



Learning Everywhere: The UFV Education Plan, 2016-20

UPDATE: May 2019

Submitted by:
Eric Davis
Provost and Vice-President, Academic

A 2019 Update to *Learning Everywhere: The UFV Education Plan, 2016-20*

In 2015, the UFV community asked itself the question: what should UFV look like in 2025? The answer was *a university organized around student learning and the student learning journey*. The UFV community then asked: given this vision, what five goals do we need to achieve by the end of 2020 to set ourselves up for achieving our vision for 2025? The answer was that 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

(See Appendix 1)

As we approach the final year—and-a-half before our target date for realizing these goals, we ask: how well are we doing?

This *Update* to the Education Plan will review many of the ways we've accomplished our Goals in the past year, as well as ten of the ways in which we have not. It will outline the social and economic context in which we and other Canadian post-secondary institutions find ourselves in 2019 and the imperatives this creates for UFV in the areas of innovation and experiential and work-integrated learning and career education, all of which have become crucially relevant to the task of achieving the five Education Plan Goals and especially Goal 5. It will begin by describing—really, just hint at—some of the most significant economic realities our graduates can expect to face in the coming decades and some of the complex abilities they will need to have developed for success in this new world. The second and third sections will discuss what we are doing and planning—with respect to innovation and experiential learning—to ensure they have these abilities. The fourth section will provide an example of our capacity to be flexible and responsive by describing plans for tech programming and why these programs are intimately connected to both innovation and experiential learning. This will be followed by a brief discussion of the urgent challenges occasioned by internationalization and dramatically increasing numbers of international students and our responses to these challenges (which are particularly relevant to Goals 2 and 4). The section that follows will present some examples of how we have been meeting the 5 Goals over the past year. The last section identifies gaps still to be closed; specifically, 10 areas that need to be addressed if we are to achieve our Goals by the end of 2020.

All of this is but a context for and preface to the appendices. They provide much greater details on our achievements and the gaps we need to close. But even a reading of the examples provided in this introduction should indicate that all areas of UFV have contributed an impressive amount of (often innovative) work towards the accomplishment of our Goals.

Automation and the Complex Cognitive Demands of a Skills Economy

In 2018, a major study of the Canadian workforce by RBC concluded that

the four million Canadian youth entering the workforce over the next decade are going to need a foundation of skills that sets them up for many different jobs and roles rather than a single career path. They will need a portfolio of human skills such as critical thinking, social perceptiveness, and complex problem solving to remain competitive and resilient in the labour market.

<https://www.rbc.com/dms/enterprise/futurelaunch/humans-wanted-how-canadian-youth-can-thrive-in-the-age-of-disruption.html>

The study also “found that Canada is shifting from a jobs economy to a skills economy, and yet employers, educators and policy makers are not prepared.” Over one quarter of Canadian jobs will be “heavily disrupted by automation in the next decade,” meaning that the workforce will not only need new skills, but a capacity to constantly learn new skills and the adaptability to move between often quite dissimilar jobs. These jobs will increasingly require digital fluency and a capacity for innovation. And they will be inaccessible to those without work experience, which will be harder to gain because automation particularly threatens entry-level jobs.

Other studies and our own experience have shown that the workers of the future will be knowledge workers performing jobs with increasingly complex cognitive demands. Both these jobs and the ever greater diversity in their work and social worlds will require an ability that scholars are calling “epistemic fluency.” “Epistemic fluency is the capacity to understand, switch between and combine different kinds of knowledge and different ways of knowing about the world.” This is a capacity demanded by the inter- and multi-disciplinary nature of work tasks and social problems. As Lina Markauskaite and Peter Goodyear put it:

What does it take to be a productive member of a multidisciplinary team working on a complex problem? What enables a person to integrate different types and fields of knowledge, indeed different ways of knowing, in order to make some well-founded decisions about actions to be taken in the world? What personal knowledge resources are entailed in analysing a problem and describing an innovative solution, such that the innovation can be shared in an organization or professional community? How do people get better at these things; and how can teachers in higher education help students develop these valued capacities? The answers to these questions are central to a thorough understanding of what it means to become an effective knowledge worker and of how the preparation of students for a profession can be improved.

Working on real-world problems usually requires the combination of different kinds of specialised and context-dependent knowledge, as well as different ways of knowing. People who are flexible and adept with respect to different ways of knowing about the world can be said to possess *epistemic fluency*. <https://epistemicfluency.com/book-epistemic-fluency-in-professional-education/1-introduction/>

How do we ready ourselves and our students for this new world? And how do we take advantage of the funding opportunities governments and organizations like RBC are creating in order to incentivize universities and colleges to address these challenges?

UFV is taking a number of steps to ensure our graduates are innovation-enabled and work-ready, which also means being creative, critical, and civic-minded. If we are to develop the local and global 21st century citizens that Goal Four of our Education Plan speaks of, we need to ensure that our students have the intellectual, social, and political capacity to play that role. This includes the capacity to understand, appreciate, and easily move between different ways of knowing.

Distributed Innovation

Our vision for innovation at UFV has shifted from a centralized model where the expertise, facilities, technology, and applied, project-based educational practices needed to develop tech-ready, innovative, and creative talent for the Fraser Valley was contained in one building, to a distributed model of innovation. This model is much more aligned with the principle of sustainability. It means distributing innovation across campuses and programs, maximizing existing partnerships and spaces, and, where feasible, working to bring interdisciplinary innovation together in centres.

This will involve

- distributing—through renovation and upgrades—tech-enabled, flexible teaching and learning spaces across campus, and
- the creation of multiple opportunities and dedicated spaces, centres, or hubs for collaborative innovation, each with a with different area of focus.

Together, distributed innovation spaces and multiple, interdisciplinary, collaborative hubs of innovation—each with its own focus—will contribute to our vision of realizing two goals for UFV:

1. Attracting, developing, and retaining tech-enabled talent—especially for the Fraser Valley
2. Equipping students with innovation skills needed for both the workplace and civic action in the public sphere

(While aligning with the five Education Plan Goals, all three can be considered subsidiaries of Goal 4 of the Education Plan: Developing Local and Global Citizenship).

The innovation hubs include existing and planned ones, and those at the concept stage.

Currently existing:

Food and Agriculture Institute

The Food and Agriculture Institute (“the FAI”) at the University of the Fraser Valley will establish UFV as the leading post-secondary institution in British Columbia for research and training in support of the agriculture sector. It is dedicated to fostering food security through food and agricultural research, innovation and education. Undergraduate researchers will further develop their workplace skills and enlarge their professional networks. The FAI communicates the training needs of industry to the University and facilitates the development of accredited programming from certificates to graduate degrees to ensure industry appropriate training and thorough preparation of students for careers throughout the agriculture value chain. (Goals 1-5)

Centre for Experiential and Career Education (more fully described in the following section)

This Centre will facilitate 1) the integration of experiential and career education into UFV's core academic activities; 2) the creation of one portal into the university for industry and community representatives wanting to engage students in experiential learning, work-integrated learning (internships and practicums), and co-op education; and 3) the development of each student's ability to understand and articulate the learning outcomes achieved, skills acquired, and potential careers to which a UFV education in any program leads. (Goals 1, 2, 3, & 5)

Trades and Technology Makerspace:

This is a cross-disciplinary space where K-12 learners and community members, assisted by UFV students and faculty, engage in hands-on learning, collaboration, experimentation, problem-solving, and creative exploration. Budding innovators get to create and build things with the help of mentors and our cutting-edge machinery and tools, including 3D printers, laser cutters/engravers and robotics arms. (Goals 2, 3, 5)

Planned or Conceptualized:

Centre for Innovation and Entrepreneurship

The Centre for Innovation and Entrepreneurship will be dedicated to the fostering of economic development in the Fraser Valley through innovation and entrepreneurship research, education, and community outreach. It will provide workshops to support existing and future entrepreneurs and provide undergraduate and graduate researchers opportunities to further develop their research skills, strengthen their professional networks, and learn how to bring their innovative products to the market. (Goals 2, 3, 5)

Health Innovation Lab

The Health Innovation Lab will establish UFV as the leading post-secondary institution in the Fraser Valley for research, training and innovation in health care delivery. With access to a unique local data set, it will bring together UFV, Fraser Health, and the Fraser East Divisions of Family Practice in an inter-sectoral, collaborative partnership to harness the region's creative resources to tackle the health challenges facing Fraser East. (Goals 2 & 3)

Multimedia Performance Lab

Cross-institutional discussions have generated a concept and design for an immersive, multimedia, and performance lab that would provide a space for students and faculty to investigate the intersections of digital media technologies, embodiment, and pedagogy. This space would promote teaching innovation by providing spaces for technologically-supported experiential, applied, and active learning activities. A wide range of programs and service units would have access to a performance space and integrated, immersive media experiences. (Goals 2, 3, 4, & 5)

Peace and Reconciliation Centre

The Peace and Reconciliation Centre will operate as a peacebuilding and conflict transformation hub, where community members will be able to engage in innovative dialogue and strategic peacebuilding planning for local implementation and students will be able to engage in applied and experiential learning. (Goals 3 & 4)

Two important reasons why these centres, labs, and hubs will be ideal locations for teaching innovation is because they are inherently multi- and interdisciplinary and because the learning they provide is experiential.

The best way to introduce innovative thinking to students is by sharpening their ability to be effective in multiple fields of inquiry. If they are going to be innovators, they will need to function in multiple domains, in multiple disciplines; and most of their learning will be experiential.

Henry Doss, "Our Universities Are Not teaching Innovation,"

<https://www.forbes.com/sites/henrydoss/2015/02/25/our-universities-are-not-teaching-innovation/#358432a46bae>

This ability to function in "multiple domains" and "multiple disciplines" is just another way of describing the epistemic fluency discussed in the previous section. It is fostered by engaging with multiple ways of knowing. This happens when students work and learn in interdisciplinary centres, study and bring together different disciplines—in classrooms, co-curricular opportunities, interdisciplinary research projects, and community engaged learning assignments—and when, through work-integrated learning, they have to apply their learning in a variety of workplaces or professions, each with their own knowledge practices. And it happens when experiential course assignments and/or participation in events structured by Stó:lō ceremony—on- or off-campus—require them to make sense of Stó:lō ways of knowing. The resulting epistemic fluency is as necessary for 21st-century citizenship as it is for 21st-century employment and entrepreneurship.

In addition to planning for focused areas of innovation and renovated facilities across the campuses to enable innovative teaching and learning practices everywhere, we have launched a deliberate effort to foster a culture of innovation throughout UFV. This involves incentivizing innovation through the creation of a competitive Innovation Fund; offering Design Thinking Workshops for faculty, staff, and administrators; and an Intentional Collisions project designed to foster productive conversations between people who would not normally meet.

All of the above will position UFV to become the centre of an Innovation Hub in the Fraser Valley. This Hub includes start-up communities (such as Chilliwack Start-up Grind and Abbotsford Innovation Partners), the Fraser Valley Regional Tech Forum, Abbotsford Intelligent Communities, Sto:lo Community Futures and its Indigenous Entrepreneur Start-up program, and the Abbotsford Airport.

