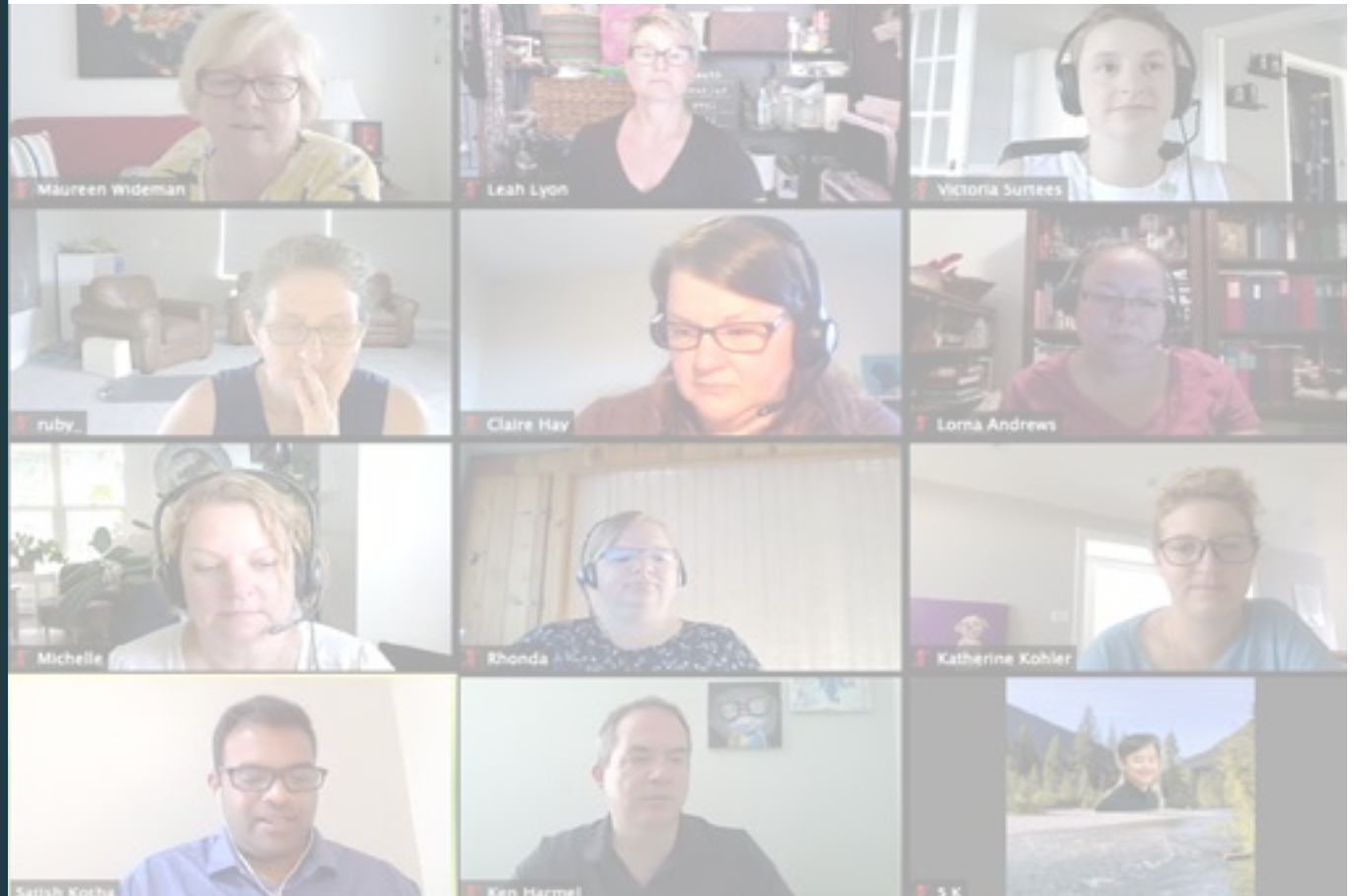


ANNUAL REPORT 2020-2021



TEACHING AND LEARNING CENTRE

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Supporting UFV students



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

message

MESSAGE FROM AVP

This past year has been a year like no other. At the end of March in 2020, we were just pivoting to online learning and working with much uncertainty. I admit to being naive in that I did not anticipate that we would be still working from home long into 2021. Looking back over the past year, I've been astounded at our ability to adapt and change, to learn at an exponential rate, and to reflect on what is important. Has it been chaotic? At times, yes. Has there been heartbreak? At times, yes. Will we be better because of this experience? I believe so, yes.

By most accounts, it went well. We quickly reimagined our curriculum for online; we introduced new technologies such as Zoom, Peer Scholar and WeVu; we broadened our support for faculty and students; and from each of our homes, we continued doing what we do best – teach our students.

In Teaching and Learning, we hired three new learning designers to our already outstanding team and were able to expand our ability to do personal consultations, workshops, and quickly respond to enquiries about teaching online. We built more flexible learning opportunities with live, recorded and online sessions including instructional videos and other digital resources. We developed online Indigenization, internationalization, and equity and inclusion materials. We worked with faculty councils, were available in department and program meetings, met with student groups, all from our newly built home offices. We reached out across UFV and

developed partnerships to assist and support our community.

