

[ufv.ca/teaching-and-learning](https://ufv.ca/teaching-and-learning)

[AskTLC@ufv.ca](mailto:AskTLC@ufv.ca)

# ANNUAL REPORT

Teaching and Learning 2025-2026

# Acknowledgement

The University of the Fraser Valley is situated in the traditional territory of the Stó:lō peoples. The Stó:lō have an intrinsic relationship with what they refer to as S'olh Temexw (Our Sacred Land); we express our gratitude and respect for the honour of living and working in this territory.

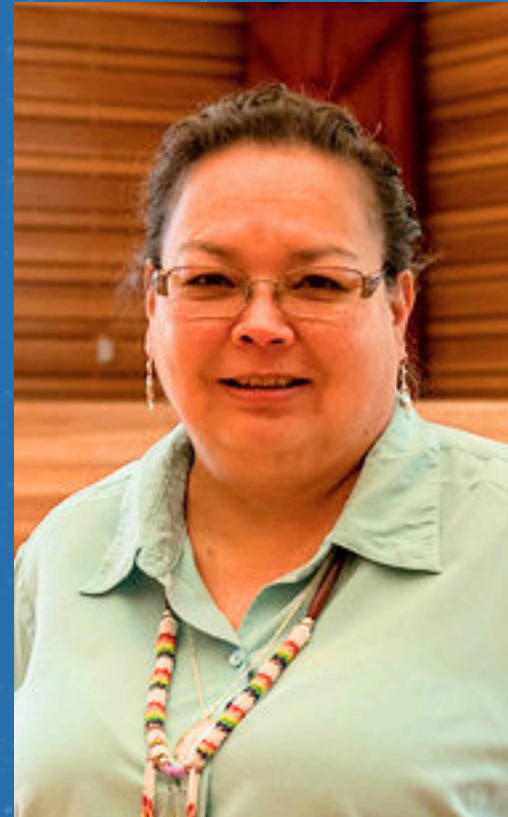
## VISION

Teaching and Learning offers transformational experiences that engage and provoke learners and educators in lifelong, reciprocal learning. We nurture the development of a university culture that values reflection, continuous professional growth, and promotes excellence and innovation in teaching and learning. Our vision is grounded in principles of equity, diversity, and inclusion, and is committed to Indigenizing higher education.

## MISSION

Teaching and Learning supports the goals of UFV by providing leadership, support, and resources for the continuous advancement of evidence-based teaching.





# Meet the Team





## Dr. Tracy Ryder Glass

I express my gratitude to the Teaching and Learning Centre (TLC) on another year of thoughtful innovation, deep collaboration, and meaningful impact on teaching and learning across our institution. Grounded in UFV's commitment to student success and community engagement, the TLC continues to play a vital role in supporting faculty, staff, and students through responsive programming, individualized consultation, and the advancement of inclusive, intercultural, and digitally enriched pedagogies. I am inspired by the TLC's leadership in fostering Indigenous ways of knowing, advancing global and intercultural learning, and strengthening educator capacity in a rapidly changing educational landscape. As this report illustrates, the TLC has been engaged in a breadth of activity, from engaging in faculty consultations to extensive learning management system support, to signature events such as the ConnectED conference and emerging initiatives in AI literacy. This report demonstrates both the scale and the intentionality of the Centre's work in engaging learners, transforming lives, and building community. Thank you to the amazing TLC team!

The Teaching and Learning Annual Report showcases the inspiring, dedicated work of our division— Learning Specialists, Curriculum Developers, Learning Designers, Coordinators, and Facilitators. Together, the T&L team strengthens relationships across and beyond UFV, drives innovation and changemaking, advances educational theory and practice, and partners with instructors to support their teaching aspirations.

Through the activities highlighted in this report, the T&L division continues to cultivate a culture of learning, mentorship, and revitalized teaching at UFV. The stories of teaching excellence shared here—and the many more that unfold throughout the year—demonstrate how our team pushes practice forward, meets faculty where they are, and brings fresh, contemporary, research-informed perspectives to the learning experiences they design with and for students.

