




TEACHING AND LEARNING
annualreport

2017-2018



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*“Improved
learning
is at the
heart of
the TLC”*

It is an exciting time to be in education as we witness and participate in the significant changes that are happening in the field of learning. Often described as disruptive and conversely evolutionary, there is a continuous movement to evidence-based practise that engage and excite students.

MESSAGE FROM THE ASSOCIATE VICE PRESIDENT



Maureen Wideman, PhD
*Associate Vice President,
Teaching and Learning*

This past year, there was a focus on space. Teaching and Learning moved into its renovated working and workshop space, and efforts continued across UFV to upgrade classrooms and informal spaces to enable more flexible learning.

We know that space can dictate behaviour, and with our own experience, the renovated office space has reduced stress through more effective use of space, reduced crowding, grouping people who work together and the opportunity to work in a quiet space should it be required, even in an open office environment. The addition of our ThinkerSpace has improved our ability to support our faculty. Input from the entire team along with close collaboration with Facilities helped ensure a successful renovation.

As far as learning spaces on campus, the same strategy applies – space dictates behaviour. We know that learning is a social endeavour, enhanced through interaction such as engaging with peers, the instructor and the materials. Traditional lecture space, where students sit in rows and the instructor at the front of the room, is not as effective as it could be for learning. It isolates the individual from others and reinforces a power structure of the “sage on the stage”.

UFV has been working over the last two years to upgrade classroom

spaces to encourage more active and engaged learning with wheels on furniture, more whiteboard space and improved technology. The purpose is to decentralize the power structure, encourage more collaborative learning and have the pedagogy align to the space and the students to improve learning. Input from faculty has been key to this process and has led to several specialized classroom spaces.

Informal learning spaces have been upgraded, with suggestions from students, with more comfortable furniture, brighter colours and improved design. Research shows us that half or more of the learning happens outside of the classroom and these informal spaces play a crucial role in providing space for contemplative and collaborative studying. The students are responding enthusiastically to these changes.

Can space act as a trigger for transformation? We know that it can. Sometimes it can happen overnight, such as with our renovated work space, and sometimes it can take time as people adjust to the changes. We are seeing a movement on campus to a variety of pedagogical practices, more use of technology and more active involvement of our students in the learning process. The transformation is happening and the Teaching and Learning department is happy to be a part of it.



our initiative

Teaching and Learning - (from left to right, top row) Dean Christensen, Robin Pittman, Claude Dorion, Leah Lyon, Greg Davis, Ken Harmel. (from left to right, bottom row) Gordon Jang, Ruby Ord, Maureen Wideman, Mary Saudelli and Michelle Johnson.

OUR VISION

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

OUR MISSION

Teaching and Learning supports the goals of UFV by providing leadership, support and resources for the continuous advancement of evidence-based teaching and learning practices and scholarship. This includes strengthening capacities campus-wide through professional development for the teaching community as well as supporting the expansion and effective engagement of learning technologies and techniques. Teaching and Learning also provides academic supports for continued student success through a wide variety of programming provided by the Academic Success Centre and Supported Learning Groups.

ufv educational plan goals

PRIORITIZE LEARNING EVERYWHERE

UFV values the learning of faculty, students, staff, and community no matter when, where, and 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 .

1

COMMIT TO FLEXIBILITY & RESPONSIVENESS

UFV recognizes the importance of agility in its programs and administrative units to enable 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.

2

COLLABORATE ACROSS BOUNDARIES

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

3

DEVELOP LOCAL & GLOBAL CITIZENSHIP

At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lo 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.

4

INTEGRATE EXPERIENTIAL LEARNING

UFV will ensure opportunities to incorporate 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.

5

supporting you

THE TEACHING AND LEARNING CENTRE



Long Night Against Procrastination (LNAP)
Students enjoy one of the many activities offered at LNAP.

Teaching and Learning supports learning across UFV through a wide variety of programs and services. We provide faculty development with a dedicated specialist whose role is to support faculty in the growth of their teaching and scholarship practices. Educational development assists in the research, development, and implementation of programming, such as the ePortfolio program, that support UFV's educational goals. Educational Technology Services provides in-person online support and training for the UFV community using our educational technology tools and classrooms. The TLC also provides student academic support through the Academic Success Centre and Supported Learning Groups.

