
Students and Community: An Update to the UFV Education Plan

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Preamble

The University of the Fraser Valley is situated on the unceded traditional territory of the Stó:lō peoples. The Stó:lō have an intrinsic relationship with what they refer to as S'olh Temexw (Our Sacred Land), therefore we express our gratitude and respect for the honour of living and working in this territory.

UFV's Changing Context

Within the space of about a week, four events have just occurred which represent three contextual factors that will and/or should shape UFV's education planning for the foreseeable future: the BC Government's "Re-engineering Education and Training" announcement that stresses skills training for the resource extraction economy; the publication of Chilliwack's Draft Community Plan that stresses education for the service sector and a "knowledge economy"; and the employer-sponsored Graphic and Digital Design and Fashion Design grad shows that exhibit the creative design work of students educated for "the world's fastest growing economy," the Creative Economy.

This provokes some questions for education planning: Can these factors be reconciled? Has our strategic and education planning thus far prepared us to respond to the provincial government agenda, local municipal agendas, and local industry needs? How should these factors shape future planning?

"Re-engineering Education and Training"

The very recent government announcement of *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training* represents the most significant change in our planning context. It rests on the following contention:

By 2022, there are expected to be a million job openings in British Columbia. These jobs openings will be created by major new opportunities, including expanding liquefied natural gas (LNG) development in Northern B.C., increased trade with Asia, new mines and mining expansions, growing forestry exports as well as increased activity in the resource sectors, transportation, industry and business. These openings will also be created by retirements.¹

The core elements of *Re-engineering Education* include:

- Block grant funding will have more targeted FTEs. Approximately 10% of funding is currently targeted for medicine, nursing and other health related programs. This will move to **25% by 17/18**. "Government plans to target an additional \$40 million in 2014-15 of provincial operating grants to target high-demand occupations as well as programs for Aboriginal people, and programs for people with a disability."

¹ B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training, www.workbc.ca/skills, 7.

- Fiscal 14/15 - \$40M sector-wide will be moved from general block funding to target funding – equally allocated across the sector
- Fiscal 15/16 – further \$90M
- Fiscal 16/17 – further \$90M
- Fiscal 17/18 – further \$50M
- **Total of \$270M** moved from block funding to targeted funding by 17/18
- “Funding may be redirected if institutions are unable to provide seats in high-demand areas.”
- “Through the Ministry of Advanced Education, government is providing an additional \$6.6 million this year for critical trades seats – a 10% increase over the current Industry Training Authority funding to public institutions.”
- **“Increasing the number of apprenticeships in high demand areas** by providing additional funding for priority trades training programs.”
- Programs for Aboriginal people, recognized as “the youngest and fastest-growing population group in the province” will focus on “community-based skills training . . . and provide recognized credentials or credits that are portable or transferable.”
- **“Creating more work-based training** so that students are encouraged to apply their learning and acquire new employment-related skills in the workplace.”
- **“Doubling the number of ACE-IT spaces to 5,000 over the next two years** will not only increase student choices but also encourage more students to pursue skills and trades training.
- **Expanding dual credits in our schools to get students trained quicker** so they can move into post-secondary studies or the workplace faster with the skills they need.”²

The bottom line of the government’s plans is that funding for post-secondary institutions will be “based on labour market information and workforce targets,” aligned particularly with “high demand occupations,” and that institutions will be held accountable for achieving results—funding will be “outcome-based.”

Some will debate the reliability of “labour market information” and point to the record of government failure to predict accurately where the job openings will be (remember the dot.com bubble?); or insist that the jobs of the future haven’t been invented yet;³ or point out that the time lag between analyzing the data and receiving ministerial approval for a new labour-market relevant program is at least two years, including the time for program development and internal approval. But these are minor details compared to the more fundamental discussion that has already begun.

The “Re-engineering PSE” announcement has occasioned much debate over the wisdom or folly of a sharp turn from “liberal” to “applied” education. For UFV, the real folly would be accepting the terms of this debate. There is no inherent dichotomy between a liberal and applied education. First, the *studia humanitatis* (humanistic studies) — the foundation of our modern liberal arts curriculum — were developed in early *quattrocento* Florence to educate citizens who would meet the economic and

² http://www2.news.gov.bc.ca/news_releases_2013-2017/2014JTST0028-000545.htm.

³ Martin Hicks, “The Alchemist’s Dream,” <http://www.hegco.ca/en-CA/blog/archive/2014/03/27/martin-hicks-the-alchemist%E2%80%99s-dream.aspx>.

political needs of the Florentine elites. These rulers, bankers, and wealthy merchants needed citizens who were good speakers and writers, which is what the *studia humanitatis* were designed to produce.

Second, surveys of employers suggest that a liberal education is still economically relevant as among the skills employers most seek are the ones such an education provides. More on this later.

Third, not only can post-secondary institutions integrate liberal education abilities and skills into an applied education, they can and *should* integrate applied skills into a liberal education. The well-rounded citizens such an education was meant to produce in previous centuries were members of a privileged, propertied elite. Today's students are becoming citizens in modern mass democracies and they have very real economic concerns.

One reason why liberal educators have resisted this integration and remained on the defensive in this debate is that their defense of liberal education's goal of forming well-rounded citizens is based on a limited definition of citizenship. The civic humanist tradition that inspired the creators of a liberal arts education defined citizenship in non-, even anti-economic terms. A citizen was someone who put the interests of the community, the universal good, before particular goods. Because commerce encouraged individuals to put their private self-interest ahead of the public good and to prefer private goods to the good of the whole community, it was seen as the greatest threat to the autonomous citizen and the civic virtue or integrity of the polity. One could not be a political animal, a citizen, and an economic animal at the same time.

This tradition has bequeathed us a limited definition of citizenship, one suited to a world where few attended university and those who did had no need to work. It is not suited to a mass democracy and the world of our students. Today's students are to a great extent economic creatures. Most are also employees or in business, and all, by necessity, are consumers. They are also future employees, entrepreneurs, and professionals. Pretending that education for citizenship is incompatible with education for work and assigning the latter function to community colleges and specialized institutions can only create an alienating educational experience for students who cannot recognize themselves in the university's vision and mission statements and its daily practice. It also devalues — or, worse, renders invisible — the practical learning and experiential knowledge that working students have gained, instead of integrating it into the critical and scholarly learning they acquire in the university.

Universities should recognize that if evidence shows that the best employees and entrepreneurs are those equipped with the citizenship abilities and values of a liberal education, then the economy needs citizens. They must also recognize what their students — who pay a great deal for their education — already know: that citizens need the economy.

The Chilliwack Community Plan

Earlier this spring, the City of Chilliwack made public its *Draft Official Community Plan, 2014-2040* (<http://www.chilliwack.com/ocp>).

There are lots of references to UFV in this plan and to activities directly relevant to our programming, especially in health, geography, and agriculture. In order to achieve **Goal 2—Strengthen Agriculture**, the

Plan states that the City needs to “provide assistance, where needed, to the UFV in its development of the BC School of Agriculture as a national agriculture research and innovation centre” (29). There are also relevant references to design, arts and craft stores, cultural activities, and developing/marketing Yarrow and Rosedale as “historic places.” More to the point, the plan identifies the development of “service activities” that stem not from the “primary/resource based and secondary/manufacturing sectors,” but from “information technology and advanced education” as vital to Chilliwack’s future:

They literally create a new economy, the Knowledge Economy. While the traditional “basic” industries remain important to our local economy, the service sector has to be supported with a robust strategy, given their lion’s share of the job market. The future importance of the service sector cannot be overstated if Chilliwack’s economy is to follow the lead of Metro Vancouver, whose service sector accounts for 86% of its total employment.⁴

In stating that advanced education is crucial to creating this new knowledge economy in Chilliwack, the City is taking seriously Goal 2 of our *Strategic Directions Statement*: “UFV will be a leader of the social, cultural, economic, and environmentally responsible development of the Fraser Valley.” So, in addition to providing the welders, pipefitters, and heavy equipment operators for the LNG industry and new pipeline construction, which *Re-Engineering Education* calls upon us to do, we need to educate the “knowledge workers” to meet the needs of local municipalities.

Creativity: The Fourth Factor of Production

Economists traditionally identify three factors of production: land, labour, and capital. Many now identify a fourth: entrepreneurship. Todd Hirsh, an Alberta economist, prefers to call this last factor “creativity.”⁵ More famously, Richard Florida sees creativity as the defining element of the world’s most dynamic economies. The U. K. government considered it so central to the economic future of Britain that they commissioned a study of it in 2005, *The Cox Review of Creativity in Business*.

Creativity is defined in this report as the production of new ideas that are fit for a particular business purpose. This sees creativity as the first stage in innovation. Creativity has a role in enhancing all aspects of business performance – from the design of new products and services to their production, marketing and distribution. It is not unusual to link creativity to certain industries such as film, music or design. But the challenge, as noted by the Chancellor, is

‘not just to encourage creative industries, our priority is to encourage all industries to be creative.’⁶

A few years later, a similar report was published in Canada, *Creativity Unleashed: Taking innovation out of the laboratory and into the labour force* (2011-2012 Action Canada Task Force Report). It states:

⁴ Official Community Plan Update 2040

<http://www.chilliwack.ca/main/attachments/Files/2341/OCP%202040%20Backgrounder.pdf>, 14.

⁵ In an address to the Conference on *Creating the Future Today*, Sheridan College, Toronto, May 1-2, 2014.

⁶ <http://www.dti.gov.uk/files/file13654.pdf>, iv.

If the currency of the creative economy is innovation, it is minted by the creativity of the human mind. In the new anatomy of the world economy, our greatest asset is our people. Policies and programs that seek to boost innovation and, thereby, productivity, should consider addressing a new consideration: enhancing creativity in Canada's labour force. . . .

. . . The global economy is undergoing a profound shift into what the UN calls the "creative economy," one that has distinguished itself as the world's fastest growing economy for the past decade. The returns on creativity are high. Creative industries are estimated to account for more than 7% of the world's GDP. In Canada, the cultural sector was worth \$84.6 billion in 2007, or 7.4% of Canada's total real GDP – more than the insurance industry (\$20.8 billion), the hotel and restaurant industry (\$28 billion), or the agriculture, forestry, hunting and fishing industries (\$26.4 billion) combined.⁷

Economists closely connect *creativity* to the principle of *design*, a stage in economic production and consumption that Hirsch believes Canada needs to focus on more. The Cox Report defines design as "what links creativity and innovation, it shapes ideas to become practical and attractive propositions for users or customers." It argues that design can be one of business' most "competitive tools." Design can reduce production costs, make production more efficient, and make products more attractive, reliable, and easier to use.

Many would argue that creativity and design, along with digital literacy, have become vital ingredients of both dynamic communities and business success. Ken Robinson, internationally known as an expert on creativity, innovation, and education, defines creativity as "the process of having original ideas that have value" and believes it "is essential to the success and fulfilment of young people, to the vitality of our communities and to the long-term health of the economy."⁸

If creativity, innovation, and design are skills, and skills or abilities that employers increasingly identify as most needed, they are not ones that easily translate into labour market data. But UFV's commitment to being "a leader of the social, cultural, economic, and environmentally responsible development of the Fraser Valley" requires us to build them into our programming and curricula.⁹ Doing so can help us retain and attract the creative, ambitious, and entrepreneurial individuals and industries that can build the creative economy in the Fraser Valley.

