

# STRATEGIC INITIATIVES FUND SHOWCASE

Showcasing initiatives supporting UFV's  
IYAQÁWTXW: House of Transformation

March 1 – 9, 2023

The University of the Fraser Valley (UFV) is located on the traditional territory of the Halq'eméylem-speaking Stó:lō peoples. Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which the University of the Fraser Valley (UFV) is located. They lived on Stó:lō Temexw, the territory of the Stó:lō, and they spoke Halq'eméylem, also known as the upriver dialect. UFV recognizes and honours the contribution that Indigenous people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing.

## Introduction

Welcome to the 2023 Strategic Initiatives Fund Showcase!

To support the implementation of UFV's Integrated Strategic Plan, IYAQÁWTXW: House of Transformation, the Office of the Provost and VP, Academic invited applications from across the University community that would further enhance UFV's commitment to achieving our institutional goals as they relate to our mission of engaging learners, transforming lives, and building communities. This call was open to any department or unit across the University and was open to student organizations that have official status with the University. Applications were reviewed by a committee consisting of Vice-Presidents and the Vice-Provost and chaired by the Provost, and then approved through the President's Strategic Advisory Committee. Proposals focused on one or more of the strategic imperatives within one of the following seven themes: i) Indigenous and Reconciliation; ii) Lifelong Learning; iii) Applied Research; iv) Equity, Diversity and Inclusion; v) Student Experience and Success; vi) Professional and Personal Development; and vii) Engagement with Community.

We are excited to showcase 18 of the initiatives completed so far and ask you to join us in congratulating Faculty, Staff, and Students on their successes.

The Showcase will encompass multiple events between March 1 - March 9, 2023. In person presentations will be held on the Abbotsford campus in room A225. To ensure the presentations are accessible to as many as possible, the presentations will be live-streamed in Chilliwack and a 2nd location on the Abbotsford campus. In addition, virtual links are also available for those who are not able to attend in person.

# Schedule of Events/Contents

## WEDNESDAY, MARCH 1<sup>ST</sup>

11 am – 3 pm	Clothing Exchange and Repair Fair (Evered Hall)	Stefania Pizzirani	P.4
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## THURSDAY, MARCH 2<sup>ND</sup>

11:45 am	Cowiyes/Xwithet! - Rise Up/Wake Up!	Lolehawk Laura Buker	P.5
12:20 pm	How Age-Friendly is UFV? An Evaluation of Current Gaps and Future Directions	Shelley Canning	P.6
12:45 pm	Enactus UFV AgroHired Project	Saeed Rahman	P.8

## MONDAY, MARCH 6<sup>TH</sup>

12:05 pm	Building Social-Emotional Resiliency (BSER) through Mindfulness in Key Organizations Serving At-Risk Population in the Eastern Fraser Valley	Seonaigh MacPherson	P.10
12:40 pm	Collaborative Land Use Planning Program Development	Cherie Enns	P.12

## TUESDAY, MARCH 7<sup>TH</sup>

11:45 am	Voices of Passion and Purpose: Inspiring Stories from the Field.	Kelly Guiaya	P.14
12:05 pm	Transitioning to a Successful Career Start: Creating a “Human Library” of CAS-registered Students’ Lived Experiences	Larissa Horne	P.15
12:25 pm	Biosensor and Automation Technology for Sheep and Goat Producers in the Fraser Valley: GAPS Analysis	Tadhg O’Leary	P.16
12:45 pm	Dismantling Settler-Colonialism Worldview in CE	Carolyn MacLaren	P.17
1:05 pm	Decolonizing and Indigenizing the Department of Adult Education: Learning to Walk	Chris Campbel	P.18

## WEDNESDAY, MARCH 8<sup>TH</sup>

11:45 am	Building Open Education Practices at UFV	Martin Warkentin	P.19
12:05 pm	Ítelstexw Te Shxwelí (Feeding the Soul) Honouring and Potlatch	Teresa Carlson	P.20
12:35 pm	Images of Newcoming	Amea Wilbur	P.22
12:55 pm	Precision Vegetable Garden Watering System	Lin Long	P.23
1:20 pm	Capturing and Valuing the Lived Experiences of Refugees in the Fraser Valley through Digital Storytelling	Geetanjali Gill	P.24

## THURSDAY, MARCH 9<sup>TH</sup>

11:35 am	Mathxwi Nation and UFV Teacher Education Department Curriculum Partnership	Vandy Britton	P.26
12:00 pm	Nursing Mentorship in Action	Lisa Almos	P.28

## ADDITIONAL INFORMATION

NA	The Creativity Lab for Climate Resilience	Anna Griffiths	P.30
NA	Trans People Welcome	Evan Taylor	P.31

# Clothing Exchange and Repair Fair

**Project Lead: Stefania Pizzirani**

The clothing industry is one of the greatest environmental challenges of our time. The rate of clothing production has doubled between 2000 and 2015, reaching over 100 billion units produced each year – resulting in a concept known as fast fashion. However, within 1-2 years, the majority of these clothes (73%) will be disposed of in landfills or incineration plants. To put this in perspective, at a global level it is estimated that one garbage truck of clothes (2,625 kgs) is burned or landfilled every second. In Canada, the amount of discarded clothing alone amounts to hundreds of thousands of tonnes each year. The reasons people throw away clothing – especially fast fashion clothing – is predominantly due to damage. A missing button or torn fabric is enough for the average consumer to justify disposal. Yet, a growing number of consumers would consider keeping damaged clothing if only they had the skill set to do the repair themselves.

Join us at the Clothes the Loop event on March 1st from 11am-3pm in Evered Hall to:

- Bring in your good-condition clothes that you no longer wear and freely exchange them with others
- Learn basic sewing and repair skills – you can even bring in your own items for repair!
- Try out stain removal techniques that help extend the life of your clothes
- Learn more about the challenges and opportunities of sustainable fashion

This event contributes to the United Nations Sustainable Development Goal 12 - Responsible Consumption and Production.

Note: the Clothes the Loop event will also have donated professional clothes for students to take home and start their "career closet", be ready for job interviews, etc.

**MARCH for Sustainability**

## CLOTHES THE LOOP: RENEW, REUSE, RESTYLE

**Date: March 1, 2023**  
**Time: 11am-3pm**  
**Campus: Abbotsford**  
**Room: Evered Hall**

**SDG ALIGNMENT**

<b>5</b> GENDER EQUALITY	<b>8</b> DECENT WORK AND ECONOMIC GROWTH
<b>10</b> REDUCED INEQUALITIES	<b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION

- Learn basic clothing repairs
- Take part in the everyday clothing exchange
- Grab something from our "Career Closet" for your next interview!
- Explore the Fibre Museum

**CLICK HERE TO REGISTER!**

THIS EVENT WAS MADE POSSIBLE THANKS TO:  
School of Land Use and Environmental Change	Living Learning Community		
Student Union Society	Centre for Experiential and Career Education		
English	Office of Sustainability	Student Life	Alumni





## Cowiyes/Xwithet! - Rise Up/Wake Up!

### Project Lead: Lolehawk Laura Buker

On September 29<sup>th</sup>, 2022, Chowiyes-Xwithet / Rise Up-Wake Up brought together the diversity of students, programs, faculty and staff at UFV.

The event, held at the Gathering Place on the Chilliwack campus, honoured the shxweli (“life spirit”) of children lost to residential schools, survivors, and their families, and is dedicated to reconciliation and revitalization of Halq’eméylem, the up-river dialect of the Stó:lō people.

Chowiyes-Xwithet / Rise Up-Wake Up! featured bilingual Good Medicine Songs, written in Halq’eméylem and English. The song lyrics are steeped in Sxwōxwiyám (“stories from the distant past”), and Sqwélqwel (“true family stories”). Good Medicine Songs create a unique cross-cultural space for people of all backgrounds to enjoy, learn and sing together in Halq’eméylem.

The centrepiece of Chowiyes-Xwithet / Rise Up-Wake Up! was a special ceremony that honours the importance of how baskets carry Stó:lō knowledge. Baskets are traditionally hung over the doorways and entrances of the places where the people live, learn and work.

The participation of everyone who attended gave “good heart, and good mind” to collectively celebrating something that touches us all: in this case, reconciliation.

# How Age-Friendly is UFV? An Evaluation of Current Gaps and Future Directions

**Project lead: Shelley Canning**

At UFV's Centre for Education and Research on Aging (CERA), we believe that the imperatives related to lifelong learning, and equity, diversity, and inclusion are well aligned with the global Age-Friendly University (AFU) movement. The AFU movement arose in response to understandings of both changing demographics and the potential positive role that universities might play. AFUs are guided by 10 overarching principles that recognize and support the needs of learners of all ages; that promote intergenerational learning; that support research promoting discourse around meeting the needs of older adults; and fully engage an ageing population in all aspects of the university.



