



AGENDA
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

May 15, 2019
2:50 – 4:30pm | Room A225

1. CALL to ORDER

2. ITEMS for ADOPTION

- 2:50 pm 2.1. Agenda – May 15, 2019
2.2. Minutes – April 17, 2019 pg. 2

3. BUSINESS

- 2:55 pm 3.1. Provost’s Report
3:10 pm 3.2. Concept Papers available on UFV drive: S:\Public\UFVinfo\APPC
3.2.1. Bachelor of Arts, Minor in Spanish (College of Arts)
3.2.2. Certificate in Indigenous Studies (College of Arts)
3.2.3. Graduate Certificate and Diploma in Halq’eméylem (College of Arts)
3.2.4. Certificate in Applied Bioinformatics (Faculty of Science)
3:50 pm 3.3. Program Report and Plan 2019 pg. 4
4:05 pm 3.4. Update to the Education Plan 2019 pg. 11
Appendices available on UFV drive: S:\Public\UFVinfo\APPC

4. ADJOURNMENT and NEXT MEETING

Next Meeting: June 12, 2019, 2:30 – 4:30pm, TBA

5. INFORMATION ITEMS

- 5.1. Creation of the UFV Centre for Philosophical Inquiry with Children pg. 30
5.2. Senate Approvals - April 12, 2019
5.2.1. New Program – Activity Assistant certificate
5.2.2. Program Review – Kinesiology
5.2.3. Program Review – Media and Communications Studies
5.2.4. Program Discontinuance – Portfolio Essentials certificate (this will go to the Board for approval on May 16, 2019)
5.3. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



Draft Minutes
ACADEMIC PLANNING AND PRIORITIES COMMITTEE

April 17, 2019
2:30 pm, Room D123

Present: E. Davis (Chair), A. Bakos, C. Beshara, V. Dvoracek, P. Geller, S. Hardman, A. Hodges, R. Kelley, B. Kirkley, E. Landolfi, F. MacDonald, L. Mackenzie, M. Manley, S. Murray, N. Mooney, B. Poettcker, B. Seo, S. Smith, M. Wideman

Regrets: M. Walter (Vice-Chair), G. Fehr, D. McGuire, G. Palmer, P. Pandey, P. Wilson, A. Wiseman

Recorder: J. Nagtegaal

1. CALL to ORDER

2. ITEMS for ADOPTION

2.1. Agenda

MOTION:

It was moved and seconded that APPC approve the April 17, 2019 agenda as presented.

CARRIED

2.2. Minutes

MOTION:

It was moved and seconded that APPC approve the January 23, 2019 minutes as presented.

CARRIED

MOTION:

It was moved and seconded that APPC approve the March 20, 2019 meeting notes as presented.

CARRIED

3. BUSINESS

3.1. Discontinuance – Computer Assisted Drafting certificate

The committee reviewed the documents provided for the discontinuance of the Computer Assisted Drafting certificate. It was noted the program is no longer in demand and the student needs for this are being met through other means.

MOTION:

It was moved and seconded that APPC recommend to Senate the discontinuance of the Computer Assisted Drafting certificate in the Faculty of Applied and Technical Studies, effective immediately.

CARRIED

3.2. Provost's Report

The UFV PD Day is on April 30, 2019. All were encouraged to attend. There are a few spots still open, but the workshops are filling up quickly. The keynote speaker is Duncan Wardle, Innovation and Design Thinking Consultant for iD8 and INOV8, and past VP of Innovation and Creativity for The Walt Disney Company.



The Degree Quality Assurance Board (DQAB) approved the Biochemistry major, but did not approve the Master of Finance. The Program Working Group for the Master of Finance will review the letter from DQAB and decide what the next steps would be for this program.

3.3. Terms of Reference Review

The committee reviewed and discussed the Terms of Reference. The subcommittee will continue their discussion and incorporate the comments/questions/suggestions discussed at the meeting. A tentative timeline for the subcommittee was discussed and they will work toward bringing the discussion back to APPC in early Fall.

No changes were made to the Terms of Reference at this point. A title change was noted for the Associate Director, Program Development & Quality Assurance.

3.4. Academic and Career Education

The committee had a well-rounded discussion on the intersection of academic and career education. Comments made suggest UFV addresses both of these areas, but it was noted that students also need to be aware of how their academic education prepares them for many different career options. It is important students are aware of the skills they learn throughout their education and how they can be adapted into the workplace.

4. ADJOURNMENT and NEXT MEETING

The meeting was adjourned at 4:30pm. Next Meeting: May 15, 2019, 2:30 – 4:30pm, TBA

5. INFORMATION ITEMS

5.1. Email discussions and votes conducted March 22-April 1

5.1.1. New Program – Activity Assistant certificate

MOTION: That APPC recommend to Senate the approval of the new program-Activity Assistant certificate in Continuing Education.

15 voting ballots received. Motion carried. No abstentions.

5.1.2. Program Discontinuance – Portfolio Essentials certificate

MOTION: That APPC recommend to Senate the discontinuance of the Portfolio Essentials certificate program in the College of Arts.

15 voting ballots received. Motion carried. No abstentions.

5.2. Senate Approvals – March 15, 2019

5.2.1. New Program – Coding Skills Associate certificate

5.2.2. New Program – Digital Manufacturing diploma

5.3. Board Approvals – April 4, 2019

5.3.1. New Program – Coding Skills Associate certificate

5.3.2. New Program – Digital Manufacturing diploma

5.4. APPC website: <http://www.ufv.ca/senate/standing-committees/appc/>



Program Report and Plan 2019

**Academic Planning and Priorities Committee
University of the Fraser Valley**

Report compiled by the offices of:
Provost and VP Academic,
Program Development and Quality Assurance, &
Institutional Research and Integrated Planning

A. Progress on Approved New Programs

Program (by Faculty/College)	Senate Approval (Date)	Ministry Approval (Date)	Start Date (or anticipated)
College of Arts			
Bachelor of Professional Communication	November 2014	Pending Ministry approval	Upon Ministry approval
Bachelor of Environmental Studies	November 2016	June 2018	Fall 2019
Master of Arts, Migration and Citizenship	March 2017	Program not approved	N/A
Graduate Certificate and Diploma, Migration and Citizenship	March 2017	N/A	Fall 2020
Global Development Studies Minor and Extended Minor	April 2018	N/A	Fall 2018
Bachelor of Fine Arts, Major in Graphic and Digital Design	January 2019	Pending Ministry approval	Fall 2020 - upon Ministry approval
Honours Philosophy	January 2019	N/A	Fall 2019
Faculty of Access and Continuing Education			
Activity Assistant Certificate ⁱ	April 2019	N/A	Fall 2019
Faculty of Applied & Technical Studies			
Digital Manufacturing Diploma (expedited approval process)	March 2019	N/A	Fall 2019
Faculty of Health Sciences			
Bachelor of Kinesiology, Active Health Specialization	June 2018	Pending Ministry approval	Fall 2019 - upon Ministry approval
Faculty of Professional Studies			
Master of Education in Educational Leadership and Mentorship	May 2017	August 2018	Summer 2019
Master of Finance	June 2017	Program not approved	N/A
Graduate Certificate in Child Life and Community Health	January 2018	N/A	Winter 2019
Integrated Learning Design Associate Certificate ⁱⁱ	February 2019	N/A	Fall 2019
Coding Skills Associate Certificate (expedited approval process)	March 2019	N/A	Fall 2019
Faculty of Science			
Bachelor of Science, Major in Biochemistry	March 2016	March 2019	Winter 2020

Program (by Faculty/College)	Senate Approval (Date)	Ministry Approval (Date)	Start Date (or anticipated)
Master of Science, Integrated Science and Technology	October 2016	Pending Ministry approval	Upon Ministry approval
Bachelor of Environmental Studies, Natural Sciences	November 2016	June 2018	Winter 2020

B. Programs in Development

Program	Concept Paper Approved at Senate	Proposed date at Senate
Faculty of Applied and Technical Studies		
Diploma, Applied and Technical Studies First extension: PRP 2019	June 2017	Revised (2019): September 2020 If the program is not approved at Senate by September 2020, the program will need to be resubmitted as a new concept paper.
Faculty of Professional Studies		
Bachelor of Business Administration, Major in International Business, Minor in International Business	June 2018	October 2019
Bachelor of Arts, Minor in Adult Education	Not required	October 2019
Bachelor of Applied Management First extension: PRP 2017 Second extension: PRP 2018 Third extension: PRP 2019	November 2015	Revised (2019): Fall 2019
Bachelor of Commerce in Fashion	November 2015	Update (2019): The School of Business decided not to proceed with the development of the program.
Faculty of Science		
Honours Chemistry	Not required	September 2019

