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# **Learning Everywhere:** The UFV Education Plan, 2016-20

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UPDATE: May 2017

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## PREFACE

From January to November 2015, the UFV community engaged in a visioning exercise in response to the question: *What should UFV look like in 2025?* The result was a 12-page document, *UFV 2025: A Vision for our Future*. The vision expressed in that document was encapsulated in the following paragraph:

**UFV in 2025 will be a community- and regionally-based university that is learner- and student-centred, whereby the learning drives the system and structure of the institution. Students and local communities will view UFV as a centre for intellectual and social development throughout their lifetimes, and as a place to learn how they can be better global citizens.**

Then, from November 2015 to February 2016, the UFV community engaged in an education planning exercise in response to the following question: *What are the five goals that UFV must achieve from 2016-20 to set ourselves up for 2025?* The community identified the following five goals, which, as part of the Education Plan, were approved by the Board of Governors in June 2016:

At the University of the Fraser Valley, we will:

1. Prioritize Learning Everywhere;
2. Commit to Flexibility and Responsiveness;
3. Collaborate Across Boundaries;
4. Develop Local and Global Citizenship;
5. Integrate Experiential Learning.

The following graphic includes the full explanation of each goal:



Three developments since the commencement of the process that created *UFV 2025: A Vision for our Future and Learning Everywhere: The UFV Education Plan, 2016-20* both reinforce the wisdom of and complicate the direction they set. Internationalization, Indigenization, and the K-12 Curriculum Redesign have been underway for some years, but their impact on UFV (and other universities) has intensified. There has been a spike in international student enrolments (while domestic enrolments have been flat or down slightly), the *Final Report of the Truth and Reconciliation Commission of Canada* was published, and AVED, the Ministry of Education, and post-secondary institutions have begun to wrestle seriously with the post-secondary implications of the redesigned curriculum for Grades 10-12 which are set to come into effect in July 2018.

The K-12 transformation should focus our minds on an issue to which all three developments will contribute in the coming years. Quite apart from the impact on admissions and program requirements and processes and the assessment of scholarship applications, the K-12 Curriculum Redesign is expected to have a profound impact on the learners we receive from the high schools. These learners will have experienced years of a learner-centred, personalized, concept-based and competency-driven curriculum in flexible learning environments with novel modes of assessment, including portfolios. They will have been given and assumed more responsibility for their own learning than previous generations.

They will be used to—shaped by—very different modes of learning, teaching, and assessment. And they will share the university classroom with a very different group of students, mature learners and working adults who will have experienced the previous K-12 education. While the proportion of recent high school graduates in universities has been declining in number, this group has been increasing. Hence, university teachers will find in their classrooms two large and very different groups of learners with different experiences and likely different conceptions of teaching and learning. What challenges and opportunities will this provide our instructors? How disruptive to our pedagogies and ways of organizing and supporting learning will these different experiences and conceptions be?

At the same time, there are growing numbers of Indigenous and international students on our campuses, and though their numbers are significantly smaller than the numbers of recent high school and mature students, they also bring different modes of learning and knowing with them. What can we learn from our experience of these groups of students that might prepare us for the future high school graduates?<sup>1</sup> How radically might we have to rethink what we mean by “learning” and “knowing”?

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The Updates which follow this preface are reports on the progress we have made towards achieving our Goals. While a progress report one year into a five-year plan is necessarily less informative than one three years in, the Updates do indicate that progress has indeed taken place and, perhaps more significantly, that units and individuals across the institution have taken the Goals very seriously.

The level of engagement with Goal 1, *Prioritize Learning Everywhere*, is particularly encouraging. Staff, faculty, and administrators have clearly taken ownership of their own learning responsibilities and opportunities,

<sup>1</sup> Although these questions may not have been explicitly clear to us when we conceived of our five Education Goals, the latter will help us grapple with the former.

witness the number of professional development initiatives, events, and workshops in which they have engaged and the increased devotion of meeting times to pedagogical discussions.

There is also substantial evidence (including more community partnerships and community advisory committees) of a commitment to *collaborating across boundaries* among disciplines and departments and between the University and external organizations, agencies, educational institutions, municipalities, school districts, and industry. More student learning opportunities—including experiential learning opportunities—are an obvious result.

There has been an increase in student learning and professional development through participating in undergraduate research and presenting the results at UFV events and external academic conferences (the number of students attending these conferences because of Research Office travel grants has grown). The skills and experience acquired in this process are extremely attractive to both employers and graduate schools.

The Updates indicate increased internationalization and Indigenization initiatives; streamlined processes and course and program prerequisites; improved communication channels; and more student study space, interdisciplinary learning opportunities, advising appointments, and peer to peer learning.

In addition to the strategies and initiatives developed in the Faculties and various units as outlined in the Updates, this past year saw a major institutional commitment to 21<sup>st</sup>-century teaching and learning techniques, technology, and facilities. Due in part to exceeding our international targets in both 2015-16 and 2016-17, we have been able to make strategic investments—\$1.5 million last spring and \$1 million this spring—in pedagogical innovation, educational technology, and furniture upgrades and classroom and hallway renovations to create active learning spaces. In its first year of operation, the Fund for Innovative Teaching, totalling \$100,000, received twenty-four applications; eight were funded. The funded projects involve the fields of agriculture, physics, statistics, theatre, geography, adult education, and health sciences. They will advance institutional priorities like Indigenization, interdisciplinarity, and experiential learning; expand our use of High Impact Practices (practices that educational research suggests increase rates of student retention and student engagement and result in deeper learning); and develop transferable skills for students and resources for community members and industry.

Furthermore, we gave substantial support to the realization of *Goal 5: Integrate Experiential Learning* by creating a one-year position and an office for Experiential Education. The ultimate goal is to increase experiential learning opportunities for students by, among other things, facilitating the work of faculty in creating such opportunities. This will include implementation of strategies for cultivating working partnerships in experiential education between and across UFV divisions and administrative units; between UFV and community field placement agencies or organizations at local to international scales; and implementation of strategies for enabling effective community engagement, and for ensuring appropriate risk management.

Under the direction of the Provost and Vice President Academic, UFV's commitment was demonstrated this past year through a project undertaken (by the individual who filled the one-year position) to develop a leading edge model for effective coordination and advancement of experiential learning opportunities for students at a primarily undergraduate level. As a result of this project, we are now ready to post and fill an ongoing position for a Coordinator of Experiential Education.

## 2016-20 EDUCATION PLAN – FACULTY OF ACCESS AND CONTINUING EDUCATION

### 2016-17 PROGRESS REPORT

This update outlines the progress the Faculty of Access and Continuing Education (FACE) has made by toward the implementing the strategies articulated in the Education Plan 2016-20 for UFV's five goals.. Because the strategies and indicators of FACE's Education Plan were organized by department, this update is also organized by department. To keep a record of each department's progress, the Education Plan was a standing item on Faculty Council agendas and oral updates were presented and discussed at each meeting. Following each Faculty Council meeting, the department head or director submitted a written update for inclusion in this document. As is to be expected for a 5-year plan, some of the strategies identified by FACE departments have yet to be implemented; the progress made toward implementing these strategies will be reported on in future Education Plan updates.

#### Applied Business Technology (ABT); Continuing Education (CE); English as a Second Language (ESL); Indigenous Student Centre (ISC); Upgrading and University Preparation (UUP)

Goal	Strategy	Indicator	Progress made during 2016-17
Prioritize learning everywhere	<b>ABT will ...</b> <ul style="list-style-type: none"> <li>Communicate PD opportunities to all ABT instructors.</li> <li>Modify existing ABT courses to include learning management software (e.g., Blackboard Learn).</li> </ul>	<ul style="list-style-type: none"> <li>Every ABT instructor attends at least one UFV-sponsored PD event per year.</li> <li>One ABT course converted to Blackboard each year until all applicable courses have been converted.</li> </ul>	<ul style="list-style-type: none"> <li>ABT instructors have attended PD events.</li> <li>ABT is moving away from paper-based quizzes and is using the Blackboard platform; some student resources are available on the Q-drive.</li> </ul>
	<b>CE will ...</b> <ul style="list-style-type: none"> <li>Identify and advertise learning events suitable for CE staff, CE instructors, and/or CE students, providing support as needed.</li> <li>Create a new learning event for CE instructors.</li> <li>Create a new learning event for CE students</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of CE staff, CE instructors, and/or CE students that are participating in learning events.</li> <li>An in-service for all CE instructors is conducted once per year.</li> <li>At least one new learning event is created for CE students each year.</li> </ul>	<ul style="list-style-type: none"> <li>More CE staff, instructors and/or students are participating in learning events.</li> <li>CE held a successful PD event for its many contract instructors in late January.</li> <li>CE will hold conference for assistants and alumni in May.</li> </ul>
	<b>ESL will ...</b> <ul style="list-style-type: none"> <li>Provide diverse learning opportunities through multiple modes of course delivery: online, in class, and community based.</li> <li>Continue to develop and use a variety of valid assessment activities for all courses.</li> <li>Continue to search for and/or modify and/or create and share learning materials to meet the specific learning needs of students in our courses rather than rely on "one size fits all" commercially produced materials</li> <li>Review and revise assessment for placement practices to ensure students are placed into</li> </ul>	<ul style="list-style-type: none"> <li>Multiple sections of core and elective courses are offered at different times and on different days, including evenings and Saturdays.</li> <li>Classroom populations reflect diversity of both domestic and international students who range in age from young adult to mature, who are full time and part time, and who have work and /or family responsibilities (or not).</li> <li>Graduation rates from ESL courses and programs will continue to reflect a diversity of students. This will be an indication that the needs of all students met.</li> <li>ESL courses will have a range of assessment activities.</li> <li>Students will have access to ESL course materials that are</li> </ul>	<ul style="list-style-type: none"> <li>ESL continues to work with International Education to schedule courses that meet diverse learning needs.</li> <li>ESL continues to send a representative to the Abbotsford school district ELL (English Language Learning) Advisory committee.</li> <li>ESL continues to send instructors each summer to the UFV Chandigarh campus to teach in the Academic Foundation Program</li> <li>ESL is providing more online resources, and using course packs to lessen the cost for students.</li> <li>ESL added more pre-requisite options that align with other proficiency indicators to its core courses, making it easier to place students.</li> </ul>

	<p>courses efficiently, appropriately, and inexpensively.</p>	<p>reasonably priced and specific to their learning needs</p> <ul style="list-style-type: none"> <li>• Students have the option of free or low cost language assessment for ESL program placement if they are unable to provide any other proof of English language proficiency.</li> </ul>	
	<p><b>ISC will ...</b></p> <ul style="list-style-type: none"> <li>• Establish communication strategies and protocols for ISC events and activities.</li> <li>• Coordinate with the various UFV student support services and host event at the ISCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of student, staff, faculty, and community participating in activities and events.</li> <li>• Increased student support services and Indigenous students utilizing those services in the ISCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the increased use of myWeb and University Relations and planning by ISC staff, attendance at ISC events and workshops has increased.</li> <li>• Students' comfort level with and knowledge about UFV's support services and resources have increased.</li> <li>• ISC staff have attended community career fairs.</li> <li>• Some programming partnerships have been established with other UFV units and the external community.</li> <li>• ISC Elders have attended classes and worked with faculty on Indigenous content.</li> </ul>
	<p><b>UUP will ...</b></p> <ul style="list-style-type: none"> <li>• Improve the design of current online and hybrid options.</li> <li>• Contact remote communities (e.g., First Nations groups) to arrange partnerships that allow for access to course and/or program completion.</li> <li>• Encourage and support faculty and staff to attend learner-related professional development opportunities.</li> <li>• Create opportunities for faculty and staff to share innovative methods for enhancing teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• An increase in student success rates as indicated from Institutional Research data</li> <li>• An increase in established community partnerships.</li> <li>• Faculty and staff reports from professional development activities</li> <li>• Dedication of time during department meeting for ad hoc sharing of innovative methods</li> </ul>	<ul style="list-style-type: none"> <li>• UUP continues to develop and offer more online and hybrid courses.</li> <li>• UUP is working to be more involved with community support areas, and is offering courses that show the most interest from the public.</li> <li>• UUP faculty have shared innovative pedagogical practices through colleague-to-colleague interactions, at department meetings, and participation at UFV learning events.</li> </ul>
<b>Commit to flexibility and responsiveness</b>	<p><b>ABT will ...</b></p> <ul style="list-style-type: none"> <li>• Rationalize course pre-requisites to increase student flexibility.</li> <li>• Collaborate with CE to develop additional related programming that respond to community needs.</li> </ul>	<ul style="list-style-type: none"> <li>• ABT135 is removed from ABT 160 as a pre-requisite.</li> <li>• Three workshops developed and implemented by 2020.</li> </ul>	<ul style="list-style-type: none"> <li>• ABT 135 will be removed as a prerequisite for ABT 160 in the future.</li> <li>• ABT developed two workshops that will be offered through Continuing Education in 2017: <i>Introduction to Blogging in WordPress</i>, and <i>Digital Minute-taking</i>.</li> </ul>
	<p><b>CE will ...</b></p> <ul style="list-style-type: none"> <li>• Increase the number of online and hybrid course options for students.</li> <li>• Increase the number of block transfer and</li> </ul>	<ul style="list-style-type: none"> <li>• The number of online and hybrid courses together have increased by 5%.</li> <li>• Negotiate at least one new block transfer or laddering</li> </ul>	<ul style="list-style-type: none"> <li>• CE is developing an online option for the <i>Legal Administrative Assistant</i> program; hybrid options for the <i>Medical Office Assistant</i> and the <i>Nurses Unit Clerk programs</i>; and there is consideration of a full online Records Management</li> </ul>

	laddering agreements from CE to other academic programs.	agreement each year.	course. <ul style="list-style-type: none"> <li>• CE has increased the number of courses it offers online, its use of Blackboard.</li> <li>• CE instructors continue to take an in-house training program designed to help them teach courses online..</li> <li>• CE has increased the number of block transfer and laddering agreements so far with the Paralegal diploma to Criminology.</li> </ul>
	<b>ESL will ...</b> <ul style="list-style-type: none"> <li>• ESL will provide diverse learning opportunities through multiple modes: online, in class, short term learning packages.</li> <li>• ESL will continue to offer courses on other UFV campuses and centres and will also, if necessary, offer off site courses both within the Fraser Valley community and abroad.</li> <li>• Assessment for placement practices will be reviewed and revised to ensure students are placed into courses efficiently, appropriately, and inexpensively.</li> </ul>	<ul style="list-style-type: none"> <li>• Course schedules and modes of delivery meet the needs of UFV students.</li> <li>• ESL timetable offers multiple sections of core and elective courses at different days and times, including evenings and Saturdays to accommodate diverse student needs.</li> <li>• Students have the option of free or low cost language assessment for ESL program placement if they are unable to provide any other proof of English language proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional evening classes and online study materials are provided.</li> <li>• Courses are scheduled with the needs of both international and domestic students in mind.</li> <li>• ESL continues to use actual language proficiency to place and advance students who accelerate their language learning through work, volunteer, community integration actions or intense study.</li> <li>• In response to UFV International, ESL created a simple language assessment tool that can be used to assess language proficiency of students overseas who do not have IELTS scores.</li> <li>• During the summer of 2016, CIS scholars from Hunan University of Arts and Sciences attended ESL courses so that they could observe and participate in the course activities.</li> </ul>
	<b>ISC will ...</b> <ul style="list-style-type: none"> <li>• Develop, review, and revise online request forms.</li> <li>• Create protocol documents.</li> <li>• ISC staff visit high schools, and attend career fairs, community forums, and conferences/workshops to provide information about UFV and ISC.</li> <li>• Work with University Relations to develop and coordinate recruitment activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of staff, students, faculty utilizing the online forms to schedule Elders and community resources.</li> <li>• Increased understanding of cultural protocols</li> <li>• Increased community outreach and awareness of UFV programs and services</li> <li>• Increased number of applications to and registrations in UFV programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Online request forms are being revised to make requests from students simple.</li> <li>• Cultural protocol documents are under development.</li> <li>• The addition of the Indigenous Student Transitions Coordinator (ISTC) has allowed ISC to increase its community outreach due to increased visits to schools, and attendance at events, and community forums.</li> <li>• ISC is working with University Relations to develop and coordinate recruitment activities, and update the website.</li> </ul>
	<b>UUP will ...</b> <ul style="list-style-type: none"> <li>• Collect and use feedback to adapt course schedules to meet student needs</li> <li>• Create alternate course delivery options.</li> <li>• Identify community and industry demands and develop programs that meet these demands if found feasible.</li> <li>• Use data collected by Institutional Research</li> </ul>	<ul style="list-style-type: none"> <li>• Timetables that reflect learner availability</li> <li>• Hybrid and online options on the timetable.</li> <li>• Memoranda of understanding established with community and/or industry partners.</li> <li>• Appropriate changes have been made to program and/or course information based on date.</li> <li>• An increase in the number of methods used to</li> </ul>	<ul style="list-style-type: none"> <li>• UUP built its timetables based on student needs and feedback and schedules courses for mornings, afternoon and evenings, including Fridays.</li> <li>• UUP offers online, hybrid, and face-to-face courses based on the feedback from students.</li> <li>• UUP continues to provide community-based programming whenever feasible. The COMP 061 course was offered at Seabird Island in the summer of 2016, and other requests for community-based programming are under consideration.</li> </ul>

	<p>to inform program and/or course planning decisions.</p> <ul style="list-style-type: none"> <li>• Improve communication with students by using current technologies.</li> <li>• Develop innovative approaches to textbooks, including the use of online textbook resources that are either externally sources or prepared in-house.</li> <li>• Respond to learning needs of students, faculty, staff, and community.</li> </ul>	<p>communicate with students.</p> <ul style="list-style-type: none"> <li>• Course outlines that include alternative textbook options.</li> <li>• Teaching, advising, program planning, etc. are adaptive to learning needs of students, faculty, staff, and community (e.g., UUP Success Centre is created).</li> </ul>	<ul style="list-style-type: none"> <li>• English and Math instructors used Facebook and other technologies to improve communication with students.</li> <li>• A Physics instructor is using an online textbook, and BIO 093 students now use a condensed (and much less expensive) textbook, thereby reducing costs.</li> <li>• To reduce costs for students, an online math textbook is under development.</li> <li>• Some UUP math instructors began holding office hours at the Math Centre, which is helping to bring together the UUP and Math departments.</li> <li>• A UUP Success Centre is still in the early stages of development.</li> </ul>
<b>Collaborate across boundaries</b>	<p><b>ABT will ...</b></p> <ul style="list-style-type: none"> <li>• Encourage adoption of interactive tools (such as WordPress) across the institution.</li> <li>• Continue developing research projects (based on social media adoption rates).</li> </ul>	<ul style="list-style-type: none"> <li>• WordPress working group has been created so colleagues throughout UFV can collaborate.</li> <li>• Project's preliminary findings at have been presented at a Scholarly Sharing event.</li> </ul>	<ul style="list-style-type: none"> <li>• ABT faculty have formed a successful UFV-wide bloggers working group to discuss social media opportunities and challenges.</li> <li>• Faculty continue to serve on various committees, develop and deliver programming offered through Continuing Education, and present at PD days.</li> <li>• Faculty continue to explore research options.</li> </ul>
	<p><b>CE will ...</b></p> <ul style="list-style-type: none"> <li>• Increase the collaboration with UFV departments that have had little collaboration with CE in the past.</li> <li>• Increase the number of partnerships with other post-secondary institutions (e.g., to share or develop programming).</li> <li>• In collaboration with the Program Development Office, Advancement, Indigenous Affairs and International Education, develop protocols for prompt and effective response to requests by community, industry, ministry, and other partners for new programs; program expansion, or alternate delivery of existing programs. Protocols will be informed by current research and best practices. They will ensure respect for academic units' responsibility for academic programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of at least one new working group with a department that CE has not collaborated with in the past.</li> <li>• New programming developed and implemented as a result of at least one new partnership with another post-secondary institution.</li> <li>• Increased ability to respond promptly to non-UFV partners while maintaining quality of academic programming.</li> </ul>	<ul style="list-style-type: none"> <li>• CE is currently collaborating with other UFV departments (e.g., Graphic Design; Communications; College of Arts, and reaching out to others (i.e., Peace and Conflict Studies).</li> <li>• To outline its current and emerging projects, CE gave presentations to the Board and Senate.</li> <li>• CE continues to meet with Faculty Councils to outline its programming and identify ways to establish laddering between disciplines.</li> <li>• CE is increasing partnerships with Continuing Education of BC and are coordinating a conference on curriculum collaboration.</li> <li>• In partnership with businesses in the tech and coding industries, CE has begun developing programming to meet their needs.</li> <li>• CE is developing a strategy to help improve its ability to quickly and accurately meet the needs of the community.</li> </ul>

	<p><b>ESL will ...</b></p> <ul style="list-style-type: none"> <li>• ESL will support, foster, and/or facilitate initiatives that promote an understanding of language communicative competence across the university.</li> <li>• ESL faculty will identify the English language requirements of UFV programs and will work with instructors in these program or through Teaching and Learning to develop teaching strategies that will support students' language needs.</li> <li>• ESL will provide information to the external community about UFV supports, services, and programming for multi-lingual learners through participation on community committees and at community events and forums.</li> <li>• ESL will support, foster, and/or facilitate initiatives that develop an understanding of language communicative competence within the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• UFV staff and faculty will be able to communicate more effectively with students with varying English language abilities and will know how to foster those abilities and support those needs.</li> <li>• Multi-lingual students of varying English proficiency levels will feel included, valued, and supported from their first contact with UFV through to graduation.</li> <li>• Local area LINC program instructors, secondary school counselors and English Language Learning support teachers are familiar with and promote UFV supports, services, and programming for students graduating from their programs.</li> <li>• UFV is recognized as a leader in the community that promotes and implements best practices for the teaching and learning of multi-lingual students.</li> </ul>	<ul style="list-style-type: none"> <li>• ESL continues to promote understanding of language communicative competence across the university.</li> <li>• ESL is working with CIS and the Business departments in Chandigarh, India to ensure students are successful in their programs.</li> <li>• ESL and the Academic Success Centre trained four (4) ESL peer tutors to work in our ESL Help Centre.</li> <li>• ESL hosted Japanese students here to experience the language and study requirements of a typical Canadian post-secondary university.</li> <li>• Visiting scholars observed ESL classes during the summer of 2016.</li> </ul>
	<p><b>ISC will ...</b></p> <ul style="list-style-type: none"> <li>• Coordinate with other departments, cultural activities, Elders in residence, and community resources.</li> <li>• Network with other post-secondary institutions, government agencies, and aboriginal organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased cultural awareness activities and events across UFV – Global Lounge, Student Life, International, Baker House etc.</li> <li>• Increased awareness of learning partnerships, employment opportunities, and other experiences that Indigenous students can access.</li> </ul>	<ul style="list-style-type: none"> <li>• ISC has increased the number of and locations of its cultural crafts and activities, which has increased the number of students, staff, and faculty participants.</li> <li>• Inter Department support has increased significantly in 2016-17: ASC tutors go to ISC weekly at each campus; Financial Aid staff and advisors attend student functions; counsellors and Career Centre staff have put on workshops.</li> <li>• ISC outreach activities (e.g., student orientations) have led to the self-identification of more Indigenous students.</li> <li>• Indigenous and non-Indigenous UFV students worked with ISC Resident Elders on cultural and class project work.</li> <li>• Staff participated in several conferences and meetings that allowed them to meet administrators, students and staff from other institutions and organizations.</li> <li>• Aboriginal Youth Internship Program Presentation (Provincial); Federal Public Service Recruitment connection and information sharing with students; BMO and Royal Bank internship opportunities.</li> </ul>