The Five Factors of Liberal Education

Given the ongoing conversation about the fate of a liberal education, a fate, some believe, made more perilous by *Re-engineering Education*, it may be useful to remind ourselves of the central elements in the founding curriculum, the liberal arts educational program created in fifteenth-century Italy and a defining characteristic of the Renaissance.

⁷ <http://creatingthefuture.ca/wp-content/uploads/2014/03/canadian-creativity-report-en-web.pdf>, 2, 4.

⁸ Ken Robinson, *The Guardian*, 17 May 2013.

⁹ This includes our commitment to integrate research into the undergraduate experience. Hirsch argues that undergraduate researchers become "drivers of innovation" when they enter the workforce. *Creating the Future Today*, Sheridan College, Toronto, May 1-2, 2014.

According to Renaissance humanists, a liberal arts education is, first, an education for **liberty** or **freedom**, hence the name: “liberal.” It is an education meant for free people and it is an education that **frees** you by freeing your mind from the shackles of ignorance, prejudice, and slavish, unquestioning obedience to authority and custom.

Second, it is an education for **citizenship**: It is meant to equip students with the ability to be active, public-minded, ethical citizens, able to recognize the right path to take in any situation and possessing the eloquence to persuade their fellow citizens to follow them.

Third, it is an education for **breadth**: it is a broad and not a narrow, specialized education; thus, it allows students to see how all things in the world are interconnected and can only be understood in relation to these connections.

Fourth, it is an **education for change**: it should enable students to make sense of change, particularly the changing world of politics and social relationships. In the process, students learn how to change both themselves and the world.

Fifth, it educates us to become **complete human beings**: the liberal arts are called the “humanities” because they perfect our humanity; they enable us to realize our potential as well-rounded human beings; this includes developing empathy—the ability to recognize the humanity of others.

The Skills Needed for Employment Success

Surveys of employers need to be taken with a grain of salt as what they say in surveys and what they actually look for when they hire may not be identical. Nevertheless, it is worth noting some conclusions from several surveys, as well as conclusions drawn by various analyses of the surveys. These include *Job Outlook 2014*, a survey of employer members of the National Association of Colleges and Employers in the United States; *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, An Online Survey Among Employers Conducted On Behalf Of: The Association Of American Colleges And Universities By Hart Research Associates, published in April 2013; findings of the Higher Education Quality Council of Ontario (HEQCO); and the Director of the UFV Career Centre’s summary of the results of our last two Employer Roundtables and the Career Centre’s collective experience.

It Takes More than a Major concludes that “employers endorse a blended model of liberal and applied learning,” one that integrates specific knowledge and skills with a broader range of knowledge and skills. Nearly all those surveyed (93%) agree, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.” “More than nine in ten of those surveyed say it is important that those they hire demonstrate ethical judgment and integrity; intercultural skills; and the capacity for continued new learning.” Furthermore,

across many areas tested, employers strongly endorse educational practices that involve students in active, effortful work—practices including collaborative problem-solving, internships, research [especially collaborative research], senior projects, and community engagements. Employers consistently rank outcomes and practices that involve application of

skills over acquisition of discrete bodies of knowledge. They also strongly endorse practices [particularly learning outcomes and electronic portfolios] that require students to demonstrate both acquisition of knowledge and its application.¹⁰

Job Outlook 2014 stresses the importance of communication skills (verbal and, especially, written), leadership, analytical/quantitative skills, teamwork, work experience, including experience gained through an internship or co-op, problem-solving and critical-thinking skills; the Report says employers place much less emphasis on technical skills.¹¹

According to the UFV Career Centre, “the field of study (B.A., B.B.A., etc.) has little influence on their [an employer’s] hiring decision.” They are looking for

- Transferable life skills: Reliability, persistence, resilience, time management, good manners, initiative, attitude, and understanding your place in the organizational hierarchy. (For many jobs transferable life skills trump technical ability and disciplinary knowledge.) And
- Transferable cognitive skills: Communication, literacy, numeracy, and problem solving.

These findings accord with those of HEQCO:

Discipline-specific skills that dovetail with employer needs are important, but are not bullet proof over the long term. Equally and often more necessary are basic and higher order cognitive skills (numeracy, literacy, problem solving, critical thinking, communication), transferable life skills (confidence, persistence, resilience, time management), and even disciplinary breadth. These skills will never be obsolete and will never be mismatched. Moreover, they equip graduates to learn and relearn disciplinary or job-specific skills and knowledge, over decades, over career changes, as the economy evolves, as new technologies bury old ones. This is future proofing.¹²

Transferable life skills “are the learning outcomes that employers often identify as the most deficient in postsecondary graduates. Research shows that these skills may be most predictive of employment success.”¹³

To summarize, employers *appear* to want employees who have graduated from universities that integrate applied and liberal learning, stress cross-disciplinary breadth over specialization, provide students with collaborative and community-engaged learning and research opportunities, and enable them to develop transferable life skills like reliability and resilience. Above all, perhaps, they want employees who have learned how to learn and re-learn, who can adapt to the constant change that characterizes the 21st-century working experience.

¹⁰ http://www.aacu.org/leap/documents/2013_EmployerSurvey.pdf, 1, 2.

¹¹ <http://www.cmc.iit.edu/resources/nace%20job-outlook-2014.pdf>, 30-33.

¹² Hicks, “Alchemist’s Dream.”

¹³ Harvey P. Weingarten, “Managing for Quality: Classifying Learning Outcomes,” <http://www.heqco.ca/en-CA/blog/archive/2014/02/13/harvey-p-weingarten-managing-for-quality-classifying-learning-outcomes.aspx>.

This is the central point of Todd Hirsch's commentary on *Re-engineering Education*:

. . . workers trained for very specific jobs can do extremely well in the short run. But if they have no built-in flexibility to transition to new careers, their long term prospects can be worrying.

This isn't a criticism of B.C.'s program, but rather a caution about how and why we train our young people. Giving them a specific skill and sending them on their way is no longer sufficient. What postsecondary education needs to do – be it through a liberal arts degree or a polytechnic certification program – is prepare the students not for a *job*, but for a lifetime of morphing *careers*. . . .

. . . There's a danger that arts, pure sciences and humanities are cast aside in the single-minded pursuit of skilled trades. The reality is all are needed to develop the flexible, adaptable worker of the future. Without them, workers will find themselves with a single skill but no ability to adapt to changing economic landscapes.

The "all are needed" emphasis supports one of our continuing priorities: curricular reform and streamlining of prerequisites and requirements to integrate Trades and Technical education with liberal and professional skills education, thus enabling liberal and professional education students to acquire trades and technology skills and trades students to acquire the liberal skills and adaptability employers say they need.

Strategic Enrolment Management

The editors of "Canada's First Book on Strategic Enrolment Management" begin their book with a stark warning:

The Canadian higher education landscape is in the midst of significant change. We contend that most institutions will emerge from these tumultuous times definitively different. Whether or not they evolve as stronger entities depends largely on how strategic they are within the context of enrolment and reputational management. How effectively they use scarce institutional resources to enhance quality, maintain or increase enrolments, and improve their competitive position in the postsecondary market will determine their viability and relevance to those they serve.

. . . The days of learning through "trial and error" are over. In this PSE environment, organizational missteps or negligence will have profound consequences, and the recovery time will be much longer and more painful than ever before. Today's educational consumers are unforgiving.¹⁴

¹⁴ Jim Black, ed., *Strategic Enrolment Intelligence: Canada's First Book on Strategic Enrolment Management* (London and Toronto: Academica, 2010), 14. <http://www.semworks.net/consulting/Strategic-Enrolment-Intelligence.pdf>.

We take this warning seriously. Hence, following a June 2013 directive from the Board of Governors to the President and Vice-Chancellor to develop a five-year strategic enrolment plan (SEM), the academic and student affairs divisions have together been working on a plan for several months.

At its core, enrolment management is about an integrated, data-driven approach to initiating and cultivating relationships with students throughout their life cycle with an institution. Fundamentally, enrolment management embraces both the strategic and tactical, leverages data for decision-making, works across organizational boundaries to engage the entire campus community, and focuses on the needs of students as learners and customers.¹⁵

SEM is a deliberate effort to maximize student success. This can be accomplished if all parts of the institution work together in a coordinated fashion. Presentations at the Academic Planning and Priorities Committee and Senate have emphasized that, ultimately, the Faculties responsible for programming need to own and drive this process. Once enrolment goals and targets are agreed upon, it is they who will have the bulk of the responsibility for implementing the strategies and tactics accomplish them.

Our SEM Plan is still at a draft stage. It is grounded in our Strategic and Education Plans.

As the May 6 Memo to APPC states:

The core of the SEM Plan are the Strategic Enrolment Goals, in the nine areas of domestic enrolment; access pathways; graduate student enrolment; Aboriginal student enrolment; international student enrolment; transfer student enrolment; retention and graduation; work-integrated, experiential and co-curricular learning; and areas of program focus.

As an evidence-based plan, the development of these enrolment goals was informed by the data provided in the Environmental Scan. The SEM Plan also considers current governmental priorities in the context of UFV's role as a primarily undergraduate, teaching focused university that is mandated to serve the post-secondary educational needs of the Fraser Valley. Ultimately, the SEM Plan provides UFV with a clearly articulated set of goals for the number and types of students needed to fulfill our institutional mission and promote students' success by improving access, transition, persistence and graduation.

One major goal is to replace the Program Paths and the University Foundation Program with the Qualifying Studies Program which sets up access pathways for students not admitted to a program. The Qualifying Studies Program will have admission and continuance requirements and a fixed length of study; mandatory advising; and designated courses to prepare students for success.

Recognizing that we are currently in the fourth year of no increase in provincial government funding for new student spaces and the second year of a three-year reduction in block grant funding, and that there is no indication of any increase in such funding, the Plan assumes that total domestic FTE enrolments will remain constant for the period 2014-19.

¹⁵ Ibid., 5-6.

Consistent with the principles of SEM, the plan identifies three broad areas for program development:

- Health and Wellness;
- Agriculture and the Environment; and
- Digital Media Technologies.

The pivotal importance of the last two areas was already highlighted in the *Education Plan, 2011-2015*, with a section of the Plan devoted to each. The first area, Health and Wellness, was identified as a priority when we reorganized our academic structure and created a Faculty of Health Sciences in 2011.

In identifying these as areas for program development, the following were taken into consideration:

- an environmental scan, including demographic trends in the Fraser Valley, current student numbers, and potential projections of FTEs;
- relationship to UFV's Strategic Directions, Education Plan, and Research Plan;
- relationship to societal needs and challenges; this included specific needs of the Fraser Valley as well as a review of provincial objectives, including the BC Jobs Plan;
- programs already in development or recently approved for delivery;
- capacity to develop programming in the area;
- breadth in the area: opportunities for inter-, multi- and transdisciplinary approaches that could engage all Faculties.