The innovation hubs and distributed innovation spaces will

- Provide students from all areas of the university with access to cutting-edge digital equipment and training on the use and multiple applications of technology
- Provide creative and collaborative teams of students, faculty, and industry representatives to work on innovative solutions to the challenges brought to us by the community
- Provide formal and informal collaborative spaces to foster interdisciplinarity and innovative/creative thinking across all disciplines and enhance creative-entrepreneurial thinking by exposing students to the process of innovation
- Educate, through applied research projects and collaboration with industry partners, innovation leaders by developing strategic thinking, design thinking, teamwork, problem solving, communication, collaboration, risk assessment and risk-taking, decision-making, and implementation skills

- Develop Indigenous tech sector employees and entrepreneurs and equip non-Indigenous students and employers with the cultural knowledge required to work effectively with Indigenous communities
- grow entrepreneurs, innovators, tech talent, and businesses across a variety of sectors that embrace technology

UFV's Innovation Ecosystem will develop tech-ready innovators—faculty, students, industry and community representatives—who can develop innovation skills in others. It will enable academic units and support services to make *innovation capability* a UFV graduate attribute. Ultimately, as a university with a culture of innovation; 21st-century teaching and learning facilities, technology, and pedagogies; and graduates with creative minds and innovation skills, UFV will attract creative people and industries to, and arrest the outflow of talented young people from, the Fraser Valley.

Experiential Education and Work-Integrated Learning

Universities provide students with the opportunity for personal development, academic learning, and career development. But today's students are faced with the pressure of increasing costs (tuition and living costs) and the “decreasing certainty of outcome (the ‘promise’ of a good job after graduation)” (<https://forum.academica.ca/forum/a-new-paradigm-for-education-and-career-development>). Rather than letting these pressures diminish the personal development and learning opportunities of university education, UFV is taking steps to ensure the integration of all three aspects. Typically, universities conceive of the goals of personal development, academic learning, and career exploration as separate experiences and they are structured in such a way that students are encouraged to see them as separate experiences and goals. UFV wants to change this. We want to recognize the very real economic anxieties that plague our students (and that are one of the most important factors in the increase in mental health challenges for today's students) while ensuring that career preparation is neither an “add-on” or afterthought, but part of and shaped by their academic learning experience.

To this end, UFV is expanding its efforts to:

- assist faculty with providing students with experiential learning opportunities
- assist students who want to explore their areas of interest and passion with understanding the career opportunities opened up by *any* area of study at the University (“students often are aware of only a handful of the multitude of careers and employers out there available to them,” Suzanne Bowness, “Job One: University career centres are broadening and deepening their services to better serve students,” *University Affairs*, March-April 2019).
- assist students with understanding the learning benefits and career opportunities opened up by co-curricular experiences.

These efforts include the launch of a major initiative: The **Centre for Experiential and Career Education (CECE)**. CECE realigns units and staff involved in career planning, experiential learning, co-op placements, internships, practicums, mentoring and co-curricular experiences into one department: The *Centre for Experiential and Career Education*. CECE will be housed within the Department of Teaching and Learning to facilitate opportunities and programming which connects the curriculum to workplace skills development and which will move experiential and career education from the periphery of the student learning journey to a place where it is integrated into our core academic activities.

Current information on trends in post-secondary and the needs of our students highlight the importance of experiential, applied, and career learning as essential to student success now and in the future. UFV wants to embed these opportunities and experiences throughout the student learning journey. Right now, they are too often seen as something extra: experiential learning is something some students in some programs get to do and career education is seen as a service that some students seek out to help them, often only when they are on the verge of graduation.

Bringing together the activities and personnel of the Experiential Education and Co-Curricular Offices with those of the Career Centre, and housing them within the Department of Teaching and Learning, will be a major step towards the integration of career and academic education and the creation of one portal into the university for industry and community representatives wanting to engage students in experiential learning, work-integrated learning (internships and practicums), and co-op education. Moreover, it will strengthen the infrastructure of support for faculty wishing to develop experiential learning opportunities for their students, but daunted by the work involved. “Many faculty members hesitate to embrace experiential learning because the logistical and regulatory requirements of off-campus activities, combined with the difficulty of identifying and building a relationship with a community partner, makes the task seem prohibitively difficult” (Education Advisory Board, *Integrating Academic And Career Development: Strategies to Scale Experiential Learning and Reflection Across the Curriculum*, 2017). CECE should greatly facilitate the work of faculty committed to experiential education.

The ultimate goal is that every student has an experiential or work-integrated learning opportunity while attending UFV and that this opportunity will inform, indeed, shape their understanding of their career possibilities. This understanding is one of the most significant benefits of bringing the Career Centre and the Co-Curricular Office into the Teaching and Learning area. It will forefront our commitment to ensuring each work-integrated or experiential learning opportunity is approached and intentionally processed by students as a *learning* opportunity, one which has them reflect on and articulate the learning outcomes achieved and skills acquired and the potential careers to which they lead.

CityStudio:

Less than two years ago, UFV and the City of Abbotsford came up with an idea: we would bring from Vancouver to Abbotsford the CityStudio model of a partnership between a university and a municipal government to engage students in solving city problems. In record time, 6 or 7 months, we did it. We began by asking City staff to identify challenges our students could work on in their courses. They quickly identified 27. We then lined up some of the challenges with the courses that matched. We launched these 5 CityStudio courses in January 2018 and CityStudio Abbotsford was born. It continued in the Summer and Fall and the 2019 Winter semesters.

Over four successive semesters, CityStudio Abbotsford has involved about 340 students, 21 courses, 22 faculty members, and about two dozen city staff. It is shifting the way students, City staff, faculty, and community members work together as they co-create solutions to our city’s most complex challenges. Together they are learning to experiment with on-the-ground projects and our students are learning the skills they need to succeed in today’s economy and inspire action in the community and government. Very significantly, we are normalizing experiential learning and civic action as core elements of higher education.

The CityStudio program has been a game-changer for both the University and the City. It has cemented a dynamic partnership between us and brought huge benefits to our students and community. While learning how cities work, UFV students gain the opportunity, in partnership with city staff and fellow students, to wrestle with real-world, civic challenges and learn the skills required for collaboration, strategic thinking, design thinking, innovation, and social change. It vests the students in their city, the city in UFV, and the community in UFV students. Win-win-win. The founders and directors of CityStudio Vancouver now hold up CityStudio Abbotsford as a model for aspiring CityStudios across the country and around the world.

At the end of each semester, CityStudio students bring their energy and ideas to City Hall and present their projects, their attempted solutions to a City Challenge. It is called a HUBBUB. In early April, we celebrated HUBBUB number 3, and it was our biggest to date, with 26 student working groups addressing City Challenges collaboratively.

Community members and city staff who attend the Hubbubs are genuinely amazed at our students' creativity, brilliance, and dedication. They are learning how UFV's CityStudio students problem-solved, collaborated, innovated, and stretched themselves beyond their comfort zones, and they are realizing that they, UFV students, are the creative talent and future builders of innovative, sustainable cities in the Fraser Valley and beyond.

TECH Programming, Innovation, and Experiential Learning

UFV responded to the BC Ministry of Advanced Education, Skills and Training's call (and funding) to expand technology-related programming in the BC post-secondary sector with a mix of both existing and newly created academic programming. In particular, UFV proposed a variety of approaches to expand tech FTEs and graduates, with a combination of short, intensive certificate programs alongside increased investment in degrees and degree options. This approach will ensure we can deliver on the Ministry's FTE and graduate targets.

- Coding Skills Associate Certificate, Faculty of Professional Studies (approved new program) (2019-20: 5 FTEs; 2020-21: 5 FTEs)
- Applied Bioinformatics Certificate, Faculty of Science (new program in development, with Concept Paper going forward to Senate and the Board in June) (2020-21: 3 FTEs)
- Digital Manufacturing Diploma, Faculty of Applied and Technical Studies (approved new program) (2019-20: 5 FTEs; 2020-21: 10 FTEs)
- Graphic and Digital Design Extended Minor and Minor, College of Arts (2019-20: 10 FTEs; 2020-21: 15 FTEs)
- Bachelor of Media Arts, College of Arts (2020-21: 7 FTEs)

This expansion of tech programming builds upon and integrates well with our priorities and plans, including our commitment to integrate experiential and hands-on learning both inside and outside the classroom (Education Plan **Goal 5**); equipping our students with innovation skills and digital literacy

(connecting with our plans towards a distributed approach to Innovation); being a leader in the development of the Fraser Valley (*Strategic Direction # 2*); and growing our programming in agriculture and digital technology (**Goal 9** of the *UFV Strategic Enrolment Management Plan*). This new funding will permit (1) program expansion and development, including programs that will integrate well with a number of existing diplomas and degrees, and (2) a significant increase in the employment prospects of a wide cross-section of our students.

This investment will help UFV provide industry, including the agri-business and agri-foods sector, as well as the digital creative economy, with the skilled workforce it needs to adopt new technologies, services, and processes. In particular, it will enable UFV to build upon previous government and Western Economic Diversification investments (in our Agriculture Centre of Excellence and agriculture programs and equipment) to expand existing and develop new programming which will allow us to educate the next generation of agricultural technicians. Ultimately, this will lead to innovation in and the growth of the agriculture sector and the creative economy in our region.

In terms of proposed new programs, this applies particularly to Digital Manufacturing and Applied Bioinformatics. Digital Manufacturing has wide industrial application, including both the design and implementation of automated agricultural systems and in techniques which increase the precision of planting, yield management and soil management and decrease the use of pesticides and environmental footprint.

Internationalization and International Students

The presence of international students on our campuses and in our classrooms is vital to realizing Education Plan Goal 4: Develop Local and Global Citizenship. But the marked increase in international student numbers in recent years has challenged our ability to properly support both the students and the faculty and staff who teach and serve them. In light of the rapid growth of international students and the associated challenges, a Task Force on International Student Success was formed in September 2018, led by Dean Jacqueline Nolte. Task force members were drawn from various faculties and support services on campus and included administrators, faculty, and staff. The Task Force established three subcommittees structured around three key themes related to support for international students: before arrival, in-class supports, and out-of-class supports. Recommendations from the subcommittees were then reviewed and refined by the Task Force.

Key points in the Report include:

- Implementing the recommendations would benefit all students at UFV
- “International students” are not a homogenous group: “they come from a broad set of circumstances with lived experiences that greatly influence their motivations for studying here and choosing the programs they do”
- Considerable work is currently underway – yet there is perceived to be a lack of a broad understanding of what supports and services are provided to international students
- Continued collaboration across administrative and academic units is necessary for creating a supportive learning environment for international students
- Supporting international students involves supporting faculty
- There is value in bringing together the diverse areas at UFV that support international students for an ongoing, common discussion

Hence, the opening recommendation of the Task Force is to create an ongoing, regular committee to help ensure that the recommendations are acted upon. There were 28 recommendations in total, covering themes that included *Pre-Arrival and Orientation Supports for International Students* (including a prescribed entry curriculum and a comprehensive set of web-based and print resources and an online pre-arrival orientation), *Supports/Training for Faculty Staff* (including training on intercultural competency and communications), and *Coordinated Peer Mentoring, Tutoring, and Support Programs*.