With the support of the Strategic Imperatives Fund through the Provost's office, CERA faculty associates undertook an audit of UFV's age-friendliness to support an application for AFU status over the winter 2022 semester. This process began with seeking input from external community groups supporting life-long learning e.g., Mission Lifetime Learning and Chilliwack's Elder College, as well as internal UFV members.

Eight students from the various CERA member disciplines were hired as research assistants (RAs) to conduct an audit of both the external environment as well as UFV policies and programming. Student RA Cody Berends (Kinesiology grad 2022) conducted "walk-abouts" on all three main UFV campuses accompanied by local older adults from Mission, Chilliwack, and Abbotsford respectively. Age-friendliness was understood to be determined by the level of accessibility and inclusive infrastructure that would enable older adults to be part of the UFV community. The feedback and insights from the relevant target demographic, our walk-about volunteers, was invaluable.



Overall, the infrastructure of the three campuses were assessed as being accessible; however, some areas for improvement were highlighted that would make UFV more accessible to all students regardless of age and functional ability. The volunteers felt that both the Abbotsford and Chilliwack campuses would benefit from having additional handicap parking spots for students with mobility issues (common among older adults). Additionally, they felt that campus signage could be improved to make directions clearer.



Our audit of programming and policies highlighted strong support for life-long learning. Educational offerings at UFV include a range of disciplinary and professional programming options, focused primarily at the undergraduate level. The average age of UFV graduates is 25 years reflecting a significant number of older students. The number of students who delay entry to UFV for 7 years or longer is comparable to the number of students who enter directly following high school graduation. Student graduation data highlights UFV programming and credentials that attract larger numbers of mature students. For example, our Continuing Education department offers a wide range of credentials including six-month certificates, diplomas, and some laddering opportunities.



A report detailing the results of the audit of UFV's age-friendliness was submitted to UFV's President and Provost to support UFV's application for AFU status; UFV was officially granted AFU status in August 2022, the first AFU in British Columbia and 10th AFU in Canada. Having spearheaded this initiative, CERA faculty associates continue to champion the principles of AFUs. A recent initiative has been the purchase of a "trishaw" with support from the Research Office. UFV Kinesiology students are initiating a programme for students to take older adults for rides along the river trails at the Chilliwack campus providing rich intergenerational opportunities for meaningful engagement.

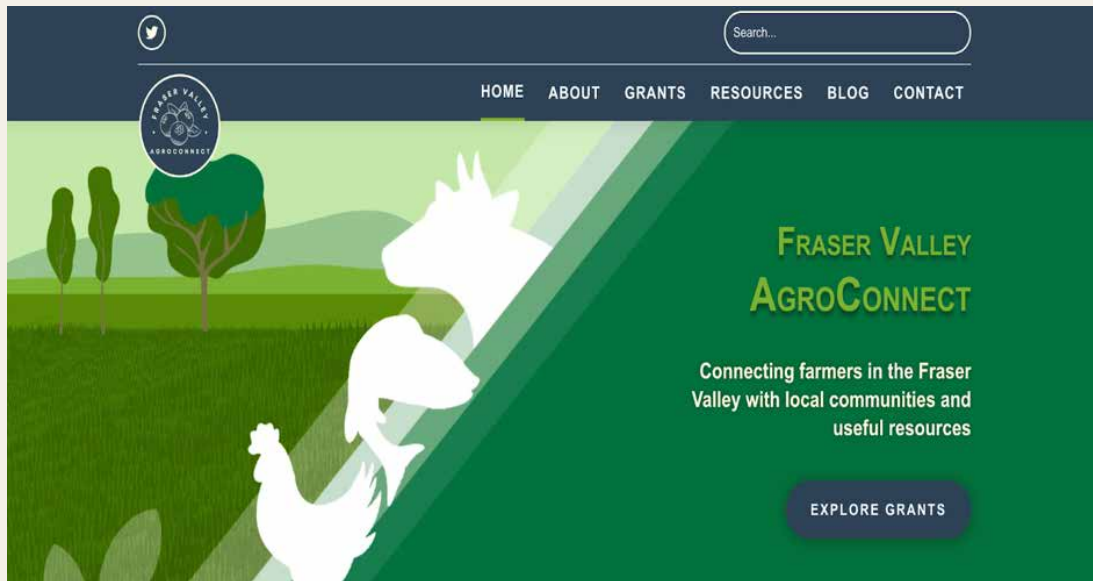
As we move into 2023, CERA is forming a steering committee with membership from both UFV's internal and external communities to inform our next steps. Areas to target will include: creating more educational programming related to "ageing"; building communication and outreach with older adults in our neighbouring communities through inclusion in events, intergenerational activities, and research; and ensuring accessibility to ensure people of all ages and abilities are able to access and be welcomed at UFV.

CERA members thank the Provost's office for supporting our efforts for UFV to join the global AFU network. We look forward to next steps as an AFU.

**67% of projects  
will continue  
after SIF funds  
are spent.**

# Enactus UFV AgroHired Project

**Project lead: Saeed Rahman**



In December 2022, Enactus University of the Fraser Valley successfully launched its Fraser Valley AgroConnect project, a free web-based interactive platform that aims to support local farmers in three areas: resource and information gathering, business management, and labor recruitment. The resources on our website hopefully will save local farmers valuable time spent searching online and provide relevant resources that can help with their business operation and management. Fraser Valley AgroConnect is a free to access online website where farmers can find information on various government resources including grants and other benefits. The grants section of the website is divided into three parts: grants, benefits, and Indigenous grants. The website also includes a variety of resources for farmers such as information on special insurance rates and benefits of joining the BC Agriculture Council

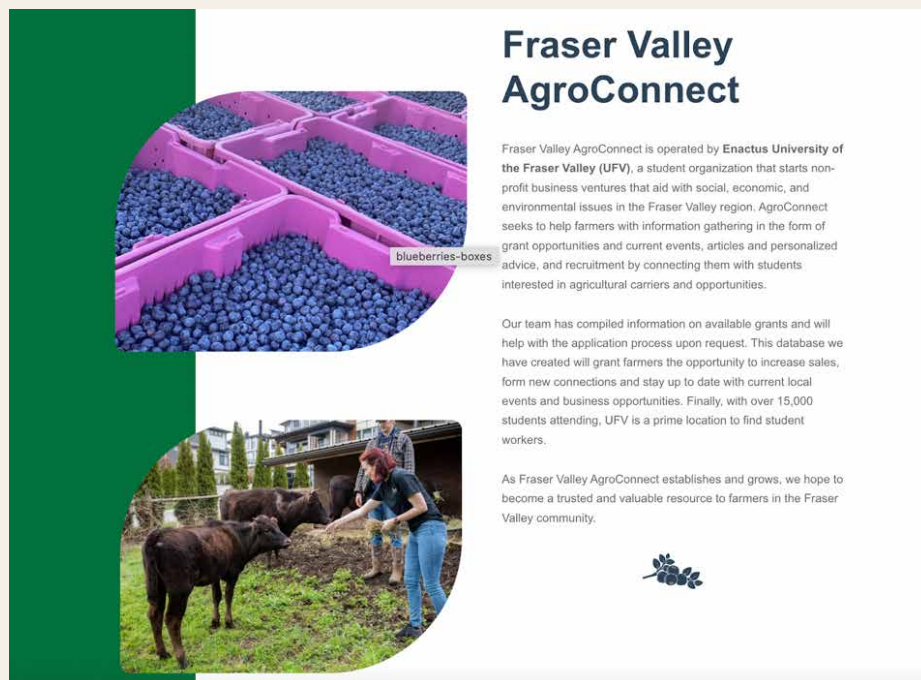
We have also created an industry advisory board that includes local agri-food entrepreneurs and field experts. With guidance from the board, our project management team regularly updates and revises the resources or services offered. We also plan to bridge the gap between labor shortage in the agricultural industry by employing youth. Information about the Youth Employment and Skills Programs will be available on the website to inform farm owners of a program that employ students and covers a wage subsidy of 50% of their wages for an amount of up to \$14,000. Another plan we have discussed for the AgroConnect platform is to introduce a section where farmers are able to make posts for old equipment they are looking to sell or rent to other farmers. This would not only allow farmers to formulate new relationships but have a common area where they can come together to support their community. Our goal with this initiative would be to act



as an affiliate marketer as our platform will promote farmers' equipment. Farmers will pay a fee to list their item on our website, and other farmers will be able to either bid or outright purchase the desired item.

