AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
October 19, 2016
2:30 pm, Room B121

1. CALL to ORDER

2. ITEMS for ADOPTION
   2.1. Agenda – 2016 10 19
   2.2. Minutes – 2016 09 21

3. BUSINESS
   2:35 pm 3.1. Provost’s Report
   2:45 pm 3.2. Bachelor of Environmental Studies – M Rhodes
   proposal available on UFV drive
   3:10 pm 3.3. Discontinuance of Extended Studies certificates (College of Arts) – J Nolte
   3:25 pm 3.4. Role of the Registrar and University Secretary with respect to Senate – E Davis
   3:40 pm 3.5. Operationalizing the Education Plan for APPC – E Davis

4. ADJOURNMENT and NEXT MEETING
   Next Meeting: November 16, 2016, 2:30 – 4:30pm, A225/229

5. INFORMATION ITEMS
   5.1. UEC approved mid-cycle review of Concept Papers
   5.2. APPC website: http://www.ufv.ca/senate/standing-committees/appc/
MINUTES - Draft
ACADEMIC PLANNING AND PRIORITIES COMMITTEE
September 21, 2016
2:30 pm - Room A225/229


Guests: N Weinberg, MIST Program Working Group Chair; T. Ryder Glass, Dean of Professional Studies; D Harris, Computer Information Systems Department Head

Recorder: J. Nagtegaal

1. CALL to ORDER
The meeting was called to order at 3:00 pm.

2. ITEMS for ADOPTION

2.1. Agenda – 2016 06 08
Item 3.8. Committee Membership was added.

MOTION:
It was moved and seconded that APPC approve the 2016 09 21 agenda as amended.
CARRIED

2.2. Minutes – 2016 05 11

MOTION:
It was moved and seconded that APPC approve the 2016 06 08 minutes as presented.
CARRIED

3. BUSINESS

3.1. Provost’s Report
- The Ministry has approved the Bachelor of Arts, Theatre major and the Bachelor of Arts, Peace and Conflict Studies major and minor.
- The Learning Innovation Fund plans are moving forward. Upgrades to the e-rooms are underway and the Fund for Innovative Teaching (FIT) is accepting proposals. See http://www.ufv.ca/provost/fit/ for more information on the FIT initiative.
- Renovations are taking place in the Teaching and Learning offices. The space will be reorganized and a faculty work space will be created. Mary Saudelli is the new Faculty Development Coordinator.
• Larissa Horne is the new Experiential Education Coordinator. Larissa will be creating an inventory of experiential education and will be looking at best practices. She will also be engaging faculty to create more learning opportunities for students.
• Sylvie Murray has been seconded to the Associate Dean of Faculty, College of Arts. While Sylvie is seconded, Bruce Kirkley and Fiona McQuarrie will be sharing the role of Acting Program Development and Quality Assurance Coordinator.
• Orange Shirt Day will be on September 30. Orange shirts are worn on this day to show awareness of the legacy of residential schools and to promote reconciliation.
• New members were welcomed: Randy Kelly, Melissa Walter and William Cavers.

3.2. **Master of Science in Integrated Science and Technology (MIST)**

The committee reviewed the documents provided for the new Master of Science in Integrated Science and Technology program.

**MOTION:**

It was moved and seconded that APPC recommends the approval of the new Master of Science in Integrated Science and Technology to Senate.

*CARRIED* (1 abstention)

3.3. **Computer Information Systems (CIS) Program Review Progress Report**

The Computer Information Systems department went through a program review in 2014. The program review documents went to APPC in February 2016 and a progress report was requested by APPC.

**MOTION:**

It was moved and seconded that APPC accept the Computer Information Systems Program Review Progress Report.

*CARRIED*

3.4. **Discontinuance of the Teacher Education completion certificates**

The committee reviewed the documents provided for the discontinuance of the Teacher Education completion certificate.

**MOTION:**

It was moved and seconded that APPC recommend the discontinuance of the Teacher Education completion certificates (elementary and secondary options) to Senate, noting that as of September 1, 2017 all student who successfully complete the program will receive the Bachelor of Education.

*CARRIED*

3.5. **Formation of the APPC Expedited Review Standing Subcommittee**

M. Bos-Chan, T. Cooper, and M. Walter volunteered to sit on the APPC Expedited Review Standing Subcommittee. The term of each member will be October 1, 2016 – September 30, 2017.

3.6. **Vice-Chair for APPC**

The current Vice-Chair will be on leave starting February. A new Vice-Chair will be needed for February to June, 2017.
3.7. **Mid-cycle Review of Concept Papers**

The committee reviewed the proposal for having a mid-cycle review of concept papers. There was some concern on how to evaluate concept papers when they are reviewed at different times, it was suggested that a stronger evaluation process be initiated. As this is a change in process under Policy 21 and Policy 209 it will go to UEC and GSC (respectively) for approval.

**MOTION:**
It was moved and seconded that APPC support the mid-cycle review of concept papers as presented.

*CARRIED* (4 abstentions)

3.8. **Committee Membership**

The Secretariat and Registrar are now separate positions. Senate has asked its subcommittees to review their membership and send a recommendation of position(s) should be included (Secretariat and/or Registrar).

This item was tabled and will be discussed at the October meeting.

4. **ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 4:00 pm.

Next meeting: October 19, 2016, 2:30 – 4:30pm, A225/229

5. **INFORMATION ITEMS**

5.1. APPC Terms of Reference – approved at Senate June 10, 2016

5.2. Suspensions:
- Automation and Robotics Technician Program
- Post Degree Hospitality Event Management Program

5.3. UFV Co-op Programs Attain National accreditation

5.4. New Programs Approved by the Ministry (Peace & Conflict Studies and Theatre)

5.5. Minutes brought forward from the February 17, 2016 APPC in-camera meeting

5.6. APPC website: [http://www.ufv.ca/senate/standing-committees/appc/](http://www.ufv.ca/senate/standing-committees/appc/)
MEMO

To: Janice Nagtegaal for submission to APPC
Cc: Dr. Eric Davis; Dr. Michelle Rhodes, Chair, Environmental Studies Program Working Group; Dr. Jacqueline Nolte; Dr. Lucy Lee
From: Dr. Bruce Kirkley, Acting Program Development & Quality Assurance Coordinator
Date: Oct 11, 2016
Re: Proposed Bachelor of Environmental Studies, and Bachelor of Environmental Studies (Natural Sciences)

Please find attached the proposal, appendices, calendar copies and Budget Analysis Part A and Part B for the proposed Bachelor of Environmental Studies and Bachelor of Environmental Studies-Natural Sciences option.

Program summary:
The BES is structured around a primary core of courses that introduces students to the study of human-environment relationships, environmental thought and change, and strategies for environmental research and problem-solving. This core is complemented by skills-focused courses (e.g. statistics, communications, research, etc.) and courses in three breadth areas (society and culture; political economy; and natural sciences). The Natural Sciences designation requires additional science-based courses.

The BES program will be administered by the Department of Geography and the Environment in the College of Arts.

Concept Paper:
This program was approved for development as part of the 2012, 2013 and 2014 Update to the Education Plan.
At its June 17, 2016 meeting, UEC voted to recommend the new Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Sciences) degrees. The UEC Screening Subcommittee reviewed some additional revisions on October 6, 2016, and UEC recommends that these be recommended by APPC and approved by Senate.
| SBC MEMORANDUM | SBC Chair: Jackie Hogan  
| | Phone: 4676  
| | SBC Assistant: Christina Forcier  
| | Phone: 4029  

| TO: | Dr. E. Davis, APPC Chair  
| FROM: | Jackie Hogan, Senate Budget Committee Chair  
| DATE: | October 4, 2016  
| RE: | Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Sciences)  

At its September 29, 2016 meeting, the Senate Budget Committee reviewed the Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Sciences) program proposal. The Program Working Group addressed comments from the committee. The following comments were noted:

- Recognition that enrolment and revenues are conservative
- Majority of required courses are already offered at UFV
- Environmental Studies degrees are offered at many competing universities and students are looking for this option
- Differential tuition on new courses to support additional cost

The following motion was made:

**MOTION**

THAT the Senate Budget Committee reviewed the Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Sciences) program proposal and confirms the cost of implementation is adequately reflected in the analysis.

