



**AGENDA**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

Sept 18, 2019  
2:30 – 4:30pm | Room A225

**1. CALL to ORDER**

**2. ITEMS for ADOPTION**

- 2:30 pm 2.1. Agenda – September 18, 2019
- 2.2. Minutes – May 15, 2019..... pg. 2

**3. BUSINESS**

- 2:35 pm 3.1. Provost’s Report
- 2:45 pm 3.2. Vice-Chair Appointment
- 2:55 pm 3.3. APPC Expedited Review Standing Subcommittee – Call for Expressions of Interest ..... pg. 4
- 3:05 pm 3.4. Guidelines for Deans Summary Report for Program Reviews (Bruce K) .....pg. 10
- 3:20 pm 3.5. Terms of Reference Review (Al Wiseman) ..... pg. 13
- 3:30 pm 3.6. Generative Discussion for Agenda Topics

**4. ADJOURN**

Next Meeting: June 12, 2019, 2:30 – 4:30pm, A225

**5. INFORMATION ITEMS**

- 5.1. 2019 Education Plan Update – Appendix 2 ..... pg. 15
- 5.2. APPC Membership 2019-2020..... pg. 26
- 5.3. Senate Approvals – June 7, 2019
  - 5.3.1. Program Discontinuance - Computer Assisted Drafting certificate
  - 5.3.2. Program Report and Plan 2019
  - 5.3.3. Learning Everywhere: The UFV Education Plan, 2019 Update
  - 5.3.4. Program Review - Geography and the Environment (GATE)
- 5.4. APPC website: [ufv.ca/senate/standing-committees/appc/](http://ufv.ca/senate/standing-committees/appc/)

**Draft Minutes**  
**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**

May 15 2019  
2:50 pm, Room A225

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Present: E. Davis (Chair), M. Walter (Vice-Chair), V. Dvoracek, G. Fehr, P. Geller, R. Kelley, B. Kirkley, E. Landolfi, F. MacDonald, L. Mackenzie, D. McGuire, S. Murray, N. Mooney, G. Palmer, B. Poettcker, S. Smith, M. Wideman, P. Wilson, A. Wiseman

Regrets: A. Bakos, C. Beshara, S. Hardman, A. Hodges, M. Manley, P. Pandey, B. Seo

Recorder: J. Nagtegaal

**1. CALL to ORDER**

**2. ITEMS for ADOPTION**

**2.1. Agenda**

**MOTION:**

It was moved and seconded that APPC approve the May 15, 2019 agenda as presented.

**CARRIED**

**2.2. Minutes**

**MOTION:**

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

**CARRIED**

**3. BUSINESS**

**3.1. Provost's Report**

On May 8, 2019 the Together We Can: Indigenous Education Summit in S'olh Temexw was held with both community and UFV members in attendance. The community shared how UFV can better meet the need of the community and Indigenous students here at UFV.

**3.2. Concept Papers**

The committee reviewed and discussed the concept papers brought forward for inclusion in the Program Report and Plan 2019.

**MOTION:**

It was moved and seconded that APPC recommend to Senate the approval of the Minor in Spanish Language and Culture for the Bachelor of Arts.

**CARRIED**

**MOTION:**

It was moved and seconded that APPC recommend to Senate the approval of the certificate in Indigenous Studies.

**CARRIED**

**MOTION:**

It was moved and seconded that APPC recommend to Senate the approval of the graduate certificate and diploma in Halq'eméylem.

**CARRIED**

**MOTION:**

It was moved and seconded that APPC recommend to Senate the approval of the certificate in Applied Bioinformatics.

**CARRIED**

**3.3. Program Report and Plan 2019**

The committee reviewed the Program Report and Plan 2019.

**MOTION:**

It was moved and seconded that APPC recommends that Senate recommend approval of the Program Report and Plan 2019 to the Board of Governors, with the inclusion of the recommended concept papers and deadline extensions.

**CARRIED**

**3.4. Update to the Education Plan 2019**

The committee reviewed the 2019 Update to the Education Plan. It was noted that the three goals outlined in the Distributed Innovation section seemed to be more employment focused and didn't necessarily address citizenship. It was noted the goals were expanded on further in the section. There was also a further discussion on career readiness and job adaptability.

**MOTION:**

It was moved and seconded that APPC recommends that Senate recommend approval of the Education Plan Update 2019 to the Board of Governors.

**CARRIED**

**4. ADJOURNMENT and NEXT MEETING**

The meeting was adjourned at 4:05pm. Next Meeting: June 12, 2019, 2:30 – 4:30pm, A225

**5. INFORMATION ITEMS**

**5.1. Creation of the UFV Centre for Philosophical Inquiry with Children**

**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/>**



**Number** 21  
**Effective Date** 2014-05-09  
**Next Review Date** 2019-05

**UNDERGRADUATE COURSE AND PROGRAM APPROVAL**

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<b>Approval Authority</b>	Senate
<b>Responsible Executive</b>	Provost and Vice-President, Academic
<b>Related Policies / Legislation</b>	<i>University Act, s. 35.2(6)(b)</i>

**PURPOSE**

The policy is to guide the review and approval of new courses and programs, and changes to existing courses and programs, to ensure that they meet both UFV and legislated quality assurance standards and requirements.

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**SCOPE**

This policy applies to all new courses and programs and changes to existing courses and programs.

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**DEFINITIONS**

In this policy, the following definitions apply:

**Program:** For the purposes of this policy, refers to a collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

**Program Concept Paper:** A brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

**Program Development Office (PDO):** Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

**Program Proposal:** The detailed description for a new program prepared on a standard template provided by the Program Development Office.

**Undergraduate Education Committee (UEC):** A Senate standing committee that provides Senate with advice on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students.

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**POLICY**

The adoption of new and revised curriculum shall include a series of structured consultations, reviews, and approvals that give the UFV community opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, alignment with Institutional Learning Outcomes, attention to student needs, demand for a program, and generally, adherence to UFV's mandate, strategic goals, and priorities.

The internal process includes various consultations, reviews, and approvals by academic units, support areas, administrators, the Senate and its committees, and the Board of Governors. Senate may delegate

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the authority to approve new courses and course changes to a Senate standing committee.

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## REGULATIONS

1. No new or revised program or course shall be implemented unless it has been reviewed and approved according to the provisions of this policy and related procedures.
  2. A new course requires the approval of UEC, or Senate upon recommendation by UEC
  3. Course changes will be classified as either minor or major. What constitutes a minor or major course change will be determined and communicated by UEC.
  4. A minor course change is to be approved by Faculty Council and submitted to UEC for review before inclusion in the Calendar.
  5. A major course change requires the approval of UEC, or Senate upon recommendation by UEC.
  6. A new program requires the approval of Senate according to the process outlined in Procedures for Undergraduate Program Approval. In exceptional cases, the approval can be obtained through the expedited process outlined in Procedures for Expedited Undergraduate Program Approval. No proposal can be put through the expedited process more than once.
  7. The process for major and minor program changes is determined by UEC. Major changes require the approval of Senate. Minor changes are approved by UEC, and sent to Senate for information. What constitutes a minor or major program change will be determined by Senate upon recommendation by UEC.
  8. The criteria for applying the expedited program approval process to a new program are as follows:
    - 8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
      - There is funding available from an external source, with time constraints.
      - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
      - There is a request for a partnership with a time constraint, and there is a funding source.
      - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
      - There is an opportunity for capital or infrastructure injection, with time constraints.
    - In addition,
      - 8.2. The program must be sustainable.
      - 8.3. The program must be consistent with the strategic goals of UFV.
      - 8.4. The program must be consistent with program priorities of UFV.
      - 8.5. There are minimal adverse implications for other faculties, programs, and services.
  9. Procedures in support of this policy will be developed, maintained, and communicated as such:
    - For new and revised courses: UEC.
    - For new program proposals (including concept papers): UEC, in consultation with the Office of the Vice-Provost.
    - For program revision: UEC.
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- For expedited process: APPC, in consultation with the Office of the Vice-Provost.

Any procedures developed in support of this policy will consider the roles of other Senate Standing Committees in the course and program approval process. Guidelines and templates in support of this policy will be administered by the Chair, Vice-Chair, and Assistant of the relevant committee by unanimous decision. Changes that are not unanimously agreed upon will be referred to the committee for decision.

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## **APPENDICES**

Procedures for Undergraduate Course Approval

Procedures for Undergraduate Program Approval

Procedures for Expedited Undergraduate Program Approval

**Part I: Determination of whether a program meets the criteria for Expedited Approval Process**

1. **Formation of PWG and development of proposal:** Dean of the program area approves a Program Working Group (PWG) to develop the program and new courses or major revisions to existing courses, if needed.  
The PWG must consult with academic areas potentially affected by, or with expertise on, the proposed new program.
2. **Program Development Office (PDO) verification:** The PDO verifies that the proposal package (including budgetary analysis, as approved by Dean and Budget Office) is complete and in compliance with UFV and Ministry guidelines for approval of new programs.
3. **Faculty/College Council and Dean:** The proposal package is submitted to the Faculty/College Council and Dean for review and approval.
4. **University-wide notification:** All academic and relevant service areas are notified of the proposed program and are given five business days to respond. The purpose of the notification is to ensure that implications that the new program may have for other academic units, programs, and services are identified. Comments received and the PWG's responses are included in the proposal package.
5. **Vice-Provost and APPC approves for Expedited review:** The Dean and Budget office submit a Memo to the Vice-Provost, or delegate, explaining how the proposed program meets the criteria for expedited process as stated in Policy 21.

