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

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Submitted by:  
James Mandigo  
Provost and Vice-President, Academic

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# A 2020 Update to *Learning Everywhere:* *The UFV Education Plan, 2016-20*

## Introduction

Since 2016, UFV's *Learning Everywhere Education Plan* has focused on five key goals:

1. Prioritize learning everywhere
2. Commit to flexibility and responsiveness
3. Collaborate across boundaries
4. Develop local and global citizenship
5. Integrate experiential learning

These five goals have been central in guiding UFV's academic planning and decision making over the past five years. The growth experienced in each of these goals across the University has been tremendous and inspiring. UFV is stronger and better because of the collaborative focus placed on prioritizing each of these learner centred goals.

At the time of writing this update, there have been over 5 million people around the world infected with SARS-COV-2 virus that causes COVID-19. Of those 5 million, more than 327,000 people have died. No part of the world has been spared from the impact of the pandemic and UNESCO estimates that 70% of the world's students can not physically attend school. Concerns about international students being able to attend post-secondary institutions in Canada, the quality of online courses, the ability to achieve applied learning outcomes without face-to-face instruction, the lack of availability of experiential forms of learning, and of course, the health and safety of students, faculty and staff are all outstanding questions we are grappling with as the world's scientists race towards finding effective treatments and vaccines. While it may seem that we have pushed the pause button on education, some interesting trends and insights that align well with the Education Plan are starting to emerge from the haze of COVID-19.

UFV's recognition that learning can take place everywhere has served as our motto in our rapid response to "flattening the curve" of COVID-19 cases. Faculty members were able to quickly pivot their courses to remote forms of delivery because they recognized that learning can occur in multiple ways and were committed to being flexible and responsive to the needs of our students. Faculty members collaborated and supported each other during this transition by creating learning communities that contained a mix of backgrounds on the delivery of online courses. Through collaboration across boundaries, faculty members worked together to break down barriers to help support one another in delivering the best possible online course possible. As global borders quickly started to close to stop the spread of COVID-19, UFV's faculty, staff and students recognized that we are a globally minded campus and they quickly sprung into action to make sure "nobody was left behind." International students who could not return home were provided with a home as long as they needed it in Baker House and any UFV student who was in another country on exchange and wanted to return home was supported by UFV International in their repatriation back to Canada. Finally, while many of our students were no

longer able to physically access their experiential learning placements, many continued to work with our community partners in virtual ways such as our teacher education candidates who helped support BC teachers in the delivery of online education in the K-12 system. Then there are our Nursing students in their final semester prior to graduation. They continued their clinical work in the hospitals at the height of the COVID-19 outbreak so that they could not only continue to support our frontline health care workers, but also so that they could *join them* as colleagues upon graduation and provide the desperately needed support across a very tired and strained medical community. While our Educational Plan Goals were not written with a global pandemic in mind, they have been central to our ability to successfully respond to it.

## Highlights of the Five Goals

What follows next are some of the examples of how our Academic Units have risen to the challenge of achieving the goals in our Education Plan. While these represent some of the highlights of ongoing activities, they are only a fraction of the many activities performed across UFV's Academic Units to achieve the goals outlined in the Education Plan. I would encourage you to continue reading further in the report for a more detailed account of examples aligned with each of the five goals.

### Prioritize Learning Everywhere

- Modern Language Institute offers Halq'emélym language courses at Seabird Island School
- Recipients of the Student Award Opportunity offered by Peace and Conflict Studies attended the Peace Summit of Emerging Leaders in Bangkok, Thailand
- English Language Studies faculty members offered multiple sections of the Academic Foundations Program in Chandigarh, India.
- Health resources and services provided to the Downtown Chilliwack community by students in kinesiology, nursing, and dental programs.
- The Teacher Education Department created resource kits on Residential Schools and Decolonization and Reconciliation to be used by teacher education candidates and shared with their practicing teachers.
- Students from the School of Land Use and Environmental Change were identified as Queen Elizabeth Scholars and participated in field placements in Africa
- 30 students received funding to present their research as conferences in Poland, Austria, United States, and Canada
- A creation of a gathering space for self-identified Indigenous faculty and staff members to meet casually with each other and with UFV Elders-in-Residence

### Commit to Flexibility and Responsiveness

- School of Creative Arts redesigned their Indigenous Arts Certificate to more easily ladder into the Bachelor of Fine Arts program
- Continuing Education developed a for credit transfer agreement with McDonalds Canada.
- Increased focus within Trades programming to foster opportunities for women, indigenous peoples, and other underrepresented groups within the trades.
- Dual credit courses in Statistics were successfully offered in partnership with Rick Hansen Secondary School.
- Math Department adopted a number of Open Educational Resources in their courses

## Collaborate Across Boundaries

- English Department collaborated with Agriculture Department to build an Indigenous garden
- Interprofessional simulations amongst students in all 3 nursing programs.
- The Child and Youth Care department delivered workshops on mindfulness, children's yoga, and labyrinth walks to the Abbotsford Hospice
- UFV International continues to support the transition of academic programming in Chandigarh to its partner institute at Fraser Valley India.
- The Library has added scholar profiles to UFV's institutional repository called HarvestIR
- Centre for Experiential and Career Education received a \$300,000 donation through RBC's Future Launch program to support experiential learning opportunities and career ready skills.

## Develop Local and Global Citizenship

- A new fully integrated Stó:lō Aboriginal Skills and Training Culinary Program
- Get Kinnected research faculty speaker series featuring members of the Kinesiology Department sharing their research with local community members
- Planting Reconciliation course offered in conjunction with local Indigenous Elders focused on plant identification, sustainable gardening, and historical knowledge.
- A Red River Cart was donated to the library in Chilliwack by local Métis artists
- CIS faculty organized the Update on Computer Recycling Day where old computing and electronic equipment can be safely disposed of and recycled.

## Integrate Experiential Learning

- Practicum students in English assisted the Abbotsford Farmer's Market and Fieldhouse Pub in transitioning their food sales to an online format
- Student Research Day grew to 92 posters featuring 189 students in its first ever virtual format.
- UFV Computer Information Systems students won the first prize and were selected to participate in the Canadian Hacking Challenge to represent BC.

## What's Next?

2020 marks the final year of UFV's Education Plan. While it has guided us well, it is time to stop and reflect upon our next five years. This will be the role of UFV's new Integrated Strategic Plan scheduled to be launched at the end of 2020. This new Integrated Strategic Plan will build off the successes to date and help us continue to move forward together as we engage learners, transform lives, and build communities. As an *integrated* strategic plan, it will outline how we will work across the UFV community to achieve our collective vision through several shared goals and strategic imperatives. All of UFV's Academic and Administrative units will identify how they will be a part of achieving our collective goals after the Integrated Strategic Plan is approved by the Board of Governors and the University Senate.