Further, we would like to potentially allow farmers to make posts about seasonal products they have on offer. For example, pumpkins during the fall season. We would collaborate with local farmers and make event posts of local pumpkin patches in the Fraser Valley region to promote their business. We also thought of harvesting the pumpkin seeds from pumpkins that are "bad", in order to reduce waste and turn it into something we can sell as partners. Lastly, there is also interest in creating star listings for job postings put up by farmers. Star listings are essentially listings that would be pinned at the top of the job board on our AgroConnect website and would showcase featured advertisements for farmers looking for labor. This will aid farmers in being able to recruit more labor while also having the option to pay for 'Star Listings.'

Going forward in the future, we have a plan to collaborate with local farmers to produce blueberry jam from berries that are not fit to sell or take to the canneries. For example, during the heatwave in 2022 farmers were unable to take a substantial amount of their berries to the canneries because the berries had started bruising within a day. These blueberries are still fit to consume if heated or used for other processes such as jam making but they are often thrown away by farmers because they do not have time to make the jam by hand. This is where AgroConnect will come in and headline this sustainability driven initiative by connecting with manufacturers/ kitchens that can help produce the blueberry jam. This will help reduce the blueberries wasted or thrown away each season while simultaneously generating a new income stream for both our farmers and the AgroConnect initiative.




## Fraser Valley AgroConnect

Fraser Valley AgroConnect is operated by **Enactus University of the Fraser Valley (UFV)**, a student organization that starts non-profit business ventures that aid with social, economic, and environmental issues in the Fraser Valley region. AgroConnect seeks to help farmers with information gathering in the form of grant opportunities and current events, articles and personalized advice, and recruitment by connecting them with students interested in agricultural careers and opportunities.

Our team has compiled information on available grants and will help with the application process upon request. This database we have created will grant farmers the opportunity to increase sales, form new connections and stay up to date with current local events and business opportunities. Finally, with over 15,000 students attending, UFV is a prime location to find student workers.

As Fraser Valley AgroConnect establishes and grows, we hope to become a trusted and valuable resource to farmers in the Fraser Valley community.



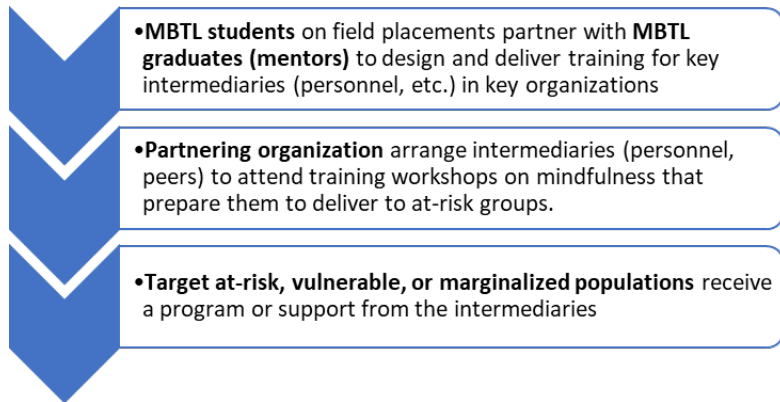
# Building Social-Emotional Resiliency (BSER) through Mindfulness in Key Organizations Serving At-Risk Populations in the Eastern Fraser Valley

**Project lead: Seonaigh MacPherson**

This project partnered UFV graduate students in the Mindfulness-Based Teaching and Learning (MBTL) program in 2021-2022 with MBTL graduate mentors from previous cohorts during field experiences with five key agencies in the eastern Fraser Valley. The intention was to make mindfulness more accessible to vulnerable and marginalized communities that might otherwise not benefit from mindfulness training and education. Also, it provided the MBTL students experience in teaching trauma-informed practices in mindfulness.

Mindfulness is an evidence-based practice used in social-emotional learning (SEL) programs for people of all ages, from young children to teens to adults and elders. In this project, we applied a trickle-down model

to enhance the social transformative potential of mindfulness by supporting its development within key local and community organizations and institutions. Accordingly, the project embodied the new strategic plan for UFV to serve as a House of Transformation. The five placement and project sites were as follows:



MCFD-Chilliwack School Division - Two MBTL graduate students designed and delivered a 12-hour mindfulness program to secondary students who were enrolled in a work experience program with the Chilliwack School Division. The high school students then went into local childcare centres and provided mindfulness activities for preschoolers, including at-risk children. (MCFD; Chilliwack School Division)

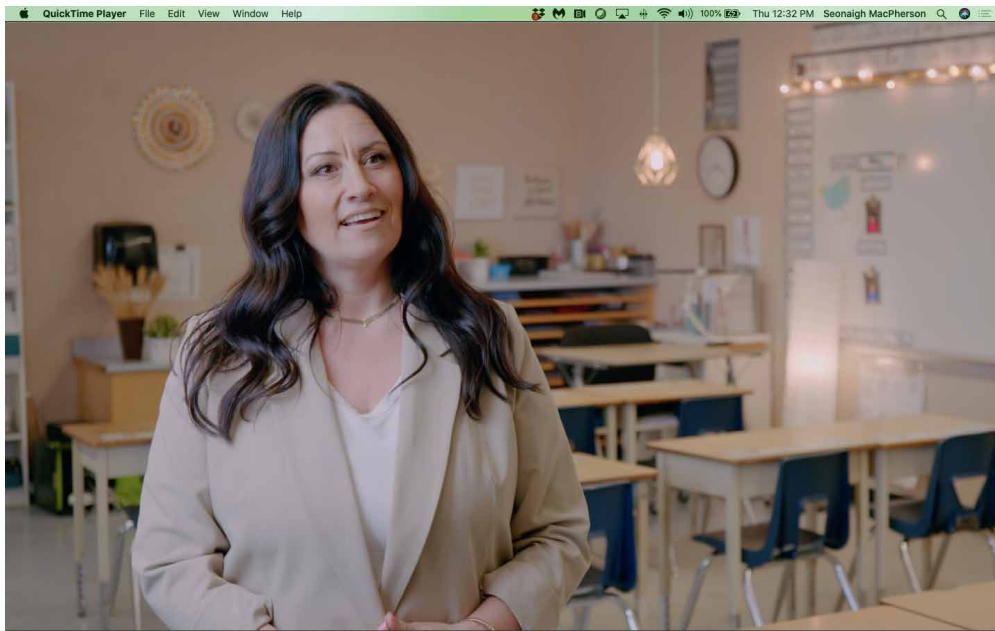
Abbotsford School Division - An MBTL student delivered a combined mindfulness and SEL program to a diverse grade 7 class in a local high school as part of a peer-support initiative. The high school was recovering from traumatic violence. (Abbotsford School Division)

UFV Counselling and Student Wellness - Two MBTL students delivered a mindfulness program they designed to university students who were peer-mentors in a new university student wellness initiative. (UFV Counselling and Student Wellness)

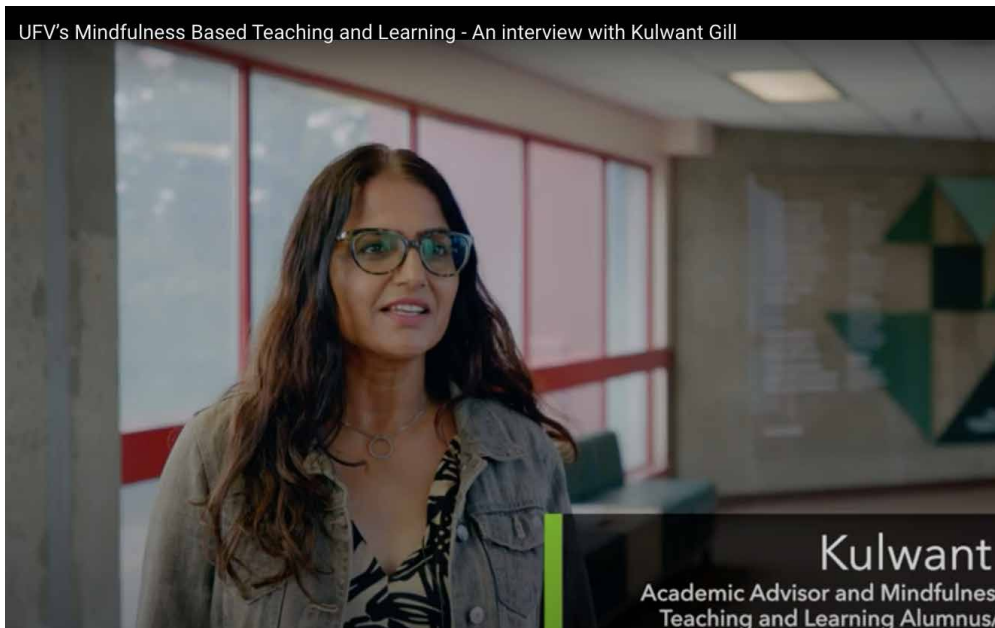
Stó:lō First Nations - Two Indigenous MBTL graduate students designed and delivered an integrated mindfulness and traditional Indigenous healing program to members of the Skwah

