

# Academic Planning and Priorities Committee of Senate

## Public Agenda

June 17, 2020

2:50pm – 4:30pm | Video Conference

1. CALL to ORDER

2. ITEMS for ADOPTION

2:50pm 2.1. Agenda

2.2. Minutes – May 13, 2020..... pg. 2

3. BUSINESS

2:55pm 3.1. Provost Report

3:15:pm 3.2. Education Plan Update 2020 ..... pg. 6

3:30pm 3.3. Terms of Reference Review ..... pg. 237

4. INFORMATION ITEMS

4.1. Program Review Update: Mathematics and Statistics ..... pg. 250

4.2. 2020-2021 Meeting Schedule ..... pg. 255

4.3. APPC Membership (2020-2021) ..... pg. 256

4.4. Senate Approvals (June 5, 2020)

4.4.1. School of Computing (Previously Computer Information Systems Department)

4.4.2. Department Name Change from Library Information & Technology to Information Studies

4.4.3. 2020 Program Plan Report.

4.4.4. APPC Terms of Reference and Membership Composition

5. ADJOURN

Next Meeting: September 23, 2020, 2:30 – 4:30pm, TBA

APPC website: [ufv.ca/senate/standing-committees/appc/](http://ufv.ca/senate/standing-committees/appc/)

# Academic Planning and Priorities Committee of Senate

## Draft Minutes

May 13, 2020

2:30 – 4:30pm | Video Conference

Present: James Mandigo (Chair), Emilio Landolfi (Vice-Chair), Adrianna Bakos, Al Wiseman, Bruce Kirkley, David McGuire, David Johnston, Derek Ward-Hall, Garry Fehr, Gerry Palmer, Hailey Flikkema, Jackie Hogan, Jon Thomas, Lorne Mackenzie, Maureen Wideman, Nicola Mooney, Patti Wilson, Peter Geller, Sandra Smith, Shelley Canning, Shirley Hardman, Sylvie Murray, Vlada Dvoracek, and guests Tracy Ryder-Glass, Talia Q, Christina Neigel, Carl Janzen, Sue Brigden, Michelle Rhodes, Carolyn MacLaren, Linda Pardy

Regrets: Alastair Hodges, Fiona Macdonald, Shahbaig Boparai, Shelley Stefan

### 1. CALL to ORDER

Quorum noted.

### 2. ITEMS for ADOPTION

#### 2.1. Agenda

MOTION: That APPC approve the agenda as presented.

Emilio/2<sup>nd</sup> Gerry. Carried.

#### 2.2. Minutes – April 15, 2020

MOTION: That APPC approve the minutes of April 15, 2020 as presented.

Adrianna/2<sup>nd</sup> Lorne. Carried.

### 3. BUSINESS

#### 3.1. Proposal for the Creation of a School of Computing

Overview of the proposal was given and it was noted that this move represents the organic growth of the department with a very large international student presence and a graduate program in process.

MOTION: THAT APPC approve and recommend to Senate the formation of a School of Computing (to replace the current Department of Computer Information Systems).

Lorne/2<sup>nd</sup> Jon. Carried.

- Discussion was had regarding the timing of this request given the current COVID situation and whether there will be impact to the international enrolments. It was mentioned that while International enrolments are numbers are dropping this term, the domestic enrolments are increasing and the department is only considering this as a temporary situation as International enrolments have increased steadily over the last few years and domestic enrolments have remained relatively constant.

- It was also noted that there is no financial impact on this move as all the costs are currently being covered in the current budget.
- The Computing major will remain as part of the BSC and will continue to be taught by CIS Faculty.

### **3.2. Proposal for the Department of Library & Information Technology Name Change**

MOTION: THAT APPC approve and recommend to Senate the change in name of the Department of Library & Information Technology to the Department of Information Studies.

David J. /2<sup>nd</sup> Gerry P. Carried.

It was noted that the name change accurately reflects the move of the department and will allow the department to pursue scholarship and other things related to adult education.

### **3.3. Concept Papers**

Concept Paper Rubric and Full Proposals located on here H:\UFVinfo\APPC\Concept Papers 2020

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

#### **3.3.1. Graduate Certificate in Technology, Innovation and Society**

MOTION: That APPC recommend to Senate the approval of the Concept Paper for the Graduate Certificate in Technology, Innovation and Society in the Faculty of Professional Studies.

Lorne/2<sup>nd</sup> Jon. 1 Abstention. Carried.

Stage 1 Ministry approval not required, and the full program proposal will come to APPC for information only.

- The APPC provided valuable feedback which will be brought to the Program Working Group.

#### **3.3.2. Certificate in Civic Governance and Innovation**

MOTION: That APPC recommend to Senate the approval of the Concept Paper for the Certificate in Civic Governance and Innovation in the Faculty of Access and Continuing Education.

Hailey/2<sup>nd</sup> Nicola. Carried.

Stage 1 Ministry approval will not be required, and the full program proposal will come to APPC for information only.

- Overview of the concept paper was given and it was noted that this program is designed to provide a similar training experience in various municipal governments.

- Consultation was had with Political Science and a future one is planned with Sociology. It was noted that some of the courses will be credited and may be used by UFV programs.

### **3.3.3. Communications major**

MOTION: That APPC recommend to Senate the approval of the Concept Paper for the Communications major in the College of Arts.  
Sandra/2<sup>nd</sup> Hailey. Carried.

Will require Stage 1 proposal for APPC approval.

The department took the feedback and made changes after the Bachelor of Professional Communications degree was declined by the Ministry's Degree Quality Assurance Board (DQAB), and then decided to change the program to a Communications major.

The APPC provided various feedback including recommendations towards the learning outcomes; digital footprint (web management, computing skills, social media, etc), exceptional communication skills, and intercultural communications.

### **3.3.4. Freelance Backpack Journalism Minor and Extended Minor**

Brief overview of the program given, which is geared towards those interested in podcasting, blogging, and freelancing.

Will require Stage 1 proposal for APPC approval.

MOTION: That APPC recommend to Senate the approval of the Concept Paper for the Freelance Backpack Journalism Minor and Extended Minor in the College of Arts.  
Adrianna/2<sup>nd</sup> Nicola. Carried.

It was mentioned that this program could be useful to any student in any degree and recommends that consultation with other departments may be useful.

### **3.3.5. Associate Certificate in Intercultural Studies**

A brief overview of the program was given and it was noted that this program was created by various interdisciplinary faculty.

MOTION: That APPC recommend to Senate the approval of the Concept Paper for the Associate Certificate in Intercultural Studies in the College of Arts.  
Nicola/2<sup>nd</sup> Lorne. Carried.

Stage 1 Ministry approval will not be required, and the full program proposal will come to APPC for information only.

### 3.4. Program Report and Plan

The committee reviewed the Program Report and Plan 2020.

MOTION: That APPC recommend to Senate the approval of the Program Report and Plan 2020 to the Board of Governors, with the inclusion of the recommended concept papers and deadline extensions.

David J./2<sup>nd</sup> Jackie. Carried.

Update:

- Bioinformatics – approved at Senate
- Some program review site visits will be conducted remotely, while others will be postponed to the Fall.

### 3.5. Provost Report

- Strategic Planning has started again with some goals identified after some excellent consultation. The next stage is to identify some strategic imperatives to the goals. Community town halls are planned for June 9 & 10  
*Post meeting update: Town halls will be rescheduled*
- James gave an overview of what can be expected at UFV for the next few months and mentioned that Provincial guidelines will need to be followed and the guidelines for the post-secondary sector are expected by the beginning of June and will be monitored by WorkSafeBC.

### 3.6. Terms of Reference Review

Tabled.

## 4. INFORMATION ITEMS

4.1. 2020-2021 Meeting Schedule

4.2. Senate Approvals (April 17, 2020)

4.2.1. New Program - Certificate in Bioinformatics

4.2.2. Program Suspension - Hospitality Event Planning certificate

5. ADJOURN - 4:33pm

Next Meeting: June 17, 2020, 2:30 – 4:30pm, Video Conference

APPC website: [ufv.ca/senate/standing-committees/appc/](http://ufv.ca/senate/standing-committees/appc/)



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# **Learning Everywhere: The UFV Education Plan 2016-20**

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UPDATE: June 2020

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Submitted by:  
James Mandigo  
Provost and Vice-President, Academic

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# A 2020 Update to *Learning Everywhere:* *The UFV Education Plan, 2016-20*

## Introduction

Since 2016, UFV's *Learning Everywhere Education Plan* has focused on five key goals:

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

These five goals have been central in guiding UFV's academic planning and decision making over the past five years. The growth experienced in each of these goals across the University has been tremendous and inspiring. UFV is stronger and better because of the collaborative focus placed on prioritizing each of these learner centred goals.

At the time of writing this update, there have been over 5 million people around the world infected with SARS-COV-2 virus that causes COVID-19. Of those 5 million, more than 327,000 people have died. No part of the world has been spared from the impact of the pandemic and UNESCO estimates that 70% of the world's students can not physically attend school. Concerns about international students being able to attend post-secondary institutions in Canada, the quality of online courses, the ability to achieve applied learning outcomes without face-to-face instruction, the lack of availability of experiential forms of learning, and of course, the health and safety of students, faculty and staff are all outstanding questions we are grappling with as the world's scientists race towards finding effective treatments and vaccines. While it may seem that we have pushed the pause button on education, some interesting trends and insights that align well with the Education Plan are starting to emerge from the haze of COVID-19.

UFV's recognition that learning can take place everywhere has served as our motto in our rapid response to "flattening the curve" of COVID-19 cases. Faculty members were able to quickly pivot their courses to remote forms of delivery because they recognized that learning can occur in multiple ways and were committed to being flexible and responsive to the needs of our students. Faculty members collaborated and supported each other during this transition by creating learning communities that contained a mix of backgrounds on the delivery of online courses. Through collaboration across boundaries, faculty members worked together to break down barriers to help support one another in delivering the best possible online course possible. As global borders quickly started to close to stop the spread of COVID-19, UFV's faculty, staff and students recognized that we are a globally minded campus and they quickly sprung into action to make sure "nobody was left behind." International students who could not return home were provided with a home as long as they needed it in Baker House and any UFV student who was in another country on exchange and wanted to return home was supported by UFV International in their repatriation back to Canada. Finally, while many of our students were no



longer able to physically access their experiential learning placements, many continued to work with our community partners in virtual ways such as our teacher education candidates who helped support BC teachers in the delivery of online education in the K-12 system. Then there are our Nursing students in their final semester prior to graduation. They continued their clinical work in the hospitals at the height of the COVID-19 outbreak so that they could not only continue to support our frontline health care workers, but also so that they could *join them* as colleagues upon graduation and provide the desperately needed support across a very tired and strained medical community. While our Educational Plan Goals were not written with a global pandemic in mind, they have been central to our ability to successfully respond to it.

## Highlights of the Five Goals

What follows next are some of the examples of how our Academic Units have risen to the challenge of achieving the goals in our Education Plan. While these represent some of the highlights of ongoing activities, they are only a fraction of the many activities performed across UFV's Academic Units to achieve the goals outlined in the Education Plan. I would encourage you to continue reading further in the report for a more detailed account of examples aligned with each of the five goals.

### Prioritize Learning Everywhere

- Modern Language Institute offers Halq'emélym language courses at Seabird Island School
- Recipients of the Student Award Opportunity offered by Peace and Conflict Studies attended the Peace Summit of Emerging Leaders in Bangkok, Thailand
- English Language Studies faculty members offered multiple sections of the Academic Foundations Program in Chandigarh, India.
- Health resources and services provided to the Downtown Chilliwack community by students in kinesiology, nursing, and dental programs.
- The Teacher Education Department created resource kits on Residential Schools and Decolonization and Reconciliation to be used by teacher education candidates and shared with their practicing teachers.
- Students from the School of Land Use and Environmental Change were identified as Queen Elizabeth Scholars and participated in field placements in Africa
- 30 students received funding to present their research as conferences in Poland, Austria, United States, and Canada
- A creation of a gathering space for self-identified Indigenous faculty and staff members to meet casually with each other and with UFV Elders-in-Residence

### Commit to Flexibility and Responsiveness

- School of Creative Arts redesigned their Indigenous Arts Certificate to more easily ladder into the Bachelor of Fine Arts program
- Continuing Education developed a for credit transfer agreement with McDonalds Canada.
- Increased focus within Trades programming to foster opportunities for women, indigenous peoples, and other underrepresented groups within the trades.
- Dual credit courses in Statistics were successfully offered in partnership with Rick Hansen Secondary School.
- Math Department adopted a number of Open Educational Resources in their courses

### Collaborate Across Boundaries

- English Department collaborated with Agriculture Department to build an Indigenous garden
- Interprofessional simulations amongst students in all 3 nursing programs.
- The Child and Youth Care department delivered workshops on mindfulness, children’s yoga, and labyrinth walks to the Abbotsford Hospice
- UFV International continues to support the transition of academic programming in Chandigarh to its partner institute at Fraser Valley India.
- The Library has added scholar profiles to UFV’s institutional repository called HarvestIR
- Centre for Experiential and Career Education received a \$300,000 donation through RBC’s Future Launch program to support experiential learning opportunities and career ready skills.

### Develop Local and Global Citizenship

- A new fully integrated Stó:lō Aboriginal Skills and Training Culinary Program
- Get Kinnected research faculty speaker series featuring members of the Kinesiology Department sharing their research with local community members
- Planting Reconciliation course offered in conjunction with local Indigenous Elders focused on plant identification, sustainable gardening, and historical knowledge.
- A Red River Cart was donated to the library in Chilliwack by local Métis artists
- CIS faculty organized the Update on Computer Recycling Day where old computing and electronic equipment can be safely disposed of and recycled.

### Integrate Experiential Learning

- Practicum students in English assisted the Abbotsford Farmer’s Market and Fieldhouse Pub in transitioning their food sales to an online format
- Student Research Day grew to 92 posters featuring 189 students in its first ever virtual format.
- UFV Computer Information Systems students won the first prize and were selected to participate in the Canadian Hacking Challenge to represent BC.

### What’s Next?

2020 marks the final year of UFV’s Education Plan. While it has guided us well, it is time to stop and reflect upon our next five years. This will be the role of UFV’s new Integrated Strategic Plan scheduled to be launched at the end of 2020. This new Integrated Strategic Plan will build off the successes to date and help us continue to move forward together as we engage learners, transform lives, and build communities. As an *integrated* strategic plan, it will outline how we will work across the UFV community to achieve our collective vision through several shared goals and strategic imperatives. All of UFV’s Academic and Administrative units will identify how they will be a part of achieving our collective goals after the Integrated Strategic Plan is approved by the Board of Governors and the University Senate.

While this will be the final update of UFV’s *Learning Everywhere Education Plan*, it is not the end of the many ongoing activities that have been implemented to support its success. These activities will continue well into the future and serve as the foundation for our Integrated Strategic Plan.



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## The UFV Education Plan 2020 Update Appendices

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Appendix 1:  
Five Goals for the Education Plan  
2016-2020

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# FIVE GOALS *for the* EDUCATION PLAN 2016 – 2020

In 2015, UFV undertook the collective challenge of imagining what our university should look like in 2025. The **UFV 2025: A Vision for our Future** process included an education planning exercise that resulted in five goals to be achieved in the **Education Plan 2016 – 2020**. They echo the recurring themes in submissions from students, staff, faculty, and administrators.

**AT THE UNIVERSITY OF THE FRASER VALLEY, WE WILL →**




**PRIORITIZE LEARNING EVERYWHERE**

UFV values the learning of faculty, students, staff, and community no matter when, where, or how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse; this necessitates diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV.



**COMMIT TO FLEXIBILITY & RESPONSIVENESS**

UFV recognizes the importance of agility in its programs and administrative units — enabling us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.




**COLLABORATE ACROSS BOUNDARIES**

UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.



**DEVELOP LOCAL & GLOBAL CITIZENSHIP**

At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the Stó:lō people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department and service area, through the inclusion of Indigenous content, perspectives, and ways of knowing.



**INTEGRATE EXPERIENTIAL LEARNING**

UFV will incorporate opportunities for experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.