We encourage the use of evidence-based practices through a coaching/mentoring approach to guide and support faculty members as they adopt and evolve their learning methods and incorporate educational tools. While the TLC offers a number of in-class and online workshops and personal consultations, we also custom design learning seminars from 10 minutes to full days to meet the specific needs of departments or groups.

While the TLC works diligently to support the UFV community to meet the learning goals on campus, it is also connected regionally and nationally through leadership positions on the British Columbia Teaching and Learning Council and the Educational Developers Caucus, and is a member of the Society for Teaching and Learning in Higher Education.

PRIOR LEARNING ASSESSMENT & RECOGNITION

Teaching and Learning administers the PLAR process at UFV. Prior Learning Assessment and Recognition (PLAR) is a flexible assessment process that helps students obtain credit in a course or program for learning that took place outside of the formal, post-secondary system. It provides students with the opportunity to have their acquired training, skills and knowledge gained through learning experiences assessed and recognized as an academic credit towards a UFV program, helping the student save time and money while gaining their diploma or undergraduate degree.

TECH BUDDIES

Faculty new to UFV who need assistance with technology, can sign up to be paired with a Tech Buddy in Teaching and Learning. The program builds a support network and assists in navigating the ever-changing environment of Educational Technology. The Tech Buddy acts as a consultant as faculty transition into teaching using technology and will be a resource to offer recommendations, assistance or training in classroom or online learning technologies.

EDUCATIONAL TECHNOLOGY

Educational Technology Services provides support for faculty, staff, and students with a variety of audio visual equipment and technology training, as well as eRoom support. ETS assists campus events such as the President's Lecture Series and Convocation.

ETS offers ongoing workshops for faculty and staff with myClass (Blackboard Learn) and educational technology used at our university. ETS researches new learning technologies that can be used in our environment to foster better learning and to help build our success as a top teaching university.

UFV's eRoom Technologists work behind the scenes to update the campuses with new digital wiring, computers, projectors and other educational technological equipment. The job can be a challenge as they have to work around classroom schedules which often means very early mornings or late evenings. This year has been especially busy with the work required through the Pedagogy Investment Fund and the improvements to learning spaces across campus. This work requires close collaboration with a number of departments including Facilities and Information Technology Services.



The ThinkerSpace is a newly renovated space for faculty to utilize for meetings, workshops or a quiet space to work.

digital pedagogy



MYCLASS

myClass (Blackboard Learn), UFV's learning management system, is integrated with synchronous and asynchronous tools to enhance or assist faculty in their teaching. myClass provides the learning tools that are essential for student success, such as dropboxes, a gradebook and many ways to complete assignments and interact with instructors and classmates. Whether in a hybrid or online class, students will benefit from the tools found in myClass.



KALTURA

Video on demand has seen a steady growth in the recent years. Kaltura, UFV's video management system integrated in myClass, can enrich the classroom experiences in blending learning, remote learning, on-demand personalized learning and flipped classrooms. It increases student engagement and enables new ways of creating curriculum items, assignments, and submissions. Kaltura has more than 8,000 videos and the collection is growing every day.



ePORTFOLIOS

Teaching and Learning supports ePortfolios as a mechanism for students to provide evidence of their learning journey at UFV. Training and development is offered in the form of workshops, group meetings, and one-on-one consultation to outline best practices for incorporating ePortfolio into courses and/or programs.



COLLABORATE ULTRA

Blackboard Collaborate Ultra is Blackboard Learn's synchronous collaboration tool. It allows instructors to build stronger online learning communities by offering a more personalized learning experience through real-time, face-to-face communication. It's a great tool to connect with students, remote guest speakers or for admin purposes.



VIRTUAL REALITY

Teaching and Learning has begun to facilitate the use of Virtual Reality through the use of VR goggles for use with smart phones as well as a 360 degree camera. Virtual reality can change the classroom environment, providing an immersive experience for the students of museums, architecture, nature, geology site simulations, and virtual modeling. TLC is happy to provide training and support faculty for use of this equipment in an educational setting.



NEW FACULTY KICK START

The New Faculty Kick Start offers faculty new to UFV a full-day of workshops and a hands-on introduction to the UFV learning environment, teaching and learning strategies and learning management system. It provides an opportunity to network and introduce new faculty to the staff and supports available to assist them.

choose your workshops



TEACHING TECHNOLOGIES

TLC offers hands-on workshops to support learning of teaching technologies like Blackboard, UFV's learning management system, as well as integrated programs like Collaborate, eportfolio, and Kaltura. New applications and tools that support student learning are also featured including Kahoot, Memrise and virtual reality instruments. New workshops are always being added as technology evolves.



