>POSC 332</td>
<td>The Politics of Multiculturalism</td>
</tr>
<tr>
<td>SOC 388</td>
<td>Minority Indigenous Peoples of the World</td>
</tr>
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</table>

### 3a. Land and Culture, lower-level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AH 100</td>
<td>History of Art and Culture in a Global Context</td>
<td>3</td>
</tr>
<tr>
<td>AH 204</td>
<td>Indigenous Art of the Northwest Coast</td>
<td>3</td>
</tr>
<tr>
<td>FNST 101</td>
<td>Stó:lō Nation Development</td>
<td>3</td>
</tr>
<tr>
<td>FNST 102</td>
<td>Stó:lō Traditional Ways of Healing and Helping</td>
<td>3</td>
</tr>
<tr>
<td>IPK 277</td>
<td>Indigenous Art: Stories and Protocols</td>
<td>3</td>
</tr>
<tr>
<td>VA 140</td>
<td>Indigenous Design and Technology: Special Topics I</td>
<td>3</td>
</tr>
<tr>
<td>VA 141</td>
<td>Indigenous Design and Technology: Special Topics II</td>
<td>3</td>
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<tr>
<td>VA 142</td>
<td>Indigenous Art and Design in Context</td>
<td>3</td>
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<tr>
<td>FNST 230</td>
<td>Aboriginal Language and Culture Practicum (6 cr.)</td>
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<td>EDUC 290</td>
<td>Introduction to Aboriginal Culture and Language Education</td>
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<td>EDUC 291</td>
<td>Intermediate Studies in Aboriginal Culture and Language</td>
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<tr>
<td>HALQ 201</td>
<td>Intermediate Halq’eméylem I</td>
<td>3</td>
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<td>HALQ 202</td>
<td>Intermediate Halq’eméylem II</td>
<td>3</td>
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<tr>
<td>THEA 250</td>
<td>Introduction to Storytelling</td>
<td>3</td>
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### 3b: Land and Culture, upper-level

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>IPK 477</td>
<td>Traditional Ecological Knowledges</td>
<td>4</td>
</tr>
<tr>
<td>FD 345</td>
<td>Textile Traditions of Indigenous Peoples in Canada</td>
<td>3</td>
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<tr>
<td>GEOG 447</td>
<td>Aboriginal Geography</td>
<td>4</td>
</tr>
<tr>
<td>HIST 396i</td>
<td>Topics in North American History: Rights, Title and Land</td>
<td>4</td>
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<tr>
<td>POSC 333</td>
<td>On Indigenous Land: The Politics of Diaspora and Indigeneity</td>
<td>3</td>
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<tr>
<td>SOC 387</td>
<td>Aboriginal Peoples of Canada</td>
<td>4</td>
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<tr>
<td>SOWK 392</td>
<td>Aboriginal Social Work</td>
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### 4a: World View and Spirituality, lower-level

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<th>Course Title</th>
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<tbody>
<tr>
<td>ANTH 130</td>
<td>Anthropology of World Religions</td>
<td>3</td>
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<tr>
<td>CMNS 180</td>
<td>Introduction to Intercultural Communication</td>
<td>3</td>
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<tr>
<td>FNST 201</td>
<td>Stó:lō Communications &amp; World View</td>
<td>3</td>
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<tr>
<td>IPK 121</td>
<td>Learn Today, Lead Tomorrow I</td>
<td>3</td>
</tr>
<tr>
<td>IPK 122</td>
<td>Learn Today, Lead Tomorrow II</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 240</td>
<td>Faith and Reason: Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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### 4b: World View and Spirituality, upper-level

<table>
<thead>
<tr>
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<tr>
<td>IPK 401</td>
<td>World View and Spirituality [to be developed]</td>
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<td>ANTH 468</td>
<td>Environment and Society</td>
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<td>PHIL 318</td>
<td>Environmental Ethics</td>
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<tr>
<td>PHIL 483D</td>
<td>Myth and Philosophy</td>
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<tr>
<td>RLST 380</td>
<td>Religion, nature and Science</td>
<td>3</td>
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<tr>
<td>SOWK 392</td>
<td>Aboriginal Social Work</td>
<td>3</td>
</tr>
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### 5a: Applied Skills, lower-level, in Business, Management and Communication

