



AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

May 9, 2018
3:00 pm | Room A225/229

1. CALL to ORDER

2. ITEMS for ADOPTION

- 3:00 pm 2.1. Agenda – 2018 05 09
2.2. Minutes – 2018 03 14 pg. 2

3. BUSINESS FROM PREVIOUS MEETING (2018 04 11)

- 3:05 pm 3.1. Fashion Design minor and extended minor Discontinuance – Update pg. 4

4. BUSINESS

- 3:10 pm 4.1. Provost's Report
3:20 pm 4.2. New Program: Active Health Specialization, Bachelor of Kinesiology – Amber Johnston pg. 5
3:40 pm 4.3. Review of Concept Papers – Eric available on UFV drive
4:00 pm 4.4. Program Report and Plan 2018 – Eric pg. 8
4:10 pm 4.5. Update to the Education Plan 2018 – Eric pg. 13

5. ADJOURNMENT and NEXT MEETING

Next Meeting: May 30, 2018, 2:30 – 4:30pm, A269.

NOTE: This meeting was rescheduled from June 6, 2018 as it conflicted with Convocation.

6. INFORMATION ITEMS

- 6.1. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



MINUTES - DRAFT
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

March 14, 2018
2:50pm – 4:30pm, ABA 225/229

Present: M. Walter (Vice-Chair), G. Palmer, A. Bakos, A. Hodges, B. Seo, J. English, J. Nolte,
V. Dvoracek, A. Chan, P. Wilson, A. Wiseman, P. Geller

Regrets: E. Davis (Chair), B. Poettcker, S. Canning, R. Kelley, M. MacDougall, M. Manley, P. Pandey,
M. Wideman, D. McGuire, S. Hardman

Recorder: J. Nagtegaal

1. CALL to ORDER

The meeting was called to order at 2:50pm

2. ITEMS for ADOPTION

2.1. Agenda – 2018 03 14

MOTION:

It was moved and seconded that APPC approve the 2018 03 14 agenda as presented.

CARRIED

2.2. Minutes – 2018 01 17

MOTION:

It was moved and seconded that APPC approve the 2018 01 17 minutes as presented.

CARRIED

3. BUSINESS

3.1. Provost's Report

No report

3.2. New Program: GDS minor and extended minor

The committee reviewed the documents provided for the new minor and extended minor in Global Development Studies for the Bachelor of Arts.

MOTION:

It was moved and seconded that APPC recommend to Senate the approval of the proposed minor and extended minor in Global Development Studies.

CARRIED

3.3. Revision to Procedures for Graduate Program and Course Approval

The committee reviewed the changes to the Graduate Program and Course Approval process. The changes suggested clarify the timing of when new program proposals go to Graduate Studies Committee and the Senate Budget Committee.

MOTION:

It was moved and seconded that APPC approve the minor revisions to the Procedures for Graduate Program and Course Approval, to provide clarity for program proposal submissions to GSC and SBC, and recommend the revised Procedures to Senate.

CARRIED

3.4. Program Review Procedures, Revised Handbook

The committee reviewed the changes to the Program Review Procedures. There are a few minor changes to ensure clarity, the main change is to combine the Orientation and Planning Meetings.

MOTION:

It was moved and seconded that APPC accept the revised Program Review Procedures.

CARRIED

3.5. Review of APPC Terms of Reference

The committee discussed its Terms of Reference and how to determine what each term means for the committee and how the committee is addressing it. It was noted that the committee should keep in mind that some items come to this committee for input, where other items come to the committee after it has been reviewed by other committees and is mainly for approval. It was suggested that a subcommittee should be created to review the terms in detail. This item will come back to the next meeting for discussion and decision on how to proceed.

Although it is not in the committee's terms, it was suggested the committee consider varying the location of the meetings between the Abbotsford and Chilliwack campuses.

4. ADJOURNMENT and NEXT MEETING

The meeting was adjourned at 4:15 pm.

Next meeting: April 11, 2018, 2:30 – 4:30pm, A225/229

5. INFORMATION ITEMS

5.1. Call for expressions of interest on the standing committees of Senate for 2018 – 2020

5.2. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



APPC MEMORANDUM

APPC Chair: Eric Davis
Phone: 4630

APPC Assistant: Janice Nagtegaal
Phone: 4084

TO: Academic Planning and Priorities Committee

FROM: Janice Nagtegaal, Academic Planning and Priorities Committee Assistant

DATE: April 30, 2018

RE: Discontinuance of Fashion Design minor and extended minor – Summary of Email Vote

Quorum was not met at the April 11, 2018 APPC meeting; but, the discontinuance of the Fashion Design minor and extended minor were time-sensitive. Given the nature of the changes and the agreement of the APPC members in attendance as well as the chair and vice-chair, this discussion and vote was conducted by an email, as allowed in the Rules for the Conduct of Business for the Standing Committees of Senate.

The Rules of Conduct were followed allowing a minimum two (2) business days for reply-all email comments (April 16 – 17, 2018). Following the email discussion, voting members were given three (3) business days to submit their vote on the motion (April 19 – 21, 2018).

MOTION: That APPC recommend to Senate the discontinuance of the Fashion Design minor and extended minor.

Email votes received met the quorum requirements with more than 75% received in favour of the motion, as required in the Rules for the Conduct of Business for the Standing Committees of Senate. As such, the Academic Planning and Priorities Committee confirmed the discontinuance of the Fashion Design minor and extended minor and recommended the discontinuance to Senate (and the Board), effective immediately.



MEMO

To: Eric Davis, Chair, APPC
From: Amber Johnston - Lead, Active Health Program Working Group, Department of Kinesiology
CC: Joanne MacLean, Dean, Faculty of Health Sciences; Bruce Kirkley, Coordinator, Program Development and Quality Assurance
Date: May 9, 2018
Re: Active Health Specialization, Bachelor of Kinesiology Degree

For the proposed Active Health Specialization, please find attached the program proposal, appendices, Budget Analysis Part A, and budget memo in lieu of Budget Analysis Part B.

On March 23, 2018, UEC voted to recommend the Active Health Specialization, Bachelor of Kinesiology Degree for APPC approval (see attached memo).

On April 19, 2018, SBC reviewed the proposal and budget analysis and voted to recommend the Active Health Specialization, Bachelor of Kinesiology Degree for approval to APPC (see attached memo).

Program Summary:

The Active Health Specialization provides preparation for those interested in gaining knowledge about the kinesiology field, and the health and fitness industry; along with an understanding of the contributing factors that can affect one's health and how to develop and implement risk management and health promotion strategies for health and fitness in the community and corporate fields. The Active Health Specialization explores the interdisciplinary and innovative perspectives of the health and fitness industry from a theoretical and applied, entrepreneurial, and hands-on perspective.

Graduates of this Specialization can pursue fitness professions, other areas may include: psychology of sport, athletic injuries, community and corporate health, graduate school and post graduate allied health programs. Students will graduate with the capacity to contribute to public health through the design and implementation of programs that provide education and awareness to better those issues and promote an active, healthy lifestyle.

Concept Paper:

The concept paper for the Active Health Specialization, Bachelor of Kinesiology Degree was approved in the 2017 Program Report and Plan at the June 2017 Board meeting.



UEC MEMORANDUM

UEC Chair: Eric Spalding
Phone: 4680

UEC Assistant: Amanda Grimson
Phone: 4571

TO: Dr. Eric Davis, Academic Planning and Priorities Committee Chair

FROM: Eric Spalding, Undergraduate Education Committee Chair

DATE: March 26, 2018

RE: BKin Active Health specialization

At its March 23, 2018 meeting, UEC voted to recommend the new Active Health specialization for the Bachelor of Kinesiology degree. UEC recommends that this be recommended by APPC and approved by Senate.



SBC MEMORANDUM

SBC Chair: Betty Poettcker
Phone: 4676

SBC Assistant: Sarah McLean
Phone: 4029

TO: Eric Davis, APPC Chair
FROM: Betty Poettcker, Senate Budget Committee Chair
DATE: April 19, 2018
RE: Active Health Specialization, Bachelor of Kinesiology

At its April 19, 2018 meeting, the Senate Budget Committee reviewed the proposed Active Health Specialization in the Bachelor of Kinesiology program. Program Working Group Chair, Amber Johnston, provided a brief overview, noting this will give students a third option within their degree, in addition to the Pedagogy and Exercise Science Option. The Active Health Specialization will not generate new FTEs, no additional course offerings are expected, and existing resources within Kinesiology – including faculty and administrative support – will be utilized, so there are no budgetary implications.

No comments were made by the committee.

The following motion was moved and seconded:

THAT the Senate Budget Committee has reviewed the Active Health Specialization program proposal and confirms the cost of implementation is adequately reflected in the analysis.

