

**SCIENCE FACULTY COUNCIL
AGENDA**

Friday, November 1, 2024 - 1:15 PM - D123

Page

1. **WELCOME**
2. **AGENDA and MINUTES**
 - 2.1. **Adoption of Agenda**
MOTION: that the Faculty Council approve the agenda as presented.
 - 3 - 6 2.2. **Approval of the Minutes - October 4, 2024**
MOTION: that the Faculty Council approve the minutes from October 4, 2024, meeting as presented.
3. **FOR DECISION**
 - 7 - 9 3.1. **Terms of Reference**
 - 10 - 15 3.2. **Faculty Standards - PGES**
4. **FOR DISCUSSION**
 - 4.1. **LMS Pilot Project - Volunteer Requested - Kseniya**
5. **GUESTS**
 - 5.1. **Victoria Surtees, Teaching & Learning, UFV**
Specialist in Teaching & Learning, Internationalization

Collaborative Online International Learning (COIL) Presentation
6. **REPORTS (See Attachments)**
 - 16 - 17 6.1. **Various Reports**

Senate: No Report
Student: see attachment
7. **INFORMATION ITEMS**
 - 7.1. **Monthly reports to the Provost from the Faculty of Science:**
<https://ufv.ca/science/deans-office/monthly-department-highlights/>.

If you have something to share, please email Alison at science@ufv.ca so it can be included on our next report.
8. **ADJOURN**

Page

Next Meeting: November 29 @ 1:15 PM D123

Quorum - 14 voting members



SCIENCE FACULTY COUNCIL

Minutes

Friday, October 4, 2024 - 1:15 PM - D123

Chair

Michael Hitch

In Person Attendance

Alan Reid, Stephania Pizzirani, Vanessa Radzimski, Greg Schmaltz, Joan Hughes, Steven Marsh, Mariano Mapili, Ian Affleck, Ben Vanderlei, Cherie Enns, Serhii Myroshnychenko, Nathan Bialis, Justin Lee, Grant Fritzke, Stan Manu, Scott Shupe, Cory Beshara, Yvonne Dzal, Carlos Leon, Golfham Ghafourifar, Ali Fotohui, Pedro Montoya-Pelaez, Afia Raja

Virtual Attendance

Dina Navon, Anna Kuczynska, Gillian Mimmack, Jenn Barrett, Caroline Majeau, Mitra Tabatabee, Michelle Rhodes, Kristen Switzer, Kseniya Garaschuk, Robin Endelman, Jake Spooner

Guests

None

Regrets

Lenore Newman, Olav Lian, Cynthia Loten, Daniel Iwana, David Chu, Debbie Wheeler, Declan Roshea

Recorder(s)

Alison Reeves

1. GUESTS and INTRODUCTIONS

2. AGENDA and MINUTES

2.1. Approval of the Agenda

MOTION: that the Faculty Council approve the agenda as presented.

1st Vanessa Radzimski, 2nd Stefania Pizzirani. All in Favour. Carried.

2.2. Approval of the Minutes - September 6, 2024

MOTION: that the Faculty Council approve the minutes of the September 6, 2024, meeting as presented.

1st Steven Marsh, 2nd Alan Reid. All in Favour. Carried.

2.2. Agenda Addition

Page

3. FSCC (Curriculum Committee) - Ben Vanderlei

For Decision:

3.1. BIO 301 Anatomy and Physiology of Invertebrates

3.2. BIO 307 Anatomy and Diversity of Plants

MOTION: that the Faculty Council approve the BIO 301 and BIO 307 course outlines with amendments.

BIO 301 and BIO 307 correction of some typos in both course outlines.
BIO 307 remove fieldtrips from memo and expand L.O. #4

1st Alan Reid, 2nd Stefania Pizzirani. All in Favour. Carried.

3.3. GEOG 160 Settlements: Why We Live Where We Do (New Course)

3.4. GEOG 256 Knowledge and Ethics in Geographic and Environmental Research (New Course)

3.5. GEOG 325 Health and Place (New Course)

MOTION: that the Faculty Council approve the GEOG 160, GEOG 256 and GEOG 325 course outlines with amendments.

GEOG 256 will add AGRI courses as prerequisites.

1st Vanessa Radzimski, 2nd Mariano Mapili. All in Favour. Carried.