TEACHING MATTERS

A variety of workshops using best practices are provided to faculty and staff to support their teaching. Workshops include: Folio Thinking, Sparking up your Discussion Board, Designing Rubrics and Making Marking Manageable, as well as many others. Teaching and Learning will work with departments to provide customized workshops for your needs.



LEARNING INSTITUTES

Learning Institutes including Instructional Skills Workshop, Facilitators Development Workshop and Indigenizing the Curriculum offer faculty and staff from UFV and abroad the opportunity for intensive, multi-day learning and expanding knowledge, and enhance teaching and learning in the classroom.



LEARNING FROM OTHERS

Teaching and Learning provides opportunities for learning through others such as Magna Mentor Commons, BC Campus's Facilitating Learning Online Workshops, Festival of Learning and Open Educational Resources Forum as well as a variety of webinars hosted by Innovative Educators, Academic Impressions and the Conference Board of Canada. Check out our upcoming events page.

ufvpdday2017



Sharan Merriam is welcomed on stage by Eric Davis as the keynote speaker for PD DAY 2017.

UFV PD DAY IS A TEACHING AND LEARNING INITIATIVE SUPPORTED BY THE OFFICE OF THE PROVOST AND VICE PRESIDENT, ACADEMIC, HUMAN RESOURCES AND THE TEACHING AND LEARNING ADVISORY COMMITTEE.

UFV faculty, staff and administrators enjoy a day of professional development, connect with colleagues, and learn tools, tips and trends in higher education to grow our future together.



WORKSHOPS

facilitated by UFV employees



TLC STAFF

facilitated workshops



PARTICIPANTS

in PDDay 2017

t1c 2017 by the numbers

TEACHING AND LEARNING SUPPORTS
LEARNING ACROSS UFV THROUGH A WIDE
VARIETY OF PROGRAMS AND SERVICES.

WORKSHOPS

EDUCATIONAL TECHNOLOGY SERVICES

Educational Technology Services (ETS) offers ongoing workshops for faculty and staff. The demand for our services continues to increase.

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PROGRAMMING

TEACHING & LEARNING CENTRE

TLC provides course or curriculum renewal and faculty development consultations and can custom design learning seminars to meet the specific needs of departments or groups. Check Under the Hood, Save Your Ol' Faves and ePortfolio are a few we offer.

142

myCLASS COURSES

ACTIVE COURSE SHELLS 2017

Faculty using myClass continues to increase. In 2017, there were 4401 active course shells in Blackboard.

4401



Teaching and Learning supported the Indigenous Film Festival (from left to right) Organizer Nicola Campbell, Filmmaker Helen Haig-Brown and Vice Provost, Associate Vice President Peter Geller .

classroom improvements

PEDAGOGY INVESTMENT FUND



Since 2016-2017, UFV generously set aside \$2.5 million for investments in improvements to pedagogy. Funds were allocated for upgrades to technology, classroom furniture, learning spaces, student spaces and programming. UFV put wheels on classroom tables and chairs, installed more whiteboards, and improved classroom computer technology. Working with faculty members, UFV has developed specialized teaching classrooms such as “standing” classrooms to provide students with the opportunity to stand and work, trapezoid tables for easy classroom concurring, flip top tables that can be collapsed and moved to the side of the room; and reorienting classrooms to make the rooms more user-friendly. The project is almost complete; almost every classroom at UFV has been impacted by these funds. This project was managed by Nicolle Bourget.

