

**APPROVED MINUTES  
Professional Studies Faculty Council**

Friday, May 22, 2015  
10:00 a.m., Room B161, Abbotsford Campus

**Chair:** Tracy Ryder Glass

**Present:**

|                    |                 |                     |                     |
|--------------------|-----------------|---------------------|---------------------|
| Amir Hajbaba       | David Dobson    | Jan Lashbrook Green | Luciana Hakak       |
| Awneet Sivia       | Darrell Fox     | Janet Carroll       | Lucki Kang          |
| Barbara Salingre   | Don Miskiman    | Karen Power*        | Margaret Coombes    |
| Christina Neigel   | Doris Ball      | Kathryn Garcia      | Mark Breedveld      |
| Christine Nehring* | Edward Lo       | Keith Lownie        | Paul Franklin       |
| Colleen Gingerich  | Frank Ulbrich   | Kenneth Gariepy     | Ron Zitron          |
| Cindy Rammage      | Gabriel Murray  | Kevin deWolde       | Sandy Hill          |
| Christine Slavik   | George Melzer   | Kirsten Robertson   | Seonaigh MacPherson |
| Cindy Stewart      | Gillian Bubb    | Lisa Moy            | Sheryl MacMath      |
| Curtis Magnuson    | Heather Comeau* | Lorne Mackenzie     | Vandy Britton       |
| Cyrus Chaichian    |                 |                     |                     |

**Regrets:**

|                 |                 |                      |                  |
|-----------------|-----------------|----------------------|------------------|
| Anand Kishore*  | Elizabeth Dow   | Les Stagg            | Pan Leon         |
| Bob McAuliffe   | Fiona McQuarrie | Leah Douglas         | Paul Kroeker     |
| Chuck Charles*  | Gerry Palmer    | Liz Wiebe*           | Raymond Leung    |
| Colleen Bell*   | Glen Paddock    | Lou Schroeder        | Robert Harding   |
| Dan Harris      | Janice Johnson  | Maple Melder-Crozier | Rod Hayward      |
| Don Dixon       | Joe Ilsever     | Melanie Scott*       | Ron Wilen*       |
| Duncan Jeffries | John Hogg       | Mike Ivanof          | Shelley Drysdale |
| D.J. Sandhu     | Kim Milnes      |                      |                  |

**Recorder:** Abimbola (Abi) Eke\*

\* Indicates Non-Voting Member

**Learning Exchange Initiative - Presentations by Don Miskiman and Luciana Hakak**

See Appendices A and B for presentations.

**1. ITEMS FOR APPROVAL**

**1.1. Approval of Agenda May 22<sup>nd</sup>, 2015**

**MOTION**

THAT the agenda of May 22<sup>nd</sup>, 2015 be approved as presented.

**Gillian Bubb/Sheryl MacMath**

**CARRIED**

## 1.2. Approval of Minutes April 24<sup>th</sup>, 2015

**MOTION**

THAT the minutes of April 24<sup>th</sup>, 2015 be approved as presented.

**Sheryl MacMath/Vandy Britton**

**CARRIED**

## 2. FPS News

### 2.1. **Adult Education Department – Seonaigh MacPherson**

- Dean, Susan Findlay, of Teaching and Learning at Vancouver Community College is teaching a course for ADED this summer.
- An Adult Education Co-op student, Zsuzsanna Regoczi, was awarded a Research Excellence Award.

### 2.2. **Computer Information Systems Department – Edward Lo**

There is a 44% increase in applications this year.

### 2.3. **Child, Youth, and Family Studies – Christine Slavik**

- The ECE conference on the social and emotional learning in young children for ECE educators was successful.
- The CYFS department has received a grant for work-study research students.

### 2.4. **Library Information and Technology Department – Kenneth Gariepy**

- The LIBIT Program Review was unanimously passed at APPC.
- Congratulations to Jan Lashbrook Green who will be retiring in August after teaching in LIBIT for the past 13years.

### 2.5. **School of Social Work and Human Services – Darrell Fox**

The School of Social Work and Human Services had a very successful conference week - Reaching Out Together: Connections Through Social Work.

### 2.6. **Teacher Education Department – Sheryl MacMath**

Students have returned from their practicum, and their field implementations were outstanding. This marks a successful completion of the first year running a secondary cohort. There is a full cohort of 64 students for the upcoming academic year.