3.6. GEOG 111 to ENV 111 Environmental Issues and Strategies (Conversion)

3.7. GEOG 331 to ENV 331 Environmental Assessment and Management (Conversion)

3.8. GEOG 412 to ENV 412 Environmental Practicum (Conversion)

MOTION: that the Faculty Council approve the GEOG 111, 331 and 412 name conversion to ENV 111, 331 and 412

1st Stefania Pizzirani, 2nd Alan Reid. All in Favour. Carried.

3.9. GEOG Course Discontinuance

MOTION: that the Faculty Council approve the GEOG Course Discontinuance as presented.

1st Alan Reid, 2nd Stefania Pizzirani. All in Favour. Carried

Page

3.10. GEOG Program Change Concentration (Discontinuance of Concentration in Urban Studies and Planning)

MOTION: that the Faculty Council approve the Urban Studies and Planning Concentration Discontinuance as presented.

1st Steven Marsh, 2nd Cherie Enns. All in Favour. Carried.

3.11. GEOG Major (Changes)

3.12. GEOG Minor (Changes)

3.13. GEOG Honours (Changes)

MOTION: that the Faculty Council approve the changes to the Major, Minor and Honours programs as presented.

1st Alan Reid, 2nd Stefania Pizzirani. All in Favour. Carried.

4. FSCC (Curriculum Committee)

For Information: NONE

5. DISCUSSION / DECISIONS

5.1. For Discussion: NONE

5.2. For Decision: NONE

6. REPORTS

Note: as of November 2024, the reports will be sent out as agenda attachments each month and not covered during meetings.

6.1. Dean's Report - Michael Hitch

6.2. Advising - Kristen Switzer

6.3. BSc Committee - Stan Manu

BSc committee status is undefined, the BSc is currently undergoing a program review. BSc committee will be reviewed once program review complete.

6.4. Indigenization

6.5. EDI

6.6. Senate - Pedro Montoya-Pelaez | Nathan Bialas

1. AI Task Force – identified how to integrate AI into the university, working on general framework on how AI will fit into university.

Science Faculty Council
October 4, 2024

Page

2. International Students and reduction of number that can attend
 - a. Government looking at changing work permits for international students will be linked more closely to gaps in Canada's labour market
3. Distribution of naloxone around campus coming as there have been incidents of overdose on campus

6.7. Students – Sebastian Molina and Hardil Singh

6.8. Other Reports

Notable Dates:

Nov 8 – Teacher from local districts visit UFV

Nov 13 – School visits of Indigenization students from local districts

7. INFORMATION ITEMS

- 7.1. Monthly reports to the Provost from the Faculty of Science can be found here: <https://ufv.ca/science/deans-office/monthly-department-highlights/>.

If you have news to share, please email Alison at science@ufv.ca so, it can be included on our next report.

8. ADJOURN

Next Meeting: November 1 @ 1:15 PM - D123

Quorum - 14 voting members



SCIENCE FACULTY COUNCIL

TERMS OF REFERENCE

1. MANDATE

The Science Faculty Council (SFC) shall:

- a. serve as the forum for sharing information and the discussion of academic matters;
- b. receive recommendations related to academic programs, including but not limited to: development of new programs, program changes, new courses, discontinuation of courses;
- c. vote on recommendations as related to the above;
- d. transmit recommendations to Senate;
- e. pass policies related to the functioning of the Faculty Council;
- f. deal with matters assigned by the Board or Senate.

2. MEMBERSHIP

2.1. Voting Membership

Voting membership of each Faculty Council shall be comprised of the following from each Faculty:

- a. faculty members;
- b. instructors with limited term appointments within the faculty;
- c. two student representatives, elected by students in the Faculty of Science, normally for one year;
- d. an academic advisor from the Advising Centre, with expertise in science
- e. two support staff representatives employed within the Faculty of Science, elected by support staff for a two-year term;
- f. two sessional instructors representatives, elected by sessional instructors for a one-year term;
- g. two members from each department outside the Faculty of Science offering a major that may be taken as a part of a Bachelor of Science Program.*
- h. Dean of the Faculty;
- i. Associate Dean of the Faculty
- j. President.