The Vice-Provost makes one of the following recommendations:

- a. The proposed program meets the criteria for expedited process and can proceed through the rest of the expedited screening process.
- b. The proposed program does not meet the criteria for expedited process, therefore cannot proceed through the rest of the expedited screening process.

The Vice-Provost's recommendation is submitted to the APPC chair and vice-chair for confirmation.

The Dean may appeal a recommendation not to follow the expedited process (b. above) to the APPC Expedited Review standing subcommittee, whose decision is final.<sup>1</sup>

<sup>1</sup> APPC Expedited Review Standing Subcommittee is comprised of the Chair of APPC, the Vice-Chair, and three faculty members, where possible from different Faculties/College.

## Part II: Review of Program Proposal under the Expedited Approval Process

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed.

6. **UEC Screening, CWC, UEC and Senate Budget Committee:** The proposal package is submitted to UEC Screening Subcommittee who reviews it prior to submission to campus-wide consultation for information and to UEC for recommendation to APPC (the Screening Subcommittee may recommend that UEC vote on the proposal by e-mail). Analysis of the proposed program's budgetary implications is submitted to the Senate Budget Committee also for recommendation to APPC. (Senate Budget Committee may exempt specific Departments from review under the expedited process. The program proposal from an exempt Department goes to SBC for information.)
7. **APPC:** APPC Expedited Review Standing Subcommittee receives UEC's and, when applicable, SBC's recommendation and makes a recommendation to Senate. The program proposal goes to APPC for information.
8. **Senate:** The Senate reviews the proposal, along with the APPC Expedited Review Standing Subcommittee's, UEC's, and, when applicable, SBC's recommendations, for approval.
9. **External Approval:** If external approval is required, the Program Proposal is sent to the Office of the Provost and Vice-President, Academic for external submission (typically, through posting on the Post-secondary Institution Proposal System for 30 days).

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## Policy 21 excerpt on the Expedited Program Approval Process

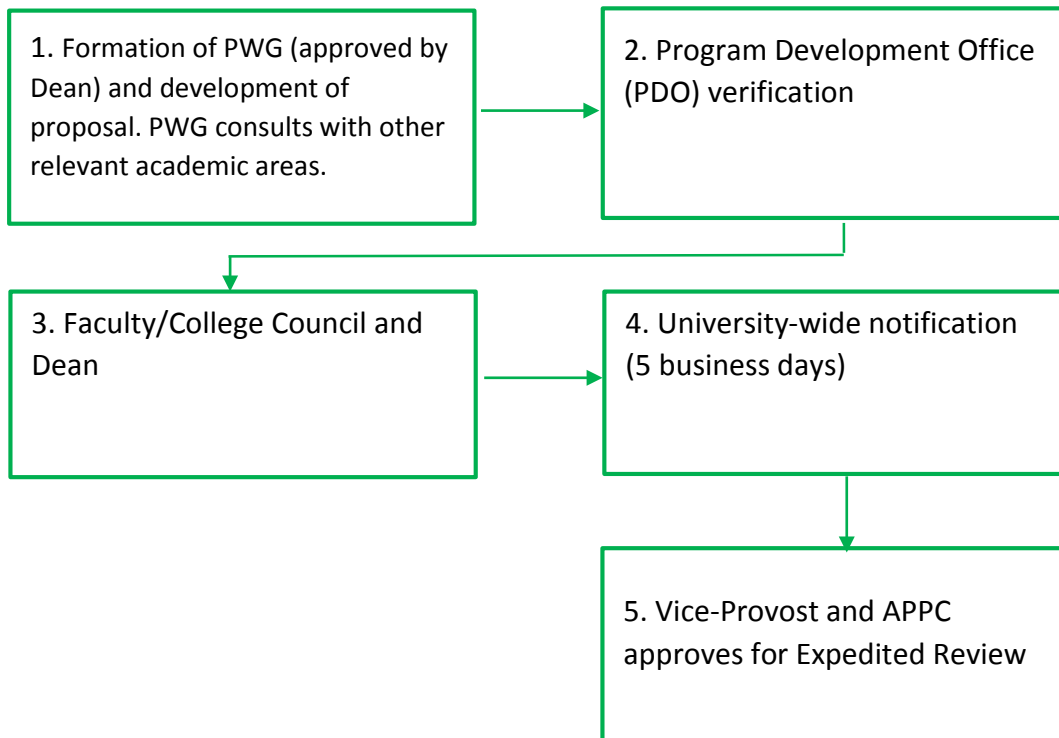
8. The criteria for applying the expedited program approval process to a new program are as follows:
  - 8.1. The expedited program approval process may be requested for a new undergraduate program if at least one of the following circumstances applies:
    - There is funding available from an external source, with time constraints.
    - There is a sudden emergent need in the community for a narrow, focused theme, and there is a funding source.
    - There is a request for a partnership with a time constraint, and there is a funding source.
    - There is a clearly demonstrable opportunity for revenue generation to meet a specific demand, with time constraints.
    - There is an opportunity for capital or infrastructure injection, with time constraints.

In addition,

- 8.2. The program must be sustainable.
- 8.3. The program must be consistent with the strategic goals of UFV.
- 8.4. The program must be consistent with program priorities of UFV.
- 8.5. There are minimal adverse implications for other faculties, programs, and services.

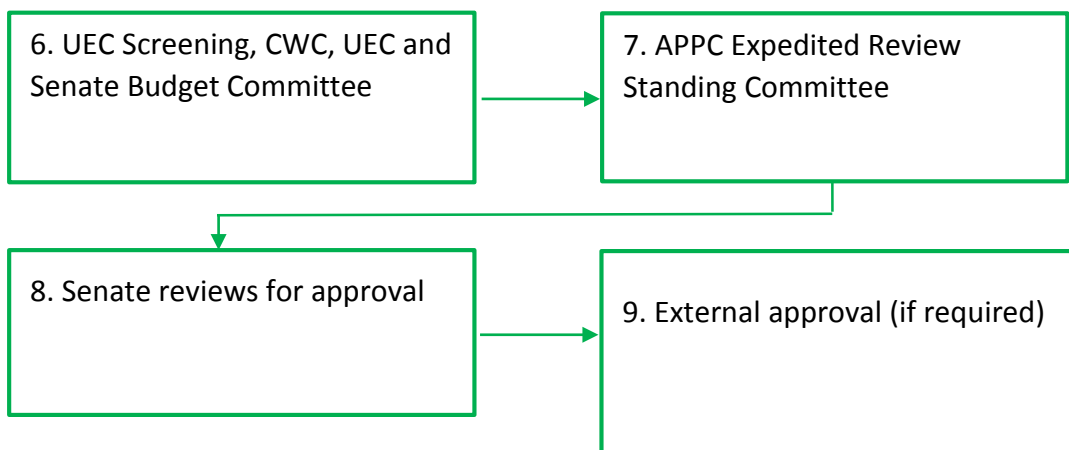


**PART I: DETERMINATION OF WHETHER A PROGRAM MEETS THE CRITERIA FOR THE EXPEDITED PROGRAM APPROVAL PROCESS**



**PART II: REVIEW OF PROGRAM PROPOSAL UNDER THE EXPEDITED PROGRAM APPROVAL PROCESS**

The Board of Governors' approval of the proposed program is required and can be requested at any point after UEC Screening Subcommittee's review is completed (in step 6).



**To:** James Mandigo, Provost and VP Academic  
**From:** Bruce Kirkley, Assoc. Director, Program Development and Quality Assurance  
**CC:** Peter Geller, Vice-Provost/Associate Vice-President  
**Date:** August 27, 2019  
**Re:** Guidelines and Procedures for Dean's Summary Reports for Program Reviews

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The Program Development and Quality Assurance office has drafted the attached Guidelines and Procedures with the aim of: (a) providing information for Deans on what should be included in Dean's Summary Reports and how the information should be organized; and (b) developing procedures for how Summary Reports are vetted for confidential information and recommended for approval as public documents. In preparing the guidelines, PDQA consulted with members of the former Program Review Working Group (Heidi Cain, Sue Brigden, Peter Geller, Fiona McQuarrie, Sylvie Murray, and Jacqueline Nolte), the acting APPC Assistant (Melinda Saretzky), and the Deans. The guidelines have also been presented to the Senior Academic Leadership Team (SALT) and are now being forwarded to APPC for consultation, as per the regulations in the Academic Program Review policy (189), which state that "[t]he Provost and Vice-President, Academic, in consultation with the Academic Planning and Priorities Committee, will authorize Procedures under this policy."

Guidelines and Procedures for Deans' Summary Reports of Program Reviews

The following guidelines and procedures provide a framework for the content and organization of the Dean's Summary Report and for preparing the report for public release.