C. Concept Papers (pending recommendation to APPC in May 2019)

Program
Bachelor of Arts, Minor in Spanish (College of Arts)
Certificate in Indigenous Studies (College of Arts)
Graduate Certificate and Diploma in Halq'eméylem (College of Arts)
Certificate in Applied Bioinformatics (Faculty of Science)

D. Programs Recently Discontinued or Suspended

Suspended	Effective Date (intake)
Management Post-Baccalaureate Certificate	Fall 2019
Computer Assisted Drafting Certificate	Fall 2019
Substance Abuse Certificate	Fall 2019
Indigenous Arts Certificate: Honouring Our Gifts	Fall 2019
Aircraft Maintenance Engineer- Structures	Fall 2019

Discontinued	Date of Board Approval
Fashion Design Minor/Extended Minor	May 2018
Hospitality Post Degree Certificate	June 2018
Family Child Care Certificate	February 2019
Teaching Leadership Mentorship Graduate Certificate	February 2019
One-year Aviation Diploma	February 2019
Portfolio Essentials Certificate	At Senate: April 2019/Board: May 2019

E. Programs Reviews

Program Reviews – Completed	Date presented at Senate
Political Science (College of Arts)	June 2018
Health Care Assistant (Faculty of Health Sciences)	June 2018
English (College of Arts)	October 2018
Mathematics & Statistics (Faculty of Science)	January 2019
Child, Youth & Family Studies (Faculty of Professional Studies)	February 2019
Media & Communications Studies (College of Arts)	April 2019
Kinesiology (Faculty of Health Sciences)	April 2019

Program Reviews (2018/19) - In Progress	Site Visit
Applied Business Technology (Faculty of Access and Continuing Education)	Site visit: May 16 & 17, 2019
History (College of Arts)	Site visit: May 27 & 28, 2019
Latin American Studies (College of Arts)	Site visit: May 30 & 31, 2019
Global Development Studies (College of Arts)	Site visit: June 12 & 13, 2019
Biology (Faculty of Science)	Site visit: May 22 & 23, 2019

Program Reviews (2017/18) - In Progress	Expected Completion
Geography & the Environment (College of Arts)	May 2019
Graphic & Digital Design (College of Arts)	October 2019

Program Reviews (2016/17) – In Progress	Expected Completion
Electronics Common Core (Faculty of Applied and Technical Studies)	Pending
Architectural Drafting (Faculty of Applied and Technical Studies)	Pending

F. Departmental Information

See next page for historical department data from 2015/16 - 2018/19.

ⁱ Previously called “Activity Aid certificate”

ⁱⁱ Previously called “Undergraduate Certificate in Instructional Design”

Faculty	Department	2015-16					2016-17					2017-18					2018-19				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Access & Continuing Education	Applied Business Technology	58.8	0.0	19	80%	58.8	75.0	0.0	23	95%	75.0	67.1	0.0	20	83%	67.1	66.4	0.0	20	86%	66.4
	Continuing Studies	220.2	0.5	13	N/A	220.7	236.4	0.1	13	N/A	236.5	223.4	1.2	14	N/A	224.5	241.0	0.8	13	N/A	241.8
	English Language Studies	50.0	168.6	19	94%	218.6	27.6	170.4	20	100%	198.0	19.4	219.5	21	100%	239.0	29.1	167.2	18	87%	196.3
	Upgrading & University Prep	269.3	22.8	21	89%	292.1	268.4	31.7	21	89%	300.0	264.7	42.2	22	93%	307.0	281.3	48.0	22	90%	329.3
	Access & Continuing Education Total		598.3	191.9	18	90%	790.1	607.4	202.2	19	93%	809.6	574.6	262.9	19	95%	837.6	617.8	216.0	18	89%

Faculty	Department	2015-16					2016-17					2017-18					2018-19				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Applied and Technical Studies	Agricultural Technology	54.2	2.0	22	83%	56.1	58.4	6.6	24	91%	64.9	58.7	12.4	25	98%	71.1	47.8	19.8	23	89%	67.7
	Physics	115.3	23.9	23	82%	139.2	108.3	15.4	21	71%	123.7	107.6	11.5	25	80%	119.1	108.1	14.0	23	84%	122.1
	Trades	751.2	20.8	15	N/A	772.0	780.4	5.2	15	N/A	785.6	722.6	6.2	14	N/A	728.9	779.7	1.7	12	N/A	781.3
	Trades Continuing Studies	71.5	0.0	10	N/A	71.5	71.9	0.0	9	N/A	71.9	72.7	0.0	9	N/A	72.7	78.3	6.3	11	N/A	84.6
	Applied and Technical Studies Total		992.2	46.6	16	82%	1038.8	1019.0	27.1	16	78%	1046.1	961.6	30.2	15	87%	991.8	1013.9	41.8	14	85%

Faculty	Department	2015-16					2016-17					2017-18					2018-19				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Health Sciences	Certified Dental Assistant	22.9	0.0	23	96%	22.9	22.4	0.0	22	93%	22.4	23.0	0.0	23	96%	23.0	23.3	0.0	23	97%	23.3
	Health Care Assistant	27.3	0.0	14	60%	27.3	40.9	0.0	19	74%	40.9	34.0	0.0	17	71%	34.0	37.8	0.0	19	74%	37.8
	Kinesiology	320.7	10.7	30	84%	331.4	316.3	9.5	30	83%	325.8	333.5	10.1	31	87%	343.6	343.4	18.6	31	85%	362.0
	Nursing	285.9	0.0	32	102%	285.9	276.5	0.0	32	99%	276.5	276.9	0.0	30	97%	276.9	275.3	0.0	33	105%	275.3
	Practical Nursing	27.4	0.0	14	85%	27.4	32.5	0.0	15	92%	32.5	34.4	0.0	16	98%	34.4	33.3	0.0	16	97%	33.3
Health Sciences Total		684.3	10.7	27	89%	695.0	688.6	9.5	28	89%	698.1	701.8	10.1	28	91%	711.9	713.0	18.6	28	92%	731.6

Faculty	Department	2015-16					2016-17					2017-18					2018-19				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Humanities	Communications	193.2	77.2	23	93%	270.4	189.3	103.7	23	92%	293.0	189.6	124.2	24	94%	313.9	210.1	178.7	23	92%	388.7
	English	390.1	29.5	23	84%	419.6	373.2	23.5	24	85%	396.7	371.3	35.9	24	86%	407.2	377.5	31.1	24	88%	408.6
	Fashion Design	11.6	2.7	9	44%	14.3															
	Graphic Design	37.8	7.0	25	103%	44.8	51.2	6.9	24	98%	58.1	57.9	11.5	22	92%	69.3	58.6	15.4	20	84%	74.0
	History	191.5	2.5	21	69%	194.0	177.0	8.1	21	65%	185.1	182.3	16.8	24	72%	199.1	199.8	37.4	26	82%	237.2
	Modern Languages	97.2	20.3	18	69%	117.5	105.2	33.7	19	72%	138.9	92.5	44.2	19	71%	136.7	96.2	29.8	19	68%	126.0
	Philosophy	119.0	6.1	24	83%	125.1	125.6	10.4	24	86%	136.0	136.5	14.2	23	83%	150.7	122.3	21.9	28	77%	144.2
	Theatre	36.8	1.0	15	79%	37.8	36.1	2.4	17	78%	38.5	31.1	5.3	15	76%	36.4	42.4	10.3	23	80%	52.7
	Visual Arts	126.2	30.0	18	81%	156.2	131.3	34.1	20	84%	165.4	123.9	41.0	20	86%	165.0	122.7	77.7	17	76%	200.4
	Other Activity	6.5	1.5	24.7	69%	8.0	6.6	1.7	26.0	81%	8.3	16.6	1.8	25	75%	18.4	25.8	7.0	27	76%	32.8
Humanities Total		1209.8	178.0	21	81%	1387.8	1195.5	224.4	22	83%	1420.0	1201.7	295.0	23	84%	1496.6	1255.4	409.3	23	85%	1664.6