** Departments which offer a major(s) that may be taken as part of a degree program in another faculty will have two representatives in that faculty council, with full voting rights in the faculty council, except that they may not stand for election to Senate or vote to elect a senator as member of that faculty council, and that the terms of reference of the faculty council be hereby amended accordingly.*

2.2. Ex-Officio and Non-voting Members

Non-voting membership:

- a. Vice-President Academic and Provost;
- b. Registrar;
- c. one member of Senate;
- d. one representative each from other Faculty Councils;
- e. those invited by the Dean in consultation with the Faculty Council;
- f. University Librarian or designate.

2.3 VOTING

Under normal circumstances, voting takes place during council meetings, and decisions are made by a simple majority of voters. In the event of extenuating circumstances or unforeseen events which cause disruptions to regular meeting schedules, such as school closures due to weather or urgent business that requires a decision prior to the next scheduled meeting, voting may be conducted by email or other electronic technologies, at the discretion of the chair and vice-chair. In this case, all council members must be polled for a minimum of three business days, and the number of votes cast must be equivalent to or exceed the council's quorum in order for the decision to be valid. The results of electronic votes shall be reported via email, as well as at the next council meeting, and recorded in its minutes.

3. FACULTY BUSINESS

Faculty business will normally be carried out at regularly scheduled Council meetings where there is a quorum. The Faculty Council has the right to delegate business to Standing Committees and Ad Hoc Committees, which may make recommendations to the Council for consideration. The Dean of the Faculty will assume the role of Chair on these committees, until such time as a Chair may be elected by the committee.

- Standing Committees – Standing Committees will report to the Science Faculty Council. Standing Committees will consist of Faculty Council members elected by the Council and members appointed by the Dean to a maximum of 50% of the committee members. Members appointed by the Dean need not be members of the Faculty Council. The Dean and Associate Dean are non-voting ex-officio members of all Standing Committees.
- Ad Hoc Committees – may be struck by the Faculty Council for specific purposes and dissolved upon completion of task.

4. QUORUM

A quorum will consist of at least twenty percent (20%) of the voting members of Council.

5. CHAIR AND VICE-CHAIR

The Dean of the Faculty shall serve as Chair of its Faculty Council. A Vice-Chair will be elected by the Council using the Faculty's nomination and election procedure. The Vice-Chair will be elected for a two-year term.

6. AGENDA AND MINUTES

- a. Council's agenda will be set by the Dean (or Vice-Chair) in consultation with the Registrar and the members of the Faculty Council;
- b. Minutes will be kept by a secretary appointed by the Dean;
- c. Agenda, minutes and written reports will be circulated to Council members at least twenty-four hours prior to meetings, though normally Council members will be given at least seven days advanced notice on voting matters.

7. MEETING TIMES

Meetings will be held at least three times per year. Notwithstanding, the Dean has the right to call a Council meeting at any time if there is urgent business that requires the attention of the Faculty Council.

8. REVIEW OF TERMS OF REFERENCE

A review of the terms of reference will take place every three academic years.

*Created November 2009
Faculty Council Approved: Nov 2011, Nov 2013, -Feb 2013, Feb 2015, May 2015, Sept 2015, Sept 2018, Sept 2021
Senate Approved: Jan 2010, Feb 2013, Feb 2014, May 2016, Jan 2022
Review Dates: Fall 2024*

Planning, Geography & Environmental Studies Standards for Tenure and Promotion

I. Principles

The Department of Planning, Geography & Environmental Studies (PGES) accepts the *University-Wide Principles for the Establishment and Review of Standards for Tenure and Promotion* (UFV's University-Wide Principles) as approved by Senate and is informed by them.

Individual departments or schools within the Faculty of Science may identify discipline-specific standards, but shall be consistent with UFV's University-Wide Principles, and may clarify:

- teaching practices that reflect disciplinary training, professional standards, and/or pedagogical methods typical in the discipline or field;
- discipline-specific standards for scholarly activities (as defined by UFV's University-Wide Principles to include research, scholarship and creative practice), including the measures or examples of peer review or equivalent assessment;
- service roles that address unique disciplinary and department needs; and

PGES recognizes principles of Indigenization, including recognition of Indigenous ways of knowing, in the assessment of teaching and learning, scholarly activities, and service.

PGES recognizes principles of equity, diversity, and inclusion in the assessment of teaching and learning, scholarly activities, and service.

