

APPROVED AGENDA
Professional Studies Faculty Council

Friday, September 21, 2012
10:00 am – 12:00-noon
Room B140, Abbotsford Campus

<i>Package Pages</i>	
	1. Welcome – New Faculty and Staff (Rosetta Khalideen)
	2. Items for Approval
Pg 1, 2	2.1. Agenda – September 21, 2012
Pg 3 - 6	2.2. Minutes – May 18, 2012
	3. Continuing Business
Pg 7 - 17	3.1. Categories and Criteria for Teaching, Service, and Scholarship
Pg 18 - 43	3.2. Indigenizing the Faculty Standing Committee
	4. New Business
Pg 44	4.1. Student Representation on Faculty Council
Pg 45	4.2. Finalizing Members on Professional Studies Standing Committees
	4.3. Membership for Senate Committees
Pg 46 - 55	4.4. School of Business: Approval of two new courses: BUS 377 Management of Cooperatives and BUS 499 Applied Project
	5. Standing Committee Reports
	5.1. Nominations and Elections Committee
	5.2. Field Education and Practicum Committee
	5.3. Retention Committee
	5.4. Learning Exchange Committee
	5.5. Faculty Newsletter Committee

Pg 56, 57

Pg 58

6. Committee Reports

- 6.1. Dean's Report (Rosetta Khalideen)
- 6.2. Report's from other Faculty Councils
- 6.3. Report from Senate

7. Information Items

- 7.1. Call for Expressions of Interest – UFV Senate Standing Committee
- 7.2. Dates for Scheduled Faculty Council Meetings
- 7.3. Next Faculty Council Meeting Friday, October 26, 2012

APPROVED MINUTES
Professional Studies Faculty Council

Friday, May 18, 2012
10:00 a.m., Room A421, Abbotsford Campus

Chair: Cyrus Chaichian

Present:	Rosetta Khalideen	Christina Neigel	David Dobson	Mike Ivanof
	Carol Dickson	Jan Lashbrook Green	Leah Douglas	Lorraine Wood-Gaines
	Awneet Sivia	John Hogg	Barbara Salingre	Don Miskiman
	Ron Zitron	Colleen Bell	Gerry Palmer	Mark Breedveld
	Kim Milnes	Les Stagg	Christine Slavik	Doris Ball
	Sandy Hill	Cindy Rammage	Ian Hunt	Glen Paddock
	Gillian Bubb	George Melzer	Keith Lownie	Robert Harding
	Al Wiseman			

Regrets:	Adrienne Chan	Heather Compeau	Jane Dean	Kevin DeWolde
	Maureen Kiner	Sheryl MacMath	Fiona McQuarrie	Maple Melder-Crozier
	Lisa Moy	Kathie Ramsay	Barb Stirskey	Michael Windsor

Recorder: Marla Fralick*

* Indicates Non-Voting Member

1. WELCOME

Meeting called to order at 10:05 a.m. Rosetta welcomed UFV's new Registrar and University Secretary, Al Wiseman.

2. ADOPTION OF AGENDA

<p><u>MOTION</u> THAT the agenda be adopted as presented.</p>	<p>Leah Douglas/Mark Breedveld</p>
	<p>CARRIED</p>

3. APPROVAL OF MINUTES 2012-04-20

<p><u>MOTION</u> THAT the minutes of 2012-04-20 be approved as submitted with the following amendments:</p> <ul style="list-style-type: none"> • Item 6.2 – Jan Lashbrook Green's name needs a space before Green • Add Ron Zitron – 10 years' service, Cindy Rammage – 10 years' service, Maple Melder-Crozier – 20 years' service. 	<p>Sandy Hill/Les Stagg</p>
	<p>CARRIED</p>

4. **UNIVERSITY SECRETARY & REGISTRAR – Al Wiseman**

Al Wiseman gave a brief overview of the role of the University Secretary in terms of the institution's governance structure.

Al encouraged everyone to feel free to email him any questions or concerns.

5. **CONTINUING BUSINESS**

5.1 **Categories and Criteria of Scholarship**

Christine Slavik has been working with Faculty Council to develop criteria around scholarship, teaching and service. A summary of previous discussions on these criteria was reviewed and discussed. It was the intent at this meeting to create a final document that would be shared with the VP Academic.

Questions were raised around the rationale and purpose of the criteria that were being developed. Faculty wanted to know how these will be used. There were some concerns that the development of criteria was being done for rank and tenure and if this was so, then the FSA should be included in the discussions.

Rosetta explained that criteria were necessary not solely because of rank and tenure but there needs to be some common understanding of what constitutes good teaching and scholarship across the faculty and the university.

Two examples she shared were that criteria are necessary for the IPEC process or to the applications for research and scholarly releases.

Some faculty also questioned how discussions at the Professional Studies Faculty Council fit with the other faculties in UFV. Was there a clear institutional process for determining criteria? Will there be institutional wide consultations as was done with the Learning Outcomes.

Rosetta agreed to get more clarity on the process before the summary document is finalized and shared with the VP Academic and other senior administrators. Rosetta encouraged everyone to read the document "Criteria in Teaching, Service and Scholarship," and provide suggestions.

ACTION: ALL

5.2 **Indigenizing Standing Committee**

The framework document on Indigenizing Post-Secondary Institutions was brought to Faculty Council's attention with a view to determining follow-up action. Rosetta indicated that our inventory of "Indigenizing Activities" in the Faculty will be done. She also suggested that Faculty Council might want to think about an "Indigenizing Standing Committee." This could be brought back for discussions the next Faculty Council meeting.

6. **REPORTS**

6.1. **Reports from Committees**

6.1.1 **Nominations and Elections Committee**

No report at this time

6.1.2 Field Education and Practicum (FEP) Committee – Christina Neigel

Christina Neigel reported that this Field Education Committee was very active. One major focus of their discussions was appreciating the people in the field who support student placements. Some ideas that were talked about were providing gift cards; hosting appreciation events; providing monetary gifts. This committee will make some final recommendations shortly. Lucki Kang has agreed to be the chairperson.

6.1.3. Retention Committee – Cindy Stewart

Cindy reported that this committee did not meet this month. They want to do a workshop on feedback related to SPARK.

6.1.4. Learning Exchange Committee – Awneet Sivia

Activity planned for end of this meeting.

6.1.5. Faculty Newsletter Committee

The newsletter will be posted this afternoon.

6.2 Dean's Report

The Dean provided the opportunity for Departments to highlight some of their activities:

TEP – Awneet Sivia

TEP hosted a Roundtable event on May 3rd and 4th with 70+ attendees who worked in a Teacher Education Program in universities across the province. Topics included the role of teachers, personalized learning, and educating for the 21st century. Who shapes whom? How do we design programs? What will teaching look like in 20 years? They had four panelists speaking on "21st Century Learning and Teacher Education: A Complicated Conversation." They had breakout sessions to engage participants on specific topics. It was a successful roundtable event.

ECE/CYC – Les Stagg

ECE hosted an event on May 10th on Mental Health of Families and Children. Three experts from Australia spoke. It was well attended with 155+ people present. Three experts from Australia spoke. Maple Melder-Crozier played a key role in organizing this event.

The ECE Department attended a retreat with Kyra Garson from TRU on intercultural competence. The department developed plans for ways in which we can be more competent in intercultural matters even though they are already high functioning in this regard.

Aboriginal Skills ECE certificate (the SASSET project) has one more year of operation until the students graduate with their ECE certificate. The entrepreneurial aboriginal contract for \$360,000 has benefited the department and UFV. The project is still underway.

MSW – Elizabeth Dow

MSW hosted a Student Symposium on May 4th and 5th. 15 - 22 students in groups of three were given 10 minutes each to present their research. Their research was phenomenal, and it was a great couple of days. It is great to have local access to a graduate degree in Social Work. They are completing registrations for the next cohort of 22 students.

LIBIT – Jan Lashbrook Green

LIBIT attended the B.C. Library Association Conference, which had over 200 participants. Christina Neigel spoke in two sessions: Instilling Innovation Creativity in Library Culture and Educational Practice. Christina is going to the National Canadian Library Association Conference in May to discuss the scope of Library and Information Management Education.

6.3 Reports From Other Faculty Councils

No reports at this time

6.4 Report from Senate – Gerry Palmer

There are a number of policies that need to be finalized. The September drafts are out for input.

A policy on program discontinuation is important. There will need to be more discussion on such a policy.

7. LEARNING EXCHANGE COMMITTEE ACTIVITY

Members of the Learning Exchange Committee led an activity that allowed all to share their challenges and highlight some of their best practices. There was not sufficient time for in depth discussions. Rosetta suggested that the Learning Exchange Committee host more of these kinds of sharing activities outside of Faculty Council. She thanked the group for facilitating the activity.

8. INFORMATION ITEMS

8.1. Faculty Council Meeting scheduled for June 15, 2012 is cancelled.

9. ADJOURNMENT

Meeting adjourned at 1:00 p.m.

**A Discussion of Workload Criteria in Evaluating Teaching, Service
and Scholarship in the Faculty of Professional Studies
University of the Fraser Valley
Draft #1 May 2012**

The Faculty of Professional Studies at the University of the Fraser Valley provides courses, certificates, diplomas and degrees leading to professional certification in a number of disciplines. Programs offered include Business Administration; Applied Business Technology; Social Work and Human Services; Child Youth and Care; Library and Information Technology; Early Childhood Education; Teacher Education and Adult Education. The Faculty of Professional Studies assists students from a variety of academic and career backgrounds to achieve their educational and career goals in a caring collegial interdisciplinary environment.