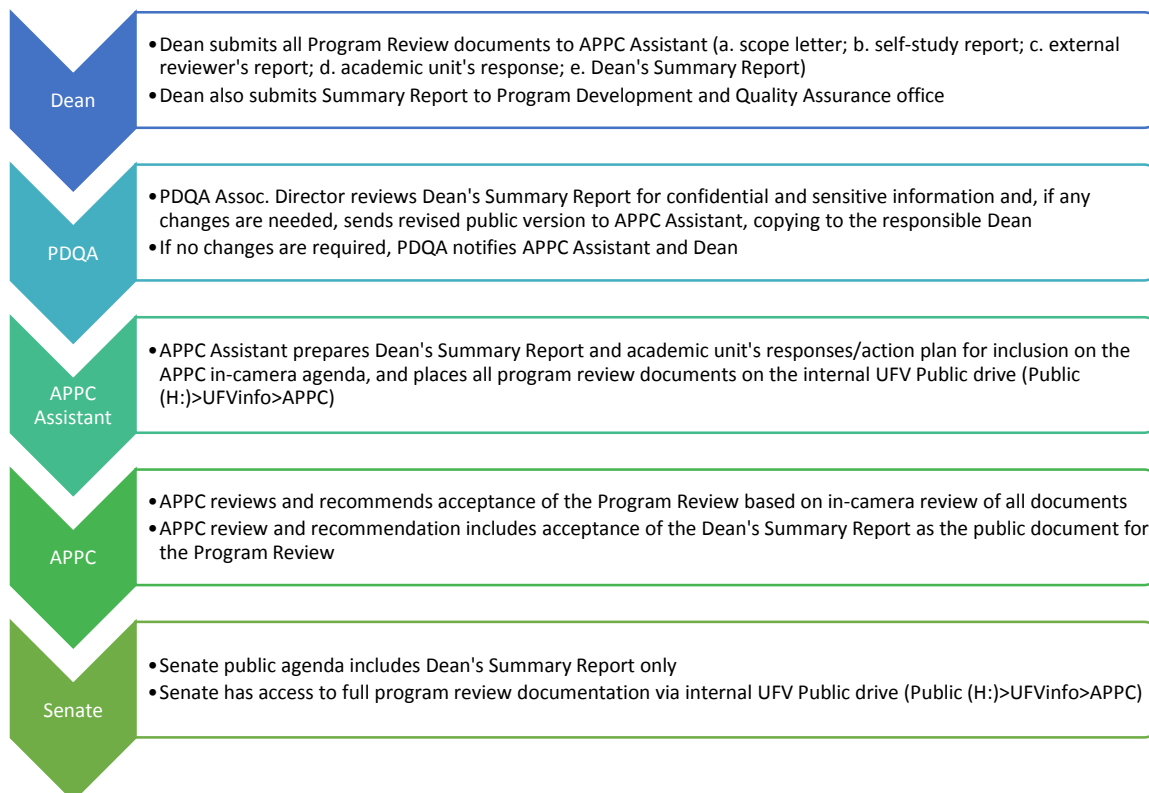
After receiving the report of the external review committee, the Dean consults with the academic unit as they develop their response to the recommendations and draft an action plan with timelines for implementation. Following this, the Dean produces a Summary Report that includes his/her commentary on, contributions to, and approval of the action plan. The Summary Report should also address the specific recommendations of the external review committee, summarize the academic unit's response, and outline the action plan and timelines.

The report should organize the recommendations and responses to align with the five categories for reviewing instructional programs, as found in the external reviewers' report, and as identified in the UFV policy on Academic Program Reviews (189):

1. Program Contribution to the University's Strategic Goals, Vision, Mission, Plans and Values
2. Alignment with Institutional Learning Outcomes
3. Ministry, Professional/Industry and Academic Standards
4. Standards of Educational Practices
5. Utilization of Resources

Program reviews often contain confidential or sensitive information and care should be taken to ensure all such information has been removed prior to making the Summary Report public. Under the Freedom of Information and Protection of Privacy Act, the Ministry requires UFV to protect the confidentiality of all members of the external review panel. Hence, the report should not include names or other information that could be used to identify individuals, including naming their home institutions.

The following procedure ensures Summary Reports are vetted for confidential and sensitive information *prior* to being submitted to APPC for in-camera review, so that APPC has the opportunity to review and recommend acceptance of the public version of the Report prior to it becoming externally available.



For purposes of transparency and accountability, all members of Senate have access to the full program review documentation via UFV's internal Public (H :) drive. Senate is not required to review the full documentation, since this has already been done by APPC; however, the documents are available for Senate to consult if any members wish to do so.

The advantages of the above procedure are as follows:

- Organization of the Dean's Summary Report aligns with the External Reviewers' Report and the Self-Study Report, and includes external reviewers' recommendations, academic unit responses, action plan and implementation timelines;
- Confidential and sensitive information in the Dean's Summary Report is dealt with prior to the document being made externally available, in order to comply with privacy and confidentiality requirements;
- Acceptance of the external version of the Dean's Summary Report is reviewed and approved by APPC as part of the committee's in-camera assessment of all documents related to the Program Review;
- Internal access to the full program review documentation via the UFV Public drive ensures transparency and accountability.

## Academic Planning and Priorities Committee Terms of Reference

### RESPONSIBILITIES

Following consultation with relevant standing committees and areas of the university, as deemed appropriate by the Academic Planning and Priorities Committee:

1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.
2. Advise Senate on the establishment or discontinuance of educational programs.
3. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.
4. Advise Senate on the establishment or discontinuance of academic faculties of the university.
5. Advise Senate on the number of students that may be accommodated in the university and the development and review of policies and procedures for managing enrolments in educational programs and courses.
6. Advise Senate on the policies relating to the library and resource centres.
7. Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
8. Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
9. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
10. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.
11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.
13. Other duties as assigned by Senate.
14. Provide annual written reports to Senate.
15. Review the committee's terms of reference and composition annually, and submit proposed revisions to the Senate Governance Committee no later than the third week of April, to ensure approval by Senate before the end of the academic year.

## COMPOSITION

### Chair

- Provost and Vice-President, Academic (*ex officio*, voting)

### Vice-Chair

- A voting member of the committee, nominated and approved by the committee

### Voting Members

- Chair or designate from the following standing committees of Senate: Budget, Undergraduate Education, Graduate Studies, Research, and Governance\*
- Seven faculty members, approved by Senate, at least three of whom shall be members of Senate<sup>†</sup>
- Two staff members approved by Senate
- Two students approved by Senate
- Two deans or associate deans approved by Senate

### Ex Officio Non-Voting Members

- Associate Vice-President, Teaching and Learning
- Associate Vice-President, Research, Engagement & Graduate Studies (or designate)\*
- Executive Director, UFV International
- Vice-Provost and Associate Vice-President, Academic
- Senior Advisor on Indigenous Affairs
- Associate Vice-President, Institutional Research and Integrated Planning (or designate)\*
- University Librarian (or designated librarian)\*
- University Secretary (or designate)\*
- Program Development Coordinator

### Administrative Support

- Office of the Provost and Vice-President, Academic

\* Normally the designate shall be appointed for a minimum one-year term to ensure continuity.

<sup>†</sup> Normally, there shall be at least one member from each of the faculties, selected to ensure that the composition of the committee reflects the diversity of disciplines at the university.



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## UFV Education Plan 2019 Update Appendices

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Appendix 2: Faculty & Division Brief  
Updates

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May 2019

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

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# 2019 Education Plan Update – Faculty of Access & Continuing Education

The Faculty of Access & Continuing Education (FACE) provides access to post-secondary education for adult learners from many different educational, cultural, and personal backgrounds.

FACE continued to work on the goals of UFV’s Education Plan 2016–2020. Here are a few examples of what FACE has accomplished this past year.

FACE will continue to work on the other initiatives identified in its 2016–2020 Ed Plan submission to support the success of its students and UFV.



## PRIORITISE LEARNING EVERYWHERE

**Applied Business Technology**  
ABT faculty, students, and graduates used social media platforms to share job postings, success stories, upcoming events, articles, and educational and volunteer opportunities with each other. The ABT Alumni Facebook group continued to grow, with 350-plus highly-engaged students and graduates.

**Continuing Education**  
CE instructors participated in curriculum revision activities outside of their subject-matter areas this year. Benefits to them include expanded curriculum design knowledge and skills, increased relationships with other instructors, and access to a work industry and role they were not previously familiar with.

**English Language Studies**  
ELS faculty integrated new web-based resources LearningBranch and MyEnglishLab with Blackboard Learn to enhance the delivery of EAP language courses and develop computer skills; faculty worked in the ELS Help Centre to provide personal assistance to all UFV students whose first language is not English.

**Upgrading & University Prep**  
A UUP 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.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

**Applied Business Technology**  
Recognizing that incoming students are anxious about their new undertaking, ABT faculty asked the in-session cohort to write Words to the Wise to the incoming cohort. Students enthusiastically embraced this project, and the incoming students were relieved and reassured by the tips and advice shared with them.

**Continuing Education**  
CE now offers BSB, PRLG, and AMOA students the option of participating digitally and synchronously with a F2F 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.