In brief:

57

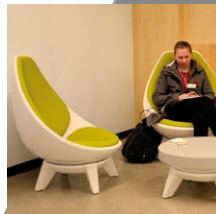
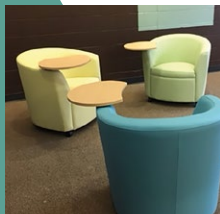
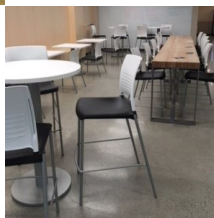
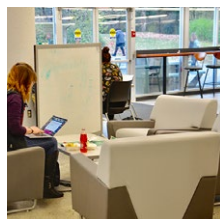
classrooms upgraded

90

classrooms with whiteboards installed

43

new classroom computers installed



supporting learning

TEACHING AND LEARNING

Improving the quality of teaching and learning at UFV is a continuous, holistic goal for the Centre and has a direct impact on the UFV's strategic direction of providing the best undergraduate education in Canada. Faculty skills in the area of teaching is one of the leading factors in student success and retention. A broader view of learning will improve student experiences in the classroom as teaching becomes more flexible, more active and more authentic.

The Teaching and Learning Centre supports the UFV's strategic plans by offering comprehensive programs and services to meet the educational development needs of the UFV community. Services include individual, departmental, faculty-wide and institutional consultations on all aspects of the educational processes as well as support for online, blended and face-to-face curriculum and course design, assessment and instructional strategies, active learning spaces, online learning, and educational technologies. Research into faculty development clearly shows that faculty participation in these activities positively affects classroom pedagogy, student learning and the overall culture of teaching and learning in a postsecondary environment (Sorcinelli, Berg, Bond, & Watson, 2017).



Teaching and Learning win the "best department" Halloween award for two years in a row!

initiatives



The Witness Blanket: *Pieces of History. A large -scale art installation, weaves together hundreds of objects reclaimed from Indian Residential Schools and other important sites in Canada. On display at UFV from Sep 13 - Nov 8, 2018.*

INDIGENIZING THE CURRICULUM

A key goal of UFV, Indigenizing the curriculum and programming continues at UFV. The TLC participated on committees, conducted workshops, and co-developed supportive materials, such as the curriculum to accompany the Witness Blanket. Members of the department continued to improve their knowledge in this area by participating in events, completing courses, and engaging with the community. The TLC welcomes the opportunity to assist in decolonization and Indigenization to address UFV's Truth and Reconciliation obligations.

INTERNATIONALIZING THE CURRICULUM

Four new internationalizing goals were approved in June, 2017. The increase in the number of international students at UFV is diversifying our faculty, departments and systems as we work towards improved student success. The Teaching and Learning Centre developed and presented a number of workshops on multi-lingual learners and intercultural competency. As well, the TLC is participating on several committees to develop resources for students and faculty.

initiatives

K-12 CURRICULUM CHANGES

With the changes coming to the British Columbia's K-12 curriculum, UFV has began preparing for students entering UFV having learned in the new system. The change from a content-based curriculum to concept-based is a fundamental shift in the way students learn and will greatly add to the diversity UFV faculty will encounter in the classroom. Teaching and Learning is participating on a provincial committee for K-12 as well as chairing a UFV K-12 committee. UFV has reached out to local school districts to partner in learning events for faculty and teachers.

PROGRAM REVIEW

Teaching and Learning is now participating in the program review process, assisting review committees with their outcome mapping and other aspects of their curriculum. Last year, we are involved with seven program reviews, requiring a significant investment of time from our Faculty Development Consultant. This work will assist in the improvement of our programs and to better learning experiences for our students.

ACTIVE LEARNING

With the development of active learning classrooms, the TLC developed a series of resources, including individual consultations and workshops to improve expertise in active learning and assessment practices. Research supports the use of active learning techniques which, when conducted appropriately, play a key role in improving student learning outcomes. More programming is planned for the upcoming year.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

Teaching and Learning continues to support the expansion of faculty participating in SoTL projects, a priority of the TLC and important to UFV. Last year, the Office of the Provost held its second call for projects under the Fund for Innovative Teaching grants. TLC was a representative on the evaluation committee. SoTL often includes undergraduates assisting in the projects- a high impact practice- and leads to deep learning for students. SoTL provides the data required to assist in moving teaching practices forward and therefore, assists in student success. The TLC has participated in a number of SoTL projects this past year.

faculty focus

TEACHING EXCELLENCE AWARDS

UFV's Board of Governors and the Senate recognize academic excellence in teaching, research, and other scholarly activities that support student learning and enriches educational programs at UFV. See the award winners at: ufv.ca/tlc/teaching-excellence-awards/.

