

ANNUAL REPORT
2019-2020

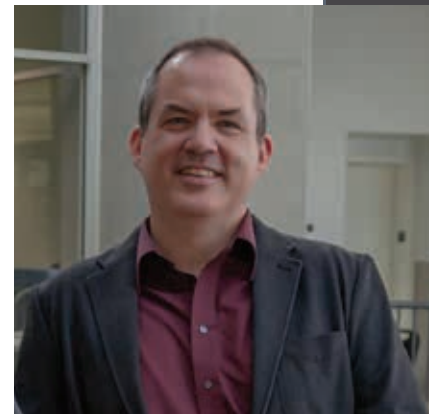


TEACHING AND LEARNING CENTRE

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message



MAUREEN WIDEMAN, PhD
*Associate Vice President,
Teaching and Learning Centre*

MESSAGE FROM AVP

Teaching and learning centres are often called the “happiest place on campus,” and I couldn’t agree more. We are a support centre - problem solvers dedicated to assist faculty and students with their learning needs. Whether it’s online or in the classroom, a small issue or a large project, our dedicated team of professionals collaborates across campus in multiple ways that contribute to UFV’s success.

New to Teaching and Learning this past year was the addition of a new unit, the Centre for Experiential and Career Education (CECE). This department brings together a set of services that support a student’s journey through academic learning and career skills building. Often the student sees these as separate skill sets, but we know that employers demand communication, collaboration, analytical thinking, ethical reasoning and more from their employees as well as discipline-specific knowledge. At UFV, students gain both as they move through their studies, but often do not recognize it. The role of CECE is to work with students and departments to provide opportunities like experiential learning, work study and skill building learning modules to support students as they develop those skills which are in high demand by employers and the community.

In Teaching and Learning, the role of educational technologist evolved to Learning Designer, taking advantage of the experience and skillset of our employees. Not just technicians, our strength lies in the pedagogical depth and digital knowledge that enables Teaching and

Learning to better respond to the challenges of today’s educational environment.

In the last few weeks of our fiscal year in March 2020, we all experienced the change brought on by the COVID-19 virus. UFV immediately shifted to remote learning to complete the final weeks of the winter semester. Staff and faculty in Teaching and Learning stepped up to respond to the crisis, working long hours to assist faculty and students with the emergency. We made it through and are now working diligently as the next phase begins. We don’t know what lies ahead – we do know that most of our classes will be online. For a department that assists faculty mainly with face-to-face classes, it has meant staffing up, expanding our collaborations across the university community, and developing new tools and processes. We don’t know what the next year will bring, but we are staying positive, supporting faculty and students to ensure quality learning experiences.

While working mostly from home, it is a stretch to state that Teaching and Learning is the happiest place on campus, but I’m hoping it is evident that it is the talented team of problem solvers that brings happiness, not the physical space (although that is beautiful too). We miss the close connections with our university colleagues but are staying connected through digital tools. As the world adjusts to this new normal, it will be interesting to see what I report next time next year. In the meantime, I wish you all good health and happiness.

Always Learning

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 programing provided by the Academic Success Centre (ASC), Supported Learning Groups (SLG), and Centre for Experiential and Career Education (CECE).

our initiative

welcome

JAMES MANDIGO, PhD

UFV'S NEW PROVOST AND VICE-PRESIDENT ACADEMIC



When I joined UFV as Provost and Vice President Academic in September, 2019, I knew that I was coming to a University that valued teaching and learning. With 90% of students agreeing that the teaching quality of our instructors was exceptional, I knew that I was coming to a very special place. Over the past year, that initial impression that I had has been reinforced time and time again. From learning about the innovative approaches our faculty have taken to implementing active learning, to reading about the positive relationships with our community partners who have mentored our students during various experiential learning opportunities, to listening to our students speak passionately about the impact that a particular professor or a course has had upon their life, to the rapid response our faculty, staff and students took to shifting their teaching and learning to remote forms of delivery in response to COVID-19, it is clear that UFV's commitment to quality teaching and learning opportunities is the bedrock upon which UFV has been built over its 46 year history. A large part of these successes stem from the tremendous support, expertise, and mentorship provided by the Teaching and Learning Centre. Guided by