Our faculty brings both an academic background and a “real-life” experience to teaching and learning. They are dynamic and innovative, responding to community and employer needs through the use of creative programs, close ties to the community, and business and industry partnerships. Classroom learning is supported by field experiences, supervised practica and co-operative learning. Our low student faculty ratio demonstrates our commitment to quality programs and individual attention to our students. We prepare our graduates to engage in knowledge transfer, pursue graduate programs, become socially responsible, grow personally and professionally and positively contribute to their communities of practice.

We recognize the interrelationship between academic learning and professional practice, and the importance of the nature of our partnership within the communities of practice and field. Faculty are engaged in teaching, service and scholarship as they pursue and fulfill their role as educators and contributors to their professional practice and the field they represent. Individual faculty members will each contribute to teaching, service and scholarship though the degree to which any one category is reflected in their work is differentiated and will vary in quantity and aspect.

The diverse nature of the fields in Professional Studies requires a flexible system for evaluating contributions to teaching, service and scholarship. In some instances the activities of a faculty member may represent more than one category of evaluation, as the categories are not mutually exclusive. For example when teaching practicum there is a component of the course where faculty are delivering a seminar to students (teaching). Another requirement within the practicum course is that faculty members complete visits to the student and field mentors to evaluate the student’s learning and competencies. Faculty is networking as they engage in this activity, which is a form of community engagement and work (service).

In preparing this document, the Professional Studies Faculty members participated in appreciative inquiry interviews to establish a shared understanding of what excites faculty about their work, what values drive their work and which core factors give life to the faculty (Appendix 1). It is clear the faculty share a common passion for teaching and mentoring. They are excited by experiences in the field and making the connections from classroom to practice. Modeling effective practice and mentorship are important ways the faculty connect with students, the community and the field. Working with our First Nations partners is identified as important for the faculty. Sharing expertise within UFV and the community, in a regional, provincial, national and international capacity are also highpoints for the faculty. The ability to be creative, flexible and face challenges innovatively energizes the faculty. We do this through leadership in course development, community development and reflective practice.

It is clear from the shared conversations amongst faculty and across disciplines that student success is at the heart of what we do. Success in the Faculty of Professional Studies is enabled by relationships, a deep commitment to students and wanting to better society. The faculty acknowledges the visionaries and leaders that have historically built the foundations at UFV and continue to drive success through willingness, freedom and autonomy and supportive relationships.

The faculty in Professional Studies is passionate and dedicated. Our common values include; collegiality, integrity, diversity, a supportive structure, trust, independence/autonomy, self-directness, caring and respect. We share a commitment to learning outcomes, professional knowledge and promote currency and relevancy in our teaching and practice in service to students. Core strategic factors that give life to the Faculty of Professional Studies include high standards of teaching and practice, well-articulated goals and values and responsiveness to students/student voice.

In coming up with a format of suggested criteria for evaluation of work contributions in teaching, service and scholarship, the Faculty of Professional Studies expressed the importance of recognizing diversity. Equality across faculties and programs needs to be valued and the varied disciplines and non-teaching faculty need to be embraced. Support, commitment and recognition of the variety of responsibilities and contributions toward the whole of the university are seen to be important. Commitment to best practices in the field and community leadership and involvement can augment both teaching and individual and collective scholarship. It is hoped that scholarly activity makes its way to the classroom, advancing the interests of the students and community. In addition it is noted that extra and co-curricular work is valued. Workload and scholarship defined in the broadest sense is a strength to be appreciated. Dialogue, openness and sharing of teaching, service and scholarship are an important way to build and broaden capacity within the faculty.

Suggested ratio of work activities – 60-20-20? 60-40? 50-30-20? Other?

Currently UFV is designated as a teaching intensive regional university and as such the Faculty of Professional Studies supports the emphasis of workload criteria be placed on teaching and the professional role of the faculty. The professional programs within the faculty are clearly engaged in community to a high degree and therefore the weighting of these criteria is potentially higher than in other faculties across the university. In recognizing the diverse and flexible nature of the Faculty of Professional Studies schools and departments, it is suggested an individual faculty member may vary the weighting of their workload in consultation with leadership (Department Head/Director & Dean). An adjustment of credit load needs to happen to recognize scholarship and service.

Teaching

Recognizing that teaching can take many forms within a professional faculty, examples of teaching can include a range of classroom and field settings, professional development workshops, seminars and courses. Appendix 2 provides a table of suggested activities that could be utilized as workload evaluation criteria.

Service

The Faculty of Professional Studies recognizes that faculty involvement and commitment will occur within the university, the communities of practice and in professional associations. Appendix 2 provides a table of suggested activities that could be utilized as workload evaluation criteria.

Scholarship

Within Professional Studies, faculty are engaged with scholarly activity in many ways. Scholarship can include research, writing and conference presentations. Appendix 2 provides a table of suggested activities that could be utilized as workload evaluation criteria.

Boyer (1990) suggests that in addition to valuing knowledge generation (the traditional definition of scholarship), higher education should also support the application of knowledge through faculty engagement in community-based scholarship, teaching and service. The Faculty of Professional Studies represent disciplines that are practice-based and therefore we value and support creative, community-based research and service initiatives. Connecting scholarship to community practice through engagement to meet the needs of our students and society is core.

APPENDIX 1

Faculty of Professional Studies – Appreciative Inquiry into Teaching, Service & Scholarship at UFV

Passions/What excites about your department/school/UFV

Potential for growth
Strong connection to the community ✓
Openness to change/allowed to make changes
Teaching & mentoring ✓
Teaching in area of interest
Creativity ✓
Small class sizes
Challenging work ✓✓
Opportunity to share
Working with First Nations
Focus on teaching ✓✓✓
Diversity of experiences
Flexibility
Location/scenery

High Point

Program development
Being able to be innovative and creative with new initiatives
Course development
Community development ✓
Being in a leadership role
Student success ✓✓✓
✓✓✓ (convocation address, alumni event)
SPARK
Self reflection while teaching
Making change happen
Teaching in an area that provided an opportunity for growth
Relating research to teaching
Teaching ✓
Alumni reunion
Seeing your work and passion embedded in the curriculum
Initiating PLAR
Publishing
Student feedback
Being part of a connected department

Success Enabled by

Creative people
"yes" people
"I can be a change agent"
Reflection
Determination
Enthusiasm
Perseverance
Resilience ✓
Willingness ✓
Relationships ✓✓✓
Mentoring ✓✓
Wanting to better society ✓✓✓
Common goals/aspirations
Generative people
Ability to embrace ambiguity
Support ✓✓✓✓
Visionaries ✓✓
Good planning, design & development
Legitimate participant
Collaboration/Colleagues
Practice
Freedom/Autonomy ✓
Deep commitment to students ✓✓✓✓✓
Hard work
Commitment
Good Leadership ✓✓✓
Professional Development
"I wonder"

Values

Dedication ✓✓ (stupidly)
Passion ✓✓✓
Caring ✓
Respect ✓ (for individual values)
Sensitivity
Compassion
Relationships
Connections
Assertiveness
Collegiality ✓✓✓✓
Integrity ✓✓✓
Honesty ✓
Independence/Autonomy ✓

Self-directedness ✓
Quality
Students ✓✓✓
Support & Structure ✓✓✓
Accountability
Trust ✓✓
Engagement
Strengths-based
Communication
Diversity as a team ✓✓
Social Justice

Core strategic factors that give life

Well articulated goals & values ✓✓✓
Relationship to the field
Relationship to the community
High standards ✓
Collaboration
Responsiveness to students/student voice
Reputation
Willingness to be open to differences (and discuss them)
Authenticity of services offered
Sharing/networking
Teamwork/collegiality
Safety
Professionalism
It's a "cause"
Idealistic
Visionary
Supportive
Inspired

Hopes for the future/wishes

Strengths are the focus
Diversity is recognized
Inclusive criteria
Varied disciplines & non-teaching faculty embraced
Equality across programs/departments/schools/faculties
New ventures & initiatives
Teaching, service and scholarship are "valued" equally
Adjustment to credit load to recognize scholarship & service
Involvement at all levels
Respect for faculty

Recognition of the variety of responsibilities & contributions ✓✓
Recognition of individual contributions to the whole
An interconnected model/holistic model for one's life
I am part of the change
Balanced approach to TSS
Workload & scholarship are defined in the broadest sense
Share expertise monthly
Extra and co-curricular work is valued (student life, writing centre)
Dialogue
Openness & appreciation
Apply new learning outcomes
Service added
"Scholarly activity makes its way to the classroom – advancing the interests of the students & community"
Time, funding & resources
Scholarship gives us a competitive advantage because it is differentiated from traditional academic research
An environment that promotes & facilitates excellence in teaching
Teaching 60% Service 20% Scholarship 20%
Teaching 50% Service 30% Scholarship 20%