J. MacLean/I. McAskill  
CARRIED
MEMO

To: APPC
From: Deans’ office, College of Arts
Date: 11/10/2016
Re: Discontinuance of Extended Studies Certificates in Arts

Owing to changes to Policy 98: Subsequent and Concurrent Degrees, there is no longer a need for Extended Studies Certificates. ESCs were established as UFV was building its own complement of honours, majors, and extended minors. It allowed for students to return to UFV to complete a higher credential in a discipline. Students, for example, who had completed a minor in History, could then return to complete a major (once available) through the ESC framework.

Work done by UEC and the Program Development office to Policy 98 saw the introduction of a new clause which negates the need for the ESCs. Specifically: “A UFV graduate may be permitted to take the courses to complete the requirements of a higher degree option in the same discipline (e.g., a major following a minor provided the option is available within the same degree. Upon completion, a notation will be made on the transcript that the requirements of the higher option were completed. No adjustment will be made to the degree awarded.”

As a result, the AVP, Academic, will be putting forth a proposal to UEC to discontinue the framework for ESC. Individual faculties were asked to put forward program discontinuance documents for their respective ESC offerings. Consultation was done prior to the implementation of the policy and, subsequently, all affected areas in Arts were notified. No rationale document is needed as these discontinuances reflect changes to policy rather than faculty-initiated discontinuance.

Arts requests discontinuance of the following ESCs:

- Applied Ethical and Political Philosophy
- Anthropology minor
- English major, Honours, extended minor, or minor
- French minor, extended minor and major
- History major, extended minor, or minor
- Latin American Studies extended minor and minor
- Media and Communications Studies minor
- Psychology and Psychology Honours
- Sociology major, Sociology minor, Sociology/Anthropology major
- Theatre extended minor, minor
• Visual Arts

• Geography major, with or without concentration (Physical Geography, Environmental Studies, International Studies, Urban Studies, Geographic Information Studies), Honours (no concentration, or with selected concentration), extended minor, minor

• Physical Geography Honours, major, minor

Program discontinuance forms are included in this package. We request discontinuance for Fall 2017. Students still enrolled in ESC at that time will be allowed to complete their programs.
Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)
Emended Studies Certificate, Applied Ethical and Political Philosophy

Faculty or College
College of Arts

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

Date of Submission
September 19, 2016

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

All Extended Studies Certificates at UFV will be discontinued as a result of changes to Policy 98: Subsequent and Concurrent Degrees. A new clause negates the need for the ES Certificates: "A UFV graduate may be permitted to take the courses to complete the requirements of a higher degree option in the same discipline (e.g., a major following a minor provided the option is available within the same degree." The ES Certificates were previously necessary as no such provision existed.
Section II: Consultation

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

UEC subcommittee provided research on use of ESC, met with key stakeholders, and recommended discontinuance. I informed affected Arts areas September 2016 of change and discontinuance as a result of policy revisions.

Section III: Rationale

Refer to the instructions and include your findings as an attachment.

Section IV: Transition Plan

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

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificate, Anthropology Minor

Faculty or College

College of Arts

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

SCMS

Date of Submission

September 19, 2016

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Section III: Rationale

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Section IV: Transition Plan

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, English Honours, Major, Extended Minor, and Minor

Faculty or College

College of Arts

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

English

Date of Submission

September 19, 2016

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Section III: Rationale

Refer to the instructions and include your findings as an attachment

Section IV: Transition Plan

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, French Minor, Extended Minor, and Major

Faculty or College

College of Arts

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

MOLA

Date of Submission

September 19, 2016

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Section III: Rationale

Refer to the instructions and include your findings as an attachment

Section IV: Transition Plan

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, History Minor, Extended Minor, and Major

Faculty or College

College of Arts

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

History

Date of Submission

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Section III: Rationale

Refer to the instructions and include your findings as an attachment.

Section IV: Transition Plan

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Proposal for Program Discontinuance Template

**Section I: Program Information**

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

Extended Studies Certificates, Latin American Studies Extended Minor and Minor

**Faculty or College**

College of Arts

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

SCMS

**Date of Submission**

September 19, 2016

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Section IV: Transition Plan

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, Media and Communications Studies Minor

Faculty or College

College of Arts

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

SCMS

Date of Submission

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, Psychology Honours and Major

Faculty or College

College of Arts

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

Psychology

Date of Submission

September 19, 2016

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, Sociology Major and Minor

Faculty or College

College of Arts

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

SCMS

Date of Submission

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, Sociology Anthropology Major

Faculty or College

College of Arts

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

SCMS

Date of Submission

September 19, 2016

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Refer to the instructions and include your findings as an attachment

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Proposal for Program Discontinuance Template

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### Section I: Program Information

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

| Extended Studies Certificates, Theatre Extended Minor and Minor |

**Faculty or College**

| College of Arts |

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

| Theatre |

**Date of Submission**

| September 19, 2016 |

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Refer to the instructions and include your findings as an attachment

Section IV: Transition Plan

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

Section I: Program Information

Program (specify credential name, if different)
Extended Studies Certificate, Visual Arts Extended Minor and Minor

Faculty or College
College of Arts

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

Date of Submission
September 19, 2016

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, Geography Honours, Major, Extended Minor, and Minor

Faculty or College

College of Arts

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

Geography and the Environment

Date of Submission

September 19, 2016

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Section III: Rationale

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Section IV: Transition Plan

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Proposal for Program Discontinuance Template

Section I: Program Information

Program (specify credential name, if different)

Extended Studies Certificates, Physical Geography Honours, Major, and minor

Faculty or College

College of Arts

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

Geography

Date of Submission

September 19, 2016

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MEMO

To: Standing Committees of Senate  
From: Senate  
Date: September 20, 2016  
Re: Role of the Registrar and University Secretary with respect to Senate

At its September 16, 2016 meeting, Senate approved a motion that delegates governance responsibilities related to Senate to the University Secretary.

The duties that Senate delegates include:

1. Ensuring adequate and appropriate administrative support is provided to Senate and its Standing Committees.
2. Managing election processes for vacant Senate positions and the filling of vacancies on standing committees through the expressions of interest process.
3. Working with Senate and the Senate Governance Committee to ensure By-laws, Terms of Reference, Policy, and meeting processes are regularly followed, reviewed, and revised as appropriate.
4. Providing governance leadership by researching best practices, anticipating potential substantive or procedural difficulties and proactively recommending ways to avoid them, and offering advice to Senate, Committees of Senate, Committee Chairs, and individual Senators.

The Registrar will continue as a non-voting member of Senate, bring all OReg related issues to Senate, continue as Secretary of Convocation, and serve as an ex officio member of Senate Standing Committees as the committees deem necessary.

The Secretariat office asks that the Standing Committees review their Committee membership and recommend to Senate for approval how they want their membership to look (both Registrar and University Secretary, only the Registrar, or only the University Secretary) based on regular duties of the Registrar and University Secretary.
Learning Everywhere:
The UFV Education Plan, 2016-20

Approved by the Board of Governors: June 2016

Submitted by:
Eric Davis
Provost and Vice-President, Academic
“The locus of control for learning needs to shift to the learner.”
--Comment from Focus Group of Teacher Education Alumni (emphasis added)

This is the first UFV Education Plan that can begin with a comment from a student or former student. This is because this Education Plan is the product of a unique process at a unique moment in the history of post-secondary education. Previous Education Plans were developed almost exclusively by faculty and academic administrators. This Plan drew on the work of everyone at the University. All had the opportunity to be involved in a variety of ways and through a variety of modes of consultation.