A second report on International Students is expected shortly. This will be created by the Vice-President, Students, using a strategic enrolment management lens. This means considering target numbers for international students by program and across the university, as well as strategies for diversification, both in terms of the countries of origin and the programs of destination. Considered together, the two Reports will enable us to prioritize recommendations and draft a multi-year plan of action. Enacting such a plan successfully will need to emulate the productive collaboration across administrative and academic units demonstrated by the Task Force.

Of course, both Reports build on ongoing efforts to recruit and retain students and provide the supports they need. These efforts include hiring an additional Advisor for International Students, shifting the reporting of International Academic Advisors to the Director of the Advising Centre (July 2019) to ensure continued collaboration between UFV International and the Advising Centre, coordinating various stakeholders in the preparation of orientation videos for international students, the introduction of peer mentoring for international students in several departments/areas in Arts as well as for BUS 100 in Professional Studies; courses chosen were those with high numbers of international students who were in their first term at UFV.

While the international student market is potentially quite volatile, we can expect increased interest from students around the world due to our success in QStars, a prestigious international post-secondary rating system. UFV received four-star status (out of five), including a perfect five stars in two key areas: teaching and employability of graduates.

Examples of Meeting the 5 Education Plan Goals

A much longer and more detailed recording of various ways in which we are meeting the five Education Plan Goals can be found in the appendices. What follows are some illustrative examples.

Goal 1: Prioritize Learning Everywhere:

While *generally* we have failed to increase our online and hybrid offerings in a truly significant way, it is worth noting that in some departments (Biology, for example), there has been a marked increase. The number of online sections of Biology 104 increased from 2 in 2017-18 to 7 this past year (leading to a total of over 200 enrolled students). And Biology 310 and 314 were offered in hybrid formats. Other departments that increased online offerings include Communications, Criminology, History, Economics, and Geography.

One of the many locations in which learning outside the classroom occurred was in the UFV Lead Program. It focused on mentorship and leadership development and grew from 30 engaged students to 150 engaged students in 2018-19, contributing to Goals 1, 4, and 5.

Of course, learning outside the classroom also takes place in the library. Librarians developed the **Passport to Success** research guide. Although the guide can be used by anyone, it was specifically designed for new international students.

The Teaching and Learning Centre participated with cross-departmental faculty and staff to develop an online course and resources to support international students coming to UFV. The Academic Success Centre and Supported Learning Groups (SLG) hired specialized tutors to assist international students. Assisting the International Students Task Force, the SLG Coordinator conducted a series of focus groups to determine why international students were struggling in their courses. Her findings were used to guide the development of supports for students before they arrive in Canada.

e-Portfolios allow students to articulate-and potentially get credit for—the learning they've achieved in work and life experiences outside of school. We increased the number of students using e-Portfolios by requiring their development in Adult Education 472 and Teaching English as a Second Language 433, as well as in the Bachelor of Arts and Bachelor of Integrated Studies degrees.

Researchers from the Faculty of Health Sciences examined the connection between historical trauma and the mental health experience of First Nations and Métis parents and youth as part of a week-long camp offered through the Fraser Valley Métis Association. Part of the reason for organizing the camps was to encourage Métis children to become more rooted in their Metis culture, and to encourage community connection.

History, Modern Languages, and Political Science hosted various public lectures and panels throughout the year, including a History film series “Rebels and Rulers” and the cross-faculty Dr. Zhivago forum, while Visual Arts, Theatre, and English collaborated to offer the Interpret Creative and Performing Arts Festival on the Abbotsford campus.

In response to a request from the Nicola Valley Institute of Technology (NVIT), UFV offered an Indigenous-focused Master of Social Work degree in Merritt.

UFV provided community-based delivery of English and Mathematics courses to Nuxalk Nation NITEP students in Bella Coola.

Continuing Education now offers Bookkeeping for Small Business, Paralegal, and Advanced Medical Office Assistant students the option of participating digitally and synchronously with a face-to-face class. As a result, barriers to participation for students who have complex life commitments and/or live far away from UFV campuses (e.g., Kelowna) have been reduced.

Goal 2: Commit to Flexibility and Responsiveness:

We increased the frequency of program specific advising for 1st-year Arts and Science students at CEP to better meet demand for advising within various student populations.

In response to a funding opportunity from the Ministry, we developed new programs in Coding Skills, Digital Manufacturing, and Bioinformatics which will prepare graduates to meet the demands of B.C.'s growing tech industry.

UFV increased the number of sections with Supported Learning Groups.

We increased resources for Counselling, the Centre for Accessibility Services, and Financial Aid and Awards, primarily through new hires, to be more responsive to student needs.

The College of Arts increased flexibility for students to meet both the BA foundation and BA portfolio requirements.

An Upgrading and University Preparation Math instructor wrote and developed a complete online text for the Advanced ABE Mathematics course (MATH 085). As a result, students are saving money because they no longer are required to purchase a textbook.

The Teaching and Learning Centre extended their work hours to include an additional evening and Saturdays to support faculty in the classrooms.

In Criminology, a new timetabling system sees every required program course and a variety of elective courses offered every year.

Working with UFV International, English Language Studies provided a range of courses to accommodate international students' needs and schedules throughout the year, including a condensed, 11-week summer semester for international University Foundation and Qualifying Studies students.

The new Digital Manufacturing Program is designed to accept students from nearly every discipline or background. The idea is that they will study how to apply the principles of digital manufacturing to their area of expertise or knowledge.

The Office of the Registrar led the review of the BC Graduation Program, ensuring that admissions and course pre-requisite requirements reflected the changes in K-12 education and met the needs of students.

Campus Recreation grew their programming for UFV students and employees, as well as community groups, thereby being responsive to needs (Goal 2) and offering lots of opportunities for student work and engagement (Goal 5).

Child, Youth, and Family Studies has introduced the possibility that students utilizing an "oral tradition" can challenge existing courses and receive credit for them.

The Computer Information Systems Department is offering more courses on evenings and weekends.

The Graduate Studies Committee of Senate has approved the introduction of competency-based admission to the MA in Criminal Justice.

Goal 3: Collaborate Across Boundaries:

Thanks to the collaborative efforts of faculty, staff, and administrators, we have dozens of partnerships with community organizations, industry, and municipalities. Our partners include hospitals, school districts, the Fraser Health Authority, Chambers of Commerce, several Ministries, Agriculture Canada,

several Indigenous organizations, Surrey fire Service, and multiple Canadian and international universities.

Faculty widen students' networks by introducing them to industry and community partnerships, like the BC Cancer Agency, as they learn to design 3D printed models of hearts that are used to improve treatment outcomes.

We have increased the number of inter- and multidisciplinary programs. These include a Bachelor of Environmental Studies, a Bio-Chemistry major in the BSC, an Applied Statistics Minor, a Program Evaluation graduate certificate, and a Global Development Studies Minor and Extended Minor.

The *School of Agriculture, Geography and the Environment (SAGE)*, housed in the Faculty of Science, was created to bring together programming and the Food and Agriculture Institute, and to promote interdisciplinary collaboration.

The Theatre and Visual Arts Departments voted to merge and form the School of Creative Arts.

Collaboration with and outreach to the K-12 sector can be seen in the new Summer Jumpstart program offered by the College of Arts, an increase in dual-credit offerings, the ability of high school students to spend a full working day doing the real work of operating an enterprise in our Culinary Program and Cafeteria, and presentations and guest lectures by our faculty in local high schools.

Another example of collaboration with the K-12 Sector: the first annual Fraser Valley Mathematics Education Sq'ep (gathering) was held at the Gathering Place on the UFV Campus in Chilliwack on February 22, 2019. The objective of this one-day event (supported by the Library) was to foster a community of mathematics educators through sharing of ideas, examples, resources, teaching practices, and research activities that "wove" Indigenous knowledge and world views of knowing and connecting with mathematical learning. It attracted roughly 70 educators from schools and other post-secondary institutions.

A third example: The Teaching and Learning Centre brought together 150 postsecondary and secondary educators for a one-day symposium, *Spotlight on Learning*, focused on the new K-12 curriculum.

The Indigenous Student Centre moved its reporting to the VP Students, allowing for greater collaboration and integration with Student Life and Development, thereby fostering Goal 3 and providing more opportunities to be responsive to the needs of Indigenous students (Goal 2).

UFV offered a Métis-specific Community Support Worker (MCSW) program in Partnership with Métis Nation British Columbia (supported by the Aboriginal Community-Based Training Partnerships Program which is jointly funded by the BC provincial government and the federal government).

The Vice-Provost's Office, Indigenous Affairs, the Indigenous Student Centre, Student Life, the Academic Success Centre, Athletics, and other areas collaborated in delivering the (AEST-funded) Indigenous Student Success Cohort. The program offered academic courses, student success skill development, orientation to UFV services, academic supports, social and cultural workshops, and the opportunity to develop a community on campus. The goal was to position Indigenous students to achieve academic success in their first year and prepare them for the academic rigour of a university program.

The Faculty of Science hosts the Fraser Valley Regional Science Fair, Math Mania, Science Rocks Summer Camps, Math Challengers, Let's Talk Science, Super Science, and more.

Five team-taught Inter-Disciplinary Studies courses were offered by the College of Arts in 2018-19.

In collaboration with the Student Union Society, Student Life and Development re-established the Food Bank, providing hampers to more than 150 students and their dependents over 2 semesters, contributing to Goals 2, 3, and 4.

Student Life and Development delivered key programming to students around sexualized violence prevention, collaborating with UFV faculty on curriculum design and delivery (Goal 3). Programming was delivered to students via a peer-to-peer model (goal 5) and included campaigns to make UFV a safer and more inclusive campus (Goal 4).

Library and Information Technology collaborated on an interdisciplinary health fair for at-risk youth in downtown Chilliwack, in collaboration with Health Sciences and Social Work and Human Services.

The Teacher Education Department collaborated with the UBC Faculty of Education on Indigenous Storybooks (www.indienousstorybooks.ca) and with UFV's School of Social Work and Human Services in examining the role of Elders in post-secondary institutions and how to support them.

Goal 4: Develop Local and Global Citizenship:

Indigenization and “the inclusion of indigenous content, perspectives, and ways of knowing” in curriculum and services is an integral part of Goal 4. The next several items are examples of Indigenization and ways of meeting Goal 4.

In response to the growing demand from faculty members and departments to Indigenize their courses, the Teaching and Learning Centre hired a Teaching and Learning Specialist in Indigenization. This specialist has held numerous one-on-one consultations, delivered presentations to department meetings, met with community members, and has developed numerous resources to assist with the Indigenization process; for example, an interactive tool for students to develop and understand the territorial acknowledgement.

Acknowledgements of Stó:lō territory are now a regular part of many department and service area meetings—including meetings of Senate and the Board of Governors—gatherings, and initiatives. It can be found on many course outlines; for example, the English Language Studies Department added Stó:lō territorial acknowledgement to all course syllabi templates.