Faculty	Department	2015-16					2016-17					2017-18					2018-19				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Professional Studies	Adult Education	41.2	5.4	26	87%	46.6	38.4	7.0	30	105%	45.4	61.6	5.8	24	83%	67.4	62.7	11.2	27	97%	73.9
	Aviation	19.0	1.8	16	45%	20.8	20.0	4.1	16	47%	24.1	7.8	2.0	9	28%	9.8	2.8	0.4	4	14%	3.2
	Child, Youth, & Family Studies	155.8	4.2	26	87%	160.0	139.5	3.2	27	82%	142.7	122.7	5.6	24	74%	128.3	118.9	7.3	21	69%	126.1
	Computer Information Systems	224.3	161.0	27	89%	385.3	219.9	231.4	26	85%	451.2	215.2	283.2	26	86%	498.4	219.7	410.4	26	85%	630.1
	Education	129.3	0.1	29	94%	129.4	118.5	0.6	30	94%	119.1	122.3	1.3	31	99%	123.6	154.7	0.2	31	99%	154.9
	Library and Information Tech	46.8	0.9	24	70%	47.7	48.2	0.7	21	64%	48.9	53.1	1.4	27	77%	54.5	52.8	5.1	28	79%	57.9
	School of Business	589.6	254.6	27	89%	844.2	572.8	342.7	27	86%	915.5	556.0	319.3	26	85%	875.3	494.2	337.8	26	84%	832.0
	Social Work and Human Services	252.0	3.9	24	95%	255.9	242.4	3.2	24	90%	245.7	238.1	3.9	23	90%	242.0	245.4	4.5	21	87%	249.9
Professional Studies Total		1458.1	431.9	26	87%	1890.0	1399.6	592.9	26	85%	1992.6	1376.8	622.5	25	84%	1999.3	1351.2	776.8	25	84%	2128.0

Faculty	Department	2015-16					2016-17					2017-18					2018-19				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Science	Biology	268.0	11.1	28	99%	279.2	257.8	17.1	31	99%	274.9	262.6	16.7	29	96%	279.3	257.2	19.0	28	93%	276.2
	Chemistry	166.1	11.4	26	90%	177.5	141.1	11.7	26	85%	152.7	152.1	9.9	24	82%	162.0	145.5	13.9	24	81%	159.4
	Geography	189.4	16.3	24	83%	205.7	182.9	11.6	23	83%	194.6	178.6	22.4	23	77%	201.0	191.8	27.1	23	74%	218.9
	Mathematics and Statistics	335.3	99.4	29	83%	434.8	324.1	119.5	29	80%	443.5	332.1	116.7	29	81%	448.8	342.1	126.0	30	82%	468.1
	Other Activity	6.6	0.0	13	56%	6.6	8.0	0.1	8	35%	8.1	9.6	0.0	6	27%	9.6	12.1	0.0	8	32%	12.1
	Science Total		965.5	138.3	27	88%	1103.7	913.8	160.0	28	86%	1073.8	934.9	165.7	27	84%	1100.6	948.7	186.0	27	82%

Faculty	Department	2015-16					2016-17					2017-18					2018-19				
		Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE	Dom FTE	Int'l FTE	Avg Class Size	Fill Rate	Total FTE
Social Science	Criminal Justice	431.7	10.6	32	98%	442.3	435.7	10.8	30	94%	446.4	433.0	14.3	31	98%	447.3	444.8	37.6	30	93%	482.4
	Economics	96.1	52.0	30	91%	148.1	104.0	59.9	30	90%	163.9	102.1	65.4	32	96%	167.5	98.0	94.2	31	90%	192.2
	Graduate Studies*																3.3	0.0	9	34%	3.3
	Indigenous Studies	6.8	0.0	14	67%	6.8	6.5	0.0	10	65%	6.5	1.2	0.0	0.0	0.0	1.2	4.9	0.0	17.3	66%	4.9
	Political Science	69.8	2.1	27	85%	71.9	77.7	3.2	27	84%	80.9	71.3	1.6	25	78%	72.9	69.6	3.0	24	75%	72.6
	Psychology	361.9	10.3	31	94%	372.2	355.1	8.6	30	93%	363.7	353.5	13.9	30	92%	367.4	349.0	22.7	28	89%	371.8
	Social Cultural & Media Studies	299.7	22.3	24	91%	322.0	310.8	25.1	24	83%	335.9	271.7	52.4	24	80%	324.1	254.5	98.9	25	88%	353.3
Social Science Total		1266.0	97.3	29	93%	1363.3	1289.8	107.6	28	90%	1397.4	1232.8	147.6	28	90%	1380.4	1224.0	256.4	28	89%	1480.5

*Note: Graduate Studies in this case refers to the Program Evaluation Certificate.



Learning Everywhere: The UFV Education Plan, 2016-20

UPDATE: May 2019

Submitted by:
Eric Davis
Provost and Vice-President, Academic

A 2019 Update to *Learning Everywhere: The UFV Education Plan, 2016-20*

In 2015, the UFV community asked itself the question: what should UFV look like in 2025? The answer was *a university organized around student learning and the student learning journey*. The UFV community then asked: given this vision, what five goals do we need to achieve by the end of 2020 to set ourselves up for achieving our vision for 2025? The answer was that we will

1. Prioritize learning everywhere
2. Commit to flexibility and responsiveness
3. Collaborate across boundaries
4. Develop local and global citizenship
5. Integrate experiential learning

(See Appendix 1)

As we approach the final year—and-a-half before our target date for realizing these goals, we ask: how well are we doing?

This *Update* to the Education Plan will review many of the ways we've accomplished our Goals in the past year, as well as ten of the ways in which we have not. It will outline the social and economic context in which we and other Canadian post-secondary institutions find ourselves in 2019 and the imperatives this creates for UFV in the areas of innovation and experiential and work-integrated learning and career education, all of which have become crucially relevant to the task of achieving the five Education Plan Goals and especially Goal 5. It will begin by describing—really, just hint at—some of the most significant economic realities our graduates can expect to face in the coming decades and some of the complex abilities they will need to have developed for success in this new world. The second and third sections will discuss what we are doing and planning—with respect to innovation and experiential learning—to ensure they have these abilities. The fourth section will provide an example of our capacity to be flexible and responsive by describing plans for tech programming and why these programs are intimately connected to both innovation and experiential learning. This will be followed by a brief discussion of the urgent challenges occasioned by internationalization and dramatically increasing numbers of international students and our responses to these challenges (which are particularly relevant to Goals 2 and 4). The section that follows will present some examples of how we have been meeting the 5 Goals over the past year. The last section identifies gaps still to be closed; specifically, 10 areas that need to be addressed if we are to achieve our Goals by the end of 2020.

All of this is but a context for and preface to the appendices. They provide much greater details on our achievements and the gaps we need to close. But even a reading of the examples provided in this introduction should indicate that all areas of UFV have contributed an impressive amount of (often innovative) work towards the accomplishment of our Goals.

Automation and the Complex Cognitive Demands of a Skills Economy

In 2018, a major study of the Canadian workforce by RBC concluded that

the four million Canadian youth entering the workforce over the next decade are going to need a foundation of skills that sets them up for many different jobs and roles rather than a single career path. They will need a portfolio of human skills such as critical thinking, social perceptiveness, and complex problem solving to remain competitive and resilient in the labour market.

<https://www.rbc.com/dms/enterprise/futurelaunch/humans-wanted-how-canadian-youth-can-thrive-in-the-age-of-disruption.html>

The study also “found that Canada is shifting from a jobs economy to a skills economy, and yet employers, educators and policy makers are not prepared.” Over one quarter of Canadian jobs will be “heavily disrupted by automation in the next decade,” meaning that the workforce will not only need new skills, but a capacity to constantly learn new skills and the adaptability to move between often quite dissimilar jobs. These jobs will increasingly require digital fluency and a capacity for innovation. And they will be inaccessible to those without work experience, which will be harder to gain because automation particularly threatens entry-level jobs.

Other studies and our own experience have shown that the workers of the future will be knowledge workers performing jobs with increasingly complex cognitive demands. Both these jobs and the ever greater diversity in their work and social worlds will require an ability that scholars are calling “epistemic fluency.” “Epistemic fluency is the capacity to understand, switch between and combine different kinds of knowledge and different ways of knowing about the world.” This is a capacity demanded by the inter- and multi-disciplinary nature of work tasks and social problems. As Lina Markauskaite and Peter Goodyear put it:

What does it take to be a productive member of a multidisciplinary team working on a complex problem? What enables a person to integrate different types and fields of knowledge, indeed different ways of knowing, in order to make some well-founded decisions about actions to be taken in the world? What personal knowledge resources are entailed in analysing a problem and describing an innovative solution, such that the innovation can be shared in an organization or professional community? How do people get better at these things; and how can teachers in higher education help students develop these valued capacities? The answers to these questions are central to a thorough understanding of what it means to become an effective knowledge worker and of how the preparation of students for a profession can be improved.