**English Language Studies**  
Working with UFV International, ELS 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.

**Upgrading & University Prep**  
Learners enrolled in UUP English courses attended several live UFV theatre and drama productions. Students’ responses to these productions were enthusiastic and some have expressed interest in learning more about theatre and enrolling in UFV theatre classes.



## COLLABORATE ACROSS BOUNDARIES

**Applied Business Technology**  
After an ABT student asked Student Life to put on events and activities at Clearbrook Centre, ABT and CE faculty and staff worked with Student Life to arrange cookie-decorating and Blue Monday events at the Centre. The students who attended greatly appreciated and thoroughly enjoyed the events.

**Continuing Education**  
During the past year, CE partnered with Applied and Technical Studies and University Relations to jointly fund a Marketing Strategist who is working with them to develop and implement new and engaging marketing initiatives.

**English Language Studies**  
ELS collaborated with UFV India to provide six sections of EAP 075 in the Academic Foundation Program in Chandigarh in Summer 2018 and one section in Winter 2019; a partnership with Teaching and Learning led to a series of workshops on communication and teamwork skills for UFV faculty and their new international students.

**Upgrading & University Prep**  
This year, the Chemistry 083 instructor developed an activity for students designed to help Indigenize the curriculum. Students worked together to write a paper that examined how one of the elements in the periodic table has been utilized by Indigenous cultures.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

**Applied Business Technology**  
ABT faculty discussed the value of strategic volunteering with their students and regularly posted relevant volunteer opportunities in the ABT Alumni Facebook group. The value of volunteering was reflected in this comment from a student who worked with a local non-profit: “...this event was awesome! You get to meet and volunteer with so many amazing people. It’s a fun day and looks great on a resume.”

**Continuing Education**  
CE Nursing Foot Care students practiced their skills with the Seniors Come Share Society to provide foot care services to very grateful low income people who can not afford this type of care provided by other agencies.

**English Language Studies**  
Domestic and international students in an EAP 076 Academic Interactive Communications course shared PowerPoint presentations about cultural traditions in their home countries and enjoyed a potluck meal together.

**Upgrading & University Prep**  
During the Summer 2018 semester, UUP instructors helped students in the Métis Community Support Worker program upgrade their English, math, and computer skills. To prepare for their teaching assignments, instructors participated in workshops designed to educate them about Métis identity, culture, and history. Students and instructors found the UUP courses to be very helpful.



## INTEGRATE EXPERIENTIAL LEARNING

**Applied Business Technology**  
As part of their program, ABT faculty and students attended UFV’s Career Fair on March 7. Students were glad to discover that many employers at the Fair were familiar with the ABT program and eager to hire ABT graduates. In fact, many employers asked students to submit their resumes and contact their hiring managers when they neared the end of the program.

**Continuing Education**  
A CE student from the AMOA 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. To learn more, visit the [Advanced Care Planning](#) website.

**English Language Studies**  
Students in an EAP 076 Academic Interactive Communications course learned about the principles of adult second language acquisition to reflect on their own experiences as second language learners and then applied these principles to teach their classmates some phases in their first languages.

**Upgrading & University Prep**  
Math students used tape measures and phone apps to obtain the height and angle relating to structures on the CEP campus. Students enjoyed the opportunity to engage in experiential learning.



# 2019 Education Plan Update – Applied & Technical Studies

The Faculty of Applied and Technical Studies offers foundation and apprenticeship programs in the skilled trades, certificates and diplomas in applied technical disciplines, science and engineering programming and technical upgrading programming all intended to prepare students to enter the workplace or further study with a well-defined set of knowledge and skills. The Faculty of Applied and Technical Studies works with the Province’s Industry Training Authority (ITA) and the trades training system to ensure there is an adequate and skilled labour supply to support the province’s economy.

Citizens capable of contributing to the economy and society with life long careers that can adapt to changing times.



 <p><b>PRIORITISE LEARNING EVERYWHERE</b></p>	 <p><b>COMMIT TO FLEXIBILITY &amp; RESPONSIVENESS</b></p>	 <p><b>COLLABORATE ACROSS BOUNDARIES</b></p>	 <p><b>DEVELOP LOCAL &amp; GLOBAL CITIZENSHIP</b></p>	 <p><b>INTEGRATE EXPERIENTIAL LEARNING</b></p>
<p>Applied &amp; Technical Studies’ (ATS) most significant initiative is to quantify the experiential learning elements of the apprenticeship experience so they can be combined with the formal in-class learning to meet the 60 credits necessary to award a UFV diploma. The project has progressed to the point of developing a model for quantifying experiential learning and is to be tested this coming year.</p> <p>We have broadened our experiential exposure opportunities to include a wider range of programs. For example, High School students can now spend a full working day in our Culinary Program and Cafeteria, doing the real work of an operating enterprise.</p> <p>We grow and expand as the ITA sets the trades agenda. Harmonization with other provinces is a priority and we are working to stay aligned.</p>	<p>ATS Industry Services continues to grow in new areas supporting learning where and when they are needed. Targets were achieved but are challenged by space and faculty shortages.</p> <p>We are building capacity to take trades discovery programming to wherever it is needed. This is now focused on women and indigenous and other underrepresented groups so they can confidently choose a trade pathway.</p> <p>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 program is problem based learning based with the goals of supporting a student to learn what they need in real time.</p>	<p>ATS continues to integrate the trades and technical programming into non-traditional areas and vice versa.</p> <p>ATS has a strategic commitment to itself and its learners to embed elements of liberal education into the core trades and technical experience.</p> <p>The social world, ethics, critical thinking, and reasoning are topics integrated with skills and technical capability development.</p> <p>What makes this effort unique is ATS is accomplishing this not with additional special coursework but contextualized into existing course work; the dominant pedagogical approach used in a trades and technical education.</p> <p>Students are encouraged to question the reasons for doing what they do, for seeking better ways and measuring the impact of their professional activities on others, society and the world.</p>	<p>ATS continues to develop international opportunities to create exposure to faculty and students who traditionally and typically do not find themselves outside of domestic experiences. Whether that is breaking down the barriers to international students, creating international partnerships or teaching overseas, these experiences broaden perspective and global understanding.</p> <p>Our successful Canada Wood Korea program continues but is taking a year off this year. The cohort partnership programs in Korea are underway with the first 40 students having completed a four week orientation program at TTC focusing on industrial English. They will be arriving in January 2020 to complete the second year of studies.</p>	<p>The Trades and Technical education experience is intrinsically experiential. While we are looking to further recognize experiential learning as mentioned under Prioritizing Learning Everywhere, ATS extensive experience in this regard can be a resource to other departments and programs looking to expand their experiential learning.</p> <p>ATS has significantly grown the apprenticeship Heavy Mechanical programming at the encouragement of local industry. Demand for an education in the skilled trades—a very high priority of the province and the region—exceed our base capacity. Space requirements for these provincial and regional priorities are dire and must become a priority for UFV.</p>

# 2019 Education Plan Update – Faculty of Health Sciences

Through excellence in teaching, experiential learning, scholarship and engagement, we prepare the next generation of leaders who strive to foster health and wellness for individuals and communities.

Our vision is to be a worldwide leader in health and wellness undergraduate education.

**HERE IS A SMALL SAMPLE OF RECENT ACCOMPLISHMENTS IN THE FACULTY OF HEALTH SCIENCES →**



## PRIORITISE LEARNING EVERYWHERE

The Department of Kinesiology has offered courses in Chilliwack, online, hybrid, and in Abbotsford. Currently, there are four co-curricular opportunities validated by Kinesiology faculty. Kinesiology has increased its use of SLG sections by 60% to 38 sections.

The School of Health Studies utilizes a diversity of experiential learning opportunities across various agencies/facilities and population groups in the community. For example, BSN students took a lead role in program development and needs assessment projects with various population groups in the community; dental students conducted health promotion teaching with various at-risk children in the community.

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.

Students, alumni, and faculty from the kinesiology department delivered fitness and health testing to the Chilliwack Fire Department during a series of pre-employment screening exercises. The program is a part of Healthy YOU-FV, a community engagement initiative designed to promote health and wellness.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

The Kinesiology department redesigned curricula of the Pedagogy and Exercise Science specializations. With the curriculum updates, students have greater flexibility to personalize their educational experience within each specialization.

The list of BC Association of Kinesiologist (BCAK) approved courses within the Exercise Science specializations was updated. This will ensure that graduates of the Exercise Science specializations are reviewed for membership/certification in an expeditious manner. The Kinesiology department plans to explore the development of a pathway to become a CSEP CPT and CEP during the undergraduate studies.

Come spring 2019, The School of Health Studies will implement a newly developed Medication Administration course for HCA graduates based on Health Care Employer demand.

The School of Health Studies is currently establishing a planning forum for the development of Indigenous content and experiential learning across nursing and dental curricula.

Faculty from health sciences were featured in the media, providing comments on topical issues related to the health of Canadians, including: the new food guide, the opioid crisis, and the provincial health report.

The School of Health Studies has established a BSN working group to review integration of the TRC recommendations.