“ Congratulations to the Teaching and Learning Centre on a successful year and thank you to all the staff who work so hard to support our students and instructors each and every day. “

one of Canada's foremost experts, UFV is fortunate to have Dr. Maureen Wideman leading our mission of engaging learners, transforming lives, and building communities through the Teaching and Learning Centre. Her team of staff provide exceptional support and resources to assist our faculty in delivering the best possible learning environments, and work closely with our student to assist them in fostering exceptional career ready skills.

supporting learning

THE TEACHING AND LEARNING CENTRE

Teaching and Learning supports learning across UFV through a wide variety of programs, services and educational goals. Teaching and Learning is comprised of a number of different departments with the singular focus of supporting learning across UFV. Highly skilled professionals provide support for engaged and innovative learning experiences that challenge and ignite learners. The Academic Success Centre and Supported Learning Groups guide students through peer support in mutually collaborative and discovery-based seminars and meetings.

We encourage the use of evidence-based practices through a coaching/mentoring approach to support faculty members as they grow their learning methods or incorporate new 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 (PLAR)

Teaching and Learning administers the PLAR process at UFV. 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.



ORDER UP A TEACHING AND LEARNING EVENT

With schedules dictated by course load, office hours, marking, and meetings instructors often found it difficult to attend TLC's fixed-scheduled workshops to get assistance with their in-class, hybrid, or fully online courses. Because of this we have added our workshops-on-demand program, Bytes Bistro, where anyone can order an online, in-person or departmental meeting training session. With flexible scheduling and locations we have expanded our support to more faculty and staff.

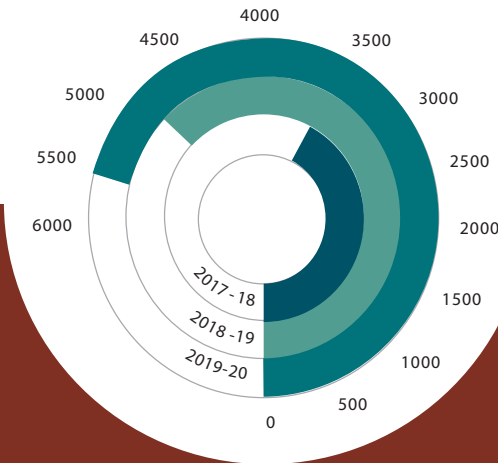
KALTURA

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 11,000 videos and the collection is growing every day.

TURNITIN STATS

- Turnitin was offered in 566 courses
- 230 instructors used Turnitin
- 15,075 reports generated
- 197,189 feedback comments generated

KALTURA SESSIONS CREATED



digital pedagogy

FROM ED TECH TO LEARNING DESIGNER

How have our roles as Learning Designers transformed from those of our previous Educational Technologist roles? Our website sums up pretty well what we now provide, “leadership, support, and resources to advance evidence-based teaching and learning practices and scholarship at UFV. 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.” To elaborate, although ETS made the final decision to make this change, it was faculty who pushed us in that direction. With the increasing use of technology in courses, instructors not only wanted to get recommendations on what technology to adopt but also wanted to understand why they should adopt it and how it would contribute to learning. These discussions naturally revolved around topics like learning activities, assessments and expediting instructor’s tasks, such as giving feedback.

The themes of our workshops and orientations have greatly shifted as well. The technical support questions are now in the capable hands of ITS allowing Learning Designers to offer instructors a variety of teaching activities, learning tools to engage students, and guidance. Our support is built on a solid foundation of teaching experience, experience in supporting faculty, and ongoing professional development. Our technical expertise still comes in handy, but has now been shadowed.



Learning Designers (left to right): Soowook Kim, Ken Harmel and Dugg Steary

NEW FACULTY KICKSTART

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.

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.