While this will be the final update of UFV's *Learning Everywhere Education Plan*, it is not the end of the many ongoing activities that have been implemented to support its success. These activities will continue well into the future and serve as the foundation for our Integrated Strategic Plan.



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## The UFV Education Plan 2020 Update Appendices

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

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# 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.



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# The UFV Education Plan 2020 Update Appendices

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Appendix 2:  
Faculty & Division Condensed Updates

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# 2019-20 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 only a few examples of what has been 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

All ABT instructors attended the CE PD day in fall 2019 where they took workshops such as, “*Indigenizing Instructional Strategies*” and “*Developing Your Instructor Self*” among others. Three instructors are attending the Teaching & Learning MicroCourse series on online teaching.

### Continuing Education

Many CE students attended the KAIROS Blanket Exercise as part of their classroom activities (the blanket exercise is an interactive educational program that teaches the history of Indigenous people in Canada).

### English Language Studies

ELS faculty provided multiple sections of EAP 075/AFP (Academic Foundation Program) in Chandigarh in Summer 2019 and Winter 2020. Students and administrators at Fraser Valley India thanked ELS for delivering summer AFP classes in Chandigarh while celebrating 14 years of this annual partnership together.

### Upgrading & University Prep

UUP is working with Chilliwack Community Services to identify how the department can provide additional educational opportunities to the parents participating in its [Gateway for Families](#) programs. Gateway, which is located at Central Elementary Community School, supports parents of young children in downtown Chilliwack.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

### Applied Business Technology

ABT developed two courses for CE (WordPress and Minute-taking). The Minute-taking workshop materials were passed on to CE and run through CE instructors. Mentoring and minute-taking materials were also provided to HR for development of employee training.

### Continuing Education

CE and several other UFV units created a credit transfer agreement with McDonald’s Canada. The agreement offers credit for the training that McDonald’s managers complete during their employment. CE also created laddering agreements between CE and certificate programs and the General Studies Diploma and Integrated Studies Degree.

### English Language Studies

ELS created [instructional videos](#) for the department website to help students navigate websites and complete online course assignments. These videos were shared on the UUP department’s online New Student Orientation presentation as well.

### Upgrading & University Prep

Faculty are revising the department’s Indigenous People’s Knowledge (IPK) courses to ensure they focus on t l perspectives and experiences. To better situate learning and knowledge within a t l conte t the course content will be built around place-based and experiential learning practices.



## COLLABORATE ACROSS BOUNDARIES

### Applied Business Technology

Faculty are developing a research project around building online cohorts for fall 2020. ABT faculty have already secured funding for a research assistant and will be posting the position in the near future.

### Continuing Education

A new partnership between CE and City of Surrey will provide [Evidence-Based Decision Making](#) (EBDM) training to cohorts of municipal workers. This year, the first graduate student in the City University of New York’s [John Jay College of Criminal Justice](#) completed and used EBDM as an elective course toward his master’s degree.

### English Language Studies

ELS worked with UFV International and the Registrar’s Office to recommend the temporary use of Duolingo English Test (DET) scores to meet UFV’s [English Language Proficiency](#) requirement following the closure of test centres due to COVID-19.

### Upgrading & University Prep

Community group participation and involvement continues through recent adaptation of online meetings. A strong connection with the articulation process continues as UUP department representatives work with representatives of other post-secondary institutions to ensure our equivalent level courses meet the same outcomes and are articulated in the [BC ABE Articulation Guide](#).



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

### Applied Business Technology

ABT students attended the Métis Day Awareness Event in October 2019 and wrote journal reflections before and after the event. Students learned about the traditional Métis dance “jigging” and other aspects of Métis culture, including traditional foods and crafts.

### Continuing Education

The new [Activity Assistant](#) certificate and revised [Nursing Unit Clerk](#) certificate includes Indigenization and citizenship outcomes in every course. An instructor who teaches in CE legal programs offered a workshop to other instructors on the topic of Indigenizing curricula. Participants enjoyed the workshop and were pleased to learn how they can infuse Indigenous ways of knowing into courses.

### English Language Studies

ELS adopted the new textbook *University Success Writing Advanced Level*, which provides students with opportunities to explore topics related to diversity and values across various academic disciplines in an 080-level writing course.

### Upgrading & University Prep

Most courses continue to introduce and discuss problem-based pedagogies in classes such as global warming and Reconciliation.



## INTEGRATE EXPERIENTIAL LEARNING

### Applied Business Technology

Guest speakers this year included the Senior Advisor, Human Capital for MNP; the Branch Manager for Robert Half/OfficeTeam; and three ABT graduates who all work for local organizations. Students were able to learn about different job opportunities.

### Continuing Education

Two on-site practica designed to build a student’s workplace skills and confidence were added to the new [Activity Assistant](#) program. Students spend more than half their time in the community on practicum, which makes them better equipped to reflect on lived experiences. These additions ensure the curriculum is process oriented rather than content oriented.

### English Language Studies

Advanced-level EAP courses integrated the learning of content and language by reading authentic journal article excerpts and watching video lectures by Stanford University professors in Linguistics, Business Ethics, Earth Science, Medieval Culture, and Materials Engineering.

### Upgrading & University Prep

Some science classes brought in extra models, slides, and samples to integrate experiential learning. Prior to moving to online learning due to COVID-19, some instructors took their classes to the library and to live performances put on by the UFV Theatre department for outside experiences.

# 2020 Education Plan Update Faculty of Applied and 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, physics 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.

Preparing citizen-practitioners 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. In addition, we have implemented an innovative curriculum in Digital Manufacturing that recognizes and builds on learning from unrelated disciplines.

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 exceeded and the operation is now expanding to include international programs and in situ industry collaborations.

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.

We have fully integrated the t | Aboriginal Skills and Training (SASET) Culinary Program into the core of the Faculty through a strategic partnership with SASET. Besides broadening the SASET students' experience and options, it provides opportunities for indigenous and non-indigenous learners to educate each other and form bonds of understanding.



## 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.

The new Digital Manufacturing Diploma is an example of the way ATS can add practical "finishing" programming for unrelated disciplines so as to provide an experiential component to almost any traditional post-secondary experience. Using problem based pedagogies along with hands on skills with modern manufacturing equipment, a learner will discover how to teach themselves making them competent and future-proof.

# 2020 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.

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 at-risk children in the community.

Kinesiology, nursing, and dental students provided health resources and services to the Downtown Chilliwack community.

Faculty and students from the kinesiology department delivered health testing to the Abbotsford and Mission Fire Departments 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.

In response to the COVID-19 pandemic, all FHS faculty have re-created their course content and evaluations to allow for all students to learn remotely.



## 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 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 recent CBC and CTV coverage of physical activity and mental health during the COVID 19 pandemic.

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

Prior to transitioning online, the CDA program had begun creating instructional video demonstrations to assist students with pre-clinical preparation.

