

STÓ:LŌ TEMEXW

I am grateful to the Stó:lō (People of the river) for the privilege of living, working, and learning on their beautiful land. Beyond gratitude, as an immigrant settler, educator, and academic, I accept the responsibility to learn truths and engage actively in decolonizing and Indigenizing educational institutions. For me, this is both a call to action and a work of heart.



UFV'S INSTITUTIONAL LEARNING OUTCOMES

ILO REVISION PROJECT 2022-23

BACKGROUND



ILO PROJECT 2012

Two-year project led by the Provost (Dr. Eric Davis) and sub-committees

Comprehensive consultation with multiple stakeholders

ILOs finalized – presented at May 2012 PD Day

Launched September 2012 as the *first set of ILOs for UFV*

UPDATING THE ILOs

In 2012, the outcomes *shaped our work as an institution* – from the ILOs we developed program outcomes, vision statements, curricular maps, and OCO revisions.



In 2022, the *work of the institution needed to shape* the ILOs – Indigenization, TRC Report, EDI, Integrated Strategic Plan, SEM, Internationalization, online learning, K-12 curricular reform, and evolution of knowledge systems, degree programming, and labour markets.

“What kinds of students do we want leaving UFV?”

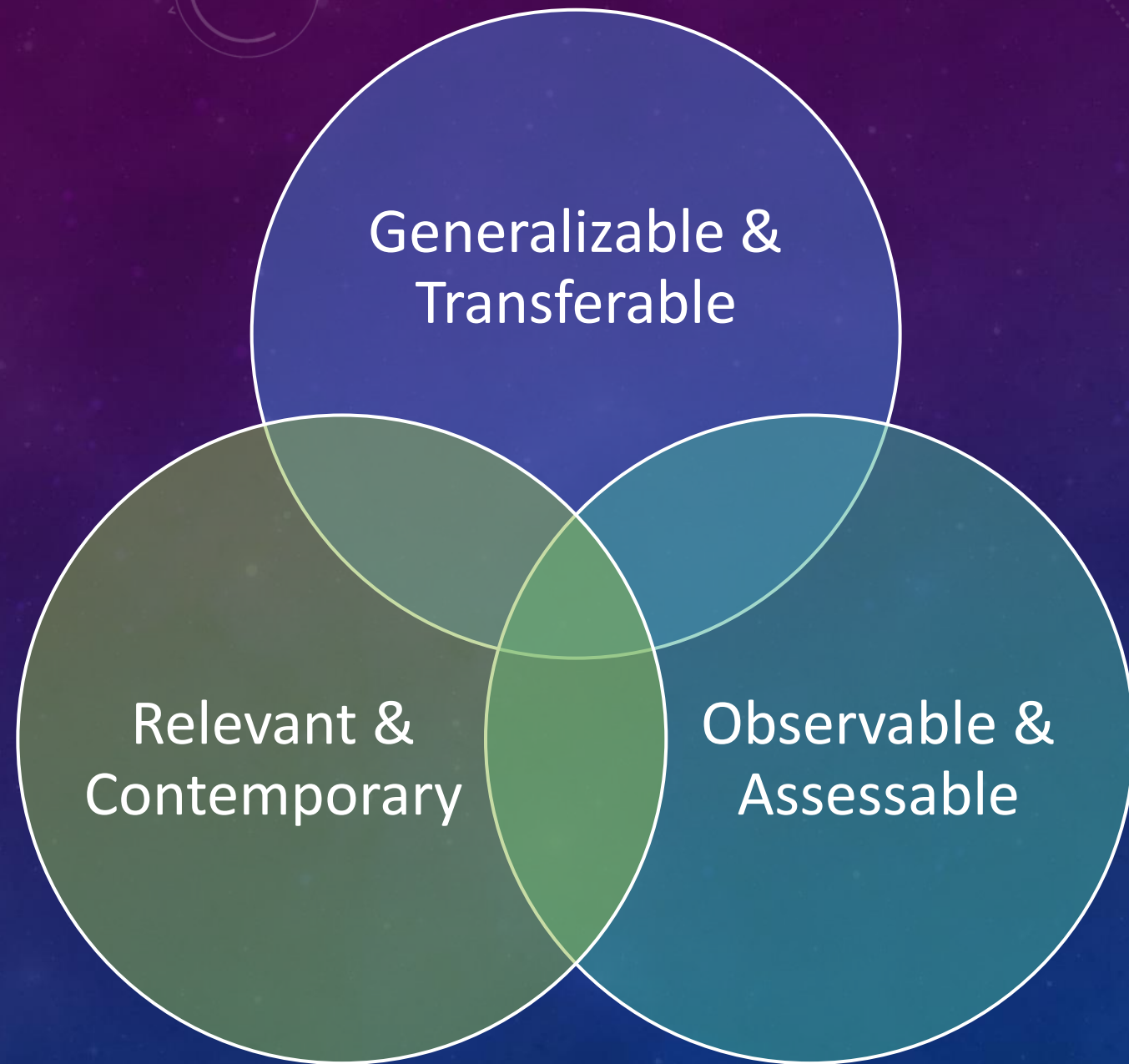
What knowledge, skills, dispositions, perspectives, and competencies should students develop and demonstrate by the end of an academic journey at UFV?