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## The UFV Education Plan 2020 Update Appendices

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Appendix 2:  
Faculty & Division Condensed Updates

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# 2019-20 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 only a few examples of what has been 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**  
All ABT instructors attended the CE PD day in fall 2019 where they took workshops such as, “*Indigenizing Instructional Strategies*” and “*Developing Your Instructor Self*” among others. Three instructors are attending the Teaching & Learning MicroCourse series on online teaching.

**Continuing Education**  
Many CE students attended the KAIROS Blanket Exercise as part of their classroom activities (the blanket exercise is an interactive educational program that teaches the history of Indigenous people in Canada).

**English Language Studies**  
ELS faculty provided multiple sections of EAP 075/AFP (Academic Foundation Program) in Chandigarh in Summer 2019 and Winter 2020. Students and administrators at Fraser Valley India thanked ELS for delivering summer AFP classes in Chandigarh while celebrating 14 years of this annual partnership together.

**Upgrading & University Prep**  
UUP is working with Chilliwack Community Services to identify how the department can provide additional educational opportunities to the parents participating in its [Gateway for Families](#) programs. Gateway, which is located at Central Elementary Community School, supports parents of young children in downtown Chilliwack.




**COMMIT TO FLEXIBILITY & RESPONSIVENESS**

**Applied Business Technology**  
ABT developed two courses for CE (WordPress and Minute-taking). The Minute-taking workshop materials were passed on to CE and run through CE instructors. Mentoring and minute-taking materials were also provided to HR for development of employee training.

**Continuing Education**  
CE and several other UFV units created a credit transfer agreement with McDonald’s Canada. The agreement offers credit for the training that McDonald’s managers complete during their employment. CE also created laddering agreements between CE and certificate programs and the General Studies Diploma and Integrated Studies Degree.

**English Language Studies**  
ELS created [instructional videos](#) for the department website to help students navigate websites and complete online course assignments. These videos were shared on the UUP department’s online New Student Orientation presentation as well.

**Upgrading & University Prep**  
Faculty are revising the department’s Indigenous People’s Knowledge (IPK) courses to ensure they focus on t l perspectives and experiences. To better situate learning and knowledge within a t l conte t the course content will be built around place-based and experiential learning practices.



**COLLABORATE ACROSS BOUNDARIES**

**Applied Business Technology**  
Faculty are developing a research project around building online cohorts for fall 2020. ABT faculty have already secured funding for a research assistant and will be posting the position in the near future.

**Continuing Education**  
A new partnership between CE and City of Surrey will provide [Evidence-Based Decision Making](#) (EBDM) training to cohorts of municipal workers. This year, the first graduate student in the City University of New York’s [John Jay College of Criminal Justice](#) completed and used EBDM as an elective course toward his master’s degree.

**English Language Studies**  
ELS worked with UFV International and the Registrar’s Office to recommend the temporary use of Duolingo English Test (DET) scores to meet UFV’s [English Language Proficiency](#) requirement following the closure of test centres due to COVID-19.

**Upgrading & University Prep**  
Community group participation and involvement continues through recent adaptation of online meetings. A strong connection with the articulation process continues as UUP department representatives work with representatives of other post-secondary institutions to ensure our equivalent level courses meet the same outcomes and are articulated in the [BC ABE Articulation Guide](#).



**DEVELOP LOCAL & GLOBAL CITIZENSHIP**

**Applied Business Technology**  
ABT students attended the Métis Day Awareness Event in October 2019 and wrote journal reflections before and after the event. Students learned about the traditional Métis dance “jigging” and other aspects of Métis culture, including traditional foods and crafts.

**Continuing Education**  
The new [Activity Assistant](#) certificate and revised [Nursing Unit Clerk](#) certificate includes Indigenization and citizenship outcomes in every course. An instructor who teaches in CE legal programs offered a workshop to other instructors on the topic of Indigenizing curricula. Participants enjoyed the workshop and were pleased to learn how they can infuse Indigenous ways of knowing into courses.

**English Language Studies**  
ELS adopted the new textbook *University Success Writing Advanced Level*, which provides students with opportunities to explore topics related to diversity and values across various academic disciplines in an 080-level writing course.

**Upgrading & University Prep**  
Most courses continue to introduce and discuss problem-based pedagogies in classes such as global warming and Reconciliation.



**INTEGRATE EXPERIENTIAL LEARNING**

**Applied Business Technology**  
Guest speakers this year included the Senior Advisor, Human Capital for MNP; the Branch Manager for Robert Half/OfficeTeam; and three ABT graduates who all work for local organizations. Students were able to learn about different job opportunities.

**Continuing Education**  
Two on-site practica designed to build a student’s workplace skills and confidence were added to the new [Activity Assistant](#) program. Students spend more than half their time in the community on practicum, which makes them better equipped to reflect on lived experiences. These additions ensure the curriculum is process oriented rather than content oriented.

**English Language Studies**  
Advanced-level EAP courses integrated the learning of content and language by reading authentic journal article excerpts and watching video lectures by Stanford University professors in Linguistics, Business Ethics, Earth Science, Medieval Culture, and Materials Engineering.

**Upgrading & University Prep**  
Some science classes brought in extra models, slides, and samples to integrate experiential learning. Prior to moving to online learning due to COVID-19, some instructors took their classes to the library and to live performances put on by the UFV Theatre department for outside experiences.



# 2020 Education Plan Update Faculty of Applied and 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, physics 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.

Preparing citizen-practitioners capable of contributing to the economy and society with life long careers that can adapt to changing times




## PRIORITISE LEARNING EVERYWHERE

Applied & 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. In addition, we have implemented an innovative curriculum in Digital Manufacturing that recognizes and builds on learning from unrelated disciplines.

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.

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.




## COMMIT TO FLEXIBILITY & RESPONSIVENESS

ATS Industry Services continues to grow in new areas supporting learning where and when they are needed. Targets were exceeded and the operation is now expanding to include international programs and in situ industry collaborations.

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.

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.



## COLLABORATE ACROSS BOUNDARIES

ATS continues to integrate the trades and technical programming into non-traditional areas and vice versa.

ATS has a strategic commitment to itself and its learners to embed elements of liberal education into the core trades and technical experience.

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

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.

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.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

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.

We have fully integrated the t | Aboriginal Skills and Training (SASET) Culinary Program into the core of the Faculty through a strategic partnership with SASET. Besides broadening the SASET students' experience and options, it provides opportunities for indigenous and non-indigenous learners to educate each other and form bonds of understanding.



## INTEGRATE EXPERIENTIAL LEARNING

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.

The new Digital Manufacturing Diploma is an example of the way ATS can add practical "finishing" programming for unrelated disciplines so as to provide an experiential component to almost any traditional post-secondary experience. Using problem based pedagogies along with hands on skills with modern manufacturing equipment, a learner will discover how to teach themselves making them competent and future-proof.


# 2020 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.

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 at-risk children in the community.

Kinesiology, nursing, and dental students provided health resources and services to the Downtown Chilliwack community.

Faculty and students from the kinesiology department delivered health testing to the Abbotsford and Mission Fire Departments 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.

In response to the COVID-19 pandemic, all FHS faculty have re-created their course content and evaluations to allow for all students to learn remotely.



**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 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 recent CBC and CTV coverage of physical activity and mental health during the COVID 19 pandemic.

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

Prior to transitioning online, the CDA program had begun creating instructional video demonstrations to assist students with pre-clinical preparation.

In the BSN program, Semester 6 students have created advanced skills videos for students to review prior to coming to labs. The purpose is to assist students in preparations ahead of class time. Semester 3 had also created a surgical wound care video for students, and Semester 4 is currently working on a proficiency video on mixed insulin.



**COLLABORATE  
ACROSS  
BOUNDARIES**

An Indigenization Committee was formed for the Faculty Council to explore ways to support faculty, staff, and students in Indigenization.

The CDA program is now using 3D imaging technology in their dental labs to enhance student learning.

The BSN program has recently purchased virtual reality technology and will be integrating this into the learning when we resume face-to-face operations.

All 3 nursing programs (BSN, PN, & HCA) are participating in interprofessional simulations. This brings small groups of students from the 3 programs together to discuss their individual scopes of practice, the overlaps in scope of practice, and how to work together effectively.

BSN and PN students are working with Trades to deliver information and training regarding Naloxone.

The BSN programs has initiated and developed relationships with a variety of community partners. Semester 7 students are out in the community working with vulnerable populations and engaging in program planning. Some examples include My House, Youth Clinic in Mission, Warm Zone, Ruth and Naomis, The Foundry, Cyrus Centre, MSA Society, Oreole lodge, two alternative high schools, In Phase, & Utilized assisted living facilities.

Kinesiology students connected with Elder College in December 2019 and conducted fitness testing on some of their members.



**DEVELOP  
LOCAL & GLOBAL  
CITIZENSHIP**

The School of Health Studies engaged with the UFV community to offer a flu vaccination clinic on campus for students, staff, and faculty.

In May 2019, BSN students travelled on a study tour to Sierra Leone, in West Africa. The study tour was set to run a second year in May 2020, but it was cancelled due to COVID-19 travel restrictions.


The School of Health Studies is exploring development of Tropical Medicine nursing elective option.

In Fall 2019, the kinesiology department hosted the first edition of a new research speaker series called *Get Kinnected*. Faculty members gave presentations with the aim to build relations with the Fraser Valley community.

The BSN, PN, & CDA programs integrated the Blanket Exercise into their curriculums. Further exploration is being done to include the HCA program, as well.

Truth and Reconciliation booklets were order for all FHS faculty members. These will help with understanding and implementing ideas for indigenous content.

In response to the COVID-19 pandemic, BSN students started an initiative they called "Student Nurses for Nurses". This was a voluntary initiative where UFV student nurses would run errands for nurses working on the front lines. This story was picked up by multiple news agencies.



**INTEGRATE  
EXPERIENTIAL  
LEARNING**

Health Sciences programs continue to be very rich in experiential learning. The average graduate has experienced hundreds of hours of hands-on learning in labs, clinical sites, practicums, and simulation.

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.

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

In October 2019, nursing students organized and hosted the Canadian Nursing Students Association annual general meeting in Abbotsford.



# 2020 Education Plan Update – Faculty of Humanities

This snapshot outlines a few of the achieved goals adopted by departments within the Faculty of Humanities.



## PRIORITISE LEARNING EVERYWHERE

**HISTORY:** Sharanjit Sandhra (South Asian Studies Institute Coordinator) provided tours of the Sikh Heritage Museum to various groups from the community, including elementary and secondary school students from across the region.

**MODERN LANGUAGES INSTITUTE:** MOLA is offering Halq'eméylem classes at Seabird Island School, with classes including many Elders from the community.

**SCHOOL OF CREATIVE ARTS:** SoCA was officially launched. The launch party included mini-classes, which were open to the public.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

**SCHOOL OF CREATIVE ARTS:** SoCA's Indigenous Arts Certificate has been redesigned to allow potential students to: (1) access funding more easily, (2) ladder into a BFA, and (3) provide more options for artistic practices (e.g., via practicums with established artists).

**HISTORY:** COA joined the BC Open Ed Tech Centre, which will support History with access to Wordpress for its web-based public history courses.

**ARTS COLLEGIUM:** A Collegium space, with a facilitator and student peer supporters, was created to support student community building, wellness and engagement with campus student services.



## COLLABORATE ACROSS BOUNDARIES

**ENGLISH:** ENGL collaborated with Agriculture for Greenhouse tour and UFV's Facilities to build an Indigenous garden.

**COMMUNICATIONS:** A CMNS faculty is a UFV liaison on the Human Services Career Enrichment Program helping to establish a for-credit course for UFV students who are mentors for Chilliwack Secondary students.

**COMMUNICATIONS; GRAPHIC & DIGITAL DESIGN; HISTORY:** CMNS, GDD, HIST and GEOG students participated in GD 450 to create signage for the Stave West Regional District. The group won the Industry Engagement Undergraduate Excellence Award.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

**PHILOSOPHY:** PHIL has created an External Advisory Committee. Members of the community and stakeholder groups will be invited to join the committee to help the department with course and program development.

**GRAPHIC & DIGITAL DESIGN:** GDD invited an industry advisory group to participate in events, such as its portfolio review, which similarly acts as a Dragon's Den.

**SCHOOL OF CREATIVE ARTS:** A Community Arts Practice Course collaborated with The Reach Gallery and Resource Management Centre, which resulted in a class publication.



## INTEGRATE EXPERIENTIAL LEARNING

**MODERN LANGUAGES INSTITUTE:** Three UFV JAPN graduates were among 49 participants from BC for the 2019 Japan Exchange and Teaching Program (JET).

**ENGLISH:** Two practicum students were selected to help the Abbotsford Farmer's Market and Fieldhouse Pub with online food sales as a COVID-19 response.

**MAD MONDAY CHALLENGES:** COA launched the Student Experience Design (SXD) Lab to provide Work Integrated Learning opportunities, such as Hack-a-thons and Mad Monday Challenges. The next challenge will focus on the development of micro-credentials, with History as an early adopter.

# 2020 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 is an example of the impact we are making in the lives of our students and their communities:

Teacher Candidate, Tsandlia Van Ry, presented on the very last day, in the very last time slot, to a virtually full house at the Western Canada Association for Student Teaching. It was a proud moment for her – and for UFV Teacher Education with four students attending for the first time in the history of the Teacher Education/BEEd program.

Her presentation titled, *A Ts'elxwéyeqw Teacher Candidate's perspective on conceptualizing the BC First Peoples Principles of Learning* opened with, "Ey Swayel, ey te mot, ey te thále tel sqwálewel Tsandlia tel skwi:x, Tèlí tsel kw'e Ts'elxwéyeqw, Tèlí tsel kw'e Sq'ewqeyl. Hello, my name is Tsandlia, I am Ts'elxwéyeqw, from Skowkale in Chilliwack B.C."

Tsandlia shared her personal lived experiences with displacement. Removed from her culture as a child, it wasn't until she was in her early twenties that she began to relearn and reconnect with her community, and began to feel confident in her identity as a Stó:lō woman. Tsandlia is currently on her certifying practicum and states,

*"I feel a sense of responsibility for educating young people, and helping to further the dialogue of my own community in a positive way. I strongly believe in the power of relationships and I am grateful that I get to spend every day working and building strong relationships with my students and my colleagues."*



## PRIORITISE LEARNING EVERYWHERE

The Adult Education Department (ADED) continues to lead the way in offering a unique blended online-F2F delivery model. ADED partnered with a supportive ITS this academic year to collect data on support needs over the past year and continue with this collaboration.

The Child, Youth & Family Studies (CYFS) Department saw their students off to Scotland on a Study Tour this past summer, and continue to focus on self-care in offering the Self-care Rest Retreat for Child & Youth Care students completing their Continued Community Projects.

In response to TRC Call to Action 62, Resource Kits on Residential Schools and Decolonization & Reconciliation have been developed by the Teacher Education Department (TED) to be shared with TED students, UFV faculty/students (library), and with practicing teachers in and around the Fraser Valley.

TED also saw the successful launch of the Master of Education program in Educational Leadership and Mentorship this past summer.

The Computer Information Systems Department (CIS) has now fully implemented the BSc. Major in Computer science and has established a Program Working Group to examine the feasibility of developing a Masters program.

The School of Social Work & Human Services (SWHS) has established a community-based counselling service located at the Sweeney Neighborhood Centre in Abbotsford. SWHS, with the support of the university, advisory council, community stakeholders, and Abbotsford School District 34 is operating *UFV in the Community: Counselling, Advocacy, Learning, and Leading (CALL) Service* providing free services to the community and senior high school students. Eight SWHS practicum students are in their field placements at CALL and receive supervision from faculty, professional staff, and a clinical lead.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

ADED continues to increase its offerings of credential options with the successful launch of both the Mindfulness-Based Teaching and Learning Graduate Certificate program and the Integrated Learning Design Associate Certificate, together with the recently approved minor in Adult Education creating opportunities for students in a wide variety of degree programs.

The School of Business continues to grow its programming: The Bachelor of Applied Management is being repackaged by the School of Business within the Bachelor of Integrated Studies, the Master of Finance program proposal is being re-worked based on feedback from the Ministry and the International Business major and minor proposal has passed institutional review and is awaiting Ministry approval.