The Bachelor of Education proposal has received a comment from UBC as part of the peer review. The department anticipates the implementation of the Bachelor of Education for Fall 2016.

**2.7. School of Business – Frank Ulbrich**

The School of Business has officially launched on May 20, 2015 its Entrepreneurship and EPIIC Centre.

**3. CONTINUING BUSINESS**

**3.1. Faculty Standards for Rank and Tenure**

Tabled.

**3.2. CIS 192 Changes to Course Outline**

**MOTION**

THAT the CIS 192 Course Outline changes to calendar description, prerequisites, and learning outcomes be approved as presented.

**Edward Lo/Paul Franklin**

**Vote: 35 In Favour, 2 Against**  
**CARRIED**

**4. NEW BUSINESS**

**4.1. Master of Arts in Applied Professional Studies Proposal**

**APPROVED**

THAT the proposed Master of Arts in Applied Professional Studies Concept Paper be approved as presented.

**4.2. Master of Education Proposal**

**APPROVED**

THAT the proposed Master of Education Concept Paper be approved as presented.

**4.3. Bachelor of Commerce in Fashion Proposal**

**APPROVED**

THAT the proposed Bachelor of Commerce in Fashion Concept Paper be approved as presented.

**4.4. Bachelor of Applied Management proposal**

**APPROVED**

THAT the proposed Bachelor of Applied Management Concept Paper be approved as presented.

**4.5. BUS 143 Changes to Course Outline**

**MOTION**

**Kevin deWolde/Frank Ulbrich**

THAT the BUS 143 Course Outline changes to name, calendar description, learning outcomes, and course content be approved as presented.

**CARRIED**

**4.6. BUS 144 Changes to Course Outline**

**MOTION**

**Kevin deWolde/Sheryl MacMath**

THAT the BUS 144 Course Outline changes to name, calendar description, learning outcomes, and course content be approved as presented.

**CARRIED**

**4.7. BUS 145 Changes to Course Outline**

**MOTION**

**Kevin deWolde/Awneet Sivia**

THAT the BUS 145 Course Outline changes to name, calendar description, learning outcomes, and course content be approved as presented.

**CARRIED**

**5. STANDING COMMITTEE REPORTS**

**5.1. Nominations and Elections Committee – Vandy Britton**

No Report.

**5.2. Student Retention and Engagement Committee – Cindy Rammage**

This committee is working with the Learning Exchange Committee to host an interdisciplinary conversation on engaging students in the classroom.

**5.3. Learning Exchange Committee - David Dobson**

More Learning Exchange Initiatives coming for Fall 2015.

**5.4. Newsletter Committee – Maple Melder-Crozier**

Coming soon.

**5.5. Indigenization Committee – Robert Harding**

No Report.

**6. OTHER REPORTS**

**6.1. Reports from Other Faculty Councils**

**a. Faculty of Access and Continuing Education – Christine Nehring**

No Report.

**b. Faculty of Applied & Technical Studies – Sandy Hill**

- The ministry announced that UFV would receive additional funding for its Trades Program.
- The Faculty is working on developing a Director position for the School of Trades.
- Rolf Arnold's title is now Associate Dean.
- There is ongoing work on Faculty standards and safety issues.

**c. College of Arts – Vandy Britton**

No Report.

**d. Faculty of Health Sciences**

No Report.

**e. Faculty of Science – Awneet Sivia**

No Report.

**6.2. Report from Senate – Gerry Palmer**

No Report.

**6.3. Dean's Report – Tracy Ryder Glass**

Tracy thanked everyone for a wonderful first year at UFV.

**7. INFORMATION ITEMS**

**7.1.** Deletion of Change in Program Content (68) policy – effective May 1, 2015

**7.2.** Deletion of Course Numbering (58) policy – effective May 1, 2015

**7.3.** Deletion of the Placement (83) policy – effective May 1, 2015

**7.4.** Motions and Actions – **April 24, 2015**

**7.5.** The next Faculty Council Meeting is **September 18, 2015** in room **TBA**

**Appendix A**  
Sportscape Features Influencing Spectator Satisfaction  
at Professional Baseball Games  
Don Miskiman

**Cool Dogs 'n Warm Beers**  
 Sportscape features influencing spectator satisfaction  
 at professional baseball games

Donald Miskiman, PhD, CHRP, CPsych

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**Line Up Card (Agenda)**

|                                |                              |
|--------------------------------|------------------------------|
| Coming out of the dugout       | (Context)                    |
| Past game highlights           | (Brief review of literature) |
| Warm-up                        | (Methodology)                |
| First Innings                  | (Results)                    |
| 7 <sup>th</sup> Inning stretch | (Results)                    |
| Final Innings                  | (Discussion)                 |
| Bringing in the closer         | (Implications)               |
| Back to the dugout             |                              |