The Teaching Excellence Award is awarded annually to a UFV faculty member or lab instructor in recognition of teaching excellence. Selection criteria include mentorship, attention to student learning in the instructional environment and in coursework, respect for students, integration of scholarship, and professional activity.



faculty focus



IAN AFFLECK
Mathematics & Statistics

2017 Teaching Excellence Award Winner

When I began teaching, I had a naive confidence that a completed graduate degree in my discipline was the end of my training to become a professor, that what lay ahead would simply be the professing of “expert knowledge”. It soon became clear that even at the first year level, there are endless analogies and applications to discover which shape my perspective of the significance and scope of the course’s core ideas.

More recently, it’s become clear that I’ll never come close to my true potential as a teacher if I’m content to hone and perfect “my teaching style”. I credit the efforts of those at UFV’s Teaching and Learning Center for awakening me to this. We’re fortunate to have such an active and engaged team, continually providing opportunities and encouragement to learn and try new teaching techniques.

So, in the coming academic year, I’ll try some new things. I’m not sure what, but they’ll involve tilting the classroom. (The idea of flipping it makes me nervous.) I’ll start by asking a few colleagues if I can be a guest student. I think I’d really enjoy that.



HANNAH MacDONALD
Health Sciences

The nursing faculty in the BSN program have just completed the implementation of an extensive curriculum revision which involved shifting from a content-laden model to a concept-based curriculum model. This revision required a significant transformation in teaching and learning strategies.

Faculty embarked on the development of intentional, integrative teaching strategies that promote a self-directed learner with a focus on application and integration of theory.

Flipped classroom strategies and expanded use of learning technologies are being utilized in all levels of the curriculum with less emphasis on lecture as the primary teaching strategy. Faculty have embraced this new pedagogy and are realizing the positive impact it is having on student learning. In addition to a number of faculty development activities planned within the department to support this change, the faculty have also benefited from the support and expertise of the various staff within the Teaching and Learning Centre. A number of our faculty have accessed the teaching resources available within the Centre and these resources have been invaluable in supporting new and innovative teaching strategies.



LIANA THOMPSON
Continuing Education

Teaching and Learning (TLC) has been an integral partner in helping Continuing Education (CE) reach our goal of being a student’s and organization’s first choice for career training. In the last year, CE has been working hard to revise and develop curriculum, elevate our teaching practices, increase accessibility, and use technology to enhance our student’s experiences. TLC has been a willing and enthusiastic partner throughout these transitions by delivering seven different workshops on a range of topics, creating closed captioning for existing media to increase access for our students and instructors, hosting a series of meetings with our instructors to develop new assessment strategies, and offering immediate one-on-one support for many CE instructors as they integrate new technology into their classes.

On every occasion where we have asked for support, TLC has customized solutions to fit our needs, travelled to our location to meet instructors, responded in a timely manner, and most importantly they have positioned themselves as partners in our success. We feel very fortunate to have the support of the TLC staff who are professional, talented, enthusiastic, knowledgeable, and service-oriented.

TEACHING AND LEARNING RESEARCH



Teaching and Learning has been involved in several Scholarship of Teaching and Learning studies. Drs. Mary Gene Saudelli and Robin Kleiv are in the process of finalizing three draft manuscripts for publication from their FIT (2017) funded project related to PhET simulations in Physics. This study has extended to a FIT (2018) funded project called PhET Phase Two with Carmen Herman, and Drs. Kleiv and Saudelli. Claire Hay, Mary Saudelli and Michelle Johnson are finalizing a manuscript for publication and a faculty handbook on ePortfolio curriculum change and faculty development. Dr. Mary Gene Saudelli is the lead editor of a new book entitled 'Divergent Notions: Voices from Far Away Lands' with Cambridge Scholars due to be in press in November, 2018.



Other research includes Dr. Maureen Wideman, AVP, who recently collaborated with a Canada-wide group of academics to research the connections between SoTL and leadership. The article was published in the Canadian Journal for the Scholarship of Teaching and Learning. She is also working with a group of UFV faculty on knowledge transfer and epistemic fluency (the capability to work with different kinds of knowledge and switch between different ways of knowing). The data collection on this project continues. She is also working with Dr. Nicolle Bourget in Information Technology Services on the impact of the changes to UFV classrooms and learning spaces. As well, Dr. Wideman is collaborating with the Academic Success Centre on the impact of its Academic Integrity Matters (AIM) Campaign. In addition, research will be conducted on the upcoming New Faculty Development Program.