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BUS 100</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS 201</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 202</td>
<td>Contemporary Management</td>
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<tr>
<td>BUS 203</td>
<td>Organizational Behaviour</td>
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<tr>
<td>BUS 204</td>
<td>Introduction to Non-profit Management</td>
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</tr>
<tr>
<td>CMNS 125</td>
<td>Intro to Workplace Communication</td>
<td>3</td>
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<tr>
<td>CMNS 212</td>
<td>Basic Public Relations and Advocacy Communication</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 235</td>
<td>Oral Communications</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 251</td>
<td>Professional Report Writing</td>
<td>3</td>
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<tr>
<td>CMNS 280</td>
<td>Team and Small Group Communication for the Workplace</td>
<td>3</td>
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<td></td>
<td><strong>5b: Applied Skills, upper-level, in Business, Management and Communication</strong></td>
<td></td>
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<tr>
<td>BUS 370</td>
<td>Managerial Control</td>
<td>3</td>
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<tr>
<td>BUS 377</td>
<td>Management of Cooperatives</td>
<td>3</td>
</tr>
<tr>
<td>BUS 408</td>
<td>Teamwork in Organizations</td>
<td>3</td>
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<tr>
<td>BUS 430</td>
<td>Management of Innovation</td>
<td>3</td>
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<tr>
<td>BUS 478</td>
<td>Work Spaces</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 312</td>
<td>Introduction to Public and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 335</td>
<td>Advanced Oral Communications for Professionals</td>
<td>4</td>
</tr>
<tr>
<td>CMNS 351</td>
<td>Professional Formal Research Report Writing</td>
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<tr>
<td>CMNS 353</td>
<td>The Responsibility of Using Research in the Workplace</td>
<td>3</td>
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<td>CMNS 360</td>
<td>Advocacy Writing</td>
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<td>CMNS 365</td>
<td>Grant and Proposal Writing</td>
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</tr>
<tr>
<td>CMNS 380</td>
<td>The Cross-Generational Workplace: Closing the Communications Gap</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 420</td>
<td>Virtual Team Communication</td>
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</tr>
<tr>
<td>CMNS 430</td>
<td>Project Management Communication in Action</td>
<td>3</td>
</tr>
<tr>
<td>CMNS 445</td>
<td>Facilitating Skills for the Workplace</td>
<td>4</td>
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</table>
Program Title: Indigenous Studies Major and Minor (within the BA)

Originating Faculty(s) & Department(s): Arts, Multidisciplinary

Contact Person: Dr. Ken Brealey

1) Provide the program outline of the required new and existing courses by semester; include details of course credits, contact hours and class size restrictions.

   The Major will require a total of 50-56 credits (16 courses).
   The Minor will require 30 credits (8 courses)

   The program will draw from existing courses, except for IPK 401 (Worldview and Spirituality), IPK 402 (Practicum) and IPK 403 (Capstone) which are being developed by Dr. Wenona Victor.

   See Appendix I (Calendar copy) for the full curriculum.

2) a. Describe the space and equipment needs for the program (classrooms, computer labs, special software, other equipment). b. If the resources are not currently available, describe in detail what additional resources are needed, and what they will cost.

   One classroom is available in the new Coast Salish longhouse replica gathering place at the Chilliwack Education Park, as well as a theatre size, bleacher style gathering hall suitable for larger gatherings. This latter allow the amalgamation of more than one class for simultaneous and shared forms of learning.

   Classroom space for extra courses and sections might be needed as the program grows.

   There will be opportunities for scheduling classes off-site, such as at the Stó:lō Research and Resource Management Centre and longhouse at Stó:lō Nation in Chilliwack.
It is anticipated that IS students will make moderate use of UFV’s computing and media services facilities. Existing computer labs and support will be sufficient for program implementation. In addition, Aboriginal Access Services sites on both Chilliwack and Abbotsford campuses have existing computer labs which are utilized by Aboriginal students on campus.

3) a. Does the program require additional faculty and staff (include support courses, more frequent offerings of existing courses, technical help, program administration, advising)?

A full-time Indigenous Studies faculty member (Dr. Wenona Victor) was hired in 2012 and will assume responsibility for many of the IPK courses that are included in the Major and Minor, along with program coordination. The College of Arts has four (4) sections designated to support the IS Major/Minor, two of which will be directed to Halq’eméylem. In addition, the College of Arts will provide one course release for coordination of the program. The majority of the courses in the program are already offered as part of other Arts departments’ offerings.