The planning process began with a longer-term visioning exercise in recognition of the dramatic changes currently transforming the landscape of post-secondary education globally. This certainly includes Canada. “The ‘slow explosion’ of change is underway at Canadian universities and it is affecting the professional lives of all members of the university community.” Continuous might be a more appropriate adjective than “slow.” Some of the change is occurring very quickly and there is no sign of it slowing down or ending. The cumulative effect is a recasting of the norms for what a university is and does.

UFV 2025: A Vision for our Future (see Appendix A), discusses some of these factors that are or have been changing: learners; learning; faculty; the discipline-based organization of universities; funding and the university business model (for UFV, government funding, once in the 80% to 90% range, now sits around 46% of our budget); the impact of information technology and digitization; increasing competition—locally, globally, and online; and growing expectations by students, parents, governments, taxpayers, and more for ever-higher degrees of accountability and quality assurance. In particular, universities are being asked to provide assurances as to the quality of the education and services they provide and to account for what students are learning.

To this list, one could add (and this is by no means an exhaustive list) the challenges of:

- Globalization.
- Indigenization (perhaps the most pressing and radical challenge facing Canadian universities in the early twenty-first century).
- Personalization: True personalization of higher education is now possible thanks to computers, which allow us to provide an instantaneous evaluation of student thinking—especially their mistakes—and artificial intelligence (a challenge in itself), which enables us “to create digital


learning environments where the education design changes based on the learner himself.”3 And computers and A.I. do this unimpeded by the rigid and artificial spatial and temporal structures (lecture classrooms, 3-hour classes, and 13-week semesters) of traditional universities.4 “We are also figuring out how to capture that learning in portfolios that can be judged by a common rubric but are as different as the students who compile them.”5 (The same technology that permits personalization, also facilitates cooperation, collaboration, and the social learning that a digital generation is used to and expects.)

- Student record reform: Changing ways of assessing, recognizing, and demonstrating student learning because grades or credit-hours are no longer seen as the only or best way of doing so. This includes everything from e-portfolios to transcripts that record co-curricular and extracurricular activities, as well as the learning outcomes they can demonstrate, instead of just the courses they took and the grades received. Eventually, students will have a “record that is digital (and thus easily shared with employers and other institutions); comprehensive (in that it credits all types of learning, not just the in-classroom type); and portable (i.e., ‘owned,’ and for the most part maintained, by the student rather than the institution). . . Students will have a comprehensive, flexible, permanent and portable record of their learning — no matter where or how that learning was attained.”6

- A heightened focus on outcomes-based education and ensuring graduates are “job ready,” partly due to high youth unemployment and record levels of student debt.

- “Massification” and the ever-pressing issue of access.

- Changing demographic trends.

- Public and media questioning of the value of a university education.

Many of these changes were highlighted in the UFV 2025 Forums and the Update document circulated at the end of April 2015. The hope was that awareness of these changes would inform the answers to the two questions we asked the UFV community.

The first, “what should UFV look like in 2025?,” resulted in the document circulated last November and appended to this Plan, UFV 2025: A Vision for our Future. The core of that vision is succinctly stated towards the end of the document:

UFV in 2025 will be a community- and regionally-based university that is learner- and student-centred, whereby the learning drives the system and structure of the institution. Students and local communities will view UFV as a centre for intellectual and social development throughout their lifetimes, and as a place to learn how they can be better global citizens.

The second question was: based on this vision, “what are the five goals that UFV must achieve from 2016-20 to set ourselves up for 2025?” After a collective goal-setting exercise stretching from

5 Miller, 5.
6 Lumina Foundation Focus, Fall 2015, http://focus.luminafoundation.org/.
November to the end of January, these five goals were finalized in early February, 2016. They are outlined and explained in the following table:

**UFV Education Plan, 2016-20: Goals**

*At the University of the Fraser Valley, we will:*

| 1. PRIORITIZE LEARNING EVERYWHERE | UFV values the learning of faculty, students, staff, and community no matter when, where, and how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse; this necessitates diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV. |
| 2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS | UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving. |
| 3. COLLABORATE ACROSS BOUNDARIES | UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally. |
| 4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP | At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department, and service area, through the inclusion of indigenous content, perspectives, and ways of knowing. |
| 5. INTEGRATE EXPERIENTIAL LEARNING | UFV will ensure opportunities to incorporate experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning. |
These are the top five goals that Faculty/College Councils, administrative groups, support units, and the Student Union Society Executive collectively said UFV needs to achieve by the end of 2020. They speak to UFV’s history and university traditions (developing citizenship); to the demands of the present for multi/interdisciplinary and cross-sector collaboration, flexibility, and experiential learning; and to identifiable trends that promise a different future for universities. That future was captured in the April 2015 “Update on UFV 2025”: “If the 20th-century university was built around instruction by faculty in the classroom, the 21st-century university will be built around learning by students—everywhere.

The five goals align with UFV 2025: A Vision for our Future. They echo the recurring themes in submissions from students, staff, faculty, and administrators. If achieved by the end of 2020, they will position us well to realize our vision for 2025. Our collective, institution-wide commitment to achieve our goals will strengthen UFV.

As stated last fall, the institutional goals will be accomplished by setting and achieving institutional strategies at the Faculty/College, unit, and administrative levels. Each Council, department and unit, therefore, will be responsible for developing specific, observable, implementable, and measurable strategies each area will focus on over the next five years. We have asked units throughout the institution—including the administrative support areas—the following questions: what would be the indicators that these institutional goal statements are true in five years in your area? How will you get there? How will you know you have gotten there? The completed strategy statements will become appendices to the Education Plan.

In this visioning and planning process, a special effort was made to involve students. Students contributed as members of the UFV 2025 Visioning Committee, through a presentation to the Committee by the Student Union Society Executive, on an online blog and an online “Have Your Say” site (165 submissions), in final projects for a special offering of PHIL/EDUC 362 (“The Philosophy of Education”), in focus group interviews, on Comment Walls (460 coded submissions) on both the Chilliwack and Abbotsford campuses, and at the 2025 Forums.

The opening quotation is representative of what we heard from current and former students. They consistently expressed a desire for a more learner-centred university, more learner-centred teaching and learning opportunities, wider and more flexible ways for assessing and recognizing learning, especially when it occurred outside the classroom and/or off-campus. They want learners, and not just faculty, to be making learning decisions and performing the teaching and learning tasks. They want more autonomy and agency. They want more relevance in their courses and learning experiences. They want teachers who enable them to apply the knowledge they acquire. They want teachers who have more than content expertise and can also develop their learning skills.

Although many comments from students spoke to faculty dedication to student learning and success and the high quality of education they believe they are receiving at UFV, the students were also surprisingly critical. This criticism was unexpected given the excellent results UFV has repeatedly
received on provincial and national surveys of our students, including the BC Outcomes Surveys, the National Survey of Student Engagement, the Canadian University Survey Consortium, and the *Globe and Mail University Reports*. UFV and our faculty regularly receive high scores and compare very favourably with universities and faculty across both B.C. and Canada in the areas of “Student-Faculty Interaction,” “Effective Teaching Practices,” “Quality of Interactions,” “Discussions with Diverse Others,” and the “Overall Quality of Their Education.” (The most frequently chosen options for areas needing improvement are “Sense of Community among Students” and “Opportunities for a Social Life.”)