In addition to implementing ways to make our classrooms Universal Design friendly, CYFS has incorporated oral/artistic means of assessment into their curriculum. For example, a Cultural box was presented by a student of Dutch heritage

CIS continues to work collaboratively with partners such as International, OReg, and Advising to find increasingly flexible and responsive solutions to growing student need as international numbers tend to fluctuate widely.

SWHS welcomed its first year of enrolment of Foundational MSW (non-BSW) students into the MSW Program which will occur every other year, in addition to the offering of the MSW Indigenous Focus Program in partnership with the Nicola Valley Institute of Technology (NVIT).



## COLLABORATE ACROSS BOUNDARIES

A total of 17 scholarly works (journals, conference, etc.) have been completed by Business faculty in collaboration with researchers outside UFV, which shows cross-institutional collaboration.

CYFS Child & Youth Care faculty, together with SWHS and Criminology are developing a joint course/cross disciplinary work. CYFS has also partnered with Abbotsford Hospice to deliver workshops on mindfulness, children's yoga and labyrinth walks.

CIS has collaborated this year with Business in the development of a Graduate Certificate, with Math (Science) in delivery of the Data Analysis Certificate, and has many cross listed courses with Business, Mechatronics, and Physics.

The Library & Information Systems Department (LibT) is exploring with Integrated Studies a LIT concentration to address cross-disciplinary opportunities around "essential literacies" while continuing to work with Continuing Education to relocate the Post-Diploma Certificate for Library Technicians into LIBIT.

For the third year, SWHS partnered with Nursing to provide a one-day training on Poverty Awareness for the SWHS and Nursing students and also partnered with the Ministry of Children and Family Development, and Child and Youth Mental Health to host a workshop for providers and students.

The Indigenous Student Centre has arranged for the TED to have a Resident Elder who will work with the BEEd students while they are on campus. As well, a working relationship has been established with Keith Thor Carlson (Canada Research Chair, Indigenous and Community-Engaged History @ UFV) such that the TED faculty can support his work to develop resources for the local School Districts.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

Business hosted its annual UFV Sustainability Case Competition in March this past year, and again in May for visiting students from Rotterdam.

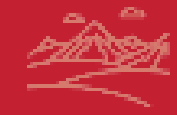
CYFS students continue to represent UFV across the globe with new practicum placements in Mullingar, Ireland and a study tour in Scotland. CIS faculty have spearheaded the Update on Computer Recycling Day where old computing and electronic equipment can be safely disposed of/recycled in an environmentally friendly way.

This past fall first-year students in LibT were introduced to a mentorship program as a pilot. Positive response has resulted in a continuation of this pilot. Students and program alumni also participated in a panel discussion at the BC Library Conference, to discuss career progression and transformation.

Dr. Amanda LaVallee, a faculty member with SWHS has been awarded a SSHR grant titled, "We know who we are: Intergenerational Understanding of Metis Identity and Well-being" using digital storytelling; techniques she shares with her students.

This past year, Community Development students in SWHS organized a free community Elder Abuse Awareness Seminar at UFV seeking support for mandatory reporting of Elder Abuse in Canada. A second group of students partnered with Archway, Inasmuch services, and Abbotsford Canadian Reformed Church to organize/host a free community *Multicultural Family Fun Night* for local immigrant and refugee families.

This summer will see our first group of TED students attend a two week learning experience with Nisga'a First Nation (School District 92).



## INTEGRATE EXPERIENTIAL LEARNING

Business continues to engage the UFV community in holding the annual Abbotsford Chamber of Commerce Business after Business Mixer, the annual Welcome Back BBQ for students, faculty, and staff, and in offering the Business Field School with institutions in St. Gallen, Switzerland & Rotterdam, Netherlands.

CIS continues to participate in the prestigious IEEE Vancouver AGM (and has initiated a UFV chapter) to which our students have taken first prize in the IEEE poster competitions, Vancouver B|Sides security event in which our students have once again secured first place in the hacking comp, and BC Aware where our students won first prize competing against students representing six BC post-secondary institutions including UFV, KPU, UBC, SFU, NYIT, and BCIT. UFV will go on to represent BC at the Canadian Hacking Challenge.

ADED is part of a Program Working Group organized by Continuing Education in conjunction with the City of Abbotsford to develop a Certificate in Civic Innovation and Governance to meet both local and regional needs for a program in civic capacity.

Business ENACTUS students represented UFV at the Enactus Western Canada Regional Exposition. Enactus is "a community of entrepreneurial leaders who see business as a way to address social issues" and the UFV Chapter is actively recruiting students from all disciplines at UFV.

Site visits in LibT continue to reflect a range of locations that are academic, special, public, government, corporate, museum, records management, and archival in nature, and 34 students have participated in this year's BC Reading Link Challenge with a range of responsibilities.

# 2020 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.

We also respond rapidly and effectively, as science evolves, to global situations such as the current COVID-19.



## PRIORITISE LEARNING EVERYWHERE

More than ever, learning everywhere needed to be prioritized. Online and hybrid courses were already being increasingly offered to facilitate learning everywhere, when COVID-19 hit. In addition to our regular online courses, we were able to finish the year remarkably well despite having to offer all courses remotely. BIO105 was offered to over 250 students in 2019-20 compared to roughly 200 in the previous year. Geography courses online offerings more than doubled from 5 sections in 2018-19 to 11 in 2019-20.

Science students attended numerous field trips locally, and regionally until January 2019, and some had international placements that were cut short due to COVID-19. The field trip to Tofino, BC, included 23 Biology students, while 16 students attended an Adventures in Geography field school in Alberta.

Queen Elizabeth Scholars from the newly minted School of Land Use and Environmental Change (SLUEC) participated in field placements in Africa.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

Directed and independent studies courses offer tailored-to-the-student learning: 88 students participated in these courses in 2019-20 compared to 82 the year before.

Dual credit courses in Statistics were successfully offered to Rick Hansen Secondary School students facilitating their transition into post-secondary education.

Supported Learning Groups or SLG sections increased since 2016 with over 40 sections participating in 2019-20.

Open Educational Resources are being increasingly adopted in more science courses. Some sections of MATH 111 and 118 used free online textbooks, while Webworks, an open source online homework system.

An Applied Bioinformatics Certificate Program was developed and approved within the year in response to provincial technical demands. A virtual Q&A session was held on COVID-19 and the scientific evidence.



## COLLABORATE ACROSS BOUNDARIES

Several new joint programs have been developed including the Applied Bioinformatics certificate between Biology, CIS and Math & Stats. The new Bachelor of Environmental Studies degree, the BSc in Biochemistry major, and the Applied Statistics minor, are examples of programs that collaborate across boundaries.

Faculty and staff from various departments collaborate with each other as well as with other scientists and stakeholders outside the institution, locally, regionally, nationally and internationally. A new local collaboration has been established with the Abbotsford Airport Authority and there are many regional collaborations continuing with Agriculture Canada, Genome BC, SFU, UBC, and others. The Queen Elizabeth Scholars program with SLUEC students continue to be popular.

STEM outreach by faculty, students and staff continued with Fraser Valley Regional Science Fair, Math Mania, Science Rocks, Math Challengers, Let's Talk Science, Super Science Club, etc.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

Educational presentations by faculty and staff to local groups included Abbotsford Learning Plus, Great Blue Heron Nature Reserve, Chilliwack School District and many others.

Indigenization efforts included visiting Shxw'ha:y village, inviting notable speakers like Dr. Nancy Turner, renowned Ethnobotanist who gave a very interesting talk on 'Valuing plants' and indigenous knowledge. The second annual Fraser Valley Math Education Sq'ep attracted close to 100 educators from regional schools and other post-secondary institutions.

Sustainability efforts included publishing a video on climate change with students and staff. Biology and SLUEC students participated in Abbotsford's City Studio projects again and several of our students won awards and honourable mentions.

SLUEC hosted the Pacific Regional Society of Soil Science and BC Institute of Agrologists joint annual meeting in March 2020.



## INTEGRATE EXPERIENTIAL LEARNING

A variety of experiential learning opportunities were available to students, through special courses, co-op placements, internships, research experiences, field trips, citizen science projects, etc.

'Planting Reconciliation' was an IDS course offered in coordination with local Indigenous Elders that provided hands on experience in plant identification, sustainable gardening and historical knowledge.

Various STEM activities included participation in conferences. A record 44 science students participated in the virtual UFV Research Day. UFV Chemistry sent a large delegation of students to the Canadian Chemical Conference in Quebec City. They had a great experience participating in the national conference and winning a few awards. Other students also participated in meetings, including international ones, such as one held in Tampa, FL.

Read more updates for the year: <https://www.ufv.ca/science/deans-office/monthly-department-highlights/>



# 2020 Education Plan Update – Faculty of Social Sciences

This snapshot outlines a few of the achieved goals adopted by departments within the Faculty of Social Sciences.



## PRIORITISE LEARNING EVERYWHERE

**PEACE AND CONFLICT STUDIES:** PACS offered a “Student Award Opportunity” and chose three UFV students to attend the “Peace Summit of Emerging Leaders” conference in Bangkok, Thailand.

**BACHELOR OF INTEGRATED STUDIES:** UFV signed a transfer and articulation agreement with McDonald’s Canada for transfers into UFV’s General Studies Diploma and Bachelor of Integrated Studies. UFV also signed a transfer and articulation agreement with Surrey Fire Services.

**STUDENT LEADERSHIP SYMPOSIUM:** COA hosted a day long SLS around the theme of Empathy in Action.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

**CRIMINOLOGY:** CRIM established a working group to develop a post-graduate certificate in Crime and Intelligence Analysis.

**PSYCHOLOGY:** PSYC is redesigning its Honours Seminar in response to student feedback. PSYC has also made some positive course additions: Psychology and Critical Thinking, and Cultural Psychology.

**GLOBAL DEVELOPMENT STUDIES:** The GDS student group now has a position on the GDS Program Committee.

**CONTRACT GENERATOR:** COA created a new Contract Generator system to assist with the preparation of all Request for Contracts using a database tracking system.



## COLLABORATE ACROSS BOUNDARIES

**GLOBAL DEVELOPMENT STUDIES:** GDS is beginning to see the arrival of transfer students from other institutions, even without formal laddering agreements.

**INTERDISCIPLINARY STUDIES:** A variety of IDS courses have been designed, approved and offered, which include: Culture & Community, Peoples Knowledge Seminar, Monsters in the Western World, Election Campaigns & Politics in Canada, Children & Cities, and Reconciliation Shakespeare Garden.

**SOCIAL, CULTURAL & MEDIA STUDIES:** SCMS is developing an Interdisciplinary Associate Certificate and Intercultural Studies Certificate.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

**POLITICAL SCIENCE:** POSC is developing MOU’s with the University of Ghana, University of Cape Coast, Kwame Nkrumah University of Science and Technology and Kofi Annan International Peacekeeping Training Center.

**PEACE AND RECONCILIATION CENTRE:** COA has led the way with the establishment of PARC, which has hosted intimate partner violence panel presentations. CRC Chair, Keith Carlson has planned a launch of seed-funding research opportunities for students, faculty and local community.



## INTEGRATE EXPERIENTIAL LEARNING

**ECONOMICS:** Procurement of software has allowed for ongoing integration into ECON students’ experiential learning curriculum.

**SOCIAL, CULTURAL & MEDIA STUDIES:** SCMS has had a significant number of students acting as paid Research Assistants on community-based projects (including in the new Health and Social Innovation HUB).

**PROGRAM EVALUATION CERTIFICATE:** The newly launched graduate certificate has a good cohort.

**GLOBAL DEVELOPMENT STUDIES:** GDS has launched virtual internships.

# 2020 Education Plan Update – Institutional Research and Planning

Institutional Research and Planning is the official reporting and information gathering arm of the university. Our mission is to ensure the integrity of data reported to external agencies and to provide university administration, faculty, and staff with accurate and easy to read data analysis, and other decision-support information.

The office conducts forecasting, statistical analyses, and research initiatives encompassing all forms of university operations.



## PRIORITISE LEARNING EVERYWHERE

To help students progress through their programs and graduate in a timely manner, we produced a report on bottleneck courses. We found 25 courses that had all three characteristics of bottlenecks: demand, access, and outcomes.

To align with the Ministry, IRP has worked on FTE reporting for graduate programs, program expansion funding, and developmental programs.

IRP is involved in scheduling at CEP to ensure that popular program availability for first-year students.

IRP continues to provide data to the UFV community. Examples of student data include the Business Intelligence dashboards, annual databooks for each department, and the annual UFV Factbook.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

IRP provides forecasting tools to assist with enrolment management. New dashboards display forecasts, by program, for (i) returning students for two terms in advance and (ii) new students based on live application data. Cross-walk tables translate across departmental FTEs and program headcounts.

We provided scheduling recommendations following the coronavirus outbreak based on utilization, waitlists and seat demand.

As UFV saw record international student enrolments, we analyzed international student performance to ensure academic excellence and student success.

We lead UFV's Enrolment Plan; this plan informs budgeting on the allocation of resources across academic areas.



## COLLABORATE ACROSS BOUNDARIES

UFV's annual Accountability Report was twice mentioned by the Ministry as a best practice example for reporting on Mandate priorities.

Each month we fulfil a wide variety of ad-hoc requests for data and analysis such as projecting practicum enrolments, analyzing enrolment patterns across campuses, and providing course utilization rates.

IRP oversees UFV's survey software Survey Monkey and assists with survey design and implementation.

IRP administers and reports on a variety of surveys including the National Survey of Student Engagement, the Canadian University Survey Consortium, and BC Student Outcomes.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

IRP is involved in UFV's strategic planning project. To inform this process, we produced an environmental scan using a variety of sources: demographic data, survey results, the labour market, and activity at other BC post-secondary institutions.

IRP staff members are involved in a variety of committees outside of UFV. These include Peer Review, Performance Measures Working Group, and Data Definitions, all groups seeking to optimize reporting and align the Ministry's goals with post-secondary institution performance.

Vlada sits as the system liaison for economics in B.C. and acted as a mentor for the CFA Institute Research Challenge.



## INTEGRATE EXPERIENTIAL LEARNING

We completed labour market outlooks and provided data for proposed programs including the Halq'méylem graduate certificate and the Concentration in Applied Management.

The B.C. Student Outcomes surveys provide information about what students found valuable in their studies, the relevance of their education, and their job market outcomes.

Our Campus Snapshot project informed UFV leadership about how students and administrators felt about the UFV campus.

Kabir, a co-op student in IRP, has gained valuable experience while providing a unique student perspective to our work.

# 2020 Education Plan Update – Office of the Vice Provost

The Office of the Vice Provost includes responsibility for Academic Quality Assurance (including program development and program review), Indigenous Affairs, and Tenure and Promotion. 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**

More than 40 faculty and staff took advantage of the opportunity to learn conversational Halq'eméylem and t l protocols in a brown-bag lunch workshop environment at both the Abbotsford and Chilliwack campuses during the Fall semester.

The creation of a gathering space for self-identified Indigenous faculty and staff members to meet casually with each other and with UFV Elders-in-Residence.

Designed and Implemented revised process for program development to ensure new programs meet UFV’s standards for Quality Curriculum.

Developed more targeted research methods for specific criteria for program development, including for student enrolment data and regional labour market demand.




**COMMIT TO FLEXIBILITY & RESPONSIVENESS**

UFV partners with Métis Nation of BC to deliver Métis Community Support Worker cohort at the UFV Chilliwack campus. In addition to CSW courses, programming includes upgrading courses, Indigenous Studies courses as well as a Métis cultural component.

Indigenous Academic Support Cohort (IASC) provides opportunities for improved academic success for Indigenous students entering the first year of university programming. This program includes personalized academic and support components.

Concept Paper template revised to align more effectively with the Ministry of Advanced Education Skills and Training Stage 1 template.

Credentials policy (64) revised to make the regulations more flexible and responsive in supporting students’ learning goals.



**COLLABORATE ACROSS BOUNDARIES**

Senior Advisor on Indigenous Affairs, Special Advisor to the President, and Vice Provost & AVP, Academic participated in 5<sup>th</sup> annual national Building Reconciliation conference, presenting on the topic of developing deep and meaningful engagement between Indigenous communities.