Arrangements will be made with the School of Business for seats to be provided in the Business courses identified for the delivery of applied skills (see Lists 5a and 5b). It should be noted that students will also have the option to choose Communications courses for the Applied Skills requirements.

Advising will be provided by the Arts Advice Centre and the Aboriginal Access Centre.

Administrative support will be provided by the College of Arts Deans’ office.

b. what effect will the program have on existing faculty and staff?

4) What effect will this program have on domestic FTE at UFV? Are new FTE expected to be generated or will the program be an alternate choice to existing domestic students?

Initially, we expect minimal impact in terms of FTE growth since IS students will most likely come from within existing enrolments (arts studies, general studies, other specializations in the Arts, etc.). The results of a survey planned for February or March will give us a better indication of the programs currently pursued by students interested in the IS Major or Minor.

5) What is the expected demand for the program by both domestic and international students (initial demand and ongoing)?

Between 20 and 24 students are expected to declare an IS Major and Minor in the first two years of the program’s implementation.

Domestic students will be mostly interested in this program. However, specific courses (such as those in list 1a) could be promoted for international students as electives in other programs (Business, for instance).
6) **What is the tuition rate for the program and how does it compare with other institutions offering similar programs?**

The tuition rate is that of a typical program in the College of Arts at UFV.

7) **How cost effective is the program? How does it use resources effectively?**

The program relies on existing courses already offered by several Arts departments and by the newly-hired Indigenous Studies faculty member. It makes use of existing space and will be able to utilize off-site locales (e.g. local Stó:lō longhouses) for the delivery of some courses. Advising and administrative costs will be absorbed by the College of Arts, within existing resources.

8) **Other comments?**

This proposal is the result of 6 years of consultation within UFV and with Indigenous groups outside of UFV, including the Aboriginal Community Council. It is a key part of our Indigenizing effort.
UNIVERSITY of the FRASER VALLEY

Part B - Bachelor of Arts Major & Minor in Indigenous Studies
Budget Analysis Template - Program Costing

<table>
<thead>
<tr>
<th>Revenues:</th>
<th>Rate</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Domestic Tuition</td>
<td>134.00/cr</td>
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<td>21,440</td>
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<tr>
<td>International Tuition</td>
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<td>Total Revenues:</td>
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<td>21,440</td>
<td>21,440</td>
<td>32,160</td>
<td>32,160</td>
</tr>
</tbody>
</table>

| Expenditures:            |            |              |              |              |              |
| Salary Costs:            |            |              |              |              |              |
| Coord Salaries/Releases* | 6,244/Sect | 6,244        | 1 Sect       | 6,244        | 1 Sect       |
| New Sessional Sections*  | 6,244/Sect | 12,488       | 2 Sect       | 18,732       | 3 Sect       |
| Benefits                 | 20.00%     | 3,746        | 3,746        | 4,995        | 4,995        |
| Sessional Surcharge      | 4,500/Sect | 13,500       | 3 Sect       | 18,000       | 4 Sect       |
|                          |            | 35,978       | 35,978       | 47,971       | 47,971       |
| Other Expenses:          |            | -            | -            | -            | -            |
| Total Expenditures:      |            | 35,978       | 35,978       | 47,971       | 47,971       |

| Revenues Net of Direct Costs: |            | (14,538)     | (14,538)     | (15,811)     | (15,811)     |

| Institutional Overhead:   |            |              |              |              |              |
| Institution Support (Dom)| 40%        | 8,576        | 8,576        | 12,864       | 12,864       |
| Institution Support (Intl)| 52%        | -            | -            | -            | -            |
| Net Surplus/(Deficit)     |            | (23,114)     | (23,114)     | (28,675)     | (28,675)     |

* Funding for the required new sections will come from reallocation of existing workloads.

<table>
<thead>
<tr>
<th>Course Details:</th>
<th>Domestic %</th>
<th>Intl %</th>
<th># of Courses Offered:</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Courses:</td>
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<td>Sect #</td>
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Notes:
The budget analysis assumes 3 new IPK sections would need to be offered annually to allow the regular completion of the BA IS Minor. The Halq course already regularly run 2 per year. The other course options required for the IS Major program are already scheduled on a regular cycle and as the majority of students in this program are expected from the existing BA base of students, no additional sections should be required. As the IS program is not expected to increase the number of students in the BA the funding to run the required IPK courses and to coordinate the program would come from reallocating faculty workload in the Indigenous Studies Department, which has previously been used in special projects and special topics courses. The analysis assumes only 2 additional courses would be required for the first two years of the program offering until there are students in multiple year of the program.
The Teacher Education Program (TEP) underwent a program review in 2013/14 and received favourable appraisal. Some recommendations were suggested by the External Review Committee. The TEP provided a response to these suggestions including an action plan.