While there are internal and regional reasons to move in these directions, they have a much broader relevance. What is the future? The future is digital. The future is health-care. And the future is food security. All three areas are inherently cross-disciplinary and cross Faculty lines, and many departments should contribute to the development of programming in each of them. All three raise vitally important public policy issues, hence, a policy studies approach is relevant to each, as is an economic, scientific, social scientific, or humanities approach.

Identifying Agriculture and the Environment as a potential growth area is a logical result of our geographical location in the heart of the richest, most productive farmland in North America and, according to our Canada Research Chair in Food Security and the Environment, second in the world after the Nile Delta. The Provincial Government has set an ambitious *BC Agrifoods Strategy* target of reaching total annual agrifood revenue of \$14 billion by 2017. And, of course, the Province mandated and helped fund the establishment of a Centre of Excellence in Agriculture at our CEP campus. But there is a global significance to this area. Like the imperialism of the moment, the wars of the future will be fought over food security and/or water, and nearly three-quarters of the world's water is used in irrigation and agriculture.

The most pressing and expensive public policy issue is health care (and health care issues are particularly important to three growing populations in the Fraser Valley: Aboriginals, immigrants, and seniors). It will only get worse as the baby boom generation, the largest generation in history, gets older and sicker. More money for health care means less money for post-secondary education. If we develop programs in the area of health and wellness it not only educates people to become healthier and less of a burden on

the health care system, it saves government money, money which, arguably, could be directed to post-secondary education. One could go so far as to say the future of the Welfare State depends on health and wellness education.

Surely one does not need to make a case that the future is digital. The future is in our classrooms. Our students have grown up digital and our prospective students—as far into the future as our eyes can see—will grow up digital. Getting a job without possessing digital skills is becoming impossible. This includes the agriculture and health care sectors, which, like everything else, have become digital.

The digital future reaches into our classrooms and teaching in other ways. As the *Education Plan, 2011-15* states, “the implications of digitization, educational technology, and new media for how we teach, design, and deliver courses are . . . dramatic.” It follows that the number one priority in our Capital Plan is a Digital Hub. Our hope is that it will be both a pedagogical and industrial innovation centre that will facilitate interactive 21st century teaching and learning and the growth of creative industries in the Fraser Valley while providing students from all areas of the university with cutting-edge digital experience and employable skills.

Pathways and Learning Outcomes: Towards the End of Boundaries

The days of compartmentalized or siloed learning are numbered. The most progressive educational voices are calling for an intentional, cumulative, and coherent learning continuum that crosses boundaries from elementary to secondary to post-secondary (K-16) and beyond; from physical classrooms to the virtual realm; from on-campus to off-campus and back again; from schools, colleges, and universities to the world of work; from the workplace to the classroom; from curricular to co-curricular; from the academy to the community; from the local to the global. The American Association of Colleges and Universities calls such designed learning continuums “purposeful pathways.”¹⁶

Leading the development of such purposeful pathways in the Fraser Valley is a worthy aspirational goal for UFV. We can begin by maximizing student mobility between courses, programs, and Faculties within the institution. As the *Deans' Education Plan Updates* make clear, such work has already started. This will improve access and completion rates and times. The SEM Plan goals, especially the one on “work-integrated, experiential and co-curricular learning,” also point us in this direction. So do our conversations with Fraser Valley school districts, our plans for aligning their learning outcomes with our learning outcomes, and next fall’s Forum on *Learning Outcomes and Assessment*, a collaborative opportunity to share ideas and best practices among local school districts, UFV, and the BC educational ministries. So does our work developing processes that ensure the alignment of course, program, co-curricular, and institutional learning outcomes. And so do our efforts to improve time-to-graduation and graduation rates (for example, reducing scheduling conflicts and streamlining requirements and prerequisites). The last *Update* already directed Schools and Departments to identify the learning outcomes high school graduates would need to enter their programs. Finally, the MOU we signed in

¹⁶ Andrea Leskes and Ross Miller, *Purposeful Pathways: Helping Students Achieve Key Learning Outcomes* (Washington: AAC&U, 2006), 4.

April with all BCAIU institutions on Flexible Learner Pathways signals the shared commitment of BC's new universities and institutes to enable students across multiple institutions "to pursue and achieve their educational goals more easily and efficiently."

A recently released Special Report from the British Columbia Council on Admissions and Transfer emphasizes the global significance of this work. Responding to "global trends" towards:

- "enabling cross-jurisdictional student mobility;"
- "writ[ing] all higher education programs in terms of learning outcomes" . . . ;
- "the decline in traditional domestic student numbers; and
- the push to widen the labour market by retraining older workers and providing access to post-secondary education for non-traditional students,"

Learning Outcomes and Credit Transfer: Examples, Issues, and Possibilities (February 2014), examines "models of transfer that incorporate learning outcomes in credit transfer decision making" (1).¹⁷ Over 70 countries have moved in this direction because learning outcomes provide a reference point for the "sequencing of learning" (3) and "a means of providing a common basis for describing courses and credentials across boundaries" (17). Given the global interconnectedness of tertiary education, the boundaries include international ones. "When confronted with millions of students, hundreds of thousands of courses, thousands of universities and with the demands of millions of employers," (4-5) a traditional transfer system based on credits earned and institutional reputation is simply inadequate to the task. So is a system of measuring learning based on "instructor's intention." Hence the shift to one based on learning outcomes: "the knowledge, skills, and abilities students can demonstrate" (2).

Re-engineering Education and the Faculty Updates

The Faculty *Updates* that follow, although limited to providing only a sample of our initiatives, demonstrate the continuing progress we make on achieving our fourteen strategic priorities. They also indicate multiple ways in which our Schools, Departments, and support units are acting in ways that further the goals of *Re-engineering Education*.

Here are just some of the ways our faculty are maximizing use of our limited resources to serve our students and communities: they are establishing (RBC-funded) peer mentoring and peer tutor programs; increasing our international study tours; expanding outreach to and partnerships with the school districts, including using UFV students as tutors and mentors in secondary schools; hosting conferences; partnering with hospitals, police departments, and Chambers of Commerce; holding regular research forums for faculty and students; negotiating block transfer agreements with other post-secondary institutions in BC and articulation and transfer pathways with overseas' universities; expanding practicum and internship opportunities for students, both locally and internationally; researching an

¹⁷ http://www.bccat.ca/pubs/Learning_Outcomes_and_Credit_Transfer_Feb2014.pdf. The Report calls this one of "three broad categories for the application of learning outcomes." The other two are "for quality assurance and program and institution improvement; [and] for improvement in teaching and learning."

array of health and wellness topics and delivering health education using simulation; organizing a team of researchers that includes faculty, staff, and students, to restore native amphibians to our UFV ponds and eradicate invasive bullfrogs; and hosting public speakers' series.

Specific examples of how we are serving the skills agenda of *Re-engineering Education* include an effort to build relationships with the school districts by hosting a major event that integrates the regional Skills competition and an open house. About 1,300 students attended this year's event. We also expanded our capacity in our Welding, Heavy Duty Mechanics, Culinary, Electrical Foundations, and Agriculture programs. We also "continue to meet or exceed all Industry Training Authority targets (student numbers, utilization and financial)."

We continue to take a leadership role in realizing the government's commitment to expand access to post-secondary education for Aboriginal students and communities. Through collaboration among Faculties, we offered the Residential Building Maintenance Worker program and Stó:lō Studies in the community. The Faculty of Applied and Technical Studies is developing survey programs to promote access to Trades programs for Aboriginal learners, women, and people with disabilities.

Our Aboriginal Access Services personnel are involved in community career fairs and information sessions at local high schools and they host campus tours for Aboriginal students. Furthermore, "the Director helps grade twelve graduates apply to UFV and complete program applications."

Our pioneering and successful (a 100% retention rate) collaboration with the Nicola Valley Institute of Technology to enable its Chemical Addictions Diploma graduates to ladder into the UFV Bachelor of General Studies and obtain a university degree will serve a second cohort in 2015.

The integration of applied and liberal education is the central goal of the full Education and Strategic Plan of the Faculty of Applied and Technical Studies. We will further our efforts to integrate disciplines, Faculties, and the different forms of learning needed for the classroom, the workplace, and society—particularly integrative and applied learning—when

a team of Arts faculty along with the Director of Teaching and Learning and the Program Development Coordinator will attend the American Association of Colleges and Universities Institute on Integrative Learning in July in California to develop models for an integrative first year learning experience in Arts. The models may serve as templates for other UFV degree programs.

Acceptance to this Institute came after a competitive process.¹⁸

¹⁸ "The Institute on Integrative Learning and the Departments is designed for teams of faculty and administrators who are working to articulate and link departmental, general education, and institutional-level learning goals; encourage innovative teaching, learning, and assessment practices among their colleagues; and align institutional structures to reward and sustain learning success. The Institute aims to help these teams acquire the tools needed to implement change that deepens students' integrative capacities over time—including their ability to connect disciplinary knowledge and inquiry to responsible choices and actions." <http://www.aacu.org/summerinstitutes/ild/index.cfm>.

The Faculty *Updates* outline planned new programs. New program development and prioritization processes require all proposals to demonstrate labour market demand. Our Academic Planning and Priorities Standing Committee of Senate approved an evaluative grid for the evaluation and prioritization of new programs in December 2012. It includes the requirement that proposals articulate learning outcomes that align with our Institutional Learning Outcomes and has criteria on labour market demand.

Re-engineering Education and Our Institutional Learning Outcomes

Our Institutional Learning Outcomes are our promise to our communities and students that graduates will be able to demonstrate nine abilities. We can fulfill that promise if we continue in the directions we have been moving; if we integrate many forms of learning, including liberal and applied; and if we adapt to our changing contexts, including *Re-engineering Education*. As we begin a collective discussion of that document, we will need to identify the strategic choices, modifications, initiatives, and programming necessary for us to help British Columbia achieve its objectives and for the Province, through targeted funding and other forms of support, to enable UFV to achieve ours.