APPENDIX 2

Teaching	Service	Scholarship
Teaching – F2F & virtual	Membership & contribution to –	Collaborative scholarship projects with community agencies
Course work (outlines, manuals, etc)	Departmental committees	Writing – books, articles, reports, monographs and other publications
Course coordination	Faculty committees	Reading journals & books for currency
Course revisions	University committees	Conference papers and poster presentations (preparation & delivery)
New course development & design	Governance	Editing journals/books
Preparation of course materials	Community committees	Creation or development of professional practice materials, public curriculum or course materials
Student supervision	Involvement in professional association committees or boards	Peer reviews
Seminar or field-based teaching	Regional, provincial, national, international	Successful grant proposals
Online course instruction	Ad hoc committees to promote interdisciplinarity	Research projects
Teaching innovations (developed or implemented)	Memberships	Professional development activities
Development of teaching aids/resources	Organizing events (conferences, speaker series)	Maintaining currency of practice
Teaching students in an interactive process to create, maintain and achieve academic, personal and career goals	Consultation/advising	Visiting scholar activities
Academic guidance/counseling	Advocacy work	Adjunct faculty
In individual, group and online formats	Workshops/networking	Collaboration with students on projects/research
Providing developmental advising and mentoring of students	Articulation work	Generative exploration of new knowledge outside of own area
Guest lecturing/paneling	Listserv participation	Developing and disseminating innovative advising strategies
Developing and facilitating presentation and workshops for faculty, students, staff and community members	Consortium membership & committee work	Creation/innovation eg. toys, materials
Creating assignments	Community development work	Developing practicum experiences
Generating case studies	Contributions to school districts and health agencies	Social change research
Reflecting on practice, teaching & learning	Participation in Ministry for Children and Family Development Committees	Outcomes research
Mentorship	Public service	Process research
Accountable to learning outcomes	Administrative and non-teaching responsibilities within UFV	Action research
Translate outcomes to	Participation in FSA	Forums, roundtable
	Entrepreneurial consultation	
	Informal advising and program planning	

<p>activities Feedback to students Course evaluations Communicating curriculum and university policies Field studies Student engagement Observation of teaching Creativity in teaching Sharing ideas Learning from students & colleagues Teaching critical thinking Adaptability Fun/sense of humor Flexibility Assessment criteria & evaluation materials (formative/summative) Developing credit curriculum in the community Responding to community education needs</p>	<p>Empowerment – connecting students to service and community engagement Making non-remunerative contributions to the community Volunteer work Coaching student competitions Incorporating service learning into the classroom Writing reference letters for students Awards, nominations, SACs, IPECs Liaison roles within UFV/Community Relationship building with professional agencies Advocacy for affordable education</p>	<p>events, & focus groups Microlecture series SPARK event Creating alternative resources (other than texts) multi-literacies, web material</p>
--	---	---

DRAFT

**INVENTORY OF ABORIGINAL CONTENT IN THE
FACULTY OF PROFESSIONAL STUDIES AT THE
UNIVERSITY OF THE FRASER VALLEY**

Prepared

by

Collins Njoroge

31st August, 2012

Preamble

The Faculty of Professional Studies includes seven academic units:

1. Applied Business Technology
2. Adult Education
3. School of Business
4. Early Childhood Education/Child & Youth Care
5. Library and Information Technology
6. School of Social Work and Human Services
7. Teacher Education Program

The aim of this report is to provide an inventory of Aboriginal content in the programs and curricula of these seven units. This inventory will be used as a starting point to develop further initiatives around indigenization within the Faculty. The report will address the expectations outlined in the British Columbia government's Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan (BC Ministry of Advanced Education, 2011). The intent of this policy framework is "to address systemic barriers and support systemic institutional change to support Aboriginal learners" (p. 2).

This report begins by outlining the current Aboriginal content in the academic units of the Faculty of Professional Studies. The report will also review the activities at three other BC post-secondary institutions as part of their indigenization processes, and finally will provide recommendations for further actions for indigenization in the Faculty of Professional Studies at the University of the Fraser Valley.

Applied Business Technology (ABT) Department

The Applied Business Technology program prepares students for office employment by providing them with business and computer skills. The ABT certificate is a full-time, 24-week program (including a 3-week work experience placement) offered at UFV's Clearbrook Centre, with intakes in January and September. The department concedes that despite having had Aboriginal students in the certificate program, there is no specific Aboriginal content in the program's curriculum, or any teaching/learning methods for Aboriginal students that differ from the standard approach.

The ABT department alludes to the following challenges facing some Aboriginal students:

- deficiencies in English language skills
- lack of organization or prioritization
- lack of support from family and friends

These deficiencies, however, are not experienced only by Aboriginal students.

It is important to note that the ABT department has no immediate plans to add Aboriginal content to the program. The textbooks used in the certificate courses do not currently contain Aboriginal content relevant to Canada. Also, in the past, employers or students have never indicated a need to make any changes to the course content. Furthermore, the department is limited both in human resources and time. However, the department hopes that its upcoming program review might be an opportunity to consider positive ways of engaging in program development that pays attention to the needs of Aboriginal students.

Adult Education Department

The Adult Education Department (ADED) offers two programs: the Bachelor of Arts in Adult Education (120 credits) and the Adult Education and Workplace Training Certificate (12 credits).

According to the ADED department, there are several courses within both programs that include Aboriginal content. The majority of this content is found in three courses.

- ADED 350 (Story Telling and the Reflective Practitioner): this course is grounded to a significant extent in non-traditional ways of knowing and teaching through storytelling. Thus, it is highly relevant and appropriate for aboriginal students
- ADED 365 (History of Aboriginal Adult Education in Canada): this course focuses on Aboriginal adult education history in the Canadian context, with relevant reference to Australia, New Zealand, South America and Finland
- ADED 420 (Adult Education in the Global Context) – this course borrows a great deal of Aboriginal material from the UNESCO Fifth International Conference on Adult Education (UNESCO, 1997).

Most of the other courses in the Adult Education programs include opportunities and “space” for students to examine or investigate the development, current practices or contributions of

Aboriginal learners and Aboriginal organizations within the context/history of adult education in Canada. For example, in ADED 310 (Introduction to ADED), students visit an aboriginal educational organization and bring back examples of their work for presentation to the class. In ADED 407 (Organizational and Workplace Learning: Reflections of Practice), students research and create a workplace modeled on aboriginal principles of learning and training.

The ADED department is privileged to have an Aboriginal sessional instructor and a faculty member who is a specialist in Aboriginal learning. In addition, the department has recently hired a new faculty member who has investigated the whole area of language, inter-cultural communication (literacy), and inclusion for Aboriginal people within an English-language dominant Canadian context. This places the department in a unique position to consciously and actively seek ways and means of increasing and modifying curriculum to best serve UFV's Aboriginal students, and to enable effective inter-cultural understanding.

For challenges being faced by Aboriginal students, the ADED department notes:

- Family/work challenges that interfere with learning result in the odd student not completing a course or several courses.
- The closure of some BC aboriginal educational institutions, and the subsequent loss of records, has seriously affected what should have otherwise been a fairly straightforward transfer of credits. The lack of records forces the affected students to seek credit recognition through PLAR (Prior Learning Assessment and Recognition), a time-consuming and expensive process.

To alleviate some of these problems, the ADED department recommends establishing better links with appropriate Aboriginal organizations, and finding methods of reaching Aboriginal learners, especially those scattered throughout BC. Such methods could include augmenting real-time online education through locally-based educational consultants (tutors), and interpersonal (face-to-face) communications and learning activities. Improving Aboriginal content in the ADED programs could also entail fostering a more formal relationship with the Native Adult Instructor Diploma (NAID) program at the Nicola Valley Institute of Technology (NVIT) in Merritt, BC. The NAID has traditionally transferred directly into the Adult Education degree.

School of Business

The credentials offered in the School of Business are:

- Bachelor of Business Administration, including:
 - Accounting option
 - Finance option
 - Human Resource Management option
 - Marketing option
 - Financial Management concentration
 - Operations Management/ Management Information Systems concentration
 - Organizational Studies concentration.
- Bachelor of Business Administration in Agriculture Management

- Bachelor of Business Administration in Trades Management
- Bachelor of Business Administration (Honours)
- Bachelor of Business Administration (Aviation)
- Business Administration Diploma
- Accounting Certificate
- Administration Certificate
- Marketing and Sales Certificate

There is consensus that School of Business courses lack Aboriginal content, with the exception of BUS 203 (Organizational Behavior), which discusses cultural differences and issues in general. However, an issue that is continually raised in the School's discussion of Aboriginal issues is that there is no obvious means to identify Aboriginal students, unless they self-identify to an instructor (which rarely happens). Therefore, providing different learning experiences for Aboriginal students poses a challenge for faculty members as there is no ready recipient.

Another issue raised within the School is that many faculty members feel they have little or no knowledge of Aboriginal issues or Aboriginal methods of learning. As a result, many are not comfortable teaching indigenous content. The School of Business does not have any significant history of participation in indigenous activities; the School has been approached by the Ch'nook Indigenous Business Program at UBC to co-sponsor events in the Valley, such as workshops for Aboriginal high school students interested in studying business. Despite the School of Business showing interest in participating in these sorts of events, it has not been possible to do so because

of difficulties for Ch'nook in providing information such as specific numbers of participants, which UFV needs in order to allocate sponsorship funding.