The Academic Success Centre, Supported Learning Groups, and the Centre for Experiential and Career Education also moved online with their tutoring services, career counselling, co-op training and development, and a host of other student services. Students responded by continuing to reach out over web conferencing to remain connected to campus. We hired a new Prior Learning Assessment and Recognition Manager to redevelop our PLAR services. We expanded CityStudio, an experiential learning opportunity for students to problem solve local issues as part of their coursework. CECE, working closely with the developer, introduced a new Career Mapping Tool for UFV students. Our work continued to grow and improve.

The pandemic is not over, in fact, as I write this, British Columbia is deep into its third wave. We hope to return to on-campus classes in the fall. Teaching and Learning is preparing for this knowing that it will not be the same as our world pre-pandemic. More online, hybrid, and perhaps hyflex classes? No doubt we will see more flexibility, expanded use of technology tools, and a deeper appreciation of our capacity to learn. The lessons from this pandemic will be far reaching. As we reflect back and move forward, Dr. Bonnie Henry's words continue to guide us – "Be kind, be calm and be safe." I hope to see you all on campus soon.

Always Learning

TLC VISION

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

TLC 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).

tlc initiative

JAMES MANDIGO, PhD

UFV'S PROVOST AND VICE-PRESIDENT ACADEMIC



The 2020/21 academic year has been like none other in post-secondary's history. The COVID-19 pandemic resulted in the largest disruption to teaching and learning ever seen at Canadian institutions. Yet despite this massive disruption that impacted everyone's personal and professional lives, the Teaching and Learning Centre (TLC) at UFV approached the crisis with the high level of professionalism and dedication that has been their trademark for many years. Staff within the TLC spent the past year providing one-on-one support to faculty members as they quickly transitioned the majority of their courses to online formats. They have also spent the last year delivering workshops and micro-courses with instructors, securing software licenses and supporting its implementation, troubleshooting technical issues, responding to issues raised in faculty and student surveys, supporting indigenization and EDI efforts within the classroom,

welcome

developing resources to support effective online learning, hosting virtual chat sessions, and supporting academic success and career ready skills for our students. They have also had to do this while also transitioning their own work environment to a mainly virtual delivery method as well. They have done all of this with passion, dedication, professionalism, and commitment to ensuring UFV continues to offer a high quality educational experience for our students.

During the past year, UFV also reaffirmed its commitment to supporting excellence in teaching and learning in its new integrated strategic plan titled: IYAQAWTWX (House of Transformation). The importance of supporting excellence in teaching and learning is captured in each of UFV's institutional goals in support of our Mission of engaging learners, transforming lives, and building communities:

- Provide inclusive learning environments for everyone
- Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others
- Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond

We are able to set such aspirational goals because we know in large part that we have the expertise within TLC to help turn them into reality as prioritize strategic imperatives such as: emphasizing active and experiential forms of learning; enhancing digital literacy and access to technology; developing institution-wide experiential learning opportunities; and, fostering interdisciplinary and integrated forms of engagement. The future is indeed exciting knowing the TLC is there to support us moving forward in our academic mission and living up to the expectations outlined in IYAQAWTWX.

Thank you to the entire staff and leadership within the TLC for your commitment to supporting our faculty, staff, and students throughout this past year. Your work has been transformational and has helped us chart an exciting path forward that will enable all of us to be even more responsive to excellence in teaching and learning.



The buildings, and university grounds are empty, yet hold an unsettling feeling of how long this will last, and what will our work look like upon our return.

contingency plan



COVID 19 PANDEMIC HAS AFFECTED ALL POST SECONDARY FACILITIES. AS OF MARCH 2020 THE BC HEALTH AUTHORITIES MANDATED ALL EMPLOYEES TO MOVE TO A REMOTE WORKING ENVIRONMENT.



online learning, now!

(Phase 1) THE PIVOT TO ONLINE

March 6, 2020, the news was coming in slowly but steadily, NY Times posts “First U.S. Colleges Close Classrooms as Virus Spreads. More Could Follow.” By this time, the Teaching and Learning Centre had begun devising a plan to take UFV’s courses online. “Coronavirus fears prompt Ontario university to move classes online — should others?” announces Global News a few days later. On March 15, UFV Today announced “COVID-19 update: UFV transitioning to remote learning...classes will then resume in a remote learning environment on Monday, March 23.” We had eight days to assist instructors to move more than 1,000 in-class courses online to close out the semester. Working around the clock, the TLC team assisted faculty in the final weeks of the semester; students took final exams, presented their research, uploaded assignments, and entered reflections bringing the Winter 2020 semester to a close. The TLC developed an emergency Online Learning Fundamentals guide – an online



Interactive Online Teaching Fundamentals Infographic - providing faculty the necessary tools to put their courses online

roadmap- that provided basic information and resources to assist with the sudden shift to online. In those few weeks, the TLC responded to more than 2000 support emails.

(Phase 2) EXPANDING OUR SUPPORT

Once the emergency response was over, the second phase was to provide training, support and resources to ensure our faculty could teach well in an online environment in the upcoming semesters. We hired three additional Learning Designers to assist with the surge in workload and began to expand the level of service we could provide. The TLC developed a series of micro-courses on topics such as Blackboard essentials, adapting instruction, assessment, compelling discussions, developing course videos, synchronous teaching, and inclusivity online. Those who completed all courses were awarded a micro-credential. We acquired several new technological tools to improve online learning engagement including Camtasia, PeerScholar, WeVue, Zoom, Padlet, H5P, and several others. UFV began piloting Blackboard Ally, an accessibility tool that provides choice and flexibility to students to access learning materials in a format that best suits their needs. The TLC moved its decolonization and Indigenization program online and saw a significant increase in attendance from faculty and staff. All workshops ran continuously and were available in both synchronous and asynchronous modes.