Senior Advisor on Indigenous Affairs and Special Advisor to the President attended a summer institute *Perspectives on Reconciliation*, where higher education presidents and Indigenous leads “built on each other’s ideas, surfacing bold recommendations to meaningfully advance systemic change in support of reconciliation.”

Timely development, approval and implementation of 3 new programs in response to Tech Expansion funding from the provincial government.

Supported development of new programs and concept papers that promote cross- and interdisciplinary learning opportunities, including Bioinformatics, Indigenous Studies, Civic Innovation & Governance certificates, and Intercultural Studies associate certificate.




**DEVELOP LOCAL & GLOBAL CITIZENSHIP**

UFV’s Indigenization Committee of Senate hosted Talhimelh ó xweché:est ‘Together We Can’ Indigenous education forum (May 2019) with the goal of bringing together senior administration, faculty, staff, community members and community organizations. The gathering created a space for dialogue and opportunities to highlight partnerships, as well as to find ways for UFV to better meet the needs of Indigenous learners and Indigenous communities.

Traditional t l ceremonies were held for cedar trees to be removed for safety reasons on two campuses. The branches of the fallen trees were processed into ground cedar by student volunteers and finished product gifted to community Elders.

Created job positions and received work study funding for two Student Voices Coordinators who will conduct interviews and hold focus groups with students: students’ perspectives on the quality and effectiveness of curriculum in providing valuable learning experiences and meeting educational goals.



**INTEGRATE EXPERIENTIAL LEARNING**

UFV students participated in the *Reconciliation and Redesigning the Chilliwack Shakespeare Garden* project-based course, to redesign the Shakespeare garden on UFV’s CEP campus in a spirit of reconciliation. The goal was to design a garden that is answerable to this historical, legal, botanical, emotional, spiritual, and aesthetic situation. The design of the course and the work undertaken by the students represents reconciliation in action.

Encouraged the integration of experiential learning opportunities in the development of new programs:

- a study-abroad option as part of the Spanish minor;
- a semester devoted to community projects in language revitalization as part of the graduate diploma in Halq'eméylem;
- workplace field practicums and co-op opportunities as part of the Communications major, Journalism minor, and graduate certificate in Technology, Innovation and Society.



# 2020 Education Plan Update – Research, Engagement, & Graduate Studies

**Research, Engagement, and Graduate Studies** supports faculty and student research, scholarly and creative activities, and supports applied graduate level programming.



## PRIORITISE LEARNING EVERYWHERE

- Funded 30 students to present research at conferences in Poland, Austria, across the US and Canada. “I was able to learn from experts in the field and access knowledge of current practices and methodologies in the field...” (Uliyana Kubasova, CIS - Austria)  
“It gave me an opportunity to apply what I have learned at UFV in a setting outside of UFV.” (Michael McCarthy, PSYC - BC)  
“Participating in conference presentations was a unique and valued experience; one that,...as a mature student, I had no idea would be made possible.”  
“...meeting other scholars whose work I had been reading during my research ...gave greater ‘life’ to the textbooks and articles.” (Kim Abram, AdEd - BC)
- Supported student activities such as the FV Indigenous Math Education Sq’ep; FV Indo Canadian Business Assoc. scholarship; pARTicipate Poster Competition;
- Created the Supplementary Research Fund to support faculty research projects, providing more learning opportunities for students outside the classroom.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

- Worked with Deans to streamline the sabbatical approval process
- Streamlined graduate student supervisory approval process for all Masters programs
- Initiated a revised approach with Agriculture faculty to maintain Canadian Council of Animal Care compliance
- Developed a priority process to support researchers to meet due dates for Tri-Council Rapid Research Funding Opportunities – Dr. Cindy Jardine applied for and was awarded (10 days later) a CIHR grant of \$137,000 to do a study “Developing COVID-19 Risk Communication and Community Engagement Readiness Strategy Guidance for Travelers, Visiting Friends, and Relatives (VFR)”.



## COLLABORATE ACROSS BOUNDARIES

- Collaborated with Risk and Safety to create a liaison role within REGS to support communication between the revised Bio Safety Committee and the Human Research Ethics Board.
- Facilitated multiple meetings between industry partners, foreign governments and UFV researchers.
- Supported the creation of three interdisciplinary research centres – Health and Social Innovation Hub, Esposito Family Centre for Innovation and Entrepreneurship, and the Peace and Reconciliation Centre.
- Initiated annual Researcher Round-Up to connect new and established researchers at UFV.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

- Supported research focused speakers from Holland, USA, and Switzerland on topics of sustainability and food security.
- Provided funding for Dr. Mooney to examine migration experiences of Punjabi students attending UFV.
- Supported Dr. Enns’ creation of the Global City Lab with a SSHRC Small Institution Grant to plan more sustainable communities by engaging children’s perspectives in India, Kenya, and Tanzania
- Provided funding for two students to work with Dr. Millar to study Canada’s compliance with the UN Migrant Smuggling Protocol and treatment of asylum seekers.



## INTEGRATE EXPERIENTIAL LEARNING




- REGS manages 500+ student research assistant contracts and awards which are intensive experiential learning opportunities, working under the direct supervision of faculty researchers.
- 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.
- Student Research Day continues to grow with 92 posters and 189 students involved in activities outside of the classroom. In 2020, the event was held online due to COVID-19 restrictions and was a great success.
- Worked with FATS and City Studio to deliver applied learning opportunities for 172 students in multiple disciplines with one-time Ministry funding of \$100,000.

# 2020 Education Plan Update – Teaching and Learning

Teaching and Learning is comprised of several units who collaborate with faculties and departments with the ultimate goal of supporting student learning. In 2019-20, the department is comprised of a Teaching and Learning unit, the Academic Success Centre (ASC), Supported Learning Groups (SLG), and Prior Learning Assessment and Recognition (PLAR). In 2019, Teaching and Learning welcomed a new unit to the department with the addition of the Centre for Experiential and Career Education (CECE).

*TLC Vision*  
 Teaching and Learning offers transformational learning experiences that engage and provoke learners and educators in a reciprocal relationship of learning. We nurture the development of a university culture that values learning as a lifelong process, educating as a calling in continuous development, and learners as diverse individuals deserving of utmost respect.



 <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>
<ul style="list-style-type: none"> <li>• CECE joined TLC bringing together Careers, experiential learning, co-op and internship, and co-curricular record into an academic department.</li> <li>• Improved support with redevelopment of Learning Designer role.</li> <li>• UFV Launch, a new faculty professional development program supported 28 faculty members.</li> <li>• CityStudio has expanded in the Fraser Valley .</li> <li>• TLC prepared and delivered a variety of learning opportunities including technology workshops, use of our LMS, software such as Turnitin.com and polling, and institutes such as Instructional Skills workshops (ISW) and Facilitating Learning Online (FLO), and Indigenization.</li> <li>• SLG participated in a research study that looked at its impact on students attending the program over a two-year period. Results showed student gains in more than just grades.</li> </ul>	<ul style="list-style-type: none"> <li>• Each unit moved effectively to support faculty and students as UFV went to remote learning. In March alone, staff and faculty in Teaching and Learning provided almost 500 individual training sessions and consultations with faculty members.</li> <li>• A guide for an alternative assessment using Indigenous concepts was developed for faculty.</li> <li>• In support of evolving learning models, TLC collaborated with several courses to incorporate technologies such as virtual reality, video, and engagement software.</li> <li>• TLC continued to assist with the redesign of formal and informal learning spaces on campus.</li> <li>• The ASC participated in the 4<sup>th</sup> International Day of Action Against Contract Cheating in October and Long Night Against Procrastination in November.</li> <li>• Punjabi-speaking leaders were hired in SLG to support international students.</li> </ul>	<ul style="list-style-type: none"> <li>• CECE was awarded \$300,000 from the Royal Bank of Canada - \$100,000 over three years.</li> <li>• CECE partnered with the Alumni Association and the new School of Land Use and Environmental Change to host a networking event for students in January.</li> <li>• UFV’s Accessibility Advisory Committee, chaired by the AVP Teaching and Learning, launched a one-day campaign to have the UFV community participate in the BG Government’s survey to develop new accessibility legislation. Almos 250 responses were gathered.</li> <li>• UFV participated in the National Survey of Student Engagement (NSSE) and the accompanying Faculty Survey of Student Engagement (FSSE) in 2019. TLC sponsored FSSE.</li> <li>• TLC continues to train and support faculty and students on the requirements of e-portfolio program.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Working with Multilingual Learners</b> – A new resource was developed to provide resources and practical classroom strategies for teaching multilingual learners. The resource is located at <a href="http://ufv.ca/tlc">ufv.ca/tlc</a>. The site includes information on classroom practices, assessment and feedback, academic integrity, intercultural communication, etc.</li> <li>• <b>BCTLC Learning Symposium in Terrace, BC</b> – UFV was well represented at the Learning Symposium at Coast Mountain College in Terrace, BC, in October. Our Educational Developer presented on e-Portfolios, AVP Teaching and Learning presented on the first year of UFV Launch, and a Business professor discussed the success of international students.</li> </ul>	<ul style="list-style-type: none"> <li>• CECE hosted a Hiring Fair in March to help students network with employers who are actively hiring in the lower mainland region. There were 515 students who attended and employers who represented 27 different industries.</li> <li>• Teaching and Learning provides a variety of experiential learning opportunities for students. In the ASC, tutors can specialize in the disciplinary subjects, writing, or in targeted areas such as Academic Integrity Mentors, programming for Baker house residents, athletics, theatre, and international students. The skills developed by working in the ASC include communication, teaching, mentoring, questioning, coaching, and more.</li> <li>• The SLG program supports students in their development of teaching, coaching and academic skills by working closely with students who are struggling in their classes.</li> </ul>



# 2020 Education Plan Update – UFV International

**UFV International supports engaging learners, transforming lives, and building community by:**

- Increasing access to and participation in international mobility experiences; and
- Expanding the cultural diversity of the UFV community; and
- Designing and delivering programs for a rapidly evolving global context; and
- Providing services and an environment that foster a sense of belonging; and
- Support the development of strategic partnerships.



## PRIORITISE LEARNING EVERYWHERE

- Examining means to increase access to and participation in international mobility experiences.
- Creating a database of articulated course outlines for study abroad.
- Revising the study abroad website for appropriate placement of international travel approval procedures.
- Promoting use of the Global Lounge as a space of global learning.
- Collaborating with other units for a coordinated and inclusive orientation for all new international and domestic students.
- Developing a hybrid orientation model with asynchronous and synchronous/face-to-face components.



## COMMIT TO FLEXIBILITY & RESPONSIVENESS

- Focusing on increasing the quality and diversity of the international student profile.
- Focusing on student-centric recruitment and onboarding processes.
- Collaborating with the Advising Centre to ensure transparency and consistency of communication with students; exchange of relevant information/processes.
- Advertising existing study abroad opportunities and responding to student interest.
- Collaborating with the Office of the Registrar to implement the new international tuition fee structure, aligning fee rules more closely with institutional practices.



## COLLABORATE ACROSS BOUNDARIES

- Collaborating more deeply with Fraser Valley India (FVI).
- Ensuring that international partnerships are strategic in meeting the Internationalization Goals.



## DEVELOP LOCAL & GLOBAL CITIZENSHIP

- Exploring Internationalization @Home (I@H) practices.
- Encouraging a wider range of participants to take part in key internationalization experiences.
- Supporting Queen Elizabeth II (QE2) Scholarship program.



## INTEGRATE EXPERIENTIAL LEARNING

- Taking a more proactive approach to the promotion of international experiences including developing an inventory of opportunities and providing funding for all types of international mobility.
- Establishing a suite of co-/extra- curricular programs that meet institutional learning outcomes.
- Building upon existing programming that engage, support, and help students with their settlement at UFV and in the community.

# 2020 Education Plan Update – UFV Library

## Vision

At the intersection of discovery, collaboration, and empowerment, the Library is a leader in providing an inclusive, inspiring, and supportive environment.

## Mission

The UFV Library is pivotal in supporting the teaching, learning, and scholarship needs of the University's diverse community of learners and scholars, through:

- delivery of programs and services that are academically, culturally, and socially relevant;
- curation of excellent collections and resources;
- provision of welcoming learning spaces; and
- instruction in the lifelong skills of locating, accessing, and evaluating information.



### PRIORITISE LEARNING EVERYWHERE

The AskAway chat reference platform has allowed UFV librarians to provide uninterrupted library research support during the closures necessitated by the COVID-19 pandemic.

The Library is digitizing selected titles from the Newman Western Canadian Cookbook Collection, and making them publicly available through UFV's institutional repository, [HarvestIR](#).

The Library launched a new Demand Driven Acquisition (DDA) program on the Proquest E-Book Central platform. Over 16,000 new academic titles are now searchable in our [Books & DVD's](#) catalogue, and users can triggers loans and purchases.



### COMMIT TO FLEXIBILITY & RESPONSIVENESS

The Library has changed the default search box for [books and films](#) from the traditional library catalogue to the Find It Discovery Service. While most users will not be aware of the change, the impact is significant. Search results are more relevant and known titles are much easier to find.

Two new tools make it easier to discover open access versions of journal articles. The Library has enabled the [Unpaywall](#) app in our EBSCOhost databases and the Find It Discovery Service. Now a Full Text Open Access link appears under relevant citations. The [Open Access Button](#) provides a search box that allows you to find free, legal articles with just a click.



### COLLABORATE ACROSS BOUNDARIES

The Library is adding [scholar profiles](#) for interested faculty to HarvestIR, UFV's institutional repository. Scholar profiles include a brief bio, contact information, research interests, and can include links to presentations, articles, etc.

Collaboration between a librarian and faculty from UFV's Criminology & Criminal Justice department resulted in a new [COVID-19 and Criminal Justice](#) research guide. The guide explores the virus's effect on prisons, courts, policing, crime, human rights, vulnerable populations and more.

The Abbotsford library hosted a book celebration for Dr. Lenore Newman's latest publication, *Lost Feast: Culinary Extinction and the Future of Food*.



### DEVELOP LOCAL & GLOBAL CITIZENSHIP

The Chilliwack Métis Association donated a Red River cart, handmade by Métis artist and carver Pat Calihou, to UFV. It was designed to be included in a [display at the CEP Library](#) on Louis Riel and the Métis.

Searching the catalogue for material related to t I and Halkomelem is easier now because staff have added these subject headings to a number of records previously missing the terms. We have also added suggestions for alternate spellings, which can help uncover additional resources.

The Library developed a [Welcome](#) video and guide for new students, with particular focus on international students.



### INTEGRATE EXPERIENTIAL LEARNING

HarvestIR, UFV's digital repository, is now home to [award-winning student research posters](#). UFV's Research, Engagement and Graduate Studies department held a very successful virtual Student Research day in March. Thirteen posters were selected by judges as award winners, and are eligible to be included in the HarvestIR, where they will be permanently available. These posters join winners from previous years, and students and graduates can provide links to them as they apply for jobs and graduate school admission.



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## The UFV Education Plan 2020 Update Appendices

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Appendix :  
Faculty & Division Detailed Updates

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**2016-20 EDUCATION PLAN – COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES  
2019-20 Progress Report**

This report outlines progress made to date on achieving the College of Arts (COA) education plan goals. The goals reflect the overarching goals identified across the Faculty of the Humanities and the Faculty of the Social Sciences; these goals align with the more specific education plans adopted by departments within the College of Arts. To facilitate the creation of this annual report, we asked departments to update their own tables so as to highlight 2019-20 progress. From there, those responses were collated and organized against the overarching goals of the College. Finally, we categorized and summarized these submissions in order to arrive at a shorter, more cohesive report.

\*Note: that this report includes new developments towards achieving our goals; it does not account for all of things the College does to achieve these goals or the things that departments or the College have historically done.