First Nation, a Stó:lō community in Chilliwack. (Skwah First Nation; Chilliwack Division of Family Practice)

Hope and Area Transition Society - Two MBTL graduate students delivered an 8-week MBSR program with an added SEL component to counsellors and frontline workers serving homeless and at-risk people in Hope, BC. (Hope and Area Transition Society)



*Jodie Dueck, a grade 2 teacher with the Abbotsford School Division and an MBTL graduate mentor on the MCFD-Chilliwack School Division site. Visit: [ufv.ca/mbtl/student-testimonials](https://ufv.ca/mbtl/student-testimonials)*



*Kulwant Gill, an Academic Advisor at UFV and an MBTL graduate mentor on the UFV Counselling and Student Wellness site. Visit: [ufv.ca/mbtl/student-testimonials](https://ufv.ca/mbtl/student-testimonials)*



## Collaborative Land Use Planning Program Development

### **Project Lead: Cherie Enns**

The planning and design of space is a colonial tool that reflects Eurocentric and Western methods, prioritizes the voices of non-Indigenous planners, and reinstates the exclusion and marginalization of Indigenous peoples. The creation of space is dominated by colonial thought systems, resulting in the increased use of privatization, harm to the environment, and a lack of sustainable communal planning.

In alignment with the United Nations Declaration for the Rights of Indigenous Peoples, the Truth and Reconciliation Commission and Sustainable Development Goal 11, it is necessary that regional and community planning be rethought to ensure self-determination and sustainability and stewardship of lands. Decolonizing urban planning methodologies can help solve the incompetencies of mainstream planning, such as its lack of cultural competency, lack of contextual understanding and colonial foundation. Decolonial theory questions and seeks to deconstruct colonial thought systems and is used by the formally colonized to bring enlightenment and remove the colonial implant marked on land, institutions, systems, and research processes.

The literature surrounding decolonizing planning calls for a localized approach. Utilizing Indigenous traditional planning methods necessitates local Indigenous peoples' leadership, ongoing knowledge exchange, and knowledge translation on ways forward to policymakers, planners, and decision-makers. Similar to the United Nations Declaration on the Rights of Indigenous Peoples, this work has global relevance and, therefore, should incorporate knowledge exchanges between Indigenous peoples globally to engage in promising practices and build a global community committed to Indigenous-led decolonized planning.

Through support from the Strategic Initiative, The University of the Fraser Valley launched a successful proposal for a new degree in planning (Bachelor of Regional at Community Planning-BRCP). Provincial oversight determined that indigenous support for this new degree is a model for all new programs to follow.



With Indigenous leadership including student research support, the completed activities included the following:

1. A literature review drawing on domestic and international contexts on decolonizing planning from primarily Indigenous scholars.
2. A scan of indigenous planning programs and courses in Canada.
3. Letters of support from Indigenous Leaders for the new Bachelor of Regional and Community Planning
4. Submission and approval of a concept for a new position at UFV -Indigenous Planning in Residence
5. A draft proposal for further funding is in process. We hope to access the funds not spent for an event bringing Indigenous Leaders and planners together to discuss best how to teach urban planning in a decolonized context.
6. We are proposing an Event that engages Indigenous leaders and planners from the Fraser Valley and East Africa to share conceptualizations of space and land stewardship, what decolonized planning means to them, and how it can be actionable as a planning and policy approach.
7. Knowledge mobilization outputs based on these conversations include films and blogs for policymakers and planners on how to engage with decolonial planning in the Fraser Valley and promising practices. (For example, a short, animated film detailing a vision for planning a decolonized world.)



In conclusion, our vision is to develop and design the BRCP with insights from events that convene Indigenous leaders, policymakers, and planners domestically and internationally to share the knowledge, stories, and promising practices for decolonizing planning in the Fraser Valley and beyond.

# Voices of Passion and Purpose: Inspiring Stories from the Field Summary Report

**Project lead: Kelly Guiaya**

The School of Social Work and Human Services' Field Team provided its students a three-part speaker series called Voices of Passion and Purpose: Inspiring Stories from the Field, highlighting the innovative and challenging work being done by practitioners, and people with lived experience, in the areas of Indigenous Practice, The Toxic Drug Supply Crisis, and Sexual and Gender Diversity. These sessions were hosted virtually, from 9am-noon, on November 26, 2021, March 24, 2022, and September 16, 2022. By inviting representatives from key community agencies that work in these areas we were able to provide our field partners a platform to share the work they are doing, raise awareness of key social justice issues affecting the populations they serve, and offer examples of best practices. Many of the agencies that presented often host practicum placements for our students and others became interested in exploring practicum opportunities for our students within their organizations afterwards. As a result of attending these sessions, students became interested in areas of Social Work and Human Services practice that they had not considered prior, leading to new practicum placements being established.

This project equipped students with new knowledge and skills to use when working with vulnerable and marginalized groups. Pre- and post-session surveys collected from attendees to measure their knowledge on the three practice areas showed that students' understanding of the topics and confidence to serve others in the various fields of practice increased after taking part in the sessions. Panel presenters were also asked to complete post-session surveys and their feedback about their participation was positive and meaningful. This project provided a venue for Indigenous practitioners, people with lived experience of substance misuse, and members of the 2SLGBTQ+ community from diverse cultural backgrounds to share lessons and tools with our students that they can use when in the field. It even empowered many of our current students, alumni, faculty, and staff to ask tough questions and share their own personal stories and highlights from their professional practice and/or lived experience.

Voices of Passion and Purpose: Inspiring Stories from the Field was categorized under the Equity Diversity and Inclusion (EDI) strategic theme; however, it touched on numerous themes given the varied nature of each of the sessions offered. These include Indigenization and Reconciliation, Engagement with Community, Student Experience and Success, and Personal and Professional Development.

We are grateful to the community agencies, Elder, and people with lived experience, who agreed to be a part of this initiative. Voices of Passion and Purpose: Inspiring Stories from the Field would not have been possible, or even as impactful, without their presence and generosity in sharing their wisdom and experience with those in attendance.

## Session #1: Indigenous Practice Friday November 26<sup>th</sup>, 2021



## Session #2: The Toxic Drug Supply Crisis Thursday March 24<sup>th</sup>, 2022



## Session #3: 2SLGBTQ+ and Gender Diversity Friday September 16, 2022



# Transitioning to a Successful Career Start: Creating a “Human Library” of CAS-registered Students’ Lived Experiences

## Project Lead: Larissa Horne

This project focused on understanding the lived experiences of CAS-registered UFV students, or students with disabilities, as they begin transitioning into their careers. Using survey, focus group, and interview methods, the project revealed barriers that many UFV students with disabilities encounter both within their studies and as they enter the workforce. The “Human Library” component utilizes storytelling, centering participant voices to help minimize stigma and isolation, and to increase awareness of these and other challenges for UFV support units, potential employers, and allies. To this end, participant insights have been translated into recommendations for student, educator, and employer audiences, as well as content for workshops aimed at promoting community and equity across learning and workplace environments. Research team: Larissa Horne, Jenna Kerr, Cole Lindenbach, Karla Olson.

For the workshops’ information and resources based on this project’s outcomes please contact Larissa Horne at [larissa.horne@ufv.ca](mailto:larissa.horne@ufv.ca)

## Transitioning to a Successful Career Start

A “Human Library” of the CAS-registered students’ lived experiences

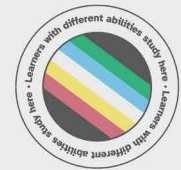


### What did the participation in this project mean to you?

This project changed my mindset about how I view disability. Prior to meeting Cole and the team, I had always viewed it as a negative part of me and a challenge to overcome in seeking employment. The shift happened when we were asked how we use the strengths we have developed over time due to our disability. It was a lifechanging question because I had never considered the qualities, I gained from advocating for myself, such as: resilience, persistence, openminded, willingness to try new things, and laser focus. When I re-wrote my resume, I updated my skills to reflect these mentioned qualities.