The recurring student recommendations and suggestions submitted in the UFV 2025 consultation process were, in some striking ways, not always consistent with the survey results mentioned above. These recommendations and suggestions included:

- “UFV needs to be **innovative and flexible.**” This includes flexible scheduling: “Online learning and semesters that start at any time of year is [sic] the future.”
- An increase and strengthening of **faculty-student connections and interactions.**
- A **more vibrant campus community.**
- **Relevance** (in courses, in skills acquired, in learning experiences in general).
- More **practicums, internships, co-op** placements—including “mandatory co-op opportunities in the community”—**applied learning** (“more opportunities to experience the ‘real life’ aspect of careers” and more connections with employers).
- More **experiential learning** and “**hands-on [learning] experiences.**”
- A greater variety of teaching styles (“**rather than just a lecture style.**”)
- More **interactive learning.** “Perhaps the lack of student engagement in class results from courses that follow **dated instructional methods.** Many of UFV's classrooms are set up to have the students attend lectures, take notes, and then leave. Some courses include group discussions, while many still do not. A dated instructional method is a problem because not all students learn as efficiently or effectively without interaction.”
- More **interdisciplinary courses and experiences.** Students want “more connected learning experiences between disciplines, less isolation by subject areas.” “Interdisciplinary courses . . . are beneficial in numerous ways. They help bridge the differences between subject areas, help students to consider solutions from multiple perspectives, and provide a transition to University that is easier than a fragmented course load. It is worth considering expanding the availability of these courses.”
- Greater recognition and reflection (among teachers, staff, and administrators) of **diversity** (of age, culture, race, ability, and learning style). There is a need for more diverse learning experiences and assessment techniques. There is a need for “up-to-date assessment practices in UFV courses.” Students made particular mention of the need to prioritize both **Indigenization** (all at UFV must be made aware of “the impact of colonization, residential schools and the Indian Act”) and **Internationalization** (there is “a large gap between professors and international students. This is partially due to many professors’ lack of experience with cultural diversity”). There was a suggestion that diversity training for faculty should be “mandatory.” Having a Director of Teaching and Learning makes it possible for faculty to receive “the appropriate
information, skills, and support needed to be able to provide great learning experiences with international students. Ideally, we would like to see this being required for each member of faculty as at the present moment it is not mandatory.”

- More recognition of prior learning experiences.
- “Opportunities for research” by students.
- A greater connection between the university and the surrounding communities.
- More and improved on-line classes utilizing “best practices” in online education.
- A better and more educated use of educational technology.
- Better communication.
- More peer mentoring and tutoring opportunities/programs.
- Expanding faculty development programs and perhaps making them mandatory. Students want faculty trained in teaching and learning and “able to provide a diverse range of learning experiences.” “It would be nice if some professors took a course on how to teach their students and connect with them.” Students want faculty who are more than content experts: “I would like it if some professors had to take education courses before they teach. They may be great at their topic, but have no idea how to teach it. To learn to be a good prof, not just learn their stuff.”
- “More opportunities for students to gain credits for extracurricular activities and volunteer work that can be applied towards their degree in lieu of general electives.”
- More “individualized” learning.
- More “collaborative” learning.
- More integrative learning.
- Teaching evaluations that matter.

In their submissions, comments and recommendations, the students were clear: they wanted UFV to be more than an institution that relied on its reputation for excellent teaching and its established practices for teaching and learning. They wanted a university that valued the continual improvement of teaching and learning, where faculty were committed to learning as much as students were, and this meant continually learning from students, colleagues, and Teaching and Learning Centres, how to improve their teaching, how to incorporate new pedagogies and education tools into their teaching practices, and how to adapt to the changing expectations and learning behaviour of new generations of students.

Leaving aside the dissonance with the provincial and national surveys mentioned earlier, there is nothing peculiar about the student recommendations. A number of them are consistent with the scholarly literature on “high impact” educational practices. They also echo the core recommendations of the Ontario Undergraduate Student Alliance’s 2015 Report, FORMULATING CHANGE: Recommendations for Ontario’s University Funding Formula Reform. Like our students, Ontario students express concern with the quality of university education. Ontario students are looking for “a

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demonstrably high quality experience that goes beyond traditional lecture-based learning.” They desire “best practices in pedagogy, such as experiential learning or other high impact experiences.” They define such experiences as “one[s] in which a student ‘learns by doing’” and where students can “apply theoretical skills and insights to real-world, contemporary applications.” Such learning, they argue, better prepares them for future employment. Like UFV students, Ontario students want undergraduate research opportunities and the integration of research into undergraduate learning. They, too, are concerned with the overall “quality of the student experience”, and this includes a concern for “an increasingly strained student support service environment.”

Moreover, UFV faculty descriptions of the nature and role of faculty and learning in 2025 repeat many of the themes in the student comments. In departmental submissions and online comments, faculty say:

- They will be facilitators and mentors and not just content experts.
- Because of PLAR and other developments, they will be required to think differently about what counts as learning. More recognition of informal learning.
- They will prioritize the integration of research, scholarly work, and teaching.
- There will be more support for faculty development.
- “Technology permeates throughout the learning experience.”
- “Learning is ubiquitous.”
- “Learners take responsibility for their own learning.”
- UFV will build “programming around the student learning journey and the educational needs of its region.”
- “More community partnerships.” “Faculty will need to be connected to practice and the community.”
- “Learning spaces are flexible.”
- There will be fewer classrooms, but they will be “equipped with the latest technology.”
- There will be “fewer faculty offices.”
- “More fluid pathways between the University and the workplace/world.”
- Flexible scheduling, which means we will need to reimagine “the structure of a ‘course’ and a ‘credit’.” “We should no longer think in terms of education being equal to 13-week segments of time done in the same place with the same people.”
- Flexible workload.
- “An integration of Aboriginal languages, culture, and ways of knowing into the curriculum.”
- “A seamless and integrated use of technology into our teaching and learning.”
- Courses will be “relevant, real world, applied, and competency based.”
- More peer learning.

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• Students “will design their own programs” and will “want greater flexibility to develop their own individualized education.”
• University will be about learning; it “will no longer be a repository of knowledge.”
• Students will be more diverse.
• Learning communities may replace disciplines.
• “Education will be project based.”
• There will be more “interdisciplinary study” and “collaborative learning.”
• There will be “flexible programming” “allowing students to design their own journey” and there will be “more completion pathways for students.”

It is also worth noting that many of the student and faculty comments are supported by the scholarly literature on teaching and learning. One student comment is particularly relevant here: “It seems as though we have not applied the research about learning to the current classroom model.” A central contention in both Taking Stock: Research on Teaching and Learning in Higher Education (edited by Julia Christenson Hughes and Joy Mighty) and Maryellen Weimer’s, Learner-Centred Teaching: Five Key Changes to Practice, is that thanks to decades of cognitive science research and to scholarship and research on teaching and learning, we now know so much more about how the brain works and people learn and which teaching methods are most effective (active, inquiry/problem-based, learner-centred, hands-on, community-engaged) and least effective (traditional lectures); but much of this research is not widely known and most teaching practices, curriculum design, and curriculum planning remain unchanged and not evidence-based.9

Although these are widely accepted contentions by leading scholars in the teaching and learning field, one should be cautious about overstating this case. First, there is evidence (Teaching and Learning conferences and journals), that there is at least a significant and growing minority of faculty who are interested in the science of learning and employing its lessons in their teaching. Second, faculty are increasingly using innovative teaching and learning practices. Throughout campuses, we can find examples of self-directed, self-paced learning; online and blended learning; collaborative and interdisciplinary learning; work-integrated, experiential, and co-curricular learning; peer tutoring and mentoring; first-year seminars and cap-stone courses; undergraduate, community-engaged research and service learning; internships, and more. It is true that much of this occurs only on the margins of what we normally do, but this is changing. Third, faculty by themselves are not responsible for the continued dominance of traditional educational practices. Universities as a whole employ and support the “unscientific” educational models of which traditional lectures are just one part. As Halpern and Hakel observe, “it would be difficult to design an educational model that is more at odds with the findings of current research about human cognition than the one being used today at most colleges and

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universities.”10 Everything, they and others argue, from rigid classroom design and semester scheduling, to testing for memorization of facts rather than deep understanding, to covering content rather than using it to develop “learning skills students will need across a lifetime of learning,”11 needs to be reconsidered to accommodate varying learning styles, the growing diversity of learners, and best (evidence-based) educational practices.