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**Coming out of the dugout**

Emerging from the field of Organization Studies – how people construct organizations and how these organizations influence people – is the area of the Built Environment - the person-made or physical surroundings - and emerging further is the space of Sportscape - the application of the built environment to sporting events

This five-year study examined the relationship between stadium sportscape features and spectator satisfaction.

It was designed to identify sportscape features that influence the overall satisfaction of spectators attending baseball games; and, to elaborate upon those features.

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**Past game highlights**

Built Environment

```

    graph TD
      A[Built Environment] --> B[Servicescape]
      A --> C[Sportscape]
  
```

**Servicescape**  
 Physical surroundings of a service consumer encounter  
 (Bitner, 1992; Kearney, 2007; Rosenbaum, 2007; Robson, 2010; Yu, 2009)

**Sportscape**  
 Physical surroundings of a sport spectator encounter  
 (Wakefield and Sloan, 1995; Wakefield and Blogett, 1994, 1996)

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**Past game highlights**

Although team loyalty strongly affects attendance, Facility design and services directly influence spectators' desire to stay and attend sporting events

(Brokaw, 2000; Shank, 2001; Hall, et al, 2010; Jones, 2011)

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**Past game highlights**

**Sportscape Features**

- Scoreboard quality
- Refreshments
- Facility aesthetics
- Space allocation
- Stadium accessibility
- Seating comfort
- Stadium cleanliness

(Dharup and Mojoka, 2010; Lambrecht, et al, 2009; Robinson, et al, 2004; Wakefield, et al, 1995)

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**Warmup**  
 Methodology  
 Organizational ethnography ("ethnographing")

- Observations of stadia
- Conversations with people attending baseball games
- Research relevant organizational documents.

Reflexivity - Subjectivity

- Background of observer (visual arts, music, sport, psychology)

Observations:

- 17 Baseball stadia (British Columbia, Ontario, Quebec, Canada; Arizona, California, Michigan, Washington, USA; Seoul, Korea)

Conversations:

- 420 (Mixed ethnicities, ages, gender, nationalities, backgrounds)

Organizational documents

- Reports (Stadia Magazine, Arizona Republic, Sport organizations, Media blogs)

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**Innings**

Resulting clusters

Sportscape features

1. Accessibility
2. Amenities
3. Aesthetics
4. Seating
5. Safety
6. Communication and Entertainment
7. Space usage
8. Merchandise



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**Innings**

1. Facility Accessibility


- Location (proximity to other facilities)
- Vehicle parking, transit drop-offs, congestion
- Walkability (from lot to facility)
- Ease of public transportation
- Entrances, exits, ticket areas, information areas
- Spectator control

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**Innings**

2. Facility Amenities

- Food and beverage (variety, appeal, freshness, easy to find, large number of outlets for crowds)
- Bathrooms (cleanliness, wait times, line-ups)
- Facility cleanliness
- Areas to socialize (meeting areas, display-promotion kiosks, family-children areas, party areas)



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**Innings**

3. Facility Aesthetics

- Design features (attractiveness, style of décor)
- History, image, reputation, territory markings
- Ambient features (temperature, noise, music, smells, colours)
- Wayshowing-wayfinding features (signage, symbols, maps, landmarks)
- Universal design features (ramps, seating, railings)
- Climatic features (heaters, coolers, sunshades, rain roofs, fans, ventilation)

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**Innings**

4. Facility Seating

- Availability
- Ease of finding seat, quality of seat (can support large-sized people)
- Proximity to the event; Sightlines; Number of seats/row
- Relationship/closeness to players/event
- Comfort (leg and arm room; cup holders, backs, armrests)
- Seating zones (alcohol free, smoking free, party areas)
- Standing areas (sightlines, density)