2014 Updates

EDUCATION PLAN UPDATE 2014

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Faculty of Access and Open Studies

EDUCATION PLAN UPDATE 2014

Submitted by:
Dr. Sue Brigden, Dean

Education Plan Update Template, 2014

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

14 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Peace Studies (changed from "Mennonite Studies" in 2013)
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinary and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing
14. Agriculture (added in 2013)

II Report on Non-Program Initiatives identified in the Five-Year Plan

a. List the five most important ways your Faculty/College has achieved, modified or made progress towards achieving some of the 14 priorities:

- The Faculty of Access and Open Studies Dean's Office continued to send out messages to students with information about UFV policies and the services available to them to help them understand what they needed to do to be successful students. It has also worked closely with OReg to ensure the Undergraduate Continuance policy was implemented for FAOS students; and students on Academic Warning or Academic Probation were notified by the Registrar. (Priorities 1, 2, & 11)
- The Aboriginal Access Services Director has provided support to students and faculty by working individually with students and liaising between students and faculty for academic support. She and other Aboriginal Access Services personnel have participated in community career fairs and information sessions at local high schools. The Director helps grade twelve graduates apply to UFV and complete program applications. In addition, she helps coordinate campus tours and orientate students to UFV's services and departments. (Priorities 1, 2, 10, & 11)
- Applied Business Technology graduates continue to be in high demand by employers. The department continued to build external relationships; a number of community partners regularly present workshops to and/or provide practicums for Applied Business Technology students. (Priorities 1, 10, & 11)
- Continuing Studies worked with the College of Arts and the faculties of Access and Open Studies, Health Sciences, Professional Studies, and Science to develop new programs and

courses, facilitate community fora, review and consult on existing programming, and identify and collaborate on revenue-generating initiatives. (Priorities 1, 10, & 11)

- The Upgrading and University Preparation department worked with the Director of Aboriginal Access Services and the Mission Friendship Centre on a plan that will see the department deliver programming at the Centre beginning in Fall 2014 with a view to increasing access to post-secondary educational options for Aboriginal students. (Priorities 1, 3, 10, & 11)

b. List any major plans for improving your Faculty/College's progress towards achieving these:

- The Dean will continue to take a lead role in the development of a new Qualifying Studies program, which will replace the current Program Paths and University Foundation Program. The program, which will include clearly articulated admission requirements, continuance requirements, and a fixed length of study, will prepare students to qualify for and be successful in post-secondary programs. To ensure students meet program admission requirements, the pathways from secondary school, UFV's upgrading, and other post-secondary programs to Qualifying Studies will be clearly articulated. (Priorities 1, 2, 3, 4, & 11)
- To support the recruitment, retention, and success of Aboriginal students, the Director of Aboriginal Access Services will encourage students to self-identify as Aboriginal so they can access the services available to them; work with the UFV community to help develop an Aboriginal Admission policy that promotes and supports Aboriginal student recruitment and enrollment management; and serve as a point of contact for First Nation communities and organizations seeking to connect and partner with UFV. (Priorities 1, 3, 10, & 11)
- To recruit new students to UFV, Continuing Studies will work with community partners and UFV departments to develop career-specific workshops for working professionals who seek specific professional development training. It will also offer the following programming at the new Five Corners campus in downtown Chilliwack: the Human Resources Management certificate, Public Relations Specialist certificate, Information and Records Management Assistant certificate, and a selection of 1 or 2-day seminars for working professionals seeking professional development. (Priorities 1, 10, & 11)
- English as a Second Language will work with International Education and other departments to review and revise its programming so it meets the needs of international and domestic students. (Priorities 1, 4, & 11)
- The English as a Second Language and Upgrading University Preparation departments will continue to work with community organizations (e.g., First Nations; Community Services) across the region to identify opportunities for community-based programs that will reach students who are unable to attend on-campus classes. (Priorities 1,2,3,4, &10)

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2012:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Management Skills for Supervisors certificate	June 2013	n/a	Y
Human Resource Management certificate	June 2013	n/a	Y

Veterinary Administrative Assistant certificate	June 2013	n/a	Y

b. Programs Recommended for Discontinuance or Suspension

None

c. Programs Recommended for Modification

None

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate

e. Proposed Concept Papers

Continuing Studies

- Public Relations Specialist certificate (formerly Marketing certificate, Ed plan 2012 update)
- Information and Records Management Assistant certificate
- Fitness and Movement Enhancement Specialist certificate
- Activity Aide certificate
- Childcare Centre Manager certificate
- Dental Office Manager certificate
- Medical Office Manager certificate

f. Departmental Information

2013-14

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
ABT				
CS				
ESL				
UUP				

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
ABT				
CS	200.18	1.27	68.8	13.4
ESL	127.61	178.26	85.4	17.1
UUP	298.43	13.36	99.4	22.3

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
ABT				
CS	195.27	1.27	68.1	12.9
ESL	98.23	196.33	73	15.4
UUP	290.35	11.45	97.5	21.5

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
ABT				
CS	211.94	.86	69.7	13.7
ESL	121.25	307.03	73.5	15.9
UUP	299.85	16.97	101.1	22.4

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
Upgrading and University Preparation	2014/15

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

n/a

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

Applied Business Technology

Due to the applied nature of its program, the Applied Business Technology learning outcomes closely align with the ILOs.

Continuing Studies

The following programs align with the ILOs:

- Bookkeeping for Small Business
- Dental Office Receptionist
- Family Child Care
- Human Resource Management
- Legal Administrative Assistant
- Library Technician Post-Diploma
- Management Skills for Supervisors
- Medical Office Assistant
- Nursing Unit Clerk
- Teaching English as a Second Language
- Veterinary Administrative Assistant

English as a Second Language

The department continues to work on this.

Upgrading and University Preparation

The department continues to work on this.

j. Plans for improving your Faculty/College's progress towards achieving the ILOs:

As departments update and/or develop courses and programs, they will continue to ensure program outcomes align with the ILOs.

Faculty of Applied & Technical Studies

EDUCATION PLAN UPDATE 2014

Submitted by:
John English, Dean

Education Plan Update Template, 2014

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

14 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Peace Studies (*changed from "Mennonite Studies" in 2013*)
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing
14. Agriculture (*added in 2013*)

II Report on Non-Program Initiatives identified in the Five-Year Plan

a. List the five most important ways your Faculty/College has achieved, modified or made progress towards achieving some of the 14 priorities:

1. Building relationships with all the regional school districts through a major event that integrates the regional Skills competition and an open house. This year the attendance was about 1300 students. The event has become a desired destination for the school districts to the point we had to turn away attendees due to space limitations.
2. Contributed significantly to the establishment of the new agriculture facilities including a major equipment grant from WD.
3. Offered and completed the Residential Building Maintenance Worker program in partnership with other Faculties and Stolo. This pilot will serve to support and encourage further programming.
4. Deployed one-time AVED money to expand capacity in Welding, Heavy Duty Mechanics, Culinary, and Agriculture. Restructured Electrical Foundations Program from 34 weeks to 24 weeks such that capacity increased by 50% without cost and with the benefit to students to complete sooner with the same credential.
5. Continued to "course-ify" and "credit-ize" programming with the aim of expanding accessibility and reduce duplication of content.

b. List any major plans for improving your Faculty/College's progress towards achieving these:

1. Completion of a full Education and Strategic plan including 6 major goals and companion strategies. Sets out a core business statement and the major ways in which trades and technology programs will become integrated with the greater University.
2. Continue to meet or exceed all Industry Training Authority targets (student numbers, utilization and financial).
3. Redevelopment of physical administrative spaces in TTC to classroom, computer, shop and other teaching spaces.
4. Developing survey programs to promote access to Trades programs for Aboriginal learners, women, and people with disabilities. Programs will be offered beginning this summer.
5. Continue to support the new Physics Diploma in Mechatronics by cooperating on lab construction, teaching in specialty areas and subject expertise.
6. Pilots being completed for alternate teaching arrangements including a four day per week format and a team teaching format. Evaluations are currently being completed and additional pilots proposed for coming year (early indications are that these were very successful and generated significant benefit to students).

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2012:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Post Degree in Hospitality and Event Management. First intakes underway and growing.		N/A	Yes

b. Programs Recommended for Discontinuance or Suspension

None

c. Programs Recommended for Modification

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate

e. Proposed Concept Papers

1. Automation Technician Program. This is a complementary program to the Physics' Mechatronics Program. Focused on the installation, maintenance and repair of agriculture and industrial automation equipment.

f. Departmental Information

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Agriculture	48.27	2.44	85.00	21.20
Trades	585.96	1.00	24.30	10.20

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Agriculture	53.04	1.03	89.90	22.60
Trades	654.44	2.64	21.80	11.30

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Agriculture	44.98	1.26	77.90	19.40
Trades	622.68	3.16	16.90	10.30

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
None are currently scheduled as most programming is prescribed and managed by the Industry Training Authority or other external body.	
Architectural Drafting Technician program is being considered for program review but because of recent staffing changes we have not committed to a hard date.	

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

When the Industry Training Authority prescribes a significant change in a program, UFV does not receive commensurate resources to develop new teaching materials. Often this can be a major burden on Faculty and the budget.

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

All Programs have developed aligned learning outcomes.

j. Plans for improving your Faculty/College's progress towards achieving the ILOs:

As programs are "course-ified" and "credit-ized", ILO's are embedded and aligned to the courses. The next program to undergo this change is Culinary and work is proposed for this May.

University of the Fraser Valley
2013/14 RECONCILIATION SUMMARY

Prog Type	ITA Program Name	Level	Adj. Financial Contribution	Add/Cancel Funding	Financial Contribution	Adj. Funded Cap	Add/Cancel Class	Recon. Capacity	Reconciled Enrols	% Util
APP	Aircraft Structural Technician (CAT:S)	4	\$403,200	\$0	\$403,200	32	0	32	23	71.9%
Aircraft Structural Technician (CAT:S) Total			\$403,200	\$0	\$403,200	32	0	32	23	71.9%
	Automotive Service Technician	1	\$23,800	\$0	\$23,800	16	0	16	6	37.5%
		2	\$20,400	\$0	\$20,400	16	0	16	10	62.5%
		3	\$23,800	\$0	\$23,800	16	0	16	12	75.0%
		4	\$40,800	\$0	\$40,800	32	0	32	25	78.1%
Automotive Service Technician Total			\$108,800	\$0	\$108,800	80	0	80	53	66.3%
	Carpenter	1	\$18,000	\$0	\$18,000	16	0	16	16	100.0%
		2	\$18,000	\$0	\$18,000	16	0	16	13	81.3%
		3	\$36,000	\$0	\$36,000	32	0	32	27	84.4%
		4	\$36,000	\$0	\$36,000	32	0	32	32	100.0%
Carpenter Total			\$108,000	\$0	\$108,000	96	0	96	88	91.7%
	Cook (Institution Entry)	1	\$112,000	\$0	\$112,000	16	0	16	18	112.5%
		2	\$56,000	\$0	\$56,000	16	0	16	14	87.5%
Cook (Institution Entry) Total			\$168,000	\$0	\$168,000	32	0	32	32	100.0%
	Electrician	1	\$30,000	\$0	\$30,000	16	0	16	14	87.5%
		2	\$60,000	\$0	\$60,000	32	0	32	32	100.0%
		3	\$60,000	\$0	\$60,000	32	0	32	30	93.8%
		4	\$90,000	\$0	\$90,000	48	0	48	47	97.9%
Electrician Total			\$240,000	\$0	\$240,000	128	0	128	123	96.1%
	Welder	B	\$20,000	\$0	\$20,000	5	0	5	5	100.0%
		C	\$280,000	\$0	\$280,000	40	0	40	40	100.0%
		C	\$112,000	\$0	\$112,000	16	0	16	19	118.8%
Welder Total			\$412,000	\$0	\$412,000	61	0	61	64	104.9%
APP Total			\$1,440,000	\$0	\$1,440,000	429	0	429	383	89.3%
FDTN	Automotive Service Technician	1	\$102,600	\$0	\$102,600	18	0	18	20	111.1%
Automotive Service Technician Total			\$102,600	\$0	\$102,600	18	0	18	20	111.1%
	Electrician	1	\$73,440	\$0	\$73,440	18	0	18	18	100.0%
Electrician Total			\$73,440	\$0	\$73,440	18	0	18	18	100.0%