CARRIED



DRAFT Program Report and Plan (2018)

A. Progress on Approved New Programs

Program (by Faculty/College)	Senate Approval (Date)	Ministry Approval (Date)	Start Date (or anticipated)
Bachelor of Media Arts	October 2013; revised, resubmitted January 2015	May 2016	Fall 2018
Bachelor of Environmental Studies and Bachelor of Environmental Studies, Natural Sciences	November 2016	Pending Ministry approval	Implementation commences upon Ministry approval
Master of Arts, Migration and Citizenship	March 2017	Pending Ministry approval	Implementation commences upon Ministry approval
Graduate Certificate and Diploma in Migration and Citizenship	March 2017	No external approval required	Fall 2019
Computing Science major, Bachelor of Science	November 2015	August 2017	Fall 2018
Master of Science, Integrated Science and Technology	Program approved October 2016	Ministry submission pending	Implementation commences upon Ministry approval
Master of Finance	June 2017	Pending Ministry Approval	Implementation commences upon Ministry approval
Master of Education in Educational Leadership and Mentorship	May 2017	Pending Ministry Approval. Site visit planned for April 2018	Implementation commences upon Ministry approval
Graduate Certificate in Child Life and Community Health	January 2018	No external approval required	Implementation commences upon 30-day PSIPS closing
Graduate Certificate in Mindfulness-Based Teaching and Learning	May 2017	No external approval required	Fall 2018
Aircraft Maintenance Engineer M-License Certificate	May 2017 (expedited review process)	No external approval required	The program has not yet been implemented
Honours History	January 2018	No external approval required	Winter 2018 (to be added to Fall 2018 calendar; some students will graduate with Honours in Winter 2018)
Global Development Studies Minor and Extended Minor	April 2018	No external approval required	Fall 2018

B. Programs in Development

Program	Proposed date at Senate
Bachelor of Commerce in Fashion (Professional Studies)	Original date of December 2016; due to external circumstances, no development took place in 2016-17. An extension was approved in PRP 2017. Second extension was approved in April 2018
Bachelor of Applied Management (Professional Studies)	Original date of September 2016. An extension was approved in PRP 2017 for a revised date of December 2017/January 2018. Second extension was approved in April 2018
Undergraduate Certificate in Integrated Learning Design (Professional Studies) *Note change in name from originally approved concept paper	Original date of June 2017. An extension was approved in PRP 2017 for a revised date of October 2017. Proposal withdrawn.
Associate Certificate in Integrated Learning Design (Professional Studies)	On track to go to Senate in June 2018.
Bachelor of Fine Arts, Major in Graphic and Digital Design (Arts)	Original date of May/June 2017. An extension was approved in PRP 2017 for a revised date of January 2018. Second extension was approved in April 2018
Honours Philosophy (Arts)	November 2018
Activity Aid Certificate (Access and Continuing Education)	Original date of Spring 2016. An extension was approved in PRP 2016 for a revised date of January 2017. Second extension was approved in PRP 2017 for a revised date of March/April 2018. Third extension was approved in April 2018
Bachelor of Kinesiology Active Health Specialization (Health Sciences)	June 2018
Diploma, Applied and Technical Studies (Applied and Technical Studies)	June 2018

C. Concept Papers *(pending recommendation for approval by APPC in May 2018)*

Program
Bachelor of Business Administration, International Business Major and Minor (Professional Studies)

D. Programs Recently Discontinued or Suspended

Discontinued	Date of Board Approval
Hospitality Post Degree Certificate Program	March 1, 2018

E. Departmental Information

See next page for historical department data from 2014/15 and 2015/16, and preliminary numbers for 2017/18.

F. Programs Reviewed (and those in progress)

Program Reviews – Completed (these were “in progress” in 2017)	Date presented at Senate
Criminology and Criminal Justice (Arts: Social Sciences)	May 2017
Philosophy (Arts: Humanities)	May 2017
Economics (Arts: Social Sciences)	February 2018
Physics (Science)	January 2018
Adult Education (Professional Studies)	April 2018
Program Reviews – In Progress	Expected Completion
Health Care Assistant (Health Sciences)	May 2018
English (Arts: Humanities)	May 2018
Architectural Drafting (Applied and Technical Studies)	Oct 2018
Electronics Common Core (Applied and Technical Studies)	Oct 2018
Political Science (Arts: Humanities)	Oct 2018
Program Reviews (2016/17) – In Progress	Site Visits
Child, Youth & Family Studies (Professional Studies)	May 15-16, 2018
Geography & the Environment (Arts: Social Sciences)	May 9-10, 2018
Graphic & Digital Design (Arts: Humanities)	Fall 2018
Kinesiology (Health Sciences)	May 23-24, 2018
Mathematics & Statistics (Science)	May 8-9, 2018
Media & Communications Studies (Arts: Social Sciences)	May 16-17, 2018

Faculty	Department	2014-15					2015-16					2016-17					2017-18				
		Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE
Access & Continuing Education	Applied Business Technology	66.6	0.0	22	94%	66.6	58.8	0.0	19	80%	58.8	75.0	0.0	23	95%	75.0	67.1	0.0	20	83%	67.1
	Continuing Studies	260.7	0.5	13	N/A	268.1	220.2	0.5	13	N/A	220.7	236.4	0.1	13	N/A	236.5	223.2	1.2	14	N/A	224.3
	English Language Studies	79.8	217.5	18	93%	297.3	50.0	168.6	19	94%	218.6	27.6	170.4	20	100%	198.0	19.4	219.5	21	100%	239.0
	Upgrading & University Prep	314.7	22.7	23	101%	337.4	269.3	22.8	21	89%	292.1	268.4	31.7	21	89%	300.0	264.6	42.2	22	93%	306.8
Access & Continuing Education Total		721.7	240.7	19	95%	969.4	598.3	191.9	18	89%	790.1	607.3	202.2	19	94%	809.6	574.4	262.9	19	95%	837.3

Faculty	Department	2014-15					2015-16					2016-17					2017-18				
		Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE
Applied and Technical Studies	Agricultural Technology	60.2	2.2	24	96%	62.4	54.2	2.0	22	83%	56.1	58.4	6.6	24	91%	64.9	58.7	12.4	25	98%	71.1
	Trades	661.5	15.3	16	N/A	676.8	751.2	20.8	15	N/A	772.0	780.4	5.2	15	N/A	785.6	722.1	6.2	14	N/A	728.4
	Trades Continuing Studies	39.3	0.1	9	N/A	39.4	71.5	0.0	10	N/A	71.5	71.9	0.0	9	N/A	71.9	72.7	0.0	9	N/A	72.7
	Applied and Technical Studies Total		761.0	17.6	16	96%	778.6	876.9	22.7	16	83%	899.6	910.7	11.7	16	91%	922.4	853.5	18.7	16	98%

Faculty	Department	2014-15					2015-16					2016-17					2017-18				
		Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE
Health Sciences	Certified Dental Assistant	24.2	0.0	24	100%	24.2	22.9	0.0	23	96%	22.9	22.4	0.0	22	93%	22.4	23.0	0.0	23	96%	23.0
	Health Care Assistant	31.5	0.0	17	61%	31.5	27.3	0.0	14	60%	27.3	40.9	0.0	19	74%	40.9	34.0	0.0	17	71%	34.0
	Human & Health Services	3.8	0.0	23	77%	3.8	3.1	0.0	24	80%	3.1	3.1	0.0	24	100%	3.1	3.1	0.0	24	100%	3.1
	Kinesiology	291.3	6.0	28	78%	297.3	320.7	10.7	30	84%	331.4	316.3	9.5	30	83%	325.8	333.5	10.1	31	87%	343.6
	Nursing	267.7	0.0	31	101%	267.7	285.9	0.0	32	102%	285.9	276.5	0.0	32	99%	276.5	276.8	0.0	30	97%	276.8
	Practical Nursing	20.5	0.0	17	94%	20.5	27.4	0.0	14	85%	27.4	32.5	0.0	15	92%	32.5	34.4	0.0	16	98%	34.4
Health Sciences Total		639.1	6.0	27	88%	645.1	687.4	10.7	27	89%	698.1	691.7	9.5	57	89%	701.2	704.9	10.1	28	91%	715.0

Faculty	Department	2014-15					2015-16					2016-17					2017-18					
		Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class	Fill Rate	Total FTE	
Humanities	Communications	199.3	71.4	24	97%	270.7	193.2	77.2	23	93%	270.4	189.3	103.7	23	92%	292.9	189.7	124.2	24	94%	313.9	
	English	445.0	21.7	25	88%	466.7	390.1	29.5	23	84%	419.6	373.2	23.5	24	85%	396.7	371.4	35.9	24	86%	407.2	
	Fashion Design	21.4	3.5	11	57%	24.9	11.6	2.7	9	44%	14.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	Graphic Design	30.2	4.6	23	94%	34.8	37.8	7.0	25	103%	44.8	51.2	6.9	24	98%	58.1	57.9	11.5	22	92%	69.3	
	History	176.6	2.1	21	69%	178.7	191.5	2.5	21	69%	194.0	177.0	8.1	21	65%	185.1	182.3	16.8	24	72%	199.1	
	Humanities	7.8	1.4	31	89%	9.2	6.5	1.5	25	69%	8.0	6.1	1.7	26	81%	7.8	2.2	0.3	13	43%	2.5	
	Modern Languages	102.3	12.5	19	71%	114.8	97.2	20.3	18	69%	117.5	105.2	33.7	19	72%	138.9	92.5	44.2	19	70%	136.7	
	Philosophy	132.7	4.6	23	84%	137.3	119.0	6.1	24	83%	125.1	125.6	10.4	24	86%	136.0	136.4	14.2	23	82%	150.6	
	Theatre	37.0	1.5	16	71%	38.5	36.8	1.0	15	79%	37.8	36.1	2.4	17	78%	38.5	31.1	5.3	15	76%	36.4	
	Visual Arts	146.3	24.7	19	86%	171.1	126.2	30.0	18	81%	156.2	131.3	34.1	20	84%	165.4	124.2	41.0	20	85%	165.2	
	Other Activity	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.5	14.4	1.5	29	83%	15.9	
	Humanities Total		1298.7	148.0	22	84%	1446.7	1209.8	178.0	21	81%	1387.8	1195.5	224.4	22	83%	1419.9	1201.9	295.0	23	84%	1496.8