As the Dean of the area, I submit the attached documentation for APPC approval.

The following 5 documents are included:

1) Dean’s Response to Program Review
2) Response to the External Review Committee Report from the TEP Academic Unit
3) Report of the External Review Committee
4) TEP Self Study Review
5) TEP Scope Letter

The following motion is recommended to the Academic Planning and Priorities Committee:

**MOTION:**

THAT APPC accept the Program Review of the Teacher Education Program as presented and recommend acceptance to Senate.
Based on the Report of the External Review Committee of the University of the Fraser Valley Teacher Education Program (TEP) (Attachment 2), the Self-Study Review (Attachment 1) and the Response to the Report from the TEP Academic Unit (Attachment 3), I would like to make the following observations on the review of the TEP:

**Process**

The Dean’s scope letter (Attachment 3) was used as the basis for the conduct of the review of the TEP. The general intent of the review was to identify the strengths and weaknesses of the TEP, to highlight factors which contribute to or inhibit the success of the TEP, to ensure institutional learning outcomes are being addressed and to use the recommendations from the review to shape the vision of the TEP over the next five years.

The External Review Team (ERT) was comprised of Dr. Jack Miller, Chair, Thompson Rivers University; Dr. Jodi Nickel, Member, Mount Royal University; Dr. Katherine Watson, Member, University of the Fraser Valley; and Dr. Angus MacKay, Member, Abbotsford School District. As part of the review process, the TEP completed a self-study of their unit and this information was provided to the Review Team. The self-study report included information on the history of the TEP, detailed descriptions of programming offered, description of the TEP’s administrative structure, data from surveys conducted with students and the external community on the effectiveness of the TEP and the TEP’s own reflections on their challenges and opportunities. In addition, the ERT conducted a two-day site visit and met with a number of stakeholders including students, faculty, sessional instructors, staff, members of UFV’s senior administration and members of the external community.
Review Results

(a) Program Curriculum, Standards and Delivery

The ERT found that the “program reflects what one would expect of a University program in Education and exceeds what is available in many programs” of comparable content. The ERT went on to say that a “focus on social justice provides a unique experience in relation to other Education programs in British Columbia.”

The ERT was very impressed with the inclusion of a curriculum course in all major curriculum areas (math, physical education, technology, language arts, fine arts, science, and social studies) in addition to core pedagogical practices such as planning and assessment, classroom management, special needs, Aboriginal education, mental health, conflict resolution, and governance.

While very impressed with the TEP’s International presence in sending 6 to 8 students to Antigua where they collaborated with kinesiology students, the ERT felt that language arts might be better integrated throughout the curriculum and that there be additional training related to social/emotional learning.

Program Administration

While the ERT found the administrative structure to be appropriate for the needs of the TEP at this time, they also noted, “should a move to a Bachelor of Education program come to fruition, some adjustments may have to be made...(including) additional full-time faculty, additional research capacity, and additional library resources.”

There is some confusion around the overlap in the roles of the Department Head, Program Coordinator and Education Advisor. Clarification of the roles would result in better serving the students, and provide more efficiency in day to day operations of the academic unit.

However, definition of the roles aside, the incredible work ethic of the faculty did not go unnoticed with emphasis being placed by the ERT on the development of a thorough self-study; one that identifies a clear alignment between university wide learning outcomes, TEP values and TEP goals.

(b) Alignment with Community and Industry Needs

The TEP has been able to work with some external agencies and businesses on projects and International exchange opportunities. These opportunities continue to grow given the extensive outreach work by the faculty and department head.
TEP prides itself in that 100% of our students were hired this past academic year and this did not go unrecognized by the ERT. It was highlighted that local school districts felt that UFV graduates are very well prepared. They were optimistic of even stronger relationships with our community with the introduction of the secondary cohort this Fall 2014.

The ERT made suggestions on where programming might be enhanced. One area is increased opportunities for both teacher candidates and faculty to work with the school districts around professional development. Another would be to increase the Aboriginal enrolment in the TEP curriculum. It is encouraged that Indigenization be a “continuous thought” throughout the program.