Working on real-world problems usually requires the combination of different kinds of specialised and context-dependent knowledge, as well as different ways of knowing. People who are flexible and adept with respect to different ways of knowing about the world can be said to possess *epistemic fluency*. <https://epistemicfluency.com/book-epistemic-fluency-in-professional-education/1-introduction/>

How do we ready ourselves and our students for this new world? And how do we take advantage of the funding opportunities governments and organizations like RBC are creating in order to incentivize universities and colleges to address these challenges?

UFV is taking a number of steps to ensure our graduates are innovation-enabled and work-ready, which also means being creative, critical, and civic-minded. If we are to develop the local and global 21st century citizens that Goal Four of our Education Plan speaks of, we need to ensure that our students have the intellectual, social, and political capacity to play that role. This includes the capacity to understand, appreciate, and easily move between different ways of knowing.

Distributed Innovation

Our vision for innovation at UFV has shifted from a centralized model where the expertise, facilities, technology, and applied, project-based educational practices needed to develop tech-ready, innovative, and creative talent for the Fraser Valley was contained in one building, to a distributed model of innovation. This model is much more aligned with the principle of sustainability. It means distributing innovation across campuses and programs, maximizing existing partnerships and spaces, and, where feasible, working to bring interdisciplinary innovation together in centres.

This will involve

- Distributing—through renovation and upgrades—tech-enabled, flexible teaching and learning spaces across campus, and
- the creation of multiple opportunities and dedicated spaces, centres, or hubs for collaborative innovation, each with a with different area of focus

Together, distributed innovation spaces and multiple, specialized hubs of innovation will contribute to our vision of realizing three goals for UFV:

1. Attracting, developing, and retaining tech-enabled talent—especially for the Fraser Valley
2. Equipping students with innovation skills
3. Creating work-enabled graduates

(While aligning with the five Education Plan Goals, all three can be considered subsidiaries of Goal 4 of the Education Plan: Developing Local and Global Citizenship).

The innovation hubs include existing and planned ones, and those at the concept stage.

Currently existing:

Food and Agriculture Institute

The Food and Agriculture Institute (“the FAI”) at the University of the Fraser Valley will establish UFV as the leading post-secondary institution in British Columbia for research and training in support of the agriculture sector. It is dedicated to fostering food security through food and agricultural research, innovation and education. Undergraduate researchers will further develop their workplace skills and enlarge their professional networks. The FAI communicates the training needs of industry to the University and facilitates the development of accredited programming from certificates to graduate degrees to ensure industry appropriate training and thorough preparation of students for careers throughout the agriculture value chain. (Goals 1-5)

Centre for Experiential and Career Education (more fully described in the following section)

This Centre will facilitate 1) the integration of experiential and career education into UFV's core academic activities; 2) the creation of one portal into the university for industry and community representatives wanting to engage students in experiential learning, work-integrated learning (internships and practicums), and co-op education; and 3) the development of each student's ability to understand and articulate the learning outcomes achieved, skills acquired, and potential careers to which a UFV education in any program leads. (Goals 1, 2, 3, & 5)

Trades and Technology Makerspace:

This is a cross-disciplinary space where K-12 learners and community members, assisted by UFV students and faculty, engage in hands-on learning, collaboration, experimentation, problem-solving, and creative exploration. Budding innovators get to create and build things with the help of mentors and our cutting-edge machinery and tools, including 3D printers, laser cutters/engravers and robotics arms. (Goals 2, 3, 5)

Planned or Conceptualized:

Centre for Innovation and Entrepreneurship

The Centre for Innovation and Entrepreneurship will be dedicated to the fostering of economic development in the Fraser Valley through innovation and entrepreneurship research, education, and community outreach. It will provide workshops to support existing and future entrepreneurs and provide undergraduate and graduate researchers opportunities to further develop their research skills, strengthen their professional networks, and learn how to bring their innovative products to the market. (Goals 2, 3, 5)

Health Innovation Lab

The Health Innovation Lab will establish UFV as the leading post-secondary institution in the Fraser Valley for research, training and innovation in health care delivery. With access to a unique local data set, it will bring together UFV, Fraser Health, and the Fraser East Divisions of Family Practice in an inter-sectoral, collaborative partnership to harness the region's creative resources to tackle the health challenges facing Fraser East, (Goals 2 & 3)

Multimedia Performance Lab

Cross-institutional discussions have generated a concept and design for an immersive, multimedia, and performance lab that would provide a space for students and faculty to investigate the intersections of digital media technologies, embodiment, and pedagogy. This space would promote teaching innovation by providing spaces for technologically-supported experiential, applied, and active learning activities. A wide range of programs and service units would have access to a performance space and integrated, immersive media experiences. (Goals 2, 3, 4, & 5)

Peace and Reconciliation Centre

The Peace and Reconciliation Centre will operate as a peacebuilding and conflict transformation hub, where community members will be able to engage in innovative dialogue and strategic peacebuilding planning for local implementation and students will be able to engage in applied and experiential learning. (Goals 3 & 4)

Two important reasons why these centres, labs, and hubs will be ideal locations for teaching innovation is because they are inherently multi- and interdisciplinary and because the learning they provide is experiential.

The best way to introduce innovative thinking to students is by sharpening their ability to be effective in multiple fields of inquiry. If they are going to be innovators, they will need to function in multiple domains, in multiple disciplines; and most of their learning will be experiential.

Henry Doss, "Our Universities Are Not teaching Innovation,"

<https://www.forbes.com/sites/henrydoss/2015/02/25/our-universities-are-not-teaching-innovation/#358432a46bae>

In addition to planning for focused areas of innovation and renovated facilities across the campuses to enable innovative teaching and learning practices everywhere, we have launched a deliberate effort to foster a culture of innovation throughout UFV. This involves incentivizing innovation through the creation of a competitive Innovation Fund; offering Design Thinking Workshops for faculty, staff, and administrators; and an Intentional Collisions project designed to foster productive conversations between people who would not normally meet.

All of the above will position UFV to become the centre of an Innovation Hub in the Fraser Valley. This Hub includes start-up communities (such as Chilliwack Start-up Grind and Abbotsford Innovation Partners), the Fraser Valley Regional Tech Forum, Abbotsford Intelligent Communities, Sto:lo Community Futures and its Indigenous Entrepreneur Start-up program, and the Abbotsford Airport.

The innovation hubs and distributed innovation spaces will

- Provide students from all areas of the university with access to cutting-edge digital equipment and training on the use and multiple applications of technology
- Provide creative and collaborative teams of students, faculty, and industry representatives to work on innovative solutions to the challenges brought to us by the community
- Provide formal and informal collaborative spaces to foster interdisciplinarity and innovative/creative thinking across all disciplines and enhance creative-entrepreneurial thinking by exposing students to the process of innovation
- Educate, through applied research projects and collaboration with industry partners, innovation leaders by developing strategic thinking, design thinking, teamwork, problem solving, communication, collaboration, risk assessment and risk-taking, decision-making, and implementation skills
- Develop Indigenous tech sector employees and entrepreneurs and equip non-Indigenous students and employers with the cultural knowledge required to work effectively with Indigenous communities
- grow entrepreneurs, innovators, tech talent, and businesses across a variety of sectors that embrace technology

UFV's Innovation Ecosystem will develop tech-ready innovators—faculty, students, industry and community representatives—who can develop innovation skills in others. It will enable academic units and support services to make *innovation capability* a UFV graduate attribute. Ultimately, as a university with a culture of innovation; 21st-century teaching and learning facilities, technology, and pedagogies;

and graduates with creative minds and innovation skills, UFV will attract creative people and industries to, and arrest the outflow of talented young people from, the Fraser Valley.

Experiential Education and Work-Integrated Learning

Universities provide students with the opportunity for personal development, academic learning, and career development. But today's students are faced with the pressure of increasing costs (tuition and living costs) and the "decreasing certainty of outcome (the 'promise' of a good job after graduation)" (<https://forum.academica.ca/forum/a-new-paradigm-for-education-and-career-development>). Rather than letting these pressures diminish the personal development and learning opportunities of university education, UFV is taking steps to ensure the integration of all three aspects. Typically, universities conceive of the goals of personal development, academic learning, and career exploration as separate experiences and they are structured in such a way that students are encouraged to see them as separate experiences and goals. UFV wants to change this. We want to recognize the very real economic anxieties that plague our students (and that are one of the most important factors in the increase in mental health challenges for today's students) while ensuring that career preparation is neither an "add-on" or afterthought, but part of and shaped by their academic learning experience.