Faculty	Department	2014-15					2015-16					2016-17					2017-18				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Professional Studies	Adult Education	34.9	3.5	24	77%	38.4	41.2	5.4	26	87%	46.6	38.4	7.0	30	105%	45.4	61.6	5.8	24	83%	67.4
	Aviation	17.8	3.3	14	41%	21.0	19.0	1.8	16	45%	20.8	20.0	4.1	16	47%	24.1	7.8	2.0	7	24%	9.8
	Child, Youth, & Family Studies	127.7	5.3	29	84%	133.0	155.8	4.2	26	87%	160.0	139.5	3.2	27	82%	142.7	122.7	5.6	24	73%	128.3
	Computer Information Systems	238.2	125.7	26	89%	363.9	224.3	161.0	26	88%	385.3	219.9	231.4	25	85%	451.2	215.2	283.2	26	86%	498.4
	Education	130.5	1.3	28	88%	131.7	129.3	0.1	29	94%	129.4	118.5	0.6	30	94%	119.1	122.3	1.3	31	99%	123.6
	Library and Information Tech	65.3	0.6	28	81%	65.9	46.8	0.9	24	70%	47.7	48.2	0.7	21	64%	48.9	53.1	1.4	27	77%	54.5
	School of Business	534.4	249.1	28	91%	783.5	589.4	254.6	27	89%	844.0	572.1	342.7	27	86%	914.8	556.0	319.3	26	85%	875.3
	Social Work and Human Services	220.0	4.8	24	91%	224.8	243.7	3.9	25	96%	247.6	236.3	3.2	24	90%	239.5	235.0	3.9	23	90%	238.9
	Professional Studies Total		1368.6	393.6	26	87%	1762.2	1449.6	431.9	26	87%	1881.4	1392.8	592.9	26	85%	1985.7	1373.8	622.5	25	84%

Faculty	Department	2014-15					2015-16					2016-17					2017-18				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Science	Biology	269.4	9.9	29	105%	279.3	268.0	11.1	28	99%	279.2	257.8	17.1	31	99%	274.9	262.6	16.7	29	96%	279.3
	Chemistry	175.3	8.5	27	91%	183.8	166.1	11.4	26	90%	177.5	141.1	11.7	26	85%	152.7	152.1	9.9	24	82%	162.0
	Mathematics and Statistics	336.2	77.6	30	86%	413.8	335.3	99.4	29	83%	434.7	324.1	119.5	29	80%	443.5	332.1	116.7	29	81%	448.8
	Physics	120.6	13.6	25	83%	134.1	115.3	23.9	23	82%	139.2	108.3	15.4	21	71%	123.7	107.6	11.5	25	80%	119.1
	Other Activity	9.7	0.4	19	83%	10.0	6.6	0.0	13	56%	6.6	8.0	0.1	8	35%	8.1	9.6	0.0	6	27%	9.6
Science Total		911.1	109.9	29	91%	1021.1	891.3	145.9	28	88%	1037.2	839.2	163.8	28	84%	1002.9	863.9	154.8	28	85%	1018.7

Faculty	Department	2014-15					2015-16					2016-17					2017-18				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Social Science	Criminal Justice	409.1	10.6	31	97%	419.7	429.1	10.6	32	98%	439.7	429.4	10.4	30	94%	439.9	433.0	14.3	31	98%	447.3
	Economics	106.7	47.7	31	97%	154.3	96.1	52.0	30	91%	148.1	103.9	59.9	30	90%	163.8	102.1	65.4	32	96%	167.5
	Geography	194.4	11.9	23	83%	206.3	189.4	16.3	24	83%	205.7	182.9	11.6	23	83%	194.6	178.6	22.4	23	77%	200.9
	Indigenous Studies	8.4	0.0	17	88%	8.4	6.8	0.0	14	67%	6.8	6.5	0.0	10	65%	6.5	1.2	0.0	0.0	0.0	1.2
	Political Science	71.5	1.7	26	81%	73.2	69.8	2.1	27	85%	71.9	77.6	3.2	27	84%	80.8	71.3	1.6	25	78%	72.9
	Psychology	359.3	7.7	29	91%	367.0	361.9	10.3	31	94%	372.2	355.1	8.6	30	93%	363.7	353.5	13.9	30	92%	367.4
	Social Cultural & Media Studies	289.6	19.0	23	72%	308.6	299.7	22.3	24	91%	322.0	310.8	25.1	24	83%	335.9	271.7	52.4	24	80%	324.1
Social Science Total		1438.9	98.5	27	87%	1537.4	1452.8	113.6	28	92%	1566.4	1466.4	118.9	27	89%	1585.3	1411.3	170.0	28	89%	1581.3



Learning Everywhere: The UFV Education Plan, 2016-20

UPDATE: May 2018

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

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INTRODUCTION

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

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

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

At the University of the Fraser Valley, we will:

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

The following graphic includes the full explanation of each goal:

 PRIORITIZE LEARNING EVERYWHERE	 COMMIT TO FLEXIBILITY & RESPONSIVENESS	 COLLABORATE ACROSS BOUNDARIES	 DEVELOP LOCAL & GLOBAL CITIZENSHIP	 INTEGRATE EXPERIENTIAL LEARNING
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.	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.	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.	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.	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.

The one-page *Education Plan Updates* which follow this introduction illustrate both the progress we have made in achieving the goals we set for ourselves and the continuing relevance of these goals. But I want to begin this “Introduction” by reflecting on our constantly changing context and the trends which will shape what we do now and into the future.

According to a recent article in *The Globe and Mail*,

the increasing automation of the work place, advances in machine learning and the broad introduction into the economy of new forms of artificial intelligence will ensure that the new jobs that do get created will require ever higher levels of education and training. . . .

. . . We can be sure that the new jobs will be very different from the old ones, that education and training for these new forms of work will be fundamentally different as well. . . .

. . . But education must extend far beyond youth. The increasing speed of technological change ensures that workers must learn new skills quickly and often, and that they will be asked to shift jobs, and even industries, much more often. By providing access, or incentivizing others to provide access, to training and retraining on an historically unprecedented scale, governments can help citizens make the most of the opportunities that change creates¹.

What does all this mean for UFV?

We need to educate students—and ourselves—for a world of automation, machine learning, and artificial intelligence, which means 1) we need to educate them with constantly evolving tech skills for continually changing jobs; 2) we need to develop their abilities to shift from one job to another, even from one industry to another; and 3) we need to educate them with the political, historical, social, and cultural understanding and analytical, evaluative, and communication abilities to understand and, ideally, shape, a world of change.

In other words, we need to prepare students not for the society and economy of today, but for the world of the future. What are some of the trends that indicate something about this future for post-secondary education?

An increasingly diverse student population is bringing different and more complex issues—for example, mental health and learning disability issues—than previous generations, and universities are looking to student affairs divisions for answers. They, in turn, are looking for the resources needed to supply these answers.

The increasing diversity of the student population is also creating expectations that universities will reflect this diversity in their faculty, staff, administrators, and curricula. According to a recent study by the Education Advisory Board on “instilling equity and inclusion in departmental practices” in American universities and colleges, progress on increasing diversity among faculty has been slow. “Despite decades of centrally led and externally funded initiatives designed to increase racial, ethnic, and gender diversity among college and university faculty members, most campuses have made little to no progress.” The study argues that real progress can only occur if faculty understand and become committed to their pivotal role in the process. “The decisions, processes, and preferences that truly impact diversity and inclusion occur at the departmental level—chairs, program heads, and faculty leaders must identify and remedy sources of bias within traditional

¹ Ian Bremmer, “The Writing is on the Wall,” *The Globe and Mail*, April 21, 2018

recruitment, hiring, onboarding, and promotion practices.”² While the impact of departmental practices and decisions is no doubt crucially important, it is still true that the recruitment and retention of underrepresented groups is also an institutional responsibility.

On the diversity issue, an increasingly activist student population across North American campuses is demanding social change.

Today’s students are much more open and outspoken, and they want to be recognized and respected for their individuality in terms of race, color, ethnicity, religious beliefs, political views, sexual orientation, gender expression and identity, and physical disabilities.

Student activism is common. Students are just as likely to march or demonstrate for broader social and political issues as they are for a deficiency, injustice, or weakness they perceive on campus.

Experts say the protests of today rival those of past decades—and are amplified by Twitter, Facebook, and cell phone videos. “It kind of looks like the 60’s in terms of social activism, but it’s like social activism on steroids because of social media,” says [Kevin] Kruger [president of NASPA-Student Affairs Administrators in Higher Education].³

And common characteristics of both millennials and Generation Z are the desire to change the world and the belief that they can do so. So the recruitment and retention of diverse faculty, staff, and administrators will be ever more directly tied to an institution’s success in recruiting and retaining students—and thus being able to employ the faculty, staff, and administrators. A university’s diversity and its sustainability will go hand-in-hand.

Employment is also top of mind for students, more so than ever before. They (and, for young students, their parents) want their university education to lead to successful careers. They expect to find high functioning career services on campus to help them land their dream-jobs. Having effective career services for students also means ensuring greater integration between the work and planning of Career Centres, the experiential/work-integrated learning efforts and plans of academic departments, and the academic advice provided by educational advisors.