Alongside Mary Saudelli and Claire Hay, Michelle Johnson, TLC Educational Developer, has conducted research which examines the design and delivery of faculty development initiatives related to the implementation of ePortfolios including workshops to support faculty teaching ePortfolio courses. These workshops were delivered at campuses in Abbotsford and Chandigarh. The researchers explored various ways to deliver pedagogical support for Arts faculty, evaluated the delivery of support mechanisms, sought to determine which strategies were most effective, and are in the process of compiling an ePortfolio Best Practices Handbook. Michelle has also conducted secondary research related to the implementation of ePortfolio into the trades apprenticeship program and developed a five step-guide for selecting ePortfolios.

supported learning groups



This year the SLG program presented at the 10th International Supplemental Instruction Conference. The leader panel talked about "How can SI Programs help leaders achieve their full potential"

The Supported Learning Groups (SLG) program supports student learning by embedding a subject leader into the classroom. This leader works with the professor to provide support for learning outside the class, in small, interactive tutorial groups. Data shows that those who participate in the SLG program get higher grades than those who do not.

"My marks on the quizzes have improved. Reviewing logically and then doing some sort of quiz in the session is helpful." HIST 101

- 1180 UFV STUDENTS SERVED
- 26 STUDENTS EMPLOYED
- 77 SECTIONS
- 18 COURSES

SUPPORTED LEARNING GROUP ACHIEVER

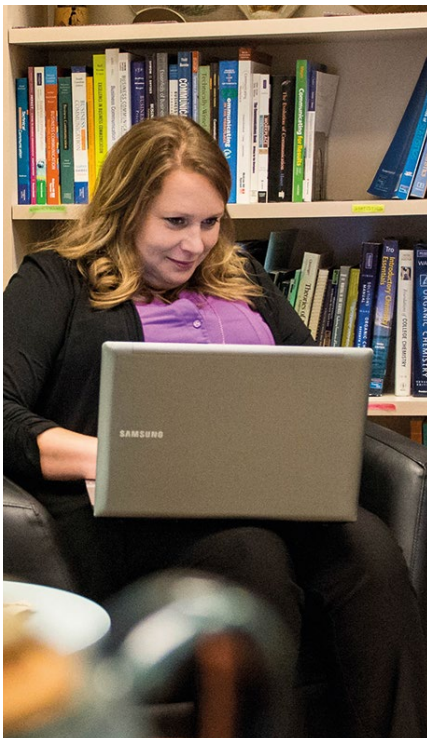
"SLG has been an incredible learning experience not only as a student but also as a leader. SLG really helped me understand how I learn and how others learn. It has equipped me with numerous strategies for teaching and learning and it's changed the way I process and understand information. I have become more of an independent learner and I have seen my students do the same. SLG has been a tremendous experience!" -*Rabia CHEM 213 Leader*



academic success centre

The Academic Success Centre (ASC) offers student-focused tutoring, workshops, online resources, and support programs to develop students' academic skills and knowledge. During the 2017-2018 academic year, the ASC collaborated across the institution to develop and deliver programming while maintaining the strength of its core tutoring service.

STUDENT POSITIONS



ASC continued to develop its successful tutoring program by hiring more tutors in a wider range of disciplines. Tutors receive intensive training prior to each semester and ongoing in-service training throughout the semester. Training topics and activities prepare tutors to help students with writing and subject-area support, exam preparation, time management, and learning strategies. While the majority of tutoring sessions continue to be face-to-face, Winter 2018 saw a large increase in the number of online tutoring sessions provided using Blackboard Collaborate Ultra. WriteAway – a network of tutors at post-secondary institutions in BC – allows ASC to offer students another option: asynchronous online tutoring. UFV students submitted 343 documents to WriteAway in 2017-2018. ASC student staff also provided academic support through regular workshops on CEP and AB campuses and drop-in tutoring at Indigenous Students' Centre, Global Lounge, English Language Studies, and Psychology Resource Room. Tutoring continued at Athletics Study Hall, and a weekly Baseball Study Hall was added on both campuses in fall 2017 and winter 2018. Recognizing that academic success can be supported in all aspects of a student's life, ASC student staff continued to work in a range of non-tutoring roles including Academic Lifestyle Leaders, Academic Integrity Mentors, Language Exchange Leaders, and several positions on the ASC Promo Team.