TEACHING TECHNOLOGIES

TLC offers hands-on workshops to support the 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.



flexible choices



ufvpdday2019

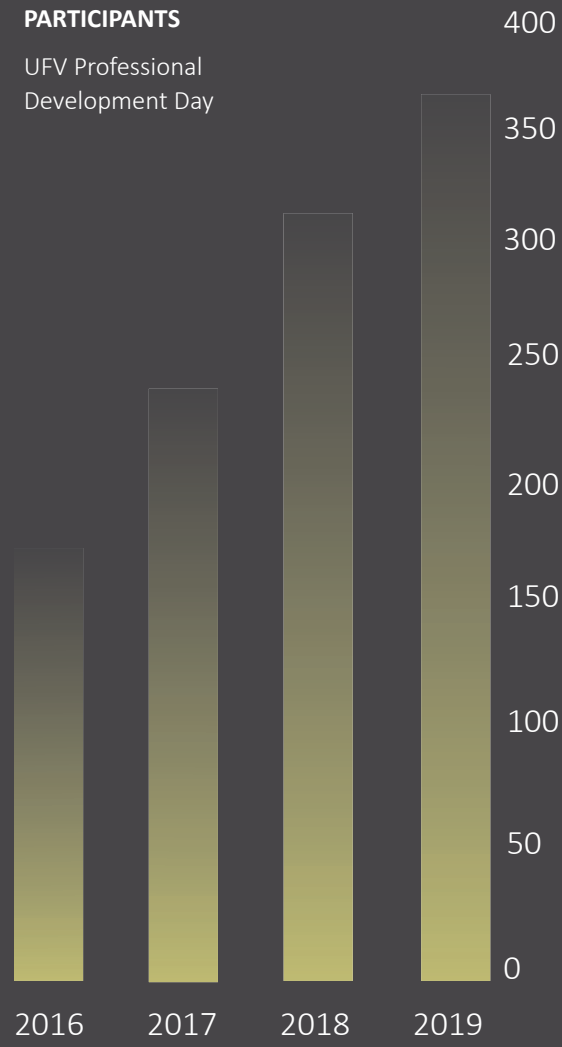
UFV faculty, staff and administrators enjoy a day of professional development, connect with colleagues, and learn tools, tips and trends in higher education to grow our future together.

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.

Duncan Wardle, innovation specialist, inspires and entertains the largest UFV PDDay crowd yet.

PARTICIPANTS

UFV Professional
Development Day



classroom improvements

UFV'S NEW HIGH TECH CLASSROOM - K160

The Winter 2020 semester saw the introduction and use of UFV's first pod classroom, K160. Various instructors have harnessed the potential of the design to enhance their already active learning classrooms. In K160, up to six groups of students can use their own screen to demonstrate and share their knowledge and skills with their peers and instructor in real time. Ten tablet PCs are available so everyone is included in the activities.

Initiated by Teaching and Learning, T & L's Learning Designers provide training and ongoing support on the use of the new technology and how to best integrate it into their courses. The skilled, creative and forward-thinking faculty and staff behind the design, development and support of K160 have taken yet another huge step in providing UFV with an active learning space that will enhance the educational experience of many of our students.





NEW FACULTY DEVELOPMENT PROGRAM

After a successful pilot in 2018, UFV Launch, a two-course faculty development program, went into its second year. Twenty-eight new faculty participated bringing together a diverse group from across the university. Due to the number of faculty and their teaching requirements, UFV Launch held two classes per week, one in the morning and the second late in the afternoon to ensure all those who wanted to could attend.

This program is highly engaging and delivered in a variety of different modes including in-class and online both synchronously and asynchronously. Partnering with UFV teaching experts, TLC faculty provided sessions on topics from culturally-inclusive practices to digital pedagogy. Beyond introducing new faculty to teaching at UFV, the program provided a networking opportunity, enabling new faculty to connect with peers in a variety of disciplines.

ufv launch

centre for experiential & car

CENTRE FOR EXPERIENTIAL & CAREER EDUCATION

The Centre of Experiential and Career Education (CECE) is all about helping students prepare for their future careers. Our vision is to move experiential and career education from the periphery of the student learning journey to a place where they are integrated into our core academic activities. CECE brings together the expertise of career services, co-op education, co-curricular record, work integrated learning, work study, and experiential learning.