UFV 2025 and our five Education Goals prompt us to do exactly this, to reconsider “an educational model at odds with the findings of current research about human cognition.” UFV 2025 states that we can only realize our vision for UFV “if learning drives the system and structure of the university, rather than the structure shaping the learning.” Goal 1 states: “Prioritize Learning Everywhere.” Both statements mean organizing the university around the student learning journey and an educational model that is learner-centred and increasingly learner-controlled.

“The locus of control for learning needs to shift to the learner” may seem like a radical statement, but it is really only a rephrasing of Socrates’ central point about education: you cannot give knowledge to a student because the knowledge is already inside them. The teacher’s role is to help the student discover that and to help “make students more responsible for learning.”12 This doesn’t happen overnight. It takes time and is lots of work, for both the teacher and the student. But the demonstrable results for learning and learners suggest it is worth the effort.

To move in a learner-centred direction, universities have established or expanded resources for Teaching and Learning Centres, provided professional development opportunities for instructors to work with faculty development experts/advisors, and encouraged faculty to engage in research or scholarship into their own pedagogical practice, either individually or in collaboration with other faculty and/or staff. Institutions have also recognized that other staff, including librarians, advisors, and I. T. and educational technology experts, also “need support in becoming effective facilitators of learning.”13

Of course, universities like UFV will only know and be able to demonstrate that these efforts are successful if they measure improvements in student learning. There is growing appreciation for the urgent need for transparent and consistent measurement and assessment of learning across the post-secondary system. And there are increasing calls on provincial governments to direct their energy, resources, and public policy commitments—and encourage the efforts of the universities and colleges they fund and regulate—towards “measuring and improving . . . higher order thinking skills [like problem-solving, critical thinking, and communication] rather than attempting to match all program disciplines with very specific jobs, especially in a rapidly evolving labour market.”14 In many

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11 Weimer, Learner-Centered Teaching, 11.
12 Weimer, Learner-Centred Teaching, 11.
13 Christensen Hughes and Joy Mighty, “A Call to Action: Barriers to Pedagogical Innovation and How to Overcome Them,” in Taking Stock, 274.
14 This was the conclusion of the Final Consultation Report into Ontario’s university funding model, Focus on Outcomes, a conclusion generally supported by employers. Focus on Outcomes, 38.
jurisdictions, measuring and assessing learning outcomes has not only become a priority for institutions but also “a condition of funding”\textsuperscript{15} from government.

Should the British Columbia government follow suit, we need to be ready. Establishing and aligning our UFV institutional, program, and course learning outcomes was a crucial first step. \textit{UFV 2025} was the second, and the five Education Goals we have set for the 2016-20 period are the third.

The five goals of the \textit{UFV Education Plan, 2016-20} not only prepare us to measure and assess student learning. They position UFV to maximize both the quantity and quality of student learning and thus to provide a UFV response to the multiple challenges all post-secondary institutions face. As we Prioritize Learning Everywhere, Commit to Flexibility and Responsiveness, Collaborate Across Boundaries, Develop Local and Global Citizenship, and Integrate Experiential Learning, we will be able to distinguish ourselves from much of our competition (particularly from private online competitors); we will be able to stay true to the integrative mission of a liberal education; we will be able to support learning everywhere; and, in a world of constant and dramatic change, we will be able to engage with and even lead much of this change while staying true to the UFV core values of serving students and communities by enabling their development and transformation.

\textsuperscript{15} This is the case in much of the U.S. and has been recommended in an official report to the government of Ontario. Ibid., 45.
Appendix 1

UFV 2025: A Vision for our Future
UFV 2025: A Vision for our Future

by the UFV 2025 Visioning Committee

November 10, 2015
Edited: April 19, 2016

Submitted by Eric Davis, on behalf of the UFV 2025 Visioning Committee
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Introduction

The current UFV Education Plan covers the period 2011 to 2015. Hence, we are now in need of a new 5-year plan covering the period 2016 to 2020.

As indicated a year ago, we decided to approach this task a bit differently. Dramatic change is happening in both higher education and society in general. This is prompting universities to respond proactively by engaging in longer-term visioning exercises focused not on the minutia of courses and programs, but on the very nature and organization of universities.

Responding to and anticipating change proactively means taking the time to think about where we want to be in the future; envisioning UFV ten years out—in 2025—so we can engage in the more immediate tasks of education planning guided by a clear and—one hopes—inspiring vision of our destination. The Education Plan, 2016-20 then becomes an exercise in planning concrete and measurable goals to get there.

The UFV 2025 Visioning Committee was brought together with the purpose of imagining and articulating a broad vision of the future of universities, the future of learning, and, within this broader vision, the future of teaching- and regionally-focused institutions—more specifically, the future of the University for the Fraser Valley. The Committee is composed of students, members of every Faculty/College at UFV, administrators, and one community member. It has met regularly since January 2015, read widely on the future of post-secondary education, and received and analyzed numerous presentations, submissions, and online comments from students, faculty, and staff.

The Committee has now collectively distilled all of this into this document, a vision for UFV in 2025. It represents our first concrete step in moving towards our new Education Plan. It outlines what we do well at UFV, as well as the external changes that are influencing our programs, faculty, and students. It provides a summary of the feedback received from the community, the students, the staff, the faculty, and administrators regarding UFV in the future. These three pieces, put together, generate four vision statements that will guide the Education Plan for 2016 – 2020, as well as 2021 – 2025. These four vision statements will then lead us into the development of our Education Plan Goals. We outline the shape of this education planning process in the last section of the document.

But visioning and planning also require a clear understanding of what should not change. Changing Lives, Building Community, the title of our Strategic Directions Statement and the unofficial motto of UFV, captures the core values and commitments that have endured through the first forty years of UFV’s existence. “Changing Lives” refers to our twin commitments to transformation and students, to putting students and their success first and enabling them to transform themselves. But it also refers to our transformative role as leaders of the development of the Fraser Valley. “Building Community” makes this civic and community service function even more explicit while underlining UFV’s integrative role in providing a physical and intellectual public space in which the diverse communities of the Valley

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1The members of the UFV 2025 Visioning Committee are Adrienne Chan, Alisa Webb, Craig Toews, David Leis, Derrick Swallow (student), Garry Fehr, Ian Affleck, Judy Larsen, Maureen Wideman, Rod McLeod, Shawn Neumann (CEO of Domain 7 and alum), Shelley Canning, Sheryl MacMath, Sierra Nickel (student, replacing Derrick Swallow), Sukhdeep Brar (student), Tracy Ryder Glass, and Eric Davis (Chair).
can express and explain their identities for themselves and to each other. And it refers to our commitment to the building of community within UFV among faculty, staff, students, and administrators.

The UFV 2025 Visioning Committee believes that no matter how much we change over the next ten years, no matter which challenges we must overcome and opportunities we must seize, we will and must remain true to these values. They have enabled an identity and mission to endure through our evolution from Fraser Valley College to University College of the Fraser Valley to University of the Fraser Valley. We collectively chose to make profound organizational and mandate changes not to depart from these values, but to preserve them in a rapidly changing educational, political, social, and economic environment. All predictions are that the changes required in the next ten years are even more profound. As we navigate our way forward, our commitment to the values of transformation, students, and community must continue to guide us.

What we are doing well

As UFV works towards a vision of what it will be in 2025, it is important to recognize the things we are currently doing well. Guided by a vision to provide the best undergraduate education in Canada and to act as leaders in the Fraser Valley, by a mission to serve the diverse needs of our region, and by values and goals which prioritize students and student learning, UFV is doing many things well. These provide a solid foundation on which to build.