To this end, UFV is expanding its efforts to:

- assist faculty with providing students with experiential learning opportunities
- assist students who want to explore their areas of interest and passion with understanding the career opportunities opened up by *any* area of study at the University ("students often are aware of only a handful of the multitude of careers and employers out there available to them," Suzanne Bowness, "Job One: University career centres are broadening and deepening their services to better serve students," *University Affairs*, March-April 2019).
- assist students with understanding the learning benefits and career opportunities opened up by co-curricular experiences.

These efforts include the launch of a major initiative: The **Centre for Experiential and Career Education (CECE)**. CECE realigns units and staff involved in career planning, experiential learning, co-op placements, internships, practicums, mentoring and co-curricular experiences into one department: The *Centre for Experiential and Career Education*. CECE will be housed within the Department of Teaching and Learning to facilitate opportunities and programming which connects the curriculum to workplace skills development and which will move experiential and career education from the periphery of the student learning journey to a place where it is integrated into our core academic activities.

Current information on trends in post-secondary and the needs of our students highlight the importance of experiential, applied, and career learning as essential to student success now and in the future. UFV wants to embed these opportunities and experiences throughout the student learning journey. Right now, they are too often seen as something extra: experiential learning is something some students in some programs get to do and career education is seen as a service that some students seek out to help them, often only when they're on the verge of graduation.

Bringing together the activities and personnel of the Experiential Education and Co-Curricular Offices with those of the Career Centre, and housing them within the Department of Teaching and Learning, will be a major step towards the integration of career and academic education and the creation of one

portal into the university for industry and community representatives wanting to engage students in experiential learning, work-integrated learning (internships and practicums), and co-op education. Moreover, it will strengthen the infrastructure of support for faculty wishing to develop experiential learning opportunities for their students, but daunted by the work involved. “Many faculty members hesitate to embrace experiential learning because the logistical and regulatory requirements of off-campus activities, combined with the difficulty of identifying and building a relationship with a community partner, makes the task seem prohibitively difficult” (Education Advisory Board, *Integrating Academic And Career Development: Strategies to Scale Experiential Learning and Reflection Across the Curriculum*, 2017). CECE should greatly facilitate the work of faculty committed to experiential education.

The ultimate goal is that every student has an experiential or work-integrated learning opportunity while attending UFV and that this opportunity will inform, indeed, shape their understanding of their career possibilities. This understanding is one of the most significant benefits of bringing the Career Centre and the Co-Curricular Office into the Teaching and Learning area. It will forefront our commitment to ensuring each work-integrated or experiential learning opportunity is approached and intentionally processed by students as a *learning* opportunity, one which has them reflect on and articulate the learning outcomes achieved and skills acquired and the potential careers to which they lead.

CityStudio:

Less than two years ago, UFV and the City of Abbotsford came up with an idea: we would bring from Vancouver to Abbotsford the CityStudio model of a partnership between a university and a municipal government to engage students in solving city problems. In record time, 6 or 7 months, we did it. We began by asking City staff to identify challenges our students could work on in their courses. They quickly identified 27. We then lined up some of the challenges with the courses that matched. We launched these 5 CityStudio courses in January 2018 and CityStudio Abbotsford was born. It continued in the Summer and Fall and the 2019 Winter semesters.

Over four successive semesters, CityStudio Abbotsford has involved about 340 students, 21 courses, 22 faculty members, and about two dozen city staff. It is shifting the way students, City staff, faculty, and community members work together as they co-create solutions to our city’s most complex challenges. Together they are learning to experiment with on-the-ground projects and our students are learning the skills they need to succeed in today’s economy and inspire action in the community and government. Very significantly, we are normalizing experiential learning and civic action as core elements of higher education.

The CityStudio program has been a game-changer for both the University and the City. It has cemented a dynamic partnership between us and brought huge benefits to our students and community. While learning how cities work, UFV students gain the opportunity, in partnership with city staff and fellow students, to wrestle with real-world, civic challenges and learn the skills required for collaboration, strategic thinking, design thinking, innovation, and social change. It vests the students in their city, the city in UFV, and the community in UFV students. Win-win-win. The founders and directors of CityStudio Vancouver now hold up CityStudio Abbotsford as a model for aspiring CityStudios across the country and around the world.

At the end of each semester, CityStudio students bring their energy and ideas to City Hall and present their projects, their attempted solutions to a City Challenge. It's called, a HUBBUB. In early April, we celebrated HUBBUB number 3, and it was our biggest to date, with 26 student working groups addressing City Challenges collaboratively.

Community members and city staff who attend the Hubbubs are genuinely amazed at our students' creativity, brilliance, and dedication. They are learning how UFV's CityStudio students problem-solved, collaborated, innovated, and stretched themselves beyond their comfort zones, and they are realizing that they, UFV students, are the creative talent and future builders of innovative, sustainable cities in the Fraser Valley and beyond.

TECH Programming, Innovation, and Experiential Learning

UFV responded to the BC Ministry of Advanced Education, Skills and Training's call (and funding) to expand technology-related programming in the BC post-secondary sector with a mix of both existing and newly created academic programming. In particular, UFV proposed a variety of approaches to expand tech FTEs and graduates, with a combination of short, intensive certificate programs alongside increased investment in degrees and degree options. This approach will ensure we can deliver on the Ministry's FTE and graduate targets.

- Coding Skills Associate Certificate, Faculty of Professional Studies (approved new program) (2019-20: 5 FTEs; 2020-21: 5 FTEs)
- Applied Bioinformatics Certificate, Faculty of Science (new program in development, with Concept Paper going forward to Senate and the Board in June) (2020-21: 3 FTEs)
- Digital Manufacturing Diploma, Faculty of Applied and Technical Studies (approved new program) (2019-20: 5 FTEs; 2020-21: 10 FTEs)
- Graphic and Digital Design Extended Minor and Minor, College of Arts (2019-20: 10 FTEs; 2020-21: 15 FTEs)
- Bachelor of Media Arts, College of Arts (2020-21: 7 FTEs)

This expansion of tech programming builds upon and integrates well with our priorities and plans, including our commitment to integrate experiential and hands-on learning both inside and outside the classroom (Education Plan **Goal 5**); equipping our students with innovation skills and digital literacy (connecting with our plans towards a distributed approach to Innovation); being a leader in the development of the Fraser Valley (*Strategic Direction # 2*); and growing our programming in agriculture and digital technology (**Goal 9** of the *UFV Strategic Enrolment Management Plan*). This new funding will permit (1) program expansion and development, including programs that will integrate well with a number of existing diplomas and degrees, and (2) a significant increase in the employment prospects of a wide cross-section of our students.

This investment will help UFV provide industry, including the agri-business and agri-foods sector, as well as the digital creative economy, with the skilled workforce it needs to adopt new technologies, services, and processes. In particular, it will enable UFV to build upon previous government and Western

Economic Diversification investments (in our Agriculture Centre of Excellence and agriculture programs and equipment) to expand existing and develop new programming which will allow us to educate the next generation of agricultural technicians. Ultimately, this will lead to innovation in and the growth of the agriculture sector and the creative economy in our region.

In terms of proposed new programs, this applies particularly to Digital Manufacturing and Applied Bioinformatics. Digital Manufacturing has wide industrial application, including both the design and implementation of automated agricultural systems and in techniques which increase the precision of planting, yield management and soil management and decrease the use of pesticides and environmental footprint.

Internationalization and International Students

The presence of international students on our campuses and in our classrooms is vital to realizing Education Plan Goal 4: Develop Local and Global Citizenship. But the marked increase in international student numbers in recent years has challenged our ability to properly support both the students and the faculty and staff who teach and serve them. In light of the rapid growth of international students and the associated challenges, a Task Force on International Student Success was formed in September 2018, led by Dean Jacqueline Nolte. Task force members were drawn from various faculties and support services on campus and included administrators, faculty, and staff. The Task Force established three subcommittees structured around three key themes related to support for international students: before arrival, in-class supports, and out-of-class supports. Recommendations from the subcommittees were then reviewed and refined by the Task Force.