The growing importance of outside-of-the-classroom issues is, of course, contributing to the growing cost of a university education. As the cost of post-secondary education grows, so too are learner expectations for a say in how universities are governed. Universities will need to find a way to ensure students have a more profound and obvious voice in their decision-making.

Students are also increasingly mobile. In BC, over 54,000 students move over 400,000 credits annually. Expectations for mobility are likely to grow. UFV has become a provincial leader in establishing block transfer agreements with other institutions. But access into the university is not always mirrored by access across the university. In some cases, it is easier for a student to move between post-secondary institutions in BC than it is for them to move between programs at UFV.

² *Instilling Equity and Inclusion in Departmental Practices: Guiding Faculty Recruitment and Retention* (Washington: Education Advisory Board, 2017), p. 5.

³ Julie Nicklin Rubey, *The Student-Centered University: Pressures and Challenges Faced by College Presidents and Student Affairs Leaders* (*Chronicle of Higher Education*, 2017), p. 8.

Students will need, and sometimes demand, more international learning opportunities. They will need to develop the skills for global citizenship (adaptability, resilience, teamwork, intercultural awareness, communication) and global connections by studying and working abroad.

The Truth and Reconciliation Commission's *Calls to Action* have set a challenging agenda for universities—and for many years to come. *Universities Canada* has taken a lead here (and so have both the Canadian Association of University Teachers and the Federation of Post-Secondary Educators) with their *Principles on Indigenous Education* and much more. It seems clear that Canadian universities will be measured more and more against the yardstick of Indigenization. Success in this area ultimately depends on a strategic plan for hiring Indigenous faculty, staff, and administrators.

Improving the quality of teaching and learning, *continuously*, will be a major priority. The risk of not doing so is poor recruitment and retention of students (and faculty). This means, among many things, developing and encouraging teaching and learning practices that emulate the forms of sharing, social engagement, and collaborating with peers that are flourishing (among youth) in the 21st-century (and ever-more digital) world. It means a greater use of Teaching and Learning Centres and Faculty Development staff. We can be sure that the K-12 changes and growing demands for quality assurance will intensify demands on university Teaching and Learning Centres.

Almost every university and government is making experiential education a top priority. Moreover, there is a growing inclination of students to select a university based on the experiential learning opportunities they provide. All signs point to the probability that a more immersive, more experiential, more project-based education will be the *classroom of the future*.

Innovation is and will remain the order of the day. So a cutting-edge university will have to 1) become an innovative organizations with a culture of innovation, and 2) prepare graduates with what Thomas Carey calls *Workplace Innovation Capability*:

Our graduates face an increasingly dynamic knowledge environment, in which most of them will engage in work contexts with at least one of the following new challenges:

- working with knowledge that doesn't yet exist...
- using practices that don't yet exist...
- in jobs that don't yet exist.”⁴

How our faculty engage with new knowledge for teaching can be a model for students' engagement with knowledge in their careers. We who work in universities are or should be modelling for our students how to work in a 21st-century workplace (including a university). We should be modelling what it means to be innovative. Not surprisingly, university programs to develop *innovation leaders* are now commonplace, but all of our programs should help develop innovation leaders.

Much more could be said about the university of the future, but it is worth stopping and asking, *what, then, does the successful Canadian university of the future need?*

⁴ Thomas Carey, Presentation at the Joint Annual Meeting of the British Columbia Council on Admissions and Transfer, Richmond, BC, November 17, 2017.

- It needs community-engagement and relevance because it needs the support of the communities it serves.
- It needs partnerships with industry, community organizations, municipalities, and other post-secondary institutions—local and beyond.
- It needs meaningful relationships with Indigenous communities.
- It needs to meet industry and society's need for creative, talented people *who can work effectively with one another*, an interdisciplinary, collaborative ability a university education should develop.
- It needs to identify the coming challenges and rally its faculty and staff around a vision and plan for meeting them.
- It needs to develop the teaching and learning resources that faculty and staff need to keep up with changing learners, pedagogies, and educational technology.
- It needs to give students a voice in key decision-making.

The *Education Plan Updates* which follow suggest some of the ways in which we are meeting these needs, but they are not an exhaustive report on all of the relevant things we are doing and planning. Nor are they meant to suggest that we do not have much more to do to meet either these needs or achieve our *Education Plan Goals*. But, as the *Updates* and efforts too recent to appear in them indicate, there are a number of areas in which we are making significant progress, including:

- Encouragement and support for (and venues for discussing) faculty development and pedagogical quality (for example, we now have a Senate Standing Committee on Teaching and Learning and a Faculty Resource Room in the Teaching and Learning Centre); it is worth highlighting our planned two-course, First-Year Faculty Development Program (beginning in Fall 2018) for all new full-time faculty members, which will feature two nine-week courses that include research-based foundational skills around teaching practices, Indigenization, assessment, course planning, and so much more; we will be modelling different modes of teaching such as hybrid, online, synchronous online, and flipped classrooms.
- More peer-to-peer learning and mentoring opportunities (there has been an increase in the number of Supported Learning Groups and Academic Success Centre tutors; the Faculty of Health Sciences has established BSNBuds and KINPALS, both mentoring programs pairing upper-year students with incoming students);
- Greater use of the more dynamic, accessible, and affordable solutions provided by Open Educational Resources; with more textbooks being added every year, the BC government is estimating that more than \$6 million has been saved by students with courses moving to open resources;
- The development of innovative, high-demand credentials (e.g., the Applied Statistics Minor, which equips students with highly marketable data analysis skills);
- More interdisciplinary initiatives and opportunities for students and faculty;
- Greater cross-Faculty collaboration;
- Partnerships and collaborations with external organizations and employers, locally and internationally;
- Multiple ways in which we are extending Indigenization across the University and out into the community;
- More opportunities for experiential and work-integrated learning, including practicums, co-ops, and field schools;

- Outreach programs;
- Greater support for tech-intensive courses;
- Expanded supports for both students and faculty, including expanded hours for support services;
- Increased collaboration with School Districts, including more courses in the schools and community and more K-12 students learning on campus, as they do, for example, in the *Makerspace* at the Trades and Technology facility;
- More students involved in research and presenting their research at academic conferences;
- Both faculty and students involved with international research projects;
- Students winning national and international awards;
- More opportunities for students to showcase their work in the community or to community members and organizations invited onto campus (e.g., CityStudio *Hubbub* and the Applied Business Technology Trade Show);
- More flexible and collaborative group and individual student study spaces;
- More streamlined bureaucratic procedures;
- More student-friendly and coordinated scheduling of classes, including innovative block scheduling in the summer and, beginning in fall 2018, a complete, conflict-free first-year of studies at CEP with a guarantee of no cancellations for students admitted to the BA, BA-CRIM, BBA, and BSc;
- The integration of Trades and Liberal education;
- Streamlined prerequisites in some programs;
- Enhanced access and student mobility through more block transfer agreements.

As we approach the mid-point in our *2016-20 Education Plan*, we will need to start thinking about the next Education Plan and whether the current goals need to be modified or supplemented by others. And, as always, we will need to think about the future of post-secondary education.

2018 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
For ABT 160’s (*Web-based Business Communications*) capstone project, students worked in teams to develop a product or service and a social media campaign. Students showcased their projects to instructors, students, and guests at an ABT Trade Show.

Continuing Education
In May 2017, 51 participants from BC and Alberta attended CE’s *Administrative Professionals Conference*. Project and event management, negotiation skills, time and stress management, minute taking, and records management workshops were well received and participants asked that the conference be held again.

English Language Studies
ELS added additional hybrid-format courses and multi-media resources for students. Faculty worked in the Help Centre assisting all UFV students whose first language is not English.

Indigenous Student Centre
UFV Elders, staff, and faculty, community Elders and others led workshops on pine needle artistry, Salish and cedar weaving, traditional medicines and teas, and healthy eating on a budget as part of the *Health and Wellness Challenge* ISC organized for students in January.

Upgrading & University Prep
UUP continued to offer off-campus classes at Chilliwack’s *Central Elementary Community School* and worked with partners to identify future opportunities for off-campus classes in Abbotsford.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

Applied Business Technology
Responding to demand and working with CE, ABT faculty developed and now offer *Introduction to Blogging in WordPress* and *Digital Minute-Taking* workshops through CE.

Continuing Education
Committed to flexible programming that can accommodate work and family commitments, CE now offers two fully-online certificate programs and four hybrid format certificate programs.

English Language Studies
ELS worked closely with UFV International to ensure courses that accommodate international students’ language and scheduling needs are offered throughout the year. As a result, a record number of courses will be offered during a condensed 11-week Summer 2018 semester at times that coordinate with other departments’ timetables.

Indigenous Student Centre
The ISC staff, Halq’eméylem language instructor, *Stó:lō Research and Resource Management Centre*, UFV and community Elders, and Stó:lō’s last fluent Halq’eméylem speaker worked together to support UFV’s Halq’eméylem classes.

Upgrading & University Prep
Working with UFV International, UUP developed a summer timetable that meets the needs of international students, especially those from India who require math upgrading.



COLLABORATE ACROSS BOUNDARIES

Applied Business Technology
ABT faculty sit on UFV committees, including the *Human Research Ethics Board* and *Research Advisory Council*. The program head collaborated with other provincial ABT providers showcasing UFV’s program and sharing best practices.