For students, the Academic Success Centre and our Supported Learning Groups moved their tutoring and support online and expanded the hours they were available. The Centre for Experiential Learning moved its career and co-op training and support online and continued to reach out to the community to partner with local businesses and develop networking opportunities for students. The TLC developed a series of videos and other resources to assist students and their move online with videos on topics such as how to learn online, manage time, use the new technologies, etc.

01 The Basics

1. Online Pedagogy Foundations
2. So, You are Teaching Remotely
3. Engaging Learners
4. Technology Recommendations
5. Tech Tips
6. Logging into myClass (Blackboard)
7. The Basics of myClass (Blackboard)
8. Creating Announcements in myClass (BB)

02 Content

1. What content to post?
2. Accessibility
3. How to record a video
4. Previewing the course as a student

03 Communication

1. Communication Plan
2. Sending Emails
3. Course Messages, Announcements
4. Discussion Boards

04 Collaborate

Using Blackboard Collaborate Ultra
What? Collaborate Ultra Interface Tour
How? Session Settings
CC - Closed Captioning
Share - Screen Sharing
Record - Recording and posting sessions

05 Assessments

Ideas - Alternates to Face-to-Face Exams
Tests - Strategies/ How-to
Assignments - Strategies / How-to

06 Extra Steps

Want to take it further?

1. Campus Technology Resources
2. Blackboard Tutorials by TLC
3. Blackboard Tutorials on YouTube

“ We have eight
days to help
instructors get
over 1000
in-class courses
online “

supporting online learning

(Phase 3) MORE OF A GOOD THING

After two semesters of supporting faculty with the basics of online learning, the third phase included the basics but also more in-depth learning opportunities both with our learning management system, additional technologies as well as pedagogy. For example the TLC expanded its workshop in universal design for learning, developed a Storyboarding Your Course workshop, and began a series of CHAT sessions that enabled anyone to drop in, and discuss with their peers, topics such as reconciliation, indigenization, internationalization or teaching practices. The TLC remained visible to faculty and attended more than 60 department meetings to hear their concerns and share information about the newest pedagogies and techniques.

(Phase 4) LOOKING AHEAD

For the upcoming academic year, the TLC is again preparing for learning experiences that will be different from those pre-COVID. We are developing new resources and training for a significantly higher number of hybrid and online courses. The TLC will also assisting faculty participating in a pilot to explore hyflex learning. It has been a year of significant change in how we work, but also a time of significant learning.



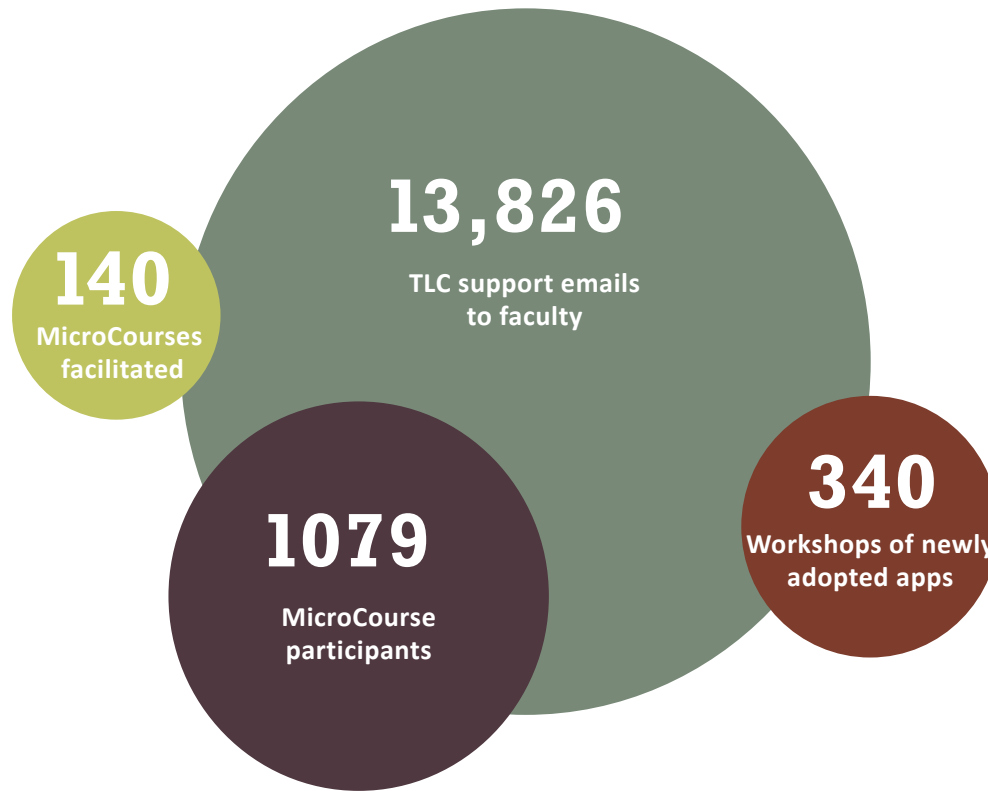
A few of the TLC support team shown here: (top to bottom, left to right) Michelle Johnson, Rhonda Darbyson, Satish Kotha, and Ken Harmel



Digital Badges MicroCourses 1-7 (above)

Statement of Completion if completed MC 1- 7 (right)





“Moving to the online environment has come with its challenges, but has been an amazing experience overall. It has allowed me to stretch and to stretch my students. It has shown me many new ways to do things and has increased my self-confidence in the online environment. I have so appreciated the expertise, support, efficiency and humor of the TLC faculty support folks.”