Early Childhood Education (ECE)/Child & Youth Care (CYC) Department

The ECE/CYC Department offers these credentials:

- Bachelor of Arts in Child and Youth Care
- Early Childhood Education Certificate
- Early Childhood Education Diploma
- Family Childcare Certificate

Aboriginal content is included in several courses in the ECE/CYC curriculum. The first and most obvious is CYC 202 (Aboriginal Perspectives in Child and Youth Care Practice) course. This course provides students with best practices for teaching Aboriginal perspectives, which is valuable to CYC practitioners. Members of the Stó:lō Nation participate in this course through teaching parts of the course content- such as history, culture, traditions/teachings, language, and current issues - to sensitize students about working with clients of Aboriginal descent. CYC professionals are also strongly encouraged to examine their practices in the field in order to work appropriately with this client group. Also, most courses in the department incorporate multi-cultural information.

Due to the licensing and accreditation requirements of the program, it is not possible to provide Aboriginal students with exemptions to the requirements for acceptance into the program. Also, admissions are the prerogative of the Admissions and Records department. To encourage Aboriginal students and other students without the necessary prerequisites for admission to the program, the department embraces a "competitive entry" model. This model allows more students to enter the program by offering non-qualifying students placements in alternate program paths such as diploma and certificate courses in early childhood education. Once students are accepted to the programs, they are guaranteed seats in the courses; this is also facilitated by the programs being offered on a cohort basis. Assistance is also provided to students on an individual basis. If an Aboriginal student expresses special needs, they are often pointed toward specialized resources such as the UFV Aboriginal Resource Centre.

The department has been involved in offering specialized training to Aboriginal students. There is a historical relationship between the ECE/CYC department and Aboriginal groups in BC involving several special projects. The ECE/ CYC department delivered the UFV ECE Certificate at the Nicola Valley Institute of Technology 15 years ago. The department has also worked with the Seabird Island First Nations to deliver the ECE Certificate and Diploma. In partnership with the BladeRunners employment organization, the department has delivered the Family Child Care Certificate three times within the past three years to BladeRunners clients. The department also has an ongoing partnership with Sto:lo Aboriginal Skills and Training (SASET) to deliver the ECE Certificate to Aboriginal students at high risk.

Most of these projects have incorporated extra support for the Aboriginal students provided by the project partner (the Aboriginal organization asking for program delivery). In all of these projects, the ECE/CYC department has been involved in adjusting the curriculum to suit the students' needs. This often entails incorporating Aboriginal perspectives into the content. For example, in the music and art content in ECE courses, Aboriginal students are encouraged to express themselves in their traditional ways. It is important to note that when incorporating these non-traditional perspectives in ECE/CYC courses, licensing and academic standards continue to be upheld.

Over the years, the ECE/CYC department has continually learned about the traditional ways in which Aboriginal people educate their children, and incorporated many of these traditional ways into the department's teaching pedagogy. The ECE/CYC department is committed to uphold these traditional methods of learning, which are often viewed as an effective and respectful method of learning for the Aboriginal students.

Library and Information Technology Department

The Library and Information Technology Department (LIBIT) prepares graduates for work in a wide range of information centers and libraries. UFV offers a two-year Library and Information Technology diploma and a Library Technician Post-diploma certificate. Diploma students may choose to complete an additional concentration in Systems Technology, Youth Services, or Records Management.

The LIBIT department proposed a First Nations Option approximately 10 years ago, but the program was not successful as a result of low student registration and prohibitive tuition costs. However, the department has since highlighted Aboriginal-related content in some of their courses, including:

- discussion of the Brian Deere Classification System used by some First Nations Communities, and reading research essays such as *A new Class System: The Need for First Nations Classification* (Van Dijk, 2012) in LIBT 130 (Introduction to Classifications Systems) course;
- studying subject headings relating to First Nations in Canada in LIBT 135 (Introduction to Subject Analysis)
- reading journal articles such as *Indigenous matters in Library and Information Science: An Evolving Ecology* (Roy, 2009) in LIBT 200 (Information and Society) course; and
- discussion of Aboriginal issues in LIBT 145 (Internet Information Retrieval)

That said, the department does not have formal Aboriginal content embedded in the coursework per se, but instead uses informal teaching practices. Examples of such teaching practices include, but are not limited to, use of First Nation guest speakers in class, and library tours to the Union of BC Indian Chiefs (UBCIC) centre and Xwi7xwa library at UBC. The department also places students in Aboriginal institutions such as Stó:lō Nation and Cheam First Nation during practicum placements. In addition, the LIBIT department has attended meetings such as the BC

Library Association First Nations Interest Group Open Meeting,, and has also been involved in discussions with the Seabird Island Community School to develop their library.

School of Social Work and Human Services

UFV's School of Social Work and Human Services (SWHS) offers these programs:

- Master of Social Work (MSW)
- Bachelor of Social Work (BSW)
 - Generalist option
 - Child Welfare Specialization option
- Social Services diploma
 - First Nations option
- Aboriginal Culture and Language Support diploma
- Community Support Worker certificate
- Substance Abuse Counseling certificate (not available in 2012/13)
- Extended Studies in Social Work
 - Child Welfare Specialization option
 - First Nations option
- Health and Human Services certificate

There are three courses within the school that include Aboriginal content:

- SOWK 404 (Research Methods and Evaluation)

- SOWK 704 (Research and Program Evaluation) – emphasis on understanding research within a cultural and indigenous context; and
- SOWK 491 (Child Welfare) – emphasis on the relationship and impact of residential schools and poverty on the child welfare system, and the over-representation of indigenous/Aboriginal children in the child welfare system in Canada.

In addition to Aboriginal-related content in the curriculum, SWHS has also been involved in several Aboriginal-related projects:

- Use of First Nations social workers as guest speakers in class to speak about the history and child welfare of Aboriginal peoples.
- Involvement with the Race and Antiracism Network (RAN) to promote Indigenization and the contexts of Aboriginal peoples, and to create better awareness about the colonization of Indigenous peoples and ethnocentrism
- Participation in the Stó:lō Place Names Tour
- Presentation of the research project *News Representations of Indigenous peoples in BC: Then & Now* at the Annual Conference of the Society for Cross Cultural Research
- Development of an *Indigenous Approaches to Community Development* module for the SOWK 380 (Social Work and Community Development) course.
- Presentation of the research project *Representations of Indigenous People in the Canadian News Media* at the UFV conference “Indigenizing our Academy: Voices from the Inside Out”

- Developing a formal proposal for the Ministry of Advanced Education for a bachelor's degree program with a Major, Minor and Extended Minor in Indigenous Studies
- Developing a documentary, *The Media, Indigenous People and Common Sense*, focusing on media representations of Indigenous people.
- Providing a lecture on *Historical Representations of Indigenous People in the Canadian News Media* to UFV's Elder College.
- Providing a lecture on *19th Century Representations of Indigenous People Compared with Contemporary Representations* to MACS/SOC 334 (Cultural Policy) students
- Presenting the research project *News Discourse about Child Protection Social Work: Delegated Indigenous Agency and Provincial Child Welfare Authority Compared to the Annual Conference of the British Columbia Association of Social Workers Developing an Aboriginal People and Social Policy* module for SOWK 710 (Advanced Social Policy), a course in the MSW program.
- Presenting the research project *Discrediting Indigenous-Controlled Child Welfare Services in Canadian News Texts* at Conference of North American Critical Discourse Analysis
- Presenting the research project *Indigenous People, the News Media and Social Justice* to students in SOWK 720 (Critical Perspectives on Social Justice and Anti-Oppressive Social Work), a course in the MSW program.
- Presenting the research project *Vilifying Aboriginal-Controlled Child Welfare Services in the News* at the Annual Conference of the Canadian Association of Social Work Educators

- Ensuring Aboriginal representation in the social work panel during field orientation for new students on the program.
- Actively recruiting agencies that provide services for indigenous populations to serve as potential field placement agencies.
- Organizing a Field Practice Conference where all students attended a three-hour seminar with a focus on working with indigenous populations, prior to beginning their field placements
- Expecting students to address integration of indigenous world views into their practice during MSW and BSW field evaluations
- Committing to ensuring procurement of library resources that speak to indigenous issues and colonial histories (including videos and books), through membership in the Library Acquisitions Committee
- Ensuring that a critique of colonialism is interwoven throughout course content and updated course materials, including newspaper articles, web resources, and online videos, to include a broader range of indigenous issues e.g., the legacy of residential schools
- Developing an *Aboriginal approaches to social work theory and practice* module for SOWK 311 (Social Work Theory and Ethics)
- Teaching in SOWK 720 (Critical perspectives on Social Justice and Anti-Oppressive Social Work) about the ways in which Indigenous peoples have been constructed and framed in dominant discourses

- Presenting the research project *Of Moral Panics and Disappearing Difference: A Critique of School Violence Discourse* at the Annual Conference of the Society for Cross Cultural Research
- Teaching in SOWK 320 (Anti-Racist and Cross Cultural Social Work) about historical and current realities, and injustices for indigenous peoples in Canada

SWHS also participated in UFV's *Indigenizing the Academy* conference in August 2012.

Teacher Education Program (TEP) Department

The Teacher Education Program is for students who have already earned a bachelor's degree and wish to become elementary or middle school teachers. As such, students in this program are referred to as student teachers. TEP currently enrolls 36 students per year in a 55-credit, 12-month cohort-based program beginning each summer, which has a Kindergarten to Grade 7 module. 18 of the program credits are obtained by placements as student teachers in public schools in Chilliwack, Mission, Abbotsford and Hope school districts. The student teachers earn a Teacher's Certificate at the end of the program, making them eligible to teach in the K-12 system in BC.