In the BSN program, Semester 6 students have created advanced skills videos for students to review prior to coming to labs. The purpose is to assist students in preparations ahead of class time. Semester 3 had also created a surgical wound care video for students, and Semester 4 is currently working on a proficiency video on mixed insulin.



## COLLABORATE ACROSS BOUNDARIES

An Indigenization Committee was formed for the Faculty Council to explore ways to support faculty, staff, and students in Indigenization.

The CDA program is now using 3D imaging technology in their dental labs to enhance student learning.

The BSN program has recently purchased virtual reality technology and will be integrating this into the learning when we resume face-to-face operations.

All 3 nursing programs (BSN, PN, & HCA) are participating in interprofessional simulations. This brings small groups of students from the 3 programs together to discuss their individual scopes of practice, the overlaps in scope of practice, and how to work together effectively.

BSN and PN students are working with Trades to deliver information and training regarding Naloxone.

The BSN programs has initiated and developed relationships with a variety of community partners. Semester 7 students are out in the community working with vulnerable populations and engaging in program planning. Some examples include My House, Youth Clinic in Mission, Warm Zone, Ruth and Naomis, The Foundry, Cyrus Centre, MSA Society, Oreole lodge, two alternative high schools, In Phase, & Utilized assisted living facilities.

Kinesiology students connected with Elder College in December 2019 and conducted fitness testing on some of their members.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

The School of Health Studies engaged with the UFV community to offer a flu vaccination clinic on campus for students, staff, and faculty.

In May 2019, BSN students travelled on a study tour to Sierra Leone, in West Africa. The study tour was set to run a second year in May 2020, but it was cancelled due to COVID-19 travel restrictions.

The School of Health Studies is exploring development of Tropical Medicine nursing elective option.

In Fall 2019, the kinesiology department hosted the first edition of a new research speaker series called *Get Kinnected*. Faculty members gave presentations with the aim to build relations with the Fraser Valley community.

The BSN, PN, & CDA programs integrated the Blanket Exercise into their curriculums. Further exploration is being done to include the HCA program, as well.

Truth and Reconciliation booklets were order for all FHS faculty members. These will help with understanding and implementing ideas for indigenous content.

In response to the COVID-19 pandemic, BSN students started an initiative they called "Student Nurses for Nurses". This was a voluntary initiative where UFV student nurses would run errands for nurses working on the front lines. This story was picked up by multiple news agencies.



## INTEGRATE EXPERIENTIAL LEARNING

Health Sciences programs continue to be very rich in experiential learning. The average graduate has experienced hundreds of hours of hands-on learning in labs, clinical sites, practicums, and simulation.

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.

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

In October 2019, nursing students organized and hosted the Canadian Nursing Students Association annual general meeting in Abbotsford.

# 2020 Education Plan Update – Faculty of Humanities

This snapshot outlines a few of the achieved goals adopted by departments within the Faculty of Humanities.



## PRIORITISE LEARNING EVERYWHERE

**HISTORY:** Sharanjit Sandhra (South Asian Studies Institute Coordinator) provided tours of the Sikh Heritage Museum to various groups from the community, including elementary and secondary school students from across the region.

**MODERN LANGUAGES INSTITUTE:** MOLA is offering Halq'eméylem classes at Seabird Island School, with classes including many Elders from the community.

**SCHOOL OF CREATIVE ARTS:** SoCA was officially launched. The launch party included mini-classes, which were open to the public.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

**SCHOOL OF CREATIVE ARTS:** SoCA's Indigenous Arts Certificate has been redesigned to allow potential students to: (1) access funding more easily, (2) ladder into a BFA, and (3) provide more options for artistic practices (e.g., via practicums with established artists).

**HISTORY:** COA joined the BC Open Ed Tech Centre, which will support History with access to Wordpress for its web-based public history courses.

**ARTS COLLEGIUM:** A Collegium space, with a facilitator and student peer supporters, was created to support student community building, wellness and engagement with campus student services.



## COLLABORATE ACROSS BOUNDARIES

**ENGLISH:** ENGL collaborated with Agriculture for Greenhouse tour and UFV's Facilities to build an Indigenous garden.

**COMMUNICATIONS:** A CMNS faculty is a UFV liaison on the Human Services Career Enrichment Program helping to establish a for-credit course for UFV students who are mentors for Chilliwack Secondary students.

**COMMUNICATIONS; GRAPHIC & DIGITAL DESIGN; HISTORY:** CMNS, GDD, HIST and GEOG students participated in GD 450 to create signage for the Stave West Regional District. The group won the Industry Engagement Undergraduate Excellence Award.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

**PHILOSOPHY:** PHIL has created an External Advisory Committee. Members of the community and stakeholder groups will be invited to join the committee to help the department with course and program development.

**GRAPHIC & DIGITAL DESIGN:** GDD invited an industry advisory group to participate in events, such as its portfolio review, which similarly acts as a Dragon's Den.

**SCHOOL OF CREATIVE ARTS:** A Community Arts Practice Course collaborated with The Reach Gallery and Resource Management Centre, which resulted in a class publication.



## INTEGRATE EXPERIENTIAL LEARNING

**MODERN LANGUAGES INSTITUTE:** Three UFV JAPN graduates were among 49 participants from BC for the 2019 Japan Exchange and Teaching Program (JET).

**ENGLISH:** Two practicum students were selected to help the Abbotsford Farmer's Market and Fieldhouse Pub with online food sales as a COVID-19 response.

**MAD MONDAY CHALLENGES:** COA launched the Student Experience Design (SXD) Lab to provide Work Integrated Learning opportunities, such as Hack-a-thons and Mad Monday Challenges. The next challenge will focus on the development of micro-credentials, with History as an early adopter.

# 2020 Education Plan Update – Faculty of Professional Studies

**A**s 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 is an example of the impact we are making in the lives of our students and their communities:

Teacher Candidate, Tsandlia Van Ry, presented on the very last day, in the very last time slot, to a virtually full house at the Western Canada Association for Student Teaching. It was a proud moment for her – and for UFV Teacher Education with four students attending for the first time in the history of the Teacher Education/BEd program.

Her presentation titled, *A Ts'elxwéyeqw Teacher Candidate's perspective on conceptualizing the BC First Peoples Principles of Learning* opened with, "Ey Swayel, ey te mot, ey te thále tel sqwálewel Tsandlia tel skwi:x, Tèlí tsel kw'e Ts'elxwéyeqw, Tèlí tsel kw'e Sq'ewqeyl. Hello, my name is Tsandlia, I am Ts'elxwéyeqw, from Skowkale in Chilliwack B.C."