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**7<sup>th</sup> Inning stretch**

**Costs across ten spring training stadia\***

|                  | Cheapest       | Most expensive        |
|------------------|----------------|-----------------------|
| Price for four** | \$72.50        | \$115.00              |
| Tickets          | \$8.00         | \$58.00 (terrace box) |
| Peanuts          | \$4.00         | \$5.00                |
| Cracker Jack     | \$3.00         | \$5.00                |
| Hot dog          | \$4.00         | \$6.00                |
| Beer             | \$5.50(16 oz.) | \$10.00 (20 oz.)      |
| Soda             | \$3.00         | \$6.00                |

Specialty Items: Ribs, Chicken teriyaki stir fry, Pulled pork, Burger and sausage features (e.g. So-Cal Turkey Burger with avocado, pepper jack cheese and chipotle ranch sauce); Subs, Sushi, Pierogis, BBQ nachos; Margaritas, Sangria, Craft beer.

\*\*seats, hot dog for each, two beer, two soda, peanuts and cracker jack

\*Peoria Sports Complex, Goodyear Ballpark, Surprise Stadium, Cubs Park (Mesa), Maryville Baseball Park (Phoenix); Salt River Fields at Talking Stick; Scottsdale Stadium; Phoenix Municipal Stadium; Tempe Diablo Stadium.  
 Hanson, 2014; Kuhney, 2014. © Mickman 2015

**Innings**

**5. Facility Safety**

- Perceived crowding - density
- Access and egress routes, walkways
- Emergency signs, exits
- Security checks (bags, bottles)
- Safety markings (signs, painted steps, stairways, lines)
- Emergency announcements (evacuation routes, medical attendants)
- Personnel (volunteers, staff, safety personnel, police, fire, EMS, first aid stations)

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**Innings**

**6. Facility Communication and Entertainment**

- Scoreboards (quality, essential information – current game and simultaneous games elsewhere, player updates, live action replays, location, sight-lines, number)
- Music (before, during, after game)
- Contests during the event, entertainment features, mascot activity, spectator actions and voice
- Electronic broadcast (volume, ability to hear)
- Staff and volunteer helpfulness

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**Innings**

**7. Space Usage**

- Layout and orientation of structure
- Outside and inside facility landscape and biophilic features (waterfalls, plants)
- Walkways, stairs, elevators, escalators, open areas
- Equipment and Furnishings (fixed and mobile)
- Artifacts (pictures, objects, unique features)

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**Innings**

**8. Merchandise**

- Team stores (perceived crowding, efficiency)
- Kiosks (number, location)
- Mobile vendors
- Price, quality, selection (patriotic and 'foe' collections)
- Giveaways
- Uniforms

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**Bringing in the closer**

**Comparison of sportscape features**

|                      |                                 |
|----------------------|---------------------------------|
| Scoreboard quality   | Accessibility                   |
| Refreshments         | Amenities                       |
| Facility aesthetics  | Aesthetics                      |
| Space allocation     | Seating                         |
| Stadia accessibility | Safety                          |
| Seating comfort      | Communication and Entertainment |
| Stadia cleanliness   | Space usage                     |
|                      | Merchandise                     |

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#### *Back to the dugout*

- *Mixture of built environment features constitute sportscares in stadia*
- *People respond to sportscape holistically by creating perceptions of the environment which determine their responses and satisfaction with it.*
- *Combination of sportscape features that make the overall encounter for spectators a satisfying experience*
- *Satisfying experience can lead to increased chances of future attendance*
- *Sportscape is an important determinant (in addition to team performance, game importance and market size) on attendance*
- *Event organizers and marketers can use sportscape features to enhance spectators' intention to attend events.*

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**Appendix B**

Identity Work of Internationally Educated Professionals in Situations of Downward  
Occupational Transition

Luciana Hakak

## Professionals in Disguise: Identity Work in Situations of Downward Occupational Transition

LUCIANA T. HAKAK  
MAY 22, 2015

## Internationally Educated Professionals

- Internationally educated professionals are often unable to obtain an occupation commensurate to their experience and skills (Alboim, Finnie & Meng, 2005; Boyd & Schellenberg, 2007; Boyd & Thomas, 2001; Hawthorne, 2008)
- Transition to jobs that are unrelated to and lower in status and/or prestige than their original occupation (Fang, Zikic & Novicevic, 2009; Reitz, 2001)
- **How does this downward occupational transition and status change impact their sense of self or in other words, their identity?**



## Identity and Identification

- Individuals identify with their role or group when they define themselves by what they believe this group represents (Kreiner & Ashforth, 2004).
- Identification allows individuals to satisfy needs such as uncertainty reduction and self-esteem enhancement (Ashforth, 2001; Dutton, Dukerich & Harquail, 1994; Hogg & Terry, 2000; Pratt, 1998).