## COLLABORATE ACROSS BOUNDARIES

The Kinesiology department continues to collaborate and seek partnerships in research and scholarship with community organizations, post-secondary institutions across Canada and internationally, local fitness companies and school districts, provincial health authorities and private and public funding bodies.

Students and faculty from both the School of Health Studies and the School of Social Work collaborated in two simulation experiences focusing on poverty. The goal of the simulations was to help participants begin to understand the ongoing experiences of a typical low-income family.

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.

Students from the BSN, PN, and HCA programs collaborated in an interdisciplinary exercise using simulation mannequins to learn about patient care across multiple health professions. Students exercised communication skills, and developed their understanding of the scope of their practice while working as a team with students from other areas of the nursing field.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

Faculty members from nursing travelled to West Africa to engage in health education for a local Sierra Leonean charity focused on rebuilding health care. Their experience led them to developing connections for UFV, resulting in a nursing study tour. The study tour will be launched in May 2019.

The Kinesiology department continued the Champions for Health Promoting Schools program in Antigua/Barbuda and the West Indies. For the first time, the program launched a new partnership with two secondary schools to teach students about substance abuse in sport, gender and sport, healthy weight loss, and holistic health. A Performance and Movement Specialist Certificate is also being delivered by a kinesiology faculty member through the Champs for Health program. The certification is offered to local Antiguan coaches and trainers.

The Kinesiology department has initiated the process of starting an Exercise is Medicine® Canada on Campus (EIM-OC) chapter at UFV. EIM-OC encourages faculty, staff and students to work together toward improving the health and well-being of the campus community by making movement a part of the daily campus culture.

The Health and Wellness Strategist hired a local film company to produce two videos showcasing the kinesiology and dental program strengths, with the goal of highlighting UFV on a local, national, and global scale.



## INTEGRATE EXPERIENTIAL LEARNING

Certified Dental Assistant (CDA) students continue to offer a public dental clinic in the spring semester, targeted to providing oral health education and services to low-income populations.

Students from nursing and kinesiology worked closely with faculty on multiple research projects. Students were given the opportunity to aid in developing a research plan, applying for research ethics, recruiting participants, and collection and analyzing data. Last year over 15 paid research-assistantships were offered in kinesiology. Students continue to showcase their work at conferences and UFV micro-lectures.

Members of the Chilliwack Overdose Community Action team attended a nursing class on health communication. Students were guided to develop anti-stigma messages related to the opioid overdose crisis. Students will present their messages to the team at the Sto:lo grounds in March 2019.

Nursing students will attend a two-day Aboriginal Family Forum hosted by the Fraser Valley Aboriginal Children and Family Services Society, Xyolhemeylh. Students will be engaging with the public by presenting health information.

# 2019 Education Plan Update – Faculty of Humanities

This snapshot outlines a few of the UFV Education Plan goals achieved by the College of Arts. The goals align with the specific education plans adopted by the departments within the Faculty of Humanities.

Below the College of Arts achievements are student, faculty, community, and program examples.

To understand the full scope of the College of Arts, this snapshot should be read with the Faculty of Social Sciences version.



## PRIORITISE LEARNING EVERYWHERE

**COLLEGE OF ARTS.** Arts has sponsored faculty liaison roles with Teaching and Learning, with the goal of raising the profile of Teaching and Learning initiatives and resources with Arts faculty and developing collaborative relationships.

**COLLEGE OF ARTS.** We have encouraged non-classroom learning through the BA non-course options to meet Civic Engagement and Intercultural Engagement requirements. More than 10 students have completed each option so far.

**VISUAL ARTS, THEATRE & ENGLISH.** These departments collaborated to offer the Interpret Creative and Performing Arts Festival on the Abbotsford campus.

**HISTORY, MODERN LANGUAGES & POLITICAL SCIENCE.** These departments hosted various public lectures and panels throughout the year, including a History film series “Rebels and Rulers” and the cross-faculty Dr. Zhivago forum.

### GOALS

We aim to streamline the PLAR process for departments and faculty members. We are also focusing on improvements to transfer and articulation processes to support block transfers.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

**COLLEGE OF ARTS.** The School of Creative Arts has been formed and includes Visual Arts, Media Arts, and Theatre.

**COLLEGE OF ARTS.** CACC revised the vetting criteria for courses to meet the BA foundation requirements and added additional options for students.

**NEW PROGRAMS.** The Bachelor of Media Arts was successfully implemented. The PHIL honours program and the Migration and Citizenship graduate certificates have been approved. In development are a graduate certificate in Halq’emeylem and a Spanish minor. The Bachelor of General Studies was renamed the Bachelor of Integrated Studies.

**COMMUNICATIONS, CRIMINOLOGY, HISTORY, ECONOMICS & GEOGRAPHY.** Various programs have increased the number of online course offerings.

### GOALS

Training sessions at future department heads’ and CACC meetings will include curriculum processes and the principles of curriculum quality.

Online and hybrid course offerings, especially at the upper level, will be expanded as pedagogy and faculty expertise allow.



## COLLABORATE ACROSS BOUNDARIES

**COLLEGE OF ARTS.** Arts reduced the number of council meetings to implement collaborative learning groups to discuss cross-disciplinary initiatives related to Intercultural Competency (Indigenization and Internationalization), Experiential Learning, and Big Questions.

**COLLEGE OF ARTS.** Various initiatives in Arts reach out to high school students, including the new Summer Jumpstart program and our support for various dual-credit programs. Various departments, including PHIL and ENGL, continue to present and guest lecture at local high schools.

**ENGLISH, COMMUNICATIONS, VISUAL ARTS & THEATRE.** The ValleyFest event was held in March and included open classrooms, student and faculty performances, art displays, creative writing readings, and community group demonstrations.

**THEATRE.** Guest lecturers were invited to select THEA performances over the year to allow audiences to hear a variety of perspectives on the topics presented in the performances.

### GOALS

Arts will continue to pilot the Summer Jumpstart program.

The Arts Expo will be expanded.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

**COLLEGE OF ARTS.** The Associate Dean of Students led a team of four faculty members to attend the AAC&U’s conference in Seattle on Global Engagement and Spaces of Practice.

**PHILOSOPHY.** Building on the success of the Think Fun campus, Philosophy has created the Centre for Philosophical Inquiry with Children.

**GRAPHIC AND DIGITAL DESIGN & VISUAL ARTS.** Two successful study tours were mounted in Humanities: one to New York for GDD students and one to Prague for VA students.

**HISTORY AND ENGLISH.** Faculty exchanges from HIST and ENGL with the University of Silesia have occurred.

**VISUAL ARTS.** VA has developed a summer program to an international immersive art experience at UFV.

### GOALS

Arts would like to see revisions to the international foundation program. In consultation with FACE, we plan to create an Arts foundation program to help recruit students into Arts program and to diversify the international student program mix.



## INTEGRATE EXPERIENTIAL LEARNING

**COLLEGE OF ARTS.** Arts supported a Student Leadership Conference in January, with a focus on mindfulness for leadership. Presenters included the Dalai Lama Centre.

**COLLEGE OF ARTS.** Arts created a peer mentor program to support international students in high-demand courses. CMNS, ENGL, HIST, SCMS, AND GATE participated in the program and hired peer mentors.

**VISUAL ARTS.** VA participated in the I-Lead Abby Photo Voice project, in which VA students worked with high school students.

**HISTORY.** History participated in City Studio.

### GOALS

Arts will develop a college-wide event to showcase experiential learning across the various programs.

Arts will continue to plan for a multi-media performance lab to serve Theatre as well as other active learning classes.

Arts will continue to hire International Peer Supporters.

# 2019 Education Plan Update – Faculty of Professional Studies

**A**s we reflect on the past year, we are reminded of the positive impact we have on our students and our community. We are proud of the successes of our students and the life-changing moments that have occurred. The following are two examples of the impact we are making in the lives of our students and their communities:

*Randy Cork is a 4th-year BSW student and recipient of the Soroptimist's Live Your Dream: Education and Training Awards for Women and a single mom. With over half of the award recipients being survivors of domestic violence, trafficking or sexual assault, the Live Your Dream Awards give women the resources they need to improve their education, skills and employment prospects.*

See Randy's story at: <https://www.soroptimist.org/our-work/live-your-dream-awards/index.html>

*Becky Edwards is a 4th-year BSW student who has made a tremendous turnaround in her life. After 10 years of battling alcohol addiction, Becky became sober and began a career as a fitness instructor, then returning to school. She has since received received multiple awards:*

1. Dr. Jean Scott Endowment Scholarship
2. Heather McMullan Memorial Endowment Leadership Award
3. Compass Group Canada Endowment Scholarship for Excellence in Student Leadership
4. Amnesty International Group 163 Endowment Scholarship
5. Rotary Club of Abbotsford Annual Leadership Award

See Becky's story at: <https://youtu.be/lx8ZdA7ipNA>



## PRIORITISE LEARNING EVERYWHERE

To improve cross-pollination with other disciplines the Adult Education Department (ADED) has implanted a cross-curricular Self-Studies in Higher Education (SSHE) lunch session as well as collaborating with the School of Business (Business) to provide a block PLAR approach for the newly proposed Business of Applied Management degree.