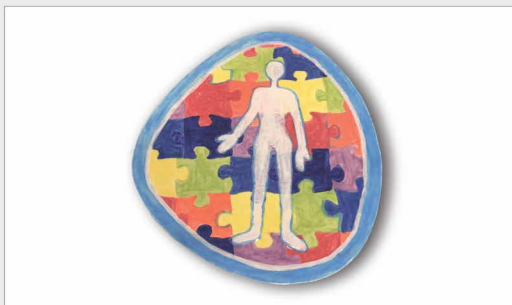
My perception of disability changed when I realized that instead of focusing on the loss that has come from losing a job due to a disability, I would focus on the type of companies I would apply at. I then found that many companies are willing to hire people with disabilities and value diversity. Moving forward, I don't feel that I need to hide from having a disability, and I am beginning to embrace the different ways that I can contribute to the right organization and have a meaningful career.

By Gina Johnson  
BSW Student



## Transitioning to a Successful Career Start

A “Human Library” of the CAS-registered students’ lived experiences



### What does dismantling barriers to meaningful employment for Persons With Disabilities look like to you?

Even though there is a disability (disabilities), those disabilities do not define the individual. True, they can be seen in some areas of life and other times not at all. That does not make a person useless it just means they have a unique perspective towards life.

Denise  
2nd year UFV student



I'm labeled disabled, but what does that mean?  
For people like me with issues unseen,  
I'm labeled disabled, in more than one way,  
does anyone know? that's hard to say,  
Do I look disabled? not most of the time.  
But am I disabled, it's why I'm behind.  
I long to feel normal, but can only pretend.  
I'll always be different right to the end.  
I can't explain it, so you'd understand,  
You'd have to live it, and feel it firsthand.  
I accept I am different and you must too,  
anything else is simply untrue.  
It has other labels, bipolar for one,  
or manic depressive, I've just begun.  
Sometimes a person can have more than one.  
I live with several, and life is no fun.  
Things are now better than they were before,  
people don't whisper or laugh anymore.  
Still far from perfect, at least people try,  
understanding sometimes I just need to cry.  
From chronic issues, like pain and frustration,  
constant reminders of my situation.  
So let me leave you with this final thought,  
if you think you're like me? be thankful you're not!

By Dr. Donald Lester Ph.D.



# Biosensor and Automation Technology for Sheep and Goat Producers in the Fraser Valley: GAPS Analysis

## Project Lead: Tadhg O'Leary

Loreal Klassen student researcher, Dr. Renee Prasad Agriculture Technology, Dr. Tadhg O' Leary (Assistant Professor) - Agriculture Technology

Dr. Lin Long (Associate Professor) - Physics, Avner Bachar (Associate Professor) - Automation and Robotics, Dr. Tadhg O'Leary (Assistant Professor) - Agriculture Technology

## Project Background

In the Fraser Valley, producers of sheep and goats may not have the same access to these technology innovations because local suppliers are focused on dairy and poultry. The nature of sheep and goat manure is quite different from dairy manure so even simple technologies such as a manure scraper can't be easily modified for a smaller sheep or goat barn. Calving sensors are based on the specific movements of a cow's tail prior to labour; kidding and lambing sensors would need to be modified accordingly.

## Project aim

The purpose of our project was conducting a GAPS analysis to quantify the level of technology use in sheep and goat operations, what tools growers would like have access to, and the niche that UFV could fill developing in-house sensors and robotics for beef, sheep, and goat producers.

## Methods

A survey of 19 questions was developed to explore the subject including questions related to flock/herd size, animal care tasks, the current availability of internet connection on sheep and goat farms, and perceived technology deficits in their Sheep and Goat farms. Sheep and Goat farmers from the Fraser Valley area were approached and invited to be part of the study. The survey results were collated and analysed.




## Results

Seventeen farmers responded to the questionnaire. The average herd/flock size was between 20 and 50 head. At this time there was no remote monitoring. No artificial insemination was used in the sample surveyed. Participants indicated the following 79% would use a lambing/ kidding alert sensor - 29% would use a feed intake sensor if one existed. Half of the participants would consider using an automatic feed. 29% would like to have a tool that could detect animals in heat with a similar number wishing to use electronic collars. 43% would like to use a remote monitoring device. Only 1% would use a mobile heating station for animals while 43% would use a mobile cooling station and 14% would utilise automatic manure removal equipment.

## Conclusion

Kidding/lambing alert sensors and automatic feeding systems were the identified as an area of interest for the sample of farmers surveyed. This is an area that warrants further investigation.





14 of 18 projects  
aligned with  
Engagement  
with Community

## Dismantling Settler-Colonialism Worldview in CE

### Project Lead: Carolyn MacLaren

In the spring of 2021, CE conversations centred on the distinction between decolonizing and indigenizing our work. We wondered if perhaps a gap in this understanding might be preventing others from their initial engagement with decolonizing their work. We then began to conceptualize the type of workshop we would facilitate if we had the resources. The workshop materials we looked at were informed by peer-reviewed, scholarly articles located within most university research databases. We wanted to reflect the work higher education scholars, including many who are Indigenous, were and are doing within the very same type of institutions in which this workshop was situated. We also enjoyed the irony of using Western research articles to drive the train through the colonial structure we were and are so deeply involved within.

This intentional disruption of the dominant worldview informed much of the workshop with topics that related to terms, words, and discourse moves settlers would use to establish dominance or negate responsibility; examining worldviews and unsettling pedagogy – challenging the myths of the benevolent peacemaker, biases, and other stereotypes settlers hold regarding themselves; and confronting barriers to Indigenous-Settler solidarity. The second half of the workshop focused on creating a community of practice; analyzing our policies and procedures to identify ‘hidden’ settler-colonialism components, and then applying a decolonized lens to these policies, lessons, and other work product within our institution one step at a time.

We concluded the workshop by looking at how to pull these teachings together for practice in everyday awareness as well as the next steps into the future. The desire to decolonize our hearts, our minds, and our practices is what brought us all together. We knew going into this workshop that many we invited to this pilot workshop were already on varying points in this journey. Perhaps some were moving along well, and others required a few signposts to assist them in their voyage. We know there is so much more to learn, both in facilitating a workshop of this kind, and in the decolonizing work we continue to do, and to this we say, good.



Over 2,500  
individuals were  
directly impacted  
by the SIF projects

## Decolonizing and Indigenizing the Department of Adult Education: Learning to Walk

**Project lead: Chris Campbell, Amea Wilbur, Marlene Atleo**

This session focuses on SIF grant supported work (Decolonizing and Indigenizing Adult Education) that involved i) building shared personal and professional understandings among staff and faculty through San'yas Indigenous Cultural Safety Training and ii) pursuing curricular change. Specifically, this short presentation focuses on the department's approach to curricular change.

The TRC provides action themes for the learning goals of a course that seeks to acknowledge the "two row wampum" nature of moving between Indigenous and non-Indigenous perspectives in Canadian experience of education. A Storywork (Archibald, 1997, 2008; Atleo, 2001) approach was used to develop nested assignments to permit a depth of legitimating insight into Indigenous worldviews for mainly college level instructors while meeting course content requirements of adult education by/for/about Indigenous Canadians. Post-secondary instruction will continue to be delivered by non-Indigenous instructors who need in depth understanding of the construction of the worldviews of their Indigenous students across Western Canada to be able provide equities through transparent, overt pedagogical strategies.

# Building Open Education Practices at UFV

## Project Leads: Martin Warkentin and Claire Hay

In this project, an Open Education Micro Grant Program (OEMGP) was created to support small-scale open education practices and drive active, sustained, and prominent faculty and student involvement in this work at UFV. The funds were used to hire Open Education Student Assistants to directly participate in a faculty project under the guidance of the faculty lead. By supporting faculty initiatives according to their specific need and providing students with direct experiential learning, the OEMGP expanded capacity in open educational practices at UFV and contributed to the continuing growth of an open education culture.