University of the Fraser Valley
2013/14 RECONCILIATION SUMMARY

Prog Type	ITA Program Name	Level	Adj. Financial Contribution	Add/Cancel Funding	Financial Contribution	Adj. Funded Cap	Add/Cancel Class	Recon. Capacity	Reconciled Enrols	% Util
	Heavy Duty Equipment Mechanic / Commercial Transport Vehicle Mechanic	1 / 1	\$123,120	\$0	\$123,120	18	0	18	18	100.0%
Heavy Duty Equipment Mechanic / Commercial Transport Vehicle Mechanic Total			\$123,120	\$0	\$123,120	18	0	18	18	100.0%
FDTN Total			\$299,160	\$0	\$299,160	54	0	54	56	103.7%
Grand Total			\$1,739,160	\$0	\$1,739,160	483	0	483	439	90.9%

College of Arts

EDUCATION PLAN UPDATE 2014

Submitted by:
Jacqueline Nolte, Dean

Education Plan Update Template, 2014

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

14 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Peace Studies (*changed from "Mennonite Studies" in 2013*)
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing
14. Agriculture (*added in 2013*)

II Report on Non-Program Initiatives identified in the Five-Year Plan

a. List the five most important ways your Faculty/College has achieved, modified or made progress towards achieving some of the 14 priorities:

1 & # 2 Retention, Success, and Enrolment Management:

- New BA declaration policy to ensure students' program plans are established by 60 credits; also created new procedure to restrict entry to majors if necessary to ensure that seats go first to best qualified students
- Dean's office working with FAOS to establish Qualifying Studies program to get Arts Studies students on completion path; also developed curricular principles to increase clarity and efficiency of programs
- Block transfer agreements were negotiated for incoming students from VanArts (Vancouver Institute of Media Arts) and Okanagan College, Diploma in Publishing and Writing program; NVIT ChAD students to take UFV BGS; and for our Fashion Design Diploma students transferring out to Kwantlen's Bachelor of Design, Fashion and Technology.
- Maintained high fill rates through careful timetabling, collaboration with Arts Advice, and targeted advertising (e.g., Twitter, direct contact with waitlisted students)
- ENGL and CMNS agreed to raise enrolment caps on writing courses for one year
- In response to program reviews, departments (e.g. HIST, GEOG, SCMS) are streamlining curricula, reducing prerequisites and creating more efficient completion pathways
- Renewal of \$20,000 grant from RBC Foundation for RBC Arts Peer Mentoring program plus PSYC ran a peer tutor program
- GDD students attained practical experience working on projects with local industries in Mission; first class graduated in spring 2014

3, 4, 5, 6 +7 Indigenization, Internationalization, Indo-Canadian, Peace Studies, and Environmental Sustainability:

- The Indigenous Maps Films Rights and Land Claims Certificate doubled its enrolments between 2012 and 2013 and this trend will be maintained in 2014
- International study tours and opportunities in Latin America, Russia, China, India, and Tanzania (offered by SCMS, GDS, MOLA, History)
- GDS, LAS and Spanish will partner with NGOs in Latin America (initially, Mexico) to place students in internships where they will work with indigenous peoples
- The BA in Indigenous Studies degree is ready for approval
- All CRIM course outlines have been updated to reflect indigenous content as have program learning outcomes. Dr. Fiona MacDonald joined the Political Science department, bringing with her considerable research expertise in Aboriginal politics.
- ENGL faculty member wrote a play about the Komagata Maru and is working with CICS on the production of the play for 2014-15, including a performance at Abbotsford City Hall
- Members of the English department worked with CICS to organize the Ghadar Centennial Conference 1913, *Interpreting Ghadar: Echoes of Voices Past*

8 The Integration of Research and Teaching:

- Through the Centre for Public Safety and Criminal Justice Research, a growing number of municipal, provincial, federal, and international partnerships offer excellent research opportunities for students
- The development of a Research Concentration in Sociology has given many students the opportunity to gain first hand experience in research
- The department of Psychology holds monthly research forums where both faculty and students make informal presentations about their research

9 Strengthening Culture of Teaching and Learning:

- Departments --e.g., CRIM, PHIL, CMNS, HIST, ENGL - hold ongoing workshops to share ideas on teaching and learning
- Several ARTS faculty and Arts advisor attended AAC&U conference on General Education and Assessment; Arts Advisors attended conference on First-Year Experience

10 Community Partnerships:

- GEOG and GDS continue to offer practica and internships with partners in East Africa
- THEA partnered with Sto:lo Research and Resource Management Centre to develop and present play-reading series
- Philosophy Department is working with the Vancouver Institute for Philosophy for Children to run the "Think Fun" Philosophy for Children summer camps in July, 2014
- ENGL faculty participated in the Mission Writers' Festival; an ENGL faculty member runs the after-school Arts Club at Deroche Elementary with 23 students from grades 4-6 supervised by two UFV work study students
- CRIM continues to work with the RCMP, ICBC, Surrey Fire Service, SFU, BCIT, Vancouver Police Department, Ministry of Children and Family Development, Ministry of Public Safety, Chilliwack School District, Ministry of Education, and the Abbotsford Police Department and Police Board

11 Interdisciplinary and cross-departmental/faculty collaboration:

- Arts 100 was taught by faculty from the departments of English and Anthropology
- The Bachelor of Media Studies has been approved by Senate and the BA Majors in Indigenous Studies and Peace Studies are in the process of approval
- An interdisciplinary Childhood Studies Program development group and a Punjab research group have been established

- The Centre for Safe Schools and Communities promotes interdisciplinary forums

12 Recruitment and Retention of Faculty:

- The College of Arts developed approved Arts Standards for Rank, Tenure and Promotion
- Arts faculty held a number of Scholarly Sharing Initiative sessions throughout the year
- Arts hired only three new faculty members last year; despite the introduction of limited term appointments, departments have begun to feel the negative effects of diminished full-time faculty

#14 Agriculture:

- GEOG and SCMS specialists continue to offer courses in areas related to agriculture; Canada Research Chair in GEOG has been an active researcher and presenter on agricultural issues

b. List any major plans for improving your Faculty/College's progress towards achieving these:

1 & 2 Retention, Success, and Enrolment Management:

- Arts Advice will continue to host the Arts Majors Expo for new and returning Arts students (500 plus students attend) and Arts Advice will continue to offer academic success workshops for at risk students
- PSYCH will use its own funds (based on high fill rates) for a course release to begin development of preparatory undergrad counselling courses-- an important first step towards a Counselling MA program, which is in high demand among our students and would also serve local community needs.

- New policies for Bachelor of General Studies and General Studies diploma will ensure that students have appropriate preparation and complete a more rigorous program

3, 4, 5, 6 & 7 Indigenization, Internationalization, South Asian and Environmental Sustainability:

- MOLA will hold a forum with Elders, the Stó:lō leaders and Halq'eméylem teachers at all levels to establish a partnership to work on the revitalization of Halq'eméylem
- A second version of Lens of Empowerment is scheduled for Fall 2014
- The collaboration with NVIT to enable its CHAD graduates to ladder into the UFV Bachelor of General Studies is moving ahead to serve a second cohort in 2015. UFV is also seeking FNWACC accreditation for the courses UFV offers in this cohort.
- Ongoing work to develop program articulation and transfer pathways with institutions in China, namely University of Shanghai for Science and Technology and Sichuan Normal University
- SCMS plans to "internationalize" some 100-level sections by offering additional support to international students and adjusting content and pedagogy to help them succeed
- In conjunction with the centenary commemorations of the First World War, Prabhjot Parmar is organizing two conferences at UFV: "Soldiers of Empire" and "Sons of India and the Great War"

9 Strengthening Culture of Teaching and Learning:

- A team of Arts faculty along with the Director of Teaching and Learning, the Director of the Arts Advice Centre and the Program Development Coordinator will attend the AAC&U Institute on Integrative Learning in July in California to develop models for an integrative first year learning experience in Arts. The models may serve as templates for other UFV degree programs.
- PSYC will hold monthly research forums for faculty and students

10 Community Partnerships:

- ENGL is planning a BC Literature Conference for March 2015 involving local community partners and local writers; conference will attract both national and international scholars
- HIST, ENGL and VA planning First World War Centenary event for Oct 3 to involve local communities and schools

- The UFV Centre for Safe Schools and Communities is working with Chilliwack Senior Secondary School; in Fall 2014 it will place UFV students as tutors/mentors at CSSS
- After-school Arts Club at Deroche Elementary School will expand
- THEA is working with the Abbotsford Police and Abbotsford Hospital on cooperative arrangements for upper-level acting students to participate in training programs for police officers and nurses
- # 11 Interdisciplinary and cross-departmental/faculty collaboration:
 - The Philosophy department is working with the Centre for Safe Schools and Communities on marketing and approving curricula for Think Fun Camps
 - VA is planning program pathways between VA and Trades & Tech
- # 12 Creative Resourcing:
 - CMNS is working with CS to develop a certificate in Public Relations
 - PHIL is investigating a revenue generating summer workshop for Philosophical Counselling
 - SCMS is investing in a redesign of its Social Research Concentration as a certificate program for non-Sociology majors or community professionals
 - CRIM is developing a Crime and Intelligence certificate and continues to seek out and obtain research contracts
 - Fundraising for the Peace Studies degree has progressed with donations and commitments in hand
- # 14 Agriculture:
 - The Philosophy department plans on developing an Agricultural Ethics course
 - The BGS committee is discussing a proposal of three potential Agriculture thematic options to be incorporated within the BGS degree framework

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2012:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
French Major	2013	2014	Yes 2014
BA: Econ Major	2013	2013	Yes 2014
Media Arts degree	2014	Yet to be submitted	

b. Programs Recommended for Discontinuance or Suspension

BGS – Police Option

c. Programs Recommended for Modification

BA general education requirements

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate
Theatre Major, Bachelor of Arts Bachelor of Media Arts (approved but undergoing minor changes)	September 2014

Indigenous Studies, Major and Minor, Bachelor of Arts	October 2014
Peace Studies, Major and Minor, Bachelor of Arts	October 2014
Bachelor of Professional Communications	October 2014
Bachelor of Environmental Studies	February 2015
Master in Migration and Citizenship	February 2015

e. Proposed Concept Papers

f. Departmental Information

2013-14				
Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Indigenous Studies	7.70	.00	118.4	14.5
Arts 100	12.81	.00	71.7	43.0
Communications	189.33	56.60	93.8	23.3
Criminology and Criminal Justice	409.45	8.62	95.9	31.5
Economics	90.93	37.21	91.4	29.2
English	453.93	23.68	90.8	24.6
Fashion Design	26.34	5.80	73.7	14.6
Geography and the Environment	191.39	12.74	87.6	23.2
Graphic and Digital Design	28.30	5.50	88.0	21.1
History	208.31	4.17	80.3	25.3
Music	7.75	1.38	127.8	30.7
Modern Languages	105.14	11.04	79.7	19.4
Philosophy	128.52	3.88	95.0	26.6
Political Science	76.38	2.59	88.2	28.4
Psychology	384.62	6.73	95.1	31.1
Social, Cultural & Media Studies	288.70	16.07	89.8	29.7
Theatre	53.63	.60	82.0	15.1
Visual Arts	152.60	22.26	89.9	20.7