Tsandlia shared her personal lived experiences with displacement. Removed from her culture as a child, it wasn't until she was in her early twenties that she began to relearn and reconnect with her community, and began to feel confident in her identity as a Stó:lō woman. Tsandlia is currently on her certifying practicum and states,

*"I feel a sense of responsibility for educating young people, and helping to further the dialogue of my own community in a positive way. I strongly believe in the power of relationships and I am grateful that I get to spend every day working and building strong relationships with my students and my colleagues."*



## PRIORITISE LEARNING EVERYWHERE

The Adult Education Department (ADED) continues to lead the way in offering a unique blended online-F2F delivery model. ADED partnered with a supportive ITS this academic year to collect data on support needs over the past year and continue with this collaboration.

The Child, Youth & Family Studies (CYFS) Department saw their students off to Scotland on a Study Tour this past summer, and continue to focus on self-care in offering the Self-care Rest Retreat for Child & Youth Care students completing their Continued Community Projects.

In response to TRC Call to Action 62, Resource Kits on Residential Schools and Decolonization & Reconciliation have been developed by the Teacher Education Department (TED) to be shared with TED students, UFV faculty/students (library), and with practicing teachers in and around the Fraser Valley.

TED also saw the successful launch of the Master of Education program in Educational Leadership and Mentorship this past summer.

The Computer Information Systems Department (CIS) has now fully implemented the BSc. Major in Computer science and has established a Program Working Group to examine the feasibility of developing a Masters program.

The School of Social Work & Human Services (SWHS) has established a community-based counselling service located at the Sweeney Neighborhood Centre in Abbotsford. SWHS, with the support of the university, advisory council, community stakeholders, and Abbotsford School District 34 is operating *UFV in the Community: Counselling, Advocacy, Learning, and Leading (CALL) Service* providing free services to the community and senior high school students. Eight SWHS practicum students are in their field placements at CALL and receive supervision from faculty, professional staff, and a clinical lead.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

ADED continues to increase its offerings of credential options with the successful launch of both the Mindfulness-Based Teaching and Learning Graduate Certificate program and the Integrated Learning Design Associate Certificate, together with the recently approved minor in Adult Education creating opportunities for students in a wide variety of degree programs.

The School of Business continues to grow its programming: The Bachelor of Applied Management is being repackaged by the School of Business within the Bachelor of Integrated Studies, the Master of Finance program proposal is being re-worked based on feedback from the Ministry and the International Business major and minor proposal has passed institutional review and is awaiting Ministry approval.

In addition to implementing ways to make our classrooms Universal Design friendly, CYFS has incorporated oral/artistic means of assessment into their curriculum. For example, a Cultural box was presented by a student of Dutch heritage

CIS continues to work collaboratively with partners such as International, OReg, and Advising to find increasingly flexible and responsive solutions to growing student need as international numbers tend to fluctuate widely.

SWHS welcomed its first year of enrolment of Foundational MSW (non-BSW) students into the MSW Program which will occur every other year, in addition to the offering of the MSW Indigenous Focus Program in partnership with the Nicola Valley Institute of Technology (NVIT).



## COLLABORATE ACROSS BOUNDARIES

A total of 17 scholarly works (journals, conference, etc.) have been completed by Business faculty in collaboration with researchers outside UFV, which shows cross-institutional collaboration.

CYFS Child & Youth Care faculty, together with SWHS and Criminology are developing a joint course/cross disciplinary work. CYFS has also partnered with Abbotsford Hospice to deliver workshops on mindfulness, children's yoga and labyrinth walks.

CIS has collaborated this year with Business in the development of a Graduate Certificate, with Math (Science) in delivery of the Data Analysis Certificate, and has many cross listed courses with Business, Mechatronics, and Physics.

The Library & Information Systems Department (LibT) is exploring with Integrated Studies a LIT concentration to address cross-disciplinary opportunities around "essential literacies" while continuing to work with Continuing Education to relocate the Post-Diploma Certificate for Library Technicians into LIBIT.

For the third year, SWHS partnered with Nursing to provide a one-day training on Poverty Awareness for the SWHS and Nursing students and also partnered with the Ministry of Children and Family Development, and Child and Youth Mental Health to host a workshop for providers and students.

The Indigenous Student Centre has arranged for the TED to have a Resident Elder who will work with the BEd students while they are on campus. As well, a working relationship has been established with Keith Thor Carlson (Canada Research Chair, Indigenous and Community-Engaged History @ UFV) such that the TED faculty can support his work to develop resources for the local School Districts.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

Business hosted its annual UFV Sustainability Case Competition in March this past year, and again in May for visiting students from Rotterdam.

CYFS students continue to represent UFV across the globe with new practicum placements in Mullingar, Ireland and a study tour in Scotland. CIS faculty have spearheaded the Update on Computer Recycling Day where old computing and electronic equipment can be safely disposed of/recycled in an environmentally friendly way.

This past fall first-year students in LibT were introduced to a mentorship program as a pilot. Positive response has resulted in a continuation of this pilot. Students and program alumni also participated in a panel discussion at the BC Library Conference, to discuss career progression and transformation.

Dr. Amanda LaVallee, a faculty member with SWHS has been awarded a SSHR grant titled, "We know who we are: Intergenerational Understanding of Metis Identity and Well-being" using digital storytelling; techniques she shares with her students.

This past year, Community Development students in SWHS organized a free community Elder Abuse Awareness Seminar at UFV seeking support for mandatory reporting of Elder Abuse in Canada. A second group of students partnered with Archway, Inasmuch services, and Abbotsford Canadian Reformed Church to organize/host a free community *Multicultural Family Fun Night* for local immigrant and refugee families.

This summer will see our first group of TED students attend a two week learning experience with Nisga'a First Nation (School District 92).



## INTEGRATE EXPERIENTIAL LEARNING

Business continues to engage the UFV community in holding the annual Abbotsford Chamber of Commerce Business after Business Mixer, the annual Welcome Back BBQ for students, faculty, and staff, and in offering the Business Field School with institutions in St. Gallen, Switzerland & Rotterdam, Netherlands.

CIS continues to participate in the prestigious IEEE Vancouver AGM (and has initiated a UFV chapter) to which our students have taken first prize in the IEEE poster competitions, Vancouver B|Sides security event in which our students have once again secured first place in the hacking comp, and BC Aware where our students won first prize competing against students representing six BC post-secondary institutions including UFV, KPU, UBC, SFU, NYIT, and BCIT. UFV will go on to represent BC at the Canadian Hacking Challenge.

ADED is part of a Program Working Group organized by Continuing Education in conjunction with the City of Abbotsford to develop a Certificate in Civic Innovation and Governance to meet both local and regional needs for a program in civic capacity.

Business ENACTUS students represented UFV at the Enactus Western Canada Regional Exposition. Enactus is "a community of entrepreneurial leaders who see business as a way to address social issues" and the UFV Chapter is actively recruiting students from all disciplines at UFV.

Site visits in LibT continue to reflect a range of locations that are academic, special, public, government, corporate, museum, records management, and archival in nature, and 34 students have participated in this year's BC Reading Link Challenge with a range of responsibilities.