Indigenous Student Centre staff initiated and facilitated a traditional Stó:lō community blanket weaving that included UFV students, staff, faculty, and community members.

In response to the Calls to Action # 62 & #63 from the Truth & Reconciliation Commission, this year the Teacher Education Department embarked on a program-wide initiative around Project Based Learning - a year-long exploration to answer the question: What does it mean to be a socially just educator in the Fraser Valley in 2019? This has included: site visits to St. Mary's Indian Residential school (Mission), the Heritage Gur Sikh temple (Abbotsford), Coqualeetza (Chilliwack), and virtual schools

(Abbotsford & Langley); place-based learning at CEP; place names tours with Stó:lō cultural advisor Sonny McHalsie; a Punjabi language lesson; presentations by Q-munity (LGBTQ+ outreach), non-verbal students with autism and an expert in FASD; and participation in the KAIROS Blanket Exercise.

Biology 307 students learned traditional Stó:lō names to describe local plant species.

ReconciliACTION 2018: This event was organized with Stó:lō Tribal Council in June. The day-long university-community dialogue consisted of sessions on Truth Telling, Imagining a Future Together, and Taking Action on Reconciliation. The goal was to begin to see our way forward in harmony, to build relationships and healthy communities that we envision in our shared future.

UFV hosted in the Gathering Place the “Together We Can: Indigenous Education Forum in S’olh Temexw” on May 8, 2019. It brought Indigenous community members and leaders together with UFV members, leaders, and students to discuss two questions: 1) How can UFV better meet the needs of Indigenous learners? and 2) What is it UFV can do better to meet Indigenous community needs? The community expressed gratitude for UFV’s Indigenous achievements over the past decade-and-a-half and provided profound insight into how we can better serve students and the community and strengthen our collaborative relationship.

Cross-campus consultations have begun on *Lálém ye mestíyexw* (“House of the Peoples”), a plan to provide greater coordination and integration of initiatives and to strengthen Indigenous presence and relationships within UFV and our a connection to Stó:lō people and communities – the stewards of the land where UFV resides.

Outreach initiatives for children saw the Philosophy Department put on Think Fun camps in the summer of 2018.

Efforts to equip our students with an international experience included study tours to New York (Graphic and Digital Design Students), Prague (Visual Arts students), Kenya (Geography students), and Iceland, London, and Paris (Biology students). These are also excellent examples of experiential learning (Goal 5). Several students were sent to international conferences.

Arts hosted a Peace Literacy Workshop.

Departments and Schools in several Faculties have participated in CityStudio, a partnership with the City of Abbotsford that teaches students how cities work and how they can be changed and improved, while equipping them with the confidence and know-how to become influential civic actors.

Applied Business Technology faculty discussed the value of strategic volunteering with their students and regularly posted relevant volunteer opportunities in the ABT Alumni Facebook group.

The social world, ethics, critical thinking, and reasoning are topics integrated with skills and technical capability development in our trades and technical programs.

The cohort partnership programs with Korea are underway with the first 40 students having completed a four-week orientation program at the Trades and Technology campus focusing on industrial English.

In response to a \$100,000 one-time Ministry grant for activities at UFV's Agriculture Centre of Excellence (ACE), UFV will launch three learning projects. The three interdisciplinary applied projects will 1) provide alternatives for blueberry farmers to protect their crops from birds, 2) develop standards of practice for the consumption of food produced in the ACE greenhouses, and 3) create an apiary training centre. These projects will train up to 135 students in the coming year and provide valuable applied learning that encourages students to engage with their community and industry to solve real-world problems and, thus, to become active citizens.

While undergraduate research is a prime example of experiential learning (Goal 5), it is also often an opportunity to contribute to community development and wellbeing, whether the research involves solving agricultural pest problems, statistical analysis of ridership in public transportation, or ways to increase public engagement in municipal decision-making (to mention only three examples).

We will be receiving \$187,000 in Research Support Funds this year, which is about \$40k up from last year. This increase was made possible by the work and commitment of our researchers, students, and supporting staff. It permits the multiplication of research—including community-engaged research—opportunities, not just for faculty, but for our students.

Goal 5: Integrate Experiential Learning:

The next several items are examples of **Student Research** and ways of meeting Goal 5.

Student research is intensive experiential learning that enables them to apply classroom learning to real world current issues such as replacing platinum with less expensive catalysts for the production of hydrogen fuel.

Volunteer, work-study, co-op, and paid research assistant opportunities for students increased significantly this past year. In 2018-19, the total number of students employed as Research Assistants increased from 182 to 218—up 20% over 2017-18. At Undergraduate Research Day, there were 96 student research posters in 2019, with 181 students involved in individual and group posters. This is an increase of 50% in participants over last year and 90% over 2017.

Several researchers within Biology and Chemistry supervised over 80 students combined, in various directed studies courses that provided students with hands on research experience through lab and field components as well as with placements in industry, government and other academic institutions.

Involving and mentoring undergraduate students in research opens many doors for them. One Biology student research project, for example, was featured in the Vancouver Sun (<https://vancouversun.com/news/local-news/ufv-researchers-implant-salamanders-with-microchips-to-track-movement>).

Arts supported a Student Leadership Conference with attendance counting for the Co-Curricular Record or the BA civic engagement requirement.

For the I-Lead Abby Youth 4 Change Photovoice Project, UFV, in partnership with I-LEAD ABBY, presented an exhibition by Abbotsford youth. University students in Visual Arts worked with Abbotsford high school students from 3 different schools to produce a project that gives voice and image to the

youth of the city and to provide youth a voice and opportunities to explore how to make their community inclusive through the arts. (Also meets Goal 3)

Dozens of UFV students gained teaching experience as peer tutors in the Academic Success Centre, as Supported Learning Group leaders, and in various outreach programs like Science Rocks summer camps. Many would argue that putting students in teaching positions (as tutors or mentors, for example) gives them the ideal learning experience.

BSN students provided naloxone training for UFV students, staff, and community.

Certified dental assistant students conducted oral health promotion education with various at-risk children in the community.

A Continuing Education student from the Advanced Medical Office Assistant program applied the learning from her capstone project to implement practices for advanced care planning with patients in her clinic. This initiative has now become one of the core practices of the clinic and is gaining national recognition as a best practice in family practice.

The Five Corners Interdisciplinary Community Outreach Program offered students experiential learning through outreach work with at-risk groups in the community. Kinesiology, nursing, and dental students provided health resources and services to the Downtown Chilliwack community.

Peer mentoring for international students was introduced in the School of Business and the College of Arts in courses with high numbers of such students.

GAPS: 10 areas that need to be addressed to meet our Education Plan Goals

Recruitment of Indigenous Faculty and Staff: While Indigenous faculty and staff were hired in Teacher Education, Social Work and Human Services, Modern Languages, Child Youth and Family Studies, and Facilities, UFV is a little behind other institutions in proactively and strategically recruiting Indigenous faculty and staff—in a very competitive market. This hampers our achievement of all five Goals, but especially Goal 4.

Open Textbooks: The use by faculty of Open Educational Resources like Open Textbooks is still rather minimal at UFV. Students have noticed. They are particularly concerned with the high cost of textbooks and the homework software that accompanies them. This hampers our achievement of Goal 2.

Delays in Program Completion: Students are often unable to enrol in the courses they need to graduate in a timely (and less expensive) manner. A report prepared by the Office of Institutional Research and Integrated Planning (October 2018) on “delays in program completion,” drew the following conclusion:

Student survey results indicate that our students are delaying the completion of their program due to required or elective courses not being available. In the latest Canadian Undergraduate Survey Consortium (CUSC) survey (2018), 58% of our graduates indicated that they experienced a delay in the completion of their program. The most common reason by far was that required courses were not available at 39%, while 18% attributed the delay to an elective course not

being available. This response is more than double the rate of the responses to the same question by graduates of participating peer institutions, 18% and 8% respectively.

--Delays in Program Completion: Identifying Course Bottlenecks

Additionally, students are reporting that some courses are inaccessible due to a lack of universal design or because they are not offered online or at CEP. This is especially difficult for students who are working to support themselves while finishing their degree. Completion delays and inaccessibility hamper our achievement of Goals 1 and 2.

Online and Hybrid Courses: Compared to other institutions, we offer a small amount of online and hybrid courses. Students state that we are not meeting their need for multiple, flexible and easily accessible online courses. This hampers our achievement of Goals 1 and 2.

Non-traditional delivery methods/schedules: These options for students are increasing, but progress has been slow. This hampers our achievement of Goals 1 and 2.

PLAR: Since Prior Learning and Assessment Recognition (PLAR) became the responsibility of individual departments rather than centralized in the Teaching and Learning Centre or, ideally, a PLAR Office, students have found obtaining PLAR to be a difficult exercise. This hampers our achievement of Goals 1 and 2.

Interdisciplinarity and Breaking Down Silos: Definite progress has been made, but much more remains to be done. This hampers our achievement of Goal 3.

Space Issues: Our space constraints—both the amount of space and its configuration—hamper our ability to achieve all five Goals.

Posting of 3- or even 2-year course schedules: Students regularly complain that they find planning their education extremely difficult when almost all departments do not post their scheduling plans for multiple years. This hampers our ability to achieve Goal 2.

Streamlining of Prerequisites and Requirements: Some progress has been made, but we are not keeping up with the wider post-secondary trend to reduce these to a minimum. This hampers our ability to achieve all five Goals, but especially Goal 2.



UFV Education Plan 2019 Update Appendices

Appendix 1: Five Goals for the Education
Plan 2016 – 2020

May 2019

Submitted by:
Eric Davis
Provost and Vice-President, Academic

FIVE GOALS *for the* EDUCATION PLAN 2016 – 2020

In 2015, UFV undertook the collective challenge of imagining what our university should look like in 2025. The **UFV 2025: A Vision for our Future** process included an education planning exercise that resulted in five goals to be achieved in the **Education Plan 2016 – 2020**. They echo the recurring themes in submissions from students, staff, faculty, and administrators.

AT THE UNIVERSITY OF THE FRASER VALLEY, WE WILL →



PRIORITIZE LEARNING EVERYWHERE

UFV values the learning of faculty, students, staff, and community no matter when, where, or how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse; this necessitates diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

UFV recognizes the importance of agility in its programs and administrative units — enabling us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.



COLLABORATE ACROSS BOUNDARIES

UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department and service area, through the inclusion of Indigenous content, perspectives, and ways of knowing.



INTEGRATE EXPERIENTIAL LEARNING

UFV will incorporate opportunities for experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.



UFV Education Plan 2019 Update Appendices

Appendix 2: Faculty & Division Brief
Updates

May 2019

Submitted by:
Eric Davis
Provost and Vice-President, Academic

2019 Education Plan Update – Faculty of Access & Continuing Education

The Faculty of Access & Continuing Education (FACE) provides access to post-secondary education for adult learners from many different educational, cultural, and personal backgrounds.

FACE continued to work on the goals of UFV's Education Plan 2016–2020. Here are a few examples of what FACE has accomplished this past year.

FACE will continue to work on the other initiatives identified in its 2016–2020 Ed Plan submission to support the success of its students and UFV.