The TEP department signed the *Accord on Indigenous Education* in September 2011, in partnership with companion BC Faculties of Education. Signatories to the accord agree to provide access, opportunity and culturally/epistemologically appropriate education geared towards success for aboriginal learners.

The TEP's curriculum is articulated by an external regulatory body, the Teacher Regulation Branch, which is a division of the Ministry of Education. There are two courses within the TEP program, each worth 3 credits, which include Aboriginal content:

- EDUC 447 (Indigenous Youth and Schooling) contains the bulk of the Aboriginal content. It has three main learning objectives: to provide student teachers with a more clear understanding of the history of contact between Aboriginal and European peoples from the perspective of postcolonial scholarship; to teach student teachers ways to validate and support the identity of Aboriginal students in the classroom; and finally, to assist student teachers to develop a familiarity with traditional Aboriginal ways of knowing, and the ability to use this knowledge to supplement curriculum planning and influence classroom instruction.
- EDUC 410 (Schooling in a Diverse Society) combines various social justice theories with educational policy and pedagogy. The course aims to enhance prospective teachers' understanding of diversity and social justice issues as they relate to teaching, learning, schooling and education.

TEP students must also complete a mandatory yearly practicum requirement. To offer better support for Aboriginal student teachers, practicum placements are encouraged at Chilliwack Central Elementary, the school with the highest Aboriginal student population in the region.

The department has noted that despite the allocation of six of 36 seats in every cohort to Aboriginal students, enrollment by Aboriginal students is still low. To counter this, the department proposes several initiatives:

- Increasing the interaction with Aboriginal students at the classroom and practicum level as a feasible solution to increase Aboriginal student numbers e.g., encouraging emphasis on Aboriginal traditional mechanisms like restorative justice, or using Aboriginal support workers in classroom sessions.
- Connecting with local Aboriginal communities through the Aboriginal Access department to encourage interest in teacher education as an option.
- Assisting the TEP advisor to provide information sessions in FNST (First Nations Studies) courses at UFV, so that students are aware of the academic requirements and entry pathways for admission to the TEP.

Review of Indigenization Processes in other Universities in BC

To assess the indigenization progress at UFV, comparisons will be made to three other post-secondary institutions in BC; Simon Fraser University (SFU), the University of Victoria (UVic), and the University of British Columbia (UBC).

In March 2007, SFU developed and committed to the *First Nations University-Wide Strategic Plan* (Simon Fraser University, 2007). This strategic plan looked at increasing First

Nations culturally-relevant academic programming and attracting First Nations students, faculty and staff to the institution. Also included in the strategic vision was the establishment of a new “Office for First Nations” with a mandate to coordinate First Nations activities across the university.

UVic does not have an Aboriginal strategic plan per se, but increasing and retaining the number of Aboriginal students is one of its key strategies to achieve the university’s vision and mission. In its 2007 strategic plan, UVic pledged to commit to a unique relationship with Canada’s First Peoples. Amongst the ways to achieve this objective was the construction of the First Peoples House, which creates an academic and cultural center for indigenous students and a welcoming space on campus for the broader community. The House includes academic, administrative and ceremonial spaces. Another UVic initiative to support Aboriginal students was the LE, NONET Projects. These projects were developed by UVic in partnership with the Canada Millennium Scholarship Foundation, with funding from the Government of Canada. The projects’ two main goals were to change the experience of Aboriginal students attending UVic to a more visibly positive one, and to improve Aboriginal students’ access to the university through an effective and readily available program of support services enhancing student success.

UBC established the First Nations House of Learning (FNHL) in 1987. The core mandate of FNHL is to enable the university's vast resources to be more accessible to Aboriginal Peoples, and to improve the university's ability to meet the needs of First Nations, Métis, and Inuit. The First Nations Longhouse, which houses the administrative unit of the FNHL, is a unique building

that reflects the architectural traditions of the Northwest Coast. Following the success of FNHL, its mandate was further expanded to four main functions:

- organizing and providing Longhouse student services
- overseeing public programming and use of the building
- providing a point of contact for liaison with Aboriginal communities, and
- leading strategic planning on UBC Aboriginal initiatives

In 2009, UBC developed the Aboriginal Strategic Plan (ASP) to provide a framework for Aboriginal programs and initiatives at the university. This framework focused on increasing the Aboriginal student enrolment, improving opportunities for Aboriginal students, developing expertise in research and teaching about Aboriginal issues, and developing collaborative relationships with Aboriginal communities that promote common goals.

Recommendations

Based on input from faculty members in Professional Studies, and on inferences drawn from comparisons with other post-secondary institutions in BC, detailed below are some recommendations on how UFV can further its process of indigenization.

- First, and perhaps most obviously, is UFV committing to a comprehensive Aboriginal strategic plan and vision, detailing core objectives and expectations of indigenization over a defined time.
- Construction of an ‘Aboriginal gathering place’ to create the sense of a ‘home away from home’ and help alleviate feelings of isolation and loneliness that many Aboriginal people feel, especially at large urban post-secondary institutions. It will also be a place for social, cultural, and recreational activities that are critical to the well-being of Aboriginal people.
- Seeking support and input from the Aboriginal communities on the areas of indigenization to be included in courses. This would also include encouraging support from family, friends and the work community as a means to reduce Aboriginal student drop-out rates.
- Finding a mechanism to increase the use of textbooks with Aboriginal content relevant to Canada.
- Increasing staffing and fiscal resources for indigenization activities across all programs and schools.
- Encouraging closer and more responsive connections with Aboriginal organizations, with a goal of better meeting the needs of their members, constituents and clientele.
- Openness and integration into the curriculum of Aboriginal and other non-Western perspectives. Learning is two-way and multi-dimensional and should be facilitated as such.

- Empowering Aboriginal institutions with mechanisms to safeguard their student records, and determining a means of maintaining these records even after closure of the same institutions.
- Developing a mechanism to identify Aboriginal students, or for the students to self-identify themselves. This is vital to ensure that Aboriginal students with specific educational needs are able to be identified and assisted accordingly.
- Developing an Indigenization manual, which would clearly define Aboriginal content and should include such details as how much Aboriginal content should be included in programs; where it should be included i.e. as a separate course or new components in existing courses; and how it is to be taught appropriately.
- Educating faculty members about Aboriginal issues or content, especially those which are relevant to the Valley. This would include, but not be limited to,
 - a. developing and delivering more training models in addition to continue to offer what is already available
 - b. providing opportunities for faculty to demonstrate their successes with indigenization,
 - c. supporting faculty peer learning opportunities focusing on the practice of indigenization, and
 - d. providing opportunities for faculty to (knowledgeably) teach in or work with Aboriginal communities

- Finding mechanisms for identifying and attracting the most capable employees, especially with Aboriginal backgrounds. This would typically include hiring more indigenous faculty.
- Making indigenization more visible across the university. This can be done through a myriad of activities such as hosting Aboriginal events on and off-campus, or setting up an Aboriginal cultural center on-campus.
- Including Aboriginal student representation in UFV governance structures such as the Senate and the Board of Governors.
- Expanding research in Aboriginal areas and developing collaborative research relationships with Aboriginal communities and organizations.
- Incorporating expectations of inclusivity, including indigenization, into curriculum approval, faculty selection and evaluation processes.
- Investigating why many Aboriginal students are not motivated to succeed academically. This could include such questions as: Is it the lack of interest? Is it a lack of Aboriginal content? Is it a lack of opportunities upon graduation? Are there barriers to entry e.g., Math and English requirements? Is there a lack of knowledge about the available programs?

Conclusion

There is more to indigenizing any post-secondary institution than just offering courses with Aboriginal content. It is apparent that despite UFV taking steps to indigenize the institution,

more concerted efforts are needed. Some efforts, such as the use of textbooks with Aboriginal content, can be easily implemented, while others, like the construction of an ‘Aboriginal gathering place’, would require a significant financial commitment. It is therefore important for UFV to develop and commit to an Aboriginal-oriented Strategic plan, including the processes highlighted in *British Columbia’s Aboriginal Post-Secondary Education and Training Policy Framework*, and also identify the temporal and fiscal requirements during each stage of indigenization.

It is also important to note that the success of this strategic plan is highly dependent on inclusivity and consultations with all the parties involved, from the UFV faculty, student population, and staff to the Aboriginal students and their communities. Finally, it is imperative for the Aboriginal strategic plan to reflect the needs of all Aboriginal students and staff, and to include strategies developed to appropriately reflect the specific needs of both urban and rural Aboriginal individuals.