(c) Enrolment, Retention and Student Success

Student applications are strong in the TEP with applications outnumbering the available seats. As a result, in the 2013-2014 academic year, we were able to double our cohort (from one to two). Additional growth is also forecasted with the commencement of the secondary cohort this Fall. With this growth in mind, not only are resources adequate for this program area, the ERT commented on the confidence expressed by then Dean, Rosetta Khalideen, that the Limited Term Appointment (LTA) could become full-time in 2015-2016.

In terms of retention and student success, the ERT noted, “97% of the students who start the program, successfully complete the program in a timely manner.” And while it was noted that retention strategies with the TEP are adequate, with the addition of a B.Ed. degree, the TEP may attract more high school and other university students to the Faculty of Professional Studies.

And while enrolment, retention and student success rates are high, the ERT commented that, “students in TEP are not very diverse in regards to race, ethnicity, socio-economic status, life experience, age, gender” and Indigenization. It was felt that the TEP could do more to attract diverse students and promote Indigenization.

Recommendations

In response to the recommendations made by the ERT, the TEP Academic Unit collaboratively produced a response that focusses on areas of development. It is quite thorough and includes a very detailed action plan which I am supportive of.

In summary, the recommendations of the ERT are as follows:

- clarification of TEP faculty roles
- put forward a three semester B.Ed. program for university approval
• greater alignment with university timetables to provide faculty with scholarship and “down time,” (alter the start date of each cohort to the beginning of September)
• alter the requisite structure for EDUC 200 and 300 to become co-requisites
• increase opportunities for teacher candidates to work with school districts around professional development
• improve instruction and integration of language arts methods in the program
• greater integration of language arts strategies across all methods
• formalize the orientation of sessional instructors and faculty mentors
• indigenization to be a “continuous thought” throughout the program
• create a Teacher Mentor certificate of appreciation that can be placed in the Teacher Mentor’s school district file
• commit additional time to classroom management, working with students with Special Needs, and social-emotional learning
• dedicate additional resources to the marketing, recruitment, and retention of students with diverse ethnic backgrounds and, specifically, students of indigenous heritage
• clarification regarding exit portfolios
• more student preparation for job interviews
• provide ½ days to teacher candidates for time to work with mentors prior to long practicum
• more consistency amongst faculty mentors
• move some of the courses out of TEP into previous years
• recruit student representation on the TEP advisory council

I look forward to supporting the TEP academic unit as we move forward together with the action plan.

Tracy
At its June 20, 2014 meeting, UEC voted to recommend the creation of an English Honours: Creative Writing program. UEC recommends that this be recommended by APPC and approved by Senate.

**MOTION:**
THAT APPC recommends the approval of the new English Honours: Creative Writing program as recommended by UEC, effective January 2015.

**RATIONALE:**
English departments at most universities offer an Honours option for Creative Writing students. Students with an interest in Creative Writing should not be excluded from the Honours Program, which is not currently configured for Creative Writing projects. The new English Honours: Creative Writing is designed for students who wish to enter an MFA program.

Please see the attached document for additional details.
TO: Dr. E. Davis, APPC Chair

FROM: Jackie Hogan, Senate Budget Committee Chair

DATE: June 19, 2014

RE: English Honours, Creative Writing

At its June 19, 2014 meeting, the Senate Budget Committee reviewed the English Honours, Creative Writing proposed changes and confirms there are no budgetary implications.
MEMORANDUM

To: CACC/UEC

From: John Pitcher, Hilary Turner, Dept. Head

Date: February 16, May 19, June 15, 2014

Re: New Program, English Honours: Creative Writing

Rationale:

English departments at most universities offer an Honours option for Creative Writing students. Students with an interest in Creative Writing should not be excluded from the Honours Program, which is not currently configured for Creative Writing projects. The new English Honours: Creative Writing is designed for students who wish to enter an MFA program.

The requirements for the Creative Writing Concentration formed the point of the departure for the English Honours: Creative Writing. The changes are indicated below through track changes.

Not including the breadth requirement of 30 credits, and 18 elective credits, it is possible to complete the program with between 96 and 102 credits.

Notes:

1. English Honours: Creative Writing requires the same number of credits as English Honours.

2. ENGL 165 is no longer offered by the English department. ENGL 318 and 319 have been included here to correct a clerical error, as the courses are included in every other English program in the corresponding sequence.