PRIORITISE LEARNING EVERYWHERE

Applied Business Technology
ABT faculty, students, and graduates used social media platforms to share job postings, success stories, upcoming events, articles, and educational and volunteer opportunities with each other. The ABT Alumni Facebook group continued to grow, with 350-plus highly-engaged students and graduates.

Continuing Education
CE instructors participated in curriculum revision activities outside of their subject-matter areas this year. Benefits to them include expanded curriculum design knowledge and skills, increased relationships with other instructors, and access to a work industry and role they were not previously familiar with.

English Language Studies
ELS faculty integrated new web-based resources LearningBranch and MyEnglishLab with Blackboard Learn to enhance the delivery of EAP language courses and develop computer skills; faculty worked in the ELS Help Centre to provide personal assistance to all UFV students whose first language is not English.

Upgrading & University Prep
A UUP Math instructor wrote and developed a complete online text for the Advanced ABE Mathematics course (MATH 085). As a result, students are saving money because they no longer are required to purchase a textbook.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

Applied Business Technology
Recognizing that incoming students are anxious about their new undertaking, ABT faculty asked the in-session cohort to write Words to the Wise to the incoming cohort. Students enthusiastically embraced this project, and the incoming students were relieved and reassured by the tips and advice shared with them.

Continuing Education
CE now offers BSB, PRLG, and AMOA students the option of participating digitally and synchronously with a F2F class. As a result, barriers to participation for students who have complex life commitments and/or live far away from UFV campuses (e.g., Kelowna) have been reduced.

English Language Studies
Working with UFV International, ELS provided a range of courses to accommodate international students' needs and schedules throughout the year, including a condensed, 11-week summer semester for international University Foundation and Qualifying Studies students.

Upgrading & University Prep
Learners enrolled in UUP English courses attended several live UFV theatre and drama productions. Students' responses to these productions were enthusiastic and some have expressed interest in learning more about theatre and enrolling in UFV theatre classes.



COLLABORATE ACROSS BOUNDARIES

Applied Business Technology
After an ABT student asked Student Life to put on events and activities at Clearbrook Centre, ABT and CE faculty and staff worked with Student Life to arrange cookie-decorating and Blue Monday events at the Centre. The students who attended greatly appreciated and thoroughly enjoyed the events.

Continuing Education
During the past year, CE partnered with Applied and Technical Studies and University Relations to jointly fund a Marketing Strategist who is working with them to develop and implement new and engaging marketing initiatives.

English Language Studies
ELS collaborated with UFV India to provide six sections of EAP 075 in the Academic Foundation Program in Chandigarh in Summer 2018 and one section in Winter 2019; a partnership with Teaching and Learning led to a series of workshops on communication and teamwork skills for UFV faculty and their new international students.

Upgrading & University Prep
This year, the Chemistry 083 instructor developed an activity for students designed to help Indigenize the curriculum. Students worked together to write a paper that examined how one of the elements in the periodic table has been utilized by Indigenous cultures.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Applied Business Technology
ABT faculty discussed the value of strategic volunteering with their students and regularly posted relevant volunteer opportunities in the ABT Alumni Facebook group. The value of volunteering was reflected in this comment from a student who worked with a local non-profit: "...this event was awesome! You get to meet and volunteer with so many amazing people. It's a fun day and looks great on a resume."

Continuing Education
CE Nursing Foot Care students practiced their skills with the Seniors Come Share Society to provide foot care services to very grateful low income people who can not afford this type of care provided by other agencies.

English Language Studies
Domestic and international students in an EAP 076 Academic Interactive Communications course shared PowerPoint presentations about cultural traditions in their home countries and enjoyed a potluck meal together.

Upgrading & University Prep
During the Summer 2018 semester, UUP instructors helped students in the Métis Community Support Worker program upgrade their English, math, and computer skills. To prepare for their teaching assignments, instructors participated in workshops designed to educate them about Métis identity, culture, and history. Students and instructors found the UUP courses to be very helpful.



INTEGRATE EXPERIENTIAL LEARNING

Applied Business Technology
As part of their program, ABT faculty and students attended UFV's Career Fair on March 7. Students were glad to discover that many employers at the Fair were familiar with the ABT program and eager to hire ABT graduates. In fact, many employers asked students to submit their resumes and contact their hiring managers when they neared the end of the program.

Continuing Education
A CE student from the AMOA program applied the learning from her capstone project to implement practices for advanced care planning with patients in her clinic. This initiative has now become one of the core practices of the clinic and is gaining national recognition as a best practice in family practice. To learn more, visit the [Advanced Care Planning](#) website.

English Language Studies
Students in an EAP 076 Academic Interactive Communications course learned about the principles of adult second language acquisition to reflect on their own experiences as second language learners and then applied these principles to teach their classmates some phases in their first languages.

Upgrading & University Prep
Math students used tape measures and phone apps to obtain the height and angle relating to structures on the CEP campus. Students enjoyed the opportunity to engage in experiential learning.

2019 Education Plan Update – Applied & Technical Studies

The Faculty of Applied and Technical Studies offers foundation and apprenticeship programs in the skilled trades, certificates and diplomas in applied technical disciplines, science and engineering programming and technical upgrading programming all intended to prepare students to enter the workplace or further study with a well-defined set of knowledge and skills. The Faculty of Applied and Technical Studies works with the Province's Industry Training Authority (ITA) and the trades training system to ensure there is an adequate and skilled labour supply to support the province's economy.

Citizens capable of contributing to the economy and society with life long careers that can adapt to changing times.



PRIORITISE LEARNING EVERYWHERE

Applied & Technical Studies' (ATS) most significant initiative is to quantify the experiential learning elements of the apprenticeship experience so they can be combined with the formal in-class learning to meet the 60 credits necessary to award a UFV diploma. The project has progressed to the point of developing a model for quantifying experiential learning and is to be tested this coming year.

We have broadened our experiential exposure opportunities to include a wider range of programs. For example, High School students can now spend a full working day in our Culinary Program and Cafeteria, doing the real work of an operating enterprise.

We grow and expand as the ITA sets the trades agenda. Harmonization with other provinces is a priority and we are working to stay aligned.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

ATS Industry Services continues to grow in new areas supporting learning where and when they are needed. Targets were achieved but are challenged by space and faculty shortages.

We are building capacity to take trades discovery programming to wherever it is needed. This is now focused on women and indigenous and other underrepresented groups so they can confidently choose a trade pathway.

The new Digital Manufacturing Program is designed to accept students from nearly every discipline or background. The idea is that they will study how to apply the principles of digital manufacturing to their area of expertise or knowledge. The program is problem based learning based with the goals of supporting a student to learn what they need in real time.



COLLABORATE ACROSS BOUNDARIES

ATS continues to integrate the trades and technical programming into non-traditional areas and vice versa.

ATS has a strategic commitment to itself and its learners to embed elements of liberal education into the core trades and technical experience.

The social world, ethics, critical thinking, and reasoning are topics integrated with skills and technical capability development.

What makes this effort unique is ATS is accomplishing this not with additional special coursework but contextualized into existing course work; the dominant pedagogical approach used in a trades and technical education.

Students are encouraged to question the reasons for doing what they do, for seeking better ways and measuring the impact of their professional activities on others, society and the world.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

ATS continues to develop international opportunities to create exposure to faculty and students who traditionally and typically do not find themselves outside of domestic experiences. Whether that is breaking down the barriers to international students, creating international partnerships or teaching overseas, these experiences broaden perspective and global understanding.

Our successful Canada Wood Korea program continues but is taking a year off this year. The cohort partnership programs in Korea are underway with the first 40 students having completed a four week orientation program at TTC focusing on industrial English. They will be arriving in January 2020 to complete the second year of studies.



INTEGRATE EXPERIENTIAL LEARNING

The Trades and Technical education experience is intrinsically experiential. While we are looking to further recognize experiential learning as mentioned under Prioritizing Learning Everywhere, ATS extensive experience in this regard can be a resource to other departments and programs looking to expand their experiential learning.

ATS has significantly grown the apprenticeship Heavy Mechanical programming at the encouragement of local industry. Demand for an education in the skilled trades—a very high priority of the province and the region—exceed our base capacity. Space requirements for these provincial and regional priorities are dire and must become a priority for UFV.

2019 Education Plan Update – Faculty of Health Sciences

Through excellence in teaching, experiential learning, scholarship and engagement, we prepare the next generation of leaders who strive to foster health and wellness for individuals and communities.

Our vision is to be a worldwide leader in health and wellness undergraduate education.

HERE IS A SMALL SAMPLE OF RECENT ACCOMPLISHMENTS IN THE FACULTY OF HEALTH SCIENCES →



PRIORITISE LEARNING EVERYWHERE

The Department of Kinesiology has offered courses in Chilliwack, online, hybrid, and in Abbotsford. Currently, there are four co-curricular opportunities validated by Kinesiology faculty. Kinesiology has increased its use of SLG sections by 60% to 38 sections.

The School of Health Studies utilizes a diversity of experiential learning opportunities across various agencies/facilities and population groups in the community. For example, BSN students took a lead role in program development and needs assessment projects with various population groups in the community; dental students conducted health promotion teaching with various at-risk children in the community.

The Five Corners Interdisciplinary Community Outreach Program offered students experiential learning through outreach work with at-risk groups in the community. Kinesiology, nursing, and dental students provided health resources and services to the Downtown Chilliwack community.

Students, alumni, and faculty from the kinesiology department delivered fitness and health testing to the Chilliwack Fire Department during a series of pre-employment screening exercises. The program is a part of Healthy YOU-FV, a community engagement initiative designed to promote health and wellness.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

The Kinesiology department redesigned curricula of the Pedagogy and Exercise Science specializations. With the curriculum updates, students have greater flexibility to personalize their educational experience within each specialization.

The list of BC Association of Kinesiologist (BCAK) approved courses within the Exercise Science specializations was updated. This will ensure that graduates of the Exercise Science specializations are reviewed for membership/certification in an expeditious manner. The Kinesiology department plans to explore the development of a pathway to become a CSEP CPT and CEP during the undergraduate studies.

Come spring 2019, The School of Health Studies will implement a newly developed Medication Administration course for HCA graduates based on Health Care Employer demand.

The School of Health Studies is currently establishing a planning forum for the development of Indigenous content and experiential learning across nursing and dental curricula.

Faculty from health sciences were featured in the media, providing comments on topical issues related to the health of Canadians, including: the new food guide, the opioid crisis, and the provincial health report.

The School of Health Studies has established a BSN working group to review integration of the TRC recommendations.



COLLABORATE ACROSS BOUNDARIES

The Kinesiology department continues to collaborate and seek partnerships in research and scholarship with community organizations, post-secondary institutions across Canada and internationally, local fitness companies and school districts, provincial health authorities and private and public funding bodies.

Students and faculty from both the School of Health Studies and the School of Social Work collaborated in two simulation experiences focusing on poverty. The goal of the simulations was to help participants begin to understand the ongoing experiences of a typical low-income family.