REFERENCES

- British Columbia Institute of Technology. (2010). Aboriginal Student Strategic Plan and Recommendations. Retrieved from:
http://www.bcit.ca/files/aboriginal/pdf/aboriginalstudent_strategicplan.pdf
- British Columbia Ministry of Advanced Education (2011). British Columbia's Aboriginal Post-Secondary Education and Training Policy Framework. Available at:
http://www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf
- Roy, L. (2009). Indigenous matters in library and information science: an evolving ecology. *Focus in International Library and Information Work*, 40 (2), 8-12.
- Simon Fraser University. (2007). First Nations University-Wide Strategic Plan. Retrieved from:
<http://www.sfu.ca/aboriginalpeoples/files/SFU-First-Nations-Strategic-Plan.pdf>
- University of British Columbia. (2010). Aboriginal Strategic Plan Implementation Report UBC Vancouver. Retrieved from: <http://aboriginal.ubc.ca/files/2010/11/ASP-REPORT-0910.pdf>
- University of the Fraser Valley. (2007). Indigenizing our Academy: Strategic Planning Indigenous Post-Secondary Education at UFV. Retrieved from:
<http://www.ufv.ca/Assets/Indigenous+Affairs+Office/Indigenizing+the+Academy+2012.pdf>
- University of Victoria. (2010). Supporting Aboriginal Student Success: Report of the LE,NONET Research Project. Retrieved from:
http://web.uvic.ca/lenonet/documents/UVic_LENONETsummary_2010.pdf

University of Victoria. (2012). A Strategic Plan for the University of Victoria: A Vision for the Future – Building on Excellence. Retrieved from:

<http://www.uvic.ca/strategicplan/assets/docs/strategicplan.pdf>

UNESCO [United Nations Educational, Scientific, and Cultural Organization]. (1997). Fifth Annual Congress on Adult Education. Summary available at

<http://www.unesco.org/education/uie/confintea/pdf/finrepeng.pdf>

Van Dijk, A. (2012). A new class system: the need for First Nations classification. Available at:

<http://bclaltas.wordpress.com/2012/03/06/a-new-class-system-the-need-for-first-nations-classification/>

PROFESSIONAL STUDIES FACULTY COUNCIL MEMBERSHIP 2012/13

MEMBER	TERM OF OFFICE	AREA REPRESENTED
Christine Nehring	On-Going	ABT
Kathie Ramsay	On-Going	ABT
Ian Hunt	On-Going	ADED
Amir Hajababa	On-Going	School of Business
Cindy Stewart	On-Going	School of Business
Cyrus Chaichian (Meeting Chair)	Chair until February 2014	School of Business
David Dobson	On-Going	School of Business
Don Miskiman	On-Going	School of Business
Ed Li	On-Going	School of Business
Fiona McQuarie	On-Going	School of Business
Gerry Palmer	On-Going	School of Business
Gillian Bubb	On-Going	School of Business
Joe Ilsever	On-Going	School of Business
Kevin DeWolde	On-Going	School of Business
Keith Lownie	On-Going	School of Business
Kim Milnes	On-Going	School of Business
Lorne MacKenzie	On-Going	School of Business
Mark Breedveld	On-Going	School of Business
Mark Lee	On-Going	School of Business
Mike Ivanof	On-Going	School of Business
Raymond Leung	On-Going	School of Business
Ron Zitron	On-Going	School of Business
Vlad Dvoracek	On-Going	School of Business
Christine Slavik (Meeting Vice-Chair)	Vice-Chair until February 2014	ECE/CYC
Cindy Rammage	On-Going	ECE/CYC
George Melzer	On-Going	ECE/CYC
Gwen Clarke	On-Going	ECE/CYC
Les Stagg	On-Going	ECE/CYC
Lou Schroeder	On-Going	ECE/CYC
Maple Melder-Crozier	On-Going	ECE/CYC

MEMBER	TERM OF OFFICE	AREA REPRESENTED
Jan Lashbrook Green	On-Going	LIBIT
Christina Neigel	On-Going	LIBIT
Kenneth Gariepy	On-Going	LIBIT
Abebe Teklu	On-Going	School of Social Work
Adrienne Chan	On-Going	School of Social Work
Curtis Magnuson	On-Going	School of Social Work
Elizabeth Dow	On-Going	School of Social Work
Glen Paddock	On-Going	School of Social Work
Gwen Point	On-Going	School of Social Work
John Hogg	On-Going	School of Social Work
Leah Douglas	On-Going	School of Social Work
Lisa Moy	On-Going	School of Social Work
Lucki Kang	On-Going	School of Social Work
Robert Harding	On-Going	School of Social Work
Awneet Sivia	On-Going	TEP
Dianne Common	On-Going	TEP
Sandy Hill	On-Going	TEP
Sheryl MacMath	On-Going	TEP
Barbara Salingre	On-Going	Educational Advisor
Pat Bullock	On-Going	Educational Advisor
Anand Kishore	One-year term - January 2013	Sessional
Lorraine Wood-Gaines	One-year term - January 2013	Sessional
Doris Ball	Two-year term - February 2012	Staff
Michael Windsor	Eight-month term - September 2012	Student
Ronda Cohen	Eight-month term - September 2012	Student
Mark Evered	On-Going	President and Vice-Chancellor
Rosetta Khalideen	On-Going	Dean
Eric Davis	On-Going	Vice President/Academic Provost
Al Wiseman	On-Going	Registrar
Karen Power	On-Going	Dean's Office
Heather Compeau	On-Going	Guest
Barbara Stirskey	On-Going	Faculty of Access/Open Studies
TBD	On-Going	Faculty of Health Science
TBD	On-Going	Faculty of Humanities
TBD	On-Going	Faculty of Science
Andrea Hughes	On-Going	Faculty of Social Science
TBD	On-Going	Faculty of Trades and Technology
Colleen Bell	On-Going	Library Designate
Nicole Fast	On-Going	Secretary to the Faculty Council

CURRENT MEMBERSHIP: 65 members – 57 voting and 8 non-voting members.
NOTE: Quorum is defined as twenty-five percent (25%) of the voting members
(Quorum 14 voting members)

Updated September 2012

Faculty Council Standing Committees Representation 2012 - 2013

STANDING COMMITTEE	MEMBER	TERM OF OFFICE
Nominations and Elections	Leah Douglas (SWHS)	Two year term to Fall 2013
	Glen Paddock (SWHS)	Two year term to Fall 2014
	Abebe Teklu (SWHS)	Two year term to Fall 2014
Field Placement	Christina Neigel (LIBIT) - Chair	Two year term - review Fall 2012
	Les Stagg (ECE/CYC)	Two year term - review Fall 2012
	Sandy Hill (TEP)	Two year term - review Fall 2012
	Lucki Kang (SWHS)	Two year term - review Fall 2012
	Kim Williams (CRIM)	Two year term - review Fall 2012
	Gayle Ramsden (Fashion Design)	Two year term - review Fall 2012
	Lorraine Wood-Gaines (ABT)	Two year term - review Fall 2012
Retention	Cindy Rammage (ECE/CYC) - Chair	Two year term - review Fall 2012
	Barbara Salingré (TEP)	Two year term - review Fall 2012
	Donna Alary (IR)	Two year term - review Fall 2012
	Kim Milnes (BUS)	Two year term - review Fall 2012
	Sundee Sandhu (BUS)	Two year term - review Fall 2012
	Abebe Teklu (SWHS)	Two year term to Fall 2013
Learning Exchange	Awneet Sivia (TEP) - Chair	Two year term to Fall 2013
	Abebe Teklu (SWHS)	Two year term to Fall 2013
	Mike Ivanof (BUS)	Two year term to Fall 2013
	Ian Hunt (ADED)	Two year term to Fall 2013
	Joe Ilsever (BUS)	Two year term to Fall 2013
Newsletter	Vacant (Chair)	Two year term to Fall 2013
	Adrienne Chan (SWHS)	Two year term to Fall 2013
	Don Miskiman (BUS)	Two year term to Fall 2013
	Christine Slavik (ECE/CYC) - Interim (Maple's)	Two year term to Fall 2013
	Jan LashbrookGreen (LIBIT)	Two year term to Fall 2013

Proposed Course: BUS 377. Management of Cooperatives

Overview

Cooperatives are an important part of our communities and of our provincial and national economies. They exist in every sector of the economy; including agricultural, retail, financial; housing; and, communications. Approximately 9,000 cooperatives offer products and services to 18 Million members in Canada. They have more than \$330 Billion in assets and employ 155,000 people and 100,000 volunteers. Canada has the highest per-capita credit union membership in the world; 46.2% of Canadians are a member of at least one credit union or caisse populaire (Canadian Co-operative Association, 2012)

Total membership in British Columbia's cooperatives exceeds 2 Million people. Collectively, these people control more than \$48 Billion in assets through ownership of their co-ops (British Columbia Co-operative Association, 2007). There are more than 700 non-financial cooperatives in British Columbia with over 13,000 employees, holding more than \$12 Billion in assets. This includes cooperatives such as: Mountain Equipment Co-op, BC Tree Fruits, United Community Services Co-op and in the Fraser Valley, the Abbotsford Growers Co-operative Union. There are 47 independent financial cooperatives - credit unions - with 373 branches in 140 communities across the province. In the Fraser Valley, this includes Vancity, Coast Capital and The Co-operators. Credit unions have over 1.6 million members, employ 8,000 people, hold over \$45 Billion in assets and returned \$42 Million to its members. Of this, Vancity Savings Credit Union is the largest credit union in Canada with \$14.5 Billion in assets and net earnings of \$46.8 Million, with 400,000 members (Mashal, et al, 2008).

Cooperatives play a significant role in creating and maintaining employment; in building local capacity and providing essential goods and services. It is critical that those involved in the governance of these enterprises are knowledgeable and trained in the unique components of the cooperative model, principles and practice.