	<p><b>UUP will ...</b></p> <ul style="list-style-type: none"> <li>• Continue involvement and participation with the BC ABE Articulation working groups.</li> <li>• Meet with faculty in other departments to ensure advanced and provincial level courses bridge as prerequisites to university level courses.</li> <li>• Encourage faculty and staff to participate on university-wide committees to make connections across disciplinary areas as well as to participate in governance.</li> <li>• Continue faculty and staff involvement in community based groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Most, if not all, UUP courses are articulated with BC ABEASC Articulation Working Groups.</li> <li>• Advanced and Provincial level UUP courses are articulated with other UFV courses through the use of interactive course map.</li> <li>• Faculty and staff are members on other Faculty Councils, Senate committees, and University committees, with active their participation being reflected in minutes.</li> <li>• Faculty and staff are members of community based groups (e.g., Mission Service Providers, Abbotsford Literacy Matters), with their active participation being reflected in minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Most UUP courses are articulated.</li> <li>• UUP faculty are active on BC ABE articulation committees; all BC ABE committees have a UFV representative.</li> <li>• UUP used interactive course maps to articulate most of its Advanced and Provincial level courses with other UFV courses.</li> <li>• UUP faculty and staff are members sit on Senate and University committees and other Faculty Councils.</li> <li>• Faculty and staff continue to be active members of community groups such as Mission Service Providers and Abbotsford Literacy Matters.</li> </ul>
<b>Develop local and global citizenship</b>	<p><b>ABT will ...</b></p> <ul style="list-style-type: none"> <li>• Faculty regularly attend events around indigenizing the academy.</li> <li>• Encourage students to volunteer within the community and share their stories and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• ABT courses reflect indigenization.</li> <li>• Students share their volunteering stories at least once per semester.</li> </ul>	<ul style="list-style-type: none"> <li>• ABT faculty have attended Indigenization events to help inform the process of Indigenization.</li> <li>• Stó:lō territory acknowledgement and discussions about Indigenous business opportunities, services, and ventures within the Fraser Valley are included in the program.</li> <li>• All students made aware of the value UFV places on Indigenization, and students introduced to the Indigenous Student Centre.</li> <li>• Students asked to share their volunteer stories and to reflect on and how those experiences have shaped their career choices and decisions.</li> </ul>
	<p><b>CE will ...</b></p> <ul style="list-style-type: none"> <li>• Educate CE course developers and instructors about the importance of adding content to courses that develop local and global citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>• In consultation with other UFV departments, develop and deliver training and resources for CE course developers and instructors to help them add content and activities to their courses that promote local and global citizenship (e.g., inclusion of Indigenous content).</li> </ul>	<ul style="list-style-type: none"> <li>• Food Bank campaign for the month of November for Clearbrook Centre.</li> <li>• Dental Office Receptionist students attended Food Banks' dental clinics with their instructor to observe and assist where possible</li> <li>• Initiated the sale of #Abbystrong t-shirts through Clearbrook centre to support recent victims at the Abbotsford Senior Secondary.</li> <li>• CE Staff considering a San Clemente project suggested by Linda Parry (April 2017).</li> </ul>
	<p><b>ESL will ...</b></p> <ul style="list-style-type: none"> <li>• Include indigenized texts in courses and resources for library.</li> <li>• Provide opportunities to develop awareness of local and global issues such as including course reading material, presentation topics,</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that ESL students are aware of the local Indigenous history and peoples such as questions in class, mention in writing assignments, participation at Indigenous sponsored events, etc.</li> <li>• Multi-lingual student representation and participation in a</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors beginning to use materials that reflect First Nations history and worldviews in their courses.</li> <li>• Stó:lō territory acknowledge included in the new department syllabus template.</li> <li>• Writing topics in ESL writing classes reflect global issues or concerns.</li> <li>• ESL student is on the FACE Faculty Council.</li> </ul>

	<p>and writing assignment.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to share their cultural knowledge in a meaningful way.</li> <li>• Include “learning portfolios” in course work to allow students to highlight ways in which they are developing local and global citizenship.</li> </ul>	<p>wide variety of UFV events, not only “cultural” events that highlight food, fashion, and folklore.</p> <ul style="list-style-type: none"> <li>• Increased long and short-term active participation of multi-lingual students with various English proficiency levels in a variety of volunteer programs and events.</li> <li>• An increased number of UFV student associations and events which attract students through common interest rather than common language or cultural background.</li> </ul>	<ul style="list-style-type: none"> <li>• Students provided with opportunities to share aspects of their culture in meaningful and respectful ways in ESL courses.</li> </ul>
	<p><b>ISC will ...</b></p> <ul style="list-style-type: none"> <li>• Collaborate with Sr. Advisor on Indigenous Affairs, Resident Elders, and applicable Indigenous committees to support Indigenization- and TRC-related activities.</li> <li>• Network and create awareness of the TRC Recommendations and connect UFV staff, faculty to resources for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in ISC staff and community resources engaging in strategies.</li> <li>• Increased Indigenization efforts and community resources requests that support TRC recommendations and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Elders and staff participate in TLC’s Indigenizing by Design workshop and on the Indigenous Studies Curriculum Committee and the Indigenizing Committee of Senate.</li> <li>• ISC staff facilitate craft sessions at the Global Lounge and Student Life as a part of cross-cultural awareness and Indigenization efforts.</li> <li>• ISC staff initiated and facilitated a traditional Stó:lō community blanket weaving that includes UFV students, staff, faculty, and community members.</li> <li>• Community cultural and Elder resource list started; internal cultural protocols under development for internal reference.</li> <li>• TRC’s Calls to Action poster boards displayed in both ISCs.</li> <li>• ISC staff and Elders provide community and internal resources to UFV’s departments.</li> </ul>
	<p><b>UUP will ...</b></p> <ul style="list-style-type: none"> <li>• Encourage and support faculty to embed Indigenous and international content in their teaching practices.</li> <li>• Faculty incorporate problem based learning pedagogies into classes to promote community, citizenship skills, empathy, and communication skills among students.</li> <li>• Encouraging faculty, staff and students to connect with each other in class and beyond through the use of social media and other modes of communication.</li> </ul>	<ul style="list-style-type: none"> <li>• UUP courses include Indigenous and international content.</li> <li>• UUP provides opportunities for faculty, staff, and students to develop local and global citizenship (e.g., problems in classes are related to local and global issues).</li> <li>• Increased communication among faculty, staff, and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and faculty make presentations on Indigenization to other UFV areas, and attend PD activities on Indigenization.</li> <li>• Faculty member’s article on best practices for indigenizing the classroom published in Groundwork.</li> <li>• Faculty include Indigenous and international content and invite Indigenous speakers into classroom.</li> <li>• Faculty have implemented “Thinking Classroom”, collaborative and group-learning strategies in-line with best practices of Indigenous learning.</li> <li>• Faculty has published article on discussing literature via character-based values chart.</li> <li>• Faculty built rubrics with students to emphasize citizenship and communication skills.</li> <li>• Faculty include problem-based activities that focus on global and local issues.</li> </ul>

<b>Integrate experiential learning</b>	<b>ABT will ...</b>		
	<b>CE will ...</b>		
	<b>ESL will ...</b>		

**ABT will ...**

- Identify and recruit hosts to increase variety of student practicum opportunities.
- Identify and invite community representatives to speak to students about strategic volunteering.
- Create opportunities for experiential learning that connect students with contexts outside of the typical classroom (e.g., TASK placements, field trips for particular courses, guest speakers from the field in classes, and applied science labs).

- Increase number/type of practicum hosts by two per year.
- Guest speakers will attend once per semester to discuss strategic volunteering.
- An increased variety of places where students are connected to contexts outside of the typical classroom within various subject areas

- ABT build additional relationships with local businesses and organizations to increase practicum and employment opportunities; ten (10) new organizations hosted ABT practicum students.
- Managers from local companies and organizations spoke to ABT students about career management, including the value of strategic volunteering in building one's network, experience, and sense of self-worth and confidence.
- ABT students encouraged to attend local events (e.g., 10th Annual Fraser Valley Chambers of Commerce Business Showcase; the President's lecture series: career fairs).

**CE will ...**

- Increase experiential learning for CE students by inviting guest speakers into CE classrooms, scheduling field trips, and providing opportunities for CE students to use specialized equipment.

- The number of guest speakers, field trips, and student use of specialized equipment is increased.

- Coding Bridging program link to industry; MOA Youth practicum; majority of CE certificate programs include practicum; field experiences.
- Instituted a simulated work environment for Nursing Unit Clerk and Medical Office Assistant programs, by having students come to class in professional medical scrub attire.
- MOA students attended blood donation center to learn and give blood.
- Advanced Medical Office Assistant students will present their capstone projects to local physicians to showcase the skills and learned practices that will increase a doctor's office efficiency.

**ESL will ...**

- Facilitate opportunities for students to observe academic classes.
- Work with the Career Centre to facilitate work-related experiences for multi-lingual students at various stages of English language proficiency; and encourage, support, and recognize English language learning through volunteer opportunities incorporated into ESL course work.

- Inclusion of academic content, academic classroom observation, interviews in the learner's intended discipline.
- Language learning outside of ESL course work is supported, recognized, and validated.

- ESL students encouraged to participate in and respond to various UFV events and opportunities.
- The unilingual delivery of our courses is an "experiential learning" experience for our students who are both learning English and using English to learn it through real tasks that prepare them to study in academic programs.

	<p><b>ISC will ...</b></p> <ul style="list-style-type: none"> <li>• Establish protocols for connecting students with aboriginal community and organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of students securing placements in aboriginal communities; and increase in students/UFV staff following cultural protocols</li> </ul>	<ul style="list-style-type: none"> <li>• ISC staff helped the Teacher Education Program and Social Work programs connect with Aboriginal organizations for practicum and employment placements.</li> <li>• ISC staff host local, provincial and federal student employment sectors for summer and long-term employment.</li> <li>• ISC gained four work-study positions to implement an Indigenous Student Mentorship program in the Fall 2017 semester.</li> </ul>
	<p><b>UUP will ...</b></p> <ul style="list-style-type: none"> <li>• Create opportunities for experiential learning that connect students with contexts outside of the typical classroom (e.g., TASK placements, field trips for particular courses, guest speakers from the field in classes, and applied science labs)</li> <li>• Encourage faculty to devise activities during classes that allow students to experience subject matter in a hands-on manner</li> </ul>	<ul style="list-style-type: none"> <li>• An increased variety of places where students are connected to contexts outside of the typical classroom within various subject areas</li> <li>• Examples of experiential learning activities are shared with the Teaching and Learning Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Hope Centre has co-curricular opportunities available for UFV students each semester.</li> <li>• Hope computer class uses life applications like budgeting in Excel instruction.</li> <li>• English students attend drama productions.</li> <li>• Guest speakers from the community speak to English classes on issues related to the literature being studied (e.g. social justice issues).</li> </ul>

## 2016-20 EDUCATION PLAN – COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

### 2016-17 Progress Report

This report outlines progress made to date on achieving the College of Arts education plan goals. The goals reflect the overarching goals identified across the Faculty of the Humanities and the Faculty of the Social Sciences; these goals align with the more specific education plans adopted by departments within the College of Arts. To facilitate the creation of this annual report, we asked departments to update their own tables so as to highlight 2016-17 progress. From there, those responses were collated and organized against the overarching goals of the College. Finally, we categorized and summarized these submissions in order to arrive at a shorter, more cohesive report. Note that this report includes only new developments towards achieving our goals; it does not account for all of things the College does which achieve these goals or for those things that departments or the College have historically done.

We will...	By...	Evidenced by...	Progress made on Arts-wide Goals
<b>Prioritize learning everywhere</b>	Using existing meetings to foster learning	Creating regular learning opportunities at Arts Heads and CAC based on needs of Heads and faculty	Have used every heads' meeting and CAC meeting as learning opportunities – topics have included: conflict resolution, pedagogy, assessment, dealing with challenging student behaviours, navigating difficult conversations, truth and reconciliation, and resiliency.
	Encouraging more non-classroom, non-credit learning and education	Increased CCR opportunities within Arts Increased student and faculty participation in conferences Increased participation of faculty in public lectures and panels	CCR: <ul style="list-style-type: none"> <li>• VA has increased the number of CCR possibilities for their students in partnership with The Reach, Kariton Gallery, Abbotsford Arts Council, and S'eliyemetaxwtxw.</li> <li>• CCR has been linked to civic and intercultural engagement in the BA to increase opportunities for students.</li> </ul> Conferences: <ul style="list-style-type: none"> <li>• English is hosting a Young Writers' Conference this spring.</li> <li>• GATE hosted the WDCAG conference.</li> <li>• Faculty across the College have presented at conferences.</li> <li>• GATE, SCMS, and HIST have been actively engaging students in academic conferences, with faculty support.</li> </ul> Public Lectures and Panels: <ul style="list-style-type: none"> <li>• CMNS has offered a workshop for Air Cadets on public speaking and organized the Terry O'Reilly event at UFV.</li> <li>• Several Arts Departments have participated in public lectures and forums on topics such as Terrorism, Brexit, the Trump Presidency, and Palenstinian-Israeli Relations.</li> </ul>

			Several Arts departments have delivered lectures or lecture series at Elder College, Abbotsford Learning Plus, and/or Lifetime Learning, including CRIM (Hot Topics in Criminal Justice), HIST, and GATE (Evolution of the Earth's Atmosphere; Seismic Risk in the Fraser Valley; Global Rivers Observatory Project; Travel with Me: New York).
	Encouraging prior learning and competency-based assessment	Recognizing more prior learning and assessing learning competencies	<p>CMNS and MOLA have been particularly active in granting PLAR credit for student prior learning.</p> <p>The Deans' office is participating in a sub-committee which is reviewing the PLAR policy and PLAR practices across the institution.</p> <p>The re-designed Bachelor of General Studies emphasizes competencies for all students and has articulated outcomes for each. Work is underway to establish frameworks for assessing competencies based on prior learning and experience.</p>
<b>Commit to flexibility and responsiveness</b>	Streamlining the Arts curriculum process	A streamlined process which focuses on meaningful discussion and less bureaucracy	<p>BAPC and CACC merged October 2016, creating a streamlined Arts curriculum process. Members report an increase in meaningful discussion and a debate as a result of the shift.</p> <p>The result has also been more timely attention to curriculum work across the College.</p>
	Improving communication channels	<p>Streamlining communication between the Deans' office and faculty</p> <p>Revision of web pages and other communication mediums</p>	<p>The College of Arts has hired a new person for our front desk vacancy who will focus more on social media and web presence.</p> <p>The Deans' office is in the final stages of creating a new sharing drive for Arts Heads in order to improve the flow of information and to decrease reliance on email.</p> <p>Arts departments, such as HIST, THEA, MOLA, and VA have been updating and improving their websites and increasing their social media presence.</p> <p>CMNS has been increasing their use of Kaltura video-conferencing.</p> <p>VA developed an extensive art database created online to feature a visual archive of S'eliyemetaxwtexw Gallery.</p> <p>New websites established for BGS, PACS and Program Evaluation</p>
	Responding to student demands re: planning	Advertise at least one year of upcoming courses on web sites	Major maps are drafted.

		<p>Develop more FAQ pages which make processes more transparent          Increase course delivery options for students          Development of major and degree maps within Arts</p>	<p>Many departments have increased their online and/or hybrid offerings, including CMNS, CRIM, ECON, ENGL, GATE, HIST, and SCMS.</p> <p>General Studies has not only re-designed their website but has been actively reaching out to students to help them plan their studies.</p> <p>General Studies has developed a customized learning plan for students to help them plan their degrees.</p> <p>Faculty in CMNS, ENGL, and Indigenous Studies delivered courses in Bella Coola in support of year 4 of the NVIT BGS cohort.</p> <p>CRIM has gone fully trimester, with a significant increase to summer offerings to meet student demand.</p> <p>Other departments have engaged students by developing new special topics shells (ECON) or by offering courses which respond to stated student interests (PSYC, SCMS).</p> <p>GDS and SCMS have been active in consulting with numerous areas in order to decrease overall timetable conflicts.</p> <p>Many departments, such as HIST, have started advertising annual course offerings on their websites.</p> <p>Many units, particularly CMNS, CRIM, GD, and PSYC, have been proactive in responding to student demand by offering additional, high demand sections on short notice.</p> <p>GD has developed a series of courses which are offered through Continuing Education.</p>
	<p>Increasing program flexibility</p>	<p>Attention to program and course pre-requisites and structures during program and curriculum review in order to remove unnecessary or redundant pre-requisites or requirements and other barriers to completion</p>	<p>Several departments, particularly ENGL, HIST, and THEA, have undertaken significant work to streamline their pre-reqs so as to allow increased access to their courses and to remove barriers to student movement through programs.</p> <p>MOLA has streamlined their 100-level FREN offerings.</p> <p>Several programs are engaged in program review which examines this issue: ECON, GATE, POSC, etc.</p>

	Increasing community engagement in the BA	Develop a BA Advisory Group to help facilitate discussion re: value of Arts and of the revised BA	<p>BA Advisory Group terms of reference have been developed.</p> <p>GDD developed an industry advisory committee that provides input, engages with the program, and meets regularly.</p> <p>PACS has a community advisory committee</p> <p>Philosophy has held a forum with members of the Abbotsford Chamber of Commerce</p>
	Offering Arts programming in Abbotsford that is currently restricted to Chilliwack and Mission	<p>Establishing an interim performance space for Theatre in Abbotsford as step towards the building of the Digital Hub over the longer term</p> <p>Offering more Graphic Design courses in Abbotsford</p>	<p>GD has increased Abby course offerings from 4 courses to 5.</p> <p>THEA has increased Abby course offerings from 3 courses to 6 courses and will be moving to Abby Summer 2017.</p>
	Exploring flexible and responsive administrative structures in Arts	Discussing and adopting in whole or in part the recommendations of the CAC subcommittee on Arts Reorganization	The College of Arts Reorganization sub-committee has completed its work and made recommendations to CAC. These recommendations were approved. Work now begins on identifying action items and moving forward to implement the recommendations.
	Advocating for more effective and flexible classroom learning environments	Creating and designing more effective and flexible classroom learning environments	<p>Arts continues to advocate for this and to support the investment of 1.5 million in meeting such needs</p> <p>Various units have benefited from the installation of white boards.</p> <p>GATE has increased use of the Paleoecology Lab as a space for undergraduate-based research as linked to 4 courses.</p> <p>SCMS students are making use of their new student space for study groups, tutoring, and mentoring.</p> <p>History has submitted a plan for a redesign of their area to increase student engagement</p>
<b>Collaborate across boundaries</b>	Increasing interdisciplinary initiatives across disciplines, faculties,	<p>Increased offerings of IDS 400</p> <p>Creating and offering a 200-level interdisciplinary course</p> <p>Revising and offering ARTS 100</p>	The Bachelor of Media Arts has been revised and will be offered starting January 2018. The degree is highly interdisciplinary and multi-disciplinary.

	<p>mediums, programs, student research projects, faculty scholarship, etc.</p>	<p>Development of structures to better support interdisciplinarity and multidisciplinary programs Development of structures to support and foster team teaching Facilitate greater cross-disciplinary and cross-institutional sharing via guest lectures, flash forums, panel discussions, performances, exhibitions, etc.</p>	<p>Various departments are engaged in discussions about supporting interdisciplinary programs, such as GDS, PACS, Indigenous Studies, and the new graduate certificate and diploma in Migration and Citizenship. The Deans' office has increased administrative support for BGS, PACS, and GDS.</p> <p>Arts offered IDS 400: Youth Electoral Politics which was co-taught by faculty from 5 different Arts disciplines.</p> <p>ENGL and VA are collaborating in offering a "Make Your Own Chapbook" workshop for students.</p> <p>VA and THEA will be sharing studio facilities and VA and GDD are sharing studio facilities</p> <p>GATE has worked to develop strong ties with ECON, CRIM, GD, and BIO through a combination of cross-listing, program revision, course development, and field schools.</p> <p>New interdisciplinary course shells have been drafted and sent out for consultation.</p>
	<p>Bridging high school and Arts</p>	<p>Re-designing the Arts Expo to focus on high school and first-year students Increase engagement with high schools re: program offerings, on-campus events</p>	<p>ENGL, MOLA, GATE, and PSYC have been actively engaged in high school outreach via classroom visits, hosting students on campus, and information sharing.</p> <p>HIST hosted three events aimed at bridging high school and UFV Arts: the first Regional High School Debating Tournament, the annual Heritage Fair, and the first History Matters: School teacher PD event.</p> <p>PSYC is working in collaboration with the Chilliwack School District to offer a human services academy for high school students at Chilliwack Secondary.</p>
	<p>Bridging education and career</p>	<p>Offering an annual career session for all Arts students (to replace individual departmental events) in conjunction with the Career Centre and Alumni</p>	<p>In the absence of an annual, Arts-wide event, departments/disciplines, such as ECON, ENGL, and HIST, have offered career-focused events.</p>
	<p>Increase connections to community</p>	<p>Increase opportunities for community-based learning Increase participation of community partners in Arts events, research, classrooms, etc.</p>	<p>New or strengthened partnerships with The Reach, Chilliwack Museum and Archives, MSA Museum, Fraser Valley Regional District, Run for Water, City of Abbotsford, Fraser Valley Watershed Coalition, Mission Community Foundation, Mission Cultural Resources Commission, The Stone Soup Initiative, District of Mission, school districts, Sto:lo Research and Resource Management Centre, and Abbotsford Arts Council are providing more opportunities for community-based learning opportunities for Arts students.</p>

			GD has created an alumni database to aid in building community connections and opportunities for students.
<b>Develop local and global citizenship</b>	Supporting the work of the Indigenous Studies Curriculum Committee and embracing the recommendations of the TRC	Establishing a clear vision of what indigenization means to curriculum, programs, and pedagogy and using that vision to develop materials and inform discussions, reviews, curriculum, and practices within Arts Increase PD opportunities for faculty on indigenization	<p>The Indigenous Studies Curriculum Committee has revised IPK and FNST courses.</p> <p>The Indigenous Studies Curriculum Committee has revised the Indigenous Studies Major and Minor and these will launch Fall 2017.</p> <p>Truth and Reconciliation has been a topic of discussion at Arts Heads, CAC, and various department meetings and retreats.</p> <p>Many Arts courses, across a range of disciplines, have been revised to include explicit attention to the goals of indigenization and the TRC.</p> <p>Faculty across the Arts have participated in “Indigenizing the Curriculum” workshops.</p> <p>ARTS 101, required for all BA students, has been indigenized.</p> <p>Many faculty have been adding indigenous texts, perspectives, and teachings to their courses.</p> <p>THEA will mount Grand Theft Terra Firma, a devised performance which draws directly on the issues raised by the TRC.</p>
	Coordinating with International Education to increase options for students	More “global at home” options, as well as international options for Arts students (study abroad, student exchange, study tours, etc.)	<p>Three study tours planned for 2016-17:</p> <ul style="list-style-type: none"> <li>• Germany: History</li> <li>• Venice: Visual Arts and Art History</li> <li>• Amsterdam: Graphic Design</li> </ul> <p>Developed a study abroad shell course to evaluate learning related to study abroad</p> <p>Established intercultural engagement opportunities through CCR to support the revised BA.</p>
	Increasing emphasis on intercultural and civic engagement	Increased options for students to meet new BA Intercultural Engagement and Civic Engagement requirements	<p>CACC has approved several courses as meeting requirements from a range of Arts disciplines.</p> <p>Established process for those choosing non-course options to meet the requirements.</p> <p>Established CCR framework for meeting the requirements.</p>

			The revised Bachelor of General Studies includes an intercultural requirement.
	Increasing active international partnerships	Building on existing partnerships and add new ones Introducing the BA on the Chandigarh campus Designing an international dual degree	<p>New block transfer agreements with:</p> <ul style="list-style-type: none"> <li>• Columbia Bible College, General Studies Diploma to UFV's Bachelor of General Studies</li> <li>• Catholic Pacific College, Liberal Arts Diploma to UFV's Bachelor of Arts or Bachelor of General Studies</li> </ul> <p>Various departments are actively engaged in creating new partnerships and/or block transfer agreements, including ECON, GATE, MOLA, PACS, and SCMS.</p> <p>Launched the BA on the Chandigarh campus</p> <ul style="list-style-type: none"> <li>• Provided PD to faculty April 2017</li> <li>• CMNS instructor taught at Chandigarh Fall 2016 and developed faculty guide to aid others.</li> <li>• ECON Department members served as external SAC members in the hiring of UFV India's first economics faculty member.</li> <li>• ECON Established formal channels ensuring curriculum oversight and consistency between institutions</li> </ul>
	Increasing diversity of faculty and staff in the College of Arts	Hiring practices	Arts Deans are participating in university-wide discussions about this issue.
<b>Integrate experiential learning</b>	Streamlining processes for practicums and internships	<p>Revision to current practicum and internship course shells through the lens of cross-program collaboration</p> <p>Revision to current internship and practicum processes</p> <p>Greater collaboration with the Career Centre for domestic placements</p> <p>Greater collaboration with International for international placements</p> <p>Increased access to internships and practicum across programs in the Arts</p>	<p>New practicum/internship curriculum structure drafted and out for consultation.</p> <p>Domestic and international internship and practicum processes have been streamlined.</p> <p>Increased numbers of VA, GD, GATE, HIST, MOLA, and GDS students are participating in domestic practicums or international internships.</p> <p>CRIM is working on revising their existing practicum framework to ensure students have the skills and knowledge they need to be successful in their placements.</p>

	Increasing opportunities for students within and beyond the classroom	Increased number of courses offering experiential learning as part of methods and assessment Work with Career Centre to increase co-op opportunities and work study opportunities for Arts students	<p>CMNS, ECON, and GATE have increased use of real-world data and scenarios across their courses.</p> <p>GATE and HIST have increasing numbers of students engaged in experiential learning through community-based projects, such as exploring local history, contributing to archive and database development, undertaking field studies and research, and collecting and analyzing data.</p> <p>Various departments are increasing opportunities for students to apply their classroom skills. For example, GD has students apply their skills to GD marketing events. GATE students hosted a Geography Awareness week. VA, GD, and GATE students have participated in community events where they are able to make use of their skills. PSYC offers many opportunities – research, counseling, education – for students to apply their skills outside of the classroom.</p> <p>ECON and MOLA have provided SLG opportunities for students this year.</p> <p>MOLA has increased opportunities for students by working with the Academic Success Centre to provide language tutoring and informal language groups.</p>
	Showcasing experiential and applied learning in the Arts	Host an annual Arts events at which students share their experiential learning opportunities - Posters and presentations on research, internships, practicums, study abroad, field trips, social/community learning, etc.	In the absence of an Arts-wide event, departments/disciplines, particularly GDD, VA, and THEA, hosted events which showcased student learning.