From tutees about tutoring:

"Thank you for helping me get focused and beginning my project."

"Everyone here has been so welcoming and understanding. I always observe them being very helpful to students even those that just drop in."



“Very grateful for the Academic Success Centre. I could never do this without their support and help. A big thank you! Again, I am extremely grateful for this service.”



ASC EVENTS

Long Night Against Procrastination (LNAP) In collaboration with the Library, ASC hosted UFV’s third and fourth LNAP events in fall 2017 and winter 2018. This successful event brings together students, faculty, and staff from an increasingly wide range of areas, including the Math/Stats Centre, CampusRec, Ancillary Services, and Teaching and Learning. The goal is to provide a fun, supportive venue for students to begin their final, possibly stressful, month of the semester. Activities and services such as Stage of Success, Ask a Librarian, therapy dogs, tutoring, free printing, and Midnight Pizza were huge draws as were the grand prizes of free tuition from the Provost & VP Academic. LNAP was held on both AB and CEP campuses with about 200 students registered each semester.

The AIM Campaign

With the revamping of UFV’s approach to academic integrity, the ASC trained Academic Integrity Mentors to deliver workshops and develop materials to connect with students. They used these new resources extensively as part of their support for students in breach of Policy 70, workshops for all students, and presentations at New Student Orientation and International Student Orientation events. *(see AIM campaign next page)*

**42 UFV STUDENTS
EMPLOYED IN**

120

**POSITIONS OVER
3 SEMESTERS**

200

**LNAP PARTICIPANTS
EACH SEMESTER**

the aim campaign



Encyclopedia Misconducta

AIM TO EARN YOUR DEGREE WITH HONESTY

In 2017, the Academic Success Centre became responsible for supporting and educating UFV students about academic integrity. The Academic Integrity Matters (AIM) Campaign approached this tough topic by acknowledging the realities of student life and emphasizing the support available. A complete overhaul of website resources resulted in a dynamic new look and approach; a cast of appealing animal characters and a cohesive marketing campaign garnered a great deal of positive attention from students, from UFV faculty and staff, and from outside the institution.

The theme of the new website is Academic Integrity Matters at UFV, and the underlying message is that UFV cares about its students, understands the complexities of maintaining integrity in academic work, and provides supportive resources for all students, whether in breach of Policy 70 or not.

The main character of the AIM Campaign, Sloan Sloth, represents a stressed-out student just trying to do his or her best but falling into bad habits and dubious academic practice. Nine animal characters based on the nine types of academic misconduct in Policy 70 memorably illustrate the issues.



PLAGIARIZING PANDA



CHEATING CHEETAH



IMPERSONATING IGUANA



IMPROPER ACCESS ARMADILLO



FALSIFYING FOX



RESUBMITTING RACCOON



IMPROPER RESEARCH RAVEN



OBSTRUCTING OCTOPUS



AIDING & ABETTING ANT

“I love the design of the website and incorporation of the critters to keep branding consistent.”

DEVELOPMENT AND MARKETING:

- Collaborated with UFV’s Marketing team to design the concept and visuals;
- Released the critters in S17 through ASC social media teasers called “Misconduct Mondays”;
- Created promo items including buttons, banners, window wraps, and tattoos;
- Blanketed the campuses with a poster series showcasing each of the nine critters.

ACADEMIC SUPPORT:

- Low-level consequence of academic misconduct is attendance at an AIM workshop at the ASC.
- Preparatory and follow-up activities provide a full range of support to students in breach of Policy 70.
- AIM Workshops were offered regularly to all UFV students throughout F17 and W18.

View the AIM site for yourself
ufv.ca/aim

our team



Maureen Wideman



Mary Saudelli



Michelle Johnson



Ruby Ord



Leah Lyon



Gordon Jang



Soowook Kim



Robin Pittman



Ken Harmel



Claude Dorion



Dean Christensen



Greg Davis

TEACHING & LEARNING

MAUREEN WIDEMAN - Associate Vice President, Teaching and Learning

MARY SAUDELLI - Faculty Development Consultant

MICHELLE JOHNSON - Educational Developer

RUBY ORD - Assistant to Associate Vice President, Teaching and Learning

LEAH LYON - Events Assistant

EDUCATIONAL TECHNOLOGY SERVICES

GORDON JANG - Educational Technologist

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