Researchers from the Faculty of Health Sciences examined the connection between historical trauma and the mental health experience of First Nations and Métis parents and youth as part of a week-long camp offered through the Fraser Valley Métis Association. Part of the reason for organizing the camps was to encourage Métis children to become more rooted in their Metis culture, and to encourage community connection.

Students from the BSN, PN, and HCA programs collaborated in an interdisciplinary exercise using simulation mannequins to learn about patient care across multiple health professions. Students exercised communication skills, and developed their understanding of the scope of their practice while working as a team with students from other areas of the nursing field.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Faculty members from nursing travelled to West Africa to engage in health education for a local Sierra Leonean charity focused on rebuilding health care. Their experience led them to developing connections for UFV, resulting in a nursing study tour. The study tour will be launched in May 2019.

The Kinesiology department continued the Champions for Health Promoting Schools program in Antigua/Barbuda and the West Indies. For the first time, the program launched a new partnership with two secondary schools to teach students about substance abuse in sport, gender and sport, healthy weight loss, and holistic health. A Performance and Movement Specialist Certificate is also being delivered by a kinesiology faculty member through the Champs for Health program. The certification is offered to local Antiguan coaches and trainers.

The Kinesiology department has initiated the process of starting an Exercise is Medicine® Canada on Campus (EIM-OC) chapter at UFV. EIM-OC encourages faculty, staff and students to work together toward improving the health and well-being of the campus community by making movement a part of the daily campus culture.

The Health and Wellness Strategist hired a local film company to produce two videos showcasing the kinesiology and dental program strengths, with the goal of highlighting UFV on a local, national, and global scale.



INTEGRATE EXPERIENTIAL LEARNING

Certified Dental Assistant (CDA) students continue to offer a public dental clinic in the spring semester, targeted to providing oral health education and services to low-income populations.

Students from nursing and kinesiology worked closely with faculty on multiple research projects. Students were given the opportunity to aid in developing a research plan, applying for research ethics, recruiting participants, and collection and analyzing data. Last year over 15 paid research-assistantships were offered in kinesiology. Students continue to showcase their work at conferences and UFV micro-lectures.

Members of the Chilliwack Overdose Community Action team attended a nursing class on health communication. Students were guided to develop anti-stigma messages related to the opioid overdose crisis. Students will present their messages to the team at the Sto:lo grounds in March 2019.

Nursing students will attend a two-day Aboriginal Family Forum hosted by the Fraser Valley Aboriginal Children and Family Services Society, Xyolhemeylh. Students will be engaging with the public by presenting health information.

2019 Education Plan Update – Faculty of Humanities

This snapshot outlines a few of the UFV Education Plan goals achieved by the College of Arts. The goals align with the specific education plans adopted by the departments within the Faculty of Humanities.

Below the College of Arts achievements are student, faculty, community, and program examples.

To understand the full scope of the College of Arts, this snapshot should be read with the Faculty of Social Sciences version.



PRIORITISE LEARNING EVERYWHERE

COLLEGE OF ARTS. Arts has sponsored faculty liaison roles with Teaching and Learning, with the goal of raising the profile of Teaching and Learning initiatives and resources with Arts faculty and developing collaborative relationships.

COLLEGE OF ARTS. We have encouraged non-classroom learning through the BA non-course options to meet Civic Engagement and Intercultural Engagement requirements. More than 10 students have completed each option so far.

VISUAL ARTS, THEATRE & ENGLISH. These departments collaborated to offer the Interpret Creative and Performing Arts Festival on the Abbotsford campus.

HISTORY, MODERN LANGUAGES & POLITICAL SCIENCE. These departments hosted various public lectures and panels throughout the year, including a History film series “Rebels and Rulers” and the cross-faculty Dr. Zhivago forum.

GOALS
We aim to streamline the PLAR process for departments and faculty members. We are also focusing on improvements to transfer and articulation processes to support block transfers.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

COLLEGE OF ARTS. The School of Creative Arts has been formed and includes Visual Arts, Media Arts, and Theatre.

COLLEGE OF ARTS. CACC revised the vetting criteria for courses to meet the BA foundation requirements and added additional options for students.

NEW PROGRAMS. The Bachelor of Media Arts was successfully implemented. The PHIL honours program and the Migration and Citizenship graduate certificates have been approved. In development are a graduate certificate in Halq’emeylem and a Spanish minor. The Bachelor of General Studies was renamed the Bachelor of Integrated Studies.

COMMUNICATIONS, CRIMINOLOGY, HISTORY, ECONOMICS & GEOGRAPHY. Various programs have increased the number of online course offerings.

GOALS
Training sessions at future department heads’ and CACC meetings will include curriculum processes and the principles of curriculum quality.

Online and hybrid course offerings, especially at the upper level, will be expanded as pedagogy and faculty expertise allow.



COLLABORATE ACROSS BOUNDARIES

COLLEGE OF ARTS. Arts reduced the number of council meetings to implement collaborative learning groups to discuss cross-disciplinary initiatives related to Intercultural Competency (Indigenization and Internationalization), Experiential Learning, and Big Questions.

COLLEGE OF ARTS. Various initiatives in Arts reach out to high school students, including the new Summer Jumpstart program and our support for various dual-credit programs. Various departments, including PHIL and ENGL, continue to present and guest lecture at local high schools.

ENGLISH, COMMUNICATIONS, VISUAL ARTS & THEATRE. The ValleyFest event was held in March and included open classrooms, student and faculty performances, art displays, creative writing readings, and community group demonstrations.

THEATRE. Guest lecturers were invited to select THEA performances over the year to allow audiences to hear a variety of perspectives on the topics presented in the performances.

GOALS
Arts will continue to pilot the Summer Jumpstart program.

The Arts Expo will be expanded.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

COLLEGE OF ARTS. The Associate Dean of Students led a team of four faculty members to attend the AAC&U’s conference in Seattle on Global Engagement and Spaces of Practice.

PHILOSOPHY. Building on the success of the Think Fun campus, Philosophy has created the Centre for Philosophical Inquiry with Children.

GRAPHIC AND DIGITAL DESIGN & VISUAL ARTS. Two successful study tours were mounted in Humanities: one to New York for GDD students and one to Prague for VA students.

HISTORY AND ENGLISH. Faculty exchanges from HIST and ENGL with the University of Silesia have occurred.

VISUAL ARTS. VA has developed a summer program to an international immersive art experience at UFV.

GOALS
Arts would like to see revisions to the international foundation program. In consultation with FACE, we plan to create an Arts foundation program to help recruit students into Arts program and to diversify the international student program mix.



INTEGRATE EXPERIENTIAL LEARNING

COLLEGE OF ARTS. Arts supported a Student Leadership Conference in January, with a focus on mindfulness for leadership. Presenters included the Dalai Lama Centre.

COLLEGE OF ARTS. Arts created a peer mentor program to support international students in high-demand courses. CMNS, ENGL, HIST, SCMS, AND GATE participated in the program and hired peer mentors.

VISUAL ARTS. VA participated in the I-Lead Abby Photo Voice project, in which VA students worked with high school students.

HISTORY. History participated in City Studio.

GOALS
Arts will develop a college-wide event to showcase experiential learning across the various programs.

Arts will continue to plan for a multi-media performance lab to serve Theatre as well as other active learning classes.

Arts will continue to hire International Peer Supporters.

2019 Education Plan Update – Faculty of Professional Studies

As we reflect on the past year, we are reminded of the positive impact we have on our students and our community. We are proud of the successes of our students and the life-changing moments that have occurred. The following are two examples of the impact we are making in the lives of our students and their communities:

Randy Cork is a 4th-year BSW student and recipient of the Soroptimist's Live Your Dream: Education and Training Awards for Women and a single mom. With over half of the award recipients being survivors of domestic violence, trafficking or sexual assault, the Live Your Dream Awards give women the resources they need to improve their education, skills and employment prospects.

See Randy's story at: <https://www.soroptimist.org/our-work/live-your-dream-awards/index.html>

Becky Edwards is a 4th-year BSW student who has made a tremendous turnaround in her life. After 10 years of battling alcohol addiction, Becky became sober and began a career as a fitness instructor, then returning to school. She has since received received multiple awards:

1. Dr. Jean Scott Endowment Scholarship
 2. Heather McMullan Memorial Endowment Leadership Award
 3. Compass Group Canada Endowment Scholarship for Excellence in Student Leadership
 4. Amnesty International Group 163 Endowment Scholarship
 5. Rotary Club of Abbotsford Annual Leadership Award
- See Becky's story at: <https://youtu.be/lx8ZdA7ipNA>



PRIORITISE LEARNING EVERYWHERE

To improve cross-pollination with other disciplines the Adult Education Department (ADED) has implanted a cross-curricular Self-Studies in Higher Education (SSHE) lunch session as well as collaborating with the School of Business (Business) to provide a block PLAR approach for the newly proposed Business of Applied Management degree.

The Child, Youth & Family Studies (CYFS) Department has recently introduced a Child & Youth Care (CYC) capstone course for students to achieve CYC-P designation from the North American Certification Board.

The Teacher Education Department (TED) continues to work with school districts in the Fraser Valley and beyond to deliver curriculum and assessment workshops in support of the Ministry of Education's revised K-12 curriculum. To further provide learning opportunities to alumni and to others in the education field, the TED will be offering a Master of Education program in Educational Leadership and Mentorship beginning in July 2019.

The Library and Information Technology Department (LibT) continues with their success in placing students at a distance in practicums outside of the Lower Mainland and beyond.

The School of Social Work & Human Services (SWHS) hosted a one-day session for 4th year BSW students to prepare for practice which included attendance by community social workers in roundtable discussions.

Future thinking:

The need to consider alternative methods to connect students with future employers, and provide programming to guide students in their future studies/career choices (ex. EDUC 100) including new programming (ex. Online undergraduate degree in Library & Information Technology, Substance Misuse Certificate).



COMMIT TO FLEXIBILITY & RESPONSIVENESS

CYFS has introduced a course challenge for students utilizing an "oral tradition", and has supported student attendance at an International conference with Dr. Martin Brokenleg as a directed study, and is engaged in an Early Childhood Educator (Infant/Toddler) expansion program funded by AEST.

Business is engaged in new program development including the Bachelor of Applied Management, the Master of Finance and has introduced a peer-mentor program to support International students in BUS 100.

TED implemented a new admissions protocol by substituting behavioural interviews for Multiple Mini-Interviews and are researching its validity as a reliable measure for teacher candidate success.

LibT is working co-operatively with Registrars to ensure International students have the necessary academic prerequisites to be successful.

SWHS has implemented a MSW Foundational Year for non-BSW Degree students, and has engaged in community partnerships with the Metis Nation (Community Support Worker Certificate), School Districts (Abbotsford, Chilliwack and Fraser-Cascades) on dual-credit programming, and with NVIT to offer an MSW, Indigenous Focused program in Merritt.

The Computer Information Systems Department (CIS) continues to adapt the learning environment (evenings, weekends) and work collaboratively with Registrars and International to ensure the needs of our International students are being met.

Future thinking:

Development of programming to meet industry/employer needs (Intl Bus Major, Centre for Aviation, pathways to the BEd, capstone projects, and leadership programming).