FROM A FACULTY MEMBER



BLACKBOARD ALLY



CAMTASIA



ZOOM



PEERSCHOLAR



PADLET



TURNITIN



H5P



WEVU

UFV Learning Apps - recently adopted applications

online stats

Kaltura video: An increase over last year

TLC's "How-To" videos only:
increase over our normal year.

230% PLAYS (OUT OF 130 VIDEOS)

1,263% UNIQUE VIEWERS

232% MINUTES VIEWED

Actual totals in 2020-2021

9,834 PLAYS

1,049 UNIQUE VIEWERS

20,647 MINUTES VIEWED

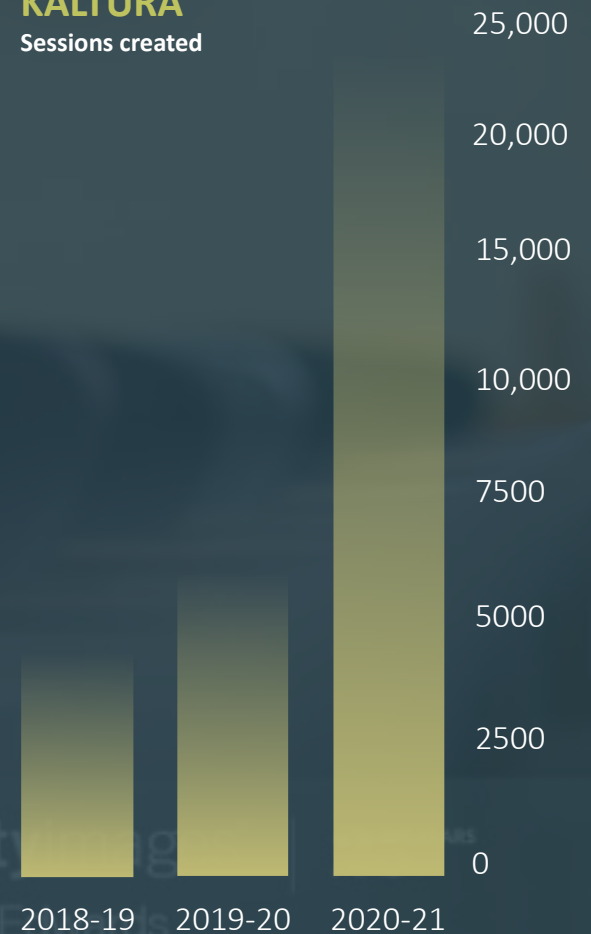
Overall with student and instructor created videos

577,212 PLAYS (OUT OF 23,816 VIDEOS)

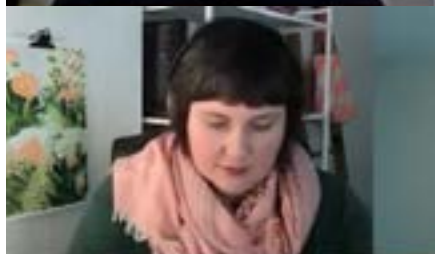
9,398 UNIQUE VIEWERS

4,354,570 MINUTES VIEWED

KALTURA Sessions created



ufv launch



NEW FACULTY PROFESSIONAL DEVELOPMENT PROGRAM

The UFV Launch, New Faculty Development Program was held entirely online for the Fall 2020 and Winter 2021 semesters. Claire Hay, Teaching and Learning Specialist, and Michelle Johnson, Educational Developer, met our new faculty cohort for weekly synchronous sessions using video conferencing. This year, UFV Launch had 22 new faculty participating in the program. Over the duration of the program we offered sessions on 18 specialized topics related to teaching practices at UFV. We brought together a diverse group of 21 guests from across the university to present on important topics such as Assessment and Ethical Grading, Teaching Mindset – Pedagogy of Hope, Culturally Responsive Teaching, Academic Integrity, Weaving Indigenous Knowledge Systems, Universal Design, and Experiential Learning among other topics. In our final session, UFV Launch participants shared their learning and teaching strategies with their colleagues via synthesized conference-style presentations.

Although most of our UFV Launch participants have not yet met in person, or even set foot on a UFV campus, the program provided networking opportunities. The UFV Launch program gave new faculty the opportunity to connect with peers from a variety of disciplines, to share ideas, and to start to build a small community. We look forward to further cross-disciplinary opportunities for this UFV Launch cohort when we have an opportunity to meet together in person this coming fall semester or when we are back in the classroom again.

A few UFV LAUNCH participants (top left) Keziah Wallis, (centre left) Amy Tang, (bottom left) Aimée Henry Brown, (top right) Geetanjali Gill, (bottom right) Shawn Geniole

faculty focus



Melanie Opmeer
Communications

A FEW WORDS ABOUT TEACHING

On the first day of my Communications classes I ask my students to undertake a simple task: write me two paragraphs. The first is in response to the question tell me about a positive learning experience, and why it was so? The second is like the first, except I ask them about a negative experience. This exercise is invaluable to me as I learn something about my students, receive a baseline of their writing ability, and, most importantly, garner some insight into how they like to learn. Invariably, students positively reflect on those professors who teach with enthusiasm and skill, are knowledgeable, and who show interest in their students' learning.