\*College of Arts - Department Acronyms

<b>Faculty of Humanities</b>	<b>Faculty of Social Sciences</b>	
CMNS: Communications	ECON: Economics	BIS: Bachelor of Integrated Studies
ENGL: English	POSC: Political Science	
GDD: Graphic & Digital Design	PSYC: Psychology	
HIST: History	SCMS: Social, Cultural & Media Studies	
MOLA: Modern Languages Institute	PACS: Peace and Conflict Studies	
PHIL: Philosophy	GDS: Global Development Studies	
SoCA: School of Creative Arts	CRIM: School of Criminology and Criminal Justice	

We will...	By...	Evidenced by...	Progress made on Arts-wide Goals, 2016-17/2017-18	Progress made on Arts-wide Goals, 2018-19	Progress made on Arts-wide Goals, 2019-20
Prioritize learning everywhere	Using existing meetings to foster learning	Creating regular learning opportunities at Arts Heads and CAC based on needs of Heads and faculty	Have used heads’ meeting and CAC meeting as learning opportunities – topics have included conflict resolution, pedagogy, assessment, dealing with challenging student behaviours, navigating difficult conversations, truth and reconciliation, and resiliency. Topics for 2017-18 included communication protocols, running	Co-labs (collaborative learning groups) have met four times this year in place of regular council meetings to discuss three topics: Intercultural (related to Indigenization and Internationalization), Experiential Learning, and Big Questions. Topics for learning sessions at heads’ meetings have included mentoring,	The Arts Heads Orientation was launched in May 2019 with a one-day workshop and an additional module delivered at the Heads’ Retreat in August 2019. The program is being slightly revised for online delivery and will be offered in modules starting in May 2020. A team of five Heads, program chairs, and Associate Deans attended a workshop offered by

			<p>an effective meeting, transfer and articulation, quality curriculum, multi-lingual learners in the classroom, and managing faculty leaves and departmental service.</p> <p>Individual departments have continued to follow this same model, working to use meetings and retreats as opportunities for faculty learning and development.</p>	<p>intergenerational learners, and heads' training.</p> <p>A new department heads' training module is being developed and will be run for the first time in May.</p> <p>Various departments have continued to offer professional development and training sessions at department meetings.</p> <p>Leadership coaching has been offered to heads where a specific need has been identified.</p> <p><i>Gaps: Attendance at Council continues to be relatively low in spite of changes to shorten the council meetings so as to focus on essential business and the introduction of co-labs to allow for vibrant discussion on Arts' direction. Engagement in co-labs is strong but numbers are not more than we see at Council.</i></p>	<p>Academic Impressions on Leading Across Silos in Higher Education.</p> <p>Co-labs (collaborative learning groups) met three times this year and completed their assigned tasks. The Intercultural group adopted an online intercultural competency online module designed by SFU that we are customizing for the UFV context. This module will be launched for use by students and faculty. The Experiential Learning group drafted a definition of experiential learning and is recommending its adoption across the College of Arts. The Big Questions group explored a variety of approaches to team teaching.</p> <p>COA held a two-day retreat with Department Heads and Program Chairs in fall 2019. One day was devoted to mediation skills and another to faculty mentoring, building department culture and meeting management. A final session focused on Distributed Innovation Opportunities.</p> <p>COA's Associate Deans and a small team of heads and chairs attended an Academic Impressions workshop entitled <i>Leading Across Silos in Higher Education</i>, in Washington DC (October</p>
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					<p>2019). The conference provided a wealth of strategies and resources for creating conditions and opportunities for all members of a university team to work productively together – especially in a time of change.</p> <p>A series of workshops (e.g., Internationalization, Students from India, Effective Assessment Practices, Online Learning Strategies, Innovative Course design) called <i>Talking about Teaching</i> were led and facilitated by Arts faculty liasons with Teaching and Learning. A group of faculty that participated in these events was also selected to present lessons learned from engaging in faculty generated teaching and learning development at the BC Festival of Learning.</p> <p>SoCA held PD at its meetings, which included Kyle Baillie and Lorna Andrews.</p> <p>MOLA – Learning Branch training for all faculty/sessionals, and Blackboard Collaborate training for a faculty, sessionals, seminar assistants and staff through TLC at UFV.</p> <p>CMNS provided PD sessions at department meetings on a variety of topics including visioning exercises,</p>
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					<p>Blackboard Learn, Indigenization vs. Decolonization, and supporting international students.</p> <p>CMNS initiated a department mentoring committee to run group training sessions and established “teaching buddy” system for sessionals.</p>
	<p>Encouraging more non-classroom, non-credit learning and education</p>	<p>Increased CCR opportunities within Arts Increased student and faculty participation in conferences Increased participation of faculty in public lectures and panels</p>	<p>CCR:</p> <ul style="list-style-type: none"> <li>• VA has increased the number of CCR possibilities for their students in partnership with The Reach, Kariton Gallery, Abbotsford Arts Council, and S’eliyemetaxwtexw.</li> <li>• CCR has been linked to civic and intercultural engagement in the BA to increase opportunities for students.</li> <li>• BA and BGS allow students to use CCR to meet engagement requirements/competencies.</li> </ul> <p>Conferences:</p> <ul style="list-style-type: none"> <li>• ENGL organized and hosted a Youth Authors Conference.</li> <li>• GATE hosted the WDCAG conference.</li> <li>• Faculty across the College have presented at conferences.</li> <li>• GATE, SCMS, HIST, POSC, PSYC, and others have been actively engaging students in academic</li> </ul>	<p>Students have begun enrolling in BA non-course paths. Several have completed experiences.</p> <p>We held a successful Arts Student Leadership conference in January.</p> <p>Conferences: Faculty across the College have presented at and organized conferences. Selected highlights:</p> <ul style="list-style-type: none"> <li>• CRIM faculty presented to the UN and to the New York Council on their substance abuse and gambling research.</li> <li>• ENGL hosted a second <i>Riverdale</i> symposium and a Young Authors conference in partnership with Chilliwack school district</li> <li>• 15 GATE students participated in WDCAG with support from faculty</li> <li>• The dean’s office sent a team of four faculty members and</li> </ul>	<p>On October 16, COA held its annual Arts Expo in the Envision Athletics Centre. “The event was an informal gathering, with representation from each department. The atrium was full of students eager not only to grab some free pizza, but to learn about the various programs College of Arts offers,” said Andrea Sadowski, a writer for the Cascade Newspaper and UFV student.</p> <p>COA sent a team of faculty and two associate deans to an Academic Impressions workshop on Working Across Silos in Higher Education.</p> <p>Launched the Student Experience Design (SXD) Lab to provide Work Integrated Learning opportunities, such as Hack-a-thons, Mad Monday</p> <p>COA launched a pilot project to create a Collegium space for students, faculty, staff and community. The</p>



			<p>conferences, with faculty support.</p> <ul style="list-style-type: none"> <li>ENGL hosted the <i>Riverdale</i> symposium.</li> </ul> <p>Public Lectures and Panels:</p> <ul style="list-style-type: none"> <li>CMNS has offered a workshop for Air Cadets on public speaking and organized the Terry O’Reilly event at UFV.</li> <li>Several Arts Departments have participated in public lectures and forums on topics such as Terrorism, Brexit, the Trump Presidency, and Palestinian-Israeli Relations.</li> <li>CRIM MA students presented their research to Elder College students as “hot topics.”</li> <li>POSC has established “Politalk” as a venue for interdisciplinary discussion on topical political issues, including speakers from HIST, SOC, and other units.</li> <li>POSC hosted a photo voice exhibition on gender and multiculturalism.</li> <li>Returning UFV international interns have been presenting on their experiences in GATE, GDS, POSC, and SCMS classrooms, as well as at public forums.</li> </ul>	<p>one associate dean to the AAC&amp;U Conference on Global Engagement and Spaces of Practice.</p> <ul style="list-style-type: none"> <li>POSC faculty member attended the Annual International Studies Association as an invited panel member</li> <li>4 SCMS students presented at the Pacific Sociological Association and there was strong attendance at the Pacific Sociological Association conference.</li> </ul> <p>Public Lectures and Panels:</p> <ul style="list-style-type: none"> <li>HIST faculty initiated a history on film series with the theme “Rebels and Rulers.”</li> <li>HIST, MOLA, and POSC hosted a multidisciplinary forum on <i>Dr. Zhivago</i>.</li> <li>6 HIST students attended the Qualicum History Conference along with 2 faculty members.</li> <li>THEA invited faculty guest lecturers from other disciplines to open performances this year.</li> <li>VA, THEA, Creative Writing are offering the Interpret Creative and Performing Arts Festival</li> </ul>	<p>purpose of this initiative was to increase International student engagement with domestic students, faculty and staff, foster deeper community building, support wellness, and provide a bridge between the College of Arts, Student Life and International programming.</p> <p>COA hosted a day long Student Leadership Symposium around the theme of Empathy in Action. This event included guest speakers and a variety of breakout sessions. The event had 55 attendees nominated by departments , with 40 student attendees nominated by their departments and 5 student panelists. Students gave positive reviews about the day and what they had learned.</p> <p>Created the ARTS WORX initiative to foster greater non-classroom based learning designed to promote the value of a liberal arts education and to apply for external funding to provide paid internship and WIL opportunities and for Arts students.</p> <p>COA sent a small team to the national career development conference CANNEXUS to engage in sessions on portfolio learning and the integration</p>
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			<ul style="list-style-type: none"> <li>• THEA offered “Ignite” this year, in collaboration with Teaching and Learning, on performance and pedagogy.</li> <li>• ENGL has been active in hosting panels on writing and publishing.</li> <li>• Faculty continue to deliver public lectures or lectures series at venues throughout the Fraser Valley.</li> <li>• HIST students presented on their recent experiences abroad, hosting panel discussions and photo exhibits and giving talks related to their learning.</li> </ul> <p>Performances and Exhibits:</p> <ul style="list-style-type: none"> <li>• ENGL, GD, THEA, and VA have been active in presenting and hosting plays, poetry readings, portfolio nights, poster displays, art shows, and exhibitions.</li> <li>• VA students and faculty have been active in exhibiting their art both on and off campus and are in the process of developing a new corridor gallery in C building.</li> </ul> <p>Other initiatives:</p>	<p>Other initiatives:</p> <p>PHIL has created the Centre for Philosophical Inquiry with Children</p>	<p>of curriculum and career development theory.</p> <p>POSC Politalk Roundtable Series continues as the department’s flagship event to engage in interdisciplinary conversations on topical political issues. The department organized the fifth series in February 2020.</p> <p>POSC 350 showcased their Photo Voice Exhibition at International Women’s Day events March 2020.</p> <p>POSC 332 worked with City Studio to showcase their Photo Voice project at City Hall.</p> <p>PACS held a ‘Student Award Opportunity’ in fall 2019. Three chosen students attended the “Peace Summit of Emerging Leaders” conference in Bangkok, Thailand.</p> <p>CRIM’s study tour was put on hold as COVID prevented our Adjunct from visiting BC as planned.</p> <p>PHIL saw the return of its UFV philosophy student association, which had been dormant for several years. The department has worked closely with the association and co-sponsored</p>
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			<p>ECON supported their student association in putting together a proposal for an ECON resource room.</p> <p>SCMS worked with Teaching and Learning to update their student space.</p>		<p>a visiting speaker. Faculty members also participated in student directed reading groups sponsored by the association. The department sees its relationship with the association as vital for increasing avenues for student mentoring.</p> <p>PHIL held a faculty led forum on Honours Program/ Graduate school applications for philosophy students. With a focus on mentoring, the department organized a session in the fall semester to advise students on the honours program and to answer questions regarding applications for graduate school. The event was well attended and another one was planned for the winter semester but had to be cancelled due to the Covid-19 shut down.</p> <p>SoCA launch party included mini-classes open to the public. Ashland guest speaker was Rumble Theatre’s artistic director Jiv Parasram.</p> <p>VA held a study tour to Prague in May 2019.</p> <p>In November of 2019, HIST’s Scott Sheffield was interviewed on the CBC radio program “Unreserved” on the</p>
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					<p>topic of Indigenous Veterans in World War II.</p> <p>In summer and fall of 2019-2020, HIST's Sharanjit Sandhra provided tours of the Sikh Heritage Museum to various groups from the community, including elementary and secondary school students from across the region.</p> <p>The History on Film Series, created by Ian Rocksborough-Smith and Aleks Jovanovic in 2018, continued through the 2019-2020 academic year, with the theme of "Food, Culture and History." These were highly successful, well-attended events.</p> <p>On January 2020, a group of HIST majors attended the Qualicum Graduate Student History Conference where recent UFV graduates presented and current students observed. Kylie Wall presented "Femmes, Fables, and Foibles in Sport': An Examination of the Relationship Between the Second World War and the Success of the 1944-1945 Vancouver Hedlunds Women's Basketball Team," and Melissa Wing presented "Albania's Concrete Dictatorship: An Analysis of</p>
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					<p>Enver Hoxha and 'Project Bunkerization.'"</p> <p>As in previous years, the HIST department participated in Arts Expo. In addition, both the fall Pizza event and our annual History Tea for prospective majors, held in early March, were very well attended.</p> <p>Working with our Association of History Students, the HIST department held a successful "What to do with your history degree" event, where previous History majors returned to UFV to share their views on how their history degrees contributed to varied, sometimes unexpected career paths.</p> <p>In Fall 2019, HIST's Sebastian Huebel invited a German World War II veteran into his History 318 class.</p> <p>HIST's Ian Rocksborough-Smith welcomed guest lecturers from Western Washington University and the Chilliwack Museum and Archives into his History 301 class.</p> <p>ENGL managed to have the Riverdale conference (on the Archie Comics TV series) right before everything shut down, on March 13.</p>
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					<p>ENGL offered a writing tips series in the Collegium space in Winter 2020. Presentations were made by Hilary Turner and Ceilidh Hart.</p> <p>ENGL – The Fraser Valley Literary Festival was held on Sept 13 and 14, 2019, with keynote speakers Shazia Hafiz Ramji and Michael V. Smith. There was excellent attendance and engagement at the festival.</p> <p>ENGL/ESA held coffee houses, movie series, collegial discussions, connections, community building.</p> <p>MOLA - Academic Support offered free for French students through the Winter 2020 semester.</p> <p>MOLA space (B158) is being used for language seminars, by Spanish &amp; French clubs for meetings and events, by study groups, and for MOLA events such as HALQ Grad 2019.</p> <p>MOLA’s HALQ Annual Translation Contest had 108 registered students along with teachers, teacher assistants and judges. UFV’s Indigenous Centre to host for 2021.</p> <p>MOLA - UBC holds singing contest in Mandarin and two UFV students were</p>
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					<p>in the top three finalists: Hanna Mlotkowska &amp; Constance de Bruin.</p> <p>SUS, MOLA and UFV French Club partnered to organize 'A night in Paris' scheduled Mar 28<sup>th</sup> (cancelled due to COVID).</p> <p>MOLA's African storytelling workshop for students, faculty and staff: FREN 415 (cancelled due to COVID).</p> <p>MOLA - One French student, Hailey Berge, attended the Students' Leadership Symposium held by COA.</p> <p>GDD - Continued involvement in the UFV pARTicipate poster competition, which is also facilitated by SoCA. GDD sponsored a prize.</p> <p>PSYC offers a number of opportunities for students to learn in more informal settings. One faculty member organizes a bi-weekly journal club where faculty and students meet to discuss a journal article. Several faculty members have regular 'lab' meetings with students to discuss research plans and projects. In some upper level social psychology courses, students have the opportunity to earn bonus marks for volunteering with a community organization and applying</p>
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					course materials to address social issues about which they are passionate.
	Encouraging prior learning and competency-based assessment	Recognizing more prior learning and assessing learning competencies	<p>CMNS and MOLA have been particularly active in granting PLAR credit for student prior learning.</p> <p>The Deans' office is participating in a sub-committee which is reviewing the PLAR policy and PLAR practices across the institution.</p> <p>BGS revisions came into effect Fall 2017. The degree is much more focused on developing student competencies and having students demonstrate these in their ePortfolios. Further, the degree takes into consideration a large number of ways that students can meet and/or demonstrate competencies, highlighting flexibility.</p> <p>CRIM has undertaken competency-based assessment workshops with Teaching and Learning and has submitted a proposal to Graduate Studies Committee for discussion.</p>	<p>CRIM has established a new competency pathway for entry into the CRIM MA.</p> <p>CMNS and MOLA continue to be active in granting PLAR.</p> <p><i>Gaps: PLAR is inconsistent and not occurring in all areas. There is a recognized need for central organization and Arts is supportive of and looking forward to the re-establishment of a PLAR office.</i></p>	<p>COA began work on revising the portfolio courses to address student and employer feedback and evaluated the effectiveness on the non-course pathway options for students to demonstrate specific competencies in the BA degree.</p> <p>MOLA - Several challenge permissions were granted across languages.</p> <p>CMNS - Accepted various PLAR requests.</p> <p>In June 2019, UFV signed a transfer and articulation agreement with Surrey Fire Services (SFS) to recognize their training towards the Bachelor of Integrated Studies and the General Studies Diploma. This is a first of its kind in western Canada, and a small team (Martha Dow, Michelle Rhodes, and Linda Parady) are designing a course to be delivered on the SFS training campus in winter 2020. Fire services personnel can now work towards the completion of their Bachelor of Integrated Studies or General Studies Diploma.</p>