Educational Requirement

To be promoted to tenured Associate professor, the educational requirement is a terminal degree appropriate to the field; or a suitable combination of education, professional credential and related professional experience where such combination constitutes the generally accepted standard in the field.

II. Teaching

As the central mission of UFV, successful undergraduate teaching must demonstrate a level of accomplishment that supports student achievement, institutional goals and learning outcomes, and our responsibilities to our region and its communities.

Successful teaching is achieved at the individual, classroom, and community level. In addition to classroom teaching, this may include:

- mentorship of students in either formal or informal contexts;
- supervision of students engaged in service learning, applied placements (practicums, internships, etc.), field schools and study tours, undergraduate research, and creative projects;
- graduate student supervision; and
- development and delivery of curriculum in non-academic, community or other settings.

a. Assistant Professor:

An Assistant Professor in PGES establishes a documented record of successful undergraduate teaching. It is expected that faculty at this rank are building skills, strategies and materials that are informed by scholarship.

The following activities are expected of all faculty members at the rank of Assistant Professor:

- responds to student academic needs;
- communicates high expectations for student success;
- respects diversity in the classroom and in ways of learning;
- develops learning activities that foster an atmosphere of discovery and academic growth;
- maintains academic or professional currency in one's teaching;
- meets course, department, faculty, and institutional learning outcomes;
- critically reflects on teaching practices;
- models ethical scholarly practice; and
- maintains professional and effective course organization, management, and delivery.

b. Associate Professor:

A faculty member applying for the rank of Associate Professor with tenure will provide evidence of a high level of proficiency in their undergraduate teaching career.

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate that they continue to meet the criteria for an Assistant Professor.

In addition, they must demonstrate that they have successfully engaged in the following:

- mentorship of students: facilitate students' own process of discovery and application of what they learn. Mentorship could involve: directed studies, practicum, graduate supervision, supervising student researchers, facilitate workshops for groups of students around professional practice, assisting students with graduate applications;
- pedagogical skills development (such as skills learned through completion of an Instructional Skills Workshops, Online Teaching Fundamentals micro-courses, or workshops in pedagogy); and
- reflection on the impact of research and scholarly activity on their teaching practice.

c. Full Professor:

A faculty member applying for the rank of Full Professor will provide evidence of distinction in undergraduate teaching.

To be promoted to the rank of Full Professor, applicants must demonstrate that they continue to meet the criteria for an Associate Professor.

In addition, they must demonstrate that they have successfully engaged in the following:

- progression in pedagogical practices based on critical self-reflection;
- sustained contribution to curricular development; and
- mentorship of peers in relation to teaching.

III. Scholarship, Research, and Creative Practice

PGES acknowledges the value of scholarly activities (as defined by UFV's University-Wide Principles to include research, scholarship, and creative practice) as vital to the professional success of faculty members, the learning of students, and the enrichment of our communities.

In keeping with the mandate of the institution and respecting the diversity of faculty specializations, we recognize as acceptable for advancement four types of activity, based on the Boyer model:¹

- the scholarship of discovery that includes original research that advances knowledge;
- the scholarship of integration that involves synthesis of information across disciplines, across topics within a discipline, or across time; work that draws on the power of critical analysis and interpretation to create new meanings;
- the scholarship of application that is utilized to solve consequential problems, especially those that affect communities and society; knowledge that arises out of the very act of application; and
- the scholarship of teaching and learning that involves the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

Regardless of the type of scholarly activities, the work must be documented, be reviewed by peers (including practitioners, policy makers, community members, if appropriate), be disseminated, and withstand scrutiny.

Scholarship reviewed by non-academic peers should meet the following criteria:²

- clear goals;
- appropriate methods;
- significant results;
- effective presentation;
- reflective critique; and
- public dissemination.