The Child, Youth & Family Studies (CYFS) Department has recently introduced a Child & Youth Care (CYC) capstone course for students to achieve CYC-P designation from the North American Certification Board.

The Teacher Education Department (TED) continues to work with school districts in the Fraser Valley and beyond to deliver curriculum and assessment workshops in support of the Ministry of Education's revised K-12 curriculum. To further provide learning opportunities to alumni and to others in the education field, the TED will be offering a Master of Education program in Educational Leadership and Mentorship beginning in July 2019.

The Library and Information Technology Department (LibT) continues with their success in placing students at a distance in practicums outside of the Lower Mainland and beyond.

The School of Social Work & Human Services (SWHS) hosted a one-day session for 4<sup>th</sup> year BSW students to prepare for practice which included attendance by community social workers in roundtable discussions.

### Future thinking:

The need to consider alternative methods to connect students with future employers, and provide programming to guide students in their future studies/career choices (ex. EDUC 100) including new programming (ex. Online undergraduate degree in Library & Information Technology, Substance Misuse Certificate).



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

CYFS has introduced a course challenge for students utilizing an "oral tradition", and has supported student attendance at an International conference with Dr. Martin Brokenleg as a directed study, and is engaged in an Early Childhood Educator (Infant/Toddler) expansion program funded by AEST.

Business is engaged in new program development including the Bachelor of Applied Management, the Master of Finance and has introduced a peer-mentor program to support International students in BUS 100.

TED implemented a new admissions protocol by substituting behavioural interviews for Multiple Mini-Interviews and are researching its validity as a reliable measure for teacher candidate success.

LibT is working co-operatively with Registrars to ensure International students have the necessary academic prerequisites to be successful.

SWHS has implemented a MSW Foundational Year for non-BSW Degree students, and has engaged in community partnerships with the Metis Nation (Community Support Worker Certificate), School Districts (Abbotsford, Chilliwack and Fraser-Cascades) on dual-credit programming, and with NVIT to offer an MSW, Indigenous Focused program in Merritt.

The Computer Information Systems Department (CIS) continues to adapt the learning environment (evenings, weekends) and work collaboratively with Registrars and International to ensure the needs of our International students are being met.

### Future thinking:

Development of programming to meet industry/employer needs (Intl Bus Major, Centre for Aviation, pathways to the BEd, capstone projects, and leadership programming).



## COLLABORATE ACROSS BOUNDARIES

ADED is working with UFV counselling and the Mindful Community Initiative in Chilliwack, Chilliwack and Abbotsford Healthier Communities (Collective Impact Study), Divisions of Family Practice, Fraser Regional Health, School Division #33, and the LAT (Chilliwack Action Team on youth health and addiction) and CHC's mental health and addictions task team while working closely with the Centre for Mindfulness Studies in Toronto Ontario to offer community wide Mindfulness based programming

A total of 20 scholarly works (journals, conference, etc.) have been completed by Business faculty in collaboration with researchers outside UFV, which shows cross-institutional collaboration.

TED continues to engage in research partnerships across departments, faculties, institutions and local communities. Of particular note are the collaboration with UBC Faculty of Education on Indigenous Storybooks ([www.indigenousstorybooks.ca](http://www.indigenousstorybooks.ca)) and with UFV's SWHS in examining the role of Elders in post-secondary institutions and how to support them. In situ learning opportunities are being provided by TED faculty in two local school districts.

LibT collaborated on an interdisciplinary health fair for at-risk youth in downtown Chilliwack, in collaboration with Health Sciences and SWHS to which Diploma students participated in health information sharing.

In addition to the annual Poverty Simulation in collaboration with Nursing, SWHS students hosted event for community first responders with a presentation of the documentary, The Other Side of the Hero, followed by a panel discussion of faculty and community with expertise in trauma services.

### Future thinking:

Increase opportunities for student and faculty exchange, student lead mentorship and interdisciplinary collaborative projects.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

CYFS Continue to build upon opportunities for International experiences for our students including a Child Life placement in Nottingham, UK whereby the student was subsequently hired as a Hospital Play Specialist in London, and passed the North American Child Life Certification Exam.

In response to the Calls to Action # 62 & #63 from the Truth & Reconciliation Committee (TRC), this year TED 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.

SWHS continues to collaborate with our community by developing global and local needs based curriculum including the UN conventions on rights, strengthening our relationship with the Aboriginal Children's Network, engaging with RAN and indigenizing groups and experts on campus and working with Community Partners to utilize outdoor spaces as places to learn and grow together through gardening projects with children and youth and other utilization of outdoor campus spaces.

### Future Thinking:

Ensure ongoing engagement with our Indigenous community including considerations around composition of Advisory Councils and international and Indigenous perspective and an annual review of implementation of the TRC's Calls to Action on Education initiatives.



## INTEGRATE EXPERIENTIAL LEARNING

Through practicum, the TESL program has exposed about 20 students a year to settlement education and newcomers in Canada learning English. Many have used this credential to travel overseas to work as ESL or EFL instructors.

CYFS has extended the Animal Assisted Therapy and Equine Wellness course to 3credits and is piloting an Urban Adventure Practices course utilizing the environment and milieu as a place for growth and learning to flourish which will include a walking pilgrimage.

Business continues to engage students in experiential learning, hiring 7 work-study students this past academic year, in addition to running a course in collaboration with CityStudio which gave students an opportunity to engage in a real world design project, and offered students more opportunities for client-based projects in upper-level business courses.

LibT expanded practicum offerings in 2017/18 to include the University of Victoria Libraries, Kwantlen Polytechnic University Library, and CIVL Radio, and several students presented a session at the 2018 British Columbia Library Association Conference in metro Vancouver.

CIS is developing an Associate Certificate in Coding with the support of UFV Tech Expansion funding and will serve the needs of our region for skilled Computer programmers.

Experiential learning continues to be a key component of the BEd. Teacher Candidates complete a 3 day orientation to Schools in September, a 6 week school experience in fall, and a 12 week certifying practicum Feb-May.

### Future Thinking:

Increase practicum opportunities including collaborations to increase learning, e.g. Chilliwack Youth Mental Health Centre (CYMH) and UFV Chilliwack campus that could be serviced by multiple discipline practicum students from various disciplines.

# 2018/19 Education Plan Update – Faculty of Science

The mission of the **Faculty of Science** is to develop critical thinking, scientific literacy, technological and quantitative proficiency, analytical abilities, communication skills, and a commitment to global responsibility among an increasingly diverse profile of lifelong learners from the Fraser Valley, Canada, and the world. It does this through high levels of engagement among faculty and students, continued community outreach and excellence in teaching, research, and practical skills training in science.



## PRIORITISE LEARNING EVERYWHERE

Online and hybrid courses are being increasingly offered to facilitate learning everywhere. BIO105 was offered in 7 online sections in '18-'19 compared to 2 sections in '17-'18. More than 200 students enrolled in this course over the span of the academic year. BIO 310 and BIO 416 run as hybrid courses in winter 2019. STAT 104 online offerings increased from one section in '17-'18 to 2 in '18-'19.

Biology students attended numerous field trips locally, regionally and internationally. In 2017, 48 students participated in 2 field trips to Tofino, BC, while in 2018, 36 students attended a trip to Iceland, England and France.

Math faculty developed a Math Matters/Stats Counts pedagogy discussion group that meets informally to share and discuss pedagogical strategies for effective instruction and learning in Math & Stats.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

Directed and independent studies courses offer tailored-to-the-student learning: 76 such courses were offered in '18-'19 to 82 students in the Biology and Chemistry programs alone. This represents over 20% increment from '17-'18.

The faculty has increased its use of Supported Learning Groups or SLG sections since 2016 to 39 sections, with more being planned for '19-'20.

Open Educational Resources have begun to be adopted in a few courses. Some sections of MATH 111 and 118 used free online textbooks, while Webwork, an open source online homework system has been introduced in some sections of MATH 110, 111, 112 & 125.

High school pre-req's for entry level Math & Stats courses were broadened to allow entry from new curriculum Math 12 courses.



## COLLABORATE ACROSS BOUNDARIES

Several new joint programs have been developed including the new Bachelor of Environmental Studies degree, the BSc Biochemistry major, the Applied Statistics minor, and a concept paper has been submitted for a certificate in Applied Bioinformatics.

Faculty from the various departments collaborate with each other as well as with other scientists and stakeholders outside the institution, locally, regionally, nationally and internationally. Collaborations with Agriculture Canada, Genome BC, SFU, UBC, includes many ongoing projects between various faculty members.

STEM outreach by faculty and staff has been strong in schools, community groups and other interested parties. The Faculty of Science continues to host the Fraser Valley Regional Science Fair, Math Mania, Science Rocks, Math Challengers, Let's Talk Science, Super Science, etc.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

Indigenization events included: a Science seminar featuring Kori Czuy, a metis PhD candidate from U. Calgary, on the 'Depth of science and mathematics knowings within Indigenous stories'. A section of MATH 105 was offered in Bella Coola for 13 Aboriginal students. BIO210 students assisted in augmenting snail habitats on the traditional lands of Tzeachten First Nations as part of their service learning activity. BIO 307 students learned traditional Sto:lo names to describe local plant species. A new project based, interdisciplinary course on indigenous plants and gardens was offered. The first annual Fraser Valley Math Education Sq'ep attracted roughly 70 educators from schools and other post-secondary institutions.