3. ENGL 491 and ENGL 492 have been revised to include a Creative Writing project option (previously approved by UEC).
English major Honours, Creative Writing concentration

This section specifies the major honours discipline requirements only. Please refer to the Bachelor of Arts section for information on additional requirements.

Lower-level requirements: 21-2718-24 credits

- ENGL 105 or ARTS 100
- Three credits from ENGL 104, 108, 115, 120, 130, 150, 170,
- Three credits from ENGL 104, 165
- Six credits from ENGL 204-207, 240, 280, 294
- Six credits from ENGL 208, 211, 212, 213, 215

Upper-level requirements: 32-44 credits

- Eight credits from ENGL 301, 304, 306, 312, 316, 318, 319
- 12 credits from ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381, 405, 490 (see Note 1)
- Four credits from ENGL 356, 360, 361
- Four Eight credits from ENGL 301-403 excluding courses designated as creative writing courses (See Note 2)
  - Four credits from ENGL 370, 375, 376, 386
  - Eight credits from ENGL 491
  - ENGL 492 (see Note 3) ENGL 490 (see Note 2)

Note: English Honours requires 132 credits, a minimum of 62 of which must be in the English program.

Other requirements:

GPA requirements

A GPA of 3.5 or higher, calculated on all English courses required for the honours program, must be maintained until completion of the program.

Language requirement

Students must demonstrate proficiency in another language. This may be accomplished by completing 6 credits of work with a GPA of 3.0 or higher in the department of Modern Languages (MOLA) at UFV or by submitting evidence of comparable achievement at a
recognized post-secondary institution. The English Honours Committee may, in some cases, determine proficiency by administering a language proficiency assessment with the assistance of a qualified specialist in the language the candidate chooses for evaluation.

Note 1: ENGL 490 must be focused on a creative writing project.

Note 2: The following upper-level courses are designated as creative writing courses: ENGL 302, 303, 311, 313, 315, 317, 373, 377, 378, 381.

Note 3: ENGL 491 and ENGL 492 must be focused on a creative project

ENGL 491  4 credits
Honours Directed Reading
Prerequisite(s): Acceptance to the English Honours program as outlined in the calendar; completion of all lower-level course requirements for the English major; and a minimum of 24 upper-level requirements for the English major.
This course is the first of two courses specific to the Honours Program: a reading course and a course devoted to the writing of an extended research essay, or substantial creative writing project. Honours Directed Reading is therefore intended to prepare students to write the research paper or creative writing project. The course will consist of instruction in research techniques and intensive reading in an area of interest to be defined by agreement between students and instructors.

ENGL 492  4 credits
Honours Directed Essay
Prerequisite(s): Acceptance to the English Honours program as outlined in the calendar; completion of all lower-level course requirements for the English major; a minimum of 24 upper-level requirements for the English major; and completion of ENGL 491.
This is the second of two courses specific to the Honours program. Preceded by the honours reading course, the honours essay or creative writing project will be devoted to the writing of an extended research paper or substantial creative writing project. This essay is to be the graduating project for the student’s BA degree in English Honours and should display excellent writing ability, knowledge of scholarly conventions, conventions of chosen genre in the case of a creative writing project and thorough familiarity with the student’s chosen topic.
Standing committees of Senate may submit recommendations for revisions to their terms of reference and membership composition as required. The Senate Governance Committee will initiate a formal review of standing committee operations, terms of reference, and membership composition every three years. Attached is a questionnaire for completion by your committee as part of the first of such reviews. The information collected will serve to identify areas where the Senate Governance Committee can assist to ensure the smooth operation of the business on standing committees. Please submit the completed questionnaire electronically to the Secretariat office, via Monique Castonguay at monique.castonguay@ufv.ca.

To ensure any changes or revisions to your standing committee’s terms and composition are made before the annual call for membership, please submit answers by January 16, 2015.

Name of standing committee

Please check the number which best represents the committee’s level of satisfaction: with 0 representing the lowest level of satisfaction and 4 representing total satisfaction.

1. Membership / Composition

1.1. Is the committee membership composition satisfactory?

0 □  1 □  2 □  3 □  4 □

Comments
1.2. Are the ex officio and voting component ratios adequate? If not, explain.