# 2020 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.

We also respond rapidly and effectively, as science evolves, to global situations such as the current COVID-19.



## PRIORITISE LEARNING EVERYWHERE

More than ever, learning everywhere needed to be prioritized. Online and hybrid courses were already being increasingly offered to facilitate learning everywhere, when COVID-19 hit. In addition to our regular online courses, we were able to finish the year remarkably well despite having to offer all courses remotely. BIO105 was offered to over 250 students in 2019-20 compared to roughly 200 in the previous year. Geography courses online offerings more than doubled from 5 sections in 2018-19 to 11 in 2019-20.

Science students attended numerous field trips locally, and regionally until January 2019, and some had international placements that were cut short due to COVID-19. The field trip to Tofino, BC, included 23 Biology students, while 16 students attended an Adventures in Geography field school in Alberta.

Queen Elizabeth Scholars from the newly minted School of Land Use and Environmental Change (SLUEC) participated in field placements in Africa.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

Directed and independent studies courses offer tailored-to-the-student learning: 88 students participated in these courses in 2019-20 compared to 82 the year before.

Dual credit courses in Statistics were successfully offered to Rick Hansen Secondary School students facilitating their transition into post-secondary education.

Supported Learning Groups or SLG sections increased since 2016 with over 40 sections participating in 2019-20.

Open Educational Resources are being increasingly adopted in more science courses. Some sections of MATH 111 and 118 used free online textbooks, while Webworks, an open source online homework system.

An Applied Bioinformatics Certificate Program was developed and approved within the year in response to provincial technical demands. A virtual Q&A session was held on COVID-19 and the scientific evidence.



## COLLABORATE ACROSS BOUNDARIES

Several new joint programs have been developed including the Applied Bioinformatics certificate between Biology, CIS and Math & Stats. The new Bachelor of Environmental Studies degree, the BSc in Biochemistry major, and the Applied Statistics minor, are examples of programs that collaborate across boundaries.

Faculty and staff from various departments collaborate with each other as well as with other scientists and stakeholders outside the institution, locally, regionally, nationally and internationally. A new local collaboration has been established with the Abbotsford Airport Authority and there are many regional collaborations continuing with Agriculture Canada, Genome BC, SFU, UBC, and others. The Queen Elizabeth Scholars program with SLUEC students continue to be popular.

STEM outreach by faculty, students and staff continued with Fraser Valley Regional Science Fair, Math Mania, Science Rocks, Math Challengers, Let's Talk Science, Super Science Club, etc.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

Educational presentations by faculty and staff to local groups included Abbotsford Learning Plus, Great Blue Heron Nature Reserve, Chilliwack School District and many others.

Indigenization efforts included visiting Shxw̓ha:y village, inviting notable speakers like Dr. Nancy Turner, renowned Ethnobotanist who gave a very interesting talk on 'Valuing plants' and indigenous knowledge. The second annual Fraser Valley Math Education Sq'ep attracted close to 100 educators from regional schools and other post-secondary institutions.

Sustainability efforts included publishing a video on climate change with students and staff. Biology and SLUEC students participated in Abbotsford's City Studio projects again and several of our students won awards and honourable mentions.

SLUEC hosted the Pacific Regional Society of Soil Science and BC Institute of Agrologists joint annual meeting in March 2020.



## INTEGRATE EXPERIENTIAL LEARNING

A variety of experiential learning opportunities were available to students, through special courses, co-op placements, internships, research experiences, field trips, citizen science projects, etc.

'Planting Reconciliation' was an IDS course offered in coordination with local Indigenous Elders that provided hands on experience in plant identification, sustainable gardening and historical knowledge.

Various STEM activities included participation in conferences. A record 44 science students participated in the virtual UFV Research Day. UFV Chemistry sent a large delegation of students to the Canadian Chemical Conference in Quebec City. They had a great experience participating in the national conference and winning a few awards. Other students also participated in meetings, including international ones, such as one held in Tampa, FL.

Read more updates for the year: <https://www.ufv.ca/science/deans-office/monthly-department-highlights/>

# 2020 Education Plan Update – Faculty of Social Sciences

This snapshot outlines a few of the achieved goals adopted by departments within the Faculty of Social Sciences.



## PRIORITISE LEARNING EVERYWHERE

**PEACE AND CONFLICT STUDIES:** PACS offered a “Student Award Opportunity” and chose three UFV students to attend the “Peace Summit of Emerging Leaders” conference in Bangkok, Thailand.

**BACHELOR OF INTEGRATED STUDIES:** UFV signed a transfer and articulation agreement with McDonald’s Canada for transfers into UFV’s General Studies Diploma and Bachelor of Integrated Studies. UFV also signed a transfer and articulation agreement with Surrey Fire Services.

**STUDENT LEADERSHIP SYMPOSIUM:** COA hosted a day long SLS around the theme of Empathy in Action.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

**CRIMINOLOGY:** CRIM established a working group to develop a post-graduate certificate in Crime and Intelligence Analysis.

**PSYCHOLOGY:** PSYC is redesigning its Honours Seminar in response to student feedback. PSYC has also made some positive course additions: Psychology and Critical Thinking, and Cultural Psychology.

**GLOBAL DEVELOPMENT STUDIES:** The GDS student group now has a position on the GDS Program Committee.

**CONTRACT GENERATOR:** COA created a new Contract Generator system to assist with the preparation of all Request for Contracts using a database tracking system.



## COLLABORATE ACROSS BOUNDARIES

**GLOBAL DEVELOPMENT STUDIES:** GDS is beginning to see the arrival of transfer students from other institutions, even without formal laddering agreements.

**INTERDISCIPLINARY STUDIES:** A variety of IDS courses have been designed, approved and offered, which include: Culture & Community, Peoples Knowledge Seminar, Monsters in the Western World, Election Campaigns & Politics in Canada, Children & Cities, and Reconciliation Shakespeare Garden.

**SOCIAL, CULTURAL & MEDIA STUDIES:** SCMS is developing an Interdisciplinary Associate Certificate and Intercultural Studies Certificate.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

**POLITICAL SCIENCE:** POSC is developing MOU’s with the University of Ghana, University of Cape Coast, Kwame Nkrumah University of Science and Technology and Kofi Annan International Peacekeeping Training Center.

**PEACE AND RECONCILIATION CENTRE:** COA has led the way with the establishment of PARC, which has hosted intimate partner violence panel presentations. CRC Chair, Keith Carlson has planned a launch of seed-funding research opportunities for students, faculty and local community.



## INTEGRATE EXPERIENTIAL LEARNING

**ECONOMICS:** Procurement of software has allowed for ongoing integration into ECON students’ experiential learning curriculum.

**SOCIAL, CULTURAL & MEDIA STUDIES:** SCMS has had a significant number of students acting as paid Research Assistants on community-based projects (including in the new Health and Social Innovation HUB).