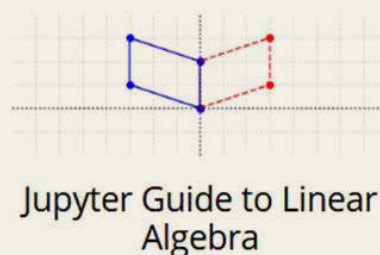
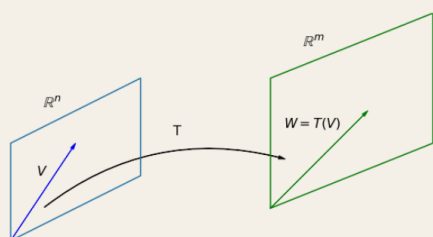
Highlighted Faculty Project: Jupyter Guide to Linear Algebra

Faculty: Ben Vanderlei, Mathematics and Statistics

Students: Cole Giesbrecht and Mehak Narang

Ben Vanderlei first created the Jupyter Guide to Linear Algebra as a sabbatical project, intending it as an open educational resource for an introductory Linear Algebra course. It was built using Project Jupyter, a non-profit, open-source project supporting interactive data science and scientific computing across all programming languages (<https://jupyter.org>). The OEMGP provided funds to hire two students, Cole Giesbrecht and Mehak Narang, to create additional exercises within the Jupyter Guide to Linear Algebra. Unlike static web resources, users of this resource can interact with this platform by executing Python code to carry out their own computations and experiment with mathematical concepts. As part of the interaction, the contents of each section can be downloaded directly from the site as a PDF document or as Jupyter notebook. The complete contents are publicly available in a GitHub repository (<https://bvanderlei.github.io/jupyter-guide-to-linear-algebra/>).

Under the guidance of Ben, Cole and Mehak contributed immensely to the expansion of the Jupyter Guide to Linear Algebra. There was also an ongoing effort by this team to ensure that solutions were correct, consistent, and self-contained. The project resulted in the creation of nearly 120 new exercises, spanning the 30 sections in the resource. The exercises ranged from



simple mechanical exercises and programming exercises to more difficult problems that require effort. Three of the exercises in the applications sections made use of real-world data sourced by one of the students. Both students were very creative in the generation of quality exercise sets, and their effort to keep the formatting and notation consistent should also be recognized. Because the platform allows for direct access to computation, the exercises were focused on making use of that computation and are thus a bit different than those that might be found in traditional textbooks. Additionally, Cole and Mehak also contributed short sections of content where gaps were identified, corrected editorial errors and inconsistencies in the existing content, and wrote detailed solutions to all exercises created.

# Ítelstexw Te Shxwelí (Feeding the Soul) Honouring and Potlatch

**Project Lead: Teresa Carlson**

The Ítelstexw Te Shxwelí (Feeding the Soul) Honouring and Potlatch was the culmination of a community-engaged research project that resulted in the living, ever-evolving Ítelstexw Te Shxwelí (Feeding the Soul) website ([www.stolofoodways.com](http://www.stolofoodways.com)). The Honouring, which took place on June 4th, was held at the Coqualeetza Longhouse on the Stó:lō Nation Grounds in Sardis, and was attended by almost 150 people – both xwélmexw (Indigenous) and xwelítem (non-Indigenous). To start the event, attendees partook in a feast consisting of traditional and contemporary Stó:lō foods, thereby experiencing the results of the Ítelstexw Te Shxwelí project in tangible form.



Of the twenty knowledge keepers from throughout Stó:lō Téméxw who collaborated with curator, Teresa Carlson, on the project, seventeen were able to attend: Klale (Carol Peters), Ember Peters, Sxelches (Kevin Garner), Náxáxalhts'i (Sonny McHalsie), St'wex:we (Sue Harris), Mimoqw (Deanna McIntyre), Kepkwoyalot (Brooklynn Fisher), Taylen Jimmie Giroux, Brianna Giroux, Swiyometel (Dominic Fisher), Kwilosintun (Kelsey Ned), Siyatlestel (Louis Julian), Kwilosintun (Murray Ned), Siyolwelh (Marcie Peters), Mimoqw (Birdie Garner), Siyosemot (Maggie Pettis), and Kasey Chapman. These individuals were escorted out in front of the Stó:lō and UFV communities, covered with blankets, and then honoured in the traditional way by drummers and singers.





The “work” was carried out by “family” members that included UFV faculty, administrators and staff (Dr. James Mandigo, Dr. Peter Geller, Dr. Garry Fehr, Dr. Evan Bowness, Elder in Residence, Nancy Pennier, Dr. Renée Prasad, Kelly Tracy, Elicia Tournier, Teresa Carlson, and student, Desiré Amouzou). “Witnesses,” including UFV President and Vice-Chancellor, Dr. Joanne McLean, Xwiyolemtel (Grand Chief Clarence “Kat” Pennier), Chief Jim Harris, Siyamiya (Dianna Kay), Iwesli:lt (Dr. Strang Burton, Simon Fraser University), and Amber Kostuchenko (Stó:lō Research and Resource Management Centre Manager), gave thoughtful reflections on the event that spoke to the respectful relationships that have developed between UFV and Stó:lō knowledge keepers. All the speakers emphasized the importance of this kind of research engagement in building partnerships between UFV and the various Stó:lō communities. The honouring finished with a potlatch, where gifts of traditional teas, salves, and plants contributed by UFV’s Agriculture technology were distributed.

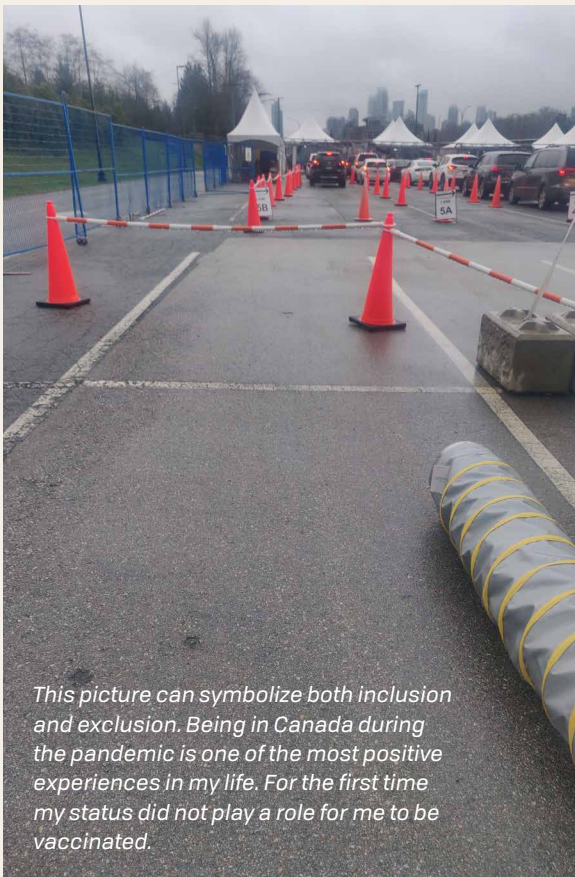


Honouring is an important aspect of Stó:lō culture, and carrying out this event in a traditional manner that was sponsored by UFV was a way to meaningfully contribute to building trust and strengthening relationships. The Honouring marked an ending with the launch of the Ítelstexw Te Shwelí website project, but the conversations about decolonisation and reconciliation that were triggered, and the contacts that were made at the event, have led to further projects and a continuation of Stó:lō support for the implementation of UFV’s Integrated Strategic Plan. The Honouring was also a chance to demonstrate how Stó:lō traditions and customs are being strengthened and revitalized, and to model respectful ways for members of settler society to contribute to that process.

## Images of Newcoming

### Project lead: Amea Wilbur

Faculty at UFV Amea Wilbur, Brianna Strumm and Tanis Sawkins led a community arts-based research project with migrant women. Migrant women often lack opportunities to meaningfully engage in determining the policies and practices that govern their settlement processes to establish new lives. For this research project, the research team worked alongside newcomer women populations who reside in the Lower Mainland, live with disabilities, experience poverty, and have lower levels of English language and literacy, including digital literacy. The primary objective of this research was to bring a group of local newcomer women together, and to have them take photos that express their perceptions of both belonging and exclusion.



These photos stimulated a dialogue and a unique understanding of what it means to be a newcomer woman locally as well as comparatively across two unique settlement contexts – the Greater Vancouver (particularly the Fraser Valley) region and Northern Ireland. In parallel to this initiative, a similar research approach using photovoice and migrant women likewise explores lived experience of belonging and exclusion in Northern Ireland. This corresponding initiative was being was by a team of university researchers in Belfast. This overall collaborative project aims to open dialogue, compare experiences, and share information locally and internationally about women’s experiences with both belonging and exclusion. This project is unique for its focus on newcomer women, as well as for its international, collaborative, community-based and participatory approach using arts-based research. The project team in Canada conducted an evaluation with participants, research assistants and our community partners.