I am deeply grateful to the members of T&L and proud of the work they do every day to work toward “ey shxweli”—one action, idea, and connection at a time.

## Dr. Awneet Sivia



# ConnectED

**May 2025**

**UFV Teaching & Learning hosted ConnectED 2025, with Keynote, Dr. Carrie Nolan, who taught us about the C.A.R.E model in higher education. It was a day for building connections, engaging in teaching and learning experiences, and creating opportunities for transforming education at UFV and beyond. The event was a huge success in advancing our collective understanding of engaging learners and reaching our potential as educators.**

**Presenters: 48**

**Sessions: 24**

**Attendees: 186**

# Accessibility Awareness

## An Accessible Offering of the ISW

UFV's Teaching and Learning team has long delivered the Instructional Skills Workshop (ISW), giving instructors space to test teaching strategies, receive peer feedback, and refine their practice. For the March 2026 cohort, the participation of visually impaired team member Fizza Haider prompted facilitators Claire Hay and Sabine Decamp to enhance the workshop's accessibility for current and future participants.

Claire adapted the ISW Handbook into an accessible Word format with styled headings, consistent tables, and alt-text. With Fizza's consent, participants were informed in advance and encouraged to integrate accessibility into their lesson planning. Inclusive practices were modeled throughout, supported by practical resources and guidance.

Participants embraced the approach, identifying barriers, experimenting with accessible strategies, and supporting one another with care and ease. The experience offered broader insights: it demonstrated the value of inclusive design, strengthened facilitator and participant confidence, and reinforced that accessibility benefits everyone. It also led to sharing the accessible ISW Handbook across the Network and plans for a professional development session to extend these learnings within the ISW community.

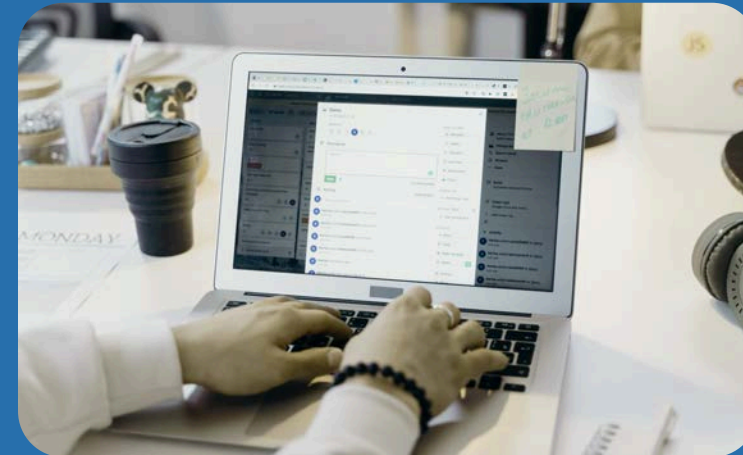


# User Statistics

2025-2026



One-to-one  
Consultations  
1,246



Emails to askTLC  
5,130

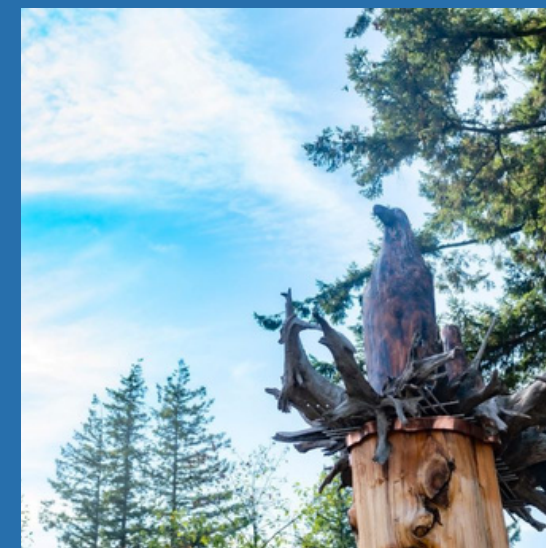


Workshops  
170

# Indigenization

The TLC supports the journey of decolonization and Indigenization in a variety of ways:

- Chat-R, Chat-S
- Educators Journey Toward Reconciliation
- Cultural Safety and Humility
- Curriculum Development
- Halq'eméylem Language learning
- Bridging secondary/post-secondary with Indigenous students
- Territorial Acknowledgement
- Elders/Knowledge Keeper Guidelines
- Leq'áleq'el - Multilingual Storytelling for Indigenization
- Dr. Shannon Leddy (she/her - Cree/Métis) Keynote at the Fall Forum: Regenerative Sustainability
- Indigenous research and project support
- Community of Practice: Holistic Assessment



# Indigenization

## Leq'áleq'el: Multilingual Stories of Indigenization

This multilingual video series, produced by Victoria Surtees and Leanne Joe, features UFV faculty and staff sharing their personal journeys into Indigenization. Using their home and heart languages, participants reflect on the relationships, learning, and unlearning that shape their work.



[Inclusive teaching](#) > [Internationalization](#) > [Leq'áleq'el](#)

The Leq'á:leqel Video Series was produced by UFV's Teaching and Learning Centre, 2025.

 University of the Fraser Valley

The series is introduced through a sacred story shared by Stó:lō matriarch Thet-simiya, also known as Elder Wendy. It includes seven 5–10 minute interviews in Punjabi, Hindi, Korean, Greek, English, Farsi, and Filipino. These culturally responsive videos support faculty, staff, and students in beginning Indigenization work, with more videos being added as faculty and staff volunteer to share their stories.

# Artificial Intelligence

In response to the growing influence of AI on teaching and learning, the TLC continues to develop a range of support and initiatives, including resources on the TLC AI Website, workshop series and a Community of Practice co facilitated by Anna Griffith and Sabine Decamp:

- 3 major workshops responding to Artificial Intelligence (AI) in teaching and learning:
  - AI and Academic Integrity
  - AI-Enhanced Faculty
  - AI-Embedded Classrooms
- Hosted a monthly AI Community of Practice (CoP) for faculty from across the institution. This CoP is welcoming to all perspectives on AI and encourages critical engagement and dialogue. Engagement topics include:
  - Introducing ethics and responsible AI use in the classroom
  - Assessment design in an AI landscape
  - Embedding AI in teaching – what worked, what didn't, what surprised you?
  - Assessing across a spectrum when AI is permitted but not all students want to use it
- Developed a Beginner AI Skills Workshop series (launching May 2026)
- Added resources to the AI website such as Teach with AI and Learn with AI FAQs

## Impact:

Built capacity for critical, ethical, and pedagogically grounded engagement with AI across disciplines.



# Fall Forum 2025: Regenerative Sustainability



The Forum focused on shifting our understanding of sustainability from “doing less harm” toward regenerating systems, relationships, and well-being. Keynote address by Métis educator Dr. Shannon Leddy offered ideas from the book *Teaching Where You Are: Weaving Indigenous and Slow Pedagogies* (2023) by Shannon Leddy and Lorie Miller.

## Workshops addressed:

- Climate / eco-anxiety
- Holistic and sustainable assessment
- Bringing SDGs into established curriculum
- Embodied and relational pedagogies

## Impact:

Advanced a shared institutional understanding of sustainability as relational, holistic, and inclusive of Indigenous worldviews, knowledge, and perspectives.



# Teaching Inquiries into Pedagogical Practices (TIPP) Fund 2025-2026

- Focused on Regenerative Sustainability in partnership with the Office of Sustainability.
- This is an approach to sustainability that is Indigenized, resilient, and futures-oriented
- 17 faculty participants, 12 projects, and active participation in a Community of Inquiry: TIPP

# Changemaker & TIPPP Fund

TIPPP 2025 focused on Regenerative Sustainability in partnership with the Office of Sustainability, an approach that was Indigenized, resilient, future-oriented, and contributed to 12 of the 17 UN SDGs. Projects supported innovations in engineering, social work, business, sciences, arts, and education and emphasized applied, community-engaged, and relational learning. This positioned classrooms as sites of regeneration, equity, and systems change.