Creating a learning environment for students that is informative, engaging, and interactive is one of my goals as a professor. For me, this often means trying new approaches, technologies and pathways to learning, and learning from students as well as they engage in this instruction. Working together with students in this way not only creates opportunities for learning, but helps to model the skills students will need to meet their academic and career aspirations.



Dr. Edward Akuffo
Political Science

Ideas sharpen ideas! I am passionate about teaching as I see it as a calling to serve humanity through the use of ideas as instruments of social change. As a human-centered activity, teaching brings out the creative imaginations of people into reality. As a market place of ideas, the classroom and beyond offers me the opportunity to engage with students and learners while situating myself in that interactive environment as a teacher-student in the co-creation of knowledge. I strongly believe that teaching is learning and learning is teaching. In that regard, I learn to teach and I teach to learn. Effective teaching and learning takes place in an atmosphere where teachers and students are willing to engage with each other and understand that they need each other. Respect must be a constant virtue in a teaching and learning environment. To that end, I strive to build a sense of community and belongingness in my classrooms as I see these norms as being fundamental to open discussions, critical analyses, and the testing of shared ideas. In my view, ideas are numb until they are sharpened by other ideas.

UFV FACULTY TEACHING EXCELLENCE AWARD WINNER 2020

JOANNA SHEPPARD

Associate Professor, School of Kinesiology

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.

Throughout my years of teaching at the University of the Fraser Valley, the classroom environment has been opened to me in more ways than one. Not only in the distribution of knowledge I choose to use with my students, but also where and with whom I can teach.



2020 Teaching Excellence recipient Joanna Sheppard

With the continued support of the Teaching and Learning Centre as well as other collaborative efforts within the University, I have pushed the boundaries of the classroom to involve, hallways, outdoor environments, gymnasiums, and school fields, across the campuses of UFV as well as the Caribbean. I have challenged my students throughout their courses to see outside the textbook, outside the PowerPoint slides, and make mindful and meaningful connections to their learning. Whether this takes place volunteering at the Physical Literacy March Break Camp in the Abbotsford gymnasium, presenting their own spin off "Ted Talk" called KIN Talk within the halls of Chilliwack campus to whomever walks by, participating in the Raven-Making workshop as a wish for reconciliation within First Nations ways of knowing, to creating and performing their very own radio health spot on CIVL radio. By involving others within my students learning such as KIN Alumni, teaching colleagues from the Fraser Valley districts and Antigua Ministry of Education, to allowing for modification to my course plans to involve participation in the Dean's and President Speakers series, I truly believe that learning can and does happen when we involve our students in as many practical experiences we can.

supporting Indigenization a

INTERNATIONALIZATION EFFORTS

Teaching and Learning Specialist (Internationalization) has been supporting UFV's internationalization efforts by supporting faculty and staff members with the integration of international, intercultural, and global dimensions into the teaching and learning, research, and service at UFV.

To better support the unexpected change in 2020, two Micro Courses have been offered since April. MicroCourse 2 (Adapting instruction in Times of Crisis) addresses community, connecting and routines, and flexibility in instructional practice. MicroCourse 7 (Inclusivity Online) is co-lead with the Teaching and Learning Specialist, Indigenization, to provide insights in international and indigenization student profiles, access, and participation since the shift to remote learning. Online PD opportunities were offered around exploration and discussions of culture for individual departments, and are available for other offices and groups throughout the year. In order to create a more casual space for open dialogue, Chat-I (Internationalization) began in March and will continue to be open throughout summer. Each session has a broad topic of focus that is related to internationalization, interculturalization, culturally responsive & inclusive practice. For faculty members who wish to have a personalized support, individual consultation is available. These individual consultations are planned with the faculty member to provide the best catered support towards providing accessible learning opportunities for all students in the course.

The Internationalization specialist is also leading and facilitating the discussions around racism and anti-racism with the TLC members, using Ijeoma Oluo's book, So You Want to Talk About Race.



MicroCourse - Online Teaching Fundamentals

The Teaching and Learning Centre is offering an ongoing series of MicroCourses (essential coursework) each for online courses with synchronous sessions scheduled weekly.

MicroCourse 7 - Inclusivity Online - Sept 24 at 2pm events.ufv.ca/tlc/

CONNECT

CHAT INTERNATIONALIZATION

Virtual chat with Carol Suhr

Starting February 23rd, from 1 to 2 pm
Dates: Feb. 23, Mar 9 & 23, Apr 6 & 20, May 4 & 18

"Come join Carol Suhr, Teaching and Learning Specialist in Internationalization, to a casual time of dialogue around cultures, inclusive approaches to teaching, working with international & multilingual learners, or any other topics on internationalizing your curriculum, teaching, and assessment. Don't have any questions yet? That's ok too. Let's first get chatting!"

Register, receive the link to her virtual office and join
INFO-REGISTER: events.ufv.ca/tlc/

UFV
UNIVERSITY OF FORT VICTORIA

and EDI

Acknowledgements

I would like to recognize and extend my gratitude to Resident Elders Eddie Gardner and Nancy Pennier for their support during the transition to putting these workshops online. In addition, to sharing their stories, experiences, and providing support and guidance to the participants.

I would like to extend my sincere appreciation to Stefania Pizzirani, Monica Affleck, Candy Ho, Diane Cruickshank who have worked hard and have been willing to share their journey and successes with Indigenization in various areas.