Continuing Education
CE worked with the *College of Arts, Applied & Technical Studies*, and *Teaching & Learning* to map the training programs of a large municipality and a national organization to the curricula of six (6) credentialed UFV programs. As a result, people will be able to ladder into UFV programs based on their previous training.

English Language Studies
Faculty collaborated with other UFV units, community organizations, and universities supporting English language learners locally, provincially, and internationally, including sending faculty to teach at UFV Chandigarh.

Indigenous Student Centre
ISC staff welcomed people of all cultural backgrounds to Indigenous craft sessions offered at various locations across UFV. Sessions led by UFV personnel and community Elders promoted cross-cultural awareness.

Upgrading & University Prep
UUP worked with community agencies promoting its program and supporting their clients who require upgrading. Faculty actively participated in the BC ABE articulation process as committee members and chairs.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Applied Business Technology
ABT faculty promoted civic awareness by organizing field trips for ABT students. Last fall, students visited UFV’s *Witness Blanket* exhibit and a multi-cultural exhibit at *The Reach Gallery Museum* in Abbotsford.

English Language Studies
ELS adopted a new slogan: *Connecting people and places through language*. ELS’s respectful learning environment allows students to share information about their languages and cultures, complete assignments that reflect local and global issues, and collaborate with new friends from many different countries.

Indigenous Student Centre
ISC staff and UFV Elders helped faculty Indigenize their courses. Every week, Elders attended classes with mainly Indigenous content, providing knowledge and supporting students and faculty as they discussed Indigenous culture and sensitive issues.

Upgrading & University Prep
In response to the TRC’s *Calls to Action*, UUP faculty and staff added discussions to department meetings, attended PD activities, published articles, and spoke to others at UFV about best practices that support Indigenization. As a result, more Indigenous content is included in UFV’s ABE courses. IPK 092, which is offered in face-to-face and hybrid formats, introduced hands-on, culturally-relevant activities such as drum making, this year. Guests visited several UUP classes to speak about social justice and Indigenous culture.



INTEGRATE EXPERIENTIAL LEARNING

Applied Business Technology
A three-week practicum integrated into the program allowed students to apply their newly-acquired skills while working for the community organizations and businesses that hosted them. These highly-valued practica helped students build networks and often led to permanent employment.

Continuing Education
CE’s *Coding Bridging* program prepared students for work in the technology industry. By collaborating with UFV’s *Computer Information Systems* department and local tech companies, a curriculum with hands-on and relevant activities was developed and delivered to students. Host companies provided a place for students to work on real-world coding-related projects, and all students in the last cohort were offered employment at the end of the program. As one student said, “This experience has been invaluable, helping me understand operations in a typical day for my chosen career; as well as finding out that this is definitely what I want to do.”

English Language Studies
As part of their coursework, students conducted interviews and surveys and undertook mini-ethnography projects on campus and in the community.

Indigenous Student Centre
Stó:lō’s last fluent Halq’eméylem speaker supported language classes and attended biweekly “tea and talk” gatherings for former and current students so they could practice speaking with UFV and community Elders in a social setting.

2018 Education Plan Update – Applied & Technical Studies

The Faculty of Applied and Technical Studies offers one year or less, two year, and apprenticeship programs in applied technical disciplines that prepare students to enter the workplace with a well-defined set of knowledge and skills.

HERE IS A SAMPLE OF RECENT STUDENT RESEARCH [➔](#)

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 method being developed and piloted this year is an evidence based portfolio system that documents experience into one or more of eight major competency areas of which five are mandatory and one of the three is an elective.

Building on our Makerspace experiences, ATS is now aligning the Maker experience for grade 10 and 11 students so they can receive K-12 credit for Robotics courses. This helps the students earn their G12 graduation requirements and gets them ready to be UFV students in a range of programming in the skilled trades including Automation and Robotics and Mechatronics.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

ATS Industry Services continues to grow in new areas supporting learning in-community.

We are building capacity to take trades discovery programming to wherever it is needed.

Potential UFV students are exposed to a set of sample trades to test their interests and focus their learning by reaching into communities and institutions rather than expecting them to come to campus.

Students new to post-secondary learning, but not residing near an established campus, do not have to be concerned with re-location and being away from friends and family while tackling their first higher learning experience.



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 be 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. Cohort partnership programs in Korea are being developed in Welding and Automation & Robotics programming and applied research programming is expanding with Nanjing University in the area of LED lighting and control. That partnership will bring significant knowledge of LED lighting to the agriculture sector.

This coming year we expect as many as four faculty will be in Korea and China working on these projects.



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.

Enrolments are strong and the local industry can begin to meet its experiential training needs since they have a regional technical training partner; while not directly UFV integrating experiential learning, we are indirectly enabling regional growth.

2018 Education Plan Update – Faculty of Health Sciences (FHS)

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

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




**PRIORITISE
LEARNING
EVERYWHERE**

The Bachelor of Science in Nursing (BSN) program underwent substantial program revisions to incorporate self-directed learning strategies and a leadership course to support opportunities in leadership roles for new graduates.

The Five Corners Interdisciplinary Community Outreach Program offered students experiential learning through outreach work with at-risk groups in the community.

The Dean’s Speaker Series connected UFV with the community through expert speakers delivering engaging presentations and encouraging important discussions outside of the classroom.

The Health and Wellness Strategist promoted FHS programming and events and communicated the achievements of students, faculty, and staff to the UFV community through various forms of media.



**COMMIT TO
FLEXIBILITY &
RESPONSIVENESS**

A new Health Care Assistant (HCA) post-graduate course on medication administration is under development for implementation in June 2018. This course will increase graduates’ range of employment opportunities and will meet the expanded needs of employers.

The BSN program added a cardiac nursing elective in response to the growing need of nurses with knowledge in this area.

Kinesiology developed a proposal for a new program specialization, Active Health. The specialization will expand student opportunities and will provide preparation for students interested in gaining knowledge about the kinesiology field, health and fitness, fitness management, and community and corporate health.

The annual Faculty of Health Sciences Internal Research Grant Fund supported faculty members with student-centred research projects and increased university-community partnerships.



**COLLABORATE
ACROSS
BOUNDARIES**

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

Nursing and Dental students collaborated to host the Health & Wellness Expo at the CEP campus. The event was open to the public and offered information on many topics including nutrition, sleep, addiction, and coping with stress.

A Kinesiology faculty member will be supported by the Dean’s Office to enrol in the Indigenous Sport and Recreation Graduate Certificate program (UofA); the faculty member will bring the learning back to the Faculty’s to further efforts towards Indigenization.



**DEVELOP
LOCAL & GLOBAL
CITIZENSHIP**

Kinesiology celebrated its 10th year of The UFV Champions for Health Promoting Schools, a fully student-funded program dedicated to improving the life of children and their families within Antigua/Barbuda and the West Indies through health and physical education.

The School of Health Studies developed BSN Buds, and Kinesiology developed KINPALS, both mentoring programs pairing upper-year students with incoming students.

The School of Health Studies engaged with the UFV student community to address the opioid crisis by providing Naloxone kits and training on the administration of Naloxone.

The Health and Wellness Strategist connected with the Indigenous Student Centre to work on creating recruitment strategies for Aboriginal students. This included sharing program information, attending recruitment fairs, and engaging in Aboriginal events.



**INTEGRATE
EXPERIENTIAL
LEARNING**

Kinesiology students participated in UFV Active Fundamentals Spring Camp, leading children through fundamental movement skills in the week long spring break camp on the Abbotsford campus

Kinesiology students engaged in the FHS initiative Healthy You-FV, conducting pre-employment fitness and health tests for local firefighters.

The School of Health Studies students partnered with UBC, the Chilliwack Division of Family Practice, and the Fraser Valley Health Care Foundation to offer the “Mini Med School” an initiative for health & wellness learning in the community.

Certified Dental Assistant (CDA) students offered free dental clinics to high-risk school age children and oral health education to Indigenous classes.

2018 Education Plan Update - The Faculty of Humanities

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

Below the highlighted achieved goals 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 used its College of Arts Council and Department Heads' meetings as learning opportunities to discuss topics such as: communication protocols, running an effective meeting, transfer and articulation, and quality curriculum to name a few.

COLLEGE OF ARTS. Arts is using Co-Curricular Record to meet engagement requirements/competencies for Bachelor of Arts (BA) and Bachelor of General Studies (BGS).

HISTORY. A student gave a public talk about experiences working as an intern for Mosqoy, A Canadian NGO based in Cusco, and the surrounding Sacred Valley region of Peru.

THEATRE. The department offered the "Ignite Innovation Series," in collaboration with Teaching and Learning, to highlight performance and pedagogy.



**COMMIT TO
FLEXIBILITY &
RESPONSIVENESS**

COLLEGE OF ARTS. Creative Arts disciplines are in the process of forming a new School of Creative Arts.

THEATRE, ENGLISH, HISTORY & GEOGRAPHY. Arts is piloting a block scheduling format for four courses in the 2018 summer semester. The program allows students to focus on one class at a time and immerse themselves in project based learning and field studies.

COLLEGE OF ARTS. UFV and Vancouver Film School (VFS) have partnered to create the UFV-VFS Degree Pathway Program, a cross-institutional agreement that enables VFS diploma graduates entry into the Bachelor of Media Arts, Bachelor of Fine Arts, Bachelor of Arts and Bachelor of General Studies programs.

THEATRE. An upper year student directed Anton Chekhov's one-act farce The Bear.