**PROGRAM EVALUATION CERTIFICATE:** The newly launched graduate certificate has a good cohort.

**GLOBAL DEVELOPMENT STUDIES:** GDS has launched virtual internships.

# 2020 Education Plan Update – Institutional Research and Planning

Institutional Research and Planning is the official reporting and information gathering arm of the university. Our mission is to ensure the integrity of data reported to external agencies and to provide university administration, faculty, and staff with accurate and easy to read data analysis, and other decision-support information.

The office conducts forecasting, statistical analyses, and research initiatives encompassing all forms of university operations.



## PRIORITISE LEARNING EVERYWHERE

To help students progress through their programs and graduate in a timely manner, we produced a report on bottleneck courses. We found 25 courses that had all three characteristics of bottlenecks: demand, access, and outcomes.

To align with the Ministry, IRP has worked on FTE reporting for graduate programs, program expansion funding, and developmental programs.

IRP is involved in scheduling at CEP to ensure that popular program availability for first-year students.

IRP continues to provide data to the UFV community. Examples of student data include the Business Intelligence dashboards, annual databooks for each department, and the annual UFV Factbook.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

IRP provides forecasting tools to assist with enrolment management. New dashboards display forecasts, by program, for (i) returning students for two terms in advance and (ii) new students based on live application data. Cross-walk tables translate across departmental FTEs and program headcounts.

We provided scheduling recommendations following the coronavirus outbreak based on utilization, waitlists and seat demand.

As UFV saw record international student enrolments, we analyzed international student performance to ensure academic excellence and student success.

We lead UFV's Enrolment Plan; this plan informs budgeting on the allocation of resources across academic areas.



## COLLABORATE ACROSS BOUNDARIES

UFV's annual Accountability Report was twice mentioned by the Ministry as a best practice example for reporting on Mandate priorities.

Each month we fulfil a wide variety of ad-hoc requests for data and analysis such as projecting practicum enrolments, analyzing enrolment patterns across campuses, and providing course utilization rates.

IRP oversees UFV's survey software Survey Monkey and assists with survey design and implementation.

IRP administers and reports on a variety of surveys including the National Survey of Student Engagement, the Canadian University Survey Consortium, and BC Student Outcomes.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

IRP is involved in UFV's strategic planning project. To inform this process, we produced an environmental scan using a variety of sources: demographic data, survey results, the labour market, and activity at other BC post-secondary institutions.

IRP staff members are involved in a variety of committees outside of UFV. These include Peer Review, Performance Measures Working Group, and Data Definitions, all groups seeking to optimize reporting and align the Ministry's goals with post-secondary institution performance.

Vlada sits as the system liaison for economics in B.C. and acted as a mentor for the CFA Institute Research Challenge.



## INTEGRATE EXPERIENTIAL LEARNING

We completed labour market outlooks and provided data for proposed programs including the Halq'méylem graduate certificate and the Concentration in Applied Management.

The B.C. Student Outcomes surveys provide information about what students found valuable in their studies, the relevance of their education, and their job market outcomes.

Our Campus Snapshot project informed UFV leadership about how students and administrators felt about the UFV campus.

Kabir, a co-op student in IRP, has gained valuable experience while providing a unique student perspective to our work.

# 2020 Education Plan Update – Office of the Vice Provost

The Office of the Vice Provost includes responsibility for Academic Quality Assurance (including program development and program review), Indigenous Affairs, and Tenure and Promotion. 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**

More than 40 faculty and staff took advantage of the opportunity to learn conversational Halq'eméylem and t l protocols in a brown-bag lunch workshop environment at both the Abbotsford and Chilliwack campuses during the Fall semester.

The creation of a gathering space for self-identified Indigenous faculty and staff members to meet casually with each other and with UFV Elders-in-Residence.

Designed and Implemented revised process for program development to ensure new programs meet UFV's standards for Quality Curriculum.

Developed more targeted research methods for specific criteria for program development, including for student enrolment data and regional labour market demand.



**COMMIT TO FLEXIBILITY & RESPONSIVENESS**

UFV partners with Métis Nation of BC to deliver Métis Community Support Worker cohort at the UFV Chilliwack campus. In addition to CSW courses, programming includes upgrading courses, Indigenous Studies courses as well as a Métis cultural component.

Indigenous Academic Support Cohort (IASC) provides opportunities for improved academic success for Indigenous students entering the first year of university programming. This program includes personalized academic and support components.

Concept Paper template revised to align more effectively with the Ministry of Advanced Education Skills and Training Stage 1 template.

Credentials policy (64) revised to make the regulations more flexible and responsive in supporting students' learning goals.



**COLLABORATE ACROSS BOUNDARIES**

Senior Advisor on Indigenous Affairs, Special Advisor to the President, and Vice Provost & AVP, Academic participated in 5<sup>th</sup> annual national Building Reconciliation conference, presenting on the topic of developing deep and meaningful engagement between Indigenous communities.

Senior Advisor on Indigenous Affairs and Special Advisor to the President attended a summer institute *Perspectives on Reconciliation*, where higher education presidents and Indigenous leads "built on each other's ideas, surfacing bold recommendations to meaningfully advance systemic change in support of reconciliation."

Timely development, approval and implementation of 3 new programs in response to Tech Expansion funding from the provincial government.

Supported development of new programs and concept papers that promote cross- and interdisciplinary learning opportunities, including Bioinformatics, Indigenous Studies, Civic Innovation & Governance certificates, and Intercultural Studies associate certificate.



**DEVELOP LOCAL & GLOBAL CITIZENSHIP**

UFV's Indigenization Committee of Senate hosted Talhimelh ó xwechém:est 'Together We Can' Indigenous education forum (May 2019) with the goal of bringing together senior administration, faculty, staff, community members and community organizations. The gathering created a space for dialogue and opportunities to highlight partnerships, as well as to find ways for UFV to better meet the needs of Indigenous learners and Indigenous communities.

Traditional t l ceremonies were held for cedar trees to be removed for safety reasons on two campuses. The branches of the fallen trees were processed into ground cedar by student volunteers and finished product gifted to community Elders.

Created job positions and received work study funding for two Student Voices Coordinators who will conduct interviews and hold focus groups with students: students' perspectives on the quality and effectiveness of curriculum in providing valuable learning experiences and meeting educational goals.



**INTEGRATE EXPERIENTIAL LEARNING**

UFV students participated in the *Reconciliation and Redesigning the Chilliwack Shakespeare Garden* project-based course, to redesign the Shakespeare garden on UFV's CEP campus in a spirit of reconciliation. The goal was to design a garden that is answerable to this historical, legal, botanical, emotional, spiritual, and aesthetic situation. The design of the course and the work undertaken by the students represents reconciliation in action.