I would like to congratulate the participants from all the workshops for their hard work, commitment, and perseverance. Your journey and personal reflections through these workshops is paramount to transforming lives, making systemic change, and Indigenizing the academy. It is great to see so many people working towards allyship, Indigenization, decolonization and reconciliation. I truly appreciate the work you have put into this... thank you!



JOURNEYS TO INDIGENIZATION, DECOLONIZATION AND RECONCILIATION

As we have all experienced, this past year has been a huge challenge navigating through this pandemic. The UFV community worked so hard to transition to the online environment and this included making the Educators Journey Towards Reconciliation and Weaving Knowledge Systems workshops available online too. In fact, these workshops were shown to be more accessible and resulted in an increase in participation. As the popularity and demand grew, a trend emerged in offering them in a cohort model for various UFV departments.

Educators Journey Towards Reconciliation

The Educators Journey Towards Reconciliation workshop brings Indigenization, decolonization, and reconciliation concepts and processes to the forefront of our personal and professional practices. It is a workshop that requires self-reflection, desire, and commitment to infuse Indigenous worldviews, ways of knowing and being in a meaningful way. The workshop consists of two synchronous sessions and several asynchronous activities.

This workshop was offered online in May 2020 and gained popularity throughout the year to offering eight (8) workshops. Exciting outcomes:

- 83 faculty/staff participated in all sessions/activities
- 33 faculty/staff have completed the workshop
- 40 faculty/staff are still in the process of completing activities
- 10 faculty/staff were unable to complete
- 76 additional faculty/staff were enrolled, but were unable to attend due to time constraints (this number is not reflected above)

To date, five departments requested to participate in the workshop as a cohort:

- Student Life – 12 participants (included five student leaders)
- School of Creative Arts – 19 participants
- Child, Youth and Family Studies – 10 participants
- Various areas in the Faculty of Access and and Continuing Ed
- Continuing Education (Program Working Group)

Weaving Knowledge Systems

The Weaving Knowledge Systems workshop uses the foundational concepts covered in the Educators Journey Towards Reconciliation workshop to begin the work of Indigenizing the practice or curriculum. It provides strategies to infuse Indigenous worldviews, ways of knowing and being specific to each practice or course. A natural synergy is formed as participants learn about and help each other reach their goals for the workshop. This workshop also consists of two synchronous sessions and several asynchronous activities.

This workshop was also offered in May 2020 in the online format and four workshops were scheduled throughout the year. While the numbers are small, the successes are huge:

- 16 faculty/staff participated in all sessions/activities
- 8 faculty/staff have completed the workshop
- 8 faculty/staff are still in the process of completing activities
- 18 additional faculty/staff were enrolled, but were unable to attend due to time constraints (this number is not reflected above)

Some examples that Faculty/staff are infusing Indigenous worldviews, ways of knowing and being are:

- Creating alternative assessments
- Creating grading rubrics based on the Medicine Wheel concepts
- Using the 4 R's (Kirkness and Bernhardt) to create safe learning spaces, agreements for practicum placements, and group work

centre for experiential & career

CENTRE FOR EXPERIENTIAL & CAREER EDUCATION

UFV's Centre of Experiential and Career Education (CECE) is all about helping students prepare for their future careers. We are committed to our vision to integrate experiential and career education into UFV's core academic activities through our programming in career services, co-op education, co-curricular record, work integrated learning, work study, prior learning assessment and recognition (PLAR) and experiential learning.

There have been some new additions to CECE's team and community network. Prior Learning Assessment and Recognition (PLAR) has been added to CECE's roster. This work aligns with CECE's work in helping our students articulate and demonstrate what they know and can do to help them advance their education and career goals. CECE also welcomes the City of Chilliwack as a new partner in our CityStudio programming.

New career-building tools and resources have been created for faculty and students. CECE has launched a new and one-of-a-kind tool to help students explore what future careers might be possible for them (more about this on the next page). For faculty, three fully customizable career education modules have been created. Topics include skills inventory, transferrable skills, resume/cover letters, job application procedures, labour market analysis, and job search. Modules include lesson plans, student activities, assessments, answer keys, marking rubrics, discussion topics, and supporting media. They are designed to plug in to existing online courses and can be customized to suit course outcomes.

We invite all faculty, staff, and administrators to include CECE in your activities that prepare our students for their future careers. Let us know how we can help you.

The new Career Mapping Tool is designed specifically for UFV and is tailored to our diverse student population and academic programs. It is a robust and valuable resource that will help



UFV enhance its support for students as they identify and create plans for their future careers.

In CECE's work with students and alumni we hear them ask, "What can I do with my UFV degree?", "I know what career I want, but I don't know what steps to take to get there.", and "I want to pivot my career, what else is possible for me?" The Career Mapping Tool will help identify education-to-career gaps and remove ambiguity that students often face when thinking about their future careers.

This tool can be used in course planning, classroom, and day-to-day activities where staff and faculty are helping students connect their current studies to careers and opportunities after they graduate. Faculty, staff, and administrators are invited to use this tool in your work with students.

As this tool is for students, students have been involved from design to deployment. Two fulltime co-op students led and managed this complex project over an 8-month period with the guidance of UFV's Business Transformation Office. Students from Sciences, MEDA and Graphic Design, Business, and CIS have also played a large role in shaping this new Career Mapping tool.

Peer education



The exhibit is expected to rotate between UFV campuses and partnering businesses in the historic downtown Abbotsford until summer 2022 to reach wider audiences and inspire greater inclusivity and dialogue.