## Glossary for College of Arts Education Plan Submission, 2017

BA: Bachelor of Arts  
 BAPC: Bachelor of Arts Program Committee  
 BGS: Bachelor of General Studies  
 BMA: Bachelor of Media Arts  
 CAC: College of Arts Council  
 CACC: College of Arts Curriculum Committee  
 CCR: Co-Curricular Record  
 IDS: Interdisciplinary Studies  
 ISCC: Indigenous Studies Curriculum Committee  
 NVIT: Nicola Valley Institute of Technology  
 PLAR: Prior Learning Recognition

## Departmental/Program Acronyms:

AH: Art History  
 ANTH: Anthropology  
 CMNS: Communications  
 CRIM: Criminology and Criminal Justice  
 ECON: Economics  
 ENGL: English  
 GATE: Geography and the Environment  
 GD: Graphic and Digital Design  
 GDS: Global Development Studies  
 HIST: History  
 INCS: Indigenous Studies  
 MACS: Media and Communication Studies  
 MOLA: Modern Languages  
 PACS: Peace and Conflict Studies  
 PHIL: Philosophy  
 POSC: Political Science  
 PSYC: Psychology  
 SCMS: Social, Cultural, and Media Studies – department home of ANTH, MACS, and SOC  
 SOC: Sociology  
 THEA: Theatre  
 VA: Visual Arts

## 2016-2020 EDUCATION PLAN 2016-17 UPDATE – FACULTY OF APPLIED & TECHNICAL STUDIES

The following reflects the collective strategies identified by departments and programs within the Faculty of Applied & Technical Studies and by the Dean’s office on which we will focus for the next 5 years. Individual department/program submissions, as provided, are included in the appendix.

**Glossary: FATS: Faculty of Applied and Technical Studies; ITA: Industry Training Authority.**

GOAL	STRATEGY	MEASUREMENT	PROGRESS
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>During 2016-17</i>
<p><b>1. PRIORITIZE LEARNING EVERYWHERE</b></p>	<p>aligning learning outcomes for all courses with specific outcomes for field and experiential components (in more detail than just meeting course objectives). Having the fingers on the pulse of the industry and ourselves cause the innovations through policy review with all government levels as well as with industry. Participating in learning at conventions on the green industry and precision agriculture have placed us on the forefront of learning with the purpose to produce students with the skills for high skill jobs in industry. This learning is not only with students but also with community partners.</p> <p>continuing to focus on supporting the learning during time in industry and/or simulating that applied elements (using capstone projects, industry defined activities, etc.) as well as the experiential element in foundation programs; growing a substantial package of industry</p>	<p>all Agriculture course outlines will have learning outcomes that specifically address the outcomes for field trips, labs, and other-hands-on components by 2020. E.g. Automation programming, new facilities designed for improvement and innovation, engaging locally and internationally with government and private industry. Constantly streamlining our offerings to align with where the jobs are or will be.</p> <p>high student satisfaction KPI’s as measured by provincial graduate surveys, high enrolment numbers, numbers of learners engaged in industry services and part time activities.</p>	<p>Field trips and industry exercises are growing in numbers. Industry sponsored projects and “real-world” projects are growing as evidenced by the use of the Makerspace.</p> <p>Initiative to award a diploma to apprenticeship graduates such that a majority of the academic credit will come from recognition of learning in the workplace.</p> <p>Students are transitioning to permanent employment as a consequence of their industry experience aspects of their time in their programs.</p>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS <i>During 2016-17</i>
	services and part time training (e.g., technical upgrading, specialty topics, etc.)		
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	<p>following a ten year strategic plan commissioned by us and industry to set priorities in educating students for existing and future jobs in industry including changing curriculum strategically and quickly to jobs needs.</p> <p>ensuring we stay current with technological advances and be present at provincial tables, running pilot programs, using innovative ways to integrate soft money programs with base programs, changing prerequisites to be more focused on specific skills required, and build “value-add” short programs and learning opportunities as well as a suite of remedial and support programming and services.</p>	<p>individual courses getting reviewed and updated to incorporate elements of Universal Design. Course deletions and course additions, curriculum changes as well as addition of a degree in agriculture together with the sciences. Alert PASS about at risk students earlier in the Fall and Winter semesters. Pointing students to existing workshops in Fall semester for each year.</p> <p>higher enrolment numbers, lower attrition rates and higher foundation to apprenticeship conversation rates.</p>	<p>Completed a comprehensive adjustment of prerequisites to be more realistically aligned with the needs of incoming learners.</p> <p>Initiated an early intervention system to intercept at-risk learners. Pilot started in September 2016.</p> <p>Although not shown to be causal, both enrolment numbers and attrition rates are significantly improved.</p>
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	collaboration between trades, technologies and agriculture in aspects of automation, as well as agriculture, culinary arts, and hospitality and events programming. Collaborating on research with Kinesiology, creating a degree with sciences, as well as working toward a Masters of Integrated Science and Technology. Continuing with current	continuation of established collaborations and development of new ones both within and across the faculties (for example Global Developmental Studies and Biology). Utilising other faculty and external guest speakers for their expertise. Creating courses specific to automation students, degree with Sciences and the Masters of Integrated Science and Technology for	Continue to strength the relationship with Science through exchange of faculty and service courses. Makerspace as a tool for recruitment and collaboration continues to expand: more summer and afterschool programs, other UFV programs and faculty are making use of the facility and we are offering PD workshops to other faculties.

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS <i>During 2016-17</i>
	<p>strategies that have been greatly successful.</p> <p>collaborating with other programs outside of the Faculty by entering into advanced standing agreements, cross teaching, arranging for access to facilities, partnering on community engagement activities such as Makerspace and summer coding camps and re-arranging programming in courses and opening access to other programs.</p>	<p>2017 approval. Researching topics together with faculty and industry e.g. high performance evaluation of blueberry extract with Kinesiology. Partnerships with external agencies e.g. Invasive Plant Council.</p> <p>arranging cross teaching in specialized topic areas, engaging in research and business incubation support.</p>	
<p><b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b></p>	<p>being active on committees and conferences as well as policy decision making for government and industry; giving talks to Eldercollege, garden clubs across BC and participation in shows as exhibitors as well as being speakers; working collaboratively with First Nations on course development, program delivery and workshops specifically designed.</p> <p>adding value to community activities and events (contributing services, using UFV's brand, etc.); seeking faculty exchanges internationally and seeking international industry services work; purposefully address the ethical and moral aspects around the technologies used in</p>	<p>increased enrollment, development of a composter unit for all campuses, visits of clubs and industry groups as well as foreign country experts and government folks to see our modern facilities and look at our instruction models. Instructor and student engagement with foreign countries building on successes with China, Australia, India, Caribbean, Central America, South America, Europe. Continue to identify local content, including indigenous content, for courses that are being developed or re-developed.</p> <p>the number of events and activities participated in; numbers of contracts and the number of faculty and student international experiences; a reflective, specific set of reporting about ethical</p>	<p>Continue to build international activities of various kinds to improve general exposure to others (Canada Wood, Dorset College, setting aside international seats).</p> <p>Beginning to formally build the elements of liberal education into the base technical programs. Preparing to launch a more systemic set of pilots in the coming year. Focus will be on ethics and social impact of the work of a trades and technical worker.</p>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS <i>During 2016-17</i>
	capstone projects and industry led projects.	matters in final reports and related documentation.	
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	<p>continuing to design our new facilities for hands-on learning, trying out new concepts and innovations, engaging students in industry research and proof of concepts, attracting funding to the agriculture department.</p> <p>maintaining and strengthening UFV's relationship with the Industry Training Authority (ITA) by responding to initiatives and goals, collaborating with peer institutions, and building relationships with the industry by engagement through projects, mentorship, advice, etc. ; faculty being active on system committees, etc.</p>	<p>staying on the forefront of industry, both with facilities as well as hands-on learning. Attracting Canadian and/or foreign visitors to our modern facilities that have never seen such a facility. Continue to be featured in major newspapers, TV, magazines, agriculture publications and continue to see an increased interest from students and industry alike within UFV and external to UFV. Bringing students to industry by practica, field trips and Coop education.</p> <p>remaining an in-demand learning institution with high levels of industry engagement, meeting or exceeding ITA utilization targets, achieving high student satisfaction KPI's (e.g., relevancy, employment rates, etc.).</p>	<p>Apprenticeship growth is evident with the expansion into Heavy Mechanical and Plumbing apprenticeship programming.</p> <p>Employment numbers and general student satisfaction are in the high 90% range exceeding ITA targets.</p> <p>Diploma to recognize experiential learning of the apprenticeship system in the works and about to be approved for full proposal development. Expect to see trades apprenticeship convocate in June of 2018.</p>

## 2016 – 20 EDUCATION PLAN – STRATEGIES

Department/Division/Faculty: **Faculty of Health Sciences – All Programs**

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	<i>2016-17 Progress</i>
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	<p>(A1) Developing programming to anticipate and address future health resource needs.</p> <p>(A2) Creating and delivering stand-alone credentials and certifications in health and wellness.</p> <p>(A3) Developing collaborative multi-disciplinary projects and programming.</p> <hr/> <p>(B1) Enhancing student experiential learning with enriched clinical and community-based opportunities.</p> <p>(B2) Supporting and fostering student self-directed and lifelong learning.</p> <p>(B3) Delivering state-of-the-art curricula utilizing inclusive and innovative teaching strategies.</p>	<ul style="list-style-type: none"> <li>• Engagement of alumni and industry professionals in program development conceptualization. (FHS)</li> <li>• Development of new programming. (FHS)</li> <li>• Increased numbers of multi-disciplinary projects and program outputs. (FHS)</li> <li>• All programs reviewing and evaluating clinical and community-based learning. (FHS)</li> <li>• Use of guests from alumni and industry to promote life-long learning opportunities. (FHS)</li> <li>• Yearly professional development for inclusive and innovative teaching strategies. (FHS)</li> <li>• Establishment of annual “Faculty of Health Sciences – Professional Development” event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Engagement of alumni in life-long learning. (SHS)</li> <li>• Establishment of an annual event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (CDA)</li> <li>• Creating and delivering CE courses required by dental</li> </ul>	<ul style="list-style-type: none"> <li>• In the BSN (Bachelor of Science in Nursing), curriculum revisions continue, with new curriculum to be introduced throughout all years in the degree by 2017-18. The revised curriculum in the BSN degree is an illustration of the integration of FHS strategies of Education Plan implementation, including: <ul style="list-style-type: none"> <li>○ Development of new courses, programs and initiatives focused on the needs of health care practitioners. An example in 2016 – 17 was the development of a cardiac nursing elective in the BSN programme.</li> <li>○ Expansion of simulation learning to support clinical, classroom and inter-professional learning.</li> <li>○ Develop a clinical resource module for clinical teachers and expansion of new faculty mentorship program.</li> </ul> </li> <li>• Ongoing certifications. E.G. offerings of the Canadian Society for Exercise Physiology Certified Personal Trainer (CSEP-CPT) certification requirements embedded in KIN courses, National Coaching Certification Program (NCCP) embedded in KIN Special Topics course</li> <li>• Five Corners Outreach Programme: greatly enhances student experiential learning through interactions with at-risk groups in the public.</li> <li>• Dean’s Speaker Series: connection with community via expert speakers delivering outside the classroom have been highly successful, engaging,</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2016-17 Progress</b>
		<p>professionals in the Fraser Valley. (CDA)</p> <ul style="list-style-type: none"> <li>• Formalized mentoring for “new” faculty and “sessional” instructors. (SHS)</li> <li>• Increased service opportunities for faculty and staff. (SHS)</li> <li>• Development of new courses, programs and initiatives focused on the needs of health care practitioners. (SHS)</li> <li>• New clinical placements established across Fraser Valley communities. (SHS)</li> <li>• Development of clinical placement opportunities within local aboriginal communities and populations served by Chilliwack 5 Corners. (SHS)</li> <li>• Development of peer mentoring programs (including SLG program). (SHS)</li> <li>• Support for student development through co-curricular records. (SHS)</li> <li>• Expansion of Simulation learning to support clinical, classroom and inter-professional learning. (SHS)</li> <li>• Established formal mentoring processes between senior faculty mentors and “new” and “sessional” faculty. (SHS)</li> <li>• Develop a clinical resource module for clinical teachers and expansion of new faculty mentorship program. (SHS)</li> <li>• Development of revised BSN curriculum. (SHS)</li> <li>• Practicum opportunities expanded and embedded in Kinesiology curriculum. (KIN)</li> <li>• Establishment of Internship program. (KIN)</li> <li>• Annual KIN day event created by and for students. (KIN)</li> </ul>	<p>and well attended.</p> <ul style="list-style-type: none"> <li>• Ongoing review and evaluation of clinical and community-based learning (School of Health Studies)</li> <li>• Development of new KIN curriculum, including the BKIN Active Health specialization at the Concept Paper stage.</li> <li>• Annual faculty professional development day (School of Health Studies) contributes to the yearly professional development for inclusive and innovative teaching strategies.</li> <li>• The School of Health Studies has begun formal mentoring of new faculty and sessionals. The Kinesiology Department will begin this with the new hire in August 2017.</li> <li>• The Kinesiology Department and Faculty Council have approved curriculum changes to the B.KIN. including a new program option of Active Health, along with modifications to the B.KIN. core courses, and electives in each of the current options of Exercise Science and Pedagogy. These changes will: <ul style="list-style-type: none"> <li>○ Integrate KIN sub-disciplines and professional practice philosophy with the inclusion of a professional practice and ethics course in all areas.</li> <li>○ Revitalize the Exercise Science and Pedagogy options (Flexibility and Responsiveness)</li> </ul> </li> </ul>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	
		<ul style="list-style-type: none"> <li>• Integration of KIN sub-disciplines and professional practice philosophy – possibly a capstone course. (KIN)</li> <li>• Faculty participation in professional development related to implementation of innovative teaching strategies. (KIN)</li> <li>• Creation of opportunities for all students to be engaged in community focused and student-engaged research and scholarship opportunities. (KIN)</li> <li>• Faculty supported in research and scholarly activities. (KIN)</li> <li>• Annual UFV Health Sciences and Fraser Valley Health Conference. (KIN)</li> </ul>	<b>2016-17 Progress</b>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	<p>(A1) Enhancing student experiential learning with enriched clinical and community-based opportunities.</p> <hr/> <p>(B1) Engaging our community in partnerships as an integral part in course and service delivery, and as a means to create healthier communities.</p> <p>(B2) Increasing and supporting community-focused and student-engaged research and scholarship opportunities.</p> <hr/> <p>(C1) Ensuring the channels of</p>	<ul style="list-style-type: none"> <li>• Curricular reviews to enhance flexibility for students. (FHS)</li> <li>• Program completion statistics. (FHS)</li> <li>• Delivery of community events. (FHS)</li> <li>• Increased university-community partnerships. (FHS)</li> <li>• Increased student research project opportunities across all programs. (FHS)</li> <li>• Increased opportunities for face-to-face communication and collaborative projects. (FHS)</li> <li>• Establishment of annual “Faculty of Health Sciences – Professional Development” event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Development of hybrid CDA learning opportunities utilizing current online learning and dental technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Five Corners Community Outreach Program: responsiveness to needs in the community.</li> <li>• KIN Day: annual community event engaging with alumni, students, and the public continued with a KIN Day in October 2016.</li> <li>• Annual Faculty of Health Sciences Research Support Fund: supports faculty members with student-centred research projects, increases university-community partnerships.</li> <li>• Monthly Faculty Executive meetings with program updates contribute to open channels of communication between FHS departments.</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2016-17 Progress</i>
	communication and opportunities for collaboration within and between FHS departments are nurtured and supported.	(CDA) <ul style="list-style-type: none"> <li>• Creating and delivering CE courses required by dental professionals in the Fraser Valley. (CDA)</li> <li>• Increased opportunities for students to explore areas of clinical interest through clinical placements and Directed Studies courses. (SHS)</li> <li>• Collaboration with Fraser Health and other stakeholders to identify future requirements in health and wellness programming. (SHS)</li> <li>• Development of bridging programs to assist health care providers trained outside of Canada or from one area of specialization to another. (SHS)</li> <li>• Established opportunities for conversation/communication within and across nursing programs. (SHS)</li> <li>• Revitalization of exercise science and pedagogy majors curricula. (KIN)</li> <li>• Faculty participation in professional development related to implementation of innovative teaching strategies. (KIN)</li> <li>• Creation of an ad-hoc committee to investigate and provide data relative to future kinesiology labour market demands. (KIN)</li> <li>• Development of new programming (e.g. post-graduate certificates, diplomas or speciality courses). (KIN)</li> </ul>	
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	(A1) Enhancing student experiential learning with enriched clinical and community-based opportunities.	<ul style="list-style-type: none"> <li>• New official partnerships within community and clinical organizations, and across the university. (FHS)</li> <li>• Collaborative partnerships with community</li> </ul>	<ul style="list-style-type: none"> <li>• Five Corners Community Outreach Program illustrative of official partnerships within community and clinical organizations, and across the university.</li> <li>• BKIN faculty members and LTAs teaching anatomy and physiology in the BSN</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2016-17 Progress</i>
	<hr/> <p>(B1) Developing collaborative multi-disciplinary projects and programming.</p> <hr/> <p>(C1) Developing programming to anticipate and address future health resource needs.  (C2) Creating and delivering stand-alone credentials and certifications in health and wellness.  (C3) Developing collaborative multi-disciplinary projects and programming.</p> <hr/> <p>(D1) Creating and supporting professional events that bring FHS faculty and staff together to foster mutual understanding and respect.  (D2) Ensuring the channels of communication within and</p>	<p>organizations for research and knowledge transfer. (FHS)</p> <ul style="list-style-type: none"> <li>• New courses and programming. (FHS)</li> <li>• 5 Corners Community Outreach events. (FHS)</li> <li>• Healthy You-FV projects (FHS)</li> <li>• New collaborative opportunities for aboriginal education, international exchange, and local at-risk populations. (FHS)</li> <li>• New promotion of collaborative opportunities via internal e-communication and brown bag lunch events. (FHS)</li> <li>• Annual “FHS – Professional Development” event for students to engage with alumni, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Expansion of inter-disciplinary learning opportunities within Health Sciences (e.g. simulation). (SHS)</li> <li>• Mobilization of a CDA Student Association. (CDA)</li> <li>• Engagement of alumni to offer perspectives on life-long learning. (CDA)</li> <li>• Creation of a working group to explore collaborative opportunities for new clinic initiatives. (CDA)</li> <li>• Creating and delivering CE courses required by dental professionals in the Fraser Valley. (CDA)</li> <li>• Expansion of dental health services to at-risk populations. (CDA)</li> <li>• Engagement of faculty and students in an annual FHS professional sharing conference. (CDA)</li> <li>• New clinical placements established across Fraser</li> </ul>	<p>program</p> <ul style="list-style-type: none"> <li>• Dedication of reserved seats in the BSN program for Indigenous students as new collaborative opportunities for aboriginal education.</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2016-17 Progress</i>
	between FHS departments are nurtured and supported.	Valley communities. (SHS) <ul style="list-style-type: none"> <li>• New interdisciplinary partnerships. (SHS)</li> <li>• Provision of multi-disciplinary learning opportunities within nursing programs that enhance collaboration and promote health and wellness within local health systems. (SHS)</li> <li>• Opportunities to explore professional roles related to the promotion of health and wellness. (SHS)</li> <li>• Creation of an interdisciplinary course focused on Community Outreach Health &amp; Wellness initiatives. (SHS)</li> <li>• Collaboration with Fraser Health and other stakeholders to understand future requirements in health and wellness programming. (SHS)</li> <li>• Creation of community advisory committees to explore collaborative multidisciplinary service and scholarship opportunities. (SHS)</li> <li>• Maintenance of current partnerships with community stakeholders. (SHS)</li> <li>• Maintenance and support of annual professional development days focusing on collaborative curriculum, pedagogy, and research development. (SHS)</li> <li>• Development of a monthly departmental e-newsletter for information updates, addressing issues, and identifying faculty and student accomplishments. (SHS)</li> <li>• Established opportunities for conversations/communications within and across nursing programs. (SHS)</li> </ul>	