Encouraged the integration of experiential learning opportunities in the development of new programs:

- a study-abroad option as part of the Spanish minor;
- a semester devoted to community projects in language revitalization as part of the graduate diploma in Halq'eméylem;
- workplace field practicums and co-op opportunities as part of the Communications major, Journalism minor, and graduate certificate in Technology, Innovation and Society.

**Research, Engagement, and Graduate Studies** supports faculty and student research, scholarly and creative activities, and supports applied graduate level programming.



## PRIORITISE LEARNING EVERYWHERE

- Funded 30 students to present research at conferences in Poland, Austria, across the US and Canada. “I was able to learn from experts in the field and access knowledge of current practices and methodologies in the field...” (Uliyana Kubasova, CIS - Austria)  
“It gave me an opportunity to apply what I have learned at UFV in a setting outside of UFV.” (Michael McCarthy, PSYC - BC)  
“Participating in conference presentations was a unique and valued experience; one that, ...as a mature student, I had no idea would be made possible.”  
“...meeting other scholars whose work I had been reading during my research ...gave greater ‘life’ to the textbooks and articles.” (Kim Abram, AdEd - BC)
- Supported student activities such as the FV Indigenous Math Education Sq’ep; FV Indo Canadian Business Assoc. scholarship; pARTicipate Poster Competition;
- Created the Supplementary Research Fund to support faculty research projects, providing more learning opportunities for students outside the classroom.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

- Worked with Deans to streamline the sabbatical approval process
- Streamlined graduate student supervisory approval process for all Masters programs
- Initiated a revised approach with Agriculture faculty to maintain Canadian Council of Animal Care compliance
- Developed a priority process to support researchers to meet due dates for Tri-Council Rapid Research Funding Opportunities – Dr. Cindy Jardine applied for and was awarded (10 days later) a CIHR grant of \$137,000 to do a study “Developing COVID-19 Risk Communication and Community Engagement Readiness Strategy Guidance for Travelers, Visiting Friends, and Relatives (VFR)”.



## COLLABORATE ACROSS BOUNDARIES

- Collaborated with Risk and Safety to create a liaison role within REGS to support communication between the revised Bio Safety Committee and the Human Research Ethics Board.
- Facilitated multiple meetings between industry partners, foreign governments and UFV researchers.
- Supported the creation of three interdisciplinary research centres – Health and Social Innovation Hub, Esposito Family Centre for Innovation and Entrepreneurship, and the Peace and Reconciliation Centre.
- Initiated annual Researcher Round-Up to connect new and established researchers at UFV.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

- Supported research focused speakers from Holland, USA, and Switzerland on topics of sustainability and food security.
- Provided funding for Dr. Mooney to examine migration experiences of Punjabi students attending UFV.
- Supported Dr. Enns’ creation of the Global City Lab with a SSHRC Small Institution Grant to plan more sustainable communities by engaging children’s perspectives in India, Kenya, and Tanzania
- Provided funding for two students to work with Dr. Millar to study Canada’s compliance with the UN Migrant Smuggling Protocol and treatment of asylum seekers.



## INTEGRATE EXPERIENTIAL LEARNING

- REGS manages 500+ student research assistant contracts and awards which are intensive experiential learning opportunities, working under the direct supervision of faculty researchers.
- 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.
- Student Research Day continues to grow with 92 posters and 189 students involved in activities outside of the classroom. In 2020, the event was held online due to COVID-19 restrictions and was a great success.
- Worked with FATS and City Studio to deliver applied learning opportunities for 172 students in multiple disciplines with one-time Ministry funding of \$100,000.

# 2020 Education Plan Update – Teaching and Learning

Teaching and Learning is comprised of several units who collaborate with faculties and departments with the ultimate goal of supporting student learning. In 2019-20, the department is comprised of a Teaching and Learning unit, the Academic Success Centre (ASC), Supported Learning Groups (SLG), and Prior Learning Assessment and Recognition (PLAR). In 2019, Teaching and Learning welcomed a new unit to the department with the addition of the Centre for Experiential and Career Education (CECE).

**TLC Vision**  
*Teaching and Learning offers transformational learning experiences that engage and provoke learners and educators in a reciprocal relationship of learning. We nurture the development of a university culture that values learning as a lifelong process, educating as a calling in continuous development, and learners as diverse individuals deserving of utmost respect.*



 <p><b>PRIORITISE LEARNING EVERYWHERE</b></p>	 <p><b>COMMIT TO FLEXIBILITY &amp; RESPONSIVENESS</b></p>	 <p><b>COLLABORATE ACROSS BOUNDARIES</b></p>	 <p><b>DEVELOP LOCAL &amp; GLOBAL CITIZENSHIP</b></p>	 <p><b>INTEGRATE EXPERIENTIAL LEARNING</b></p>
<ul style="list-style-type: none"> <li>• CECE joined TLC bringing together Careers, experiential learning, co-op and internship, and co-curricular record into an academic department.</li> <li>• Improved support with redevelopment of Learning Designer role.</li> <li>• UFV Launch, a new faculty professional development program supported 28 faculty members.</li> <li>• CityStudio has expanded in the Fraser Valley .</li> <li>• TLC prepared and delivered a variety of learning opportunities including technology workshops, use of our LMS, software such as Turnitin.com and polling, and institutes such as Instructional Skills workshops (ISW) and Facilitating Learning Online (FLO), and Indigenization.</li> <li>• SLG participated in a research study that looked at its impact on students attending the program over a two-year period. Results showed student gains in more than just grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Each unit moved effectively to support faculty and students as UFV went to remote learning. In March alone, staff and faculty in Teaching and Learning provided almost 500 individual training sessions and consultations with faculty members.</li> <li>• A guide for an alternative assessment using Indigenous concepts was developed for faculty.</li> <li>• In support of evolving learning models, TLC collaborated with several courses to incorporate technologies such as virtual reality, video, and engagement software.</li> <li>• TLC continued to assist with the redesign of formal and informal learning spaces on campus.</li> <li>• The ASC participated in the 4<sup>th</sup> International Day of Action Against Contract Cheating in October and Long Night Against Procrastination in November.</li> <li>• Punjabi-speaking leaders were hired in SLG to support international students.</li> </ul>	<ul style="list-style-type: none"> <li>• CECE was awarded \$300,000 from the Royal Bank of Canada - \$100,000 over three years.</li> <li>• CECE partnered with the Alumni Association and the new School of Land Use and Environmental Change to host a networking event for students in January.</li> <li>• UFV’s Accessibility Advisory Committee, chaired by the AVP Teaching and Learning, launched a one-day campaign to have the UFV community participate in the BG Government’s survey to develop new accessibility legislation. Almos 250 responses were gathered.</li> <li>• UFV participated in the National Survey of Student Engagement (NSSE) and the accompanying Faculty Survey of Student Engagement (FSSE) in 2019. TLC sponsored FSSE.</li> <li>• TLC continues to train and support faculty and students on the requirements of e-portfolio program.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Working with Multilingual Learners</b> – A new resource was developed to provide resources and practical classroom strategies for teaching multilingual learners. The resource is located at <a href="http://ufv.ca/tlc">ufv.ca/tlc</a>. The site includes information on classroom practices, assessment and feedback, academic integrity, intercultural communication, etc.</li> <li>• <b>BCTLC Learning Symposium in Terrace, BC</b> – UFV was well represented at the Learning Symposium at Coast Mountain College in Terrace, BC, in October. Our Educational Developer presented on e-Portfolios, AVP Teaching and Learning presented on the first year of UFV Launch, and a Business professor discussed the success of international students.</li> </ul>	<ul style="list-style-type: none"> <li>• CECE hosted a Hiring Fair in March to help students network with employers who are actively hiring in the lower mainland region. There were 515 students who attended and employers who represented 27 different industries.</li> <li>• Teaching and Learning provides a variety of experiential learning opportunities for students. In the ASC, tutors can specialize in the disciplinary subjects, writing, or in targeted areas such as Academic Integrity Mentors, programming for Baker house residents, athletics, theatre, and international students. The skills developed by working in the ASC include communication, teaching, mentoring, questioning, coaching, and more.</li> <li>• The SLG program supports students in their development of teaching, coaching and academic skills by working closely with students who are struggling in their classes.</li> </ul>