COLLABORATE ACROSS BOUNDARIES

ADED is working with UFV counselling and the Mindful Community Initiative in Chilliwack, Chilliwack and Abbotsford Healthier Communities (Collective Impact Study), Divisions of Family Practice, 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 while working closely with the Centre for Mindfulness Studies in Toronto Ontario to offer community wide Mindfulness based programming

A total of 20 scholarly works (journals, conference, etc.) have been completed by Business faculty in collaboration with researchers outside UFV, which shows cross-institutional collaboration.

TED continues to engage in research partnerships across departments, faculties, institutions and local communities. Of particular note are the collaboration with UBC Faculty of Education on Indigenous Storybooks (www.indigenousstorybooks.ca) and with UFV's SWHS in examining the role of Elders in post-secondary institutions and how to support them. In situ learning opportunities are being provided by TED faculty in two local school districts.

LibT collaborated on an interdisciplinary health fair for at-risk youth in downtown Chilliwack, in collaboration with Health Sciences and SWHS to which Diploma students participated in health information sharing.

In addition to the annual Poverty Simulation in collaboration with Nursing, SWHS students hosted event for community first responders with a presentation of the documentary, The Other Side of the Hero, followed by a panel discussion of faculty and community with expertise in trauma services.

Future thinking:

Increase opportunities for student and faculty exchange, student lead mentorship and interdisciplinary collaborative projects.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

CYFS Continue to build upon opportunities for International experiences for our students including a Child Life placement in Nottingham, UK whereby the student was subsequently hired as a Hospital Play Specialist in London, and passed the North American Child Life Certification Exam.

In response to the Calls to Action # 62 & #63 from the Truth & Reconciliation Committee (TRC), this year TED embarked on a program-wide initiative around Project Based Learning - a year-long exploration to answer the question: What does it mean to be a socially just educator in the Fraser Valley in 2019? This has included: site visits to St. Mary's Indian Residential school (Mission), the Heritage Gur Sikh temple (Abbotsford), Coqualeetza (Chilliwack), and virtual schools (Abbotsford & Langley); place-based learning at CEP; place names tours with Sto:lo cultural advisor Sonny McHalsie; a Punjabi language lesson; presentations by Q-munity (LGBTQ+ outreach), non-verbal students with autism and an expert in FASD; and participation in the KAIROS Blanket Exercise.

SWHS continues to collaborate with our community by developing 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.

Future Thinking:

Ensure ongoing engagement with our Indigenous community including considerations around composition of Advisory Councils and international and Indigenous perspective and an annual review of implementation of the TRC's Calls to Action on Education initiatives.



INTEGRATE EXPERIENTIAL LEARNING

Through practicum, the TESL program has exposed about 20 students a year to settlement education and newcomers in Canada learning English. Many have used this credential to travel overseas to work as ESL or EFL instructors.

CYFS has extended the Animal Assisted Therapy and Equine Wellness course to 3credits and is piloting an Urban Adventure Practices course utilizing the environment and milieu as a place for growth and learning to flourish which will include a walking pilgrimage.

Business continues to engage students in experiential learning, hiring 7 work-study students this past academic year, in addition to running a course in collaboration with CityStudio which gave students an opportunity to engage in a real world design project, and offered students more opportunities for client-based projects in upper-level business courses.

LibT expanded practicum offerings in 2017/18 to include the University of Victoria Libraries, Kwantlen Polytechnic University Library, and CIVL Radio, and several students presented a session at the 2018 British Columbia Library Association Conference in metro Vancouver.

CIS is developing an Associate Certificate in Coding with the support of UFV Tech Expansion funding and will serve the needs of our region for skilled Computer programmers.

Experiential learning continues to be a key component of the BEd. Teacher Candidates complete a 3 day orientation to Schools in September, a 6 week school experience in fall, and a 12 week certifying practicum Feb-May.

Future Thinking:

Increase practicum opportunities including collaborations to increase learning, e.g. Chilliwack Youth Mental Health Centre (CYMH) and UFV Chilliwack campus that could be serviced by multiple discipline practicum students from various disciplines.

2018/19 Education Plan Update – Faculty of Science

The mission of the **Faculty of Science** is to develop critical thinking, scientific literacy, technological and quantitative proficiency, analytical abilities, communication skills, and a commitment to global responsibility among an increasingly diverse profile of lifelong learners from the Fraser Valley, Canada, and the world. It does this through high levels of engagement among faculty and students, continued community outreach and excellence in teaching, research, and practical skills training in science.



PRIORITISE LEARNING EVERYWHERE

Online and hybrid courses are being increasingly offered to facilitate learning everywhere. BIO105 was offered in 7 online sections in '18-'19 compared to 2 sections in '17-'18. More than 200 students enrolled in this course over the span of the academic year. BIO 310 and BIO 416 run as hybrid courses in winter 2019. STAT 104 online offerings increased from one section in '17-'18 to 2 in '18-'19.

Biology students attended numerous field trips locally, regionally and internationally. In 2017, 48 students participated in 2 field trips to Tofino, BC, while in 2018, 36 students attended a trip to Iceland, England and France.

Math faculty developed a Math Matters/Stats Counts pedagogy discussion group that meets informally to share and discuss pedagogical strategies for effective instruction and learning in Math & Stats.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

Directed and independent studies courses offer tailored-to-the-student learning: 76 such courses were offered in '18-'19 to 82 students in the Biology and Chemistry programs alone. This represents over 20% increment from '17-'18.

The faculty has increased its use of Supported Learning Groups or SLG sections since 2016 to 39 sections, with more being planned for '19-'20.

Open Educational Resources have begun to be adopted in a few courses. Some sections of MATH 111 and 118 used free online textbooks, while Webwork, an open source online homework system has been introduced in some sections of MATH 110, 111, 112 & 125.

High school pre-req's for entry level Math & Stats courses were broadened to allow entry from new curriculum Math 12 courses.



COLLABORATE ACROSS BOUNDARIES

Several new joint programs have been developed including the new Bachelor of Environmental Studies degree, the BSc Biochemistry major, the Applied Statistics minor, and a concept paper has been submitted for a certificate in Applied Bioinformatics.

Faculty from the various departments collaborate with each other as well as with other scientists and stakeholders outside the institution, locally, regionally, nationally and internationally. Collaborations with Agriculture Canada, Genome BC, SFU, UBC, includes many ongoing projects between various faculty members.

STEM outreach by faculty and staff has been strong in schools, community groups and other interested parties. The Faculty of Science continues to host the Fraser Valley Regional Science Fair, Math Mania, Science Rocks, Math Challengers, Let's Talk Science, Super Science, etc.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Indigenization events included: a Science seminar featuring Kori Czuy, a metis PhD candidate from U. Calgary, on the 'Depth of science and mathematics knowings within Indigenous stories'. A section of MATH 105 was offered in Bella Coola for 13 Aboriginal students. BIO210 students assisted in augmenting snail habitats on the traditional lands of Tzeachten First Nations as part of their service learning activity. BIO 307 students learned traditional Sto:lo names to describe local plant species. A new project based, interdisciplinary course on indigenous plants and gardens was offered. The first annual Fraser Valley Math Education Sq'ep attracted roughly 70 educators from schools and other post-secondary institutions.

Biology students participated in Abbotsford's City Studio projects and the Fall 'hubhub' saw several Biology students winning awards and honourable mentions.



INTEGRATE EXPERIENTIAL LEARNING

Science students' participation in either volunteer, work-study &/or co-op opportunities increased significantly this year. Many students were hired for hands-on research opportunities in Biology, Chemistry, as well as in Math & Stats.

Data Analysis Certificate students enrolled for the first time in co-op option and although not all students obtained work placements, this option appears to be popular with international students.

Demand is high for experiential learning opportunities as can be seen with increased enrolments in field trips and in special topics and directed or independent study courses.

Outreach programs also involve students either as volunteers or as paid employees to assist in delivering the various STEM activities.

2019 Education Plan Update – Faculty of Social Sciences

This snapshot outlines a few of the UFV Education Plan goals achieved by the College of Arts. The goals align with the specific education plans adopted by the departments within the Faculty of Social Sciences.

Below the College of Arts achievements are student, faculty, community, and program examples.

To understand the full scope of the College of Arts, this snapshot should be read with the Faculty of Humanities version.



PRIORITISE LEARNING EVERYWHERE

COLLEGE OF ARTS. Arts has developed a department head training program to foster collaborative leadership and learning in departments. We have also provided targeted leadership coaching for heads where there has been an identified need.

SOCIAL, CULTURAL & MEDIA STUDIES. Four SCMS students presented at the Pacific Sociological Association conference.

PEACE AND CONFLICT STUDIES, ENGLISH & POLITICAL SCIENCE. A flash forum entitled Stand Up to Racism was organized and delivered very quickly in response to the New Zealand shootings. Faculty members from various departments spoke, as did the Dean of Arts and a student from POSC.

GOALS
Arts will encourage faculty members to reflect on and engage in diverse teaching methods by continuing to sponsor the faculty liaison with Teaching and Learning role into Fall 2019 and by encouraging attendance at webinars and other SoTL opportunities.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

COLLEGE OF ARTS. Based on feedback from students and faculty members, CACC revised the BA portfolio requirements to be more flexible for students by reducing the number of required courses to two while keeping the same number of credits.

COLLEGE OF ARTS & GEOGRAPHY. Arts supported the move of GATE to Science, where it joins Agriculture in the new School of Geography and the Environment.

CRIMINOLOGY. A new timetabling system sees every required program course and a variety of elective courses offered every year. In addition, a competency-based entrance option into the MA Criminology has been implemented.

NEW PROGRAMS. The Bachelor of Environmental Studies has been approved and is ready for fall implementation. The Program Evaluation graduate certificate, a fully online program, is being offered for the first time.

GOALS
The Communication Strategist has begun working on Arts' social media presence to create a more robust plan and improve reach to the community.



COLLABORATE ACROSS BOUNDARIES

COLLEGE OF ARTS. Arts provided funding for faculty interested in team teaching IDS courses to recognize the additional work involved in team teaching and remove the barrier of increased workload. Five IDS courses were offered in 2018-2019.

COLLEGE OF ARTS. The School of Global Engagement and Social Justice has been proposed in an effort to support multidisciplinary programs.

COLLEGE OF ARTS. The Arts Expo was well attended and provided an opportunity for students to explore various Arts programs and careers.

COLLEGE OF ARTS. Kimberley Manning and her team were hosted to discuss the Feminist University initiative.

PEACE & CONFLICT STUDIES. PACS has worked with its community advisory group to establish the Peace and Reconciliation Centre in Abbotsford. The initiative includes an 80% donor-funded community organizer position.

GOALS
Arts will support the news schools and the Centre for Peace and Reconciliation.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

COLLEGE OF ARTS. Arts is taking a lead role in the Health Innovation Lab and community data mapping project with the Division of Family Practice.

PEACE AND CONFLICT STUDIES. PACS hosted a two-day Peace Literacy Workshop featuring Paul K. Chappelle. Faculty from across Arts attended.

MODERN LANGUAGES. Plans are underway to offer four Halq'emeylem courses to a cohort of approximately 20 teachers at Seabird Community School.