You will find a link to the project <https://www.qub.ac.uk/sites/photovoice/>. They also held an exhibit at the UFV S’ELIYEMETAXWTEXW Gallery and Vancouver Community College where policy makers, community members, academics and community organizations came together to celebrate the project and showcase the photos and women involved. We had two refugee women speak about their involvement with the project. This traveling exhibition was supported by the SIF Grant.

# Precision Vegetable Garden Watering System

**Project lead: Lin Long**



Due to drought, flooding, and extreme weather caused by climate change, food supply shortage and soaring food prices have become a serious issue globally. More and more people have started to grow vegetables in their backyard. Along with the joy of growing one's own vegetables, watering the plants during the dry and hot summer is tedious and time consuming. There are commercial automatic irrigation systems on the market, but they can't differentiate the watering needs for different plants. With the funding from SIF, Dr. Lin Long and four of her students, along with two other co-supervisors (Dr. Renee Prasad, John English), were able to design, prototype, and test a precision vegetable garden watering system.

This system is able to detect the soil moisture level around the plants by using moisture sensors and automatically water individual plants or same type of plants depending on the sensor data. Depending on the individual plant's need, it can be customized when to water and how long to water. The data can be displayed and stored for further analysis or watering adjustments.

This project fits the Strategic Imperative Theme of "Applied Research" and has positive impact on the KPIs.



## Engaging learners

Four students (Halen Davies, Gary Boy Galicia, Jose A.K. Toffoli, and Josue Gourde) taking the Physics major and Engineering Physics diploma (in Mechatronics) participated in this project. We have collaborated with the Agriculture department (Dr. Renee Prasad provided her expertise on plants and offered the students access to the greenhouse, the Welding department (Matt Olafson and Maciej Kaczor provided supervision on parts fabrication), and the Technology department (Randy Kelly offered the use of the Digital Manufacturing lab for prototyping/testing). cooling station and 14% would utilise automatic manure removal equipment



## Transforming lives

In this project, the four students have learned and conducted control system design and programming, electrical design, and mechanical design/fabrication/assembly. They have improved their troubleshooting/problem solving and hands-on skills, and gained valuable experiential learning experience. One student has been accepted into a master's degree program by the University of Alberta and the University of Waterloo. One student is currently pursuing a 2nd degree in Computing Science in UFV. One student is in the process of applying for a master's degree in several universities. The last student is currently working part-time in a local industry while completing his physics major.

## Building community

This system will be installed and tested in a local hobby vegetable garden this summer. It can be potentially used by more vegetable growers in the community.



# Capturing and Valuing the Lived Experiences of Refugees in the Fraser Valley through Digital Storytelling

## Project Lead: Geetanjali Gill

Digital storytelling workshops were held with refugee and newcomer youth through Archway Community Services on March 14, March 21, and September 15, 2022. Dr. Geetanjali Gill (UFV) and an external Facilitator, Shanga Karim, worked with 17 refugee and newcomer youth to encourage them to write their personal stories of journey and integration in the Fraser Valley during the workshops, as well as during regular mentorship activities. Archway staff received training on how to carry out digital storytelling activities. Shanga Karim and several student RAs developed resource materials on personal storytelling, and transforming stories into a digital format. By the end of the project in Sept. 2022, Archway and other community members had reached out to request for us to continue working with these youth, as well as additional newcomers in the Fraser Valley. There are also plans to carry out similar workshops with international students at UFV.

This project has shown that diverse community members - including those who may be marginalized - have an interest and motivation to tell their stories, and to share their stories in safe spaces. Archway and other community partners are interested to use these methods and approaches to better understand the experiences of their members and participants.

**STORYTELLING WORKSHOPS**  
FOR NEWCOMER YOUTH & SENIORS  
WITH SHANGA KARIM

Shanga Karim, a writer and Vancouver local coordinator for the Shoe Project, will mentor participants.

Gain skills and confidence to speak and write about your own experiences and stories.

Learn how to share your stories orally, and in written and digital forms.

\$150 honorariums given at completion.

**SESSION 1**  
MONDAY  
MARCH 14 2022  
12.30 - 4.00 PM

**SESSION 2**  
MONDAY  
MARCH 21 2022  
12.30 - 4.00 PM  
In-person at Archway

Contact Coby Piazza, Coordinator,  
Immigrant Youth Services,  
coby.piazza@archway.ca, to register

**Archway**  
Community Services

UNIVERSITY OF THE FRASER VALLEY  
RACIAL AND BELONGING CENTER



## About our Facilitator



Shanga Karim has a BA in Media Studies. She was a journalist, activist, and editor-in-chief for a women's rights newspaper in Kurdistan. Arriving in Abbotsford, BC, in 2015 with her family, Shanga participated in 'The Shoe Project' writing workshop and wrote her own story, which she has performed at three different universities and at events. One of her stories has been selected as a best to be published by The Vancouver Writers Fest, and she was recently awarded the Renate Shearer Award for human rights work by the United Nations Association of Canada (BC Lower Mainland branch).

Shanga has been a member of several research teams, carrying out projects with refugees and newcomers in BC. She has also been invited to speak at several conferences and events organized by refugee resettlement organizations, and she is the Vancouver coordinator of the Shoe Project: <https://theshoeproject.online/about-us>.

Digital Storytelling resources prepared by UFV Student RAs

Alicia Kessler, video on making a digital story: [https://youtu.be/s\\_9fAKInSBU](https://youtu.be/s_9fAKInSBU)

Zain Zaidi and Jacqueline Fanta, presentation slides on using We Video free software to make a video: <https://prezi.com/view/PDrSxsJLn6ThU3EJoRaO/>

21% of projects  
directly impacted  
students

A decorative graphic consisting of several overlapping circles of various sizes and shades of green and grey, connected by thin lines. The text '21% of projects directly impacted students' is centered within one of the larger circles.

# Máthxwi Nation and UFV Teacher Education Department Curriculum Partnership

## Project Lead: Vandy Britton

This collaboration between UFV and Mathxwi Nation began in May 2019 through Provincial Ministry funding with the purpose of amplifying the Máthxwi First Nation. Initiated by Dr. Vandy Britton and Dr. Keith Carlson, the plan included working collaboratively with Máthxwi leadership (including Chief Alice McKay and Council Member Brenda Morgan) and TED Alumni (Lisa Wolgram and Michael Blackburn, Alongside Research & Consulting) to create curriculum to utilize in local school districts. To assist in curriculum development, UFV TED alumni, faculty, and students were invited into the project. Since its inception, the Máthxwi Curriculum Project has grown and shifted as the team has responded to new learning and changes in perspectives related to First Nations community-centred curriculum development. After the initial funding through the Ministry was exhausted, Dr. Britton successfully applied for additional funds through the UFV Strategic Initiatives Fund.

## Project Deliverables

### Curriculum Introduction

Dr. Keith Thor Carlson provides educators with Máthxwi centered perspectives and knowledge from which to contextualize the curricular content they will present to learners.

### Elementary Curriculum

#### 1. Grade 3 English Language Arts, Social Studies, and Science: Stand Like a Cedar

This unit plan is anchored by the Coast Salish picture book, Stand Like a Cedar, written by Nicola I. Campbell and illustrated by Carrielynn Victor (Xémontélót).

#### 2. Grade 5 English Language Arts, Social Studies, and Science: Sth'óqwi Shxweli

This unit plan focuses on the concept of sth'óqwis shxweli, roughly translated to mean the life spirit (shxweli) of the fish (sth'óqwi).

### Secondary Curriculum

#### 1. English Composition 10: The Stories of Today and of the Distant Past

Through this unit students learn some of the significant Sxwōxwiyá:m to the Stó:lō and how colonization has affected Máthxwi Nation's connection to their stories.

#### 2. Social Studies 10: Máthxwi Land and Being

This unit examines the ways in which Stó:lō peoples relate to the lands, waterways, plants, and animals of their ancestral territory.

#### 3. Art Studio 10: Identified

Students explore botanical species which have historically and currently been found within Máthxwi territory.

#### 4. Photography 10: Cropped

Students explore some of the historical and contemporary impacts on the use of land and resources by settlers in the traditional territory of Máthxwi First Nation.

#### Video Resources

##### 1. Méqsel ('nose') Sxwōxwiyá:m

Narrated by Albert (Sonny) McHalsie, this short video is centred around Méqsel, a transformer stone located in Máthxwi traditional territory in Aldergrove Regional Park, Langley.

##### 2. Máthxwi: A Brief History

Máthxwi: A Brief History provides a brief overview of Máthxwi history, from pre-contact to contemporary times as told by ethno-historian, Dr. Keith Thor Carlson.