What do we want graduates to take with them into the world?

Who do they become, how do they see themselves, and what can they do (what’s their agency) as a result of their learning at UFV?

Why are these learning outcomes important to graduates now and in the future? Are they enduring?

ILOs: (STILL THE) DRIVING QUESTIONS



Adapted from Adam (2004) and Nusche (2008)

ILO REVISION COMMITTEE AND TIMELINES

The background features a blue gradient with several circular gauges and arrows. One large gauge on the right has numerical markings from 0 to 210. Other smaller gauges and arrows are scattered across the bottom and top edges, suggesting a technical or data-related theme.



ILO REVISION COMMITTEE MEMBERSHIP

40 members

2 Student Reps (SLG, SUS)

3 Staff

3 Administrators

32 Faculty (Tenure Track and
Academic Support Faculty)

PROJECT OVERVIEW

Revision Committee Meeting (online)

- Set up groups, review ILOs, discuss questions
- Consultation Matrix
- FCs, Networks, Committees, Departments, SUS, divisions

Nov 2022

Revision Committee Meeting (optional, online)

Discuss resources and draft #2 using Padlet

Mar 2023

AVP & TLC Team

- Review draft 3 and finalize
- Present to President, Provost, Vice Provost for approval

Sep 2023

Feb 2023

Revision Committee Meeting (online)

- Expert group jigsaw to share feedback (Draft #1)
- Assigned resources to cross-referenced ILOs
- Padlet

May 2023

Revision Committee Meeting (in person)

- More feedback and revision
- Organization and descriptions
- AVP & TLC team work on Draft #3

Oct 2023

Senate approval of ILOs October 20th

STRATEGIES USED
IN THE REVISION
PROCESS

&

TO ENGAGE THE
UFV COMMUNITY

Online sessions

Expert Group Jigsaw

Padlet and Gallery Walk

Consultation matrix

Resources for cross-referencing language

Surveys, shared documents, break out group discussions

Faculty Councils, STLC, TLAC

Department & network meetings

Scholarship & research (AACU, STHLE, Changemaker)

Teams folder (resources, consultation matrix, notes)

Update emails and “Ask Anything” zoom sessions

UPDATED ILOs



2012 ILOs

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practices
9. Contribute regionally and globally