GEOGRAPHY AND THE ENVIRONMENT. GATE conducted study tours to Canmore and to Kenya. The Queen Elizabeth Scholar program has been renewed for UFV and continues to be a success.

ECONOMICS. A block transfer agreement with Soochow University in China was developed by ECON and has been approved.

GOALS
Arts would like to support unconscious bias training for selection committee members.

Arts aims to support the development of Program Advisory Committees for all Arts programs.



INTEGRATE EXPERIENTIAL LEARNING

COLLEGE OF ARTS. A Practicum and Internship Coordinator has been hired to support Arts experiential learning opportunities.

GEOGRAPHY AND THE ENVIRONMENT. Various Geography courses included problem-based learning or field experiences, from data collection in downtown Abbotsford to working with streamkeepers in Stoney Creek.

COMMUNICATIONS AND GEOGRAPHY AND THE ENVIRONMENT. CMNS/GEOG 257 participated in the City Studio project and the HUBBUB presentations at the City of Abbotsford.

GOALS
Arts would like to develop an Arts Foundation program for Indigenous students based on the model supported by one-time funding offered in 2018-2019.

2019 Education Plan Update – UFV Library

The Library is an essential partner in UFV's academic mission, supporting learners, teachers and researchers.

We provide access to knowledge in all UFV disciplines through collections of materials, both physical and, increasingly, digital.

We provide flexible spaces and technologies for students, faculty, staff and the community to support both collaborative and individual study and learning.

We help users navigate the increasingly complex information environment and develop the skills and knowledge needed to be effective researchers and informed citizens.



PRIORITISE LEARNING EVERYWHERE

Increased the number of digital resources – monographs, streaming media, journals, etc. supporting all UFV programs. These can be used anytime, anywhere.

Offered the Evidence Based Selection program from Taylor and Francis, a demand-driven acquisition program. Library users determine which titles are purchased based on which titles they use.

Offered the Askaway chat reference service, a collaborative province-wide service staffed by librarians from academic libraries throughout BC.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

Launched the new [UFV Library web site](#). The Library relies on its web site - one of UFV's most heavily accessed - as the gateway to all of our collections, and to most of our services. The new web site was designed with the input of students and faculty, gained through analytics as well as input from focus groups.

Added to the supplies and equipment that students can sign out, and this proved popular. From April 2018 to March 2019, the Abbotsford campus library loaned **5267** items, which included whiteboard markers and erasers, phone chargers, headphones, HDMI cables, adapters, and calculators.



COLLABORATE ACROSS BOUNDARIES

Collaborated with UFV departments and outside groups in support UFV goals:

Art of the Book: Abbotsford Library hosted this travelling international juried exhibition of the Canadian Bookbinders and Book Artists Guild.

LNAP - Long Night Against Procrastination: A collaboration of the Academic Success Centre and the Library, and **winner of the 2019 UFV Teamwork Award**.

Ableism and Intelligent Lives: In partnership with the Workplace TASK program, hosted the screening of **Intelligent Lives** and displayed library resources on ableism and diversity.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Offered a number of programs and events in support of Indigenization and reconciliation, including the **Legend of Sugar Girl** reading. This was the culmination of a year-long reconciliation activity of engaging UFV students and employees in making 1000 origami ravens. The ravens are now hanging in the CEP campus library.

Developed the [Passport to Success](#) research guide. Although the guide can be used by anyone, it was specifically designed for new international students.



INTEGRATE EXPERIENTIAL LEARNING

Increased the number of hands-on learning activities taking place in the Library:

Be a Maker: Library Makerspace Open House: offered students an opportunity to try 3D printing & design, among other activities.

The Art of Papermaking: as part of the Art of the Book events, artist Helen O'Connor led a hands-on papermaking demonstration.

A Personal Exploration of the Art of the Book: again as part of the Art of the Book series of events, AOB juror Jan Elsted led a workshop on book design, technical features, and aesthetics.

2019 Education Plan Update – Research, Engagement, & Graduate Studies

Research, Engagement, and Graduate Studies is committed to the five goals, and our activities enhance student learning through direct funding of student research or indirectly by building capacity in faculty.



PRIORITISE LEARNING EVERYWHERE

- We have provided funding for students to present their research at conferences in Europe, Asia and across North America.
- Promote research coop opportunities with industry partners.
- Worked with Advancement to double the number of BC Graduate Scholarships at UFV.
- Increased student participation in Student Research Day and the number of Undergraduate Research Excellence awards.
- “This conference was one of the most rewarding experiences of my undergraduate degree and I will not forget it. I couldn’t have asked for a better method of showcasing what I’ve learned and further developing my knowledge to top off my graduation.” (Rita Metwally – Soc)



COMMIT TO FLEXIBILITY & RESPONSIVENESS

- Worked with Finance to create a process that prioritizes Research Chair expenses and contracts so that they remain nimble and responsive to the needs of their research communities.
- Pulled together additional funds at the last minute to support faculty participation as a panelist at the UN Human Rights Council on elder abuse (Amanda McCormick – Crim).
- Work with Legal, Finance, and external partners to process contracts on short deadlines which provide paid positions for student researchers.
- Guided the creation of Competency-Based Assessment so that non-traditional applicants can earn graduate level credentials mid-career.



COLLABORATE ACROSS BOUNDARIES

- Student research activities in UFV’s centres and institutes have all contributed to working across boundaries, and in particular towards the Food & Agriculture Institute’s social science approach to genomics (Lenore Newman) and SASI’s We Are Hockey exhibit (Satwinder Bains).
- Sara Davidson (Teacher Ed) is bringing Indigenous stories into the K-12 curriculum and providing professional development for teachers to respectfully incorporate this content.
- Alida Janmaat (Biology) and her students are collaborating with Agriculture & Agrifood Canada to develop an environmentally sustainable control for wireworm, which has been identified as the top research priority of the Canadian Potato Council.
- We have created the Intensive Grant Mentorship Program so that interdisciplinary groups of researchers mentor one another to improve grant application success.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

- Support Rita Atake’s (Cmns) research that is being used to develop culturally responsive pedagogy and inform learning support services to better meet the needs of international students.
- REGS supports networking events with industry and government to promote partnerships between UFV faculty and researchers from the region and beyond.
- Zina Lee (Crim) and her students are working with middle and secondary schools in BC to develop intervention strategies for at-risk youth.
- Facilitated a photovoice project between UFV Visual Arts and local high school students with Non-Profit *ILead Abby* to create an exhibit to provide youth a voice and opportunities to explore how to make their community inclusive through the arts.
- We link researchers with the BC Trade Commissioner Office to connect with international companies that want to develop research partnerships and create coop opportunities.



INTEGRATE EXPERIENTIAL LEARNING

- Student research is intensive experiential learning that enables them to apply classroom learning to real world current issues such as replacing platinum with less expensive catalysts for the production of hydrogen fuel.
- Faculty widen students’ networks by introducing them to industry and community partnerships, like the BC Cancer Agency as they learn to design 3D printed models of hearts that are used to improve treatment outcomes.
- Students gain workplace skills as they broaden their world view and personal boundaries through activities such as public speaking, writing for publication, critical thinking and networking.
- Golfam Ghafourifar’s (Chem) students are being trained in “state of the art” microscale protein analysis which prepares them for high demand positions in government and private labs.
- Increased competition for Work Study Research Assistants is raising the bar in the scope and skill development value of available positions.

2019 Education Plan Update – Office of the Vice Provost

The Office of the Vice Provost includes responsibility for UFV International, Academic Advising, Academic Quality Assurance (including program development and program review), and Indigenous Affairs. The Office of the Vice Provost supports and facilitates the development of excellence in teaching, learning, scholarship, and service.

These areas are all central to achieving the vision of UFV 2025 and the goals of UFV's Education Plan, with a focus on supporting the learning journey of all students.

In reviewing progress on meeting the Education Plan Goals, it is clear that significant work is being accomplished in strengthening UFV as a learning centred university that is connected to and contributes to the development of its communities.



PRIORITISE LEARNING EVERYWHERE

Advising Centre visited the Gur Sikh Temple & Sikh Heritage Museum and provided the opportunity to further develop understandings of South Asian and Sikh history and culture, enhancing Academic Advisors and staff approaches to diverse learners at UFV.

Siyamiyateliyot Elizabeth Phillips, last surviving fluent speaker of Halq'eméylem, receives UFV Honorary Doctorate at 2018 Convocation for efforts to preserve the language of the Stó:lō people

International and domestic students gathered at the Global Lounge for a variety of events, including Friends Without Borders, Waffle Wednesdays, Game Night, Global Citizenship Committee, Language Exchange, immigration sessions, and student clubs (WUSC, Amnesty International, Japanese Culture Club, Global Development Studies).



COMMIT TO FLEXIBILITY & RESPONSIVENESS

Increase in frequency of program specific advising for 1st year Arts and Science students at CEP to better meet demand for advising within various student populations.

Development of new programs in Coding Skills, Digital Manufacturing, and Bioinformatics will prepare graduates to meet the demands of B.C.'s growing tech industry.

UFV partners with Nicola Valley Institute of Technology to deliver Master of Social Work: Indigenous Focus cohort of Indigenous BSW graduates at NVIT's Merritt campus.



COLLABORATE ACROSS BOUNDARIES

UFV receives four-star status by QS Stars, a prestigious international post-secondary rating system, including a perfect five stars in two key areas: teaching and employability of graduates.

UFV Alumni Association awards Honorary Life Membership to UFV Elder-in-Residence T'it'elem Spath Eddie Gardner for his contributions to supporting Stó:lō culture, heritage and traditions with the UFV community and beyond.

An Academic Advisor led a team on a tour in India that included a visit to the UFV Chandigarh campus to promote the role of advising and answer questions about programs.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

UFV one of twenty Canadian universities to receive funding for Queen Elizabeth II Scholarship project, providing opportunities for 30 UFV students to undertake internships in Tanzania, Kenya and India and 8 incoming scholars to visit UFV.

World University Service of Canada UFV student chapter prepares for first student to come to UFV as part of Student Refugee Program in fall of 2109.

Stó:lō Tribal Council and UFV present ReconcilACTION (June 2018) with the goal of Indigenous and non-Indigenous participants engaging in dialogue aimed at highlighting our shared history and helping dismantle the walls of isolation that have defined our relationships in the past.



INTEGRATE EXPERIENTIAL LEARNING

Bi-annual Study Abroad Expos highlight opportunities for students with over 50 partner universities to choose from in Asia, Australia, Europe, South America and the Middle East.

Advisors organized or participated in workshops for students including Pharmacy Information, the Science Social, First Semester Check-in, and Pre-med Student Association workshop.

Installation of the President and Chancellor incorporated Stó:lō cultural practices, providing opportunities for the UFV community to witness and experience Indigenous culture.

Experiential learning opportunities included as integral components of several new programs, notably a study-abroad experience as part of the International Business major, a project studio semester as part of the Digital Manufacturing diploma, a workplace field practicum in the Coding Skills associate certificate, and co-op opportunities as part of the Graphic & Digital Design major.