0 □ 1 □ 2 □ 3 □ 4 □

1.3. Does the membership composition adequately reflect the work of the committee? If not, explain.

0 □ 1 □ 2 □ 3 □ 4 □

Comments

1.4. Does the committee experience challenges in lack of attendance by some of its members at meetings? Does this result in quorum issues at meetings? If so, please elaborate.

0 □ 1 □ 2 □ 3 □ 4 □

Comments

1.5. Other concerns or suggestions for improvement regarding membership and composition of your committee

2. Conduct of Business

2.1. Are the rules for the conduct of business on standing committees (appended to the questionnaire) useful?
Suggestions for improvement and comments

2.2. Does the committee understand the procedure for submitting items for decision or information to Senate? Is it clear who represents the committee at Senate for these items?

3. Terms of Reference

3.1. Do the terms of reference reflect the work of your committee? If not, explain.

3.2. What other committees of Senate does your committee work with?
3.3. Concerns or suggestions for improvement in areas of joint committee work.

4. Sub-Committees and Ad Hoc Committees

4.1. What sub-committees or ad hoc committees has your committee formed? What is the mandate of these committees?

5. Policies

5.1. Have there been policies reviewed as a result of the work of this committee?

5.2. Do you have suggestions for policies requiring a review?

5.3. Is your committee aware of how to initiate a policy review? If not, how can SGC and the Secretariat assist?

0 □  1 □  2 □  3 □  4 □
5.4. Is the process of consultation throughout the university for policy revisions clear?

0 1 2 3 4

Response and Comments

5.5. Does your committee require help with understanding this process? If so, be specific.

0 1 2 3 4

6. Other Items

6.1. Please elaborate on areas where the Senate Governance Committee and/or the Secretariat Office might assist your committee.
Standing Committees of Senate

Rules for the Conduct of Business

1. Procedures

1.1. The business of the Senate standing committees shall be conducted by informal discussion. Decisions made by standing committees will be made by motions which are voted upon and recorded in the minutes. Motions will be decided by in-person votes at a meeting or by email only in the circumstances identified in Section 2.2. In-person meetings may include teleconferencing or videoconferencing, at the discretion of the chair. Minutes of the meetings shall be provided to Senate for information.

1.2. Quorum for decisions and motions is a minimum of fifty (50) per cent of voting membership.

1.3. The chairs of standing committees in which the chair is nominated by the committee and approved by Senate will be no longer than one year and will end on July 31. Senate will approve the nomination of the annual chair.

1.4. Chairs of standing committees may speak at Senate on items from standing committees to Senate.

1.5. Chairs of standing committees with membership on other standing committees of Senate by virtue of their chairmanship, who wish to appoint a designate, shall notify the Chair of the host committee in advance.

1.6. Standing committees will elect a vice-chair annually from its membership who will chair meetings in the absence of the chair and in the event that the chair wishes to be an active participant in discussions. If the chair or vice-chair is absent from a meeting, the committee may appoint an acting vice-chair for that meeting.

2. Voting

2.1. Resolutions proposed at standing committees may be approved by a majority vote of the voting members present. The committee chair may vote.

2.2. Voting on resolutions may be conducted by e-mail and approved if the number of voters attains the quorum requirement of the standing committee and if the resolution is approved by a vote of 75% or greater but only under the following circumstances:
   a. Where the standing committee has discussed the subject matter of the resolution and requires further alteration or refinement of the motion and resolves that the final resolution may be approved prior to the next scheduled meeting by way of an e-mail vote; OR
   b. Where the chair and vice chair of the standing committee unanimously agree that exceptional and extenuating circumstances exist that require an approved resolution prior to the next scheduled meeting because of urgency, then an e-mail vote may be conducted under the following additional provisions:
      i. The rationale for the e-mail vote and its urgency must be communicated to members of the standing committee;
      ii. Two business days must be set aside for reply-all e-mail comments and questions from standing committee members before e-mail voting may be conducted and then at least three days set aside for voting.
2.3. All results of e-mail voting must be reported to the next meeting of the standing committee and entered into the minutes.