“Wake up” Art by Dona Park

Black Lives Matter Social Justice Art project (Summer 2020-Spring 2021)

Although not being designated directly as a CityStudio challenge-based class, the Black Lives Matter Social Justice Art project has been inspired by Dr. Cherie Enns’ GEOG 464 students in Summer 2020. The project has been coordinated by the UFV’s Centre for Experiential and Career Education in collaboration with a group of Faculty. The initiative transcended the semester based CityStudio framework and over the span of two semesters evolved into a multi-canvas traveling art exhibit supported by several dedicated community partners and donors in the business community and among the local NGOs, as well as within UFV. The project’s theme reflected the students’ and community’s grassroots support for the Black Lives Matter social justice movement globally. The informal community advisory board established in support of the vision conducted the call to artists from the BIPOC communities. This culminated in the four aspiring local artists coming together, most of them UFV students. The creative team is comprised of Michelle Msami, Dona Park, Adrian Rain Neeosh, and Faria Firoz. Faria Firoz has been awarded the Lieutenant Governor’s Medal 2021. The four artists are working closely with the Cultural Mentor Desiree Dawson, a Canadian performing artist and public figure with roots in the Fraser Valley, and UFV’s own Shelley Stefan, the Visual Arts professor at the School of Creative Arts (SoCA).

*Black Lives Matter
Social Justice Art project, UFV*

*Desiree Dawson, Cultural Mentor
(pictured right)*



citystudio

CITYSTUDIO ABBOTSFORD

CityStudio Abbotsford initiative has entered a new and exciting chapter in its history with the opening of the CityStudio Hub in the newly renovated Centennial Building in the heart of historical Abbotsford. A multi-purpose, classroom-like space has been generously provided by the City of Abbotsford. The space will serve to further the experimentation and civic innovation that springs from a close collaboration between UFV students, faculty and the City staff. The CityStudio Hub is expected to host academic activities, workshops, post-project showcases, and a variety of other formal and informal events that benefit both students and the community at large.



**Global Challenge:
Vietnam Initiative**

The Centre for Experiential and Career Education, in partnership with UFV International and the Canadian Chamber of Commerce in Ho Chi Minh City, Vietnam have successfully piloted the Global Challenge: Vietnam initiative with the UFV's School of Business in Winter 2020. The initiative has been built on project-based and team-based learning pedagogies. Find out more at: <https://www.blogs.ufv.ca/tlc/>

In Summer 2020, Dr. Cherie Enns' class GEOG 464: Community Planning and Development: Local Applied Studio – Pandemics & Urban Design responded to the challenge: How can we transition the community learnings from COVID-19 into post-COVID in a way that is scalable, sustainable and builds resiliency?



Dr. Mariano Mapili's two-students research team tackled the issue: How can we reduce the crop loss and related crop damage caused by European Starlings without creating conflicts between farmers and adjacent landowners with livestock or local residents?

In the Fall of 2020, Dr. Afia Raja's GEOG 252 worked with the City in the field of data analysis in close collaboration with the HelpSeeker. Dr. Kim Milnes' BUS 385 class prototyped innovative web presence for the CityStudio Abbotsford model. Dr. Cherie Enns' GEOG 360 conducted best practices research and case studies in repurposing public spaces using the equity, inclusivity, and social justice lens.

In Winter 2021 semester, Dr. Afia Raja's GEOG 252 course re-engaged with the City and the HelpSeeker platform to compare the pre-and post-COVID community needs in both Abbotsford and Vancouver. Dr. Raja's GEOG 344 students focused on the needs of different populations when it comes to planning.

CityStudio Chilliwack has been launched in Winter 2021 with the inaugural class GEOG/CMNS 257: Environment: Science and Communications. Team-taught by Dr. Paul Fontaine and Dr. Carin Bondar, the course worked on the challenge: What can the City, residents, businesses, and industries do to shift the balance towards a sustainable water future?

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.

Like all areas at UFV in 2020-2021 the Academic Success Centre (ASC) experienced challenges to our usual operations as we moved everything to remote work. However, we also found opportunities to revise and expand our approach to academic support for UFV's students while continuing to work within the framework of a student peer-based tutoring support model.

time zones, we expanded our hours of operation so that students from all over the world could continue to connect with an ASC tutor. We added Early Bird and Evening drop-in hours to our regular schedule which allowed access from 6:00am to 9:00pm most weekdays, and we continued to offer our mid-day Saturday hours.

Post-tutoring surveys indicate that about 50% of the first-time tutees have found their way to ASC services because of faculty recommendation; prior to moving fully online, the ASC counted on in-class orientations at the invitation of the professor to initiate the contact with students, especially new and international students. Maintaining that channel of communication was one of the challenges we