# 2020 Education Plan Update – UFV International

**UFV International supports engaging learners, transforming lives, and building community by:**

- Increasing access to and participation in international mobility experiences; and
- Expanding the cultural diversity of the UFV community; and
- Designing and delivering programs for a rapidly evolving global context; and
- Providing services and an environment that foster a sense of belonging; and
- Support the development of strategic partnerships.



**PRIORITISE  
LEARNING  
EVERYWHERE**

- Examining means to increase access to and participation in international mobility experiences.
- Creating a database of articulated course outlines for study abroad.
- Revising the study abroad website for appropriate placement of international travel approval procedures.
- Promoting use of the Global Lounge as a space of global learning.
- Collaborating with other units for a coordinated and inclusive orientation for all new international and domestic students.
- Developing a hybrid orientation model with asynchronous and synchronous/face-to-face components.



**COMMIT TO  
FLEXIBILITY &  
RESPONSIVENESS**

- Focusing on increasing the quality and diversity of the international student profile.
- Focusing on student-centric recruitment and onboarding processes.
- Collaborating with the Advising Centre to ensure transparency and consistency of communication with students; exchange of relevant information/processes.
- Advertising existing study abroad opportunities and responding to student interest.
- Collaborating with the Office of the Registrar to implement the new international tuition fee structure, aligning fee rules more closely with institutional practices.



**COLLABORATE  
ACROSS  
BOUNDARIES**

- Collaborating more deeply with Fraser Valley India (FVI).
- Ensuring that international partnerships are strategic in meeting the Internationalization Goals.



**DEVELOP  
LOCAL & GLOBAL  
CITIZENSHIP**

- Exploring Internationalization @Home (I@H) practices.
- Encouraging a wider range of participants to take part in key internationalization experiences.
- Supporting Queen Elizabeth II (QE2) Scholarship program.



**INTEGRATE  
EXPERIENTIAL  
LEARNING**

- Taking a more proactive approach to the promotion of international experiences including developing an inventory of opportunities and providing funding for all types of international mobility.
- Establishing a suite of co-/extra- curricular programs that meet institutional learning outcomes.
- Building upon existing programming that engage, support, and help students with their settlement at UFV and in the community.

# 2020 Education Plan Update – UFV Library

## Vision

At the intersection of discovery, collaboration, and empowerment, the Library is a leader in providing an inclusive, inspiring, and supportive environment.

## Mission

The UFV Library is pivotal in supporting the teaching, learning, and scholarship needs of the University's diverse community of learners and scholars, through:

- delivery of programs and services that are academically, culturally, and socially relevant;
- curation of excellent collections and resources;
- provision of welcoming learning spaces; and
- instruction in the lifelong skills of locating, accessing, and evaluating information.



### PRIORITISE LEARNING EVERYWHERE

The AskAway chat reference platform has allowed UFV librarians to provide uninterrupted library research support during the closures necessitated by the COVID-19 pandemic.

The Library is digitizing selected titles from the Newman Western Canadian Cookbook Collection, and making them publicly available through UFV's institutional repository, [HarvestIR](#).

The Library launched a new Demand Driven Acquisition (DDA) program on the Proquest E-Book Central platform. Over 16,000 new academic titles are now searchable in our [Books & DVD's](#) catalogue, and users can triggers loans and purchases.



### COMMIT TO FLEXIBILITY & RESPONSIVENESS

The Library has changed the default search box for [books and films](#) from the traditional library catalogue to the Find It Discovery Service. While most users will not be aware of the change, the impact is significant. Search results are more relevant and known titles are much easier to find.

Two new tools make it easier to discover open access versions of journal articles. The Library has enabled the [Unpaywall](#) app in our EBSCOhost databases and the Find It Discovery Service. Now a Full Text Open Access link appears under relevant citations. The [Open Access Button](#) provides a search box that allows you to find free, legal articles with just a click.



### COLLABORATE ACROSS BOUNDARIES

The Library is adding [scholar profiles](#) for interested faculty to HarvestIR, UFV's institutional repository. Scholar profiles include a brief bio, contact information, research interests, and can include links to presentations, articles, etc.

Collaboration between a librarian and faculty from UFV's Criminology & Criminal Justice department resulted in a new [COVID-19 and Criminal Justice](#) research guide. The guide explores the virus's effect on prisons, courts, policing, crime, human rights, vulnerable populations and more.

The Abbotsford library hosted a book celebration for Dr. Lenore Newman's latest publication, *Lost Feast: Culinary Extinction and the Future of Food*.



### DEVELOP LOCAL & GLOBAL CITIZENSHIP

The Chilliwack Métis Association donated a Red River cart, handmade by Métis artist and carver Pat Calihou, to UFV. It was designed to be included in a [display at the CEP Library](#) on Louis Riel and the Métis.

Searching the catalogue for material related to t I and Halkomelem is easier now because staff have added these subject headings to a number of records previously missing the terms. We have also added suggestions for alternate spellings, which can help uncover additional resources.

The Library developed a [Welcome](#) video and guide for new students, with particular focus on international students.



### INTEGRATE EXPERIENTIAL LEARNING

HarvestIR, UFV's digital repository, is now home to [award-winning student research posters](#). UFV's Research, Engagement and Graduate Studies department held a very successful virtual Student Research day in March. Thirteen posters were selected by judges as award winners, and are eligible to be included in the HarvestIR, where they will be permanently available. These posters join winners from previous years, and students and graduates can provide links to them as they apply for jobs and graduate school admission.