					<p>BIS - UFV signed a transfer and articulation agreement with McDonald's Canada. Under the agreement, McDonald's management training courses are awarded transfer credit for use in any of four programs: two certificates (Hospitality and Event Management, Management Skills), the General Studies Diploma, and the Bachelor of Integrated Studies. This partnership will likely attract students from across Canada, and will also serve as a bridge for some of our students (including those international students completing 2-year credentials) to complete their education using workplace training.</p> <p><i>Gaps: PLAR remains inconsistent and Arts remains supportive of re-establishing a coordinated approach to PLAR.</i></p>
	<p>Focus on teaching quality and innovation</p>	<p>Focusing on teaching methods Promoting promising practices in all forms of teaching and learning Using technology in the classroom when appropriate Scholarship of teaching and learning</p>	<p>(This item was not included in the 2016-17/2017-18 updates.)</p>	<p>This category was added to our goals for the 2018-19 update.</p> <p>A faculty liaison role with Teaching and Learning has been established and funded by Arts to establish stronger ties between Teaching and Learning and Arts faculty.</p> <p>HIST focused on technology through various initiatives and provided</p>	<p>Micro-credential pilot projects are being facilitated through the ARTS WORX initiative. History and SOCA are the pilot areas.</p> <p>Faculty teamed up to support and mentor each other to onboard online learning across all areas and all courses in response to Covid-19. And a Faculty Exchange Blackboard learning space was created.</p>



				<p>diversity of assignment structures for students.</p> <p>CMNS focused on tech including VR, and community projects were incorporated into classes.</p> <p>ENGL added online resources and tools into some classes.</p> <p>MOLA re-instated seminar classes and added the new Learning Branch software.</p> <p>SCMS experimented with innovative assessment methods.</p> <p>New Arts faculty participated in the new Teaching and Learning Faculty Development Workshop.</p> <p><i>Gaps: Reflection on teaching methods to include consideration of all teaching practices is needed in some areas. Arts will continue to sponsor the Teaching and Learning faculty liaison role into Fall 2019. We will also continue to register for and encourage attendance at webinars and think of creative ways to enhance the profile of effective teachers on campus.</i></p>	<p>COA launched its new School of Creative Arts (SoCA. SoCA now houses the Theatre, Visual Arts, Art History, and Media Arts departments.</p> <p>BIS - The first students graduated with the Bachelor of Integrated Studies in 2019-2020, replacing the Bachelor of General Studies. The BIS is so named because of the integration of professional and experiential training and requirements.</p> <p>POSC distributed graduate school and information on job recruitment to students and writing of reference letters for applicants.</p> <p>POSC continues to implement the recommendations of the program review external panel. A key recommendation was the hiring of a specialist in Comparative Politics. The department hired Dr. Jessica price to fill this position in summer of 2019.</p> <p>Pre-COVID, CRIM further increased online offerings with new online sections of second-year required and elective courses (Summer 2020), and upper-level required courses (CRIM</p>
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					<p>321 in 2019/2020 academic year and CRIM 450 for Fall 2020).</p> <p>PHIL's Anastasia Anderson (in conjunction with the Dean's Office) has overseen the creation of the UFV Centre for Philosophical Inquiry with Children (UCIP). Its mandate is to promote the teaching of thinking skills to children, which also are now part of the curriculum of BC schools (K to 12).</p> <p>PHIL is offering the Development of Philosophy 365: Teaching Children Philosophy, which is a new course developed by Anastasia Anderson and Anna Cook. The course will be team taught and it was developed as a response to a recommendation made by the external advisory committee for the UCIP.</p> <p>PHIL's Honours Program – 2019/2020 was offered this past year. The program was developed to offer more opportunities for UFV philosophy students, and there has been considerable interest in the program, with a number of students enrolling in it this year.</p> <p>VA 395 (forest bathing and the creative process) was offered as an</p>
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					<p>outdoors course in Summer 2019, and received a FIT grant to support it.</p> <p>Two faculty members have worked as faculty liaison in Fall 2019 and Winter 2020, and organized a very successful series of faculty exchanges, "Talking about Teaching". The focus for Summer 2020 is on online learning.</p> <p>ECON maintained its ratios of sections offered in an online format at lower levels. As well, it is developing hybrid formats for courses at the upper-level.</p> <p>Several of HIST's faculty continue to pursue PD in the area of enhancing online teaching: Ian Rocksborough-Smith is progressing through UBC's Educational Technology Master's Certificate. In addition, Ian attended a "History and Online Teaching Workshop" in January of 2020. Adrianna Bakos is completing the capstone course in VCC's Provincial Instructor Diploma Program, as well as an additional course in "Facilitating Teaching Online." Sebastian Huebel participated in a course entitled "Designing your Online Course," offered by QM.</p> <p>HIST's Adrianna Bakos attended a conference on Microcredentials and</p>
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					<p>Digital Badging in November of 2019. The information gained was very useful in preparing the proposed pilot project on microcredentials, which we believe will be appealing to a diverse set of learners both within and beyond UFV.</p> <p>HIST - In the area of public history and open access resources: (a) Adrianna Bakos and Aleks Jovanovic continue to contribute to the new Open Educational Resource: "The Ancient and Medieval World." (b) Robin Anderson is completing the construction of a website through the BC Open EdTech Collaborative, entitled "Fitz and the Great War," which is an educational site for use by both high school and post-secondary students.</p> <p>SCMS faculty have been involved in active research programs, written articles, submitted to journals, applied for grants, engaged in consulting work, and attended a variety of conferences, both local and international.</p> <p>SCMS have done this in a number of routine ways in the classroom (e.g. Research Concentration courses in Sociology engage require students to</p>
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					<p>conduct their own primary research projects; MACS course assignments often involve creating a digital media product; SOC/GDS courses include intensive development simulation exercises) and out of the classroom (e.g. student RAships; LAS, in collaboration with GDS, has sent a number of students on internships to Mexico). SCMS is still looking for ways to expand upon these initiatives. For example, they are looking for ways to revive the Mexico Study Tour, which ran successfully every two years from 1996-2014. Unfortunately, the COVID-19 pandemic has made the challenges around these initiatives more difficult.</p> <p>ENGL's Dylan Walsh recommended as a peer supporter to support (primarily) international students in ENGL 105 and 108.</p> <p>ENGL - WIR Adele Barclay visited classes and mentored students one on one.</p> <p>ENGL had nine papers presented, three by faculty members and six by contributors to the collection of scholarly essays on the Archie universe that Melissa Walters is co-editing with Ron Sweeney and Jess Wind (forthcoming with McFarland).</p>
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					<p>Out-of-town presenters -- from places including Toronto, Ottawa, Florida, and North Dakota -- gave talks remotely via Blackboard Collaborate.</p> <p>MOLA's seminars have been maintained for all 101 and 102 languages (MOLA continues to advocate for seminars at 200 level for all languages).</p> <p>MOLA - Acquisition of 15 laptops to access Learning Branch 'MOLA-on-Wheels'.</p> <p>MOLA - Information sessions and one-on-one mock exams with students preparing them for the DELF exam (international exam for French proficiency) are provided each term.</p> <p>MOLA - PWG in HALQ – concept paper for Graduate certificate and diploma approved and working on course development with implementation date for Summer 2021. PWG in SPAN – Minor of SPAN approved for Fall 2020.</p> <p>MOLA's Prabhsharanbir Singh, PUNJ sessional faculty, receives his PhD in Philosophy at UBC. Mary Stewart, Faculty HALQ, completes her MA in</p>
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					<p>Linguistics of a First Nations Language at SFU.</p> <p>MOLA's HALQ faculty introduces 'AIM' Accelerated Integrated Methodology to HALQ teaching.</p> <p>MOLA represented or participated in various committees: <i>At UFV</i>: CACC, UEC, International Students Success task force, SSI, RAN, President task for on EDI, Intercultural Competence Co-Lab; <i>In the community</i>: Abbotsford Local Immigration Partnership (ALIP) The Fraser Valley Human Dignity Coalition.</p> <p>CMNS - Updated its course delivery methods to include more offerings in online formats (before remote work restrictions, and continued after).</p> <p>CMNS - Created concept papers for a CMNS major and a Journalism minor, both of which can be attained in a fully online format.</p> <p>CMNS hired new tenure-track faculty with specializations in learning theory, digital communication, and journalism.</p>
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					<p>CMNS created a special topics course on infographics to run this summer.</p> <p>GDD - In Winter 2020, GDD started a new Diploma Cohort in Abbotsford. These courses ran with 10 additional seats for BFA, MEDA, and other elective students. GDD's cohort courses had 25 GD sections.</p> <p>GDD's major was approved with a Fall 2020 start date.</p> <p>The GDD Major in the BFA was approved by the ministry. GDD is preparing for a full launch in Fall 2020.</p> <p>GDD's upper-level courses have been created. GDD is ready to start delivering them in Fall 2020. First offerings of MEDA 222 and MEDA 469 have run successfully.</p> <p>GDD participated in scholarship and design awards opportunities.</p> <p>SCMS' Chantelle Marlor and Sven van de Wetering (PSYC) hosted timely "Talking about Teaching" sessions for Arts faculty. Topics included: Collaborate Software, Canada as a destination for Indian International</p>
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					<p>Students, Assessments, Faculty Time Management Tips, International Students, Team Teaching and Online Teaching Symposium.</p> <p>PSYC prioritizes the acquisition of skills that apply to most aspects of student lives inside and outside the classroom. For example, exposure in 101 to research on learning and memory and research methods includes examples and strategies for applying this information to developing successful study skills and critical thinking. In some courses, students learn presentation and group skills, in other courses they learn to decode published literature and discuss and write clearly about difficult topics. Faculty have made online research projects available for those students so all introductory students have the same opportunities.</p> <p><i>Gaps: Reflection on teaching methods to include consideration of all teaching practices remains needed in some areas. In addition, media design and technical support for faculty to professionalize their online learning objects/artifacts is needed. Arts will continue to sponsor the Teaching and Learning faculty liaison role into Fall 2020, as well as create paid student</i></p>
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					<p><i>SXD Lab positions to support faculty with design work. We will also continue to register for and encourage attendance at webinars and think of creative ways to enhance the profile of effective teachers on campus.</i></p>
<p>Commit to flexibility and responsiveness</p>	<p>Streamlining the Arts curriculum process</p>	<p>A streamlined process which focuses on meaningful discussion and less bureaucracy</p>	<p>BAPC and CACC merged October 2016, creating a streamlined Arts curriculum process. Members reported an increase in meaningful discussion and a debate, along with more timely attention to curriculum work, as a result of the shift.</p>	<p>CACC reviewed the BA foundation course lists and vetting requirements. The committee consulted with Science on this issue as well. Several courses have been added to the BA foundation course lists, and the vetting criteria have been added as an agenda item to an upcoming CACC retreat.</p> <p>Degree Audit implementation helped students understand their progress through their program(s).</p> <p><i>Gaps: Department heads have expressed a desire to receive more training on curriculum processes and the principles of curriculum quality. These are future topics for heads' meetings and training for CACC and department-based curriculum committees.</i></p>	<p>CACC completed an alignment exercise between the BA and BIS that compared and contrasted competencies and the use of language to describe requirements to students. Revisions are being made to provide more responsiveness to students wanting to switch between the two degree paths.</p> <p>Additional options for minors within the BA have been added.</p> <p>SoCA curriculum committee implemented.</p> <p>Curriculum mapping for VA took place during the winter 2020 semester. The revisioning of the VA Major is currently underway.</p> <p>SoCA is revising its AH courses to include changes to prerequisites and streamline the curriculum.</p> <p>SCMS - Anthropology is in the initial stages of assessing its focus and</p>

					<p>redesigning its curriculum, in part in relation to hiring a new faculty member. Since an inter-disciplinary committee of this nature has not yet been established, it is not needed at this time. However, they expect that an Anth-Soc inter-disciplinary committee will be necessary during the year in which the Anth-Soc major is being reviewed.</p> <p>CMNS revised courses and refined program delivery through department curriculum committee work.</p>
	<p>Improving communication channels</p>	<p>Streamlining communication between the Deans' office and faculty Revision of web pages and other communication mediums</p>	<p>The College of Arts hired a new person for our front desk vacancy who will focus more on social media and web presence.</p> <p>Arts departments, such as HIST, THEA, MOLA, and VA have been updating and improving their websites and increasing their social media presence.</p> <p>CMNS has been increasing their use of Kaltura video-conferencing.</p> <p>VA developed an extensive art database created online to feature a visual archive of S'eliyemetaxwtexw Gallery.</p>	<p>We have continued to expand department awareness and use of the ARTS_ALL drive for reporting, information, and forms.</p> <p>The Communications Strategist position is now permanent.</p> <p>The Arts social media presence has been improved, aided partly by two work-study students in different initiatives.</p> <p>A new infographic for the BA requirements has been created.</p> <p>Key meetings with MarCom have helped launch the School of Creative Arts and the School for Agriculture,</p>	<p>A College of Arts wide communication strategy has been developed for the coming year. This includes specific audience targets, and social media protocols for each department area.</p> <p>The Communication Strategist is an active member of the university wide Marketing Advisory Committee (MAG).</p> <p>SoCA developed a communication procedure document and a roles and responsibility document to outline how the communication within the new school will proceed.</p> <p>SoCA website and branding are launched and are being updated.</p>

			<p>This was an area of considerable focus for 2017-18. Highlights:</p> <ul style="list-style-type: none"> <li>• Retained a work study student for the year to work on websites and social media.</li> <li>• Hired a Communications Manager on temporary contract who completed a full analysis of our communication protocols and practices, resulting in a Strategic Communication Plan for the College of Arts.</li> <li>• Re-design of the College of Arts webpage</li> <li>• Creation of landing pages for all Arts programs</li> <li>• New Arts brochure, as well as one focused on international audiences</li> <li>• All Arts rack cards are under revision</li> <li>• ARTS_ALL drive established for reciprocal communication and document sharing with department heads and assistants</li> <li>• Communication Protocol established for Arts Heads and Program Coordinators</li> <li>• Supported some Arts Departments in establishing their own Communication Protocols</li> </ul>	<p>Geography and the Environment and create their new websites.</p> <p>All department and program websites have been updated.</p> <p><i>Gaps: A possible next step for the Communications Strategist is to discuss social media policies with all departments; currently, the social media presence of each department is up to the departments, with the result that some are very active and others not at all. The Arts coordinator could provide some support to departments that need it along with advice and tips to those that post regularly.</i></p>	<p>HIST’s Departmental Online Committee has been working this year to develop guidelines for online learning, including discussion around the means of content delivery and assignments that work best in an online environment. They have also developed an infographic for students on what to expect in online courses in history. They are also participating in pilot programs highlighting new software, such as WEVU, being tested by the Teaching and Learning Centre.</p> <p>GDS - There is frequent communication among GDS students, graduates and individual faculty members. GDS graduates participate in events and mentor interns. GDS is looking toward institutionalizing this by developing ongoing mechanisms through social media and regularly scheduled annual events like information sessions and graduation events. As well, developing an improved interactive web site will be a top priority.</p> <p>MOLA - Articulation requests were mostly positively answered.</p>
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			<ul style="list-style-type: none"> <li>Arts social media accounts launched and maintained on a regular basis</li> </ul> <p>General Studies also put considerable work into revising its online presence.</p>		<p>MOLA - Consultation with OREG on how to optimize computer labs scheduling for MOLA: progress made with purchase of 15 laptops.</p> <p>MOLA department communicated with students re: Employment Opportunities, Language Study Tours, &amp; Education Assistant jobs in France and Spain.</p> <p>GDD has continued to develop its social media presence. A work study student was hired to help with this task. GDD also created a blog.</p> <p>BIS - Increased social media presence and activity.</p>
	<p>Responding to student demands re: planning</p>	<p>Advertise at least one year of upcoming courses on web sites</p> <p>Develop more FAQ pages which make processes more transparent</p> <p>Increase course delivery options for students</p> <p>Development of major and degree maps within Arts</p>	<p>Major maps were drafted and put through consultation process.</p> <p>Many departments increased their online and/or hybrid offerings, including CMNS, CRIM, ECON, GATE, HIST, and SCMS. CMNS worked with Continuing Education to convert the Public Relations Certificate program to an online format.</p> <p>General Studies re-designed their website and has been actively reaching out to students to help them plan their studies.</p>	<p>Improvements have been made to the College of Arts website to make program information easier to find.</p> <p>Several departments have increased the number of online offerings again (CMNS, CRIM, ECON, GATE, HIST).</p> <p>A new timetabling initiative in CRIM ensures that every required course for the degree is offered at least once a year, and a variety of electives are available each semester.</p> <p>SCMS has developed a new timetabling process in attempts to be</p>	<p>An Indigenous Academic Success Cohort (IASC) successfully completed two semesters of academic study this year. The students will now transition to second year in a variety of different program areas.</p> <p>Increased sections of UNIV 101 and ARTS 299, PORT 398, and PORT 399 were added in 2019-20. Based on student feedback ARTS 299, PORT 398, and PORT 399 were redesigned.</p> <p>Student focus groups were held to gather data on how to improve the international student experience and</p>