Key points in the Report include:

- Implementing the recommendations would benefit all students at UFV
- “International students” are not a homogenous group: “they come from a broad set of circumstances with lived experiences that greatly influence their motivations for studying here and choosing the programs they do”
- Considerable work is currently underway – yet there is perceived to be a lack of a broad understanding of what supports and services are provided to international students
- Continued collaboration across administrative and academic units is necessary for creating a supportive learning environment for international students
- Supporting international students involves supporting faculty
- There is value in bringing together the diverse areas at UFV that support international students for an ongoing, common discussion

Hence, the opening recommendation of the Task Force is to create an ongoing, regular committee to help ensure that the recommendations are acted upon. There were 28 recommendations in total, covering themes that included *Pre-Arrival and Orientation Supports for International Students* (including a prescribed entry curriculum and a comprehensive set of web-based and print resources and an online pre-arrival orientation), *Supports/Training for Faculty Staff* (including training on intercultural competency and communications), and *Coordinated Peer Mentoring, Tutoring, and Support Programs*.

A second report on International Students is expected shortly. This will be created by the Vice-President, Students, using a strategic enrolment management lens. This means considering target numbers for international students by program and across the university, as well as strategies for

diversification, both in terms of the countries of origin and the programs of destination. Considered together, the two Reports will enable us to prioritize recommendations and draft a multi-year plan of action. Enacting such a plan successfully will need to emulate the productive collaboration across administrative and academic units demonstrated by the Task Force.

Of course, both Reports build on ongoing efforts to recruit and retain students and provide the supports they need. These efforts include hiring an additional Advisor for International Students, shifting the reporting of International Academic Advisors to the Director of the Advising Centre (July 2019) to ensure continued collaboration between UFV International and the Advising Centre, coordinating various stakeholders in the preparation of orientation videos for international students, the introduction of peer mentoring for international students in several departments/areas in Arts as well as for BUS 100 in Professional Studies; courses chosen were those with high numbers of international students who were in their first term at UFV.

While the international student market is potentially quite volatile, we can expect increased interest from students around the world due to our success in QStars, a prestigious international post-secondary rating system. UFV received four-star status (out of five), including a perfect five stars in two key areas: teaching and employability of graduates.

Examples of Meeting the 5 Education Plan Goals

A much longer and more detailed recording of various ways in which we are meeting the five Education Plan Goals can be found in the appendices. What follows are some illustrative examples.

Goal 1: Prioritize Learning Everywhere:

While *generally* we have failed to increase our online and hybrid offerings in a truly significant way, it is worth noting that in some departments (Biology, for example), there has been a marked increase. The number of online sections of Biology 104 increased from 2 in 2017-18 to 7 this past year (leading to a total of over 200 enrolled students). And Biology 310 and 314 were offered in hybrid formats. Other departments that increased online offerings include Communications, Criminology, History, Economics, and Geography.

One of the many locations in which learning outside the classroom occurred was in the UFV Lead Program. It focused on mentorship and leadership development and grew from 30 engaged students to 150 engaged students in 2018-19, contributing to Goals 1, 4, and 5.

Of course, learning outside the classroom also takes place in the library. Librarians developed the **Passport to Success** research guide. Although the guide can be used by anyone, it was specifically designed for new international students.

In response to a \$100,000 one-time Ministry grant for activities at UFV's Agriculture Centre of Excellence (ACE), UFV will launch three learning projects. The three interdisciplinary applied projects will 1) provide alternatives for blueberry farmers to protect their crops from birds, 2) develop standards of practice for the consumption of food produced in the ACE greenhouses, and 3) create an apiary training centre.

These projects will train up to 135 students in the coming year and provide valuable applied learning that encourages students to engage with their community and industry to solve real-world problems.

The Teaching and Learning Centre participated with cross-departmental faculty and staff to develop an online course and resources to support international students coming to UFV. The Academic Success Centre and Supported Learning Groups (SLG) hired specialized tutors to assist international students. Assisting the International Students Task Force, the SLG Coordinator conducted a series of focus groups to determine why international students were struggling in their courses. Her findings were used to guide the development of supports for students before they arrive in Canada.

e-Portfolios allow students to articulate-and potentially get credit for—the learning they've achieved in work and life experiences outside of school. We increased the number of students using e-Portfolios by requiring their development in Adult Education 472 and Teaching English as a Second Language 433, as well as in the Bachelor of Arts and Bachelor of Integrated Studies degrees.

Researchers from the Faculty of Health Sciences examined the connection between historical trauma and the mental health experience of First Nations and Métis parents and youth as part of a week-long camp offered through the Fraser Valley Métis Association. Part of the reason for organizing the camps was to encourage Métis children to become more rooted in their Metis culture, and to encourage community connection.

History, Modern Languages, and Political Science hosted various public lectures and panels throughout the year, including a History film series “Rebels and Rulers” and the cross-faculty Dr. Zhivago forum, while Visual Arts, Theatre, and English collaborated to offer the Interpret Creative and Performing Arts Festival on the Abbotsford campus.

In response to a request from the Nicola Valley Institute of Technology (NVIT), UFV offered an Indigenous-focused Master of Social Work degree in Merritt.

UFV provided community-based delivery of English and Mathematics courses to Nuxalk Nation NITEP students in Bella Coala.

Continuing Education now offers Bookkeeping for Small Business, Paralegal, and Advanced Medical Office Assistant students the option of participating digitally and synchronously with a face-to-face class. As a result, barriers to participation for students who have complex life commitments and/or live far away from UFV campuses (e.g., Kelowna) have been reduced.

Goal 2: Commit to Flexibility and Responsiveness:

We increased the frequency of program specific advising for 1st-year Arts and Science students at CEP to better meet demand for advising within various student populations.

In response to a funding opportunity from the Ministry, we developed new programs in Coding Skills, Digital Manufacturing, and Bioinformatics which will prepare graduates to meet the demands of B.C.'s growing tech industry.

UFV increased the number of sections with Supported Learning Groups.

We increased resources for Counselling, the Centre for Accessibility Services, and Financial Aid and Awards, primarily through new hires, to be more responsive to student needs.

The College of Arts increased flexibility for students to meet both the BA foundation and BA portfolio requirements.

An Upgrading and University Preparation Math instructor wrote and developed a complete online text for the Advanced ABE Mathematics course (MATH 085). As a result, students are saving money because they no longer are required to purchase a textbook.

The Teaching and Learning Centre extended their work hours to include an additional evening and Saturdays to support faculty in the classrooms.

In Criminology, a new timetabling system sees every required program course and a variety of elective courses offered every year.

Working with UFV International, English Language Studies provided a range of courses to accommodate international students' needs and schedules throughout the year, including a condensed, 11-week summer semester for international University Foundation and Qualifying Studies students.

We increased the frequency of program specific advising for 1st-year Arts and Science students at CEP to better meet demand for advising within various student populations.

The new Digital Manufacturing Program is designed to accept students from nearly every discipline or background. The idea is that they will study how to apply the principles of digital manufacturing to their area of expertise or knowledge.

The Office of the Registrar led the review of the BC Graduation Program, ensuring that admissions and course pre-requisite requirements reflected the changes in K-12 education and met the needs of students.

Campus Recreation grew their programming for UFV students and employees, as well as community groups, thereby being responsive to needs (Goal 2) and offering lots of opportunities for student work and engagement (Goal 5).

Child, Youth, and Family Studies has introduced the possibility that students utilizing an "oral tradition" can challenge existing courses and receive credit for them.

The Computer Information Systems Department is offering more courses on evenings and weekends.

The Graduate Studies Committee of Senate has approved the introduction of competency-based admission to the MA in Criminal Justice.

Goal 3: Collaborate Across Boundaries:

Thanks to the collaborative efforts of faculty, staff, and administrators, we have dozens of partnerships with community organizations, industry, and municipalities. Our partners include hospitals, school districts, the Fraser Health Authority, Chambers of Commerce, several Ministries, Agriculture Canada, several Indigenous organizations, Surrey fire Service, and multiple Canadian and international universities.

Faculty widen students' networks by introducing them to industry and community partnerships, like the BC Cancer Agency, as they learn to design 3D printed models of hearts that are used to improve treatment outcomes.

We have increased the number of inter- and multidisciplinary programs. These include a Bachelor of Environmental Studies, a Bio-Chemistry major in the BSC, an Applied Statistics Minor, a Program Evaluation graduate certificate, and a Global Development Studies Minor and Extended Minor.

The *School of Agriculture, Geography and the Environment (SAGE)*, housed in the Faculty of Science, was created to bring together programming and the Food and Agriculture Institute, and to promote interdisciplinary collaboration.

The Theatre and Visual Arts Departments voted to merge and form the School of Creative Arts.

Collaboration with and outreach to the K-12 sector can be seen in the new Summer Jumpstart program offered by the College of Arts, an increase in dual-credit offerings, the ability of high school students to spend a full working day doing the real work of operating an enterprise in our Culinary Program and Cafeteria, and presentations and guest lectures by our faculty in local high schools.