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2016-17 Progress</i>
		<ul style="list-style-type: none"> <li>• Creation of an inter-disciplinary Health Sciences course (for example, global health, healthy aging, nutrition or aboriginal health). (KIN)</li> <li>• Partnerships with community organizations as an integral part in course and service delivery. (KIN)</li> <li>• International student and faculty exchange and study tour opportunities. (KIN)</li> <li>• Working with UFV International Education to increase enrollment of international students. (KIN)</li> <li>• Bi-term newsletter that promotes and supports collaborative initiatives. (KIN)</li> </ul>	
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	<p>(A1) Supporting and fostering student self-directed and lifelong learning.</p> <hr/> <p>(B1) Expand student research opportunities through directed studies and increased electives.</p> <hr/> <p>(C1) Communicate opportunities and provide logistical support.</p>	<ul style="list-style-type: none"> <li>• New FHS professional development event for students hosted annually highlighting professional opportunities. (FHS)</li> <li>• Increase in health elective courses. (FHS)</li> <li>• Increased numbers of exchanges. (FHS)</li> <li>• Expansion of dental health services to at-risk populations. (CDA)</li> <li>• Implementation of one special event in the Dental Clinic or at Chilliwack 5 Corners each year. (CDA)</li> <li>• Clinical opportunities within local aboriginal communities. (SHS)</li> <li>• Development of collaborative multi-disciplinary projects and programming (i.e. Chilliwack 5 Corners Outreach initiative). (SHS)</li> <li>• Global and indigenized health focus embedded across curricula. (SHS)</li> <li>• Development of bridging programs for health care</li> </ul>	<ul style="list-style-type: none"> <li>• KINPALS mentoring program: a new mentorship program that pairs upper year Kinesiology student with new incoming students.</li> <li>• Study tours: e.g. Antigua Champions for Health.</li> <li>• Ongoing Health and Wellness Strategist engagement.</li> </ul>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	
		<ul style="list-style-type: none"> <li>professionals trained outside of Canada. (SHS)</li> <li>• Maintenance of current partnerships with community stakeholders. (SHS)</li> <li>• Support for community engagement and building community capacity. (SHS)</li> <li>• Designated nursing program seats for students who identify as having Aboriginal ancestry. (SHS)</li> <li>• Maintenance and expansion of student study tours and student exchange programs. (SHS)</li> <li>• Creation of a visiting scholar program. (SHS)</li> <li>• Delivery of nationally recognized certification offerings embedded within the degree structure. (KIN)</li> <li>• Creation of an inter-disciplinary Health Sciences course (for example, global health, healthy aging, nutrition or aboriginal health). (KIN)</li> <li>• Partnerships with community organizations as an integral part in course and service delivery. (KIN)</li> <li>• International student and faculty exchange and study tour opportunities. (KIN)</li> <li>• Working with UFV International Education to increase enrollment of international students. (KIN)</li> <li>• BKin degree program seats designated to students who identify as aboriginal. (KIN)</li> <li>• Annual UFV Health Sciences and Fraser Valley Health Conference that represents a range of health and wellness areas of expertise. (KIN)</li> </ul>	<i>2016-17 Progress</i>
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	(A1) Enhancing student experiential learning with enriched clinical and community based opportunities.	<ul style="list-style-type: none"> <li>• Tracking evidence of student experiential learning. (FHS)</li> <li>• Tracking evidence of student opportunities for self-</li> </ul>	<ul style="list-style-type: none"> <li>• UFV Firefighter Services, a branch of the FHS initiative Health YOU-FV, engages KIN students in experiential learning as they participate in pre-employment fitness testing for city firefighters.</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2016-17 Progress</b>
	<p>(A2) Supporting and fostering student self-directed and lifelong learning.</p> <hr/> <p>(B1) Engaging our community in partnerships as an integral part in course and service delivery, and as a means to create healthier communities.</p> <p>(B2) Increasing and supporting community-focused and student-engaged research and scholarship opportunities.</p>	<p>directed and life-long learning development. (FHS)</p> <ul style="list-style-type: none"> <li>• New partnership event delivery. (FHS)</li> <li>• Increased student numbers engaged in research projects. (FHS)</li> <li>• Establishment of annual “Faculty of Health Sciences – Professional Development” event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Development of hybrid CDA learning opportunities utilizing current online learning and dental technology. (CDA)</li> <li>• Expansion of inter-disciplinary learning opportunities within Health Sciences (e.g. simulation). (CDA)</li> <li>• Creation of additional opportunities for fee-generating utilization of the dental clinic. (CDA)</li> <li>• Implementation of one special event in the Dental Clinic or at Chilliwack 5 Corners each year. (CDA)</li> <li>• New clinical placements established across the Fraser Valley. (SHS)</li> <li>• Opportunities within local aboriginal communities. (SHS)</li> <li>• Creation of an interdisciplinary experiential learning course. (SHS)</li> <li>• Increased opportunities for students to explore areas of clinical interest through clinical placements and Directed Studies courses. (SHS)</li> <li>• Peer mentoring opportunities including involvement in Student Learning Groups. (SHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Several of the updates listed above contribute to the integration of experiential learning: KINPALS, Health Fairs, Five Corners Community Outreach Program, Annual Faculty of Health Sciences Research Fund.</li> <li>• BSN curriculum changes integrate increased opportunities for students to explore areas of clinical interest; opportunities within local aboriginal communities, and the creation of an interdisciplinary experiential learning course.</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2016-17 Progress</i>
		<ul style="list-style-type: none"> <li>• Students supported in the development of their co-curricular records. (SHS)</li> <li>• Expanded use of Simulation learning to support clinical, classroom and inter-professional learning opportunities. (SHS)</li> <li>• Opportunities for students to engage in action research. (SHS)</li> <li>• Collaboration with our clinical placement partners in nursing research and knowledge translation. (SHS)</li> <li>• Practicum opportunities expanded and embedded in Kinesiology curriculum. (KIN)</li> <li>• Establishment of Internship program. (KIN)</li> <li>• Annual KIN day event created by and for students. (KIN)</li> <li>• Creation of opportunities for students to be engaged in community focused and student engaged research and scholarship opportunities. (KIN)</li> <li>• Annual UFV Health Sciences &amp; Fraser Valley Health Conference to promote FHS initiatives; key note speakers and guest presenters represent a range of health and wellness areas of expertise. (KIN)</li> </ul>	

**Faculty of Health Sciences Ed. Plan Glossary**

BKIN	Bachelor of Kinesiology
BSN	Bachelor of Science in Nursing
CDA	Certified Dental Assistant
CPT	Certified Personal Trainer
CSEP	Canadian Society for Exercise Physiology
FHS	Faculty of Health Sciences
HCA	Health Care Assistant
KIN	Kinesiology
KINPALS	Kinesiology Student Mentorship Program
NCCP	National Coaching Certification Program
SHS	School of Health Studies

## 2016-20 EDUCATION PLAN – FACULTY OF PROFESSIONAL STUDIES (FPS) STRATEGIES UPDATE

The following reflects an update to education plan strategies using anecdotal stories where applicable, as identified by the following FPS Departments and Schools:

Adult Education (Department), Business (School), Child Youth & Family Studies (Department), Computer Information Systems (Department), Library & Information Technology (Department), Social Work & Human Services (School) and Teacher Education (Department).

### ADULT EDUCATION

We will...	By...	Evidenced by...	Progress made 2016-17
<b>1. Prioritize learning everywhere</b>	expanding pathways in, through, and out of our program to enhance the relevance and portability of student learning and to prepare students for lifelong learning.	1. Increased student participation in PLAR 2. Investigation of a PLAR Practitioner certificate program with staff and faculty investigating the potential of using PLAR themselves to receive recognition as PLAR practitioners with BC-PLAN or another PLAR certification body. 3. Documents, rubrics, and procedures to support students and placements for ADED 473. 4. The number of students registering and completing ADED 473. 5. The number of students using and maintaining an e-portfolio.	Nothing to report at this time.
<b>2. Commit to flexibility and responsiveness</b>	enhancing access to pathways through PLAR, articulation agreements, and increasing options for more students to study and benefit from Adult Education training and credentials.	1. Increased # of enrolments through enhanced # of pathways and students in, and graduates of, the BA-ADED program. 2. # of students who receive credentials for bundles of coursework in the form of certificates and minors. 3. Increased # of distance students participating in the hybrid delivery of adult and higher education (online and face-to-face (F2F) w/video) 4. Annual survey for students on their experiences, ideas, learning, etc.	ADED is currently engaged in the proposal approval process for the Mindfulness Based Teaching and Learning graduate certificate, which will serve professionals in a range of fields and geographic regions.

		5. Annual retreat or de-briefing for staff and faculty to review our growth as a unit and our supports and workload.	
<b>3. Collaborate across boundaries</b>	building relationships and learning opportunities with other faculty members and other units in the university, as well as in the community and the field.	<ol style="list-style-type: none"> <li>1. Our active participation in the formation of a new third school in Professional Studies with CYFS and TED.</li> <li>2. Design a grad certificate in Mindfulness Based Teaching (MBTL) and Learning to enhance our capacity to deliver leading-edge interdisciplinary research, teaching, and university collaborations.</li> <li>3. Collaborations with the Centre for Teaching and Learning to improve and develop best practices in our unique hybrid delivery model (online and F2F/video).</li> <li>4. Collaborations with Continuing Education to shift TESL program into ADED and establish a process to support students to combine TESL and ADED programs.</li> <li>5. Establishment of an external Advisory Committee for ADED</li> <li>6. Creation of new articulation agreements with other post-secondary partners – e.g., UBC and U. of Calgary.</li> </ol>	<p>ADED is working with staff of UFV counselling services ADED has introduced to the UFV community (internal/external) MBTL. Initiatives include course adaptation, workshops for CE faculty, and presentations on the Mindful Community initiative in Chilliwack with the Chilliwack Healthier Communities and with Abbotsford Healthier Communities – Collective Impact Study. Includes cooperation with the Divisions of Family Practice in each region, Fraser Regional Health, School Division #33, and the LAT (Chilliwack Action Team on youth health and addiction) and CHC's mental health and addictions task team and working closely with the Centre for Mindfulness Studies in Toronto Ontario to certify our faculty and organize MBSR certification training in Chilliwack at CEP in 2018 - only the second time it would have been offered in Canada.</p> <p>TESL has been revised and is currently going through UFV internal processes for Fall start-up.</p> <p>Ongoing articulation agreements are being negotiated with existing partner for fall 2017 cohorts.</p>
<b>4. Develop local and global citizenship</b>	improving links between coursework, community development initiatives, and community outreach and experiences for faculty, staff, and students alike.	<ol style="list-style-type: none"> <li>1. Integration of Indigenous ways of knowing in our curriculum.</li> <li>2. Annual review of our implementation of the Truth and Reconciliation recommendations.</li> <li>3. Offering ADED 365 – Adult Education in Canada: Indigenous Peoples at least twice in a five-year period with the participation of Indigenous instructors.</li> <li>4. Development of a new practicum course to increase opportunities for students to gain</li> </ol>	<p>ADED 365 is in high demand and will be offering additional sections in 2017.</p> <p>Currently engaged in the proposal approval process for the Mindfulness Based Teaching and Learning graduate certificate, which will serve professionals in a range of fields and geographic regions.</p>

		<p>experiences in the community. 5. Design and implementation of the grad certificate in MBTL with maximal student input in the design process.</p> <p>6. # of students completing service-learning credits through PLAR.</p>	
<b>5. Integrate experiential learning</b>	<p>designing our program to embody the best of experiential education, including a praxis-orientation, teaching how to learn from experience, and providing ample applied learning experiences.</p>	<p>1.# of students completing the practicum course ADED 473.</p> <p>2. # of students including experiential or applied components in ADED 370 and 470 capstone courses, supported by the development of a self-assessment planning rubric.</p> <p>3. # of new assignments or parts of existing courses that expose students to experiential learning theories and practices.</p> <p>4. Design and implementation of an Instructional Design certificate focused on cultivating teaching and learning skills in adult education through praxis (i.e., applying theories in practice). 5. Design and implementation of MBTL Certificate.</p>	<p>The Integrated Learning Design Certificate (formerly the Instructional Design Certificate) is currently moving through UFV internal processes for approval.</p> <p>Successful FIT applications have been awarded to both faculty in ADED.</p>

## BUSINESS

We will...	By...	Evidenced by...	Progress made 2016-17
<b>1. Prioritize learning everywhere</b>	<p>improving the quality of teaching and advising, recognizing and rewarding collective and individual efforts to improve learners' success and satisfaction, providing proactive service and support, providing access to appropriate learning facilities, promoting the</p>	<p>1. Consistently achieve a rating of at least 90% satisfied learners.</p> <p>2. Each faculty member to attend at least one teaching skills workshop per year.</p> <p>3. Have at least one ISW facilitator within the School of Business.</p>	<p>The 3rd annual Finance Career Networking Breakfast was successful with recruitment managers from RBC, Scotiabank, CIBC, Envision, Sun Life Financial, and TD in attendance.</p> <p>The School hosted a book seminar with Dave Harder from RBC Dominion Securities in Abbotsford, speaking about "Mind, Money, &amp; Markets".</p> <p>Chamber of Commerce events – ongoing</p>

	importance of student participation in educational and community activities, understanding learners' expectations, and encouraging faculty to participate in learning opportunities.		
<b>2. Commit to flexibility and responsiveness</b>	creating consensus in the UfV School of Business as to the nature of the programs, securing senior administration and stakeholder support for the initiatives, acquiring resources to support program development and delivery, recognizing and awarding collective and individual efforts to improve organizational processes, conducting workshops on identifying continuous improvement opportunities, ensuring we are responsive to the needs of the communities we serve, by continuously assessing the need for new, and changes to existing, programs.	<ol style="list-style-type: none"> <li>1. Implementation of three to five new programs.</li> <li>2. Implementation of one new improvement opportunity (process related) each year.</li> <li>3. Continual course outline revisions on a rotating basis.</li> </ol>	<p>Both the Bachelor of Applied Management and Master of Finance program proposals are currently moving through the internal UfV approval process.</p> <p>300-level OCOs reviewed in 2016/17</p>
<b>3. Collaborate across boundaries</b>	promoting interdisciplinary research and teaching, engaging in collaborative research, attending conferences, and increase international collaboration.	<ol style="list-style-type: none"> <li>1. Increase number of publication submissions developed by collaborative research teams.</li> <li>2. Increase number of faculty and student exchanges.</li> <li>3. Increase number of applied research and service in the community.</li> </ol>	A total of 24 publications (journals, conference, etc.) by School of Business faculty published in 2016 (compared to 8 in 2015).
<b>4. Develop local and</b>	promoting PRME, reviewing all courses and programs to ensure academic rigor and relevance,	<ol style="list-style-type: none"> <li>1. Conduct at least two PRME (Principles of Responsible Management Education) related activities per year.</li> </ol>	<p>PRME activities in 2016-2017 include the following:</p> <ol style="list-style-type: none"> <li>1. Essay competition: <a href="http://ufv.ca/business/essay-competition/">http://ufv.ca/business/essay-competition/</a></li> </ol>

<b>global citizenship</b>	including integration of CSR topics and inclusion of cross-cultural and Indigenous content, curriculum, and ways of knowing, ensuring that we have both international and indigenous representation on the School of Business Advisory Council	<ol style="list-style-type: none"> <li>2. Number of course outlines revisions on a rotating basis.</li> <li>3. At least two members serving on the Business Advisory Council to represent an international or indigenous perspective.</li> </ol>	<ol style="list-style-type: none"> <li>2. Sustainability Mornings: Conversations around the UN's Global Goals, What Sustainability means to you. Next event: Feb 23.</li> <li>3. PRME brownbag seminars in which we discuss scholarly articles about PRME and how they might impact on the School of Business. Next event: Feb 10.</li> </ol> <p>One new advisory committee member represents an international organization with operations in Canada, the US, and France.</p>
<b>5. Integrate experiential learning</b>	periodically reviewing all courses to ensure the integration of experiential learning that is both rigorous and relevant, promoting co-op opportunities, networking with potential employers and co-op providers, applying internally for work study and RA grants.	<ol style="list-style-type: none"> <li>1. 10% of BBA students engaged in co-op, at least ten work study students in the School of Business per year.</li> <li>2. Increase number of courses with integrated experiential learning.</li> <li>3. 20% of upper-level business courses include a primary research component.</li> </ol>	Business has been working in collaboration with the co-op office on strategies to improve student involvement in co-op.

#### CHILD, YOUTH AND FAMILY STUDIES

<b>We will...</b>	<b>By...</b>	<b>Evidenced by...</b>	<b>Progress made 2016-17</b>
<b>1. Prioritize learning everywhere</b>	supporting students to plan individualized learning pathways through regular and independent studies (self-assessment planning template, mentoring), adjusting delivery of the revised ECE program to meet the needs of the greatest number of students (i.e. day vs evening, hybrid), and attracting a greater diversity of faculty	<ol style="list-style-type: none"> <li>1. Offer community-based projects.</li> <li>2. New faculty hires with diverse background of education and experience.</li> <li>3. All students to develop and maintain an e-portfolio to chronically and reflect on their learning across the duration of their studies at UFV.</li> <li>4. Innovative use of PLAR in the form of challenges, online options, Directed Studies, portfolio learning etc.</li> <li>5. More international partnerships, exchanges and study tours.</li> </ol>	Elective courses offered in: Expressive Therapies (ET); Trauma Informed Practices (TIP); Mindfulness (M) and taught in varying delivery models. For example, ET is taught on 5 full-day consecutive Fridays of spring semester to immerse students in each therapy, and uses 5 different expert therapists to teach it including the use of the outdoor environment on campus, and both ET and M have been taught at schools and other agencies throughout the Fraser Valley.

<b>2. Commit to flexibility and responsiveness</b>	giving feedback on current challenges, increasing incentives for faculty to submit proposals to do research, and build upon alternate assessment options	<ol style="list-style-type: none"> <li>1. Fast track process to add/change content in existing programs to address user group needs.</li> <li>2. Community research requests quickly addressed.</li> <li>3. Greater time and support for faculty to do research.</li> </ol>	Our instructor for our CYC 302 Mental Health course, suspended the planned curriculum on the evening of the Abbotsford High School stabbing and helped the class deal with the anxiety many were feeling. This practical responsiveness demonstrated the skills and spirit of support taught in the course.
<b>3. Collaborate across boundaries</b>	dialoguing with administration and departments to support working together and building trust with colleagues, nurturing contacts at UVic or McMaster to support exchanges, pursuing Accreditation with National Governance body and CYABC certification and program visibility with MCFD, seek National Council on Family Relations Certification and establishing an ECE Associate Degree	<ol style="list-style-type: none"> <li>1. More interdisciplinary and inter-faculty course development and delivery.</li> <li>2. Work with the Provincial CYC Associations.</li> <li>3. Successful partnerships with other Universities.</li> <li>4. Education Accreditation of the BACYC.</li> <li>5. Work with National North American Certification Project to provide certification embedded in the CYC degree Grad Certificate: example Child Life Working with Articulation committees to establish an ECE Associate Degree.</li> </ol>	CYFS offered a workshop called Mental Health First Aid to the UFV and Abbotsford community. Many students attended from our program and 3 others, and faculty from 2 other UFV departments and an Abbotsford Police member. A version of our Mindfulness-Based Stress Reduction program was used at Chilliwack Secondary school. UFV students were there to model the program that was taught to high school students. Those students then practiced and took their learning on stress reduction to elementary schools.
<b>4. Develop local and global citizenship</b>	developing further global and local needs based curriculum including the UN conventions on rights, strengthening our relationship with the Aboriginal Children’s Network, engaging with RAN and indigenizing groups and experts on campus and working with Community Partners to utilize outdoor spaces as places to learn and grow together through gardening projects with children and youth and other utilization of outdoor campus spaces.	<ol style="list-style-type: none"> <li>1. Development of a course in what “citizenry” is for all students.</li> <li>2. Implement the recommendations of the TRC including Sto:lo events onsite for students and community garden participation.</li> </ol>	<p>CYFS has developed an Indigenous Perspectives course, taught by an Indigenous person who is a grad of our program. She takes students on a tour of St Mary’s in Mission to expose them to the stories and experience of Residential Schools.</p> <p>CYFS sponsors an annual “Sleep-Out” event where people both within and outside of the UFV community are asked to spend one night sleeping outside on the UFV campus. (March 31<sup>st</sup>). This event is to raise awareness first of the hardship of living as a homeless person (developing their local awareness), and secondly to raise money for Covenant House which is a shelter for homeless youth (investing in their external citizenship) located near the Downtown East Side of Vancouver.</p>

<b>5. Integrate experiential learning</b>	working with the UFV-wide field education community, encouraging more students to be involved in active research and presenting at micro lectures and conferences, creating an orientation experience for students that teaches them how to be a CYC student and having a learning experience other than classroom or practicum, i.e. a labyrinths walk	<ol style="list-style-type: none"> <li>1. Active Field Education Committee to address needs before and during Experiential Learning.</li> <li>2. Resources available in campus spaces for simulations, role plays, workshops.</li> <li>3. streamlined process and/or incentives for student research.</li> </ol>	<p>Students in ECE 124, Music in Early Childhood, coordinated, planned, and implemented all aspects of creating an outdoor music centre, from advertising the event, to planning for weather contingencies, to welcoming the children and community. The students were required to integrate their knowledge into experience and practice.</p> <p>The students put into practice the learning principles outlined in the BC Early Learning Framework to support children's exploratory play through music. The students experienced play first-hand as they explored the instruments alongside both peers and children.</p>
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## COMPUTER INFORMATION SYSTEMS

We will...	By...	Evidenced by...	Progress made 2016-17
<b>1. Prioritize learning everywhere</b>	continuing to foster articulation agreements from a range of sources to support learner pathways from less orthodox credit programs.	<ol style="list-style-type: none"> <li>1. Staying up to date and working with various partners.</li> <li>2. Transforming in-house instructional skills diplomas from colleges - into degree program.</li> </ol>	<p>Faculty members from CIS have been engaged in exchanges with Hunan University and UFV India in the summer of 2016 and 2017. Faculty from Hunan and UFV India have/will be coming to UFV and faculty from CIS have travelled/will be travelling to both Hunan and UFV India.</p> <p>CIS will continue to welcome students from Mumbai University and Punjab University this coming fall.</p>
<b>2. Commit to flexibility and responsiveness</b>	encouraging communication between all affected actors.	1. Increased engagement of students and faculty in curriculum activities.	<p>In the summer of 2016, recognizing the need to ensure priority in being responsive, the CIS Department embarked on an extensive renovation of hardware, software, cabling and physical space of their computer labs. The renovations have assisted not only the Department but also the university in providing up-to-date computer labs with the capacity to deliver the technology based programming that is moving at a rapid pace. In doing so we are meeting the needs as identified by our employers and the priorities of our region in the field of technology, software security and coding.</p>
<b>3. Collaborate across boundaries</b>	Increasing collaboration around research, programming, learning, and community development to deliver an expanded array of quality vectors.	1. Development of new technologies.	<p>CIS, together with Science and Continuing Education were pleased to host a Coding project (announcement) along with the Ministry. CE together with CIS faculty are delivering a training program for local company SRC Tech.</p>

<b>4. Develop local and global citizenship</b>	the creative application of diverse partnerships.	1. Through the inclusion of indigenous and other diverse groups we will uniquely evolve distinctive value within our program.	Nothing to report at this time.
<b>5. Integrate experiential learning</b>	student inclusion in various industry partnerships, field trips, guest speakers, and other experiential solutions.	1. The development of industry and academic partnerships.	Both CIS faculty and students continue to attend, present and compete at regional and provincial competitions. Just recently, one of our graduates, along with his employer competed in and won the prestigious BSides Vancouver Security Conferences to which over 16 of our students were in attendance.