**COLLABORATE
ACROSS
BOUNDARIES**

COLLEGE OF ARTS. Arts is developing and delivering interdisciplinary classes: IDS 100-400.

COLLEGE OF ARTS. Arts has co-sponsored the Scholarly Sharing Initiative where members of the UFV community discuss their scholarly work.

ENGLISH. ENGL 388D students have been working with elementary school students from Chilliwack Elementary and Watson Elementary to assess children's initial subsequent knowledge and attitudes toward school related bullying.

PHILOSOPHY. An instructor guest lectured classes at Sardis Secondary school.

COMMUNICATIONS. An instructor teamed up with a Geography instructor to teach a course involved with the CityStudio pilot and Abbotsford City Council. The course focused on rubbish dumping and its environmental impacts.



**DEVELOP
LOCAL & GLOBAL
CITIZENSHIP**

COLLEGE OF ARTS. Arts has setup study tours in China, Chandigarh and Europe.

COLLEGE OF ARTS. Arts launched a partnership with Student Life to facilitate students using non-course options to meet Intercultural and Civic Engagement requirements.

VISUAL ARTS. An alumni led a group of artists on a 24 day paddle down the Yukon River, and held arts-focused community workshops in Dawson City and Whitehorse.

ENGLISH. The department is streamlining its first and second year literature programs to make space for the "Literature Context" course, which is taught with an Indigenous focus and lends itself to interdisciplinarity.

MODERN LANGUAGES. The program has been experimenting with new technologies around language learning.



**INTEGRATE
EXPERIENTIAL
LEARNING**

COLLEGE OF ARTS. Arts has adopted a new practicum/internship structure.

COMMUNICATIONS, ENGLISH, THEATRE & VISUAL ARTS. The four programs are collaborating on a performing art festival in spring 2018 to showcase student performances, art, writing and projects.

FRENCH. A student was the Minister of Multiculturalism, Official Languages and La Francophonie as the member for Mégantic-L'Érable for a weekend.

GRAPHIC + DIGITAL DESIGN. Seven students used CityStudio Abbotsford as a focus for the website development process they were learning about. The students created an interactive prototype, which they presented to the staff of the City of Abbotsford to invite feedback for the concept of a website. 12

2018 Education Plan Update – Faculty of Professional Studies

As we continue to grow and evolve with ever changing technology and innovative practices, the Faculty of Professional Studies pledges to continue to work with our partners, our employers, our students, our staff, our faculty and broader university community to collectively continue in our commitment to **Changing Lives Building Community.**

“...begin with the awareness of what the experience is whether it’s of our body, mind or phenomena we are studying.”

Dr. Seonaigh MacPherson
Department Head, ADED

“Fun is important. No matter what you do, make sure you’re having fun.”

CYFS Students
CityStudio Neighbourhood Project

HERE IS A SAMPLE OF WAYS THE FACULTY OF PROFESSIONAL STUDIES IS MAKING A DIFFERENCE → YouTube link



PRIORITISE LEARNING EVERYWHERE

The School of Business has continued to offer its Employer Engagement Program Biz Tours in 2017/2018. Tours have included a visit to Costco and Phantom Screens and to the City of Abbotsford Economic Development Office. These tours provide students with a behind the scenes look at how local businesses and organizations function and gives them an opportunity to compare their classroom learning with real world examples.

The UFV Sustainable Case Competition organized by the School of Business is an opportunity for UFV students to analyze real world issues in the local region and identify sustainable solutions to these issues. The case competition prepares students for after graduation by building their ability to collaborate with peers and local businesses; to present effectively and efficiently; to utilize their knowledge from their undergraduate studies through applying them to real world issues; and to showcase their abilities for future employment opportunities.

The Indigenization Committee of Faculty Council of the Faculty of Professional Studies received facilitator training and hosted a **KAIROS Blanket Exercise**. In attendance were 32 participants from around UFV. Participating in such a historically based experience was profound and moving and the Committee will continue to deliver the Exercise to our UFV community.

CYFS embarked on a project to create an “outdoor classroom” on the Abbotsford campus in which students can gather and learn.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

Computer Information Systems (CIS) is very happy to be teaching in our new computer labs located in rooms D242, D248, and D250. The upgrades were much needed and represent state of the art in teaching computer and information science classes. This upgrade involved several components and was facilitated by the installation of a fibre optic backbone that both serves the new labs, as well as, providing vastly improved network speeds to all of D Building. CIS can now work with big data sets so that CIS students can study important aspects of Business Intelligence and Big Data along with other topics

The School of Business created BUS 384 – Data-Driven Business Decisions. This course was created because the School of Business recognized the importance of learning the strategic application of big data. This course focuses on a strategic approach to the opportunity and challenges related to business data including strategies, tools, and techniques.

Responding and adapting to the needs of our students and provincial practice, the Child Youth & Family Studies Department (CYFS) welcomed its first year of “first-year” entry into its Child and Youth Care degree program.

The Teacher Education Department (TED) is the first in Canada to pilot a new admissions interview process modeled after the MMI (multiple mini-interview) process used in medical programs. TED will be researching graduation success rates in comparison to the panel interview process used for the past 8 years.



COLLABORATE ACROSS BOUNDARIES

The School of Social Work & Human Services (SWHS) partnered with UFV Nursing to provide a Poverty Simulation day. This simulation is designed to help participants begin to understand what it might be like to live in a typical low-income family trying to survive from month to month. It is a well-known international community training that is offered by large community organizations such as the United Way.

<http://blogs.ufv.ca/health/interdisciplinary-poverty-simulation-gives-students-an-empathic-view-of-social-issues/>

Third and fourth year Bachelor of Social Work (BSW) students collaborated with ‘The Warm Zone’ in Abbotsford on an event that is part of the worldwide ‘One Billion Rising’ movement. The movement shows solidarity against violence and oppression embedded within society’s patriarchal structures.

BSW students organized a harm reduction forum at SUS that included substance users, service providers, and experts on substance use. The forum was well attended by Community members as well as UFV staff, faculty and students.

The School of Business in collaboration with the Teaching and Learning Centre, offered a workshop on developing and using rubrics in relationship to current trends in management education.

CYFS was a sponsor and participant in the International CYCABC Conference held in Richmond, with student and faculty presenters.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Social Work Diploma student, Sydney Ned, was recognized in an Honouring Ceremony by W.A. Fraser Middle School (Abbotsford) for her cultural work while she was a UFV practicum student and is employed as an Indigenous Cultural Support Worker. The ceremony is a notable honour for someone her age early in her career.

Our Bachelor of Social Work Community Development students produced a Stó:lō Territorial Acknowledgement Video acknowledging and honouring the traditional territory of the land where UFV is located.

<https://www.youtube.com/watch?v=7bw5U2cmEX4&feature=youtu.be>

The students received consultation and support from Stó:lō Elders, faculty, staff and university administrators, including the Chancellor, and Presidential Advisor on Indigenous Affairs. They recently won an International award for the video.

<http://explore.tandfonline.com/page/beh/c-swe-world-social-work-day-2018#39668>

The Internationally recognized B|Sides Security Conference is held each year in Vancouver. Competing against industry security experts and teams from research intensive Universities such as UBC and SFU, our CIS students won first place in the Capture the Flag contest for the second year in a row.

Working with our City of Abbotsford partners, students and faculty in CYFS and the School of Business engaged in CityStudio projects this year developing plans for Neighbourhood Engagement and the Historic Downtown Neighbourhood Plan.



INTEGRATE EXPERIENTIAL LEARNING

Library & Information Technology students participate in a 70-hour work experience. They are placed in a wide variety of information centres, which helps socialize them into library work and gives them first-hand experience with the collections, technologies, and services offered in 21st century academic, school, and public libraries. We are particularly proud of our relationship and support of CIVL 101.7 FM, where students are developing an online catalogue of musical sound recordings.

In bringing Mindfulness based practice to the Fraser Valley community, the Department of Adult Education has hosted all-day workshops including one facilitated by Dr. Evan Collins, a Toronto-based psychiatrist who works with the Centre for Mindfulness Studies and those required for certification as a Mindfulness-Based Stress Reduction teacher. We are proud to be the first institution in Western Canada to offer these certification programs in Mindfulness.

Currently in its final year of a three year research plan, the Teacher Education Department (TED) has partnered with Rick Hansen Secondary School to examine the effects of Project Based Learning (PBL) in secondary classrooms. The research focus for Year Three is comparing content knowledge acquisition between non-PBL and PBL units in a Science 10 classroom. This partnership reflects the strong connections TED has built with local schools and colleagues in the field.

CYFS piloted an off-campus Animal Assisted Therapy course, training students to use the benefits of horses and dogs in a farm setting.

2018 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

Directed and independent studies courses offer tailored-to-the-student learning: 47 such courses were offered in '17-'18 to 67 students in the Biology and Chemistry programs alone.

Faculty members have new venues for their own learning: new communities of practice now meet regularly to discuss teaching strategies, faculty council workflow has been revised to allow more time for discussion on higher-level issues around curriculum and pedagogy and a team of faculty was organized to attend a STEM-education conference and disseminate methods learned.

The BSc is being revised to include a portfolio to encourage student ownership and integration of their learning.

The faculty has increased its use of SLG sections by 60% to 38 sections, with more being planned for '18-'19.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

Mathematics/Statistics and Chemistry are working to adopt more "Open Educational Resources" in their classrooms, replacing expensive texts and homework systems with more dynamic, accessible and affordable solutions.