Trevor Beugeling  
Assistant Professor,  
Physics

*Sustainability Applications  
in Engineering Design*



Thais Costa Rabelo Amorim  
Assistant Professor, CYC

*Learning by Giving Back:  
Transforming Practicum into  
Justice and Reciprocity  
through Grant Writing.*



Joy Enyinnaya,  
Assistant Professor, CMNS

*Regenerative Community  
Partnerships through  
Intercultural Communication*



Chelsea Klassen, Lead  
Researcher, Global Dev  
Studies.

*Global Health Regenerative  
Sustainability Simulation  
Exercise*



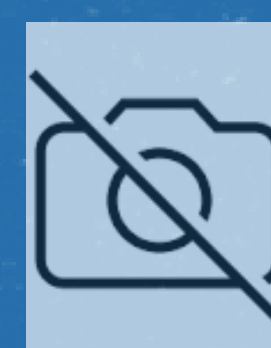
Rob Taylor, Assistant  
Professor, English

*Campus Author Visit*



Dr. María Eugenia de  
Luna, Assistant Professor,  
MOLA

*Reading the Walls, Rethinking  
the World: Regenerative  
Pedagogies through Linguistic  
Landscapes.*



Masud Khawaja,  
Associate Professor,  
BUS.

*Reimagining Feedback:  
Regenerative Design Thinking  
in the Classroom*



Leah Douglas  
Assistant Professor, SWHS

*Exploring Inuit and Métis perspectives for changemaking  
approaches to wicked problems related to substance use  
and social work*



Tim Dueck  
Assistant Professor, SWHS



Hannah Savido,  
TASK Program Instructor

*Inclusive Wellness Stations: A Collaborative Approach*



Alison Pritchard- Orr,  
Associate Professor, Faculty  
of Health Sciences, K



Marina Tourlakis, Assistant  
Professor, Biology

*Collaborative Inquiry for Bridging Science learning  
between High School and Post-Secondary*



Jas Uppal, Assistant  
Professor,



Andrea Sator, Assistant  
Professor, ABT

*Trauma Informed Communication in Professional Office  
Settings.*



Christine Nehring, Associate  
Professor, Information  
Studies



Brianna Strumm,  
Associate Professor,  
SWHS

*Nourishing Connections and Community Building: A  
Food Justice Teaching Inquiry*



Candace Eng, Operations  
Coordinator, Student  
Wellness

## Impact:

Scaling  
changemaking  
pedagogy across  
the institution  
through faculty-  
led inquiry and  
experimentation.

# OPEN EDUCATION

Teaching and Learning, in collaboration with the UFV Library, developed UFV's first Open Education Strategy in March 2026. This achievement follows 10 years of grassroots advocacy and 8 months of extensive consultation. Funded by a BCcampus Open Education Institutional Grant and support from the Office of the Provost, this strategy formalizes open education at UFV.

Open education is an educational movement grounded in the principle that knowledge is a public good. It advocates for the use of open licenses, open practices, technologies, and collaboration to expand access to learning worldwide (OEGlobal, nd).