#### LIBRARY & INFORMATION TECHNOLOGY

<b>We will...</b>	<b>By...</b>	<b>Evidenced by...</b>	<b>Progress made 2016-17</b>
<b>1. Prioritize learning everywhere</b>	offering BC's only two-year online Diploma in Library & Information Technology, continuing to offer the Post-diploma Certificate entirely online and developing a concept paper for an online or blending learning undergraduate degree in information management or a closely related field	1. Maintain Percentage of Diploma and Certificate courses offered in both asynchronous online and face-to-face formats. 2. Maintain percentage of distance ed. students enrolled in LibIT programs. 3. Completion of a concept paper for a degree in information management or a closely related field.	Nothing to report at this time.
<b>2. Commit to flexibility and responsiveness</b>	maintaining its excellent completion rate for the two-year Diploma program (2.79 years) by continuing to provide effective timetabling and course selection assistance, continuing to manage wait lists in a timely way and to enforce an effective time-to-completion policy	1. Maintain completion rates and positive student satisfaction with wait lists.	LibIT has taken a lead role in facilitating a Faculty of Professional Studies wide scheduling initiative to respond to recent space concerns on campus.
<b>3. Collaborate across boundaries</b>	continuing to place students in a diverse range of practicum settings, such as public, academic, school, and special libraries, records	1. Maintain diversity of Diploma Program practicum placements.	Ongoing. Nothing further to report at this time.

	management departments, archives, and museums and by cultivating an environment where collaboration across boundaries is encouraged and facilitated among the domains of teaching, scholarship, and service.	2. Maintain interdisciplinary, multi-disciplinary, and cross-disciplinary teaching, scholarship and service.	
<b>4. Develop local and global citizenship</b>	ensuring course-level goals are aligned with educational guidelines and professional values, as well as with the ILOs, maintaining ratings in terms of programs' contributions to students' ability to meet ILOs, and reviewing current courses with a view to indigenizing content and supporting First Nations students.	<ol style="list-style-type: none"> <li>1. Demonstrate alignment of program-level goals with the Canadian Library Association's Guidelines for the Education of Library Technicians and the core values of librarianship (American Library Association), with UFV ILOs, especially as these relate to "contributing regionally and globally" and the ability of students to meet ILOs related to local and global citizenship.</li> <li>2. Demonstrate an increase in Aboriginal enrollment share from 4.6% to the proportion of the Aboriginal population in the region, which is 5.7% together with indigenization of LibIT curricula.</li> </ol>	<p>LibIT hosted a CryptoParty for the greater UFV community to help educate everyone on protecting themselves in the digital space including encrypted communication, preventing being tracked while browsing the web and general security advice.</p> <p>LibIT continues to participate along with students from across multiple disciplines, in an outreach event for at-risk youth at Five Corners in downtown Chilliwack.</p>
<b>5. Integrate experiential learning</b>	continuing to place practicum students in a diverse range of settings, such as public, academic, school, and special libraries, records management departments, archives, and museums and in offering a co-op option within the Diploma Program.	<ol style="list-style-type: none"> <li>1. Demonstrate diversity of Diploma Program practicum placements.</li> <li>2. Provision of co-op opportunities within the Diploma Program.</li> <li>3. Diversity of site visits.</li> </ol>	Ongoing – nothing to report at this time.

## SOCIAL WORK & HUMAN SERVICES

We will...	By...	Evidenced by...	Progress made 2016-17
<b>1. Prioritize learning everywhere</b>	completing consultation process with local and international community, Social Work Advisory Council, and student alumni to ensure ongoing quality assessment.	1. Successful accreditation with regulatory body.	<p>SWHS continues to work with their Advisory Council and in offering several Community Forums to maintain currency of the program.</p> <p>In preparation for the licensure examination of the BC College of Social Workers, the School along with the BCASW-Fraser River Branch hosted 'Preparing for Practice' lunch for the BSW graduates on April 7<sup>th</sup>. The 4th year BSW students were provided a preparation session of the RSW licensure exam facilitated by Curtis Magnuson. In addition, the School hosted a structured 'mix and mingle' of students and social workers from the community. The professionals from various backgrounds shared their professional experiences with the students in small roundtable discussions. This event helped mark the important transition from 'student social worker' to 'professional social worker'.</p>
<b>2. Commit to flexibility and responsiveness</b>	implementing a MSW Foundational Year for non-BSW Degree students, engaging with students and faculty to develop student-focused timetabling and ensuring faculty resources are allocated efficiently, including filling existing faculty vacancies	<ol style="list-style-type: none"> <li>1. Enrolment of non-BSW students in the MSW Program.</li> <li>2. Increase in the provision of year-round delivery of course offerings.</li> <li>3. Increase in the delivery of online, hybrid and weekend courses.</li> </ol>	SWHS's flexibility and responsiveness to student course enrolment and delivery include many examples, such as students who are now members of each of the school committees, Curriculum, MSW, BSW, and Human Service committee. The students' feedback, through the committee work and high survey responses has increased confidence that the recent course schedules address students' requests and needs. We believe students' input regarding calendar changes and course revisions have enhanced the quality of course learning outcomes.
<b>3. Collaborate across boundaries</b>	completing review of programs with Community, Social Work Advisory Council and Alumni, continuing to collaborate with partnering disciplines (e.g. Indigenous Studies Certificate), furthering participation with community initiatives. (Safe Relations/Safe Children's Provincial Initiative, Chilliwack Mental Health Project, Abbotsford Community	<ol style="list-style-type: none"> <li>1. Increase membership in Community Advisory Council.</li> <li>2. Increase in interdisciplinary collaboration projects.</li> <li>3. Increase participation in community research/projects.</li> </ol>	<p>The School and SWHS Advisory Council hosted a Community Forum on April 20<sup>th</sup>. Representatives from various organizations, schools, alumni, and students participated in a roundtable discussion, and provided input regarding community educational needs and current challenges in the workforce. Many of the attendees currently supervise SWHS student practicums and shared what skills and competencies they are seeking in their future employees.</p> <p>The School's community collaborations and projects have continued to flourish with expansion of practicum sites and community involvement. Student field placements have expanded; there are now both diploma and BSW students completing practicums in Langley, Mission, and Surrey School Districts Many SWHS faculty have collaborated with local grass</p>

	Services Family Education Programs, Youth Transitioning Project, Five Corners Health and Wellness project, and School based Social projects.		roots organizations, mental health organizations, and homeless youth, through research projects and efforts to sustain services. Several faculty are active on community committees such the Ministry Community Quality Initiative, Safe Relations and Safe Children and community Lunch N' Learns.
<b>4. Develop local and global citizenship</b>	working with UFV International to develop MOU's with partnering institutions, hiring of First Nations instructors, reviewing of curriculum to ensure indigenization, continuing to work with partnering First Nations communities, implementing recommendations from Truth and Reconciliation Commission and ensuring First Nations participation in Social Work Advisory Council.	<ol style="list-style-type: none"> <li>1. Instructor teaching foundational courses at Xian Fanyi University in the fall semester.</li> <li>2. Increase in international field education practica for Diploma, Certificate, and Degree students.</li> <li>3. Increase in the number of Aboriginal students across all programs.</li> <li>4. Increase Aboriginal content in course delivery.</li> <li>5. Increase in Faculty awareness of First Nations issues.</li> <li>6. Increase in Field Placements with First Nations communities.</li> </ol>	<p>The school's mission emphasizes social justice, equality, and respect for diverse populations and this is aligned with the goal to engage in global and local citizenship. Faculty are achieving this by serving marginalized populations in the community and striving to increase diversity within the school. Several examples included faculty teaching outside the traditional parameters of the school, such as Glen Paddock's journey to Xian Fanyi University in fall of 2016, where he taught BSW foundational courses. Whereas, Robert Harding community research has focused on indigenous inequities and the negative portrayal of Indigenous people in the media, and Robert Harding is currently teaching indigenous students in Bella Coola, Partnering for Success: UFV, School of Social Work and Human Services, Nuxalk Nation, and Nicola Valley Institute of Technology</p> <p>To support the school's diverse student population the BSW committee implemented an option to applicants who can now voluntary self-identify as an equity candidate for 2017 admissions. Another facet of supporting a diverse population is to acknowledge past and present inequities and the SWHS committees continue to revise curriculum to address francophone issues, indigenize the curriculum, and so forth.</p>
<b>5. Integrate experiential learning</b>	offering workshop, online and Webinar presentations for Field Instructors and working with Advisory Council and other community partners to expand practicum opportunities	<ol style="list-style-type: none"> <li>1. Increase in number of training/professional development opportunities for Field Instructors.</li> <li>2. Increase in the number and breadth of practicum opportunities across Human Services and Degree programs.</li> </ol>	SWHS continues to offer annual training and ongoing mentorship to all Field instructors. A number of new practicum opportunities have presented themselves in the local School Districts. SWHS students are now assisting Schools with the lack of social work assistance by providing this much-needed service to the K-12 field.

## TEACHER EDUCATION

We will...	By...	Evidenced by...	Progress made 2016-17
<p><b>1. Prioritize learning everywhere</b></p>	<p>creating an online option for an EDUC prerequisite course, developing additional pathways into the professional year, creating a graduate option for students and increasing recognition through varied learning opportunities.</p>	<ol style="list-style-type: none"> <li>1. Development of an EDUC 200 online option.</li> <li>2. Creation of a teacher education thematic option for BGS students.</li> <li>3. Creation of an EDUC 100 course.</li> <li>4. Development of a Med.</li> <li>5. Implementation of a 10-year anniversary celebration.</li> </ol>	<p>Our relationship with our partner school districts is essential. The Teacher Education Department (TED) continues to work with all school districts in the Fraser Valley and beyond to deliver curriculum and assessment workshops in support of the Ministry of Education’s newly envisioned K-12 curriculum. This is an important way in which the TED supports community learning. Karen Nelson (Superintendent, Fraser-Cascade) learned about faculty member Sheryl MacMath’s curriculum workshops for teachers while at our TED Advisory and subsequently put the word out, resulting in invitations from administrators of elementary and secondary schools from school districts across the Valley and beyond (including the Okanagan, Hope, Chilliwack and various schools in Fraser-Cascade). As a result, we are collaboratively helping our school districts, educators of our future student-base, to work through the implementation of the newly revised curriculum in all its shapes and forms.</p> <p>We have successfully developed a blended EDUC 200 course this year, with half of the classes running online. Consultation is occurring to evaluate the success of this venture and determine whether a fully on-line version is possible or if it would be preferable to remain with a blended option.</p> <p>Work towards a Teacher Education thematic option for the BGS is ongoing.</p> <p>The Master of Education in Educational Leadership and Mentorship proposal has been completed and is making its way through the various levels of governance. Interest is strong in our local school districts.</p>
<p><b>2. Commit to flexibility and responsiveness</b></p>	<p>Creating more flexibility in the scheduling of the professional year, and creating different modules for the professional year to meet the needs of different students.</p>	<ol style="list-style-type: none"> <li>1. Creation of an evening class for the professional year.</li> <li>2. Creation of a hybrid course within the professional year.</li> <li>3. Development of a part-time professional program.</li> </ol>	<p>The TED continues to be flexible and responsive by adapting its program based on feedback from students and school districts with which we are placed. Feedback from students has included a request to learn more about Indigenous Youth and Schooling (EDUC 447) prior to their certifying practicum; therefore, the timing of this course has been moved from the Summer semester to the Winter semester. *Update: students now want this even earlier; therefore, for 2017-18 we will run EDUC 447 in Fall semester.</p> <p>We successfully ran two evening courses for the Humanities stream of the Secondary module this year. Reaction was mixed from students – we are reviewing this for next year.</p>

			For 2017-2018 we are examining our TED Admissions process. With the support of Mark Pearson, we are considering ways to adapt our interview process to more accurately measure dispositional suitability.
<b>3. Collaborate across boundaries</b>	increasing research activities with local school districts and increasing professional development projects with local school districts.	<ol style="list-style-type: none"> <li>1. Completion of a 3-year study on project based learning with Rick Hansen secondary.</li> <li>2. Creation of professional learning communities with pods of teacher candidates, teacher mentors, and faculty mentors at field experience schools.</li> <li>3. Creation of a strategy to support mentorship training programs in local districts.</li> </ol>	<p>Partnership between Teacher Education and Rick Hansen Secondary includes research into Project-based Learning and is in the beginning of the second year of the three year study.</p> <p>Partnership between Teacher Education and Indigenous Studies conducting research into Indigenization and the effectiveness of the UFV initiative to Indigenize the Academy. This is a 10 year longitudinal study that examines the TED's success in Indigenizing and, as well, studies our graduates as they move into their teaching careers and work to Indigenize curriculum in their classrooms.</p> <p>Successful implementation of POP (Particulars of Practice) this year. Pods of teacher candidates meet with faculty mentors (and teacher mentors, if they are interested) to engage in discussion about curriculum and teaching practice three times throughout their practica.</p> <p>District administration is very excited about the proposed MEd and the prospective support it will provide to them with teacher mentorship.</p>
<b>4. Develop local and global citizenship</b>	increasing opportunities for Aboriginal students, increasing the Indigenization of the teacher education program, and increasing the internationalization of teacher education at UFV.	<ol style="list-style-type: none"> <li>1. Creation of a Developmental Standard Term Certificate (DSTC) for Aboriginal Language teachers in collaboration with the Stó:lō Nation.</li> <li>2. Creation of a strategy for increasing the number of Aboriginal students entering teacher education.</li> <li>3. Development of a series of place based pedagogy learning opportunities within the professional year.</li> <li>4. Creation of a response to action items #62 and #63 of the Truth and Reconciliation Commission.</li> </ol>	<p>Our TED students continue to demonstrate global citizenship. This includes their continued involvement and participation in the STAMP initiative and the ongoing activities offered by the Teacher Education Student Association (TESA). Next year TED has plans to implement a LENZ (Learning Exchange in New Zealand) as another international option available to students.</p> <p>Local citizenship initiatives by students include different TESA (Teacher Education Student Association) initiatives. Most notably, a film/panel presentation on November 10th about treaties and challenges related to First Nations' education on reserves. Sakej Ward (Mi'kmaw First Nation) was the keynote. Other panelists included a student, Vikki-Lynn Point, Melanie Scott and Anita Vaillancourt (Social Work faculty), Eddie Gardner (Elder in Residence) and Larry Commodore (Soowahlie First Nation).</p>

		<p>5. Development of candidate placement opportunities in Chandigarh.</p>	<p>The TED has been working diligently to respond, in particular, to item #63 of the TRC Calls to Action by supporting teacher candidates as they develop and implement Indigenized K-12 curriculum and bolster their knowledge about Aboriginal worldviews and history. Feedback has been very positive.</p> <p>10% of seats in the BEd have been allocated for Aboriginal students. While this is a start, we need to 'catch' Aboriginal students earlier; therefore, we are beginning to examine options to develop a 5 year Bachelor of Education.</p>
<p><b>5. Integrate experiential learning</b></p>	<p>increasing the caliber of experiential learning for candidates in their professional year, and creating a personalized learning experience for teacher candidates.</p>	<p>1. Development of mentorship training for faculty and teacher mentors. 2. Creation of a personalized learning capstone project for teacher candidates.</p>	<p>The theme and focus of the TED this year has been upon Indigenization and Reconciliation. To this end, the Orientation at the beginning of the program in September was focused on Place-based Learning. Teacher Candidates (TCs) learned about the land on which the Abbotsford campus is situated using PBL (discussing the Sxwōxwiyám of the local land masses). Later in the semester, in November, students and faculty went for a site visit of the St. Mary's Residential school in Mission. In January, students attended the Mamele'awt Community Aboriginal Centre where they spent the day participating in a role drama/simulation that took them from pre-contact to post-residential school time. They also visited the Qw'oqw'elith'a/Coqualeetza Cultural Education Centre to learn some Halq'emeylem language and participate in cultural activities organized by the Sto:lo Resource and Management Centre. Students will engage in a final PBL experience upon returning from their certifying practicum.</p> <p>Experiential learning, as a general rule, is an integral part of the BEd. TCs participate in a 3 day Helping in/Orienting to Schools experience in September; they participate in a 5 week School Experience in October/November; and, they complete a certifying practicum (12 weeks) in schools from February to May.</p> <p>All TCs will complete an e-portfolio, demonstrating their growth throughout the BEd. This is shared with faculty and there is an option to share with local HR folk in our partner school districts as well.</p>

**Glossary:**

ADED – Adult Education Department

SWHS – School of Social Work & Human Services

TED – Teacher Education Department

BUS – School of Business

LibIT – Library and Information Technology Department

CIS – Computer Information Systems

CYFS – Child, Youth and Family Studies

ECE – Early Childhood Education

CYC – Child and Youth Care

PLAR – Prior Learning Assessment Review

F2F – Face to Face

PRME – Principles of Responsible Management Education

TRC – Truth and Reconciliation Report

UBC – University of BC

UCalg – University of Calgary

ISW – Instructional Skills Workshop

OCO – Official course outline

BCASW – British Columbia Association of Social Workers

RSW – Registered Social Worker

MSW – Master of Social Work

TRB – Teacher Regulation Branch

TC – Teacher Candidate

PBL – place based learning

TESA – Teacher Education Student Association

## 2016-20 EDUCATION PLAN – Faculty of Science Update

We will...	By...	Evidenced by...	Progress made in 2016-17
<p><b>PRIORITIZE LEARNING EVERYWHERE</b></p>	<ul style="list-style-type: none"> <li>• Increase outreach events and student involvement</li> <li>• Increase “citizen science” by liaising with local civic groups</li> <li>• Promote practicum placements with local industry</li> <li>• Promote development of online accessible modules for various science courses</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of student participants, student presentations, publications, science “blogs”, conference presentations at local, national and international levels</li> <li>• Increased number of students graduating within the time-frame of degree or diploma programs</li> </ul>	<ul style="list-style-type: none"> <li>• BIO 210 students completed volunteer placements with local environmental organizations and citizen science projects: <a href="#">more information</a>.</li> <li>• BSc students in Biology, Chemistry, Physics, and Geography participated in the recent undergraduate research day.</li> <li>• Eleven Biology students made poster presentations at Thompson Rivers University at the 12<sup>th</sup> annual Undergraduate Research and Innovation Conference, March 31, 2017.</li> <li>• Physics students had placements in Cancer Centre and 2 received job offers and are currently working with them. Several students also participated with Dr. Lin Long in a project to automate honey extraction working in Chilliwack and at UFV.</li> <li>• Biology student participated in The Genetics Society of America’s Allied Genetics Conference and represented UFV at the London International Youth Science Forum: <a href="#">LIYSF Blog</a>. This year, two students will be attending LIYSF, one from Physics and another from Biology.</li> <li>• A recently created online version of BIO105, Human Biology directed for non-science students, attracted close to 100 enrollments in winter of 2017.</li> <li>• Plans for a Biology field school to Tofino had high demand so two camps are being offered.</li> </ul>
<p><b>COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b></p>	<ul style="list-style-type: none"> <li>• Have 2 to 3 yr plan of course offerings</li> <li>• Increase adjunct faculty to expand on expertise</li> <li>• Facilitating block transfer agreements, flexible pre-majors, dual credits</li> </ul>	<ul style="list-style-type: none"> <li>• Depth and breadth of knowledge of graduating students.</li> <li>• Commit to graduation time of 4 yrs for BSc majors.</li> <li>• Increase retention and number of graduands</li> <li>• Increased student/alumni satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• A working group has been reviewing the BSc program to better align it with the new BC school curriculum.</li> <li>• In response to regional needs, we have implemented a Bachelor of Agricultural Science (BAS) and already a student completed all requirements of the BAS degree and is expected to graduate at this year’s convocation.</li> <li>• We are collaborating with Rick Hansen High School to offer dual credit courses in Science.</li> <li>• A BSc student completed a Co-Op semester working for Prospera Credit Union where he used his analytical skills learning from Physics and Math. <a href="#">See UFV Today article</a></li> <li>• We attracted a visiting scholar from China to spend 6 months in the Physics department and another is expected to come this September hosted by the Math department.</li> <li>• Our dept heads are continuously upgrading and facilitating course offerings and participate in articulation meetings. This year, Chemistry is hosting the provincial Chemistry articulation meeting this May here at UFV.</li> </ul>

We will...	By...	Evidenced by...	Progress made in 2016-17
<b>COLLABORATE ACROSS BOUNDARIES</b>	<ul style="list-style-type: none"> <li>• Bringing together interest groups</li> <li>• Offering more interdisciplinary programs</li> <li>• More outreach to area schools</li> <li>• Offer interdisciplinary grad program</li> </ul>	<ul style="list-style-type: none"> <li>• Testimonials from local companies and increased industry participation.</li> <li>• Increased enrolments and graduation rates</li> <li>• Approval for MSc in Integrated Science &amp; Technology</li> </ul>	<ul style="list-style-type: none"> <li>• The BAS program (interdisciplinary with Agriculture) was implemented Sept 2016. We also expect approval and implementation of a BSc in Computer Science (interdisciplinary with CIS) for Fall 2017 or Winter 2018.</li> <li>• In collaboration with Nursing, Dr. James Bedard, Biology, and his former student Genevieve St. Marin published an article in the Journal of Nursing Education, 2017; 56(3): 170-173.</li> <li>• Dr. David Fenske participated in a career lunch panel at Langley Fundamental Middle and Secondary School.</li> <li>• Physics faculty have and continue to coordinate various events with Central Abbotsford Community School Society, Eugene Reimer Middle School, and others.</li> <li>• Math faculty connect with students from various grades (elementary, middle, and high school levels) through Math Mania, Math Challengers, Math Competition, etc.</li> </ul>
<b>DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>• Enhance local outreach events</li> <li>• Enhance international recruitment</li> <li>• Do active recruiting in First Nations</li> <li>• Meet truth &amp; reconciliation recommendations relevant to post-secondary education</li> </ul>	<ul style="list-style-type: none"> <li>• Increased indigenous and international participation</li> <li>• Enhanced student and/or faculty exchange programs with international partners</li> <li>• Increased indigenous content in science curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• The Faculty of Science has taken on the coordination of the Fraser Valley Regional Science Fair (hosted at UFV). <a href="https://www.ufv.ca/science-fair/">https://www.ufv.ca/science-fair/</a></li> <li>• Science Rocks summer camps hired several science students to work with children from grades 4 to 7 during the summer and include a week for indigenous student campers. <a href="#">Science Rocks website</a></li> <li>• Math Mania events help students at various elementary schools with their math skills.</li> <li>• In association with the Indigenous Affairs Office, welcomed Dr. Joslynn Lee who talked about indigenizing the Sciences.</li> <li>• Various faculty and staff participated in Sto:Lo Career Fair on March 1, 2017.</li> <li>• Hosted a BSc student from Spain working on his honours thesis project.</li> <li>• Made international connections with the National University of Trujillo, Peru.</li> </ul>
<b>INTEGRATE EXPERIENTIAL LEARNING</b>	<ul style="list-style-type: none"> <li>• Seek sources of external funding</li> <li>• Increase co-op participation</li> <li>• Increase applied research placements</li> <li>• Increase student participation in faculty research projects</li> <li>• Increase paid or volunteer opportunities in outreach events</li> </ul>	<ul style="list-style-type: none"> <li>• Increased grant holders</li> <li>• Increased number of employed students</li> <li>• Employer satisfaction</li> <li>• Increased research output; larger numbers entering grad programs</li> <li>• Involved students/grads with demonstrated leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>• Four faculty members in Science hold NSERC grants. These and several other external and internal grants provide research opportunities to many students.</li> <li>• Several faculty participated in the recent Research Day making presentations at Microlectures or discussing their various peer reviewed publications.</li> <li>• Dr. Shaun Sun was awarded a Fund for Innovative Teaching grant from UFV to design cell phone apps which will demonstrate and illustrate statistical principles through simulations.</li> <li>• Drs Alan Reid, Robin Kleiv and Kseniya Garaschuk will be making several presentations at this year's UFV PD day.</li> <li>• Students have successfully transitioned to postgraduate opportunities.</li> <li>• A BSc graduate has received the prestigious 2016 Vanier Canada Graduate Scholarship.</li> <li>• Sponsored students to attend the London International Youth Science Forum where students from around the globe participate in workshops and seminars.</li> </ul>