Led by a new faculty member, the Math/Stats department has a project to construct a validated "Calculus-readiness test," both for formative assessment of incoming students and to drive revision of our calculus curriculum. Local schools are being consulted on the test.

The Applied Statistics Minor was first offered in Sept '17. It was designed from the ground up to open doors for students from across UFV's programs to acquire data analysis skills.

A new course, Astronomy 101, designed for BA students is being brought forward for approval. An online version of Biology 105 for non-science students is attracting very large enrolments.



COLLABORATE ACROSS BOUNDARIES

A joint CIS/Biology certificate in Applied Bioinformatics is being created as part of UFV's tech expansion proposal.

The Genomics Education Partnership has UFV students collaborating with hundreds of other students and faculty from across North America on genomics research. UFV is the only Canadian institution participating in this program.

The partnership between Physics and the BC Cancer Agency continues, with BCCA faculty members as adjuncts here. The nuclear medicine "breathing phantom" project is underway with students and former students involved.

UFV continues to expand its partnerships supporting STEM outreach in our schools. Partners now include Let's Talk Science, Telus, Youth Science Canada, the Pacific Institute for Mathematical Sciences, and Professional Engineers and GeoScientists of BC.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Some steps were taken towards indigenization: an ethnobotany course discussed indigenous plants, a Clayoquot field school employed indigenous guides and the summer Science Rocks day-camps had a special week designated for aboriginal youth. Part of Dean Lee's administrative-leave project this year concerns strategies around indigenizing science instruction.

A biology faculty member has begun a City Studio project with her students mapping recently introduced invasive aquatic plant in the Sumas Prairie and investigating methods for control. Another project assesses biodiversity.

Mathematics and math-education students continue to volunteer in large numbers for our "Math Mania" evenings in local primary schools, offering games and puzzles to the children that feature both the fun in math and the math in fun.



INTEGRATE EXPERIENTIAL LEARNING

Science student participation in co-op opportunities increased significantly this year, as a result of a coordinated publicity campaign. This fall, all 2nd year Science students will receive a class visit from a co-op representative.

The Data Analysis Certificate was retooled to have a co-op option

Demand is high for Biology's field schools: two Clayoquot sound experiences were offered summer '17 and summer '18 sees 36 students in Iceland, France and Britain.

Outreach programs such as Super Science Club and Science Rocks are staffed largely by TEP-bound students. The reach of these efforts is expanding this year with the Let's Talk Science program.

2018 Education Plan Update - The Faculty of Social Sciences

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

Below the highlighted achieved goals 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 Humanites version.




**PRIORITISE
LEARNING
EVERYWHERE**

COLLEGE OF ARTS. The Associate Dean of Students and General Studies Program Chair are using portfolios as a vehicle for students to seek prior assessment of learning for the BA and BGS requirements.

GEOGRAPHY. A student won the Western Division of the Canadian Association of Geographers' best oral presentation by an undergraduate student award.

CRIMINOLOGY. Five MA students delivered a guest lecture at Elder College. The presentation focused on a range of topics, such as: the effects the fentanyl crisis is having in local communities and how a digital society has changed policing, etc.

SOCIAL, CULTURAL AND MEDIA STUDIES. The program worked with Teaching and Learning to update its current student space.



**COMMIT TO
FLEXIBILITY &
RESPONSIVENESS**

COLLEGE OF ARTS. Arts hired a Communications Assistant who has drafted a Strategic Communication Plan.

COLLEGE OF ARTS. Arts has created major degree maps to help students better navigate their program paths.

PEACE & CONFLICT STUDIES. The program is informed by input from a dynamic Community Advisory Committee.

ECONOMICS. The department has concluded a complete revision of its program and curriculum. Every course has been reviewed and updated in an effort to stay up-to-date and maintain relevancy. Also, to facilitate interdisciplinary programming, prerequisites have been streamlined.

PSYCHOLOGY. The department partnered with Chilliwack Secondary School to offer a workshop on the brain to high school students.



**COLLABORATE
ACROSS
BOUNDARIES**

CRIMINOLOGY & PEACE & CONFLICT STUDIES. Both programs are supporting Abbotsford Police's programming and mentoring at-risk youth initiatives.

COMMUNICATIONS, GEOGRAPHY & THE ENVIRONMENT, POLITICAL SCIENCE & VISUAL ARTS. Students from all four programs worked on projects for the District of Abbotsford and presented the findings at CityStudio Abbotsford's HUBBUB event at City Hall.

POLITICAL SCIENCE. The department organized its 4th Politalk Roundtable series. Faculty from Political Science, Geography, History and Social, Cultural and Media Studies discussed topical political issues.

ECONOMICS. MP Dan Ruimy, who is currently reviewing Canada's legislation, visited ECON 388 to hear student presentations and engage in legislative discussions.



**DEVELOP
LOCAL & GLOBAL
CITIZENSHIP**

INDIGENOUS STUDIES. The program's major/minor was made available and will have its first graduate in June 2018. The Indigenous Studies Curriculum Committee is also developing a UFV Indigenizing Handbook. Communications, English, Geography and the Environment, Global Development Studies and Visual Arts departments have also included learning on Indigenization as part of their retreats.

SOCIOLOGY. A student developed a high-school mentoring program focusing on Indo-Canadian youth identity and the importance of anti-racist curricula.

PEACE AND CONFLICT STUDIES & INDIGENOUS STUDIES. A PACS faculty member was elected as Co-Chair of the Peace and Justice Studies Association (PJSA). As well, an Indigenous Studies faculty member joined the PACS-Can board.



**INTEGRATE
EXPERIENTIAL
LEARNING**

COMMUNICATION, GLOBAL DEVELOPMENT STUDIES, GEOGRAPHY & THE ENVIRONMENT, HISTORY & VISUAL ARTS. All programs are establishing and strengthening ties with community groups to provide community based learning opportunities, internships and practicums for students. As well, GEOG/GD 464 has been formalized as a jointly offered course, with faculty co-teaching in a problem based model which pairs students with a community partner.

GENERAL STUDIES. The department organized its 1st Mini-Fair to address student needs within the program. Due to its success, future fairs will be organized for upcoming semesters.

POLITICAL SCIENCE. A student won a BC Premier's scholarship to study one term at Regensburg University in Germany.

2018 Education Plan Update – Human Resources

In early 2017 Human Resources (HR) at UFV was externally reviewed by MNP and received a number of recommendations to enable the transformation of the HR function to serve the needs of a learner centered university in three broad areas of client engagement, supervisory empowerment, and capacity and capacity development.

Here are some samples of the action items HR has focused on for the 2017 2018 year

Enquiries about HR and its strategic initiatives can be directed to the Director of Human Resources and Staff Relations or the Associate Vice-Provost Faculty Relations of HR.



 <p>PRIORITISE LEARNING EVERYWHERE</p>	 <p>COMMIT TO FLEXIBILITY & RESPONSIVENESS</p>	 <p>COLLABORATE ACROSS BOUNDARIES</p>	 <p>DEVELOP LOCAL & GLOBAL CITIZENSHIP</p>	 <p>INTEGRATE EXPERIENTIAL LEARNING</p>
<p>HR has updated and streamlined recruitment procedures and documentation to support longer term strategic workforce planning</p> <p>HR delivered workshops for SAC member and FSA observer training. HR also organized and supported Professional Development Day in May 2017 and Orientation in August</p> <p>HR worked with FSA training for candidates for tenure and promotion in S 2017 and W 2018</p> <p>HR worked with Teaching and Learning and AVP Research, Engagement and Graduate Studies to offer Dossier preparation workshop for candidates for tenure or promotion W 2018</p> <p>HR developed and offered in-house professional development workshops and sessions F 2017 and W2018</p>	<p>HR organized and led pre-bargaining caucuses in anticipation of contract negotiations in 2018 and 19. HR also brought AdminCo into a parallel set of caucuses to fully engage the academic and administrative sides of the university in pre-bargaining.</p> <p>Working with academic units HR led creation of complete documentation and template package for candidates, deans, committee members to enable full implementation of tenure and promotion at UFV. Documentation and templates now available on HR home page.</p> <p>HR decentralized lower level selection advisory processes down to decanal areas, enhancing local control over process</p>	<p>HR offered secondary and tertiary responses and updated timelines to recommendations MNP external review related to enhancing dialogue between HR and academic, staff and administrative units, and review HR's place in organizational tree</p> <p>HR secured support for hiring of an organizational development officer, and to enable cultural assessment to better place HR in change management</p> <p>HR dialogued with, and attended two showcases of the Canadian Professional Human Resource BC and Yukon; UFV, and HR will showcase UFV this coming May 16</p>	<p>HR personnel accompanied several administrators and faculty in Walk for Reconciliation and Orange Shirt Day in Fall 2017;</p> <p>The HR team received a guided private showing of Witness Blanket to assist in Indigenization of HR</p>	<p>HR organized fully attended Retirement Dinner Fall 2017 semester and Employee Recognition Celebration Winter 2018</p> <p>HR participated in annual Service Excellence Awards program, providing administrative support and committee service</p> <p>HR organized and hosted annual Welcome Bank BBQ for all employees and their families. HR also organized and co-hosted the annual UFV Halloween Party with UFV Faculty and Staff Association</p>

2018 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

The UFV library digitized the Abbotsford Sumas and Matsqui News from 1922 – 1938 and made the content available to researchers and the general public: <https://asmn.arcabc.ca/>.