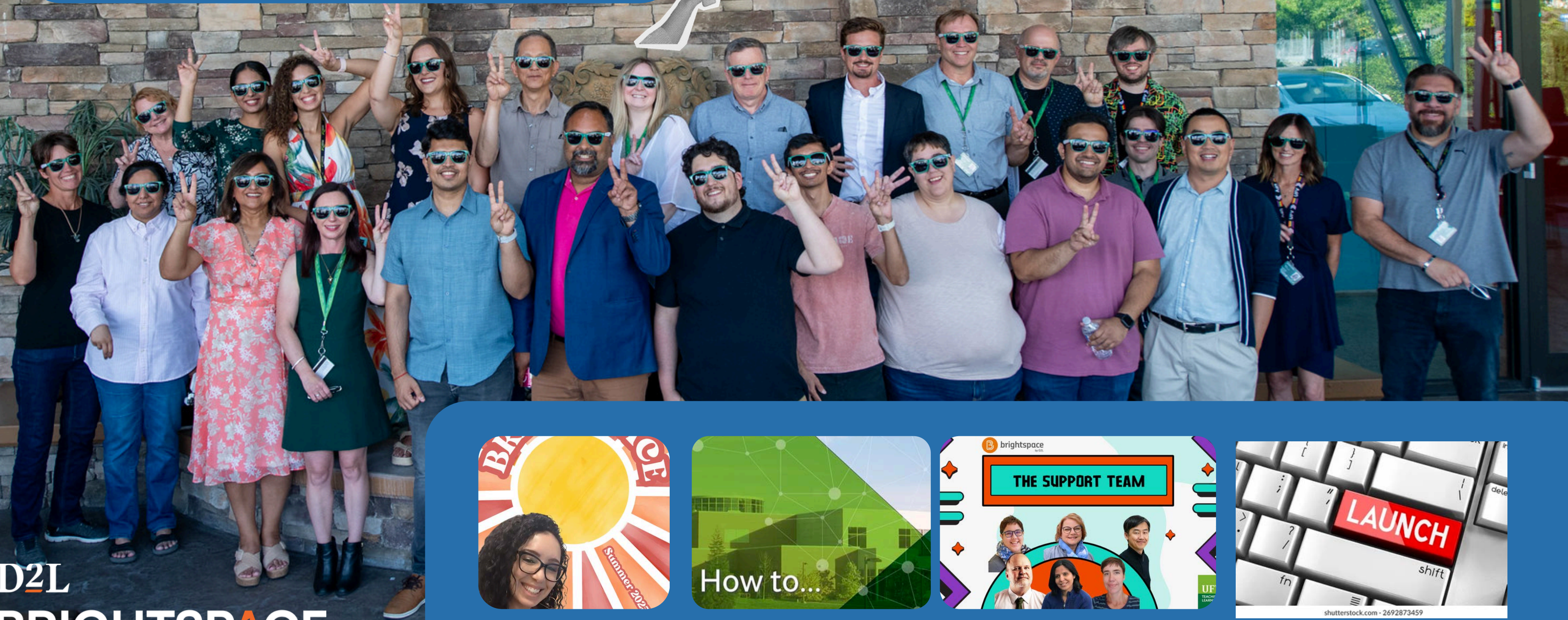
UFV's Open Education Strategy is an institutional commitment to the principles of open education, including accessibility, openness, collaboration and sharing, learner-centredness, inclusivity and equity, and flexibility and sustainability to support student learning.

The Open Education Strategy formalizes the Zero Textbook Cost (ZTC) Initiative, launched in Fall 2025, to notify students in the UFV Timetable about courses that do not require course materials and textbooks to be purchased. In Winter 2026, 25% of course sections at UFV were identified as ZTC. You can learn more about [ZTC at UFV](#) in this video.



BC Campus's May 2025 recipients of the BCcampus Award for Excellence in Open Education!

# LMS Project



**D2L**  
**BRIGHTSPACE**



TLC/ITS  
"Dream Team  
Collaboration"



Brightspace is the new  
LMS:  
October 1, 2024.



Fall Learning Modules and  
Winter 2025 Pilot with 12  
instructors



Go Live! August 2025

# COIL

Collaborative Online Intercultural Learning (COIL) projects bring together faculty from two universities to design shared assignments in which students collaborate across borders. Working in global teams, students address real-world challenges—often connected to sustainability and social justice—while building intercultural and virtual teamwork skills. UFV's COIL program began in 2023, supported by TLC's Inclusive and Intercultural Education Specialist, Victoria Surtees, and Daryl Smith, the director of UFV International. As coordinators, we find suitable international faculty partners for UFV faculty who want to internationalize their curricula, and provide intensive virtual training on COIL project design.

Faculty who complete the training and a COIL project are eligible for a stipend sponsored by UFV International to further relationship-building and collaboration with their partner. Aligned with UFV's ILOs and commitment to changemaker education, these high-impact projects build intercultural and virtual teamwork skills, and often involve community partners, including Joy Enyinnaya's and Cherie Enns's projects, featured in the [Ekta: Learning Differently Together Podcast](#) and the [TLC blog](#).