Examining various surveys and reports, it is clear that UFV provides quality education. According to the BC Outcomes Surveys, our two-year out graduates are satisfied with the education they received, with 90% students stating they are satisfied or very satisfied with the education they received. For many programs, more than 95% of students note they are satisfied or very satisfied. Beyond the BC Outcome Survey, first-year and senior-year UFV students who responded to the 2013 National Survey of Student Engagement (NSSE) rated UFV very highly in effective teaching. More recently, the 2015 Canadian University Survey Consortium (CUSC) surveyed both graduating UFV students and UFV students in their “middle years” — those in their second and third years of study. 96% of graduating students and 90% of middle-years students were satisfied with the overall quality of their education at UFV. Within the same surveys, the students were asked to rate their professors. They rated them very highly in several areas, including knowledge of subject, accessibility outside of class, encouraging participation, and treating students as individuals rather than as numbers. Graduating student respondents rated their professors higher in all categories than other respondents across Canada. Middle-years students also rated their faculty very highly and were at least as satisfied and, in some cases, more satisfied than others across Canada. These findings are often echoed in program reviews, with students regularly praising their faculty and the quality of education at UFV.

When identifying the features of quality education, NSSE and CUSC respondents also pointed to the quality of interactions they have at UFV, whether with faculty, staff, or one another. NSSE respondents rated quality of interactions very highly; 75% of CUSC respondents felt that the university showed concern for them as students. The Faculty Survey of Student Engagement (FSSE) also supports quality interactions at UFV. Faculty, too, feel that they enjoy positive interactions with their students both in and beyond the classroom. Often, students and faculty point to small class sizes as facilitating such positive interactions. UFV respondents to the Canadian Satisfaction Survey further support that small class sizes have a positive effect on the overall quality of education provided at UFV.
It is apparent, also, that many faculty are providing excellent opportunities for students beyond the classroom. FSSE respondents, for example, pointed to their work supervising undergraduate research, internships, practicums, and field activities. Departmental and institutional reports highlight faculty who hire student researchers, who engage students in applied learning, and who encourage their students to cross the boundary between school and community in order to engage in social learning and civic engagement. Some do this by partnering with community groups. Many work to support UFV’s indigenization goals as UFV strives to be a place of learning that recognizes, respects and includes Indigenous ways of knowing. Other faculty work to provide international experiences for students, whether through internships, practicums, study abroad, or study tours. Finally, some also engage students in producing publications, portfolios, productions, and exhibits for internal and external audiences. Students regularly note how valuable such experiences are and identify the need for more support and more opportunities across all programs.

Faculty research also contributes to the overall quality of education at UFV. Not only does faculty research enhance classroom learning and provide opportunities for students, researchers also build connections between UFV, the community, and beyond. They contribute to knowledge building, transfer of knowledge, and innovation. They explore the big challenges facing our community and our world, engaging students in the process.

Learning beyond the classroom is a growing trend at UFV. There is increasing recognition that student learning which takes place outside of the classroom and which is not for academic credit is also important and should be recognized, as evidenced by the creation of the co-curricular record (CCR). The CCR is an official transcript of students’ out-of-classroom learning, measured against the institutional learning outcomes. Students can receive CCR credit for activities such as paid and unpaid work on campus, participation in campus activities, taking on roles in the Student Union or in UFV clubs, planning departmental or institutional events, athletics, or acting as peer mentors, tutors, or new student orientation leaders. To date, 5000 students have created a CCR and 1000 of those students have validated activities on their records. The number of validated activities is at 500 and growing. Students are drawing on their records to apply for graduate studies, professional programs, and employment.

UFV also provides significant support for students on campus. Students appreciate access to counsellors, librarians, educational technologists, Aboriginal Elders-in-Residence, and a wide range of advisors: academic, career, disability, international, and financial aid. PASS – Priority Access for Student Success – provides early intervention for students in need of support. Students also have access to a new Academic Success Centre and to various mentoring programs, whether program specific or institutional-wide, and to a growing range of workshops on student success and student leadership. Faculty respondents to the FSSE also note their role in supporting and advising students outside of the classroom.

All of this contributes to student success, as evidenced in a range of UFV Today posts, departmental updates, Board reports, and local news stories. UFV students do well in their classes and in their programs, engage in undergraduate research, represent UFV at domestic and international conferences, and win prestigious awards and honours at UFV and at the local, national, and international level. Some of our undergraduate student researchers receive awards typically given to graduate students. Our students also go on to professional programs and graduate studies, earn high marks on a variety of accreditation and entrance examinations, and make meaningful contributions to our communities. They participate in faculty- and/or community-based research projects and participate actively in UFV-led
initiatives. They perform well in a range of athletic programs and they represent UFV well as ambassadors, leaders, and entrepreneurs. We are proud of our students.

*Faculty, staff, and administrative support, engagement, and commitment are all possible because UFV is a great place to work.* In 2015, UFV was named one of BC’s Top Employers. As noted in the press release, “UFV was selected for the list because of the overall employee experience it offers, including competitive salaries, an excellent benefits package, professional development support, commitment to employment equity and workplace diversity, campus amenities, family-support initiatives such as maternity and paternity top-up, and employee assistance programs. It was also chosen for fostering a work climate that encourages and enables its employees to do meaningful work contributing to the positive development of surrounding communities.” This supportive environment allows all to develop and foster their passions, enhancing the educational and overall experience at UFV.

UFV students, faculty, staff, and administration regularly point to the things that UFV is doing well. The UFV 2025 Visioning Committee is committed to retaining and building on our strong foundation.

**What is changing?**

The “strong foundation” of strengths identified in the previous section, as well as the core values of “students, community, and transformation” acknowledged in the “Introduction,” will be invaluable as we navigate our way through a period of dramatic change and unprecedented pressures to change.

What is changing?

1. **Learners:** The digitization of everything and changing demographics are transforming the nature of both learning and learners.

   While there are fewer full-time students, there are many more non-traditional students, including first-generation students, working adults, Indigenous students, immigrant and international students, students with disabilities, and female students. Students are becoming older and more diverse.

   At the same time, the traditional student has become a digital native who, since a very early age, has regularly engaged in collaborative, participatory, social, and networked learning—the exact opposite of learning in a traditional lecture format.

2. **Learning:** We are in the midst of a paradigm shift from teaching to learning, from students as passive consumers of knowledge to active agents in their own learning, from universities organized around instruction by faculty in the classroom, to universities organized around learning by students—everywhere. This is driven partly by the changing nature and expectations of learners and partly by our more sophisticated understanding of student learning thanks to cognitive science research and the scholarship of teaching and learning. Increasingly, there are research-supported calls to adopt “learner-centred teaching”: teaching focused on the development of skilled, autonomous learners. There is a growing emphasis on peer-to-peer rather than teacher to student relationships, and on personalized learning, adapting education to the distinct learning needs and styles of each learner while giving them greater control over the learning process.
The expectations of business and industry are changing and this affects learning and what learners want. According to numerous surveys, employers say they want employees who have graduated from universities that integrate applied and liberal learning, stress cross-disciplinary breadth over specialization, provide students with collaborative and community-engaged learning and research opportunities, as well as internships and co-op experiences, and enable them to develop transferable life skills like reliability and resilience, as well as transferable cognitive skills like problem-solving and communication. They value learning outcomes and e-portfolios because they want graduates who can demonstrate and apply their learning. Above all, perhaps, they want employees who want and have learned how to learn and re-learn, who can adapt to the constant change that characterizes the 21st-century working experience.

Learning in K-12 is changing. These changes not only echo the changes outlined for post-secondary education; in many cases, they are much further developed. The changes include the shift from a content-based to a competency-based system; personalized, self-paced learning (each student is designing their own educational path and is accountable for their own learning success; they get help from mentors, peers, and study groups to achieve their goals); flexible learning spaces; student-driven, teacher-facilitated learning; and interdisciplinary/cross-curricular communication. The expectations of K-12 graduates with these experiences will be another factor driving change in post-secondary education.

3. **Faculty**: As the hierarchical model of pedagogy, where the teacher is broadcaster, is replaced by an increasingly horizontal and interactive model, faculty are more often playing the role of coaches, mentors, and facilitators. Their focus is less on content delivery and more on inquiry-based learning and mentoring undergraduate research.