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Communications	195.10	55.7	93	23
Criminology and Criminal Justice	421.14	17.14	98.4	32.1
Economics	90.07	37.73	95.7	29.8
English	482.9	23.79	90.9	24.9
Fashion Design	28.99	5.28	76.8	15.2
Geography	213.97	15.62	92.2	27.9
Graphic and Digital Design	13.6	1.7	91.1	21.9
History	227.53	2.19	78.7	24.8
MOLA	108.22	10.11	83.2	21.4
Philosophy Political Science	208.66	5.98	94.3	28
Psychology	379.94	5.10	94.1	31.3
SCMS	302.47	14.16	95.9	31.5
Theatre	52.48	.33	78.9	13.4
Visual Arts	157.62	18.9	86.9	18.9

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Communications	197.71	56.53	92.2	22.7
Criminology and Criminal Justice	403.78	17.27	102.7	32.7
Economics	91.17	38.23	102	33.3
English	507.85	28.75	93.1	26.2
Fashion Design	28.2	4.67	76.5	15.4
Geography	219.44	9.91	93.6	28.3
Graphic and Digital Design	6.94	1.7	94.5	17.2
History	245.88	4.08	80	25.7
MOLA	110.48	13.59	86.6	22.3
Philosophy Political Science	222.29	5.59	98.1	29.8
Psychology	381.98	8.95	92	30.8
SCMS	305.6	14.01	95.4	31.6
Theatre	60.27	0	86.7	17.5
Visual Arts	159.13	18.97	89.4	19.3

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Communications	190.89	56.41	93.4	23.3
Criminology and Criminal Justice	414.39	12.90	104.3	32.2
Economics	82.40	44.10	100.3	32.5
English	503.75	25.07	94.5	26.2
Fashion Design	36.32	5.21	85.3	16.9
Geography	234.45	5.06	94.8	28.8
Graphic and Digital Design	10.88	2.25	73.3	14.7
History	235.76	2.61	83.4	26.1
MOLA	103.3	12.4	86.6	21.7
Philosophy Political Science	212.32	5.41	101.2	30.9
Psychology	379.47	7.64	92.6	31.8
SCMS	306.2	7.71	95.8	31.9
Theatre	58.2	.22	81.4	16.9
Visual Arts	166.22	15.38	89.7	19.9

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
Criminology; English; History	2011-2012
Theatre ; SCMS; MOLA; Geography	2013
Psychology; Fashion Design	2014
Visual Arts; Communications	2015

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

- Department Heads assuming greater supervisory responsibilities including reviewing all grades prior to submission as well as having access to course/instructor evaluations for critical feedback
- Curriculum streamlining
- Student-centred timetabling at least one year in advance
- Course and instructor evaluations should be conducted regularly

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

The Bachelor of Arts degree; the Bachelor of Fine Arts; the Criminal Justice BA degree; the Bachelor of General Studies; Graphic and Digital Design Diploma; Theatre Arts Diploma; Visual Arts Diploma; Fashion Design Diploma

j. Plans for improving your Faculty/College's progress towards achieving the ILOs:

The Director of Teaching and Learning has visited College Council as well as Heads to offer help with implementing and assessing program learning outcomes aligned with ILOs. The AAC&U Institute that the UFV team will be attending in July is "designed for teams of faculty and administrators who are working to articulate and meaningfully link departmental, general education, and institutional-level learning goals" (AAC&U website).

Faculty of Health Sciences

EDUCATION PLAN UPDATE 2014

Submitted by:
Dr. Joanne MacLean, Dean

Education Plan Update, 2014

I Review and Reaffirmation of Institutional Priorities identified in Five-Year

Plan 14 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Mennonite Studies
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing
14. Agriculture (*added 2013*)

II Report on Non-Program Initiatives identified in the Five-Year Plan

(a) List the five most important ways your Faculty/College has achieved, modified or made progress towards achieving some of the 14 priorities:

- 1) Personnel in the Faculty of Health Sciences continue to engage in close monitoring of student enrollments, and take strategic measures for marketing programs with lower than required enrollments. Student orientations, graduating student celebrations, and various student events are also undertaken. KPE has expanded intake of the degree program from 75 to 111 students, and is reviewing course offerings and pathways to graduation. Health Studies developed a Strategic Renewal Task Force to identify potential approaches to curricular change in concert with ever changing health education developments, faculty workload pressures, and indices of student success.
- 2) The Faculty funded UFV representatives to attend the First Nations Northern St'at'imc Health Careers Fair in March. The School of Health Studies is considering 3 approaches to First Nations' health human resources: a revised selection process in the BSN program, designating aboriginal seats; continued development of aboriginal nursing content across nursing curricula; and incorporating standards and competencies articulated by the Canadian Association of Schools of Nursing Aboriginal Nursing Education task force document.
- 3) In support of Internationalization, Health Sciences has designated a committee of Faculty Council to promote and organize an international agenda. As examples, a proposal for nursing student exchange is under consideration with the nursing school at Linkoping University, Sweden; KPE's Champions for Health Promoting Schools' program in Antigua is being delivered for the 6th year in a row with 20 UFV students in spring 2014; and opportunities for student and faculty member exchange are being considered with institutions like Robert Gordon University in Aberdeen, Scotland.

- 4) In support of several UFV priorities, faculty members are engaged in cross departmental research that involves students, and strengthens our culture of integrating teaching with research. For example, Nursing faculty members continue a longitudinal research study to compare student success and satisfaction in the regular 4 year BSN vs. the 3 year Fast Tracked BSN program. As well, both Kinesiology and Nursing faculty (sometimes in collaboration) research a broad spectrum of health and wellness topics such as concussion research, fetal alcohol syndrome disorder, hydration, physical activity and aging, and delivering health education using simulation. An annual internal Health Sciences research grant program was launched in Fall 2013, funding projects submitted by 6 research teams. Each involved students as research collaborators.
- 5) Programs within the Faculty continue to support longstanding positive community partnerships throughout the Fraser Valley that provide critical learning opportunities for our students in the achievement of program outcomes. Nursing students are placed throughout the Fraser Health Authority and across a diversity of community agencies and population groups; faculty in our dental program have organized and delivered dental health clinics for community clients as well as targeted elementary school groups; Kinesiology & Physical Education faculty have delivered open community symposia to highlight their research and improve the avenues of knowledge transfer for community level coaches; the Faculty supported the Chilliwack Family Physician Association by hosting the *GP for Me* Press Conference in February; and the Faculty has created and twice delivered presentations open to the community in the Faculty of Health Sciences Speaker's Series.

(b) List any major plans for improving your Faculty/College's progress towards achieving these:

- (a) Engagement of strategic planning within Faculty program areas.
- (b) BSN Task Force for Strategic Renewal will result in overall revitalization of nursing program delivery.
- (c) Consideration of and planning towards new health and wellness programming opportunities.
- (d) Development of MOU with Stó:lō First Nations for collaboration and development of health human resource initiatives for aboriginal people.
- (e) Review of degree pathways, time to completion, experiential learning opportunities, and educational experiences of our students across the Faculty.
- (f) KPE will continue to review student admissions in effort to effectively balance upper and lower level courses, with potential for further expansion of student intake.

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2011:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)

b. Programs Recommended for Discontinuance or Suspension

None

c. Programs Recommended for Modification

(a) Moving to yearly intake of students in Practical Nursing.

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate

e. Proposed Concept Papers

None

f. Departmental Information

Note 1: Health Studies includes programming in Nursing (BSN), Practical Nursing (PN), Health Care Assistant (HCA), Dental Hygiene (DH, program discontinued Fall, 2012) and Dental Assistant (CDA); each program is a cohort program, therefore, fill rates and average class size information are solely internal comparators.

Note 2: Excluded from calculations: Labs, Challenges, Tours, Co-op, Testing and Independent Study courses.

Note 3: Fill Rate calculation: cross Listed courses are combined and counted as a single section. Class sizes of 72 equal 2 sections, 108 equal 3 sections.

2013-14

Department	Domestic FTEs	International FTEs	Fill rate	Average Class Size
Kinesiology & Physical Education				
School of Health Studies				

2012-13

Department	Domestic FTEs	International FTEs	Fill rate	Average Class Size
Kinesiology & Physical Education	292.55	4.91	82.9	29.3
School of Health Studies	385.95	0.00	85.9	28.5

2011-12

Department	Domestic FTEs	International FTEs	Fill rate	Average Class Size
Kinesiology & Physical Education	339.65	6.70	87.3	31.4
School of Health Studies	405.04	0.00	88.1	27.2

2010-11

Department	Domestic FTEs	International FTEs	Fill rate	Average Class Size
Kinesiology & Physical Education	336.46	7.04	90.1	32.5
School of Health Studies	389.99	0.0	85.9	25.3

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
CDA	Fall, 2009
BSN	Fall, 2010
KPE	Winter, 2011
HCA	Fall, 2011
PN	Fall, 2012

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

KPE, BSN, HCA, PN, CDA

j. Plans for improving your Faculty/College's progress towards achieving the ILOs :

Faculty of Professional Studies

EDUCATION PLAN UPDATE 2014

Submitted by:
Rosetta Khalideen, Dean

**FACULTY OF PROFESSIONAL STUDIES
EDUCATION PLAN UPDATE
May 2014**

I. Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

The Faculty of Professional Studies remains committed to the institutional priorities identified in the 2011-2015 Education Plan. Review and re-affirmation of these priorities have continued on an annual basis so this current update will highlight only those areas where significant work was completed over the last year and there are new and ongoing initiatives for the 2014/2015 academic year.

II. Report on Non-Program Initiatives identified in the Five-Year Plan

- a. List the five most important ways your Faculty/College has achieved, modified or made progress towards achieving some of the 14 priorities and b) List any major plans for improving your Faculty/College's progress towards achieving these:**

In terms of **student recruitment, retention and success**, efforts have been made by Departments and Schools to ensure that we meet our enrollment targets and find ways to help students successfully complete their programs through continuing the updating of our websites to make them more accessible and user friendly; hosting annual student reception and orientation events for new students; providing coaching and mentoring for students who are challenged by their academic programs and reviewing individual student plans to ensure students are completing courses in a timely manner and taking the necessary courses required by their programs

Enrolment Management: Our Enrollment Management Plan for the 2014/2015 academic year, contains projected enrollment targets for both domestic and international students in all our programs. We are still gathering relevant data that would help in the preparation of a more detailed enrollment plan with specific goals and actions aligned with the University's Strategic Enrollment Management Plan. Our enrollment plan for the coming year includes providing increased access for students through advice to Program Path students and reviewing program requirements to remove those requirements which hinder rather than allow students to enter into programs.

The Faculty continues to steer the course on its **Indigenization** agenda. We are focused on infusing more Indigenous content in courses, programs, teaching, scholarship and service rather than promote stand-alone Indigenous related activities. We are following through on our inside-out approach to Indigenization which we began more than a year ago. We have been providing seminars for faculty to help with an increased understanding of Aboriginal history and culture; we visited the St. Mary's Residential School in Mission and discussed the impact of these Schools on Canadian society including seeking ways to bring about reconciliation; we also took a bus tour organized by the Sto:lo Nation where faculty and staff were able to learn more about the Indigenous names of places in the Fraser Valley and the people who lived on the land which we now occupy.