Biology students participated in Abbotsford's City Studio projects and the Fall 'hubhub' saw several Biology students winning awards and honourable mentions.



## INTEGRATE EXPERIENTIAL LEARNING

Science students' participation in either volunteer, work-study &/or co-op opportunities increased significantly this year. Many students were hired for hands-on research opportunities in Biology, Chemistry, as well as in Math & Stats.

Data Analysis Certificate students enrolled for the first time in co-op option and although not all students obtained work placements, this option appears to be popular with international students.

Demand is high for experiential learning opportunities as can be seen with increased enrolments in field trips and in special topics and directed or independent study courses.

Outreach programs also involve students either as volunteers or as paid employees to assist in delivering the various STEM activities.

# 2019 Education Plan Update – Faculty of Social Sciences

This snapshot outlines a few of the UFV Education Plan goals achieved by the College of Arts. The goals align with the specific education plans adopted by the departments within the Faculty of Social Sciences.

Below the College of Arts achievements are student, faculty, community, and program examples.

To understand the full scope of the College of Arts, this snapshot should be read with the Faculty of Humanities version.



## PRIORITISE LEARNING EVERYWHERE

**COLLEGE OF ARTS.** Arts has developed a department head training program to foster collaborative leadership and learning in departments. We have also provided targeted leadership coaching for heads where there has been an identified need.

**SOCIAL, CULTURAL & MEDIA STUDIES.** Four SCMS students presented at the Pacific Sociological Association conference.

**PEACE AND CONFLICT STUDIES, ENGLISH & POLITICAL SCIENCE.** A flash forum entitled Stand Up to Racism was organized and delivered very quickly in response to the New Zealand shootings. Faculty members from various departments spoke, as did the Dean of Arts and a student from POSC.

**GOALS**  
Arts will encourage faculty members to reflect on and engage in diverse teaching methods by continuing to sponsor the faculty liaison with Teaching and Learning role into Fall 2019 and by encouraging attendance at webinars and other SoTL opportunities.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

**COLLEGE OF ARTS.** Based on feedback from students and faculty members, CACC revised the BA portfolio requirements to be more flexible for students by reducing the number of required courses to two while keeping the same number of credits.

**COLLEGE OF ARTS & GEOGRAPHY.** Arts supported the move of GATE to Science, where it joins Agriculture in the new School of Geography and the Environment.

**CRIMINOLOGY.** A new timetabling system sees every required program course and a variety of elective courses offered every year. In addition, a competency-based entrance option into the MA Criminology has been implemented.

**NEW PROGRAMS.** The Bachelor of Environmental Studies has been approved and is ready for fall implementation. The Program Evaluation graduate certificate, a fully online program, is being offered for the first time.

**GOALS**  
The Communication Strategist has begun working on Arts' social media presence to create a more robust plan and improve reach to the community.



## COLLABORATE ACROSS BOUNDARIES

**COLLEGE OF ARTS.** Arts provided funding for faculty interested in team teaching IDS courses to recognize the additional work involved in team teaching and remove the barrier of increased workload. Five IDS courses were offered in 2018-2019.

**COLLEGE OF ARTS.** The School of Global Engagement and Social Justice has been proposed in an effort to support multidisciplinary programs.

**COLLEGE OF ARTS.** The Arts Expo was well attended and provided an opportunity for students to explore various Arts programs and careers.

**COLLEGE OF ARTS.** Kimberley Manning and her team were hosted to discuss the Feminist University initiative.

**PEACE & CONFLICT STUDIES.** PACS has worked with its community advisory group to establish the Peace and Reconciliation Centre in Abbotsford. The initiative includes an 80% donor-funded community organizer position.

**GOALS**  
Arts will support the news schools and the Centre for Peace and Reconciliation.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

**COLLEGE OF ARTS.** Arts is taking a lead role in the Health Innovation Lab and community data mapping project with the Division of Family Practice.

**PEACE AND CONFLICT STUDIES.** PACS hosted a two-day Peace Literacy Workshop featuring Paul K. Chappelle. Faculty from across Arts attended.

**MODERN LANGUAGES.** Plans are underway to offer four Halq'emeylem courses to a cohort of approximately 20 teachers at Seabird Community School.

**GEOGRAPHY AND THE ENVIRONMENT.** GATE conducted study tours to Canmore and to Kenya. The Queen Elizabeth Scholar program has been renewed for UFV and continues to be a success.

**ECONOMICS.** A block transfer agreement with Soochow University in China was developed by ECON and has been approved.

**GOALS**  
Arts would like to support unconscious bias training for selection committee members.

Arts aims to support the development of Program Advisory Committees for all Arts programs.



## INTEGRATE EXPERIENTIAL LEARNING

**COLLEGE OF ARTS.** A Practicum and Internship Coordinator has been hired to support Arts experiential learning opportunities.

**GEOGRAPHY AND THE ENVIRONMENT.** Various Geography courses included problem-based learning or field experiences, from data collection in downtown Abbotsford to working with streamkeepers in Stoney Creek.

**COMMUNICATIONS AND GEOGRAPHY AND THE ENVIRONMENT.** CMNS/GEOG 257 participated in the City Studio project and the HUBBUB presentations at the City of Abbotsford.

**GOALS**  
Arts would like to develop an Arts Foundation program for Indigenous students based on the model supported by one-time funding offered in 2018-2019.

# 2019 Education Plan Update – UFV Library

The Library is an essential partner in UFV's academic mission, supporting learners, teachers and researchers.

We provide access to knowledge in all UFV disciplines through collections of materials, both physical and, increasingly, digital.

We provide flexible spaces and technologies for students, faculty, staff and the community to support both collaborative and individual study and learning.

We help users navigate the increasingly complex information environment and develop the skills and knowledge needed to be effective researchers and informed citizens.



## PRIORITISE LEARNING EVERYWHERE

Increased the number of digital resources – monographs, streaming media, journals, etc. supporting all UFV programs. These can be used anytime, anywhere.

Offered the Evidence Based Selection program from Taylor and Francis, a demand-driven acquisition program. Library users determine which titles are purchased based on which titles they use.

Offered the Askaway chat reference service, a collaborative province-wide service staffed by librarians from academic libraries throughout BC.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

Launched the new [UFV Library web site](#). The Library relies on its web site - one of UFV's most heavily accessed - as the gateway to all of our collections, and to most of our services. The new web site was designed with the input of students and faculty, gained through analytics as well as input from focus groups.

Added to the supplies and equipment that students can sign out, and this proved popular. From April 2018 to March 2019, the Abbotsford campus library loaned **5267** items, which included whiteboard markers and erasers, phone chargers, headphones, HDMI cables, adapters, and calculators.



## COLLABORATE ACROSS BOUNDARIES

Collaborated with UFV departments and outside groups in support UFV goals:

Art of the Book: Abbotsford Library hosted this travelling international juried exhibition of the Canadian Bookbinders and Book Artists Guild.

LNAP - Long Night Against Procrastination: A collaboration of the Academic Success Centre and the Library, and **winner of the 2019 UFV Teamwork Award**.

Ableism and Intelligent Lives: In partnership with the Workplace TASK program, hosted the screening of **Intelligent Lives** and displayed library resources on ableism and diversity.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

Offered a number of programs and events in support of Indigenization and reconciliation, including the **Legend of Sugar Girl** reading. This was the culmination of a year-long reconciliation activity of engaging UFV students and employees in making 1000 origami ravens. The ravens are now hanging in the CEP campus library.

Developed the [Passport to Success](#) research guide. Although the guide can be used by anyone, it was specifically designed for new international students.



## INTEGRATE EXPERIENTIAL LEARNING

Increased the number of hands-on learning activities taking place in the Library:

Be a Maker: Library Makerspace Open House: offered students an opportunity to try 3D printing & design, among other activities.

The Art of Papermaking: as part of the Art of the Book events, artist Helen O'Connor led a hands-on papermaking demonstration.

A Personal Exploration of the Art of the Book: again as part of the Art of the Book series of events, AOB juror Jan Elsted led a workshop on book design, technical features, and aesthetics.

# 2019 Education Plan Update – Research, Engagement, & Graduate Studies

Research, Engagement, and Graduate Studies is committed to the five goals, and our activities enhance student learning through direct funding of student research or indirectly by building capacity in faculty.



## PRIORITISE LEARNING EVERYWHERE

- We have provided funding for students to present their research at conferences in Europe, Asia and across North America.
- Promote research coop opportunities with industry partners.
- Worked with Advancement to double the number of BC Graduate Scholarships at UFV.
- Increased student participation in Student Research Day and the number of Undergraduate Research Excellence awards.
- “This conference was one of the most rewarding experiences of my undergraduate degree and I will not forget it. I couldn’t have asked for a better method of showcasing what I’ve learned and further developing my knowledge to top off my graduation.” (Rita Metwally – Soc)



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

- Worked with Finance to create a process that prioritizes Research Chair expenses and contracts so that they remain nimble and responsive to the needs of their research communities.
- Pulled together additional funds at the last minute to support faculty participation as a panelist at the UN Human Rights Council on elder abuse (Amanda McCormick – Crim).
- Work with Legal, Finance, and external partners to process contracts on short deadlines which provide paid positions for student researchers.
- Guided the creation of Competency-Based Assessment so that non-traditional applicants can earn graduate level credentials mid-career.