COIL Courses (2025-2026): 6

COIL faculty training program (2026): 4 new faculty pairs

Locations of International Partners: South Africa, Nepal, Malaysia, Morocco, Ghana, the Philippines, Chile, India, UAE, Egypt



# Communities of Practice

The T&L Specialists and Curriculum Developers host numerous CoPs to support a generative dialogue about effective educational practices. This model promotes inclusive, courageous, personalized, reflective, and productive conversations to address contemporary challenges facing PSE. As instructors discuss topics relevant to their own contexts, instructors develop new insights and perspectives to guide them in adapting to the changes they are facing, and are prompted to take risks and innovate practice. Here is a list of the CoPs from 2024-25:

CoP Collaborative Online International Learning (COIL)

CoP Craft & Commiserate

CoP Holistic Assessment

CoP Indigenous Faculty

CoP Artificial Intelligence

CoP Changemaker Education



# Faculty Collaborations

## Joint Sessions & Presentations

- Community of Inquiry: Changemaking and TIPP Faculty
- Community of Practice: Indigenous Educators
- Community of Practice: A reflective journey towards building a kind classroom
- Open Education Strategy for UFV to Deans Council

## Retreats & Department Events

- Brightspace workshop x 2 for BEd program in Mission
- Brightspace Onboarding x 3 for Fraser Valley India faculty
- New Lab Tech Orientation with Nursing
- Math & Stats retreat for a Brightspace introduction
- Reimagining Lab Reports in the age of AI with Biology
- Indigenous Storytelling for ECE
- Alternative Grading Approaches with GDD

- School of Computing Curriculum Committee
- Health Sciences Faculty Council
- FECHD Indigenization Committee
- Health Studies Indigenization Committee
- Faculty of Science: Indigenization Committee
- Kinesiology Department Meeting
- Faculty of Health Sciences Curriculum Committee
- School of Creative Arts Curriculum Committee

## Committee Participation

- Program review and development in Masters in Computer Science
- Supporting Legal Administration Assistant program redevelopment
- Education Summit (K-16 Strategy)
- UFV-FVI Course Coordination Handbook
- Policy Work
- PebblePad in the Nursing Program

## Institutional Collaborations



# Launch 2025-2026



The 2025-26 Launch Program included 34 tenure-track faculty participants, 18 sessions over Fall and Winter semesters, and supports new faculty in developing their identities, practices, and competencies as UFV educators. Michelle Johnson and Claire Hay facilitate the course and the topics, taught through multiple modalities and UDL strategies, include:

- Indigenization and the 5 Rs
- Accessibility
- High Impact Active Learning Strategies
- Assessment Models
- Scholarship of Teaching and Learning (SoTL)
- Teaching Inquiries
- Syllabus Design
- Intercultural Communication and Competence
- Reflective Journals and Discussion Forums
- Scholarship and Research on Effective HI Teaching
- Digital Tools and Online Pedagogies
- Community Building and Classroom Dynamics
- Guest Speakers
- Metacognitive Analysis of Teaching Experiences



# Supported Learning Groups



- Supported 57 sections in the faculties of Business, Biology, Chemistry, Physics, Geography, Mathematics & Statistics, Media Arts, Kinesiology and Computer Science.
- 517 students attended SLG sessions in fall and 327 attended in winter.
- Employed 22 student leaders in both fall and winter terms.
- The SLG Coordinator presented how the SLG model can support the faculty as well as students at faculty councils in the College of Arts, Faculty of Sciences and Faculty of Business and Computing.

## Leader Testimonials:

*“The top skills I gained by working with the program were leadership, communication, time management and organizational skills. It gave an opportunity to me as an introvert to learn how to become outgoing and help other students”.*

*“The program gave me an opportunity to work alongside faculty as well as get comfortable leading and facilitating teamwork. This position helps you stand out on campus as you gain so many skills. Another benefit was the community-I met so many people”.*

*“This job is so incredibly rewarding. Seeing students improve and gain confidence is such a uniquely beautiful thing to experience. Additionally, I am pleasantly surprised with just how much my own confidence has improved”.*

**Let's work together  
and create  
something great**

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