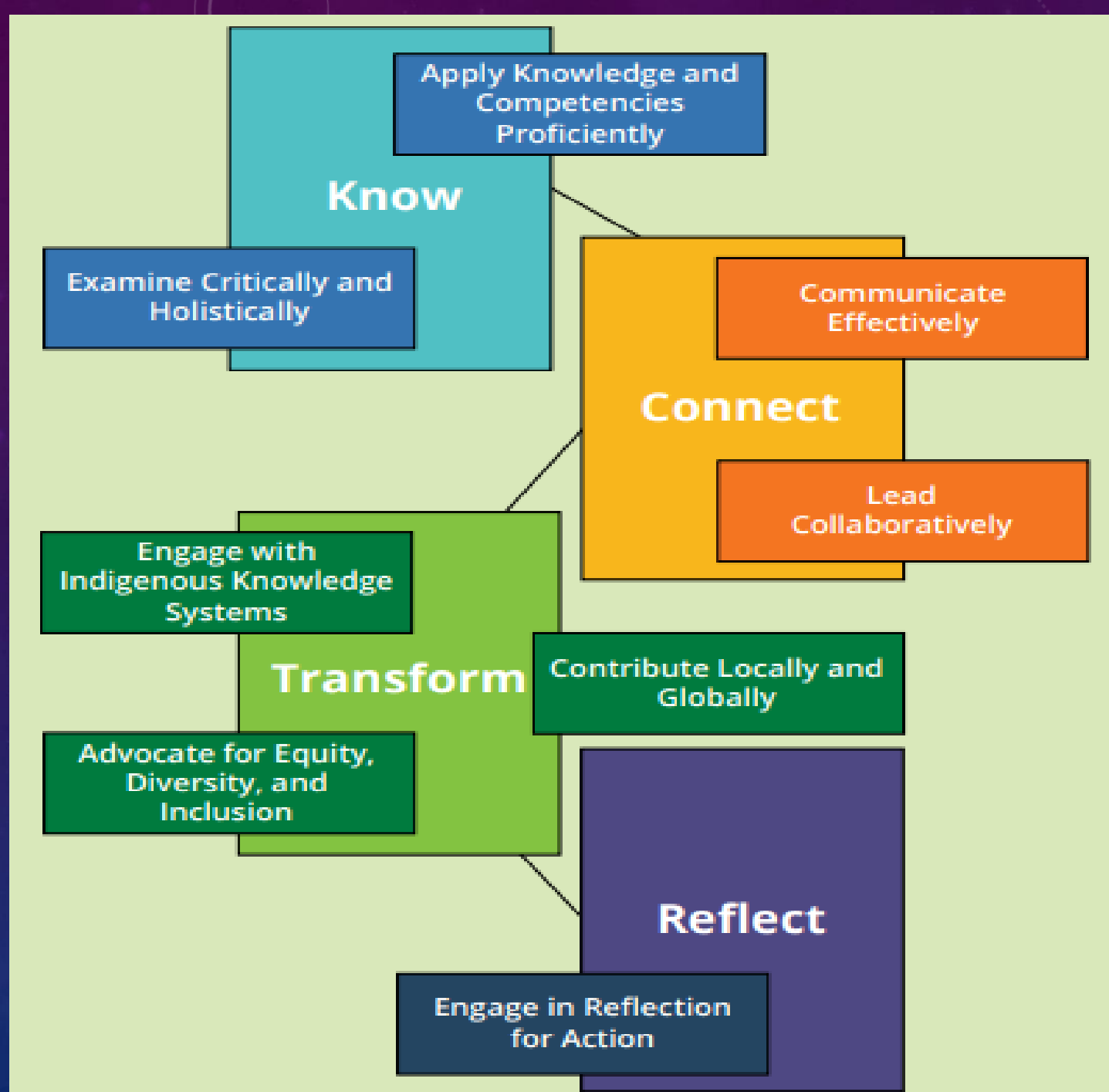


NOT A MONUMENTAL CHANGE —
MORE OF AN “UPDATE”.

2023 ILOs

1. Apply Knowledge and Competencies Proficiently
2. Examine Critically and Holistically
3. Communicate Effectively
4. Lead Collaboratively
5. Engage with Indigenous Knowledge Systems
6. Contribute Locally and Globally
7. Advocate for Equity, Diversity, and Inclusion
8. Engage in Reflection for Action

ILOs 2023



UFV's ILOs

Each learner possesses the following competencies and therefore can demonstrate the following interconnected institutional learning outcomes:

- 1 Apply Knowledge and Competencies Proficiently**

Learners develop knowledge and information literacy, skills, and competencies within and across disciplines and knowledge systems. They access, organize, and examine written, oral, visual, and numerical information. Learners use and share knowledge responsibly and ethically, abiding by legal restrictions and cultural protocols for published, confidential, and/or proprietary information. Learners demonstrate technical proficiency and effectively apply knowledge in a variety of situations.
- 2 Examine Critically and Holistically**