3. **Meeting Schedule**

3.1. The following standing committees will meet monthly, unless cancelled by the chair, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
   - Academic Planning and Priorities Committee
   - Senate Governance Committee
   - Undergraduate Education Committee

3.2. The following standing committees will meet as required, as determined by the committee, with a minimum of three meetings per year. If needed, the chair may call a meeting with at least seven days' notice.
   - Senate Awards and Honours Committee
   - Senate Standing Committee for Student Appeals
   - Senate Budget Committee
   - Faculty Standards Committee of Senate
   - Senate Graduate Studies Committee
   - Indigenization Committee of Senate
   - Senate Research Committee

4. **Terms of office**

4.1. The terms of the Senate members on the Senate standing committees shall be the balance of the members’ terms on Senate, renewable for additional terms, subject to being re-elected to Senate, except in the case of students, whose terms shall be a maximum of three years, subject to being re-elected to Senate.

4.2. Non-Senate members on the standing committees shall have two-year terms. This does not apply to ex-officio members. Membership for non-members of Senate on the standing committees may be renewed for additional terms.

5. **Attendance**

5.1. Regular attendance is expected of all members of the Senate standing committees.

5.2. Any member of a standing committee who misses two consecutive meetings per year, without prior arrangement with the chair, shall receive written notice from the chair. Any member of a standing committee who misses three consecutive regular meetings per year, without prior arrangement with the Chair, and who has received written notice, shall have his/her membership on the standing committee reviewed by the Senate Governance Committee.

6. **Amendments to the terms of reference**

6.1. Changes to the standing committees’ terms of reference and rules for the conduct of business may be submitted, as required, to the Senate Governance Committee for review and, if appropriate, recommended to Senate for approval. The Senate Governance Committee will conduct a formal review of standing committees’ terms of reference and membership composition at least every three years and any recommendations for changes be brought to Senate for approval.
MEMO

From: Eric Davis
To: APPC
Date: September 10, 2014
Re: Membership Status of the Vice Provost and Associate Vice-President, Academic

The Vice Provost and Associate Vice-President, Academic has attended the Academic Planning and Priorities Committee meetings as a guest since the position was created. The Vice Provost and Associate Vice-President, Academic has been on a number of APPC subcommittees as a resource and has contributed to discussions in meetings.

Please consider whether or not it would be beneficial to APPC to include the position of the Vice Provost and Associate Vice-President, Academic as an ex officio, non-voting member of the committee.
Guidelines for in-camera meetings

All regular Senate and standing committees of Senate meetings shall be open to the public. However, the chair shall have the right to designate a meeting or portion of a meeting “in-camera” and close the meeting to the public to discuss matters of a confidential nature, as per the Senate by-laws and the rules for the conduct business for Senate standing committees. The confidential nature of material submitted shall be determined by the chair and vice-chair of the committee, in consultation with the University Secretary, if required.

 Typically, confidentiality is intended to achieve one or more of the following purposes:
- Protect the organization, its operations, economic interests, and delivery of its mandate from harm that could result from the release of certain information.
- Protect individuals when the release of certain information would be an unreasonable invasion of their personal privacy.
- Protect the business interests of third parties.

There are certain factors that are deemed to require keeping matters confidential, including, but not limited to, the following:
- The security of the property of the organization
- Financial information that, if made public, could be beneficial to the competition or be detrimental to the organization
- Intimate, personal, or financial details with respect to an individual or entities
- The acquisition or disposition of property
- Decisions with respect to negotiations with employees
- Litigation affecting the organization
- Matters deemed confidential by legislation
- Information relating to the regulation (admission or discipline) of named individuals or entities.
- Reports and/or recommendations received from / relating to 3rd parties who have a reasonable expectation of privacy (i.e. referee letters, letters of support, award nominees, program proposals, Ed plan, program reviews, planning material (or discussion related to), such as the SEM plan)

Guidelines for agendas and minutes of in-camera meetings

- Confidential items should not be included on the agenda of an open meeting.
- All agendas, including all attachments, and minutes will remain confidential until the committee resolves otherwise.
- Minutes should be on decisions made by the committee. Comments should not be attributed to individuals and verbatim minutes should be avoided.
- If discussion summaries are recorded, they should be kept to a minimum, in concise point form, avoiding the identification of who said what.
- All confidential minutes should be stamped confidential.
- Printed in-camera agenda and minutes should be filed in a locked cabinet and access to such files should be limited to those who are entitled to see confidential documents.
- In some cases, it may be prudent to ask for the return of all copies of in-camera agendas and minutes, to ensure confidentiality.
- If online archives of minutes of in-camera meetings are maintained, use password protection and other security measures to limit access to them.
- In-camera meetings assume that all members are bound by a duty of confidentiality and all information presented or discussed will be treated with confidentiality and care, except when information is clearly within the public domain.