CECE has some exciting projects and initiatives in the works. CECE is developing career education resources for faculty to plug into their existing courses that have career-related outcomes (e.g. resume writing, interviewing skills, etc.). Resources include lesson plans, assignments, and media rich interactive tools. A career mapping tool for students is also in the works. This tool will provide detailed information for students about what careers are possible with their academic area of study. Unlike the old practices of career counselling that reduced the careers available through questioning, this tool expands what is possible for our students.

We encourage all faculty and staff to include CECE in your activities that grow our student's career readiness. Let us know how we can help you.



eer education



THANK YOU RBC!

CECE received a generous donation of \$300,000 from RBC Future Launch to better prepare our students for the jobs of tomorrow. These funds are being put to use in developing content for our career education tools, expanding our Student Education Enhancement Fund (SEEF) opportunities for students, expanding City Studio, and designing a diverse set of experiential learning opportunities for our students. On November 21 UFV hosted our RBC partners in celebrating this generous donation. Abbotsford News, Nov. 27, 2019: <https://issuu.com/blackpress/docs/i20191127021734679/20>
CECE will be measuring the impact of the initiatives created from the RBC donation by distributing surveys to student participants. We ask for faculty and staff support in accomplishing this.

faculty focus

A FEW WORDS ABOUT TEACHING



Hannah Celinski
Communications

As an Assistant Professor in the Communications Department, I have the opportunity to engage with students from across the institution. I was fortunate to enjoy the practical aspects of UFV's instructional focus as a student, which allowed me to naturally develop a participatory teaching practice of my own. It is an honour to return to UFV as a professor, especially since the instructional environment is so well aligned to my instructional focus.

Each student views the world from a unique perspective, their experiences and beliefs contributing to a singular lens that is a wealth of opportunity for critical expression, engagement, and focus. But students need assistance honing scholarly expression. Helping students find their academic voice is one of the most important aspects of instruction. We are privileged to work with future agents of change, and my focus as an instructor is to guide, inspire, and assist the leaders of tomorrow as they navigate this evolution.



Adrianna Bakos
History

"Give a man a fish, he eats for a day. Teach a man to fish, he eats for a lifetime." This well-known adage neatly summarizes my views on the teaching of history. Imparting information about a given historical period, however intrinsically interesting, is secondary to helping students acquire the research and critical thinking skills that will serve them well beyond their college years. My students know I am passionate about history- some might say I can even be a little too enthusiastic! But even more important than teaching historical content is teaching how to think like a historian. To that end, I have always tried to design courses that showcase what historians do: how they marshal evidence, construct arguments and situate their work within the existing historiography on their chosen topic.

In recent years, I have come to believe "thinking like a historian" must be allied with "thinking like a person in the past." There is tremendous power in reenactment as a means to recognize the human realities behind the historical text. In my course on women and gender in early modern Europe, we re-enact a witch trial in the fictional village of Chorley, Lancashire. In my Reformation class, we have reenacted the Council of Ratisbon when people tried, in vain, to heal the wounds of religious division. In my medieval history class, we've played The Black Death Game (which is a lot more fun than it sounds). In all of these cases, students reflect that they came to understand something fundamental about human experiences in the past.

Ascertaining what happened, why it happened and how humans experienced it- for me, these are the interconnected goals of teaching history.

**UFV FACULTY TEACHING
EXCELLENCE AWARD
WINNER 2019**

JOEL FEENSTRA



Faculty of Applied and Technical Studies Assistant Professor Electronics

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. The recipient for 2019 is Joel Feenstra, an assistant professor in UFV's Applied and Technical Studies department. "A dedicated, creative and passionate electronics, automation, and electrical instructor.", as quoted from UFV Today.

citystudio

CITYSTUDIO

CityStudio, continued to work with the City of Abbotsford, providing our students the opportunity to develop solutions on real community projects. The total number of students for 2019 calendar year was 229. In winter 2020, 105 students participated.