Learners use critical and creative thinking strategies, drawing on multiple perspectives and experiences to examine problems. They weave ideas together to expand on and create new ways of analyzing complex issues in a rapidly changing world. Learners pose questions and propose solutions using multiple literacies (digital, technical, numerical, media, and language-based) to develop a fuller understanding of concepts.
- 3 Communicate Effectively**

Learners communicate ideas and build connections using a variety of oral, written, digital, and visual strategies. They listen attentively, seek clarification, and are open to other points of view. They effectively present information using a variety of technologies, modes, and media. They communicate using language and tools to maximize intercultural understanding, accessibility, inclusion, and participation.
- 4 Lead Collaboratively**

Learners promote trust and foster collaboration across and within communities, groups, and organizations to lead change and address challenges in society. They value contributions from members of diverse groups and recognize the importance of collaborating with others to develop attainable goals. Learners provide opportunities for others to lead and they challenge themselves and others to demonstrate growth.
- 5 Engage with Indigenous Knowledge Systems**

Learners engage with diverse Indigenous worldviews, perspectives, and knowledge systems. They learn about Indigenous communities and the lands where they live, work, and learn. Learners value and respect the knowledge held by Indigenous Peoples and understand that much of that knowledge is misrepresented and absent in commonly available resources and media due to colonization.
- 6 Contribute Locally and Globally**

Learners gain knowledge in sustainability and model practices that effect positive change for humanity and the Earth. They recognize that they have a role in environmental stewardship and use what they learn at UFV to address local and global concerns. Learners make connections between course content and international and geo-political issues. They contribute to and are productive participants in communities.
- 7 Advocate for Equity, Diversity, and Inclusion**

Learners are socially just, acknowledging and valuing diversity in all its forms. They understand that systems can favour certain individuals and groups over others, creating inequities and systemic barriers. Learners use their knowledge and skills to advocate for inclusive educational, professional, and community spaces. They develop and apply strategies that promote positive change in society.
- 8 Engage in Reflection for Action**

Learners utilize strategies to reflect on their growth and development. They work independently and draw on feedback to support personal, academic, and professional growth. Learners seek out experiences that enable them to clarify their values, beliefs, and motivations. They develop a mindset that favours life-long learning. Learners set personal and professional goals and identify ways to attain those goals.

UPDATES

SAME

- Lead collaboratively
- Communicate effectively
- Contribute locally and globally
- Analyze critically
- Apply knowledge proficiently
- Reflection
- Paragraph descriptions

CHANGES

- Holistically rather than creatively
- Competencies in place of skills
- EDI and Indigenization
- Emphasis on action-oriented learning
- Learners in place of graduates (continuously being developed)
- 4 organizers (Know, Connect, Transform, Reflect)

WHAT DOES THIS MEAN FOR PROGRAMS?

Program-level learning outcomes
need to be updated

Program 'mix' and program
pathways need to be reviewed

Nursing

Nursing Program Outcomes

Social Work

Social Work Mission and Goals

Political Science

Political Science Program Learning
Outcomes.