Another example of collaboration with the K-12 Sector: the first annual Fraser Valley Mathematics Education Sq'ep (gathering) was held at the Gathering Place on the UFV Campus in Chilliwack on February 22, 2019. The objective of this one-day event (supported by the Library) was to foster a community of mathematics educators through sharing of ideas, examples, resources, teaching practices, and research activities that "wove" Indigenous knowledge and world views of knowing and connecting with mathematical learning. It attracted roughly 70 educators from schools and other post-secondary institutions.

A third example: The Teaching and Learning Centre brought together 150 postsecondary and secondary educators for a one-day symposium, *Spotlight on Learning*, focused on the new K-12 curriculum.

The Indigenous Student Centre moved its reporting to the VP Students, allowing for greater collaboration and integration with Student Life and Development, thereby fostering Goal 3 and providing more opportunities to be responsive to the needs of Indigenous students (Goal 2).

UFV offered a Métis-specific Community Support Worker (MCSW) program in Partnership with Métis Nation British Columbia (supported by Aboriginal Community-Based Training Partnerships Program which is jointly funded by the BC provincial government and the federal government).

The Vice-Provost's Office, Indigenous Affairs, the Indigenous Student Centre, Student Life, the Academic Success Centre, Athletics, and other areas collaborated in delivering the (AEST-funded) Indigenous Student Success Cohort. The program offered academic courses, student success skill development, orientation to UFV services, academic supports, social and cultural workshops, and the opportunity to develop a community on campus. The goal was to position Indigenous students to achieve academic success in their first year and prepare them for the academic rigour of a university program.

The Faculty of Science hosts the Fraser Valley Regional Science Fair, Math Mania, Science Rocks Summer Camps, Math Challengers, Let's Talk Science, Super Science, and more.

Five team-taught Inter-Disciplinary Studies courses were offered by the College of Arts in 2018-19.

In collaboration with the Student Union Society, Student Life and Development re-established the Food Bank, providing hampers to more than 150 students and their dependents over 2 semesters, contributing to Goals 2, 3, and 4.

Student Life and Development delivered key programming to students around sexualized violence prevention, collaborating with UFV faculty on curriculum design and delivery (Goal 3). Programming was delivered to students via a peer-to-peer model (goal 5) and included campaigns to make UFV a safer and more inclusive campus (Goal 4).

Library and Information Technology collaborated on an interdisciplinary health fair for at-risk youth in downtown Chilliwack, in collaboration with Health Sciences and Social Work and Human Services.

The Teacher Education Department collaborated with the UBC Faculty of Education on Indigenous Storybooks (www.indienousstorybooks.ca) and with UFV's School of Social Work and Human Services in examining the role of Elders in post-secondary institutions and how to support them.

Goal 4: Develop Local and Global Citizenship:

Indigenization and "the inclusion of indigenous content, perspectives, and ways of knowing" in curriculum and services is an integral part of Goal 4. The next several items are examples of Indigenization and ways of meeting Goal 4.

In response to the growing demand from faculty members and departments to Indigenize their courses, the Teaching and Learning Centre hired a Teaching and Learning Specialist in Indigenization. This specialist has held numerous one-on-one consultations, delivered presentations to department meetings, met with community members, and has developed numerous resources to assist with the Indigenization process; for example, an interactive tool for students to develop and understand the territorial acknowledgement.

Acknowledgements of Stó:lō territory are now a regular part of many department and service area meetings—including meetings of Senate and the Board of Governors-- gatherings and initiatives. It can be found on many course outlines; for example, the English Language Studies Department added Stó:lō territorial acknowledgement to all course syllabi templates.

Indigenous Student Centre staff initiated and facilitated a traditional Stó:lō community blanket weaving that included UFV students, staff, faculty, and community members.

In response to the Calls to Action # 62 & #63 from the Truth & Reconciliation Commission, this year the Teacher Education Department embarked on a program-wide initiative around Project Based Learning - a year-long exploration to answer the question: What does it mean to be a socially just educator in the Fraser Valley in 2019? This has included: site visits to St. Mary's Indian Residential school (Mission), the Heritage Gur Sikh temple (Abbotsford), Coqualeetza (Chilliwack), and virtual schools (Abbotsford & Langley); place-based learning at CEP; place names tours with Sto:lo cultural advisor Sonny McHalsie; a Punjabi language lesson; presentations by Q-munity (LGBTQ+ outreach), non-verbal students with autism and an expert in FASD; and participation in the KAIROS Blanket Exercise.

Biology 307 students learned traditional Stó:lō names to describe local plant species

ReconciliACTION 2018: This event was organized with Sto:lo Tribal Council in June. The day-long university-community dialogue consisted of sessions on Truth Telling, Imagining a Future Together, and Taking Action on Reconciliation. The goal was to begin to see our way forward in harmony, to build relationships and healthy communities that we envision in our shared future.

UFV hosted in the Gathering Place the "Together We Can: Indigenous Education Forum in S'olh Temexw" on May 8, 2019. It brought Indigenous community members and leaders together with UFV members, leaders, and students to discuss two questions: 1) How can UFV better meet the needs of Indigenous learners? and 2) What is it UFV can do better to meet Indigenous community needs? The community expressed gratitude for UFV's Indigenous achievements over the past decade-and-a-half and provided profound insight into how we can better serve students and the community and strengthen our collaborative relationship.

Cross-campus consultations have begun on *Lálém ye mestíyexw* ("House of the Peoples"), a plan to provide greater coordination and integration of initiatives and to strengthen Indigenous presence and relationships within UFV and our a connection to Stó:lō people and communities – the stewards of the land where UFV resides.

Outreach initiatives for children saw the Philosophy Department put on Think Fun camps in the summer of 2018.

Efforts to equip our students with an international experience included study tours to New York (Graphic and Digital Design Students), Prague (Visual Arts students), Kenya (Geography students), and Iceland, London, and Paris (Biology students). These are also excellent examples of experiential learning (Goal 5). Several students were sent to international conferences.

Arts hosted a Peace Literacy Workshop.

Departments and Schools in several Faculties have participated in CityStudio, a partnership with the City of Abbotsford that teaches students how cities work and how they can be changed and improved, while equipping them with the confidence and know-how to become influential civic actors.

Applied Business Technology faculty discussed the value of strategic volunteering with their students and regularly posted relevant volunteer opportunities in the ABT Alumni Facebook group.

The social world, ethics, critical thinking, and reasoning are topics integrated with skills and technical capability development in our trades and technical programs.

The cohort partnership programs with Korea are underway with the first 40 students having completed a four-week orientation program at the Trades and Technology campus focusing on industrial English.

In response to a \$100,000 one-time Ministry grant for activities at UFV's Agriculture Centre of Excellence (ACE), UFV will launch three learning projects. The three interdisciplinary applied projects will train up to 135 students in the coming year, provide alternatives for blueberry farmers to protect their crops from birds, develop standards of practice for the consumption of food produced in the ACE greenhouses, and create an apiary training centre. These projects will provide valuable applied learning that encourages students to engage with their community and industry to solve real-world problems and thus, to become active citizens.

While undergraduate research is a prime example of experiential learning (Goal 5), it is also often an opportunity to contribute to community development and wellbeing, whether the research involves solving agricultural pest problems, statistical analysis of ridership in public transportation, or ways to increase public engagement in municipal decision-making (to mention only three examples).

We will be receiving \$187,000 in Research Support Funds this year, which is about \$40k up from last year. This increase was made possible by the work and commitment of our researchers, students, and supporting staff. It permits the multiplication of research—including community-engaged research—opportunities, not just for faculty, but for our students.

Goal 5: Integrate Experiential Learning:

The next several items are examples of **Student Research** and ways of meeting Goal 5.

Student research is intensive experiential learning that enables them to apply classroom learning to real world current issues such as replacing platinum with less expensive catalysts for the production of hydrogen fuel.

Volunteer, work-study, co-op, and paid research assistant opportunities for students increased significantly this past year. In 2018-19, the total number of students employed as Research Assistants increased from 182 to 218—up 20% over 2017-18. At Undergraduate Research Day, there were 96 student research posters in 2019, with 181 students involved in individual and group posters. This is an increase of 50% in participants over last year and 90% over 2017.

Several researchers within Biology and Chemistry supervised over 80 students combined, in various directed studies courses that provided students with hands on research experience through lab and field components as well as with placements in industry, government and other academic institutions.

Involving and mentoring undergraduate students in research opens many doors for them. One Biology student research project, for example, was featured in the Vancouver Sun (<https://vancouver.sun.com/news/local-news/ufv-researchers-implant-salamanders-with-microchips-to-track-movement>).