We will be forming an Indigenization Standing Committee of Faculty Council with the role of making Indigenization an integral part of curriculum and students' educational experience.

Our plans for **internationalization** are focused on student and faculty mobility and international collaboration and partnerships. We have been building stronger relationships with faculty, staff, and students on our Chandigarh campus where our BBA program is offered; exploring international practicum sites for those programs with field education components (e.g. the Child, Youth and Family Studies program is exploring potential sites in hospitals and universities in Australia and New Zealand while the School of Social Work and Human Services has made visits to potential sites in India, Uganda, and Scotland); adding a course on diversity as part of the offerings of the Child, Youth and Family Studies program; continuing our partnership with the Lucerne University of Applied Arts and Sciences to

offer the third leadership in globalization graduate seminar in Fall 2014; instituting a partnership with the School of Business and Concord University, China to offer our BBA Aviation program; establishing a joint Social Work Program with the School of Social Work and Human Services and Xi'an Fanyi University, China to begin in Fall 2014; and offering another short-term "Teacher Training Program" through TEP for visiting faculty from China/India.

With regard to the **integration of research and teaching and strengthening the culture of teaching and learning**, faculty are finding new ways to engage students in undergraduate research and incorporating research into their courses as part of their pedagogical strategy while students are given the opportunity to be involved in inquiry based authentic learning in their communities. Some of the applied research in which students have been involved include: researching better promotion strategies for the Abbotsford Heat (this research project was done through the School of Business and some recommendations provided were acted upon by the Heat); working with the Abbotsford Chamber of Commerce to identify marketing opportunities for businesses; finding solutions to issues of school-drop out of Aboriginal student; hosting research forums where both faculty and students can disseminate their research findings and come up with new questions to investigate.

We continue to build awareness of the practices of effective teaching and learning through re-thinking our pedagogy and the use of information technology to enhance teaching and learning. We would like to acquire a technology enhanced teaching and learning space for our programs. The Professional Studies Academic Leadership Team has developed a "white paper" on the technology needs of our Faculty (and possibly the entire University) together with suggestions as to how these needs can be addressed. We would like to use this paper to initiate discussions on moving our technology enhanced teaching agenda forward.

III. Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2012:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Revised BA in Adult Education	April 2012	N/A	September 2013
Adult Education Workplace Training Certificate	October 2011	N/A	January 2012
Management Post Degree Certificate	April 2013	N/A	January 2014
Teacher Education Secondary Program	June 2013	September 2013	June 2014

b. Programs Recommended for Discontinuance or Suspension

School of Social Work and Human Services

Although we are committed to enhancing opportunities for Aboriginal students, the registration in the Aboriginal Culture and Language Certificate program has been extremely low. Consultations have begun to determine whether this program can be re-conceptualized or integrated into another program or whether this program can be recommended for discontinuance if the two options above are not found to be feasible.

c. Programs Recommended for Modification

School of Social Work and Human Services

The Human Services Diploma is currently being reviewed to ensure teaching materials and courses are updated and that admission criteria are clearly defined. There is great demand for the Diploma but there have been some concerns with the program not keeping pace with current trends.

Admissions to the Substance Misuse Diploma are temporarily suspended for the 2014/2015 academic year with the intent of revamping this program. Consultations are being done with current community partners and external sources of funding are being explored.

Child, Youth and Family Studies

The Department is exploring the re-structuring of the ECE program and enhanced ladder opportunities into the CYC Diploma and Bachelor's Degree. This program has not been meeting its targeted enrollment and there is a high cost to its delivery.

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate
Bachelor of Education (Secondary and Elementary Options)	January 2015
Master of Professional Accountancy	January 2015
Post Degree Certificate Aviation Management	June 2015

e. Proposed Concept Papers

The agreement is not yet confirmed between UFV (the School of Social Work and Human Services) and Xi'an Fanyi University but it is anticipated that should this arrangement be finalized, a proposed concept paper on the development of a joint BSW program between the two institutions will be forthcoming.

The School of Business has revised its Master's program proposal and is hoping that this proposal will be ready by the end of Fall 2014 to move through the University's approval process.

f. Departmental Information

2013-14

Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education				
ECE/CYC				
LIBIT				
School of Business				
Aviation				
School of Social Work & Human Services				
Teacher Education Program				

2012-13

Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education	26.53	3.59	90.9	21.5
ECE/CYC	121.03	3.83	74.5	19.1
LIBIT	73.49	2.24	94.4	33.3
School of Business	533.80	207.76	90.8	27.2
Aviation	14.38	1.91	32.3	11.3
School of Social Work & Human Services	209.47	1.58	87.1	21.6
Teacher Education Program	93.53	.00	97.6	33.2

2011-12				
Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education	24.26	7.87	99.1	24.8
ECE/CYC	129.39	3.81	78.3	22.0
LIBIT	67.65	1.58	89.9	30.5
School of Business	538.14	188.10	93.1	27.9
Aviation	17.78	2.05	34.4	11.9
School of Social Work & Human Services	221.37	2.33	89.6	20.9
Teacher Education Program	94.54	.34	95.6	33.6

2010-11				
Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education	23.53	4.84	90.2	21.9
ECE/CYC	131.72	2.09	81.2	22.9
LIBIT	57.46	.19	89.1	29.3
School of Business	498.97	149.96	96.5	28.4
Aviation	17.44	2.11	35.2	11.9
School of Social Work & Human Services	232.87	1.65	90.2	22.6
Teacher Education Program	84.84	.20	98.7	33.7

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
Library Information Technology	2013/2014
Teacher Education Program	2013/2014
Master of Social Work	Accreditation Review 2014/2015
Adult Education Program	2015/2016
Early Childhood Education/Child & Youth Care	2016/2017
Social Work & Human Services	2017/2018
Business Administration & Aviation	2018/2019

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

As per 2013 update

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

As per 2013 update

j. Plans for improving your Faculty/College's progress towards achieving the ILOs:

As per 2013 update

Faculty of Science

EDUCATION PLAN UPDATE 2014

Submitted by:
Dr. Lucy Lee, Dean

Education Plan Update Template, 2014

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

14 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Peace Studies (*changed from "Mennonite Studies" in 2013*)
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing
14. Agriculture (*added in 2013*)

II Report on Non-Program Initiatives identified in the Five-Year Plan

a. List the five most important ways your Faculty/College has achieved, modified or made progress towards achieving some of the 14 priorities:

The Faculty of Science (FoS) continues to contribute and have made several advancements in all 14 priority areas. Selectively, the five most important ways in which FoS has made progress among these 14 priorities include:

1) For priorities 1 and 2, we have a very healthy recruitment, retention and success of our Science students. FoS departments in conjunction with the Science Advice Centre and with Student Life hold various events. These include: information sessions for prospective students and their parents several times per year; high school connections and visits; social networking with Facebook, Twitter and Blogs; Career info sessions, Grad school information workshop; and social gatherings in coordination with student groups for such events as Casino Royale, Big Bang, Science Social, BCSA blood drive, etc. Student success is evident from the number of students being interviewed and/or accepted into challenging programs such as medicine, dentistry, and many going on to graduate studies. Several of our students found work placements shortly after graduation. These include Abbotsford Cancer Centre, Canadian Poultry, Ministry of Agriculture, etc. Out of roughly 720 BSc students enrolled this year, over 50 students had a GPA of 4.0 or better and retention has been very good, especially in Biology.

2) For priorities 3 and 4 on indigenization and internationalization, we have incorporated indigenous perspectives or involve aboriginals in several of our courses and outreach activities. Most recently, one of our greenSpeak seminars touched on environmental sustainability and indigenous ways and hosted Shirley Hardman, our Senior Advisor in Indigenous affairs and Chantelle Marlor, a sociologist who studies ecological knowledge from indigenous perspectives. We also continue to offer outreach programs geared for indigenous students. For example Math

Mania has been offered in schools with high numbers of aboriginal students and Science Rocks offers a one week of camp free of charge for students of aboriginal backgrounds. We continue to offer courses in CIS and Math that appeal to international students, especially attracting many Indian and Chinese students. We are also in discussion with our partners in Chandigarh looking at possibilities to mount CIS programs in our Chandigarh campus. We are also introducing an Engineering Physics Mechatronics Diploma designed for 50% international students.

3) For priorities 5, 10, 11, on Environmental sustainability, Community Partnerships, and Interdisciplinarity, we ramped up our GreenSpeak seminar series through the Centre for Environmental Sustainability and brought many community participants. We have put together 17 seminars on 2013/14 through out the fall and winter terms. Also participated with greenUFV on energy reduction awareness campaign. Furthermore, Biology has initiated a campaign to restore native amphibians to our UFV ponds and eradicate invasive bullfrogs. This involves a team of researchers that includes faculty, staff and undergraduate students. We have strong interdisciplinary programs and collaborations ongoing within various departments in the Faculty of Science as well as within the institution with Agriculture, Geography, Visual arts, Kinesiology, etc. Our "blog" has been active and communication forums are in place. We have several community partnerships and have made various outreach activities to schools and community groups. Adjunct faculty have been appointed in Biology, Mathematics & Statistics, Physics, as well as in Agriculture with strong connection with Science departments. We have hosted various visiting scientists and several are also expected to arrive this year to collaborate with faculty in Chemistry, Biology, CIS and Physics. We continue to build community links via the elementary schools (Math Mania), and middle and secondary schools (Math Challengers and Math Contest), as well as hosting the Regional Science Fair, Science Rocks, etc

4) For priorities 8, 9, 12, In all of the sciences, student research is very healthy (see student research day participation) and enrollment in directed studies courses is increasing. Many faculty incorporate aspects of their research into related upper level courses which makes our courses very attractive to students. To strengthen the culture of teaching and learning as well as for research, service and outreach activities, we have established Science awards which we awarded in the following categories: Awesome Achievement, Remarkable Research, Terrific Teaching, Superb Service and Outstanding Outreach. This year's winners have been selected and will be officially announced in May. We also have plans to place plaques, photos of faculty and graduating students in our "Wall of Fame" to strengthen our ties with students. This has been a difficult year as two faculty members resigned and retirements have not been replaced, so the number of permanent instructors in the faculty of science have been significantly reduced while student numbers have increased dramatically. Faculty satisfaction is key and aside from the Science awards, we have been actively promoting nominations of our faculty for top awards. Two of our instructors were nominated for the University Teaching excellence and although these have been unsuccessful, it shows that students appreciate their instructors. Provincially, our Math instructor Susan Milner was nominated and won the Pacific Institute for Mathematical Sciences (PIMS) Education Prize. All in all, we strive to hire the best instructors and are making every effort to retain them.

