



## UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING

May 20, 2022  
10:00 AM - A225  
Abbotsford Campus

### APPROVED MINUTES

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**PRESENT:** Ian Affleck, Teresa Arroliga-Piper, Adrianna Bakos, Courtney Boisvert, Claire Carolan, Shirley Hardman, Carl Janzen, Nicholas Johnson, Amber Johnston, David Johnston, Gilmour Jope, Randy Kelley, Dana Landry, Theresa Mulder, Sarbjot Nijjar, Linda Pardy, Samantha Pattridge, Vanessa Radzinski, and Ravneet Sohal

**ABSENT:** Vlad Dvoracek, Claire Hay, Selena Karli, David McGuire, Elaine Newman, and Shelley Stefan

**GUESTS:** Lorna Andrews, Cory Beshara, Sue Brown, Jeff Chizma, Shawna Dyck, Sarah Graham, Bobby Jaswal, Ashley McDougall, Marlene Murray, Jason Thomas, Noham Weinberg

**RECORDER:** Amanda Grimson

#### 1. APPROVAL OF THE AGENDA

#### 2. APPROVAL OF UEC MINUTES

2.1. UEC draft minutes: April 22, 2022

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

#### 3. COURSES AND PROGRAMS

##### 3.1. Child, Youth, and Family Studies

Review with changes: CYC 469

**MOTION:**

To approve the CYC 469 course outline as presented.  
CARRIED

##### 3.2. Social Work and Human Services

Discontinuation: HSER 290

**MOTION:**

To approve the discontinuation of HSER 290 as presented.  
CARRIED

##### 3.3. Business

Change to entrance and program requirements: Accounting certificate

Change to entrance and program requirements: Business Administration certificate

Following advice from Shirley Hardman (Senior Advisor on Indigenous Affairs), the memo responses regarding Indigenization will be revised when these programs go forward to Senate.

The Business Administration certificate included an option for students to use completion of the Applied Business Technology certificate in place of a 3-credit elective course, but this will require further discussion. Sue Brown (School of Business representative) agreed to remove this from the proposal.

Some additional calendar edits were also noted.

**MOTION:**

To recommend the changes to the Accounting certificate as presented, effective January 2023.

CARRIED

**MOTION:**

To recommend the changes to the Business Administration certificate as amended, effective January 2023:

- Option to use the Applied Business Technology certificate in place of an elective course will be removed.

CARRIED

**3.4. Integrated and General Studies**

Changes to program requirements: Bachelor of Integrated Studies

Changes to program requirements: General Studies diploma

It was noted that the calendar copy for both programs seemed to replace CRIM 220 with CIVI 200. As this was not mentioned in the memos, it was assumed to be an error. CRIM 220 will remain unless brought back to UEC for further approval.

**MOTION:**

To approve the changes to the Bachelor of Integrated Studies as presented, effective January 2023.

CARRIED

**MOTION:**

To approve the changes to the General Studies diploma as presented, effective January 2023.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Fall reading break recommendation** (Student Union Society submission)

Ashley McDougall (SUS VP External) presented a proposal for a two-day Fall reading break following either Thanksgiving or Remembrance Day. Some potential options and concerns were discussed.

UEC members presented what they saw as challenges with introducing a Fall reading break:

- Time is needed after the final exam period to check prerequisites for the Winter semester, assess academic standing (academic warning, probation, required to withdraw), and notify students of related registration issues.
- Concern about maintaining the quality of the curriculum and having enough time to adequately address the course outcomes.
- Potentially unbalanced instructional days (e.g., fewer Mondays than Wednesdays).
- There is already not enough time off between semesters for either faculty or students.
- Faculty do not have enough time to complete marking if the time between semesters is shortened even further. Concerns were raised about faculty mental health without a long enough break between semesters.
- There was little data presented to support the SUS position on mental health. A short break in the middle of the semester is not helpful to positive mental health if it comes at the expense of adequate time to complete the course at the end.
- While a mid-semester break may provide some mental relief, it is at the expense of direct contact with faculty members, which may not be productive.
- There are some issues with the data presented by the SUS. Though there was a reasonable response rate, students were not asked what they would be willing to give up for a fall reading break, nor were they asked about the time between semesters.

Potential options to support a Fall Reading Break were discussed:

- Begin classes before Labour Day and/or schedule orientation days for the week before Labour Day.
- Schedule only multiple-choice exams on the last day of the exam schedule, as these do not require much marking time (this may be challenging, as the exam schedule already must ensure that there are no student conflicts, minimize instances where a student has three exams in a day, and minimize two exams in a row).
- Establish a shared understanding regarding the underlying pedagogy for how exams and classes should be structured.
- Include Sundays in the exam schedule to reduce the time needed and/or compress the exam period to nine days.
- Increase the length of time between the Fall and Winter semesters by starting later in January (this would in turn impact the summer semester).

The Registrar will consider the next steps for this proposal.

#### **4.2. Official Course Outline and cover memo templates**

Representatives from the Faculty of Science presented a request that the course memo questions about Indigenization and equity, diversity, and inclusion (EDI) be optional rather than required. Due to time, most of the discussion focused on the question of Indigenization rather than EDI.

The initial request was brought forward from the Chemistry department. The submission included the following:

- While acknowledging the importance of meaningful forms of Indigenization, some faculty are uncomfortable with the imposition of a cultural requirement on science.
- Tokenistic responses may trivialize Indigenization of the physical sciences.
- Incorporating Indigenous knowledge or ways of knowing into many undergraduate science courses may not be meaningful, useful, or possible.
- More meaningful forms of Indigenization in science would be outreach to encourage better representation of Indigenous people in science, and learning more about Indigenous ways of knowing from Indigenous students.
- No other institution in B.C. includes a standard requirement for Indigenization or EDI in all courses.

Comments from UEC members included the following:

- UFV is a leader in this area, and has committed to Indigenization throughout the institution to change the situation of Indigenous Peoples in the classroom following both the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's 94 Calls to Action.
- Indigenization is not about imposing cultural beliefs, but about acknowledging that relationships between Indigenous and non-Indigenous people in Canada have not been good, and these relationships need to change.
- Science is not ethically or culturally neutral, and has had many negative impacts on Indigenous people.
- Incorporation of Indigenous knowledge is only one aspect to consider. Although not all subjects lend themselves immediately to Indigenization of content, there is much more that can be done to Indigenize in many areas, such as how subjects are taught and how students are assessed.
- Lack of representation in science is not necessarily due to a lack of interest, but is another indicator that the current K-12 system is still failing Indigenous students.

How to best implement and communicate responses to Indigenization and EDI in the curriculum will be an ongoing topic of discussion at UEC.

#### **4.3. APPC report**

This item was postponed.

#### **4.4. Senate report**

This item was postponed.

#### **4.5. Senate Teaching and Learning Committee report**

This item was postponed.

**4.6. Policy Subcommittee report**

This item was postponed.

**5. ADJOURNMENT**

The meeting was adjourned at 12:03 pm.