In Fall 2019, the City of Chilliwack partnered with the University of the Fraser Valley in launching a collaborative pilot project in challenge-based Experiential Education. The pilot serves to become a precursor for the expansion of a CityStudio model across the Fraser Valley.



towards indigenization

Workshops

The following mini-workshops vary in time required and can be adapted to accommodate specific time needs:

- Ask Anything
- Territory Acknowledgment vs. Stó:lō Welcome
- Cultural Humility and Safety
- Settler Positionality
- 7 Sacred Teachings
- First Peoples Principles of Learning
- Understanding Indigenization
- Intergenerational Trauma

These two-day workshops have been developed to give participants a holistic learning experience to begin working towards decolonization, Indigenization, and Reconciliation and are facilitated over two full days:

- Educators Journey to Reconciliation
- Weaving Knowledge Systems

Online Learning

In addition to the face-to-face workshops, two stand-alone online courses were developed and faculty/staff can self-enroll.

- Decolonizing the Self; Indigenizing the Academy
- Introduction to Indigenization at UFV (final draft)

TOWARDS INDIGENIZATION

The Teaching and Learning Specialist, Indigenization has been a great addition. Faculty, departments, and staff have utilized this resource which created a need to develop several workshops and online learning opportunities. In addition, consultations ramped up with a number of requests for classroom support and mentorship.

Consultations

Faculty and staff have reached out for support to Indigenize their courses/areas. The most common support through consultations includes:

- Indigenizing activity in the classroom
- Review/feedback of course syllabus for Indigenous components
- Research or review Indigenous resources
- Assistance to connect with Indigenous resource people and elders
- Cultural inclusion and supporting Indigenous ways of knowing and being in the classroom
- Ways to get started on Indigenization and Reconciliation

Mentorship/Class support

Through faculty consultations, a need for classroom support was identified in which presentations were made to teach students about decolonization, reconciliation, and Indigenization. This assisted faculty in Indigenizing some of their classroom activities, and in some cases, assignments. Faculty who utilized this form of support were also keen to be mentored while they were teaching Indigenous content or issues as a part of Indigenization. The goal is to mentor the faculty until they are comfortable to deliver the content and address classroom issues on their own. In addition, students reached out for support in their assignments, most of which were based on Indigenizing the assignment or presenting on how to Indigenize from a student prospective. Each of these activities created and supported the dialogue needed for both faculty and students to fully embrace their journey to decolonization, reconciliation, and Indigenization.



The Academic Success Centre's (ASC) primary purpose is to support UFV students in their academic work. Over the past year we fulfilled that purpose by actively seeking opportunities and collaborations to implement new programs and services while continuing to develop and deliver to a high standard our mainstay of peer-to-peer tutoring.

The TLC, ASC and SLG Team dress up as the Academic Integrity Matters characters for Halloween, resulting in excellent marks!

academic success centre

PROGRAMS AND SERVICES

In Fall 2019, the ASC and the College of Arts collaborated to design a new program of student support bringing International Peer Support leaders into the ASC peer tutoring family. This partnership resulted in the IPS leaders receiving tutor training, the ASC assuming all administrative responsibility, and Arts maintaining financial support. In Winter 2020, the ASC participated in the Arts Collegium by scheduling tutors five days a week during Homework Club. In addition, the ASC created a drop-in location specifically to support Visual Arts students. Ongoing partnerships with the Indigenous Students Centre have our tutors staffing drop-in tutoring tables on both CEP and Abbotsford campuses.

All of the ASC workspaces are well-used. The Quiet Room on Abbotsford campus is appreciated by tutees who book online sessions or who feel anxious in the busier workspace. G113 houses our workshops throughout the semester. We use the ASC Learning Lounge (outside G126) as a drop-in station to answer quick questions. One challenge for us at CEP in the Winter semester was being relocated to accommodate the renovations to the Library.