Faculty are increasingly required to collaborate with others. Within institutions, they are working with librarians, learning technologists, advisors, career centre and faculty development staff to design the optimal learning conditions for students. They are also developing collaborative relationships with other institutions (post-secondary, K-12, and industry).

4. **The discipline-based organization of universities**: Building the university around the student learning journey and an educational model that is learner-centered and increasingly learner-controlled means that the student’s learning journey is becoming the key organizing principle of universities. This requires systematic collaboration across institutions, leading to a blurring of boundaries among departments, disciplines, Faculties, and support units. Hence, interdisciplinary collaboration is becoming a norm (both inside and outside the university, as off-campus learning requires collaboration with a variety of organizations, industries, and individuals).

5. **Funding and the university business model**: When public funding over a three-decade span drops from about 80% to below 50%, and in many cases, well below 50% (while the costs of running a post-secondary institution grow ever larger), the traditional business model of public universities becomes unsustainable. This decline is an international phenomenon and shows no signs of reversing or even slowing.

Government also controls a university’s other major source of funding—tuition—and significantly raising tuition is now politically impossible. Rising tuition rates and levels of student debt, combined with increasing pressures on family finances, are weighing heavily on student/family post-secondary education choices.
There is a trend towards performance-based funding: funding institutions based on outcomes like graduation rates, rather than inputs like applications or enrolments. This is most noticeable in 35 states in the U.S., but it is also beginning in Ontario and Alberta. In British Columbia, the Province ties 25% of our funding to programs deemed relevant to the labour market, which is perhaps one step shy of linking it to actual student employability outcomes. In Canada, provincial governments, including B.C., are also using the squeeze on financial resources to drive system differentiation (for example, distinguishing between teaching-focused and research-focused universities).

6. **The impact of information technology**: The application of computers to education is also changing the economics of post-secondary education, but the changes are larger than this. They encompass everything from the digitization of all aspects of university life and business, to the internet and universities’ lost monopoly on knowledge and credentialing, to the role of social media and mobile devices in education, to ever-important and dramatically changing educational technology. Technology is breaking the barriers of time and geography, enabling learning and the acquisition of almost every credential anytime, anywhere, and sometimes at little cost to the student. Computers will provide a more mobile and personalized educational experience. Unlike previous technology (like the printing press or television), computers can not only store or move information; they can process, analyze, and act on it. They can analyze the unique strengths, weaknesses, learning history, and learning styles of each student and respond differently for each student. They can change the very design of a course to fit each learner. We have only begun to see the revolutionary implications of computers on individualized learning.

Of course, all of the above are placing greater demands on campus IT infrastructure and a university’s budget.

7. **Competition**: This is increasing and intensifying. Universities used to know their competitors; for the most part they were local and physical. Now they are ubiquitous, increasingly private, and increasingly online. At the same time, globalization is dramatically increasing the competitive environment while creating more access and learning opportunities. Maximum student mobility, requiring the recognition of all kinds of learning—formal and informal—is becoming an international norm and an absolute requirement if universities are to remain competitive. Hence, universities are streamlining requirements and prerequisites, ramping up prior learning assessment and recognition capacity, partnering with school districts to create a seamless K-16 system in the regions they serve, and much more. Lastly, it is unclear how far the “unbundling” of higher education will go: already much of the content, services and experiences of a university are offered by—and sometimes contracted out to—private companies and industries.

8. **Accountability and Quality Assurance**: Against a backdrop of public and media questioning of the value and quality (and cost) of postsecondary education and, more specifically, a national discourse on the deterioration of the quality of undergraduate education, universities are being pressured to be more “accountable” to taxpayers, governments, parents, and students, and to provide assurances as to the quality of the education and services they provide. In response, universities are focusing more on quality and trying to demonstrate it—especially, for teaching-focused institutions, teaching quality. This is complicated by the political hegemony of a neo-liberal or managerialist perspective that understands teaching as performance and assesses its quality solely in terms of its relevance to the labour market and industry. Universities need to assess, measure, and demonstrate quality in their own educational terms (including learning outcomes) if they are to avoid having a
narrower understanding imposed on them. At the same time, universities are wrestling with the challenge of increasing quality without increasing costs.

As the following section indicates, students, faculty, staff, and administrators at UFV have recognized the changes outlined here.

What did we hear from you?

Over the past year the UFV 2025 Visioning Committee solicited feedback from numerous sources. To gather faculty voices we solicited department feedback from all Faculties and also received submissions from staff and support units. To gather student, staff, and community voices we conducted a number of forums, an on-line “have your say,” a number of comment walls throughout UFV, a few student focus groups, a submission and presentation from the Student Union, and an EDUC/PHIL 362 student submission. To engage our administrative bodies we solicited presentations and written submissions from Advising through to University Relations and everything in-between. Even though we were gathering a variety of perspectives, there was a great deal of consistency across these different voices.

The key themes that persisted throughout these diverse groups are detailed below and represent what we heard from you. It is important to note that these descriptions are not comparative in nature. Some of what is listed below, we do well already; some require some work on our part to accomplish. This feedback describes a UFV for 2025; it does not compare it to UFV today.

1. **We want a strong and vibrant UFV community:** UFV will not be somewhere we just attend classes. It will be a community that supports diverse students, learners, and faculty by providing more than just academic content: it will provide the university experience. UFV will be fully indigenized with Indigenous worldviews permeating classwork, recreation, ceremonies, and programs. There will be more community and gathering spaces, more food and library options and access, more recreation opportunities, and more events that engage and develop school spirit. It will support diverse transportation needs including bike lanes, affordable parking, and a comprehensive shuttle service. There will be a strong and accessible wi-fi service that connects students, faculty, and the surrounding U-district. It will engage the local Fraser Valley businesses and services on campus, supporting connections between community, students, and faculty. Faculty will be involved in student activities both inside and outside of the classroom. UFV will recognize that a university is responsible for more than academics.

2. **We want to be connected to the field:** University will not just be about preparing for work; it will be about bringing the workplace into the university. Faculty will be engaged and connected with the field, not just academia. Students, no matter what their discipline, will have opportunities to complete work and field experiences, co-ops, and/or service learning while enrolled in their program. Research in our local community will involve faculty and students, with students having the opportunity to drive that research. The administrative units at UFV will be quick and nimble, able to respond to the emerging needs of local businesses and services in the Fraser Valley, BC, Canada, and the world. Partnerships with the local community, including the Stó:lō Nation, will be fostered and supported at every level. Departments will be involved in partnerships with trades, job markets, and alumni working in the field. UFV will be a part of the field, not separate from it.

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2 Those who would like to consult the data analysis summaries created by the UFV 2025 Visioning Committee see H:/Temp/UFV 2025.
3. **We want flexibility and accessibility:** UFV will support a diverse group of students, learners, and faculty which means that programming and administration will need to be responsive. We recognize the changing demographics of age, race, culture, ethnicity, and ability are factors to consider in our population. Programs will need to be flexible enabling different entry points; personalized advising, learning, and assessments; blended, on-line, and flipped classrooms; increased course offerings, including certificates, diplomas, and graduate programs; and the ability to evaluate more than just credits and hours. This will require that more information is available in a variety of formats, from a variety of locations. So, whether a student is meeting with someone in person at the UFV campus or is connecting on-line, they will be able to get the information and support they need. This includes registration, academic content, research support, digital library collections, and advising. To accomplish this, technology and IT support will be critical. They will be reliable, user-friendly, and comprehensive. In addition, administrative units like the registrar’s office, finance, program development, ITS, ETS, etc. will need to be nimble and accommodating. The development of flexible programs, delivery methods, and supports means that all UFV services will figure out how to make things possible, rather than put up roadblocks that halt innovation.