Unlike traditional free-market, for-profit businesses and corporations, cooperatives are mandated to demonstrate a triple-bottom line (financial, social and environmental responsibilities), distribute profit to members and follow a democratic decision-making process. Cooperatives differ from other businesses in three specific ways:

- A different purpose: The primary purpose of co-operatives is to meet the common needs of their members, whereas the primary purpose of most investor-owned businesses is to maximize profit for shareholders.
- A different control structure: Co-operatives use the one-member/one vote system, not the one-vote-per-share system used by most businesses. This helps the co-operative serve common needs rather than the needs of a handful of individuals. It is also a way of ensuring that people, not capital, control the organization.
- A different allocation of profit: Co-operatives share profits among their member-owners on the basis of how much they use the co-operative, not on how many shares they hold. Most co-operatives invest a significant portion of their profits in improving service to members and promoting the well-being of their communities (Canadian Co-operative Association, 2012)

University business schools are geared primarily towards the private enterprise model. Those working in cooperatives require a different education that focuses specifically on cooperative management techniques. Cooperatives have been encouraging universities to offer courses on cooperatives, especially in the area of management. While there are many such courses in Europe and the USA, there are few in Canada and these tend to focus on select areas of cooperatives such as the history of cooperatives, agricultural economics or law. The University of Manitoba offers a course on the management of cooperatives; York University offers a certificate program; the University of Victoria, and the University of Saskatchewan offer seminars and workshops; and, St Mary's University offers a masters' degree in the management of cooperatives. There is no university course on cooperatives offered in British Columbia.

This course offers a general introduction to cooperatives for students unfamiliar with the model; and offers a broadening of knowledge for those familiar with, or working within, this sector. It will focus on cooperatives in Canada, with particular attention to those in British Columbia and the Fraser Valley region. It will also cover international examples such as the Mondragon Co-operative in Spain; and, Canadian aboriginal examples such as the Wilp Sa Maa'y Harvesting Co-operative in northern British Columbia and the Sts'ailes Fisheries in the Fraser Valley.

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)

As outlined in the syllabus, "Management of Cooperatives" is a 3-credit course at the 300 level. This is to allow students to have gained a general understanding of basic analytic and critical thinking skills before applying these to the study of the management of cooperatives. It is also a complimentary course to BUS 204 Introduction to Nonprofit Management in the BBA degree program.

The course is expected to attract students from within the School of Business as well as students from other areas (e.g. Agriculture, Arts, Social Sciences, Mennonite Studies) and people working within the cooperative and aboriginal communities who wish to improve their management skills. As such, it will represent an important component in building capacity while also promoting an awareness of cooperatives and their role in the social economy.

Resources

British Columbia Co-operative Association, (2007). <http://bccca.coop>. Accessed April 20, 2012

Canadian Co-operative Association, (2012), <http://www.coopscanada.coop> Accessed April 27, 2012

Black, L and Robertson, N (2009). *Consumerism and the Co-operative Movement in Modern British History*. Manchester University Press.

Emmanuel, J. (Ed) (2007). *A Passion for Possibilities. Co-operatives and Communities in British Columbia*. Rochdale Press.

Emmanuel, J. and Cayo, L (2007). *Effective Practices in Starting Co-ops*. Rochdale Press.

International cooperative Alliance, (2012). <http://www.ica.coop/al-ica>. Accessed April 26, 2012

Lewis, M. and Conaty, P. (2012). *The Resilience Imperative. Cooperative Transitions to a Steady-State Economy*. New society Press.

MacPherson, I. (2009). *A Century of Co-operation*. CCA

Mashal, M, Harris, A, Corbett, B and Del Bianco, E. (2008). *Co-operative Opportunities in British Columbia. A Discussion Paper by VanCity for the Business Council of British Columbia Opportunity BC 2020 Project*. VanCity.

McDonnell, D, Macknight, E and Donnelly, H (2012). *Democratic Enterprise. Ethical Business for the 21st Century*. CETS.

McMurtry, J (2009). *Living Economics: Canadian Perspectives on the Social Economy, Co-operatives, and Community Economic Development*. Emond Montgomery Pub.

Mook, L, Quarter, J and Ryan, S (Eds) (2010). *Researching the Social Economy*. U of Toronto Press.

Restakis, J. (2010). *Humanizing the Economy. Co-Operatives in the Age of Capital*. New Society Press.

Restakis, J. (2006). *Defining the Social Economy - The BC Context*. British Columbia Co-operative Association.

Zamagni, S and Zamagni, V (2010). *Cooperative Enterprise: Facing the Challenge of Globalization*. Elgar.

Zeuli, K. and Cropp, R. (2004). *Co-operatives: Principles and Practices in the 21st Century*. Cooperative Education Pub.



COURSE IMPLEMENTATION DATE: January, 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: January, 2018
(six years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

BUS 377	Faculty of Professional Studies	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Management of Cooperatives		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course explores cooperatives as a viable model of economic development and introduces the student to the challenges involved in their management. The course covers cooperative values and principles; history of the cooperative movement, types of cooperatives, and focuses on how managerial methods can be adapted to fit the cooperative model.

PREREQUISITES: 45 university credits including one of BUS 203, ECON 100 or 101
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45
STRUCTURE OF HOURS:
 Lectures: 10 Hrs
 Seminar: 20 Hrs
 Laboratory: _____ Hrs
 Field experience: 15 Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 25
 Expected frequency of course offerings: Once per year
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Dr Donald Miskiman</u>	Date approved: _____
Department Head: <u>Dr. Donald Miskiman</u>	Date of meeting: _____
Supporting area consultation (Pre-UPAC)	Date approved: _____
Curriculum Committee chair: <u>Mr. Mark Breedveld</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date of meeting: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Compare and contrast the cooperative model with those of investor-owned and free-market models
- Apply an understanding of cooperative values and principles to the management of co-operatives in various sectors.
- Evaluate political, social and economic factors that make an environment “cooperative friendly”.
- Demonstrate knowledge of the cooperative model as it exists locally and nationally.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussion, guest lectures, field trip (visits to cooperative organizations)

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

(Textbook selection varies by instructor. An example of texts for this course might be :)

Emmanuel, J. (Ed) (2007). *A Passion for Possibilities. Co-operatives and Communities in British Columbia*. Rochdale Press.

Emmanuel, J. and Cayo, L (2007). *Effective Practices in Starting Co-ops*. Rochdale Press.

McDonnell, D., Macknight, E. and Donnelly, H (2012). *Democratic Enterprise. Ethical Business for the 21st Century*. CETS.

Restakis, J. (2010). *Humanizing the Economy. Co-Operatives in the Age of Capital*. New Society Press.

Zeuli, K. and Cropp, R. (2004). *Co-operatives: Principles and Practices in the 21st Century*. Cooperative Education Pub.

SUPPLIES / MATERIALS:

None required

STUDENT EVALUATION

Individual

- In-class case studies 20%
- Concept report 10%
- Analysis report 20%
- Learning log 20%

Group

- Project 30%

COURSE CONTENT:

(Course content varies by instructor)

Topics will include:

- Introduction to cooperatives
 - Conceptual framework; Co-ops and consumption
 - What are cooperatives? Who benefits from cooperatives?
 - Cooperation as a driver of economic growth
- Cooperative economic theory
 - Evolutionary and historical considerations
 - A century of cooperation
- Social economy
 - Context and characteristics
 - Relationship to private sector and government
- Cooperatives
 - The international context:
 - Spain, Italy and the British movement
 - the international co-operative alliance

- Cooperation in Canada:
 - Quebec and Ontario
 - Atlantic Canada roots
 - Manitoba and Saskatchewan
- The British Columbia picture
 - the BC co-op movement
 - the Fraser Valley
- Types of cooperatives:
 - Consumer, producer and retail cooperatives
 - the world of worker cooperatives
 - financial, banking and credit unions
 - housing and social cooperatives
 - agricultural
 - multi-stakeholder cooperatives
- Management in cooperatives
 - decision-making and governance
- Cooperative life cycle
 - Stages of cooperative life cycle
 - Challenges and issues
- Financial analysis and Funding of cooperatives
 - Adding value through co-operative production
- Management of human capital in cooperatives
 - Membership challenges and issues
 - Leadership styles designed for cooperatives
- Legal and governance considerations
 - Government policy
 - Cooperative act
- Communications and marketing in cooperatives
 - Cooperative social responsibility
- Fair trade and cooperatives
 - Relationship with socially responsible production
 - Ethical trade

OFFICIAL UNDERGRADUATE COURSE OUTLINE

Proposed Course: BUS 499. Applied Project

Overview

This 'independent study' course is focused on the completion and presentation of an applied project or consultancy project in business for senior business degree students. It provides the opportunity to develop and demonstrate applied research and business consultancy skills. Students will be expected to complete a Statement of Work (SOW) - project scope, work to be done, and timelines; Conduct that work - situational analyses, option generation and recommendations; and, Prepare a comprehensive report. Upon completion of the written work, students will be required to present their report in a public forum.

The course offers an opportunity for senior students to engage in a business consultancy project, working with an organization in the community. Students will be supervised by UFV faculty. The topic of the project will vary according to the needs of the partner organization, and, based on those topics, a corresponding faculty member will be assigned as supervisor. The topic for investigation will focus on organizations in British Columbia, with preference given to those in the Fraser Valley.

The course is designed to be an elective for students enrolled in the BBA Honours program. Students will be asked to "apply" to take the course. Applications will be reviewed by the School of Business and those students meeting the requirements (e.g. GPA, 4th year or Honours status, faculty recommendation) will be selected to enroll in the course. Delivery of the course will be by Independent Study.