academic success centre

PROGRAMS AND SERVICES

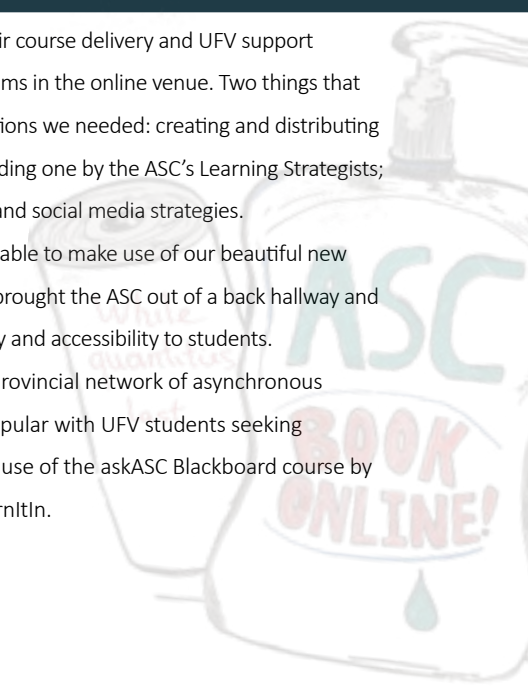
Since its inception, the ASC has offered nearly all of its services and resources in an online format. Already having a well-established system of online booking for tutoring appointments, online drop-in tutoring rooms, online workshops, and PDF versions of print resources, meant that the move in mid-March 2020 to a fully online slate of services was a seamless one. One of our senior tutors commented: "The switch to online learning at the beginning of the COVID-19 pandemic was a time of great uncertainty and concern. It would have been understandable if the ASC had had some difficulties making the transition, however I found it to be a very seamless and stress-free transition. I can imagine that this required a great deal of work and consideration on the part of the admin team, and for that I am very grateful."

Recognizing that many of UFV's students would now be "commuting" to campus from different

faced as faculty were overwhelmed with changes to their course delivery and UFV support services were all vying for attention for their own programs in the online venue. Two things that we tried were most effective in maintaining the connections we needed: creating and distributing a series of short informative videos about the ASC, including one by the ASC's Learning Strategists; and hiring a Work Study student to focus on marketing and social media strategies.

Working remotely meant that the ASC has not yet been able to make use of our beautiful new location inside the Library at CEP. The renovation there brought the ASC out of a back hallway and into the centre of the main room, increasing our visibility and accessibility to students.

The ASC continued its participation in the WriteAway provincial network of asynchronous tutoring for written work, and the service remained popular with UFV students seeking additional forms of writing support. We beefed up our use of the askASC Blackboard course by using it as a venue for our workshops and access to TurnItIn.





ASC PAW Team
 (from left to right, top to bottom):
 Gayle Ramsden, Sandra Smith, Erica Jennings
 Amara Wong, and Tara Corman.

In August 2020, the ASC was delighted to welcome Tara Corman to the team as Learning Strategist for the CEP and TTC campus programs.

PROCRASTINATION AVOIDANCE WEEK (PAW)

The ASC's popular Long Night Against Procrastination (LNAP) event, usually held on campus over an afternoon/evening was converted in the Winter 2021 semester to a fully online event taking place each day from March 8 to 12. Not only was the time and schedule expanded, but also it became a national event with over 300 participants from 25 post-secondary institutions across Canada. Feedback for Procrastination Avoidance Week (PAW) was solidly positive and we anticipate that next year's LNAP will retain the PAW structure with institutions sharing resources and experience to assist all of our students in their academic journeys. The vision and execution of this much larger format grew out of a conversation and collaboration with colleagues at Simon Fraser University. Sandra Smith, Coordinator of the ASC and one of the three members of the PAW planning team was awarded the Learning Strategists Association of Canada Team Award for

her work on "an outstanding project...that has met high standards of leadership, met the expected learning outcomes, and followed a culture of inclusion and collaboration."

ACADEMIC INTEGRITY MATTERS (AIM)

The ASC's support for students on matters related to academic integrity and academic misconduct continues to be an important part of our services. The ASC runs multi-part workshop sessions for students in breach of Policy 70 to increase their awareness of the importance of integrity in their academic work. In addition, part of the ASC's regular workshop schedule includes sessions on academic integrity, citing sources, and managing resources. On October 21, the ASC once again facilitated for the UFV community the International Day of Action Against Contract Cheating with resources, pledges, mentoring, and prizes available to participants.

TEACHING AND LEARNING CENTRE (TLC)

MAUREEN WIDEMAN - Associate Vice President, TLC

LORNA ANDREWS - Teaching and Learning Specialist,
Indigenization

CLAIRE HAY - Teaching and Learning Specialist

VICTORIA SURTEES - Teaching and Learning Specialist,
Internationalization (*Maternity Leave*)

CAROL SUHR - Teaching and Learning Specialist,
Internationalization (*Temporary*)

MICHELLE JOHNSON - Educational Developer

RUBY ORD - Assistant to the AVP, TLC

SOOWOOK KIM - Learning Designer

KEN HARMEL - Learning Designer

SATISH KOTHA - Learning Designer

RHONDA DARBYSON - Learning Designer

KATHERINE KOHLER - Learning Designer

ROBIN PITTMAN - Media Technologist

LEAH LYON - Events Assistant

CENTRE FOR EXPERIENTIAL & CAREER EDUCATION (CECE)

LIANA THOMPSON - Director

KAYLA WEBSTER - Co-op Coordinator, Tech 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 Coordinator

SHERRY REMPEL - Administrative Assistant

LARISSA HORNE - Instructor

AMANDA ROBERTS - PLAR Manager

ELICIA TOURNIER - Operations Coordinator,
Co-Curricular Record

ACADEMIC SUCCESS CENTRE (ASC)

SANDRA SMITH - Coordinator

GAYLE RAMSDEN - Learning Strategist

ERICA JENNINGS- Departmental Assistant

AMARA WONG - Learning Support Facilitator - SLG & ASC

TARA CORMAN - Learning Strategist

SUPPORTED LEARNING GROUPS (SLG)

NAVNEET SIDHU - Coordinator, SLG Program

AMARA WONG - Learning Support Facilitator - SLG & ASC

the team

TLC

TEACHING AND LEARNING CENTRE

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UFV 