4. **We want to support lifelong learning:** UFV will support the lifelong learning of its students, faculty, staff, and alumni. The scholarship of teaching and learning will be a priority. Faculty will engage in continual professional development to ensure that classes are relevant, engaging, and active. Students will recognize faculty for their roles as coaches, facilitators, and guides, their implementation of active learning, and their effective use of technology. Students will be involved in research, both at UFV and in the community. Co-curricular records, e-portfolios, and capstone projects will be recognized as part of the learning journey. Faculty and students will learn from each other through engagement in interdisciplinary projects, programming, and research. Quality teaching will remain a priority, with small classes, involved faculty, and a strong academic community.

Whether faculty, students, community member, or staff, your voices were clear regarding a vision for UFV in 2025.

**What are we going to be in 2025?**

The UFV 2025 Visioning Committee has reviewed the literature on the future of post-secondary education in North America, listened to student, staff, and faculty voices describe their concerns and dreams for the university, and engaged the surrounding communities to understand how they view the role of UFV in the region. We heard from UFV that we want a strong and vibrant UFV community; we want to be connected to the field; we want flexibility and accessibility; and we want to support lifelong learning. All of the information and data was integrated with the strengths and mandate of the institution to envision what UFV will and can be in 2025:

**UFV in 2025 will be a community- and regionally-based university that is learner- and student-centred, whereby the learning drives the system and structure of the institution. Students and local communities will view UFV as a centre for intellectual and social development throughout their lifetimes, and as a place to learn how they can be better global citizens.**
A community and regionally based university builds new relationships, and builds from existing relationships linking students, communities, and industry to be able to provide learning opportunities throughout the lifetime of our students. We use the word “community” because we have strong relationships with the communities around UFV. Furthermore, UFV will engage with our region through internal and public events, projects, and programs that resonate with the needs and interests of our UFV community (faculty, staff, administrators). Partnerships with business, industry, health, social services, and government will provide basic and applied research opportunities for students and results that will help grow the economy, strengthen our cultural capital, and maintain environmental sustainability. The university will easily respond and adapt to the changing needs of students and external pressures facing our region, and still provide a high quality education.

To accomplish this UFV will be a learner- and student-centred university where faculty engage students with interdisciplinary problem-based learning that brings the community inside the classroom and concurrently expands the classroom outside the walls of the university. Learning will include traditional face-to-face classroom and lab-based formats, a spectrum of technology-enhanced options, and applied opportunities that match learning outcomes. Learning will also be adaptable to the needs of an increasingly diverse student population that reflects the age, ethnicity, ability, and cultural characteristics of our growing communities. Faculty will want to be at UFV because they can be engaged in applied research, and they can work with students on a variety of learning projects. UFV will be a leader in the professional development of teaching and research skills matched with work-place principles that encourages the mentoring of students through teaching, research, and projects. UFV will continue to be recognized as a good place to work.

UFV will be a university of social and intellectual development that supports lifelong learning and engaged global citizenship. The campus will be more than a space for commuter students to consume education components. Instead, UFV students will possess a sense of identity and belonging through the creation of spaces that encourage collaboration, provide places and opportunity for social activities and collaborative learning experiences. Students will come back to campus to participate in activities outside of formal learning and class requirements, while alumni and community members will engage in public events and activities because UFV is a part of their community and regional identity. UFV will provide education and services that meet more than just the education needs of students, but prepare them for sustainable, fulfilling livelihoods that also contribute to the social, economic and environmental well-being of the region.

However, this will only be possible if learning drives the system and structure of the university, rather than the structure shaping the learning. Programming and services will be relevant, flexible, timely, and accessible by all that comprise the broad spectrum of students. Programs will be flexible, interdisciplinary, and recognized by other universities as meeting the highest standards. Programming will be designed to meet the needs of the learner rather than prioritizing the needs of administration, faculty, and organizational structure.

Conclusion

The visioning exercise began with the question, What should UFV look like in 2025? The next step, creating the Education Plan, 2016-20 began with the question:

What are the five goals that UFV must achieve from 2016-20 to set ourselves up for 2025?
Once again, the entire UFV community was invited to address this question. The products of this phase of our visioning and planning exercise were, first, the five goals for the Education Plan and, second, the Plan itself.

The involvement of the students, staff, faculty, administrators, and members of the local Fraser Valley community in developing the UFV 2025 Vision was essential. It has been a first of its kind for UFV and it could not have happened without their support and creativity. The Visioning Committee heard from them through presentations, department submissions, forum discussions, an on-line “have your say,” a blog, comment walls, student focus groups, and student papers for a philosophy of education course. The Committee listened to what they had to say and are very grateful for their participation.
At its September 30, 2016 meeting, UEC voted to approve the introduction of a mid-cycle review for Concept Papers. This change will be reflected in the Procedures for Undergraduate Program and Course Approval, which is an Appendix to Policy 21.

Please see the attached document for additional details.
MEMO

To: Amanda Grimson for submission to UEC
From: Dr. Peter Geller, Vice-Provost and Associate Vice President Academic
Date: September 14, 2016
Subject: Mid-cycle review of Concept Papers

In an effort to increase flexibility for groups working on new program initiatives, we recommend the introduction of a mid-cycle review for concept papers. This mid-cycle review would be in addition to the schedule used in 2015-2016, but only up to the Senate stage of the approval process. At this point, we are proposing not to change the frequency at which the Board is asked to approve the Program Report and Plan which includes proposed concept papers. Thus, as shown in the column to the far right on p. 2 of this memo, concept papers being reviewed mid-cycle would be presented to the Board for final approval in June, at the same time as the concept papers being reviewed later in the year.

Allowing for a mid-cycle review would require a slight change to the procedures as last approved by UEC and GSC in May 2016 (see track changes on p. 2, first column):

- modify language regarding development of Full Program proposal after Board approval. PWGs would be advised that, while they may wish to develop the full program proposal ahead of the Board approval in June, they would do so at their own risk. But in no case should a Full Program Proposal enter the internal review process prior to the Board approval of the Concept Paper.

Under policy 21, Undergraduate Course and Program Approval, and policy 209, Graduate Course and Program Approval, a change to procedures is to be approved by these committees, in consultation with the Office of the Vice-Provost. Because APPC is the main senate standing committee involved in this process, APPC’s approval is solicited as well.

If approved, this change will be communicated to Senate, Deans and Faculty Councils for information.
## Concept Paper: Approval Procedures and Timeline

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<th>Steps</th>
<th>Timeline</th>
<th>Timeline (mid-cycle)</th>
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<tr>
<td><strong>Development of Concept Paper</strong>: PWG develops the Concept Paper, on the approved template, in consultation with the PDO, appropriate academic units, the dean, and AVP REGS (for graduate programs). PWG submits the Concept Paper to the PDO, who verifies that it is complete before submission to faculty/college council.</td>
<td>Recommended: September-February</td>
<td><strong>Recommended</strong>: April-October</td>
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<td><strong>Faculty/college council and dean</strong>: The PWG presents the Concept Paper to faculty/college council for discussion. The council assistant sends the Concept Paper to the dean and AVP REGS (for graduate programs) for review and approval.</td>
<td>Recommended: March</td>
<td><strong>Recommended</strong>: November</td>
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<td><strong>Provost’s recommendation to Academic Planning &amp; Priorities Committee (APPC)</strong>: Upon approval by the dean and AVP REGS (for graduate programs), the Provost, in consultation with Deans Caucus, assesses all Concept Papers submitted in a given academic year, prioritizes them, and prepares a report for presentation to APPC (with accompanying rationale) on Concept Papers that are: a) meritorious and supported for development with a specified timetable for implementation and start date; or b) not supported for development (with an explanation).</td>
<td>April</td>
<td>January</td>
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<td><strong>APPC</strong>: APPC reviews and recommends Concept Papers to be approved for development.</td>
<td>May</td>
<td><strong>February</strong></td>
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<td><strong>Senate</strong>: Senate reviews and recommends Concept Papers.</td>
<td>June</td>
<td><strong>March</strong></td>
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Board: The Program Report and Plan, which includes Concept Papers, is submitted to the Board for approval. **Only upon approval by the Board should a Program Working Group proceed with developing the Full Program Proposal for internal review and approval.**