			<p>General Studies developed a customized learning plan for students to help them plan their degrees.</p> <p>Faculty in CMNS, ENGL, and Indigenous Studies delivered courses in Bella Coola in support of year 4 of the NVIT BGS cohort.</p> <p>CRIM significantly increased summer offerings to meet student demand.</p> <p>Other departments have engaged students by developing new special topics shells (ECON) or by offering courses which respond to stated student interests (PSYC, SCMS).</p> <p>GDS and SCMS have been active in consulting with numerous areas in order to decrease overall timetable conflicts.</p> <p>Many departments, such as HIST, have started advertising annual course offerings on their websites.</p> <p>Many units, particularly CMNS, CRIM, GD, and PSYC, have been proactive in responding to student</p>	<p>more responsive to students' program needs.</p> <p>This summer, Arts is offering a Jumpstart program, which allows new students in Arts to get nine credits in the late summer semester after graduating from high school. The program includes an Interdisciplinary Studies course and a weekend in residence as well as various community-building activities.</p> <p>The Program Evaluation graduate certificate is being offered for the first time. This is a fully online program.</p> <p><i>Gaps: Online offerings are limited, especially at the third and fourth year. Our future goal is to have more credentials that can be attained entirely online, as long as this methodology works with the curriculum. Support for developing online courses or moving face-to-face classes to an online format may be required.</i></p> <p><i>Course schedules are not posted on all department webpages; department heads have committed to posting two years' worth of course offerings by the end of this May. This initiative is</i></p>	<p>specifically UNIV 101 were held. Feedback from this research is being implemented.</p> <p>Linkages between CSM 104 and UNIV 101 were explored and additional academic skill building was added to both courses.</p> <p>A Collegium space, with a facilitator and student peer supporters, was created to support student community building, wellness and engagement with campus student services.</p> <p>The Practicum approval process was streamlined to make it easier for students to access.</p> <p>Additional risk management protocols were reviewed to better support study abroad options for students.</p> <p>Offered THEA 306 as a summer course based on student demand. All upcoming course offerings are now listed on SoCA's page.</p> <p>Arts departments and programs are actively exploring creative ways to offer courses as part of the CUBE scheduled for early Sept 2020. This</p>
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			<p>demand by offering additional, high demand sections on short notice.</p> <p>GD developed a series of courses which are offered through Continuing Education.</p> <p>In 2017-18, the College of Arts initiated a pilot “block scheduling” format for the summer, with four Arts disciplines participating in this new-to-UFV model for course delivery.</p> <p>MOLA has been experimenting with new technologies around language learning.</p> <p>A subcommittee of the Indigenous Studies Curriculum Committee developed an Indigenous Studies Certificate aimed at youth workers.</p>	<p><i>particularly important for students in interdisciplinary programs.</i></p>	<p>builds on the Arts CUBE pilot in previous years.</p> <p>SCMS had hoped to work more actively with the SCMS student Assoc. However, the group was inactive this past year. MACS and LAS did undergo a program review in 2019, during which time some data was collected in relation to general student preferences. Likewise, Sociology will be preparing for a program review this coming year, and Anthropology will be doing so in the following year.</p> <p>GDS completed the process of formal program review. In addition to external scrutiny, this involved considerable consultation with students. Following through on the review’s recommendations, GDS will involve more student consultation, particularly as we plan program revisions.</p> <p>The GDS student group has a position on the GDS Program Committee.</p> <p>GDS began in 2013 as a largely unfunded program. Since then, the number of students registered in the BA-GDS has increased dramatically from 3 in 2012-13 to almost 50 in 2019-20. The number of students</p>
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					<p>taking GDS courses has also increased. For example, GDS 100 has increased from 1 section per year to 3-4 sections per year. From relying entirely on faculty appointed to other disciplines, GDS now has its first full-time faculty member and is awaiting the cross-appointment of two more faculty members. As GDS experiences more independent growth, it will develop the capacity to generate long-term, “in-house” solutions for degree completion.</p> <p>MOLA’s French Program Review completed May 2020. Site visit and interviews completed virtually – awaiting final report.</p> <p>MOLA - Trial stage for FREN Online Placement testing ongoing - four sections of FREN students completed tests in September and January. Data is being reviewed.</p> <p>MOLA faculty accommodated waitlisted students in PUNJ, FREN, GERM and SPAN.</p> <p>MOLA’s IS courses were maintained across languages to allow students to complete their program on time.</p>
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					<p>CMNS - Offered Saturday sections and evening courses.</p> <p>GDD - Interest continues to increase in High-Demand courses. 19 courses ran with strong enrollment in addition to the four new cohort sections.</p> <p>PSYC is in the process of redesigning the Honours Seminar in response to student feedback.</p> <p><i>Gaps: The ability to offer more or improve online delivery is still in need of disciplinary expertise to inform onboarding and design.</i></p>
	<p>Increasing program flexibility</p>	<p>Attention to program and course pre-requisites and structures during program and curriculum review in order to remove unnecessary or redundant pre-requisites or requirements and other barriers to completion</p>	<p>Several departments, particularly ENGL, HIST, and THEA, have undertaken significant work to streamline their pre-reqs so as to allow increased access to their courses and to remove barriers to student movement through programs.</p> <p>MOLA streamlined its 100-level FREN offerings.</p> <p>ECON and ENGL undertook considerable work to revise their curriculum, course pre-reqs, and program requirements, making it much more transfer friendly and easier to navigate.</p>	<p>After the first full year of offering the new BA, curriculum changes to the portfolio were needed to provide a more streamlined approach for students. Four portfolio classes were reduced down to two, at the same number of total credits, to ensure student success in reflecting on their learning and to allow flexibility in their programs and in scheduling.</p> <p>Curriculum proposals at CACC have largely focused on identifying and discontinuing courses that are no longer offered, streamlining curriculum by removing redundant options within programs, and expanding opportunities for flexibility</p>	<p>Concept papers for a major in CMNS, a minor in Backpack Journalism, an Assoc. Certificate in Intercultural Competency have been approved. The revisions to the Assoc. Certificate in Journalism was approved</p> <p>A minor in Spanish and a Graphic Design major in the BFA have been approved.</p> <p>POSC scheduled four political science courses after 3pm to diversify the structure of its timetable.</p> <p>SoCA's Indigenous Arts Certificate has been redesigned to allow potential students to: (1) access funding more</p>

			<p>CRIM undertook a significant revision of their program which streamlined and reduced overall CRIM requirements, allowing more space for non-CRIM electives.</p> <p>Several programs were or are engaged in program review, which examines the issue of program flexibility: ECON, GATE, POSC, HIST, GDS, LAS, GDD, etc.</p>	<p>with the creation of special topics courses.</p> <p>ECON created more special topics courses at the upper level to improve program flexibility and increase experiential learning opportunities.</p> <p>MOLA is planning to implement an online placement exam in French to ensure students are placed in courses at the correct level.</p> <p>PSYC has regularized special topics courses.</p> <p><i>Gaps: MACS and ANTH responses to program reviews are ongoing.</i></p>	<p>easily, (2) ladder into a BFA, and (3) provide more options in terms of artistic practices (through practicum with established artists).</p> <p>ECON is currently developing “hybrid” courses for increased flexibility in scheduling at the upper level where online curriculum isn’t pedagogically feasible.</p> <p>SCMS is offering triple the number of summer sections to what was offered in Summer 2019. In timetabling all these courses, they have made efforts to spread their on-campus course offerings across the various time slots available for teaching (including evening courses). They are continuing to expand their online course offerings (at an incredible rate during Winter and Summer 2020).</p> <p>SCMS faculty continue to innovate in this area, including the use of learning contracts, exam options, selecting their assignments from several options, etc.</p> <p>MOLA - PUNJ Intermediate Proficiency Certificate sent for approval process (at CACC stage). HALQ Advanced Proficiency Certificate has been</p>
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					<p>approved with two new courses HALQ 301 and 302.</p> <p>BIS/ BGS's program continued to see enrollment growth over the past year, with significant share of students transferring in with 60-90 credits earned in professional programs (Forest Tech; Envir Tech; Fashion Design; Engineering; ABT; Nursing; etc.).</p> <p>PSYC has been hampered in this area by a number of retirements and long term sick leaves that have reduced its numbers and made meeting student needs and planning ahead quite difficult. Last year, they were able to hire a quantitative psychologist, and have just hired 3 more new faculty in health, developmental, social, and motivation so expect to have greatly improved flexibility in the coming year. Despite these setbacks, PSYCH has been able to make some positive course additions as mentioned last year: Psychology and Critical Thinking (PSYC 429), Cultural psychology, the group directed studies course.</p>
	Increasing community engagement in BA and other programs	Develop a BA Advisory Group to help facilitate discussion re: value of Arts and of the revised BA	BA Advisory Group terms of reference have been developed and some departments have submitted names of potential members.	HIST and GDD have formed advisory committees. PHIL is discussing membership of a potential committee.	The SXD lab brought workplace related projects to the Mad Monday student challenges.

			<p>GDD developed an industry advisory committee that provides input, engages with the program, and meets regularly.</p> <p>PACS has an active community advisory committee and is engaged in ongoing conversations with councillors, members of the School Board, donors, APD, ACS and other non-profits about the role of a Centre of Peace and Reconciliation.</p>	<p>PACS continues to meet with its advisory group regularly.</p> <p>A joint advisory group for THEA, MEDA, and VA has been formed.</p> <p><i>Gaps: The BA Advisory Group has not yet been formed. Formation of other program advisory committees has also been slow and may need support.</i></p> <p><i>There is a need to revise the procedures for appointment of members of external committees.</i></p>	<p>A variety of practicums were designed to support local businesses during Covid-19. (e.g., Abbotsford Farm Market and local growers food cooperatives).</p> <p>CRIM’s MA methods course involved an applied community project.</p> <p>The Peace and Reconciliation Centre (PARC) has been approved as a research centre by Senate. CRIM Director (Dr. Amanda McCormick) and two sessional instructors (Michele Giordano and Simon Thomson) spoke at PARC’s February 13 event “When Your Partner Abuses You: Practice, Prevention, and Public Health Crisis of Intimate Partner Violence.”</p> <p>Health and Innovation Hub SCMS has been very active in the development of this Health Hub.</p> <p>The new SCMS student space is open to students and faculty and was actively used as a study and meeting space prior to COVID-19. In addition to the student space, SCMS is closely linked to the Health Hub, an initiative that will involve students in various forms of community-based health research.</p>
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					<p>GDS - Public engagement is a vital part of the GDS program and of GDS courses. Community engaged projects are a central component of many GDS core and elective courses. GDS hosts events such as Ethics for Internships and City Lab events in Kenya, Tanzania and Abbotsford. Most GDS practicums and internships involve public engagement, either abroad or in the local community. It will be challenging to facilitate student completion of this program requirement during the pandemic. GDS is exploring alternatives.</p> <p>CMNS continued community-based learning projects in its upper-level courses.</p>
	<p>Offering Arts programming in Abbotsford that is currently restricted to Chilliwack and Mission</p>	<p>Establishing an interim performance space for Theatre in Abbotsford as step towards the building of the Digital Hub over the longer term Offering more Graphic Design courses in Abbotsford</p>	<p>GD has increased Abbotsford course offerings.</p> <p>In 2016-17, THEA increased Abbotsford course offerings and in 2017-18 moved fully to Abbotsford, occupying renovated space in D building.</p>	<p>THEA and all Arts heads have undertaken active planning for a new multimedia performance lab in K Building.</p> <p>Further increases to GDD course offerings in Abbotsford have occurred.</p>	<p>The approved new multimedia performance lab in Abbotsford is currently paused due to Covid 19.</p> <p><i>Gaps: Space for THEA is still in question, and hopefully will be resolved with the creation of a multimedia performance lab.</i></p> <p><i>The GDD program review recommended the program be moved</i></p>

					<i>to Abbotsford, so there will be a need for dedicated space.</i>
	Exploring flexible and responsive administrative structures in Arts	Discussing and adopting in whole or in part the recommendations of the CAC subcommittee on Arts Reorganization	<p>The College of Arts Reorganization sub-committee completed its work and made recommendations to CAC. These recommendations were approved, and include a new “Co-Lab” structure of collaborative meetings around themes.</p> <p>Creative Arts disciplines drafted a structure for a new School of Creative Arts with emphasis on interdisciplinary and cross-disciplinary collaboration.</p>	<p>The School of Creative Arts has been formed.</p> <p>A School of Global Engagement and Social Justice has been proposed to support interdisciplinary programs with a common theme.</p> <p>Arts facilitated the move of GATE to Science in the School of Agriculture, Geography, and the Environment.</p> <p>The deans’ office assistants were restructured to add an operations analyst position.</p>	<p>COA revised the Curriculum Assistant position to incorporate an additional focus on events, initiatives, and strategies to better support student learning initiatives, as well as support a wider variety of committees.</p> <p>COA began working with Dr. Keith Carlson to create a student research lab “Collaboratorium” that is designed to carry out research projects identified by community partners.</p> <p>SoCA was launched, including the theatre.</p> <p>GDS - The GDS program committee has expanded significantly with the arrival of new hires with academic interests in global development. New administrative structures are being explored to assist with the program.</p>
	Advocating for more effective and flexible classroom learning environments	Creating and designing more effective and flexible classroom learning environments	<p>Arts continues to advocate for flexible space and to support the investment of 1.5 million in meeting such needs.</p> <p>GATE, MOLA, THEA, and VA benefited from re-designed learning spaces, many of which</p>	Hybrid classes have been offered in more areas, and several Arts programs are participating in Teaching and Learning’s hybrid course pilot to examine the effects on classroom utilization.	COA joined the BC Open Education Technology Collective (OPENETC) and supporting History in piloting class-wide use of WordPress. Additional courses are being onboarded to OPENETC resources for 2020-21.