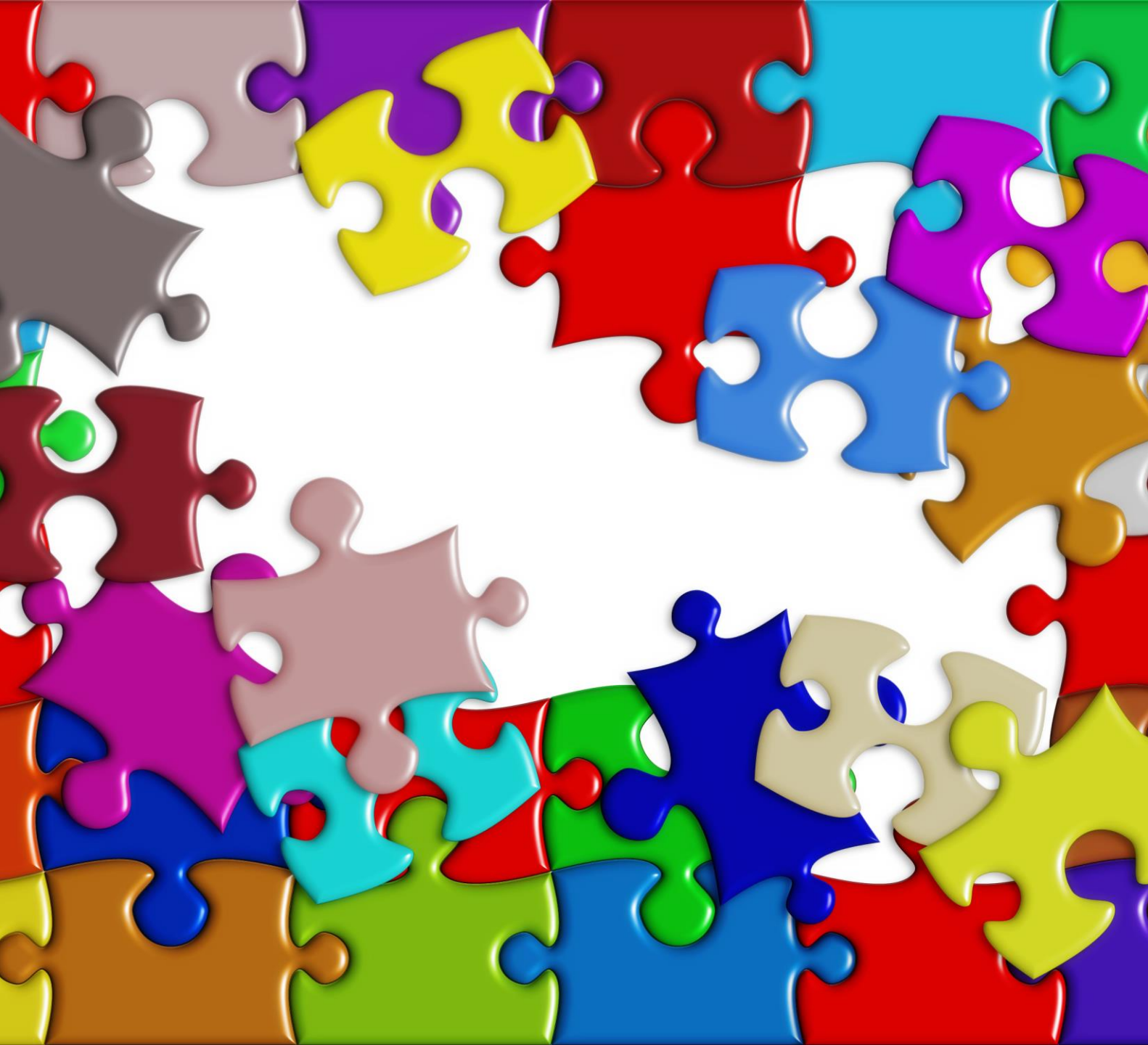
LOOKING AHEAD



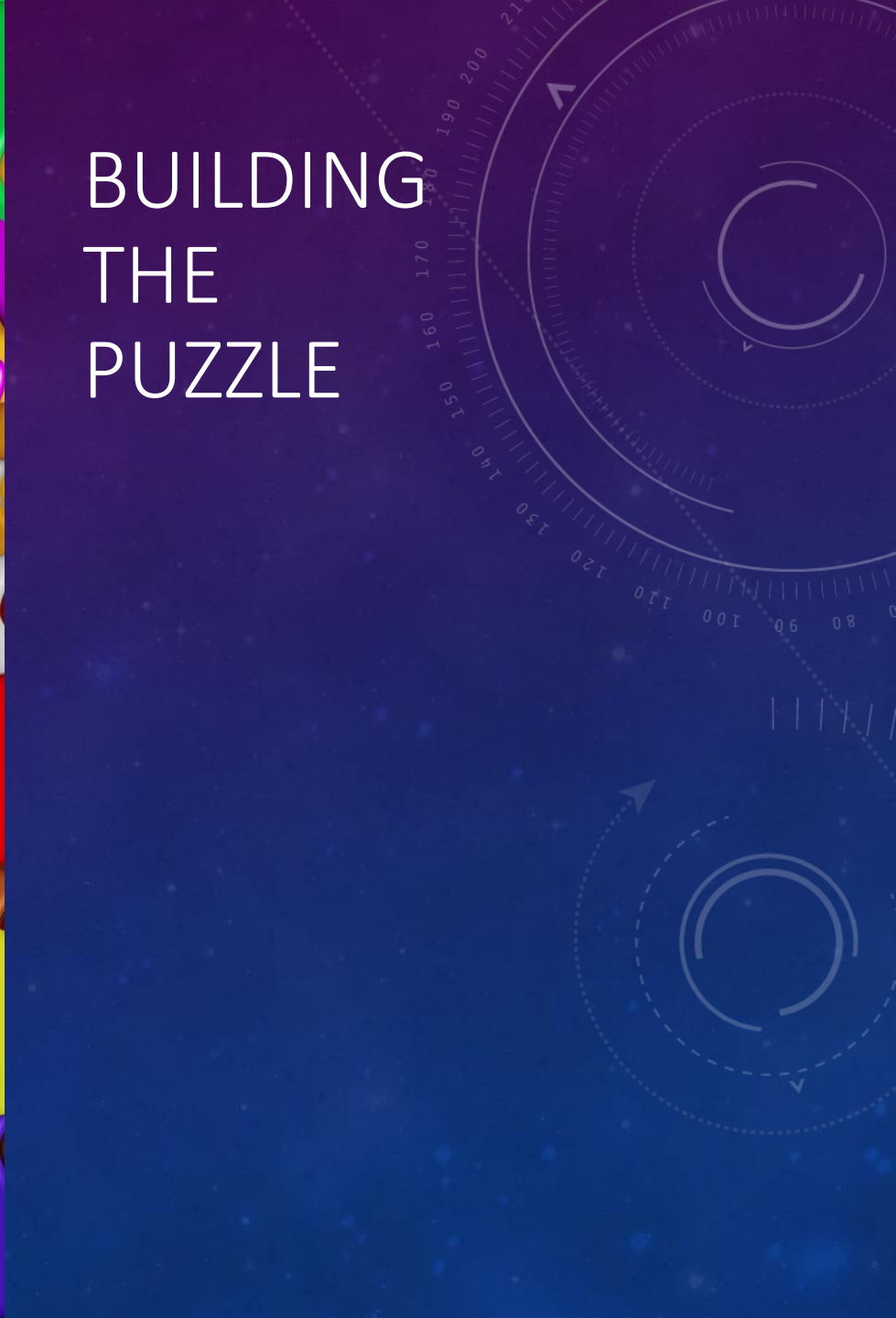
A GREAT OPPORTUNITY...

Now is a good time to take stock of your programs, courses, and even your syllabi.

- How can the ILOs inform course and program designs?
- Do students have multiple and diverse opportunities to develop, refine, and demonstrate the ILOs in your courses and programs?
- What might this mean for your syllabus?



BUILDING THE PUZZLE



Next steps:

- Learning Outcomes Guide updates
- Guidelines for Quality Curriculum updates
- Promotional material and T&L website updates
- Faculty Council invitations 2023-2024
- ConnectED May 8, 2024 (Teaching and Learning Conference)

Implementation Plan:

- Existing ILOs in effect until **June 30, 2024**
- **July 1, 2024** - *new* courses, *new* programs, and OCO revisions based on *new* ILOs.
- 2024-26 years – academic areas review programs/degrees to ensure alignment with ILOs; changes made to OCOs and program outcomes/goals.
- 2024-25 – engage Student Associations to support implementation

ACKNOWLEDGMENTS



“COULD NOT HAVE DONE THIS WITHOUT YOUR SUPPORT...”

- Members of the ILO Review Committee
- Consultation and feedback participants
- TLC Specialists – Lorna, Claire, Victoria, Michelle
- TLC Office – Ruby and Kayla
- Administrative – Tracy Ryder Glass (Acting Provost) and James Mandigo (Acting President)

THANK YOU!