## 2016-20 EDUCATION PLAN – STRATEGIES

**Department/Division/Faculty: Institutional Research and Planning. Update April 2017**

Department members: Donna Alary, Vladimir Dvoracek, Sam Hannah, Max Nevill, Lisa White

<b>GOAL</b> <i>We will...</i>	<i>By...</i>	<b>STRATEGY</b> <i>Evidenced by ...</i>	<b>MEASUREMENT</b> <i>Progress made 2016-17</i>
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Supporting the mission of the university, a key component of which is teaching and learning	<p>Presenting survey results and facilitating discussion on how UFV can use these results to improve.</p> <p>Making information more widely available to the university community.</p> <p>Making information available to management.</p> <p>Our involvement in campus planning.</p>	<p>IRP has presented and provided reports, including policy recommendations, on CUSC and NSSE/FSSE surveys. The reports comment on how policy changes could be used to achieve goals in the Ed Plan and the NSSE/FSSE report was produced in connection with Teaching &amp; Learning. We have provided detailed follow up reports on questions that came from the presentations.</p> <p>We have begun posting summaries of survey results on our website.</p> <p>IRP makes full survey results available on the common drive. We are working on creating additional databooks for areas such as International, individual campuses, and Aboriginal students.</p> <p>We have produced reports on computer labs, Theatre programming, and the Mission campus. We are involved in providing data and analysis to assist with the Digital Hub project.</p>

<b>GOAL</b> <i>We will...</i>	<i>By...</i>	<b>STRATEGY</b> <i>Evidenced by ...</i>	<b>MEASUREMENT</b> <i>Progress made 2016-17</i>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Listening to and engaging the university community on its data and analysis needs and involving ourselves in all aspects of university activity so we are able to encourage and lead discussions and provide recommendations.	<p>Our work on the Enrolment Planning project.</p> <p>Our work on issues of interest to the university community and our efforts to bring these issues to senior management.</p>	<p>This project arose to answer the question: How will UFV respond to changes in its external environment, particularly regarding its programming? The project has resulted in a set of recommendations to guide growth of departments and faculties over the next three years.</p> <p>IRP will deploy an applicant survey in summer 2017. One unique aspect of this is that we will receive feedback from applicants who end up not coming to UFV, a group we otherwise would know little about.</p> <p>As part of the SEM Plan's focus on retention, IRP is supporting the VP students on the deployment of an early leavers survey.</p>
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Working with other areas in the university to find out about their needs, and to provide data, analysis, and recommendations.	We actively seek out opportunities for collaboration with other departments at UFV and lead projects that bring diverse departments together.	<p>IRP heads a Data Management and Quality Committee that works with OReg, Finance and other departments to ensure the consistency and accuracy of UFV's data. Through this committee, we have made improvements in standardizing data definitions, streamlining data submissions to the Ministry, and implementing processes which monitor data quality.</p> <p>IRP has worked with OReg and others on the Scheduling Task Force.</p> <p>Donna Alary and Lisa White, sponsored by BCCAT, conducted a study of Flexible Pre Majors in British Columbia.</p> <p>Vlada sits on several provincial IR committees including Data Definitions and the Performance Measures Working Group. He is also the system liaison for economics articulation in BC and is a mentor for the Chartered Financial Analyst Institute.</p>

<b>GOAL</b> <i>We will...</i>	<i>By...</i>	<b>STRATEGY</b> <i>Evidenced by ...</i>	<b>MEASUREMENT</b> <i>Progress made 2016-17</i>
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	<p>Working with local partners for the economic development of UFV and the Fraser Valley.</p> <p>Working with UFV International and UFV India to satisfy their needs for data and analysis.</p>	<p>Our project with UFV Advancement.</p> <p>Our discussions with UFV India.</p> <p>Supporting projects such as campus planning and the SEM Plan, both of which have significant implications for international students.</p>	<p>IRP conducted industry analysis of the Fraser Valley for the Advancement office. The analysis examined industry profiles and information on major firms in the Fraser Valley.</p> <p>We have had discussions with Gurneet Anand of UFV India to determine how we can incorporate the data from UFV India into documents such as databooks and the UFV Factbook.</p> <p>We work with campus planning and UFV International to ensure our future development takes into account our growing numbers of international students. We are currently working on data for the Digital Hub and will be providing data and analysis to Stantec.</p> <p>We monitor data for the SEM Plan including international enrolments.</p>
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	<p>Involving the IRP department in a wide variety of university activities.</p>	<p>Our involvement in campus wide activities.</p>	<p>At the 2017 UFV PD Day, Lisa White is presenting on how to obtain better survey results.</p> <p>In our annual Accountability Report we document and profile activities, many of which involve experiential learning.</p> <p>In our presentations of survey results, we comment on student perception as to the availability and value of experiential learning opportunities at UFV.</p>

#### Success stories:

##### Success story 1: The Enrolment Planning project.

How does a university respond to changes in the external environment? In particular, how do the size of its departments and faculties adjust to accommodate changes in society and the labour market? To address this question, UFV created the Enrolment Planning project. The project began by collecting and disseminating an information book to provide data on which departments and faculties at UFV should grow, which should be stable, and which might be reduced. Data was both internal, such as class sizes and trends in FTEs, as well as external, such as the Ministry's listing of top jobs and student outcomes of graduates. IRP then met individually with all deans to include things such as new programs and initiatives and to obtain their views on enrolment expectations. Analyzing all of this information led to recommendations for the growth of certain departments and faculties and the reduction of some others. This project provides direction for growth at UFV over the next several years as well as creating a process by which the university can conduct enrolment planning on an ongoing basis in the future.

This project supports several goals of the Ed Plan, but has the largest impact on 2. Commit to flexibility and responsiveness. All universities see growth and shrinkage of various departments and faculties over time; with this project, UFV will be making these decisions based on data, with broad discussions leading to deliberate choices.

Success story 2: The mandate of the Data Management Committee reflects UFV Education Plan Goals 2 and 3 which determine that we at UFV will "2. Commit to flexibility and responsiveness" and "3. Collaborate across boundaries." Originally implemented in July 2013 by Institutional Research as a means to offer communication between Institutional Research and OReg regarding data quality issues and updates, this interdisciplinary committee has now grown to offer communication between a number of data stewards throughout UFV focusing on data quality issues, processes, and data, departmental, or institutional updates.

## 2016-20 Education Plan – UFV Library Update 2017

**Note: Many of the UFV Library’s current, established activities support the Education Plan goals. The statements and strategies noted here describe activities that are new or will be significantly advanced.**

We will...	By...	Evidenced by...	Progress made 2016-17
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Providing accessible and relevant online tutorials.	Increased number and use of online tutorials.	In process. Implemented new software (Guide on the Side); moved the Online Library Assignment to GotS; currently developing BIO 111 assignment.
		Assessments of the use and effectiveness of tutorials.	Targeted for 2017-18 and beyond.
	Integrating library instruction, resources and services into the Blackboard environment.	All Blackboard courses have a library presence including a librarian contact.	In process. There is a link to the library’s home page as part of the course shell for all online courses. A more tailored library presence, specific to courses and sections, is in development pending detailed examination of new Blackboard features in summer 2017.
	Revising current library instruction program to create capacity to support targeted programs and courses.	Library instruction supports information competency development within programs.	In process. Tied to the development of more online tutorials.
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Establishing clear, relevant roles and scope of responsibilities for all library employees.	Revised and up-to-date position descriptions	Targeted for 2017-18 and beyond.
	Employing a flexible model of decision-making.	Library staff have increased autonomy in making decisions, appropriate to their level of authority.	Implemented and ongoing. New decision-making models have been developed by a staff committee, and staff training has taken place.
	Making timely decisions on the basis of evidence.	Decisions are timely.	In process. Investigating metrics.
		Decisions are supported by evidence.	In process. Investigating metrics.
	Implementing responsive website design.	Library website and other in-house online tools are device-neutral.	In process. New library web site development is underway with expected launch by fall 2017.

We will...	By...	Evidenced by...	Progress made 2016-17
	Applying universal design principles to any re-designed/renovated library spaces.	Library spaces are accessible to all.	In process and ongoing. We have worked with the architects of the Abbotsford renovation to ensure spaces are accessible.
	Providing workshops/sessions on relevant and timely topics (such as open educational resources, research data management, altmetrics, copyright, scholarly publishing options, etc.).	Increased number of workshops/sessions directed to faculty and staff.	In process. Librarians offered a number of workshops at the UFV PD Day in 2016 and are scheduled to do the same in 2017.
	Increasing open hours.	Library spaces accessible longer hours during periods of student need.	In process. Abbotsford Library was a partner in the Long Night Against Procrastination in fall 2016, and both Chilliwack and Abbotsford libraries were partners for LNAP in March 2017. We will be reviewing library open hours and hours of service for 2017-18. We are also working with other UFV departments to explore options for keeping student computer labs open longer hours.
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Offering flexible learning spaces.	Increased number of bookable group study rooms in both campus libraries.	In process. Renovation for Abbotsford Library in summer 2017 includes the addition of 6 group study rooms.
		“Makerspace” established in Abbotsford Library.	In process. Renovation for Abbotsford Library in summer 2017 includes a flexible event space that can be used for makerspace activities.
		Spaces available where faculty can meet informally with students.	In process. One faculty member has been holding office hours regularly in the Abbotsford library in winter 2017. Renovation for Abbotsford Library for summer 2017 has been planned with the goal of bringing more faculty into the space to work with students.
	Establishing an institutional repository.	HarvestIR is populated with faculty and student work, digitized publications and documents, and is recognized and well used across UFV programs.	In process. HarvestIR now has enough content to be launched officially in 2017-18. The UFV Library’s project to digitize the <i>Abbotsford Sumas Matsqui News</i> newspaper issues from 1922 to 1938 is nearing completion, and these will be housed in HarvestIR.
	Including programming space in library renovations/re-designs.	Abbotsford and Chilliwack libraries both have appropriate space that can be used to host events.	In process. In Abbotsford, shelving was removed to create an open space. Renovation for Abbotsford Library in summer 2017 includes a flexible event space. In Chilliwack, the atrium was booked for programs in 2016-17.

We will...	By...	Evidenced by...	Progress made 2016-17
	Collaborating with other UFV departments to host/sponsor events.	Increased number of programs held in library.	Achieved and ongoing. Chilliwack Library partnered with KPE for the Human Library event. Abbotsford Library partnered with faculty from English and Geography for author presentations. Abbotsford Library hosted a Saturday session of a Gearbots makerspace session as extension of an ongoing partnership between the Applied and Technical Studies and the Gearbots program. Chilliwack Library collaborated with the Indigenous Affairs Office to offer <i>Sxwōxwiyám</i> , Stories of Long Ago.
		Increased number of program attendees.	Achieved and ongoing.
	Collaborating with other UFV departments to create and publicize displays.	Increased number of collaborative library displays.	Achieved and ongoing. In Chilliwack, the library collaborated with Sociology faculty for a display on homelessness. In Abbotsford, the library collaborated with Geography faculty for a cookbooks and cooking display.
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Ensuring the library collection continues to be strong in Indigenous content.	Increased number of resources from Indigenous authors.	Ongoing acquisition of titles by indigenous authors. The LibGuide <a href="#">First Nations Literature</a> is regularly updated to reflect new acquisitions.
	Ensuring the library collection continues to be strong in resources relating to Indigenizing the Academy.	Increased number of resources on topic.	In process and ongoing. We continue to add to our collection in this area as resources come to our attention.
	Supporting program and course developers in Indigenizing their curriculum.	Promotion of library guides and resources on topic.	In process and ongoing. The LibGuide <a href="#">Indigenizing the Academy</a> is regularly updated and actively promoted by librarians to faculty and administrators.
	Implementing applicable recommendations from the Truth and Reconciliation Commission.	The UFV Library is a member of a number of Canadian academic library consortia currently exploring this.	Targeted for 2017-18 and 2018-19
	Working with the Indigenous Affairs and the Indigenous Student Centre to make UFV campus libraries welcoming and accessible to Indigenous students.	Assessment measures developed in collaboration with partners.	Targeted for 2017-18 and 2018-19.
		Local Stó:lō culture reflected in art and images in campus libraries.	In process and ongoing. In Chilliwack, a Salish weaving that was given to UFV has been installed in the library.

We will...	By...	Evidenced by...	Progress made 2016-17
	Collaborating with UFV International to develop targeted programs and services.	Continued or expanded participation in international student orientation events.	In process and ongoing. The library has been an enthusiastic and active participant in all university-wide orientation events led by UFV International in 2016-17.
	Establishing a UFV Archives (physical and virtual) that preserves the history and legacy of UFV as well as our communities.	Workshops for library staff on working with international students.	Targeted for 2017-18.
		A physical UFV Archives which is managed by a professional archivist.	Targeted for 2017-18 and beyond.
		Archival institutional (UFV) records are accessioned and preserved.	Targeted for 2017-18 and beyond.
		Agreements in place with community archives/memory institutions ensure complementary mandates and collections.	Targeted for 2018-19 and beyond.
	<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Collaborating with the LibIT program to provide increased opportunities for program students in the library.	Increased numbers of practicum students.
Positive feedback from students on the practicum experience.			Development of assessment tool targeted for 2017-18.
Offering the Library as client for course projects (e.g. Communications)		Increased number of completed projects.	In process and ongoing. Collaborated with faculty in the History and Anthropology departments to have the Newman Western Canadian Cookbook Collection used as primary materials for a course project.
Collaborate with faculty to offer experiential learning opportunities.		Increased number of experiential learning opportunities and events.	Achieved and ongoing. Partnered with KPE faculty for the Human Library event in Chilliwack, where KPE students gained experience interacting with people from diverse backgrounds.
Providing opportunities for students to gain co-curricular credits.		Increased number of library opportunities for students to use on their co-curricular records.	Targeted for 2017-18.

Glossary of terms and abbreviations:

GearBots: a robotics engineering non-credit educational program designed for youth ages 9-15

GotS: Guide on the Side, a software platform that facilitates online library and information literacy instruction

HarvestIR: UFV's institutional digital repository - <http://ufv.arcabc.ca/>

KPE: UFV's Kinesiology and Physical Education program

LibGuide: Online research guides developed by UFV librarians

LibIT: UFV's Library and Information Technology program

PD: Professional development

LNAP: Long Night Against Procrastination, an event that features academic support departments providing their services well into the night, in a fun, festive and engaging atmosphere.

## 2016-20 EDUCATION PLAN – STRATEGIES

**Department/Division/Faculty: Research, Engagement, & Graduate Studies – updated April 24, 2017**

<b>GOAL</b>	<b>STRATEGY</b>	<b>MEASUREMENT</b>	<b>PROGRESS 2016-17</b>
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>Stats are increases from the previous year unless noted.</i>
<p><b>1. PRIORITIZE LEARNING EVERYWHERE.</b></p>	<ul style="list-style-type: none"> <li>• Seek additional research opportunities, internally and externally through grants and contracts</li> <li>• Deliver workshops for Department Research Ethics Committees to ensure students are receiving quality feedback from their research ethics review. Both faculty and students learn from this process.</li> <li>• Engage with faculty who supervise student research – encourage those students to share their research outside UFV</li> <li>• Work with faculty and students on various applications for funding.</li> <li>• Seek additional ways to fund learning-research activities that enhance student educational experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers of opportunities, grants, contracts, and amount of funding.</li> <li>• Increased number of successful student research ethics applications; student research posters &amp; microlectures involving human participants; and student awareness of research ethics</li> <li>• The number of students presenting their research at conferences – illustrating that learning is occurring in other spaces.</li> <li>• Increase records of post activity reports and student experiences.</li> <li>• Increased number of breadth, and level of experiences provided (may be testimonials).</li> <li>• Increased participation in cross listed courses.</li> <li>• Increased attendance at workshops and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of student RA's hired through Career Centre and REGS projects &amp; grants (cross reference Goal 4) Stats: Career Centre RAs up 7% from 68 to 73. REGS RAs up 32% from 71 to 105; almost doubled from 2014-15.</li> <li>• Increased number of research ethics applications</li> <li>• Students are required to take the TCPS2 (Tri Council Policy Statement 2) CORE tutorial before submitting an ethics application has ensured they understand the material better. This is new in 2016-2017</li> <li>• Developed the student HREB toolkit and continue to add to it.</li> <li>• Increased number of students presenting at conferences using travel REGS grants Stats: Even with the Education Enhancement Fund being available, an increase of 24% from 22 to 29.</li> <li>• Increase in number of students providing post activity reports Stats: reports were not required in previous year, but are now being requested and will be required in 2017-18.</li> <li>• Students reporting on the value of doing research and presentations adds to their education and career options. Without exception, reports we have received say the experience was an outstanding addition to their education and resume.</li> <li>• Enrollment in research courses showing an increase over several years. Stats: enrolments are up 9% over the past 2 years from 1186 in 2015-16 to 1295. Currently there are over 80 active courses that involve research projects (over 100 are listed in the UFV calendar).</li> </ul>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS 2016-17 <i>Stats are increases from the previous year unless noted.</i>
	<ul style="list-style-type: none"> <li>• Cross list graduate and undergraduate courses that provide opportunities for undergrads to gain insight from grad students and for grad students to mentor undergrads.</li> <li>• Provide resources to organize learning events such as the Student Research Day, Microlectures.</li> <li>• Advertise training events.</li> </ul>		<ul style="list-style-type: none"> <li>• Graduate studies activity has programs in development with courses that are across disciplines (interdisciplinary certificates and degrees).</li> <li>• Increase in attendance at Research Option workshops.</li> <li>• Sabbatical workshops are dependent on number of eligible applicants, but the proportion of eligible applicants to attendees at the workshop is increased by from 71 % to 78% of applicants who sought advance training/ information. Also increased are the number of consultations with our office – in advance of submitting their application.</li> <li>• Publication event held 2016-2017 (held on alternate years).</li> </ul>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	<ul style="list-style-type: none"> <li>• Encourage faculty to apply at any time with full support of the Research Office. The office changes its schedule to accommodate requests.</li> <li>• Strategizing how tasks are allotted and handled between staff members (Jenn, Debi and Kelly) and establishing organizational methods such as categorizing tasks based on type (i.e. Jenn takes care of grant related finances, while Debi handles students).</li> <li>• Refine protocols and are prepared to consider exceptions that enhance student and faculty learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of scheduled times for meetings, reviews, and discussions.</li> <li>• Our ability to keep track of expense claims, invoices, contracts, etc. As well as our short turnaround period for faculty and student requests</li> <li>• Increased number of successful applications.</li> <li>• Increased number of projects supported.</li> <li>• Number of meetings arranged.</li> <li>• Number of times the website is updated, within a specified time period.</li> </ul>	<ul style="list-style-type: none"> <li>• The HREB continues to make an extra effort to get student protocols turned around in 1-2 days.</li> <li>• Deborah, Kelly, and Yvette met to further strategize tasks and set a lead for each area. We revised the org chart and delegate appropriately.</li> <li>• Research ethics information is always up to date online. New information is posted as it becomes available. Yvette is working on setting up ROMEO, the online grant and ethics tracking database.</li> <li>• 2016-17 – CIHR submitted 2 (2 success, including new CRC, Cindy Jardine. Her successful CIHR will be part of UFV's count)</li> <li>• Canada 150 funding received.</li> </ul>

<b>GOAL</b>  <i>We will...</i>	<b>STRATEGY</b>  <i>By...</i>	<b>MEASUREMENT</b>  <i>Evidenced by...</i>	<b>PROGRESS 2016-17</b>  <i>Stats are increases from the previous year unless noted.</i>
	<ul style="list-style-type: none"> <li>• Establish protocol for using funds received from Research Overhead funds.</li> <li>• Conduct a department review of procedures.</li> <li>• Monitor time to process timesheets, claim forms, and requests for information, meetings, and appointments.</li> </ul>		
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	<ul style="list-style-type: none"> <li>• Encourage and assist research through centres and Research Chairs</li> <li>• Fostering connections between different departments (i.e., meet, discuss, share, train). For example, many research grants require partnerships between multiple disciplines (CIHR).</li> <li>• Encourage international and interdisciplinary projects that include students from different departments.</li> <li>• Engage Canada Research Chairs to work together.</li> <li>• Search for more Graduate Certificate possibilities that are interdisciplinary.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and variety of contacts within UFV, and externally.</li> <li>• Number and variety of faculty conducting research together.</li> <li>• Research activities of centres.</li> <li>• Number of student projects involved in microlectures and poster presentations, and by activity centres, and multiple faculty involved in grants. Collaboration across boundaries is also evidenced by research lecture series, where individuals from all disciplines are invited to engage in research outside of their focus.</li> <li>• Increased interdisciplinary projects and opportunities for students.</li> <li>• Increased participation by students and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of contacts through Dr. Lenore Newman, Canada Research Chair; Dr. Garry Fehr, Director, ACE</li> <li>• Centres: CERA: two new projects in 2016-2017. Public Safety: two new projects; CICS provincial project with Royal BC Museum.</li> <li>• 20 student microlectures in 2017</li> <li>• 54 student research posters (UFV students) in 2017, with 95 students involved in individual and group posters. This is an increase of 7% in participants over last year and 13% over 2014-2015.</li> </ul>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS 2016-17 <i>Stats are increases from the previous year unless noted.</i>
	<ul style="list-style-type: none"> <li>Promote and organize the duties for two Senate Committees, and Research Advisory Council</li> </ul>		
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>Seek and disseminate research opportunities to general faculty population and to specific faculty and Centres.</li> <li>Assist in applying for research grants that theme local and global situations/ issues.</li> <li>Assist with events and scholarly activity; funding opportunities for research and providing support through the entire research process</li> <li>Students are provided with financial support to attend conferences – up to \$1000</li> <li>Support students doing international research with up to \$5,000</li> <li>Engage CRCs (Canada Research Chairs) in international projects and include students.</li> <li>Develop awards that encourage projects about, with, or for special groups (e.g. Indigenous research, environment, agriculture,</li> </ul>	<ul style="list-style-type: none"> <li>Number of successful research, research events and strong research connections between UFV and community</li> <li>Number of research proposals submitted.</li> <li>Number of faculty participating, and targeted funders.</li> <li>Number of successful grants</li> <li>Number of students conducting international research</li> <li>Improved quality of grant applications measured by feedback from reviewers; ratio of grant funding received; level of competition</li> </ul>	<ul style="list-style-type: none"> <li>Increased representation at the BC Tech Summit 2017. Two exhibits, which included (in total) two faculty, two students, and one industry partner. (Agriculture Centre of Excellence; Physics Department with BC Cancer Society)</li> <li>Successful grants – see Integrate Experiential Learning.</li> <li>Support to one student to attend a conference in Vienna.</li> <li>CRCs – Hugh Brody, Lenore Newman. New CRC – Cindy Jardine. All CRCs involve students, and many involve international work.</li> <li>2016-2017 – new award created for Undergraduate research excellence in Indigenous research. URE award numbers remain fairly steady as there is only one award per degree granting department. Not all departments nominate a student. An additional special award was added for 2016-17 in the area of Indigenous research. This is in addition to the special awards for Industry Liaison and Community Service Research awards.</li> </ul>