5) For Agriculture (priority 14), we have had and continue to have several science faculty involved in various aspects of agriculture including research programs directly aligned with agricultural technology, development, marketing and on environmental impacts. For example Dr. David Chu from Math is collaborating with Tom Baumann on data analysis predicting marketable yield in blueberry, strawberry and raspberry in British Columbia using yield component analysis methodology. Dr. Ron Wilen from Biology is actively engaged in agricultural

research and genetically modified plants. There are several other Biology faculty researching agricultural pests including insects, fungi and bacteria, as well as investigating the impacts of agricultural pesticide use in non-target organisms. Our newly established Engineering Physics Mechatronics has the potential for an agriculture connection in the mechanization and automation of agricultural technologies. This could expand into a degree in Ag. Engineering, sometime in the foreseeable future.

b. List any major plans for improving your Faculty/College's progress towards achieving these:

- 1) For priorities 1 and 2, the interim head of Math, Greg Schlitt, initiated a workload allocation/business intelligence tool in conjunction with IR, allowing heads easy access to class lists in their area, past and present, and an ability to contact those students easily. Math 110 has historically had a very poor success rate. We have a committee polling students, studying data, and revising curriculum towards improving this. Math has also developed a 3 year moving timetable for their courses, posted on website.
- 2) For improving indigenization and internationalization (priorities 3, 4), we are reviewing some of our courses that could attract indigenous students, and/or make the general student body aware of indigenous ways. Several courses in Biology lends to this including Mycology. Additionally, we are planning on mounting two graduate programs, a Masters in Integrated Science and Technology and a Masters in Science Communication that can naturally lead to indigenizing the academy. For internationalization efforts, we plan to ramp up our recruiting campaign to attract international students, especially south of the border and staff and faculty plan to visit high schools in Washington State to recruit students.

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2012:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Engineering Physics-Mechatronics	Oct 2013	Jan 2014	Yes

b. Programs Recommended for Discontinuance or Suspension

c. Programs Recommended for Modification

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate
Bachelor of Agriculture	January 2015
Minor in Applied Statistics	January 2015
Major in Computing Science, Bachelor of Science	May 2015
Major in Molecular Modelling, Bachelor of Science	December 2015

e. Proposed Concept Papers

Masters in Integrated Science and Technology. This was included in last year's Ed Plan update. Masters in Science Communication, This is a 2 yr- graduate program that will prepare science students for careers in scientific communication. A working group has been struck and a concept paper is currently in draft form and undergoing revisions.

f. Departmental Information

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Biology	261.27	7.53	96.7	30.4
Chemistry	172.97	7.35	91.4	29.2
Computer Information Systems	223.57	106.5	90.8	30.7
Mathematics and Statistics	327.13	64.67	86.5	30.5
Physics	119.46	8.28	88.8	27.1

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Biology	259.30	7.87	100.9	34.5
Chemistry	161.87	7.80	87.9	27.4
Computer Information Systems	212.67	95.78	92.2	31.9
Mathematics and Statistics	321.37	64.98	89.5	31.7
Physics	114.79	9.58	84.7	27.8

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Biology	252.55	8.91	98.6	33.2
Chemistry	160.71	11.24	88.9	27.3
Computer Information Systems	222.50	87.37	88.2	29.9
Mathematics and Statistics	319.82	66.15	89.7	30.7
Physics	111.01	11.92	87.7	28.4

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
Chemistry	2012-2013
CIS	2013-2014
Physics	2015-2016
Mathematics and Statistics	2016-2017

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

Chemistry was reviewed this past calendar year and challenges identified include: Space, lab equipment and staff shortage. Two of their faculty will be retiring in the near future and replacements will be needed to cover the array of courses offered by this department. The 2010 review for Mathematics recommended the hiring of a new statistician. Due to budget cuts, this has not been realized even though we have very high demand for our statistics courses, and a great deal of difficulty finding qualified temporary instructors. One of the most effective ways to increase numeracy skills across the university is to provide access to the statistical skills needed to understand evidence and arguments, and to deal with data. We would like to build these programs out further, and to increase our offerings in statistics more generally, but do not have the personnel to do so.

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

Biology was among the first departments to align their learning outcomes with the ILO's in 2012. Chemistry did this in its recent program review (2013). All Mathematics/Statistics programs have been aligned over the past two years. CIS is in the process of aligning their programs with ILO's and is beginning to align course LO's in preparation for their upcoming program review scheduled for June 2014.

j. Plans for improving your Faculty/College's progress towards achieving the ILOs:

Best measure of achieving ILOs is having successful graduates. Continuous efforts are being made to achieve this. Biology, Physics and Mathematics have their programs and most courses aligned with the ILOs. Chemistry is currently beginning to align course LO's with department LO's and ILO's, while CIS is beginning this process.

Research, Engagement, and Graduate Studies

EDUCATION PLAN UPDATE 2014

Submitted by:
Adrienne Chan, AVP

Education Plan Update 2014

Research, Engagement, and Graduate Studies

Progress on achieving some of the 14 priorities of UFV:

Priority 3 and 4, Indigenization and Internationalization: The Research Office provides support and organization to the Canada Research Chair (CRC) in Aboriginal Studies. This year, Hugh Brody and UFV students worked with researchers and the =Khomeni San people in South Africa and Botswana. The project focus was to share lessons learned from the first indigenous land claim in southern Africa. The project objectives were significant and the project was funded by a SSHRC Connections grant. The South Africa and Botswana's project also linked with the Global Development Institute and the CIDA-AUCC funded project on Sustainable Human Settlements in Tanzania. UFV has benefited from institutional partnerships with CIDA/AUCC, Panjab University and Ardhi University. To further highlight the work of the CRC in Aboriginal Studies, a screening event was held in Ottawa in February 2014, with the involvement of the Canada Research Chair program and the Social Sciences and Humanities Research Council. The CRC and the Research Office will host an event in July 2014 in Chilliwack in the Coqualeetza Centre: "Looking at Land Claims", which will include a panel presentation with Stó:lō peoples and San participants.

Priority 5, Environmental Sustainability: The Canada Research Chair in Food Security and the Environment is a key factor in achieving the priority on the Environment. Dr. Lenore Newman completed her work on the Agricultural Land Reserve (ALR) this year, with Dr. Denver Nixon. Dr. Newman regularly writes an OpEd and the work on the ALR has received good media attention and community interest.

Priority 11, Interdisciplinarity and Cross-Departmental/Faculty cooperation: Our work is substantially interdisciplinary and across departments and faculties. Progress towards interdisciplinarity has been made through the Scholarly Sharing Initiative, the Microlectures, Researcher to Researcher (R2R): Faculty Mentors, and Research Interest Groups. In addition, the proposed MA in Migration and Citizenship and the MSc in Technology are both interdisciplinary programs, with the respective interdisciplinary, cross-department Program Working Groups.

Priority 14, Agriculture: Since the Minister's letter was received regarding the Agriculture Centre of Excellence, our office has been involved in forums, planning, and work to support Agriculture and the Agriculture Centre of Excellence. There is an active Steering Committee under the leadership of the Dean of Applied and Technical Studies, of which we are a member.

Report on Programs:

Programs in Development: MA in Migration and Citizenship (MAMC), MSc in Technology (MIST), Master of Professional Accountancy (MPA) have completed concept papers, and are moving to their full proposal.

Proposed concept papers: MA in Science and Communication. This program is in its early stages and the Program Working Group has yet to be confirmed and approved. However, there is good interest in this program.

Programs reviewed: Master of Social Work (MSW) completed their accreditation self-study report in March 2014. National accreditation is required of Social Work Programs in Canada. A site visit from the Accreditation Team is expected in Fall 2014.

Institutional Learning Outcomes

The Senate Graduate Studies Committee is working on a document to align with ILOs that will reflect graduate level learning outcomes. A subcommittee has completed some initial work on this, and it will be reviewed in the Fall, 2014.

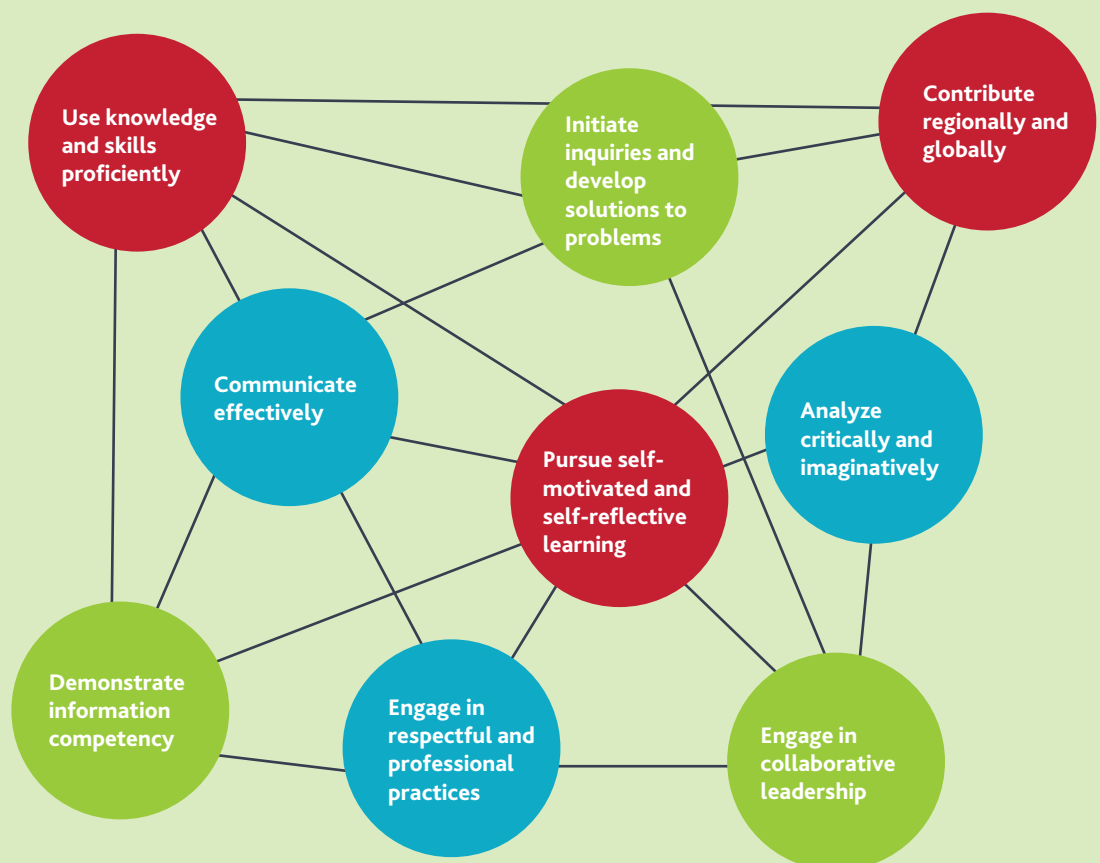
UFV's ILOS

University of the Fraser Valley's Institutional Learning Outcomes

The University of the Fraser Valley (UFV), located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning.

Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes:

Graduates....



University of the Fraser Valley's Institutional Learning Outcomes

FOR MORE INFORMATION
VISIT UFV.CA/ILOS

- 1 Demonstrate information competency**

Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.
- 2 Analyze critically and imaginatively**

Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
- 3 Use knowledge and skills proficiently**

Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.
- 4 Initiate inquiries and develop solutions to problems**

Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action.
- 5 Communicate effectively**

Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences. Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.
- 6 Pursue self-motivated and self-reflective learning**

Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.
- 7 Engage in collaborative leadership**

Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.
- 8 Engage in respectful and professional practices**

Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.
- 9 Contribute regionally and globally**

Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.

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