## COLLABORATE ACROSS BOUNDARIES

- Student research activities in UFV’s centres and institutes have all contributed to working across boundaries, and in particular towards the Food & Agriculture Institute’s social science approach to genomics (Lenore Newman) and SASI’s We Are Hockey exhibit (Satwinder Bains).
- Sara Davidson (Teacher Ed) is bringing Indigenous stories into the K-12 curriculum and providing professional development for teachers to respectfully incorporate this content.
- Alida Janmaat (Biology) and her students are collaborating with Agriculture & Agrifood Canada to develop an environmentally sustainable control for wireworm, which has been identified as the top research priority of the Canadian Potato Council.
- We have created the Intensive Grant Mentorship Program so that interdisciplinary groups of researchers mentor one another to improve grant application success.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

- Support Rita Atake’s (Cmns) research that is being used to develop culturally responsive pedagogy and inform learning support services to better meet the needs of international students.
- REGS supports networking events with industry and government to promote partnerships between UFV faculty and researchers from the region and beyond.
- Zina Lee (Crim) and her students are working with middle and secondary schools in BC to develop intervention strategies for at-risk youth.
- Facilitated a photovoice project between UFV Visual Arts and local high school students with Non-Profit *ILead Abby* to create an exhibit to provide youth a voice and opportunities to explore how to make their community inclusive through the arts.
- We link researchers with the BC Trade Commissioner Office to connect with international companies that want to develop research partnerships and create coop opportunities.



## INTEGRATE EXPERIENTIAL LEARNING

- 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.
- 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.
- Students gain workplace skills as they broaden their world view and personal boundaries through activities such as public speaking, writing for publication, critical thinking and networking.
- Golfam Ghafourifar’s (Chem) students are being trained in “state of the art” microscale protein analysis which prepares them for high demand positions in government and private labs.
- Increased competition for Work Study Research Assistants is raising the bar in the scope and skill development value of available positions.



# 2019 Education Plan Update – Office of the Vice Provost

The Office of the Vice Provost includes responsibility for UFV International, Academic Advising, Academic Quality Assurance (including program development and program review), and Indigenous Affairs. The Office of the Vice Provost supports and facilitates the development of excellence in teaching, learning, scholarship, and service.

These areas are all central to achieving the vision of UFV 2025 and the goals of UFV's Education Plan, with a focus on supporting the learning journey of all students.

In reviewing progress on meeting the Education Plan Goals, it is clear that significant work is being accomplished in strengthening UFV as a learning centred university that is connected to and contributes to the development of its communities.



## PRIORITISE LEARNING EVERYWHERE

Advising Centre visited the Gur Sikh Temple & Sikh Heritage Museum and provided the opportunity to further develop understandings of South Asian and Sikh history and culture, enhancing Academic Advisors and staff approaches to diverse learners at UFV.

Siyamiyateliyot Elizabeth Phillips, last surviving fluent speaker of Halq'eméylem, receives UFV Honorary Doctorate at 2018 Convocation for efforts to preserve the language of the Stó:lō people

International and domestic students gathered at the Global Lounge for a variety of events, including Friends Without Borders, Waffle Wednesdays, Game Night, Global Citizenship Committee, Language Exchange, immigration sessions, and student clubs (WUSC, Amnesty International, Japanese Culture Club, Global Development Studies).



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

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

Development of new programs in Coding Skills, Digital Manufacturing, and Bioinformatics will prepare graduates to meet the demands of B.C.'s growing tech industry.

UFV partners with Nicola Valley Institute of Technology to deliver Master of Social Work: Indigenous Focus cohort of Indigenous BSW graduates at NVIT's Merritt campus.



## COLLABORATE ACROSS BOUNDARIES

UFV receives four-star status by QS Stars, a prestigious international post-secondary rating system, including a perfect five stars in two key areas: teaching and employability of graduates.

UFV Alumni Association awards Honorary Life Membership to UFV Elder-in-Residence T'it'elem Spath Eddie Gardner for his contributions to supporting Stó:lō culture, heritage and traditions with the UFV community and beyond.

An Academic Advisor led a team on a tour in India that included a visit to the UFV Chandigarh campus to promote the role of advising and answer questions about programs.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

UFV one of twenty Canadian universities to receive funding for Queen Elizabeth II Scholarship project, providing opportunities for 30 UFV students to undertake internships in Tanzania, Kenya and India and 8 incoming scholars to visit UFV.

World University Service of Canada UFV student chapter prepares for first student to come to UFV as part of Student Refugee Program in fall of 2109.

Stó:lō Tribal Council and UFV present ReconcilACTION (June 2018) with the goal of Indigenous and non-Indigenous participants engaging in dialogue aimed at highlighting our shared history and helping dismantle the walls of isolation that have defined our relationships in the past.



## INTEGRATE EXPERIENTIAL LEARNING

Bi-annual Study Abroad Expos highlight opportunities for students with over 50 partner universities to choose from in Asia, Australia, Europe, South America and the Middle East.

Advisors organized or participated in workshops for students including Pharmacy Information, the Science Social, First Semester Check-in, and Pre-med Student Association workshop.

Installation of the President and Chancellor incorporated Stó:lō cultural practices, providing opportunities for the UFV community to witness and experience Indigenous culture.

Experiential learning opportunities included as integral components of several new programs, notably a study-abroad experience as part of the International Business major, a project studio semester as part of the Digital Manufacturing diploma, a workplace field practicum in the Coding Skills associate certificate, and co-op opportunities as part of the Graphic & Digital Design major.



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2019/20**

AREA REPRESENTED	TERMS OF OFFICE	MEMBER
<b>Chair</b>		
Provost & Vice-President, Academic ( <i>ex officio</i> , voting)	Ongoing	James Mandigo
<b>Voting Members</b>		
Vice-Chair of Senate	Ongoing	Gerry Palmer, Faculty of Professional Studies
Chair, Senate Budget Committee (or designate)	Ongoing	Jackie Hogan, Chief Financial Officer
Chair, Undergraduate Education Committee (or designate)	Ongoing	Adrianna Bakos, Faculty of Humanities
Chair, Graduate Studies Committee (or designate)	Ongoing	Nicole Mooney, Faculty of Social Sciences
Chair, Research Committee (or designate)	Ongoing	Cory Beshara, Faculty of Science
<i>7 faculty members, approved by Senate, at least 3 from Senate</i>		
Faculty (senator)	08-01-2019 to 07-31-2022	Shelley Stefan, College of Arts
Faculty (senator)	08-01-2019 to 07-31-2022	Jon Thomas, Faculty of Professional Studies
Faculty (senator)	08-01-2018 to 07-31-2021	Fiona MacDonald, Faculty of Social Sciences
Faculty	08-01-2019 to 07-31-2021	Vacant
Faculty	08-01-2018 to 07-31-2020	Emilio Landolfi, Faculty of Health Sciences
Faculty	08-01-2018 to 07-31-2020	Lorne Mackenzie, Faculty of Professional Studies
Faculty	08-01-2019 to 07-31-2021	Vacant
<i>Two deans or associate deans</i>		
Dean	08-01-2018 to 07-31-2021	Sylvie Murray, Associate Dean (Faculty), Faculty of Arts
Dean	08-01-2018 to 07-31-2021	Alastair Hodges, Dean, Faculty of Health Sciences
<i>Two staff members</i>		
Staff	08-01-2018 to 07-31-2020	Sandra Smith, Academic Success Centre
Staff	08-01-2019 to 07-31-2021	Derek Ward-Hall, International Student Recruitment
<i>Two students</i>		
	08-01-2019 to 07-31-2020	Shahbaig Boparai, Faculty of Professional Studies
	08-01-2019 to 07-31-2021	Vacant
<b>Ex-Officio Non-Voting Members</b>		
Associate VP, Institutional Research and Integrated Planning (or designate)	Ongoing	Vlad Dvoracek
Associate VP, Research, Engagement & Graduate Studies (or designate)	Ongoing	Garry Fehr
Associate VP, Teaching and Learning (or designate)	Ongoing	Maureen Wideman
Executive Director, International Education	Ongoing	David McGuire
Program Development and Quality Assurance Coordinator	Ongoing	Bruce Kirkley
Senior Advisor on Indigenous Affairs	Ongoing	Shirley Hardman
University Librarian (or designated Librarian)	Ongoing	Patti Wilson
University Secretary (or designate)	Ongoing	Al Wiseman
Vice-Provost & Associate Vice-President, Academic	Ongoing	Peter Geller
<b>Administrative Support</b>		
Office of the Provost and Vice-President Academic		Melinda Saretzky
<b>CURRENT MEMBERSHIP: 25 members - 16 voting members and 9 non-voting members</b>		
<b>Quorum: Shall be a minimum of fifty percent (50%) of voting membership</b> (not including vacancies)		Current as of August 27, 2019