<b>GOAL</b>  <i>We will...</i>	<b>STRATEGY</b>  <i>By...</i>	<b>MEASUREMENT</b>  <i>Evidenced by...</i>	<b>PROGRESS 2016-17</b>  <i>Stats are increases from the previous year unless noted.</i>
	community/industry, cultures, interdisciplinary. <ul style="list-style-type: none"> <li>• Increase student opportunities that engage them in international and intercultural research.</li> </ul>		
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	<ul style="list-style-type: none"> <li>• Find and organize research opportunities through grants, contracts, and work study program for research assistantships.</li> <li>• Experience is gained from work study positions, where student research assistants learn practical research skills including data analysis, interviewing, transcribing and writing.</li> <li>• Ensure RA positions are utilized and research focused.</li> <li>• Raise awareness with new faculty when the call for RAs is posted.</li> <li>• Hold workshops to assist in creating student research posters, students presenting.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students participating in research.</li> <li>• Evidenced by the success of work study applicant pool; feedback from students and faculty doing research.</li> <li>• Increased and improved participation in RA positions, engagement events.</li> <li>• Increase the number of work study RAs.</li> <li>• Increase the number of grants applied for.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall statistics show an increase of 9% participation over the past 2 years in the areas we track.</li> <li>• Continue to see an increase in student research ethics applications (21 application since July 2016).</li> <li>• Continue to see students working with faculty on their research projects. They are listed on their research ethics applications.</li> <li>• 78 work study positions offered.</li> <li>• Appointed 2 students to the Animal Care Committee (this is new this year).</li> <li>• Courses in research increased by 11% (or an increase to 93 courses from 82).</li> <li>• An increase in students that go on to Master's programs but continue to be supervised by UFV faculty for their research and work in our labs.</li> </ul> Applied For: <ul style="list-style-type: none"> <li>• 2 CIHR grants (both successful, 0 applications in 2015-2016) Attained CIHR eligibility in 2016 due to continuing grant from 2014-16.</li> <li>• 7 NSERC Grants applications (increased from previous, 4 successful)</li> <li>• 1 SSHRC connection grant (same as previous)</li> <li>• 2 SSHR Insight Grants (same as previous)</li> <li>• 3 SSHRC Insight Development Grants (increased from previous)</li> <li>• 1 CFI grant with new Canada Research Chair</li> <li>• All grants require student learning and mentoring (called training of HQPs = Highly Qualified Professionals)</li> <li>• Currently have 2 post-docs, anticipate 1 more this year.</li> </ul>

## Glossary of Acronyms

ACE	Agriculture Centre of Excellence
CERA	Centre for Education and Research on Aging
CFI	Canada Foundation for Innovation
CICS	Centre for Indo Canadian Studies (now renamed SASI South Asian Studies Institute)
CIHR	Canadian Institutes of Health Research
CRC	Canada Research Chair
HREB	Human Research Ethics Board
NSERC	Natural Sciences and Engineering Research Council
RA	Research Assistant
REGS	Research, Engagement, & Graduate Studies
SSHRC	Social Sciences and Humanities Research Council
URE	Undergraduate Research Excellence (Awards)

## Teaching and Learning: Education Plan Goals

Goal: We will:	Strategy By...	Measurement: Evidenced by:	Progress to Date
1. Prioritize learning TLC everywhere	Providing guidelines or best practices for developing BB Courses	Improved use of BB Learn and online materials	Increase of 50% of Blackboard usage over one year to 1808 course sites. 72 fully online, and 88 hybrid courses. Chandigarh had 52 courses using BB. Almost 80% of all courses using BB. 512 sessions in Collaborate conducted. Katlura, the video management tool, now holds 5,500 UFV videos. Programming begun to improve digitization of campus teaching materials/pedagogy/with equipment, training and programs such as <i>Save Your Ol' Faves</i> and <i>Check Under the Hood</i> .
	Expand faculty development programs	More faculty making use of TLC / resources	Increase of workshops/resources by 40% supported by hiring of temporary events assistant Faculty Development Consultant attended department meetings to inform and conduct specialized workshops. One-on-one mentoring continues to increase Departments requesting academic integrity workshops
	Develop a Faculty Resource Centre	Faculty use Centre to discuss teaching, learning, technology	Faculty reaching out more to TLC staff and the Educational Developer particularly with new BA programming i.e. e-portfolios Resource centre built, programming to be developed to have faculty using the space
	SLG Provide opportunities for leaders to improve leadership and facilitations skills.	Increased involvement in expanded training opportunities	Introduced peer-to-peer observations amongst leaders and D13 have seen a significant improvement in the way leaders run their sessions (both leadership & facilitation skills). Increased the participation of returning leaders during the pre-service training to assist the new leaders.
	ASC Improve processes for registering at the ASC	Registration process is simplified making it easier for students to access services.	Implemented Appointment Manager, which is integrated with Banner so that students no longer have to register with an external service before booking appointments. (training and troubleshooting in W17 and full use slated for S17)

2. Commit to Flexibility and Responsiveness	TLC	Review PLAR process at UFV to improve or streamline the process for students and departments	Better understanding across campus of PLAR processes and improved service for students	Committee created and meetings to review PLAR processes has begun.
		Collaborate with IT, faculty and departments to improve technology in classrooms	Fewer trouble calls regarding tech issues	Working with IT to improve help desk processes Pedagogy Investment Fund has made significant improvements in growth of active learning classrooms, technological improvements, across campus
	SLG	Ensure improved provision of service by working with departments to overcome barriers to SLG success	Improvements in delivery of SLG programming	MATH 111 and MATH 085 will be supported in fall 2017 for the first time and HIST 102 support will be brought back after a gap of 3 years. Digitizing SLG leader surveys and assessments. Created a shell in Blackboard where leaders save their worksheets and session plans.
	ASC	Improve services to students by reviewing hours and service levels to ensure ASC is responsive to student needs	Hours and services of ASC reflect the needs of students	Added more evening and weekend hours on both campuses; expanded to six days/week at CEP Began using Blackboard Collaborate for online tutoring sessions Hired current Trades student with Math/Physics and Bed/teaching background to tutor Trades students and to develop resources Used G113 (whiteboard walls) to add more faculty office hours (Physics, Psychology, Chemistry) Faculty/Staff: Privacy training session Services developed with attention to "whole student" and mind/body health as they connect to academic success; example Academic Lifestyle Leader
3. Collaborate across boundaries	TLC	Bring departments together involved in technology semester start up to ensure all tech is ready and working for first day of classes	Fewer tech issues reported at the start of semester	Worked with IT to resolve issues before semester start. Fewer issues reported.
	SLG	Collaborate with TLC and ASC to improve student SLG success programming	Improvements and/or enhancements to SLG programming as a result of the collaboration with TLC	SLG leaders will be participating in a student panel on PD day. TLC has utilised SLG leaders for other student input.

	ASC	Collaborate with other departments who offer student success workshops to better align supports for students.	Improved support resources for student academic success	<p>Started giving workshops at Baker House (W17)</p> <p>Participation in the Bell Let's Talk with Counselling and CampusRec</p> <p>Reframed the drop-in tutoring sessions in Global Lounge as Study Groups to increase participation</p> <p>Faculty participation in institutional planning groups focused on student success (i.e. Think Tank and Student Success Team)</p> <p>Continued to deliver Athletics Study Hall twice a week in the evening, staffed by 2-3 tutors</p> <p>Began an Academic Integrity Mentor program to assist students needing guidance on Policy 70 and related concerns</p>
4. Develop local and global citizenship	TLC	Expand PD events/programs for Indigenizing and internationalizing the curriculum	More faculty attending events and incorporating materials/methods into their courses	<p>Doubled the Indigenizing the Curriculum workshops in 2017.</p> <p>More UFV faculty attended. Drawing large interest from across BC.</p> <p>Hosted webinar: <i>Daniels v. Canada: What's next for Canada's Métis</i></p> <p>Collaborating with other departments on Indigenous programming i.e. Witness Blanket and Indigenizing certificate online.</p> <p>UFV gaining a reputation across Canada for its indigenization programming.</p> <p>Programming regarding internationalizing curriculum not yet begun.</p>
	SLG	Hire Indigenous SLG leaders	More Indigenous SLG leaders to support UFV programming	Work in progress
	ASC	Indigenize the peer tutor training	Peer tutors have better understanding of Indigenous history and students	<p>Peer Tutor Level One training materials were revised to include Indigenous ways of knowing content</p> <p>Both ASC faculty members completed the Indigenizing the Curriculum Workshop and incorporated changes to staff training at all levels, both face-to-face and print materials</p>
5. Integrate experiential learning	TLC	Increase opportunities for students through work study, summer jobs and CCR	More students working in the department.	<p>We have increased the number of UFV students working in the department.</p> <p>Plan to continue to increase work placements / coop opportunities for students.</p>
	SLG	Increase the active learning / reflective practice for SLG leaders and the students they support	Record and share the expanded learning practices used by SLG leaders.	<p>New study skills and collaborative learning strategies are introduced each year. Leaders are encouraged to try new activities and reflect on their performance. These reflections forms are used by new leaders supporting that course.</p> <p>SLG leaders may participate in conferences and student panels. SLG leader, Eric Bennett presented at an International conference on in Kansas city, Missouri.</p> <p>Organic Chemistry leader Kurt Leffers is co-presenting at PD Day with the SLG coordinator. Dayton Marks (ECON leader) and Ethan Kleiber (BUS leader) will be participating on the student panel.</p>
	ASC	Participate in a provincial peer tutor conference to share best practices and resources	A successful conference is held for BC postsecondary institutions and peer tutors	<p>Hosting the Pacific Regional Conference of the Learning Specialists Association of Canada at UFV on May 12 (postponed from Dec.9); sponsoring one student membership and registration</p>

**TLC: Teaching and Learning Centre**

**SLG: Supported Learning Groups**

**ASC: Academic Success Centre**

**PLAR: Prior Learning Assessment and  
Recognition**

**CEP: Canada Education Park**

**BB: Blackboard Learn**

**IT: Information Technology Services**

## 2016-20 EDUCATION PLAN – VP Students & Enrolment Management April 24, 2017

The following reflects the collective strategies identified by departments and programs within the division on which we will focus for the next 5 years.

We will...	By...	Evidenced by...	Progress made 2016-17
<b>1. Prioritize Learning Everywhere</b>	Mandatory Advising for QS Students	QS Students receiving mandatory advising, hopefully resulting increased transition into programs and successful student retention.	In progress
	Mandatory FAA Advising for Continuance Students	Students who are flagged by the continuance policy and who are on loans would be required to meet with an FAA advisor	In planning
	Indigenizing Workshop	Learn how to remove FAA barriers and support Aboriginal learners	Investigating for feasibility
	Indigenize the Conduct and Behavioural Intervention processes	Investigate Aboriginal ways of justice and conflict resolution for possible incorporation	Complete
	Ensuring students have access to on-line information services providing what they need when they need it.	Creating effective Web based resources providing information consistent with the student life cycle.	Collaborated with University Communications and ICS to launch the UFV (Ellucian) Mobile APP
	Networking and building relationships with faculty, advisors students and employers to increase awareness and create more work-integrated opportunities.	The number of classroom visits, presentations, attendance at info sessions and networking at conferences, outreach to community partners etc.	Ongoing – reaching out to local community employers. Networking Conference/Events. – BC Tech Summit, BC CDA, ACE Conference, Annual Employer Round Table, Hiring Fair Increased classroom visits, and workshops. Information presentation to Academic Advisors. Increased number of Panel Presentations for various Student groups.
	Creating a blog to engage students and highlight services offered by the career centre, showcase students and	Number of students visiting or responding to Blog	In progress. Currently working on content provided by Career Centre and students to highlight current work placements, articles and success stories. Plans to show case employers each month.

We will...	By...	Evidenced by...	Progress made 2016-17
	employers and feature employment opportunities.		
	Organizing work-related certification opportunities (e.g. First Aid, WHMIS) students will gain skills needed for employment.		No longer needed - continuing education is facilitating job certification prep programs.
	Revising the website to enhance and simplify the user experience, to access information quickly and easily.	Obtaining website traffic data from MARCOM  Number of logins in the Careerlink Database.	Website revised to new template. Positive trends in the data reflect more users are visiting the site (increased sessions and spending less time finding their desired content.) Increase in Career link logins from 37,090 total logins in (May2016-April 2017) from 20,349 total logins (May 2015-April 2017). More students using employment database.
	Adding YouTube Careerlink Tutorials students learn to navigate the on-line resources efficiently.	Creation of the tutorials	Careerlink has since created a new user-friendly interface. Tutorials are no longer needed.
<b>2. Commit to flexibility and responsiveness</b>	CCR Recognition to Grad Students	1. Investigate avenues to offer CCR recognition to grad students	Sep-18
		2. Offer presentations at graduate studies orientation	Sep-18
		3. Collaborate with grad studies areas to develop opportunities or look at what they are already doing and get the opportunities in the system	Sep-18
	Working with the University community to create and maintain effective and responsive services	Being responsive to the changing needs of the University	Integrated significant portions of the Academic Appeals and Integrity Office
	Offering career coaching students are encouraged to think about career development earlier on in their academic path.	Number of students who attend and the number of facilitated events.	Increase in coaching appointments 161 to date (32 more than previous year. Coaching2Go Revamp – 119 students stopped at Coaching2Go table events.

We will...	By...	Evidenced by...	Progress made 2016-17
	Enhancing our marketing strategies-include print material, TV monitors e-mail blasts to reach as many students as possible	Number of students attending workshops and information sessions.	Attendance up at pre-employment workshop Notable increase in number of co-op registration and accepted applications. Notable Increase in attendance at the Information Sessions.
	Hosting in-class workshops students will have access to information regarding career related services.	Number of workshops hosted	Receiving more requests from departments to provide an in-class workshop e.g. CIS & Criminology requested workshop on work search, resumes and cover letters etc. Provided a short presentation about the Career centre services and Co-op programs.
	Hosting various industry-specific events students network with employers, and gain information regarding career employment opportunities	Number of events and attendance/interest in the events.	Employer's annual roundtable- well attended. Notable increase in Panel events. Increase interest in Student Groups to participate in a Panel Events; CIS (waitlisted), HR, Marketing, Economics, and EPNE 3 <sup>rd</sup> annual Environment and Planning network sponsored by Geography.
	By providing co-op advising students develop the skills and tools to successfully gain meaningful employment.	Number of students dropping in and booking appointments	Increase number of student drop ins. Booking appointment is more streamlined and more students are booking appointments with co-op coordinators. Although the number of students that are accepted into co-op has increased many students are not applying to jobs. Students are taking the time to view the posting as seen by the number of students on Careerlinks (by the number of logins) many are still not applying to the jobs.
<b>3. Collaborate across boundaries</b>	Build a collaborative Orientation	Connect with other services and faculties who offer orientation programs	Complete and ongoing
		1. Collaborate orientation programs across UFV departments/faculties	Complete and ongoing

We will...	By...	Evidenced by...	Progress made 2016-17
	Continue orientation programing to support current domestic FTEs	2. Develop online orientation	In progress, delivered for Sep18
		3. Offer specific orientation workshops for mature and transition students	Sep 18
	Graduate student orientation program	1. Find out what is currently offered in terms of orientation within current graduate programs (Master of Social Work & Master of Arts - Criminal Justice)	In progress
		2. Offer graduate student workshop at Orientation	Dependent on #1.
	Graduate Student Ambassadors	1. Define benefits and guidelines for graduate student ambassadors	Investigating for feasibility under UFVLead
		2. Have at least 1 graduate student ambassador per program	Planned
	Increase number of Aboriginal students who attend orientation	1. Ask Aboriginal Access Services to invite students	Complete
		2. Provide specific orientation workshop for Aboriginal students which is open for attendance by any student	Collaborating with ICS
		3. Territory Acknowledgement at all events	Complete
	Increase number of Aboriginal students who are a part of the Ambassador program	1. Invite students from Aboriginal Access Student Association to be a part of the program	Complete
		2. Ask Aboriginal Resource Services to recommend students	Complete and ongoing
	Increase International student engagement	1. Invite International students to events and programming	Complete and ongoing

We will...	By...	Evidenced by...	Progress made 2016-17
		2. Include International students in orientation	Complete
		3. Make sure language needs are met if/when needed	Complete
		4. Increase marketing to International students	Collaborating with INTED
	Developing and maintaining best practices in student and academic support services	Continued review of our organization and business processes.	Reinstituted membership in provincial, national and international organizations that provide admissions, and enrolment support to students and academic sport services to faculty and staff.
	Developing centralized database access; Banner import into CareerLink.		Yes, completed. Banner imports into Careerlink in Aug. 2016. Still working on issues with Simplicity and UFV ITS department.
	<p>Developing a campus-wide Work-Integrated Learning Program (with Alisa Webb, College of Arts). Create new position: Work-Integrated Learning Co-ordinator.</p> <p>Providing uniform career websites for all majors in the College of Arts students will have a better understanding of the opportunities available in their discipline.</p>	Increase the quality of information.	<p>Ongoing.</p> <p>Program Advisors report that they are informing students early on to better prepare them for co-op however some issues regarding course availability and planning the work term particularly for cohort programs that offer very little flexibility.</p> <p>During the Co-op presentation in March many advisors indicated they would like a sample of job postings to show students. Career Centre is now preparing a sheet that will illustrate the types of employment and businesses they are likely to experience.</p> <p>Worked with 4+ faculty members in planning or attending events</p> <p>Working on links to resources and possible web page that highlights “What can I do with my degree”.</p>

We will...	By...	Evidenced by...	Progress made 2016-17
	Developing marketing and information materials to increase student numbers and provide accurate information.	Number of international students in the co-op program.	There are a number of international students who successfully gained co-op position. Feedback from employers is extremely positive. We will be looking at the data to see how many international students apply and are accepted.
	Developing an alumni career network data base (with David Leis, Advancement) to increase alumni engagement. Attending various conferences to increase network of employers and business.		Career services worked with 30+ employers to promote career opportunities for students. Co-op coordinators attended various networking events to connect with new employers. Currently working with marketing to create a LinkedIn Page to connect with Co-op Alumni who could provide mentorship and employment opportunities.
	Collaborating with various Associations on policies and procedures.		On-going. The Career centre is now a member of CAFCE (Canadian Assoc. for Co-op Education) along with 79 postsecondary institutions across Canada. Providing a network of professional co-op practitioners to establish standards and assist with promoting the values of Co-operative Education. We will be attending the conference in May 2017 in Vancouver.
	Organizing various events to increase job placement opportunities and career service related information.	Work-search understanding (e.g. understanding of the labour market) Work experience measures (e.g. number of co-op placements, number of Work-Integrated Learning placements)	1158 total students in attendance at a total of 27 events. Including Hiring Now! Fair which was well attended by business and students. Waitlist for employers. Mock interviews were conducted and employers were impressed with the student responses. Information Sessions and panel/networking events. Facilitated 10 information tables Career services attended 9 events, planned 12 events and ran 6 workshops on various UFV campuses.
	Continuing to join committees within the academic side of the house	Number/diversity of committees	On-going. Continue to join committees within the university – new addition is the Digital Media Technology Hub Committee. Created an extensive employer database for this growing sector. It is the largest growing industry in Canada.
	Developing “major maps” tool for the various departments within the College of Arts to		Currently developing a majors map tool as a resource for students to facilitate in the career planning and development. The map or link will be on the website under the possible heading of “What can I do with my degree”.

We will...	By...	Evidenced by...	Progress made 2016-17
	assist students with career development.		
<b>4. Develop local and global citizenship</b>	Internationalization of Conduct and Behavioural Intervention processes	Seek intercultural training for the BIT/TAT that will enhance the ability for the team to respond more effectively to situations involving international students.	Ongoing
	Internationalization of Residence Services.	Multi-cultural programming through work study/program	Ongoing
	Build community capacity	Involved international students' in events and activities sponsored by their own culture Promote CCR programs, events, projects to international markets	Ongoing
	Provide leadership opportunities	Recruit international students into the Residence team (Residence Assistance and/or Front Desk)	Ongoing
	Student led FAA Mentor Workshops	Work with work-study students to design & co-facilitate FAA workshops	In Planning
	Expand international student use of CCR system	1. Provide CCR system access to ESL students	Complete
		2. Work with Global Engagement Coordinator	Complete
	Cultivate awareness of CCR among the international student population	1. Attend International Orientation	Complete
		2. Work with Int'l Ed dept. to come up with creative ways to get International students involved in CCR	Ongoing
		3. Provide marketing materials to International dept. to display	Ongoing
Internationalization of CCR	Promote CCR at the Chandigarh campus via Student Life representative	Ongoing	

We will...	By...	Evidenced by...	Progress made 2016-17
	Facilitate the enrolment of inbound international students and outbound exchange students.	Continued growth of international student enrolment and study abroad.	
	Develop a campus-wide Work-Integrated Learning Program (with Alisa Webb, College of Arts). Create new position: Work-Integrated Learning Co-ordinator  Develop a volunteer Network with Co-Curricular Record Program	Employment statistics for UFV graduates	Hired a WIL co-ordinator in November 2016 to raise awareness of current program-related work experience, work with industry to identify labour needs and develop program-related work experience opportunities. Engage UFV Alumni and develop, promote and administer a UFV Alumni Career Network.
	Developing relationships with community stakeholders to increase local co-op positions.	Number of co-op placements, number of Work-Integrated Learning placements )	The number of students accepted in the co-op program is up.
	Working with the Indigenous Student Centre to inform students of the various opportunities.		Future plans to meet with the Indigenous student centre to discuss possible strategies to increase indigenous co-op opportunities and increase awareness. E.g. To create an information flyer which highlights employers e.g. BC Hydro who offer employment opportunities and funding available.
<b>5. Integrate experiential learning</b>	Explore bilateral agreements with community and internal organizations that provide CCR worthy opportunities for students	1. Investigate the feasibility and viability of UFV staff and faculty validating activities for outside organizations	Ongoing
		2. Investigate the option of developing a generic MOA specific to CCR - promote to employers registered with Career Centre	In development
		3. Educate MOA parties in the use and validation of CCR	Ongoing

We will...	By...	Evidenced by...	Progress made 2016-17
	Create a pool of student workers who are all comfortable and able to perform classroom visits - further develop Go Team	Provide rigorous training that includes mock presentations	Ongoing
	Enlist one graduate student per year to participate in programming	1. Use their area of expertise to generate interest	In development
		2. Start with Social Work (Service Learning)	In Planning
		3. Allow MA students a substantial hand in planning their programming	In planning
		4. Identify Faculty Advisors as pipeline to suitable students	In Planning
	Provide a cooperative education position for student transitions that runs Sept-April	1. Identify ongoing funding	In Development
		2. Provide co-curricular recognition	In Development
			On-going
	Provide uniform career websites for all majors in the College of Arts.	Quality of information  Work experience measures (e.g. number of co-op placements, number of Work-Integrated Learning placements )	Created a number of co-op positions in different UFV departments including: SUS Graphic Design Position, College of Art: Communications and Social Media, Research position etc. Career centre also hires co-op students to assist with events, job related skills etc.

We will...	By...	Evidenced by...	Progress made 2016-17
	Providing more information departments are becoming more engaged in programing and events.	Number of Career Centre champions inside and outside the university.	On-going – notable increase in the number of faculty and departments engaged. More info sessions e.g. CIS, Agriculture, Economics, School of Business, Graphics etc.
	Developing marketing and information materials to increase student numbers and provide accurate information.	Number of international students in the co-op program.	There are a number of international students who successfully land co-op position notably 3 students at Blackberry and SAP. Feedback from employers is extremely positive. We will be looking at the data to see how many international students apply and are accepted.
	see above		
	See above		
	Continuing to join committees within the academic side of the house	Number/diversity of committees	On-going. Continue to join committees within the university – new addition is the Digital Media Technology Hub Committee. Created an extensive employer database for this sector which is the largest growing industry in Canada.
	Developing a Major maps students can see what diverse opportunities are available in their discipline		Creating website page with resource links or infograph to illustrate the opportunities available.