Online collections continue to grow, making knowledge available to UFV researchers anytime, anywhere. Two new collections, *Curio* and *Kanopy*, provide streaming videos that faculty can use in online courses and in-class screenings, and students can watch at any time.

Renovations in the Abbotsford library added bookable group study rooms, flexible collaborative and individual study spaces, digital monitors, computer workstations, and write-on glass walls.



COMMIT TO FLEXIBILITY & RESPONSIVENESS

A new service desk in Abbotsford now co-locates library circulation and reference/information. Just like in our Chilliwack library, there's a single place to find helpful and knowledgeable people.

UFV researchers can now trigger the purchase of an e-book or streaming film through demand-driven acquisitions, rather than waiting for a librarian to select the item.

UFV's libraries hosted the St. Johns Ambulance therapy dogs each semester, to support student mental health and success.



COLLABORATE ACROSS BOUNDARIES

The library joined the Academic Success Centre in offering the Long Night Against Procrastination, an event that links students to academic supports while providing opportunities to have fun.

The library developed research guides, put on displays, and purchased resources to support the Criminal Justice Student association's Purple Lights campaign, and the multi-disciplinary Trauma-Informed Practice presentation by Dr. Gabor Mate.

The library partnered with the Indigenous Student Centre at CEP to provide a site for craft-making a number of times through the academic year.



DEVELOP LOCAL & GLOBAL CITIZENSHIP

Every Thursday afternoon, the liaison librarian to UFV International visited the Global Lounge and helped students with their library questions and research assignments.

Chilliwack library supported indigenization and reconciliation through the *Legend of Sugar Girl* display and research guide, and engaging students, faculty and staff in folding 1000 origami ravens.



INTEGRATE EXPERIENTIAL LEARNING

New and updated bookable study rooms equipped with digital monitors allow students to practice their group presentations.

UFV library added the *SAGE Business Cases* product to support the School of Business in bringing real life situations and problems into the classroom through the use of case studies.

The library hosted two students from the UFV Library & Information Technology program for their two-week practicums.

2018 Education Plan Update – Research, Engagement, & Graduate Studies

Research, Engagement, & Graduate Studies is committed to the 5 goals, and this update reflects student learning and research that we are supporting.

Enquiries about student research opportunities can be directed to UFV's Research Office.



 <p>PRIORITISE LEARNING EVERYWHERE</p>	 <p>COMMIT TO FLEXIBILITY & RESPONSIVENESS</p>	 <p>COLLABORATE ACROSS BOUNDARIES</p>	 <p>DEVELOP LOCAL & GLOBAL CITIZENSHIP</p>	 <p>INTEGRATE EXPERIENTIAL LEARNING</p>
<ul style="list-style-type: none"> • We have increased the number of opportunities, grants, contracts, and the amount of funding. • Increased number of successful student research posters (75 in 2018) & microlectures (25 in 2018). • Increased student awareness of research ethics, and the number of students participating in Research ethics applications involving human participants. • Increased the number of students presenting their research at conferences – illustrating that learning is occurring in other spaces. • Increase records of post activity reports and student experiences. Reports are sent to the Provost. • Increased attendance at events and workshops, particularly by students. <p>Testimonial: “Participation in the 12th Annual Undergraduate Research and Innovation Conference was hands-down the best experience of my undergraduate career to date.” Taylor Boyd, Biology student.</p>	<ul style="list-style-type: none"> • Administratively: Tracking of expense claims, invoices, contracts, has improved, including our short turnaround period for faculty and student requests. Students particularly value receiving an advance for their expenses, and having their contracts approved quickly. • Increased number of successful applications for grants for students and for faculty. Two students received national graduate scholarship offers in 2018 at major universities. We anticipate there will be more. • We pulled together additional funds to support student research projects and faculty who employ student research assistants. <p>Testimonial: “Being able to attend and present at the International Association of Forensic Nursing Annual Conference (IAFN), has been the highlight of my academic career.... I presented alongside a team of highly qualified women from the Abbotsford Forensic Nursing program From this presentation, the Forensic Nursing team and myself made many contacts, both national and international, to aid in our efforts in creating policy change regarding suspect examinations within Canadian Forensic Nursing.” Jessica Reist, Criminology student (Also Local & Global Citizenship)</p>	<ul style="list-style-type: none"> • We have increased the number and variety of contacts within UFV, and externally. • There are additional number and variety of faculty conducting research together particularly with respect to work with Cindy Jardine (Canada Research Chair). • Research activities of centres all contributed to working across boundaries, particularly the work of the Agriculture Centre of Excellence (Garry Fehr), and the Centre for Food and Farmland Innovation (Lenore Newman). • We have increased the number of student projects involved in microlectures, posters, and faculty projects that are cross disciplinary. • Increased interdisciplinary projects and opportunities for students. Example, “...the Fraser Valley’s blueberry industry, BC’s highest-value field-based crop industry, relies on the pollination services of bees. The industry could potentially increase yields by \$10 million to \$20 million each year with the additional pollination activities ... this would require ... [an] increase [in] the number of local wild and honeybee populations.” Lauren Westhaver, Geography 	<ul style="list-style-type: none"> • We host a number of successful research events and encourage strong research connections between UFV and community. Our researchers are engaged in work in countries such as New Zealand, Ghana, Kenya, the Netherlands and India. Most of these projects involve students. • Our BC Regional Innovation Chair in Canada India Partnerships, Dr. Jon Thomas has begun work examining the aviation industry in Canada and India. This has enormous potential and interest for entrepreneurial activity in Canada and in India. • We are increasing the number of research proposals submitted, including funders outside of Canada. We have increased the number of successful grants. • We have improved quality of grant applications measured by feedback from reviewers and ratio of grant funding received. This is due to the efforts of our research mentors, the Director of Research Services, and staff. • We have instituted Industry, Community and Indigenous Research awards for students. 	<ul style="list-style-type: none"> • Student research is experiential learning. • We have increased the number of students participating in research and work study RAs. Presenting at a conference or a poster presentation is also experiential learning. Students work with faculty mentors and interact with other researchers from around the globe. • The increase in experiential learning is evidenced by the success of work study applicant pool, and feedback from students and faculty doing research. • We have generally increased and improved participation in Research Assistant positions, and engagement events. Example: “This research focuses on the Bailey Sanitary Landfill in Chilliwack, BC. The facility shares a border with both agricultural land and Tzeachten First Nation reserve land where many homes, lively- hoods, and community spaces are located.” Presented at the Small and Adaptive Cities Conference. Miranda Monosky, Geography student.

2018 Education Plan Update – Teaching and Learning

TEACHING and LEARNING

Our Vision:
TLC offers transformational learning experiences that engage and provoke learning 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>PRIORITISE LEARNING EVERYWHERE</p>	 <p>COMMIT TO FLEXIBILITY & RESPONSIVENESS</p>	 <p>COLLABORATE ACROSS BOUNDARIES</p>	 <p>DEVELOP LOCAL & GLOBAL CITIZENSHIP</p>	 <p>INTEGRATE EXPERIENTIAL LEARNING</p>
<p>Teaching and Learning expanded its programming to support and encourage improved pedagogical practices through: Check Under the Hood – a 10 point course checkup; Save Your OI’ Faves – digitizing course materials; Ignite Innovation Speaker Series featuring 10 workshops from UFV faculty; and several more. New initiatives such as the Turnitin.com pilot and upgraded computers in classrooms required extensive training and support.</p> <p>Expanded programming from the Academic Success Centre, upwards of 50 peer tutors, and the Supported Learning Groups, meant more students had access to academic supports.</p>	<p>Initiated the Senate Committee on Teaching and Learning to prioritize, study and recommend to Senate improved policies and procedures regarding teaching and learning at UFV.</p> <p>Closer collaboration with ITS and improved pre-semester reviews and increased training led to fewer calls for assistance.</p> <p>Extended hours and support on weekends for technologically intensive courses led to improved performance of technology and student access in those courses.</p> <p>ASC expanded evening, weekend and online support for students, as well as “we go to them” tutoring for athletics and Baker House.</p>	<p>Partnering with faculties to deliver specific programming to address their needs. Collaborated with individual faculty members to showcase their innovative and engaging learning practices through various speaker series. Provided training and support for our faculty in Chandigarh.</p> <p>Collaborating with provincial TLCs to develop programming to address the new K-12 curriculum.</p> <p>In ASC/SLG, students participated on panels for workshops and conferences. Tutors went into classrooms to deliver Academic Integrity Matters and other workshops. Students took an active role in PD Day.</p>	<p>Collaborate with other departments on Indigenous programming including curriculum for the Witness Blanket, Indigenizing the Curriculum, and the Sto:lo Film Festival.</p> <p>Developed and delivered programming to address internationalization goals including working with multilingual learnings and other workshops.</p> <p>Co-sponsored the Digital Media Lab conference in Richmond, BC to support faculty from around the world.</p> <p>Indigenous ways of knowing has been included in the training materials for tutors and SLG leaders.</p>	<p>Continue to support programming for experiential learning across campus. TLC hired a summer student and has provided several practicum placements for ABT, Communications and LibIT students.</p> <p>TLC received 33 proposals for the Innovation Fund which asked students how UFV can improve their learning. Nap pods, study bootcamps, and more interdisciplinary projects were the top suggestions.</p> <p>ASC and SLG students participate actively in the LSAC conference hosted at UFV this year.</p> <p>Long Night Against Procrastination continues to expand.</p>