## Identity Work

- Radical and high-stake changes in context prompt identity work (Ibarra & Barbalescu, 2010; Pratt, Rockmann & Kaufman, 2006)
- Defined as the mechanisms by which individuals actively form, revise, repair, maintain or strengthen their identity (Snow & Anderson, 1987; Sveningsson & Alvesson, 2003)



**Gap: Identity work research has looked at upward but not downward transitions** (Ibarra, 1999; Pratt et al., 2006)

## Research Goal

**The present work draws on the identity literature to better understand the process by which internationally educated professionals craft and recreate their identity following a downward occupational transition.**

## Research Setting

- Internationally educated taxi drivers are an extreme case (Sigglekow, 2007) – highly visible to drivers and to observers



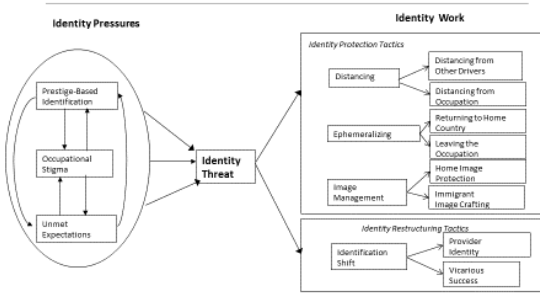
## Method - Profile of Respondents

- 28 respondents
- Nationality: Afghanistan, Ethiopia, India, Iran, Jordan, Nigeria and Pakistan
- Education: 16 undergraduate, 10 Masters, 2 PhD
- Average time in Canada: 11.7 years

## Method – Data collection & analysis

- Data collection
  - Qualitative; open-ended interviews
  - Purposive sampling
- Data Analysis
  - Atlas.Ti
  - Patterns and hierarchy of codes emerged from data
  - Analysis, collection and literature review was iterative and ongoing

## Model



## Identity Pressures

### Occupational Stigma

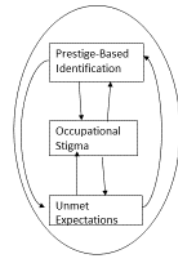
- Both in their home countries and in North America

### Prestige based identification

- Identification with the prestige conferred by their original profession.
- Surprising finding – distinct from previous studies (e.g. Ibarra, 1999; Pratt et al., 2006)

### Unmet Expectations

- Perception of misinformation by immigration officers abroad and lack of contacts in their host country
- Belief that although others had difficulties, their situation was "special"



## Identity Threat

Feelings of frustration, failure, loss

- "It's pretty hard for an engineer or a doctor or an MBA or something to come up with the decision that he is going to drive a taxi. No, your brain, can never accept something like that. You were not designed to drive a taxi. (...) Inside you're hidden." (Taxi #24)



## Identity Work Tactics

### Identity Protection

- Distancing
  - Distancing from occupation
  - Distancing from other drivers
- Ephemeralizing
  - Plans to leave occupation
- Image management
  - Home image protection
  - Image crafting

### Identity Restructuring

- Shifting
  - Provider Identity
  - Vicarious Success

## Contributions to Theory

### ***Context matters!***

#### 1. Identity Work

• Situations of downward transition drive different patterns than in upward transitions (Ibarra, 1999; Pratt et al., 2006).

#### 2. Identity Threat (Petriglieri, 2011)

• Exploration of conditions under which it may occur (contrast and surprise) and whether/ how it is resolved

## Practical implications

- Increase awareness of psychological implications of downward occupational transition
- Importance of accurate communication to prospective immigrants (unmet expectations)
- Promotion of strong group cultures in an effort to enhance self-esteem and resolve identity threat



**Thank you for your  
attention!**

**I am happy to  
take questions  
or comments.**