#### Professional Development Day

A professional development workshop was held in Abbotsford school district on Friday, February 17, 2023. Twenty participants were introduced to activities from the secondary curriculum packages and visited Méqsel in Aldergrove Regional Park. Various educators will pilot this curriculum in the coming school term.

#### Next Steps

Several steps remain to bring the Máthxwi Curriculum Project to completion, including the development of more videos, the completion of the curriculum packages, and future professional development offerings.

Note: This project is still being carried on, and the project team is currently seeking further funding to support the completion of the project.



# Nursing Mentorship in Action

**Project lead: Lisa Almos**

A group of BSN nursing faculty initiated the Mentorship in Action (MiA) committee to support new graduate Registered Nurses (RN) and student nurses from UFV in a successful transition to nursing practice. Faculty recognized recent graduate and student nurses struggling in practice due to a lack of support and guidance in a dynamic, under-resourced, and understaffed healthcare system. The purpose of the MiA committee is to provide ongoing support for new graduates and students so they can develop a community of practice (COP) with peers and faculty, creating a platform of continuing mentorship to support a successful transition to nursing practice including retention.



With the support of the SIF fund, the committee was able to host three successful events both virtually and in-person between the period of 2021 and 2022. The first event was held via ZOOM due to the COVID-19 pandemic and public health restrictions. Three new graduate RNs participated in a panel interview led by BSN faculty to answer questions and share their transition experiences to nursing practice. A list of resources was also shared with the virtual audience to emphasize that they are not alone and can reach out for support when needed within and outside the UFV community. Participants appreciated the event, and the positive feedback reinforced the need and desire for ongoing mentorship.





The second event was hosted in person at Highstreet Mall in Abbotsford in spring 2022 with various speakers, presentations, and networking opportunities. Maggie Shamro, a former UFV BSN faculty, now faculty at Thompson Rivers University and a strong student advocate, provided a presentation on managing anxiety which is her area of expertise and scholarship. Two members from Professional Practice at Fraser Health (FH) shared resources and insights into new graduate practice within FH. The British Columbia Nurses Union (BCNU) presented resources and courses available to new graduate nurses and students. Lastly, a recent BSN graduate shared the journey of her transition to practice and current position with FH as an RN. BCNU strongly supported this event and donated pizza and gifts, which made for a fun, successful networking event. The SIF monies allowed for several door prizes and honorariums for the presenters, which added to the support and success of the event.

The final event was hosted at the CEP campus in the fall of 2022 as the committee was granted an extension to use the funds not needed from the previous event. This event was the largest and most successful event to date! Three new graduates spoke and answered questions in person and one new graduate provided a presentation via ZOOM to a broad audience of students and faculty. Thanks to the SIF fund the event provided pizza, refreshments, several door prizes and networking opportunities.

Overall, the MiA committee is a valuable resource for students and new graduate nurses to access within and outside the aforementioned events. The committee's success was made possible by donations and support from the SIF fund, along with the passion and commitment to students and new graduate nurses shared by all the committee members.

UFV Faculty MiA Committee Members:

Lisa Almos RN, BSN, MSN, CNCC(c), CCNE

Catherine Liao RN, BSc, MSc, Ph.D. (c)

JoAnne Nelmes RN, BSN, MSN

Joanne Brown RN, BSN, MHLP (SC)

Corina Rochon RN, BSN, MN, CNCC(c), CCCI

Samantha Hampton BSN, MN, CHPC(c)

Lorelei Janzen RN, BScn, MSN

LeeAnne Stephen RN, BN, MN

Pam Causton, RN, BSN, MN

# The Creativity Lab for Climate Resilience

**Project Lead: Anna Griffiths**

This project focused on the bridges between creativity, interdisciplinary collaboration, and climate resilience.

The Creativity Lab method was used to bring together a diverse group of people from across the Fraser Valley to address the urgent problem of (re)building for climate resilience. The project was a collaboration between Anna Griffith, Chantelle Marlor, and Hannah Celinski, along with student research assistants Kyla Mitchell-Marquis and Graeme Beamiss.

Participants included UFV staff, faculty, and students (both domestic and international), a Master of Social Work student from the University of Calgary, a climate scientist from the University of British Columbia, community members and environmental activists, as well as representatives from the Fraser Valley Conservancy, School District 34 (Abbotsford), Fraser Health Authority, School District 36 (Surrey), the Golden Ears Transition Initiative, Abbotsford Arts Council, Abbotsford Community Foundation, and Fraser Basin Council.

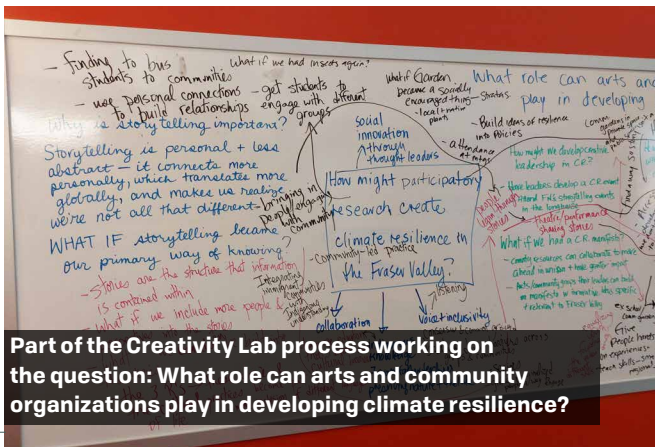
Using the Creativity Lab framework, participants were guided through a process designed to facilitate cohesive, collaboratively developed project ideas in interdisciplinary teams. Over the course of three Labs, participants were tasked with generating solutions to three critical questions: How can we (re)build for climate resilience? What role can arts and community organizations play in developing climate resilience? And how can we shift priorities and adapt to the climate crisis? The Labs resulted in a diverse range of project ideas including an all-ages community hub, and think-tank/coalition to coordinate projects across organizations, and an eco-embedded living and working space that could be incorporated into the new UFV student residence.

The three Creativity Labs were followed by a day-long Incubator Lab, which was facilitated by three external mentors (one UFV faculty member and two mentors from the private sector). This Lab allowed participants to move their ideas beyond the conceptual phase and begin planning for project implementation.

One of the key takeaways from the project was the importance of bringing diverse perspectives together. In the words of one participant, a strength of the Lab was “the bringing together of individuals of varied backgrounds, and [the] ability to share ideas freely with one another.” Another person commented that “even preconceived ideas [were] challenged and broadened.” One participant explained how “the magic comes when the common ground or values are uncovered in the collaborative discovery process.” Discussing the Creativity Lab method, another participant noted “the process of drawing out ideas is very good. It is a combination of low-pressure, fun, creative

thinking but balanced with enough structure through focused tasks and time limits that it ensured some useable outcomes. It also equalizes the voices of all the participants.” Many participants expressed gratitude that UFV was willing to host this important work which demonstrates a commitment to active engagement in the community.

Scan the QR code to hear interviews with project participants about their experience in the Creativity Lab on season 2 of the Creative Praxis podcast, hosted by Anna Griffith and Kyla Mitchell-Marquis:



## Trans People Welcome

### Project lead: Evan Taylor

Trans People Welcome is a Campus-wide initiative that builds on previous on campus work that designated 'Washrooms for Everyone' signage on individual washrooms, adding additional visibility by installing signage to welcome and include trans people in the gendered multi-stall washrooms on campus.

The project has 2 key elements: education and facility signage for gendered washrooms reading "Trans People Welcome." A UFV community-wide educational session was offered on April 27, 2022, as part of the Provost's Lunch and Learn series, to educate the university community and launch the project. And then, in summer of 2022, the signage was installed at the Abbotsford, Clearbrook, and Chilliwack campuses.

While this project provides a sustainable interim step to address inclusion on a visible level, consideration of campus spaces - such as the acquisition of new areas, the design of new buildings, and retrofitting of current buildings - all need to consider the design of space and signage that address structural and institutional segregation by gender and their impacts on the personal and professional experiences of UFV community members. Ensuring equitable access to washroom space, particularly for those who are most vulnerable and excluded, needs to be a priority in the design of facility spaces, designation, and signage.

Creating safer, more welcoming spaces for diverse people, creates richer learning environments for all members of the UFV community. Ensuring safe, equitable access to washroom facilities is part of creating a campus culture that allows for gender diverse students, faculty, and staff to be more fully integrated and to access basic facilities with the visible support of the University. When students, faculty, and staff feel welcomed and physically comfortable, they are better able to contribute their best to the University's culture, research, and strategic goals.





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