The course is expected to attract students from within the School of Business. It will provide an opportunity for students to engage in business research, preparing them for graduate studies or advanced diploma studies.



OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 2)

COURSE IMPLEMENTATION DATE: January 2013
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: January, 2018
(six years after UPAC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

BUS 499	Faculty of Professional Studies, School of Business	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
Applied Project		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is focused on the completion and presentation of an applied project or consultancy project in business for senior business degree students. It provides the opportunity to develop and demonstrate applied research and business consultancy skills. Students will be expected to complete a Statement of Work (SOW) - project scope, work to be done, and timelines; Conduct that work - situational analyses, option generation and recommendations; and, Prepare a comprehensive report. Upon completion of the written work, students will be required to present their report in a public forum.

PREREQUISITES: Completion of 90 upper-level credits in business courses. Permission of the instructor.
 COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO:

TOTAL HOURS PER TERM: 90

STRUCTURE OF HOURS:

Lectures:	_____ Hrs
Seminar:	_____ Hrs
Laboratory:	_____ Hrs
Field experience:	<u>45</u> Hrs
Student directed learning:	<u>30</u> Hrs
Other (specify): Meetings with supervisor	<u>15</u> Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 6
 Expected frequency of course offerings: Once per year

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Dr. Donald Miskiman</u>	
Department Head: <u>Dr. Donald Miskiman</u>	Date approved: _____
Supporting area consultation (Pre-UPAC)	Date of meeting: _____
Curriculum Committee chair: <u>Mr. Mark Breedveld</u>	Date approved: _____
Dean/Associate VP: <u>Dr. Rosetta Khalideen</u>	Date approved: _____
Undergraduate Program Advisory Committee (UPAC) approval	Date of meeting: _____

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Apply information and skill sets to develop an individual research/consultancy project
- Analyze, synthesize and evaluate business information
- Create, compose and defend a research/consultancy report
- Create engaging project presentations to academic and business settings.

METHODS:

The applied project is student-directed and includes: secondary research; ethnographic (field) research; and, business research (market, industrial, legal, operational, financial and human resource) methodologies. Each student will be supervised by a faculty member.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

- Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s): This course builds on unique and original research/consultancy with a UFV School of Business faculty and a business/industry organization. Thus PLAR is not feasible.

TEXTBOOKS, REFERENCES, MATERIALS:

Students with their supervisor will compile a reading list needed to develop and conduct their project and to acquire research, consultancy and presentation skills.

SUPPLIES / MATERIALS:

Depending upon the project students may need to procure electronic materials as needed at their own expense.

STUDENT EVALUATION:

The final project will be based on the following components:*

1. Completion of the Statement of Work (SOW) (30% of final grade)
2. Completion of the Report (50% of final grade)
3. Presentation of project (20% of final grade)

* see Appendix

COURSE CONTENT:

Specific content will vary according to the project.

1. Completion of Work (SOW)

Business projects are often started using a Statement of Work (SOW). Since BUS 499 Applied Project is a business project, a SOW is more appropriate than a Research proposal to outline the study. The SOW will indicate the scope of the applied project and will become an agreement among the student, faculty supervisor and organization. It outlines what is to be accomplished as well as a timeline for project completion.

Section	Content
1. Introduction	Describes the goals and objectives of the project Lists the specific learning objectives. Provides the name of the organization, location, contact people and brief description of the organization
2. Scope of the work	Describes any approvals that need to be conducted (e.g. ethics review) Describes in detail the work to be done. Specifies when the work is expected to begin and end, time involved, location where work is performed and any related scheduling information.
3. Constraints	Lists any constraints that may impact the project. Lists required support and resources required for the project (e.g. computer support).
4. Deliverable Schedule	Outlines a specific timeline with deliverables described in detail and when these are due.
5. Standards	Describes any organizational, industry or university standards that are relevant to performing the work.
6. Criteria	Describes how the supervisor and organization determine the project deliverables to be acceptable.
7. Special Requirements	Outlines any special requirements needed for the project (e.g. travel, language, treatment of sensitive information). Outlines a project log to record meetings with supervisor and organization.
8. Amendments	The SOW is a dynamic document and as such may be modified during the project. This section describes any agreed upon changes in the project.
9. Signature	Contains the approvals of all stakeholders in the project (e.g. student, faculty, organization).

Section	Area	Guidelines
1. Process	SOW	SOW completed and signed with a schedule for deliverables Clear definition of problems, issues or situation Clear and feasible objectives. Sources of information suitable.
	Management	Project log completed Deadlines met.
2. Structure	Sequencing	Logical sequence of material; all sections included (e.g. executive summary, contents, appendices, references) Argument flow.
	Writing	Appropriate style, statements substantiated, spelling, grammar, word use, sentence structure, punctuation.
	References	Appropriate referencing protocol List of references.
	Presentation	Word length Suitable font, layout, margins, covers Figures and tables labeled correctly, discussed and referenced.
3. Method	Methodology	Suitable methodology employed Alternative methodologies considered Methodology understood, explained and justified.
	Data and information collection	Appropriate methods employed Conducted properly Data is valid and reliable.
4. Theory	Identification	Appropriate theoretical underpinning of the project Alternative theoretical models considered.
	Literature	Adequate range of literature considered Appropriate and up-to-date.
	Critical Assessment	Literature approached critically Analysis rather than description.
	Independence of thought	Evidence of independent thinking.
5. Analysis	Data and information	Comprehensive, rigorous, valid and persuasive.
	Discussion	Evidence of integration or application of theory to data.
	Conclusion	Conclusions follow logically from body of the report Limitations of the work acknowledged Areas for further research/study identified. Cost implications considered (where applicable) Recommendations appropriate and justifiable.

MEMORANDUM

To: Chairs, Faculty Councils and College Council
From: Al Wiseman, University Secretary and Registrar
Date: August 21, 2012
Re: Membership on Senate standing committees – expressions of interest

Expressions of interest are being sought from non-Senate faculty members to serve on the following standing committees:

Graduate Studies Committee -2 positions*
Senate Budget Committee – 3 positions
Senate Standing Committee for Student Appeals – 2 positions
Undergraduate Education Committee - 1 position

Terms of office are two years (ending July 31, 2014).

Non-Senate faculty members on Senate standing committees are to be determined by the college or faculty councils in a manner which the council deems appropriate.

The Senate Governance Committee welcomes a maximum of two recommendations from the councils for each Senate standing committee position identified above. The Senate Governance Committee will consider nominations and make recommendations to Senate. It will attempt to ensure that the committee composition reflects, in order of priority, the experience and interest of candidates to ensure relevance to the standing committee, and the diversity of disciplines at the university. *In the case of the Graduate Studies Committee, preference will be given to those who have experience in instructing or supervising graduate studies.

Information on all of the standing committees can be found at <http://www.ufv.ca/senate.htm>.

Chairs and faculty members, please complete the attached expression of interest form, also available on the web at http://www.ufv.ca/Secretariat/Expressions_of_Interest.htm or from Lisa Tassone (lisa.tassone@ufv.ca), and submit the form, along with supporting information, to Lisa Tassone, Assistant to the University Secretary, room B303 or via email to lisa.tassone@ufv.ca **no later than 4:00pm on October 1, 2012.**

Expressions of Interest

Non-Senate faculty members on Senate standing committees are to be determined by the college or faculty councils in a manner which the council deems appropriate.

The Senate Governance Committee welcomes a maximum of two recommendations from the councils for each Senate standing committee position identified below:

1. Graduate Studies Committee - 2 positions*
2. Senate Budget Committee – 3 positions
3. Senate Standing Committee for Student Appeals – 2 positions
4. Undergraduate Education Committee – 1 position

The College or Faculty Council of _____, recommends _____
(candidate's name)

to serve a two year term on the following Senate standing committee: _____

College or Faculty Council Chair's Signature: _____

Candidate's agreement

I agree to stand for the above position and agree to the terms as outlined in the Rules for the Conduct of Business http://www.ufv.ca/senate/Standing_Committees_Rule_Procedures.htm. If nominated, I intend to serve the full term of the position.

Candidate's Signature: _____ Date: _____

Department: _____

Phone: _____ Email: _____

To assist Senate in its decision, it is highly recommended that candidates provide the following supporting information:

- Statement of interest outlining reason for wanting to sit on the committee and relevant supporting information (e.g. curriculum vitae and relevant offices held by the candidate at UFV).

The Senate Governance Committee welcomes nominations and will make recommendations to Senate for approval. It will attempt to ensure that the committee composition reflects, in order of priority, the experience and interest of candidates to ensure relevance to the standing committee, and the diversity of disciplines at the university. *In the case of the Graduate Studies Committee, preference will be given to those who have experience in instructing or supervising graduate studies.

Please send this form and supporting information to Lisa Tassone, Assistant to the University Secretary in B303, Abbotsford campus or via email attachment (lisa.tassone@ufv.ca), before 4 pm on October 1, 2012

Professional Studies Faculty Council 2012/2013 Meeting Schedule

Meeting Dates, Fridays Week3** 10:00 – 12:00	Room	Agenda/Exhibition Deadline
September 21	Room B140	September 11
October 26	Room B140	October 16
November 16	Room B140	November 6
December 14		December 4
January 25		January 15
February 22		February 12
March 22		March 12
April 19		April 9
May 17		May 7
June 14		June 4

** Please note: Dates, times and room numbers may change.
Please check the agenda for confirmation.