Arts supported a Student Leadership Conference with attendance counting for the Co-Curricular Record or the BA civic engagement requirement.

For the I-Lead Abby Youth 4 Change Photovoice Project, UFV, in partnership with I-LEAD ABBY, presented an exhibition by Abbotsford youth. University students in Visual Arts worked with Abbotsford high school students from 3 different schools to produce a project that gives voice and image to the youth of the city and to provide youth a voice and opportunities to explore how to make their community inclusive through the arts. (Also meets Goal 3)

Dozens of UFV students gained teaching experience as peer tutors in the Academic Success Centre, as Supported Learning Group leaders, and in various outreach programs like Science Rocks summer camps. Many would argue that putting students in teaching positions (as tutors or mentors, for example) gives them the ideal learning experience.

BSN students provided naloxone training for UFV students, staff, and community.

Certified dental assistant students conducted oral health promotion education with various at-risk children in the community.

A Continuing Education student from the Advance Medical Office Assistant program applied the learning from her capstone project to implement practices for advanced care planning with patients in her clinic. This initiative has now become one of the core practices of the clinic and is gaining national recognition as a best practice in family practice.

The Five Corners Interdisciplinary Community Outreach Program offered students experiential learning through outreach work with at-risk groups in the community. Kinesiology, nursing, and dental students provided health resources and services to the Downtown Chilliwack community.

Peer mentoring for international students was introduced in the School of Business and the College of Arts in courses with high numbers of such students.

GAPS: 10 areas that need to be addressed to meet our Education Plan Goals

Recruitment of Indigenous Faculty and Staff: While Indigenous faculty and staff were hired in Teacher Education, Social Work and Human Services, Modern Languages, Child Youth and Family Studies, and Facilities, UFV is a little behind other institutions in proactively and strategically recruiting Indigenous faculty and staff—in a very competitive market. This hampers our achievement of all five Goals, but especially Goal 4.

Open Textbooks: The use by faculty of Open Educational Resources like Open Textbooks is still rather minimal at UFV. Students have noticed. They are particularly concerned with the high cost of textbooks and the homework software that accompanies them. This hampers our achievement of Goal 2.

Delays in Program Completion: Students are often unable to enrol in the courses they need to graduate in a timely (and less expensive) manner. A report prepared by the Office of Institutional Research and Integrated Planning (October 2018) on “delays in program completion,” drew the following conclusion:

Student survey results indicate that our students are delaying the completion of their program due to required or elective courses not being available. In the latest Canadian Undergraduate Survey Consortium (CUSC) survey (2018), 58% of our graduates indicated that they experienced a delay in the completion of their program. The most common reason by far was that required courses were not available at 39%, while 18% attributed the delay to an elective course not being available. This response is more than double the rate of the responses to the same question by graduates of participating peer institutions, 18% and 8% respectively.

--Delays in Program Completion: Identifying Course Bottlenecks

Additionally, students are reporting that some courses are inaccessible due to a lack of universal design or because they are not offered online or at CEP. This is especially difficult for students who are working to support themselves while finishing their degree. Completion delays and inaccessibility hamper our achievement of Goals 1 and 2.

Online and Hybrid Courses: Compared to other institutions, we offer a small amount of online and hybrid courses. Students state that we are not meeting their need for multiple, flexible and easily accessible online courses. This hampers our achievement of Goals 1 and 2.

Non-traditional delivery methods/schedules: These options for students are increasing, but progress has been slow. This hampers our achievement of Goals 1 and 2.

PLAR: Since Prior Learning and Assessment Recognition (PLAR) became the responsibility of individual departments rather than centralized in the Teaching and Learning Centre or, ideally, a PLAR Office, students have found obtaining PLAR to be a difficult exercise. This hampers our achievement of Goals 1 and 2.

Interdisciplinarity and Breaking Down Silos: Definite progress has been made, but much more remains to be done. This hampers our achievement of Goal 3.

Space Issues: Our space constraints—both the amount of space and its configuration—hamper our ability to achieve all five Goals.

Posting of 3- or even 2-year course schedules: Students regularly complain that they find planning their education extremely difficult when almost all departments do not post their scheduling plans for multiple years. This hampers our ability to achieve Goal 2.

Streamlining of Prerequisites and Requirements: Some progress has been made, but we are not keeping up with the wider post-secondary trend to reduce these to a minimum. This hampers our ability to achieve all five Goals, but especially Goal 2.

UFV CENTRE FOR PHILOSOPHICAL INQUIRY WITH CHILDREN

PROPOSAL

BACKGROUND

Philosophy for children is an inquiry-based pedagogy used to develop children's critical, collaborative, and creative thinking. Philosophy for children programs in schools improve children's self-esteem, speaking and listening skills, empathy, and self-control.ⁱ Furthermore, a recent studyⁱⁱ that involved over 3,000 children in the UK showed that weekly philosophy sessions led to improvements in reading and math. The sessions had a particularly positive impact on progress in reading and math among disadvantaged children. Beyond these benefits, philosophy for children has the value of allowing children to explore concepts fundamental to human existence and engage in open, respectful dialogue with each other. The philosophy teacher is a facilitator who helps children explore, develop, and critically reflect on their own reasoning. Philosophy for children fosters the curiosity and thinking skills children need to become lifelong learners and engaged, global citizens.

The benefits of philosophy for children programs have been well documented and there is a quickly growing movement toward including philosophy in schools around the world; however, Canada has been slow in its involvement in this movement. The Think Fun summer camp at UFV is one of the few examples of philosophy for children programming in Canada (outside of Quebec).

The creation of a UFV Centre for Philosophical Inquiry with Children would allow UFV to be a local and national hub for education, practice, and advocacy for philosophy for children.

OBJECTIVE

The mission of the UFV Centre for Philosophical Inquiry with Children would be to support practice, education, and community outreach relating to philosophy for children.

BENEFITS

- The Centre would enable faculty members from UFV and other institutions who are interested in education, child development, children's rights, the concept of childhood, and the decolonization of all of these to come together and share information about their practice and knowledge.
- The Centre would work with the Philosophy Department to create courses on philosophy for children for UFV students and professional development courses for in-service teachers.
- The Centre would provide information, resources, support, training, and/or facilitators to schools and other organizations in the community who are interested in introducing philosophy for children into their institutions.
- The Centre would liaise with other post-secondary institutions in Canada and abroad to deliver graduate courses and diplomas in philosophy for children.

- The Centre would host talks, demonstrations of the practice, and conferences.
- The Centre would advocate for the introduction of philosophy in schools and for making philosophy a 'teachable' subject in BC schools (in harmony with the Canadian Philosophical Association's 'Philosophy in Schools Project'ⁱⁱⁱ).
- The Centre would fundraise and apply for grants to support education and practice in philosophy for children.
- The Centre would support the Think Fun summer camps and liaise with the Vancouver Institute of Philosophy for Children in providing the camps.

STRUCTURE

- **Director** from the UFV Philosophy Department
- One **Associate Director** from the UFV Philosophy Department
(The role of the directors will be to organize educational outreach, events, liaise with local schools, maintain the website, field questions, and organize meetings of the advisory board)
- **Associates** (To be determined by the Directors and Advisory Board)
Advisory Board
 - At least one member from the UFV Education Faculty
 - At least one Philosophy or Education faculty member from a university other than UFV
 - At least one in-service teacher or administrator from a BC school district
 - The VIP4C Director
 - At least one UFV student or alumnus who has worked at the Think Fun camps
- **Supporting Partners**
 - Supporting Partners will be sought from the many philosophy for children organizations and providers around the world. For example, VIP4C, PLATO, ICPIC, NAACI, Philosophy Foundation, SAPERE, EPIC (UBC)

BUDGET

- The budget request from the College of Arts for the first year would be \$500 per year for honoraria and administrative costs.
- Technical support for set up of website.
- Requests for funding would be made for individual activities for the first two years until a pattern of activities is established.

ⁱ STEPHAN MILLETT & ALAN TAPPER (2012) Benefits of Collaborative Philosophical Inquiry in Schools, *Educational Philosophy and Theory*, 44:5, 546-567, DOI: [10.1111/j.1469-5812.2010.00727.x](https://doi.org/10.1111/j.1469-5812.2010.00727.x)

ⁱⁱ https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/Campaigns/Evaluation_Reports/EEF_Project_Report_PhilosophyForChildren.pdf

ⁱⁱⁱ <https://www.acpcpa.ca/cpages/philosophy-in-the-schools>