Faculty requests for classroom visits or ASC orientations tend to peak early in each semester. Two services we highlight are WriteAway (a provincial network of asynchronous online writing





PEER TUTORS **AND SCHEDULING**

The ASC consistently attracts a stellar group of students eager to contribute as peer tutors. They complete intensive training prior to the semester and in-service training throughout the semester to gain deeper understanding of their role. Following training, tutors provide feedback such as: “I am incredibly grateful for the tutor training that was provided by the Academic Success Centre. The tutorials and journal experiences allowed me to reflect and expand my knowledge of my role as a tutor, and the staff were encouraging in a way that made

me feel confident in my ability to help others.”

In 2019-2020 over the three semesters, the ASC filled 64 tutoring positions with 38 individuals. Summer 2019 had a 100% increase from 2018 in the number of distinct students scheduling tutoring sessions; the total number of sessions increased by 150%. Less staggering increases occurred in Fall 2019 and Winter 2020 with an average increase over the two semesters of 12% distinct students and 25% total sessions.

ACADEMIC INTEGRITY MATTERS (AIM)

With the revisions to Policy 70 (Academic Misconduct), individual faculty are now able to handle minor cases of plagiarism “in house” by directing students to take an ASC AIM workshop. The ASC, therefore, initiated the development of an online system to streamline such requests. In addition, we brought the booking and tracking of AIM appointments into the Appointment Manager system that we use for peer tutoring, making the process easier for students to follow

LONG NIGHT AGAINST PROCRASTINATION (LNAP)

The Long Night Against Procrastination is an ASC initiative that brings together academic and service areas from all over UFV to offer students a fun opportunity to get a jumpstart on their studies. LNAP is scheduled one month before the end of the semester—a critical time for students’ time management and productivity. In 2019-2020, we ran our 6th (Nov. 6, 2019) and 7th (Mar. 4, 2020) LNAP events and again increased the number of students in attendance. Notably, in Fall 2019, Hope campus joined Abbotsford and CEP in staging the event; in that semester we welcomed over 400 students at three campuses. In our Winter 2020 event, 359 students participated. LNAP is a success because of the approximately 30 UFV areas that generously and enthusiastically contribute sponsorship, draw prizes, tech support, resources, and staff. In May 2019, the LNAP Planning Team, comprised of faculty and staff from the ASC and the Library, was honoured with one of UFV’s Service Excellence awards for Exceptional Teamwork recognizing our “collegial, supportive, and effective collaboration in the service of the missions and goals of the University.”

supported learning groups



SUPPORTED LEARNING GROUPS (SLG)

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.

In the academic year 2019-2020 the SLG Program supported 18 courses across 74 sections both on the Abbotsford and Chilliwack campuses.

TEACHING AND LEARNING CENTRE

MAUREEN WIDEMAN - Associate Vice President, TLC
LORNA ANDREWS - LC Specialist, Indigenization
MICHELLE JOHNSON - Educational Developer
RUBY ORD - Assistant to the AVP, TLC
SOOWOOK KIM - Learning Designer
ROBIN PITTMAN - Media Technologist
KEN HARMEL - Learning Designer
DUGG STEARY - Learning Designer
LEAH LYON - Events Assistant

ACADEMIC SUCCESS CENTRE (ASC)

SANDRA SMITH - Coordinator
GAYLE RAMSDEN - Learning Strategist
ERICA JENNINGS- Departmental Assistant
AMARA WONG - Learning Support Facilitator - SLG & ASC

SUPPORTED LEARNING GROUPS (SLG)

NAVNEET SIDHU - Coordinator, SLG Program
AMARA WONG - Learning Support Facilitator - SLG & ASC

CENTRE FOR EXPERIENTIAL & CAREER EDUCATION (CECE)

LIANA THOMPSON - Director
KAYLA WEBSTER - Co-op Coordinator, Technology Programs
PAIGE VANDERVEEN - Career Services Assistant
SO JEON - Career Services Coordinator
BAO-VAN HILL - Arts and Business Co-op Coordinatorr
DEANNA DEVITT- Work-Integrated Learning Coo-ordinator
LARISSA HORNE - Instructor
ELICIA TOURNIER - Operations Coordinator, Co-Curricular Record
SHERRY REMPEL - Administrative Assistant

the team



TEACHING AND LEARNING CENTRE

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TEACHING AND LEARNING CENTRE

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