# **Office of the Vice Provost**

## **2016-2020 Education Plan Strategies**

**Updated – May 1, 2017**

## 2016-20 EDUCATION PLAN – STRATEGIES

### Department: Advising Centre

GOAL <i>We will...</i>	<i>Currently, we...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS made in 2016-17
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Have strong participation in professional development, but this resource is not utilized by all team members annually.	Increased participation in professional development, especially by team members who do not typically utilize this resource.	<ul style="list-style-type: none"> <li>- Continue to promote the participation of all Advisors utilizing their personal PD funds.</li> <li>- Several in house PD events took place, including: Team building, Change management, FIPPA training, developing mission/vision statements and Learning Outcomes.</li> </ul>
	Advise academically at-risk students.	More student-advisor contact with students who are identified as academically at-risk.	<ul style="list-style-type: none"> <li>- Provided advising support at the fall and winter iterations of Long Night Against Procrastination, hosted by the Academic Success Centre.</li> <li>- Q&amp;E Advisors at CEP provided a workshop on campus for ECP 094: Provincial Education and Career Planning students (a student group with multiple barriers but wanting to continue on with their studies).</li> </ul>
	Reach out formally to first-year students through program orientations and high school visits bi-annually.	<p>Critical assessment of the 2016 New Student Orientation as this will be the first collaborative effort to deliver program specific information with Student Life and service departments. Based on this assessment, modify and/or enhance with additional service and delivery to first year students.</p> <p>Continued assessment and evaluation regarding the utilization of advisor time allocated to high school visits.</p>	<ul style="list-style-type: none"> <li>- In coordination with Student Life, the Advising Centre collaborated on a centralized New Student Program Orientation where approximately 2500 students were contacted to attend this event from programs across the institution. We are also consulting with Student Life on the development of an online new student tutorial, which will include a video explaining the role of advising.</li> <li>- Q&amp;E Advisors continue to provide on-site high school advising twice a year.</li> </ul>
	Promote learning outside the classroom on an ad hoc basis.	Development of best practices to incorporate more formal and cohesive approach to advising for experiential learning that is appropriate for all students.	<ul style="list-style-type: none"> <li>- Worked with faculty in the Visual Arts department to establish relationships with two cultural institutions and initiate ongoing curatorial practicum courses for BFA degree students.</li> </ul>

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>PROGRESS made in 2016-17</b>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Advisors sit on a variety of committees and councils across a range of programs and faculties.	Assessment of presence on committees and added membership where lacking.	- We now have advising representation across all Faculty Councils and have also been added to other committees to provide advising input, ie: Indigenous Studies Curriculum, Field Placement, and program working groups.
	Have historic connections with other departments we have traditionally called on to service the needs of our student base.	Assignment of liaisons and/or consultation with various service departments on the unique needs of UFV's diverse student population, and the subsequent development of new support tools and mechanisms.	- Liaisons have been established across academic departments and service areas to provide ongoing connections with advising. - A semi-annual BGS info session was launched to promote the new BGS degree, and reach out to diploma students who may be eligible to ladder into the degree.
	Operate an Academic Advising Council (AAC) with monthly meetings with minimal emphasis on PD and ambiguous outcomes for integrating advisors across campus.	Striking a sub-committee to assess the function of the AAC; re-direct to include enhanced purposes of integrative advising and professional development.	- AAC conducted several PD activities, including a webinar and a workshop on professional and confidential note taking. The note-taking workshop included Academic Advisors as well as Program Advisors, and emphasized a cohesive approach to advising records across the institution.
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Aim to increase external connections as there is currently minimal emphasis on presenting at conferences or making formal connections with peers from other institutions.	Setting the goal of having one advisor or advising group present at a conference annually.	- One Advisor is presenting at the Canadian International Conference on Education. - Several Advisors participate in BCCAT articulation meetings for their disciplinary areas, cultivating connections with Advisors and faculty at other BC institutions.
	Acknowledge need for improved advising impact for Agriculture, Trades, and Health Sciences.	Development of advising workshops to be delivered to Agriculture, Trades, and Health Sciences students once or twice annually.	- We connected with Health Sciences to create and co-deliver a workshop for Nursing Track students at New Student Orientation. - Advising participated in the development and implementation of the Bachelor of Agriculture degree.
	Refer to the Career Centre on an ad hoc basis, especially on the Completion side.	Establishing a semi-regular meeting schedule with Career Centre to develop and implement workshops.	- We are in the early stages of exploring the possibility of fine arts co-op placements with the Work-Integrated Learning Coordinator.
	Rely on institution-wide information to inform Q&E advisors about program and curriculum changes.	Identifying a point person to collate and disseminate info on curriculum changes.	- Presentations given to the Q&E advising team on the framework of the new BA and BGS degrees.

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>PROGRESS made in 2016-17</b>
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Offer info sessions and orientations in group advising settings only, with no emphasis on workshop format.	Analyzing best practices across Canada and North America then incorporating appropriate strategies at UFV.	- Presentation to Yale Secondary students at the Reach Gallery Museum highlighting viable careers in fine arts and reviewing programs offered at UFV to support fine arts educational pathways.
	Have informal relationships with community organizations, such as school districts.	Assessing prospective community partners and developing tangible links for partnerships.	- Provided advising to the 3 <sup>rd</sup> UFV-NVIT Bachelor of General Studies completion cohort in the community of Bella Coola. - Advising outreach and consultation related to recent block transfer agreements with Columbia Bible College & Catholic Pacific College to ladder into the BGS and/or the BA and to draft agreement with Vancouver Film School to ladder into BFA, BMA and/or BA.
	Hire 4-5 work study students annually.	Submitting timely budget requests for work study placement, including postings that allow for diversity in hiring.	- Three work study students were hired to work in various positions over the 2016-17 year. They each contributed greatly to the overall goals and outreach of the Advising Centre, including Marketing & Communications; and the configuration and roll out of the Appointment Management software to the Program Advisors.
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Offer one post-grad preparation info session annually for Science students.	Striking a sub-committee in conjunction with faculty to explore workshops that promote experiential learning.	- Completion Advisors organized or participated in workshops including the Pharmacy Information workshop, the Science Social, and the Pre-med Student Association workshop, and Arts Majors Expo.

## 2016-20 EDUCATION PLAN – STRATEGIES

### Department/Division/Faculty: Indigenous Affairs

GOAL <i>We will...</i>	<i>Currently, we...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS made 2016-17
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Indigenize classroom, curriculum, aesthetics, and events.	Increase in Indigenized spaces at Abbotsford and CEP campuses both in UFV building and on campus green space, evidenced by Stó:lō art, artefacts, and Halq'emeylem language.	<ul style="list-style-type: none"> <li>- June – September 2016, in DC100 mounted the Spindlewhorl, cedar display and TRC poster (92 C2A).</li> <li>- Mounted weaving at CEP.</li> <li>- Working with Facilities &amp; Project Management to install replica Spindlewhorl in an exterior upgrade on Abby campus.</li> <li>- May – August 2016, distributed TRC posters to all faculties and many departments and Service areas.</li> </ul>
		Welcomes/Territory Acknowledgements by all administrators, heads and faculty at all UFV gatherings, meetings and events.	<ul style="list-style-type: none"> <li>- The Senior Advisor on Indigenous Affairs (SAoIA) is working with: TLC to develop an acknowledgement of S'olh Temexw for on-line courses; Social Work student group to create a classroom video acknowledgement; and, SUS to create a recommendation to Senate for classroom acknowledgements.</li> </ul>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Deliver culturally responsive, respectful, relevant programs and services for Indigenous students and Indigenous communities.	MOU's with communities (First Nations/Bands), organizations and institutions.	<ul style="list-style-type: none"> <li>- MOU signed with First Nations Summit (June 2016).</li> <li>- MOU signing with Stó:lō Tribal Council (STC) at UFV-STC co-hosted Reconcili-ACTION Circle (June 2017).</li> </ul>
	Deliver curriculum that creates insights, understanding, and respect for Aboriginal history in Canada and how this history impacts on the contemporary reality.	Through advisory bodies (Indigenization Committee of Senate, Aboriginal Community Council, Indigenous Studies Curriculum Committee, and the UFV Stó:lō Culture Committee), collaborative meetings, and attendance of UFV faculty and staff at local Stó:lō gatherings.	<ul style="list-style-type: none"> <li>- The Stó:lō Cultural Committee provided guidance for changes to the Convocation ceremony and for the Honouring of retiring President Mark Evered.</li> </ul>

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>PROGRESS made 2016-17</b>
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Maintain working relationships with Indigenous post-secondary and other Indigenous education organizations sharing ideas and practices.	MOU's for partnership programs and transfer agreements with these external organizations.	<ul style="list-style-type: none"> <li>- April 2017 UFV hosted with U of Silesia "Indigenous Expressions of Culture in Storytelling, Drama, Theatre and Performance –Traditional and Contemporary Canadian and Polish Upper Silesian Perspectives."</li> <li>- Partnership with Nuxalk College and NVIT to deliver BGS degree completion in Bella Coola (September 2016 to April 2017).</li> </ul>
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Create awareness of the Truth and Reconciliation Commission of Canada (TRC) recommendations	All students graduate from UFV with knowledge of Indian Residential Schools and recognize the impacts of this history on the contemporary reality in which we live and work.	<ul style="list-style-type: none"> <li>- SAoIA is working with TLC on the delivery of Indigenizing Curriculum 3-day workshop and PD workshop.</li> <li>- SAoIA is making presentations at department and faculty meeting/ retreats, New Colleague Orientations and Kickstart events.</li> </ul>
		All faculty and staff have undertaken professional development opportunities in inter-cultural awareness.	<ul style="list-style-type: none"> <li>- The SAoIA is working with TLC to develop workshops and PD opportunities for all faculty and staff at UFV.</li> </ul>
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Share indigenous ways of knowing, learning and being in the world.	UFV students, faculty and staff participate in opportunities to experience the Stó:lō worldview in S'ólh Téméxw.	<ul style="list-style-type: none"> <li>- The Office of Indigenous Affairs provides information for faculty and staff to participate in the summer cultural events in the lower mainland.</li> <li>- The Honouring ceremony in June 2017 is viewed as a learning event. Faculty and staff will witness and participate in a Stó:lō ceremony. This event will be video-taped to be used as a learning tool for faculty and staff.</li> </ul>

## 2016-20 EDUCATION PLAN – STRATEGIES

### Department/Division/Faculty: UFV International

**Note:** UFV is currently in the midst of a process aimed at producing goals for a UFV-wide Internationalization Strategic Plan. The recommendations coming from that process will be developed in alignment with UFV's strategic directions and plans, including the 2016-20 Education Plan goals. In an effort to respect that parallel process, most of the strategies listed are viewed from the lens of UFV International. In other words, these are goals we can work to achieve as a department regardless of the outcome of the broader Internationalization process.

GOAL <i>We will...</i>	Currently, we...	MEASUREMENT <i>Evidenced by...</i>	PROGRESS made 2016-17
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Provide pre-departure sessions for students going abroad.	Students going abroad experience fewer incidents; international experiences result in more meaningful credit for courses taken abroad.	<ul style="list-style-type: none"> <li>- Expanded modules in place and overall better understanding of Int'l SOS;</li> <li>- Incident reporting/resolution is more streamlined;</li> <li>- Committee struck to look at credit for courses taken abroad.</li> </ul>
	Allow groups to book Global Lounge for relevant functions with an international focus.	Increase in number of activities taking place in Global Lounge.	<ul style="list-style-type: none"> <li>- The use of the Global Lounge has expanded to include photo exhibits, <b><i>Friends Without Borders</i></b>, the C.H.A.T. (Connections Help Academics and Transitions) program, Academic Success Centre drop-in sessions, student clubs, info sessions, and more.</li> </ul>
	Run an established orientation program for new international students.	Increase in the percentage of new international students taking part in orientation.	<ul style="list-style-type: none"> <li>- Working with Student Life on online orientation modules while creating content unique to int'l students; plan to launch in Fall 2017.</li> </ul>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Rely on Excel spreadsheets and manual email campaigns to connect with international prospects/applicants.	Increased prospect-applicant and applicant-registered conversion rates.	<ul style="list-style-type: none"> <li>- In early stages of product exploration with University Relations, OReg, and ITS.</li> </ul>
	Advertise existing study abroad opportunities and respond to student interest.	Students going on international experiences are granted more meaningful credit for courses taken abroad.	<ul style="list-style-type: none"> <li>- Held two successful <b><i>UFV Abroad Expos</i></b> – one in the fall and one in the winter – which heightened awareness of mobility opportunities.</li> <li>- Part of a recent Canada-wide Canadian Bureau of International Education(CBIE) initiative to remove barriers to learning abroad.</li> </ul>
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Collaborate with UFV India in mainly two areas: student recruitment and study abroad	Use the Intercultural Development Index (IDI) as a tool to gauge progress on the Chandigarh campus.	<ul style="list-style-type: none"> <li>- Rather than Friends Without Borders (FWB), the pilot for You, Me, and UFV was developed and run in the fall of 2016; follow-up visit and sessions scheduled for May 2017.</li> </ul>

GOAL <i>We will...</i>	<i>Currently, we...</i>	MEASUREMENT <i>Evidenced by...</i>	PROGRESS made 2016-17
	Rely on partnerships for primarily two purposes: student exchange and recruitment. Partnerships occasionally take advantage of internship placement, contract training, and faculty visitation opportunities.	The number of institution-wide in-depth relationships with international partners increases to 20% of total number of active partnerships.	- A full partnership review is scheduled for 2017-18 but progress has been made in this initiative, especially with respect to partnerships in Japan (where we strive for exchange, visiting/fee-paying, and contract training elements in our new agreements).
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Encourage current students – both international and domestic – to take an active part in orientation and Global Lounge activities; promote Global Lounge activities university-wide and encourage its use as a venue for appropriately themed events.	Increased participation/engagement by domestic students in internationally-oriented activities on campus.	- Domestic student participation in <i>Friends Without Borders</i> , one of the most popular Global Lounge activities, currently sits at 30% of the total 95 students.
	Limited facilitation of international PD opportunities outside of UFV International.	Increased participation in such training programs; satisfaction as measured by feedback forms.	- Revamped Internationalization Fund application specifically addresses this; - Draft Internationalization Goal #3 states “Design and deliver programs for a rapidly evolving global context.”
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Promote student exchange and provide scholarships for some other types of international mobility experiences.	Increased student participation in exchange (3X) and other international mobility experiences.	- Draft Internationalization Goal #1 states “Increase access to and participation in international mobility experiences.” - Part of a recent Canada-wide (CBIE) initiative to remove barriers to learning abroad. - 40% increase in participation realized for 2017-18 which should put outbound mobility at a record high.

## 2016-20 EDUCATION PLAN – STRATEGIES

### Department/Division/Faculty: Program Development and Quality Assurance

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>PROGRESS made 2016-17</b>
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Encourage developers to align new programs with institutional goals and priorities.	New programs are assessed on how well they reflect the Quality Curriculum principles.	- Quality curriculum principles introduced as part of Program Working Group orientation.
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Utilize guidelines and templates for new programs and concept papers developed incrementally over time.	Material produced is easier to use and critically assess.	- Introduction of tracking form for new programs moving through the approval process.
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Respond to external requests for programming on a case-by-case basis without a pre-agreed protocol.	Increased ability to respond promptly to partners while maintaining quality of academic programming.	- Support for expedited program review process
	Assist with cross-faculty discussions related to Strategic Enrollment Management (SEM) areas of program growth (Health & Wellness, Digital Media Technologies, and Agriculture and the Environmentally Responsible Development of the Fraser Valley).	Clearer institutional plans for three SEM areas of program growth.	- Program Development & Quality Assurance Coordinator(s) participated in SEM planning committees and Digital Hub developments, contributing to interdisciplinary and cross-faculty academic planning.
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Encourage developers to align new programs with institutional goals and priorities.	New programs are assessed on how well they reflect the Quality Curriculum principles.	- Quality curriculum principles introduced as part of the Program Working Group orientation
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Encourage developers to align new programs with institutional goals and priorities.	New programs are assessed on how well they reflect the Quality Curriculum principles.	- Quality curriculum principles introduced as part of the Program Working Group orientation

**ACRONYMS**

AAC – Academic Advising Council

BA – Bachelor of Arts

BCCAT – BC Council on Admissions and Transfer

BFA – Bachelor of Fine Arts

BGS – Bachelor of General Studies

BMA – Bachelor of Media Arts

CEP – Canada Education Park

FIPPA – Freedom of Information and Protection of Privacy Act

ITS – Information Technology Services

MOU – Memorandum of Understanding

NSO – New Student Orientation

NVIT – Nicola Valley Institute of Technology

OReg – Office of the Registrar

PD – Professional Development

Q&E – Qualifying and Exploratory

SAoIA – Senior Advisor on Indigenous Affairs

SEM – Strategic Enrollment Management

TRC – Truth and Reconciliation

## 2016-20 EDUCATION PLAN – STRATEGIES

### Department/Division/Faculty: Human Resources

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	2016/17 progress
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	<p>As part of advancing the Academic Plan, HR will strengthen the University's ability to recruit and retain talented staff through the following measures:</p> <ul style="list-style-type: none"> <li>Review recruitment processes to identify areas for improvement and promote best practices</li> <li>Enhance orientation programs and practices for faculty and staff to support their success in the University environment</li> <li>Conduct research, and support initiatives which ensure UFV compensation is competitive, and which ensure UFV employees understand the full value of compensation packages provided</li> <li>Provide timely and appropriate information to support effective workforce planning</li> <li>Encourage career mobility and employee effectiveness by providing opportunities for professional development,</li> </ul>	<ul style="list-style-type: none"> <li>Training and adoption of recruitment best practices for all selection advisory committees.</li> <li>Ongoing offering of learning and development opportunities - topic specific - for faculty and staff to support their success.</li> <li>Participation in and receipt of sector surveys applicable to compensation; bi-annual distribution of total compensation statements to all employees.</li> <li>Analysis and dissemination of workforce metrics annually.</li> <li>Applications for professional development from all funding sources, tracking and analysis of internal movement of employees as they progress through their career at UFV.</li> </ul>	<ul style="list-style-type: none"> <li>Revised recruitment and advertising guidelines to streamline timelines and make transparent for hiring units</li> <li>Have inserted HR more directly into advisory capacity for recruitment and hiring process for B faculty</li> <li>Delivered workshops in W2017 semester for SAC member and FSA observer training</li> <li>Organized and supported Orientation August 2016</li> <li>Organized and supported Professional Development Day May 2 2017</li> <li>Provided preliminary response with approximated timeline to MNP external review of HR function</li> <li>Revised IPEC procedures to synch up with the rank, tenure and promotion procedures applied to new faculty hires effective F2016 semester</li> <li>Organized DRC/URC Training for tenure and promotion in late F2016 semester</li> <li>Organized and co-delivered information seminar for applicants for full professor and interested tenure-track faculty planning to apply later on May 9 2017</li> <li>Currently reviewing compensation models for non-scheduled and graduate teaching</li> </ul>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	2016/17 progress
	<p>advancement, and movement across the institution</p> <ul style="list-style-type: none"> <li>Develop and implement a set of human resource metrics to inform HR decisions throughout the university</li> </ul>		
<p><b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b></p>	<p>To facilitate organizational transformation, HR will</p> <ul style="list-style-type: none"> <li>Build HR capacity to be engaged, flexible, resilient and knowledgeable about best practices in our field</li> <li>Enhance and integrate HR services to support best practices in organizational transformation</li> <li>Build leadership capacity by preparing current and future leaders to seek opportunities for transformation, and support strategies to enhance employee engagement, flexibility, and resilience</li> <li>Review and improve university human resource policies and procedures intended to foster progress, innovation and efficiency</li> </ul>	<p>Implementation of accredited change management program for senior and mid-level administrators</p> <p>Training supervisors and managers – unionized and exempt – in the leadership program.</p> <p>Review and development of HR policies that support UFV strategic plans.</p>	<ul style="list-style-type: none"> <li>Appointed Associate Vice-Provost Faculty Relations to work with Director HR and Staff relations to co-administer HR function during external review</li> <li>Preliminary response and timeline for implementation to Senior Administration and Finance and Audit Committee on recommended changes to HR function described in MNP external review</li> <li>Participated in posting for Business Analyst to make recommendations on implementation of faculty dashboard</li> <li>Have rescinded two HR policies no longer relevant, and currently have another seven under review; participated in development of new policies on instructional complaints and sexual violence</li> <li>Have started pre-bargaining caucus to better position UFV for next contract negotiation round; will work with Admin-Co on this process</li> <li>With input from deans, nearing completion documentation package/handbook to convert Collective Agreement and Tenure and Promotion procedures into user-friendly guidelines for faculty, committee members and deans in implementation of rank, tenure and promotion; templates for notifications by deans, requests for external reviewers, and reports and recommendations of review committees; templates for creation of tenure and promotion and tenure and promotion files</li> </ul>

<b>GOAL</b>  <i>We will...</i>	<b>STRATEGY</b>  <i>By...</i>	<b>MEASUREMENT</b>  <i>Evidenced by...</i>	<b>2016/17 progress</b>
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	HR will <ul style="list-style-type: none"> <li>• Improve HR service and work collaboratively to enhance the value it brings to the university</li> <li>• Support proactive and constructive decision-making practices and resolution of workplace issues</li> </ul>	Receiving of feedback, and ensuring ongoing collaboration with all levels of administration in guiding decision making and resolution of workplace issues.	<ul style="list-style-type: none"> <li>• Initiated formalization communications strategy in order to better message university directives and narratives in labour relations issues</li> <li>• Offered preliminary response and timeline to recommendations MNP external review related to enhancing dialogue between HR and academic, staff and administrative units, and review HR's place in organizational tree</li> </ul>
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	To model a creative, engaging and psychologically healthy work community, HR will <ul style="list-style-type: none"> <li>• Lead in fostering an inclusive community by embracing the values of equity and diversity, promoting inclusion and respect for all people, and providing equitable access to services and opportunities</li> <li>• Enhance and support employee wellness initiatives which support healthy living and work-life balance</li> <li>• Model our understanding that people are our business, and the reason we choose to work in HR</li> </ul>	Every employee completing the respect in the workplace training.  Employee utilization of services offered through UFV benefit plans.  Increased offerings of health & wellness learning & development opportunities.  Reduction behaviour that does not embody a respectful, inclusive and interactive work community	<ul style="list-style-type: none"> <li>• Continued to monitor, and remind as necessary of need for, completion by all employees of respectful workplace training</li> <li>• Promptly responded, but flexibly and as may be required in law or policy, and dealt firmly, where necessary, with issues of bullying, harassment and discrimination, and occupational health and safety</li> <li>• Led HR function and several administrators on Stó:lō place names tour November 25 2016 to assist in Indigenization of HR and administrative personnel in finance, teaching and learning and educational technology</li> </ul>

GOAL <i>We will...</i>	STRATEGY <i>By...</i>	MEASUREMENT <i>Evidenced by...</i>	2016/17 progress
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	<p>To enhance the quality of the work and learning environment experienced by our employees, HR will</p> <ul style="list-style-type: none"> <li>• Design and implement strategies to foster respect, inclusiveness and equity within a diverse and healthy workplace</li> <li>• Enhance university programs and implement best practices for recognizing employee accomplishments and long term commitments</li> <li>• Sustain and enhance positive and respectful working relationships with our colleagues and the university's employee representatives</li> </ul>	<p>Periodical review for compliance with Federal government employment equity.</p> <p>Feedback from the UFV community.</p>	<ul style="list-style-type: none"> <li>• Organized fully attended Retirement Dinner S2016 semester</li> <li>• Organized Employee Recognition Celebration W2017</li> <li>• Participated in annual Service Excellence Awards program providing administrative support and committee service</li> <li>• Participated in design and posting of one year experiential learning coordinator position</li> <li>• Helped draft terms of reference for Fund for Innovative Teaching (FIT)</li> </ul>