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (1990)

² Adapted from Charles E. Glassick, Mary Tayler Huber and Gene I. Maeroff, *Scholarship Assessed: Evaluation of the Professoriate* (1997)

Examples of scholarly activity may include:

- academic publications in the form of articles, chapters, conference proceedings, monographs or other scholarly books;
- contributions to academic encyclopedias and dictionaries, scholarly editions, scholarly translations;
- editing journals or collections of scholarly essays;
- participation in advancement of professional knowledge and discourse through such means as book reviews;
- published material designed to assist student learning, such as textbooks or educational media;
- delivery of conference papers and formal commentary on conference panels;
- peer-reviewed podcasts;
- artistic exhibitions, creative writing, projects or innovations emerging from a Design Research Lab; and
- research reports or resource materials for community- and policy-based projects and consultation.

a. **Assistant Professor:**

An Assistant Professor will show commitment to and potential in some of the activities and forms of dissemination listed above.

b. **Associate Professor**

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate ongoing contribution to scholarship through some of the activities and forms of dissemination listed above.

c. **Full Professor**

To be promoted to the rank of Full Professor, applicants must demonstrate progression in their contribution to scholarship through some of the activities and forms of dissemination listed above since their promotion to Associate Professor.

Those with a profile of less than 15% for this category must show progression in their scholarly activities since their promotion to Associate Professor. This may take different forms, such as deeper disciplinary impact; a broadening of the audience that their work reaches; engagement in different types of activities; or change in thematic, methodological, or disciplinary focus.

Those with a profile of 15-30% for this category must show substantial and distinguished achievement in the discipline that is nationally and internationally recognized.

IV. Service

PGES affirms the critical role that faculty members play, through their service activities, to their departments, schools, faculties or college, the larger university, and their wider academic, artistic, professional and/or public communities.

a. Assistant Professor

An Assistant Professor will play a *participatory role* in department meetings, functions, and committees, and in Science Faculty Council.

b. Associate Professor

To be promoted to the rank of Associate Professor and granted tenure, applicants must demonstrate that they have:

- substantially contributed to department meetings, committees, activities, projects, or initiatives;
- participated regularly in Science Faculty Council or the work of its committees; and
- sustained a *participatory* role on university-wide committees, activities, projects, or initiatives; or the academic community outside of the university; or the community at large.

c. Full Professor

To be promoted to the rank of Full Professor, applicants must demonstrate that they continue to meet the expectations of Associate Professor.

Those with a profile of less than 15% for this category must show progression of their service activities since their promotion to Associate Professor.

Those with a profile of 15-30% for this category must show evidence of capacity building and leadership in at least two of the three areas listed below:

- departmental activities, projects, and initiative;
- faculty or university-wide committees, activities, projects, or initiatives; or
- professional organizations related to their field of practice; or in community outreach.

Student Representative Report to the Science Faculty Council**Predicting Class Sizes and Withdrawal Rates****Introduction**

This report examines the factors influencing student course withdrawals and proposes strategies to improve the prediction of actual class sizes in upcoming semesters.

Reasons for Course Withdrawals

Students may drop courses for various reasons, including:

- **Waitlist Issues:** Students often need backup classes if they are waitlisted for their preferred courses.
- **Course Misalignment:** Some students discover they dislike aspects of the course, such as the format, grade distribution, or specific projects.
- **Overestimated Capacity:** Many students overestimate their ability to handle a certain courseload, leading them to drop courses when they realize they can only manage fewer.
- **Course Structure:** Students may withdraw upon recognizing that many courses are front-loaded or feature heavy end-of-semester project workloads, prompting them to seek a better balance.
- **GPA Concerns:** Intimidation about how a course might impact their GPA can lead to withdrawals.
- **Scheduling Conflicts:** Competing commitments can affect students' ability to stay enrolled.
- **Learning Style Mismatches:** Incompatible teaching and learning styles can discourage students from continuing in a course.

How could we improve prediction of class sizes

1. Implement a Course Ranking System

Benefits:

- Students rank courses by priority, aiding faculty in understanding potential drop rates.
- Enhances communication regarding student intentions.
- Informs AI models used for enrollment predictions.

Challenges:

- Requires modification of the registration process.
- Students may need training on how to use the ranking system effectively.

2. Distribute Syllabi Early

Benefits:

- Syllabi provided two weeks before the semester enable informed course selection.
- Leads to earlier withdrawal rates, improving enrollment accuracy.
- Supports better planning for students' schedules.

Challenges:

- Increased workload for faculty to prepare syllabi ahead of time.
- Need for standardized deadlines for syllabus submission.

3. Feedback on Withdrawals

Benefits:

- Collect feedback from students withdrawing after the first day to understand their reasons.
- Provides valuable insights that can inform course improvements.

Consideration:

- Collaboration with the admissions office for data analysis.