			<p>include access to new technologies and equipment.</p> <p>VA developed a proposal for an outdoor studio.</p> <p>GATE engaged in discussions to secure outdoor classroom space as part of the initiatives related to Stave West.</p> <p>Various units benefited from the installation of white boards.</p> <p>GATE has increased use of the Paleoecology Lab as a space for undergraduate-based research as linked to 4 courses.</p> <p>SCMS students are making use of their new student space for study groups, tutoring, and mentoring.</p>	<p>The FIT grant for an outdoor studio course in VA was approved, and the course is full for summer.</p> <p>Arts collected expressions of interest to pilot the new Pod classroom in the Esposito Building. Courses from THEA, HIST (IDS), GATE, VA, CMNS, and ARTS (portfolio) will hopefully use this space in fall.</p>	<p>CRIM increased its hybrid course offerings.</p> <p>ECON has established annual recruitment protocol for its Student Learning Group (SLG) leaders. This has allowed for continuing support in larger 100-level sections of economic principles courses.</p> <p>Hybrid classes are obviously not a possibility for the 2020-2021 year, but the HIST department is delivering its courses in what they see as a necessary and meaningful balance of synchronous and asynchronous delivery. In the future, this approach can readily be adapted to the hybrid model.</p> <p>MOLA space B158 undergoing renovations – to be ready for Fall 2020 semester.</p> <p>MOLA - Migration of data for HALQ from Can-8 to Learning Branch.</p> <p>MOLA faculty, instructors and seminar assistants moved quickly to online synchronous teaching under COVID rules as of Mar 2020.</p>
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					<p>MOLA space B158 undergoing renovations – to be ready for Fall 2020 semester.</p> <p>MOLA - Migration of data for HALQ from Can-8 to Learning Branch.</p> <p>MOLA faculty, instructors and seminar assistants moved quickly to online synchronous teaching under COVID rules as of Mar 2020.</p> <p>GDD and SoCA are sharing Mac lab studios in C building</p> <p>Theatre and VA continue to liaise regarding access to 3D workshop space</p> <p><i>Gaps: The same gaps persist as were identified last year; these are institution-wide challenges. A major gap here is our institutional hesitance to use cloud technology; institutional policies' stance on FIPPA regulations hinders programs' ability to keep students current with social media platforms, for example.</i></p> <p><i>A multimedia performance lab needed. A survey of heads showed that 100 classes could use this space.</i></p>
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					<p><i>We need more support in facilities and tech support for labs and classroom space.</i></p> <p><i>HIST has applied three years running, unsuccessfully, for reconfiguration of faculty and learning spaces.</i></p> <p><i>Classroom size needs re-thinking. A typical classroom that seats 36 cannot do so in any configuration that promotes active engagement of learners.</i></p>
	<p>Enhancing program reach and effectiveness</p>	<p>Offering new programs in response to demand Re-envisioning programs to better use resources and/or meet student needs</p>	<p>(This item has been added to the 2018-19 update.)</p>	<p>The Bachelor of Media Arts has been implemented successfully and enrolments for next fall are strong. The program is considering moving to competitive entry in the near future.</p> <p>The Bachelor of Environmental Studies has been approved and is ready for fall implementation.</p> <p>The Migration and Citizenship graduate certificate has been approved and will be implemented Fall 2020.</p> <p>The Bachelor of General Studies has been renamed the Bachelor of Integrated Studies.</p>	<p>The Major in Graphic Design (GDD) has a soft launch in January 2020 and will have a full intake for September 2020.</p> <p>Halq’emylem courses were delivered in partnership with Seabird Island Learning Centre.</p> <p>Arts students participated in the Queen Elizabeth Scholarship program to engage in service learning in various countries in Africa and in India.</p> <p>POSC is piloting a new upper level course on Politics and Film in Fall 2020.</p>

				<p>The Philosophy honours program has been approved.</p> <p>A Halq'emeylem graduate certificate/diploma concept paper is in development.</p> <p>A Spanish Minor concept paper is in development.</p> <p>PACS, GDS, IS, and Migration and Citizenship will be members of the same school, opening up greater possibilities of cross-appointments, student association affinities and possibilities of curriculum review for core courses.</p>	<p>CRIM ran sections of restorative justice (CRIM 215) and conflict resolution (CRIM 410L) courses in the Fall 2019 and Winter 2020 semesters.</p> <p>CRIM established a working group to develop a post-graduate certificate in Crime and Intelligence Analysis.</p> <p>The Spanish Minor was approved by Senate and will be launched in September 2020.</p> <p>In face-to-face classes, HIST faculty continue to explore new ways to engage students through creative assignments. In addition to the sorts of assignments noted in the previous year's update, individual instructors are incorporating ludic learning in interesting ways: Christopher Leach has begun to use narrative building games in his military history classes. In addition to the museum curation assignment in History 119, Aleks Jovanovic has added a DIY project where students make their own version of ancient artefacts. In HIST 313 (War and Society in the Ancient and Medieval West) Chris Leach has a DIY project where students build their own shields and spears.</p>
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					<p>In IDS 300E class, which HIST’s Adrianna Bakos taught with ENGL’s Tim Haner, students were asked to choose from a menu of assignments such as a “Create a Monster” short story, podcasts, animated whiteboards, blogs, etc in order to achieve the course LOs.</p> <p>HIST 100D (10 Days that Changed the World) ran for the first time in winter 2020, with a range of foundational skills assignments based on primary and secondary readings. This course also offered students a unique opportunity to meet and learn from several department members who provided guest lectures.</p> <p>In several sections of HIST 103 ( t l History), students were offered the option to choose between a traditional research paper and a creative project showcasing an aspect of t l histor or culture. hese creative projects were exhibited at the Matsqui Band office in February of 2020.</p> <p>Many of HIST’s faculty supervise independent studies: Steven Schroeder taught 5 separate DIS courses over the 2019-2020 year. Because of COVID-19, History 440</p>
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					<p>changed into 15 independent study projects remotely supervised by Scott Sheffield. Adrianna Bakos supervised one declared honours student this year.</p> <p>HIST's Ian Rocksborough-Smith has hired two students to conduct online research of historic newspapers during summer 2020.</p> <p>With funding support from the College of Arts, HIST's Robin Anderson and Scott Sheffield organized a work-study student, Gureena Saran, to help reconstruct three years of History 440 student research projects. Gureena worked in WordPress to rebuild all the written text and about half of the images for the 2017, 2018, and 2019 History 440 projects. The new website is still in construction, but can be visited: <a href="http://fraservalleyhistory.ca/wp/">http://fraservalleyhistory.ca/wp/</a></p> <p>SCMS – A caucus has been formed for discussing the possibility of a Sociology/Media and Communication Studies joint major. In addition, SCMS has an interdisciplinary working group housed to develop the Intercultural Studies Associate Certificate.</p>
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					<p>GDS will revise program requirements and bring GDS core courses home to GDS.</p> <p>MOLA – new faculty members hired in SPAN, HALQ, FREN AND PUNJ . New faculty member hired, HALQ – new faculty member (4/7) and new sessional instructor hired to co-teach courses at Seabird Island School. FREN – new LTA hired for F2020 to replace faculty on sabbatical, and PUNJ – new LTA hired for F2020.</p> <p>MOLA’s Alan Cameron offered guest lecture to RLST 201 ‘Islam in Tolstoy’.</p>
<p>Collaborate across boundaries</p>	<p>Increasing interdisciplinary initiatives across disciplines, faculties, mediums, programs, student research projects, faculty scholarship, etc.</p>	<p>Increased offerings of IDS 400                  Creating and offering a 200-level interdisciplinary course                  Revising and offering ARTS 100                  Development of structures to better support interdisciplinarity and multidisciplinary programs                  Development of structures to support and foster team teaching                  Facilitate greater cross-disciplinary and cross-institutional sharing via guest lectures, flash</p>	<p>The Bachelor of Media Arts has been revised and will be offered starting January 2018. The degree is highly interdisciplinary and multi-disciplinary.</p> <p>Various departments are engaged in discussions about supporting interdisciplinary programs, such as GDS, PACS, Indigenous Studies, and the new graduate certificate and diploma in Migration and Citizenship. The Deans’ office has increased administrative support for BGS, PACS, and GDS.</p> <p>In 2016-17 Arts offered IDS 400: Youth Electoral Politics which was</p>	<p>Arts funded faculty interested in team teaching IDS courses to recognize the additional work involved in team teaching and remove the barrier of increased workload.</p> <p>5 IDS courses were offered in 2018-19:</p> <ul style="list-style-type: none"> <li>• IDS 100c: People’s Knowledge Seminar</li> <li>• IDS 100d: Metis History and Identity</li> <li>• IDS 100e: Culture and Community</li> <li>• IDS 300c: Reconciliation and the Shakespeare Garden</li> <li>• IDS 300d: Cities for Children</li> </ul>	<p>POSC has one faculty member serving on a working group for the presidential task force on EDI.</p> <p>POSC has several political science courses required for CRIM, GDS, and Indigenous Studies, as well as PACS’ programs.</p> <p>POSC is having informal discussions on cross listing HIST 396Q with political science.</p> <p>CRIM conducted a search for a CRIM-PACS hire.</p>

		<p>forums, panel discussions, performances, exhibitions, etc.</p>	<p>co-taught by faculty from 5 different Arts disciplines. Three sections of IDS 400 were offered in 2017-18. Contributing departments were: CMNS, EDUC, INST, POSC, THEA, and VA.</p> <p>IDS 100, 200, and 300 approved by UEC. IDS 100 replaces ARTS 100.</p> <p>ENGL and VA are collaborating in offering a “Make Your Own Chapbook” workshop for students.</p> <p>GATE has worked to develop strong ties with ECON, CRIM, GD, and BIO through a combination of cross-listing, program revision, course development, and field schools.</p> <p>New interdisciplinary course shells have been drafted and sent out for consultation.</p> <p>A new 50% assistant is providing support to General Studies, Global Development, and Peace and Conflict Studies.</p> <p>Standing SACs were created for the following interdisciplinary programs: Program Evaluation, Media Arts, Peace and Conflict</p>	<p>The School of Global Engagement and Social Justice has been proposed as one way to support interdisciplinary programs and ensure they have the faculty and institutional support and continuity they need. Planning is underway.</p> <p>THEA invited guest lecturers from other disciplines in advance of theatre performances to allow audiences to hear a variety of perspectives on the topics presented in the performances.</p> <p>Arts held a Politalk session on Kofi Annan’s legacy.</p> <p>Arts led a flash forum in response to the shootings in Christchurch, NZ.</p> <p>There was cross-faculty attendance the Paul K. Chappelle two-day workshop on Peace Literacy Skills.</p>	<p>One of CRIM’s faculty is working with GDS/LAS and discussing the potential for an interdisciplinary course on Latin American gangs.</p> <p>PHIL’s Anna Cook has developed a Development of Philosophy 309: Feminist Philosophy course, which will run during the fall 2020 semester. PHIL anticipates it to be a popular course, attracting students from a variety of disciplines.</p> <p>SoCA is developing three arts management courses to serve both theatre and visual arts students (professional practices for independent artists, project management for arts events, arts management).</p> <p>SoCA established in May 2019, five interdisciplinary standing committees and area chairs (critical studies, creative practice, external engagement, digital media technologies, and equity, diversity, inclusion).</p> <p>VA has revised and developed four film/video production courses to create a stream that serves both BFA and BMA students (with a screen studies concentration).</p>
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			<p>Studies, and to hire for ARTS and PORT courses.</p> <p>ECON, ENGL, GATE, GD, THEA, and VA pursued cross-listing arrangements across disciplines.</p> <p>CRIM has developed a course in Conflict Management and Resolution to serve both CRIM and PACS students</p> <p><i>Scholarly Sharing Initiative</i> (co-sponsored by the Research Office and the College of Arts) continues to provide monthly gatherings where members of the UFV community discuss their current scholarly work.</p>		<p>HIST's Adrianna Bakos and ENGL's Tim Haner offered a very successful IDS course, entitled "Monsters in the Western World," which will be offered again in Fall of 2020. Another IDS course is in development between Ian Rocksborough-Smith and Fiona McDonald (Political Science).</p> <p>At the request of Peruvian and American colleagues, HIST's Geoffrey Spurling conducted research in the UBC archives on the art historian, Alan Sawyer. Spurling explored the recently donated family collection, with an eye to creating a catalogue of Sawyer's work; he reproduced and shared over 500 copies of documents and images to scholars across Peru and the U.S.</p> <p>HIST's Adrianna Bakos had a successful trip to Hungary and is working with various academic units within UFV (notably CFS, Environmental Studies and the Business School) to establish partnerships.</p> <p>In May of 2019, two HIST students: Alysha McGuinness and Haley Kloosterhof, were accepted to the Study Tour hosted by the Canadian</p>
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					<p>Battlefields Foundation. Christopher Leach’s planned participation in the 2020 Battlefield Study Tour as a faculty supervisor has been postponed until 2021, due to Covid-19.</p> <p>HIST major Steven Prosser has been accepted for a semester abroad at Edge Hill University in the U.K.</p> <p>HIST 100D and IDS 300 were both offered for the first time in Fall 2019. Geoffrey Spurling’s courses (HIST 161, 358 and 457, offered in Fall 2019) continue to provide global content, as do Steven Schroeder’s courses on the Arab-Israeli conflict and the Holocaust (in addition to his PACS courses).</p> <p>HIST’s Robin Anderson is working on a new course in an emerging field of history - the History of Human-Animal Relations, which will be explicitly global in content and range across a significant swath of time. Another version of HIST 100 is planned for Winter 2021, which will be an Introduction to Environmental History, with a global perspective.</p> <p>SCMS is currently exploring possibilities in terms of how to better integrate with multidisciplinary programs. At present, a program</p>
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					<p>working group that is largely housed within SCMS is also developing an interdisciplinary associate certificate, an Intercultural Studies Certificate, that will also open new opportunities for integration with other programs.</p> <p>SCMS is currently exploring team teaching possibilities, including SCMS “sampler” courses that offer students introductory-level exposure to several SCMS disciplines. They will likely be piloting a team-taught Soc 101 online course this Fall, and are exploring the possibility of running a University: Social Sciences 101 course. Several individual SCMS faculty members are in discussion about how to conduct more team teaching.</p> <p>ENGL’s Alex and Melissa continue to organize the Scholarly Sharing Initiative, with Rita Atake from CMNS and Molleen Shilliday from MOLA.</p> <p>ENGL - Monsters in the Western World, and IDS 300 class by Tim Haner and Adrianna Bakos ran with great success in Fall 2019.</p> <p>ENGL is offering IDS 300F and IDS 100F with Alan Reid from Biology, and with</p>
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					<p>guidance from Shirley Hardman. As well, ENGL collaborated with Agriculture for Greenhouse tour, and with Facilities to plan and begin a garden build. Nancy Turner OC and OBC, renowned ethnobotanist, spoke at an event in Chilliwack.</p> <p>ENGL - In June 2019, Michelle Superle was awarded a two-year SSHRC Insight Development grant to study how agriculture is portrayed in children's picture books, with the aim to develop a school program facilitating children's understanding of and engagement with a rights-based approach to food security and sovereignty.</p> <p>GDS plans to renew discussions with MOLA about language assessment. GDS is also moving toward establishing its own minimum standards certifying language competence.</p> <p>GDS - Designing regional studies concentrations remains an important goal for GDS. Equipping graduates with this enhanced knowledge and skill will enhance their employability and help to achieve UFV's internationalization goals for the</p>
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					<p>institution. Recent hiring of new faculty with Latin American specializations will facilitate this initiative. GDS hopes for new positions with specializations in other areas (e.g. Africa, South Asia), and is eager to collaborate with new faculty in the development of concentrations in various regions.</p> <p>MOLA's Ghizlane Laghzaoui offered guest lecture to ANTH 209 'Language identity and belonging in Morocco'.</p> <p>MOLA - Liaised and coordinated with UFV Chandigarh French instructor and administration on course content, evaluation and class sizes.</p> <p>MOLA faculty is Internal member of External Program Review for ELS.</p> <p>MOLA - Faculty member participated in GDS SAC.</p> <p>MOLA Faculty developed IDS course with POSC and ANTH: 'Islam, Islamisms, and Islamophobia'.</p> <p>CMNS faculty taught MEDA courses (MEDA 350 and MEDA 469) and a GD course (GD 159) this past year.</p>
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					<p>CMNS continued to team teach GEOG/CMNS 257.</p> <p>CMNS started revisions to the CMNS minor to allow it to be included in the BFA as an option, and to allow GDD major students to complete it within 120 credits.</p> <p>CMNS faculty taught for Indigenous Academic Success Cohort, collaborated with other instructors and support people.</p> <p>CMNS supervised an ABT practicum student to gain experience in CMNS and strengthen ties with the program.</p> <p>GDD - In Summer 2019, GDD ran a new 'experimental' course with Geography department.</p> <p>GDD - Plans are in place to collaborate with SOCA on a European study tour for 2021.</p> <p>Team taught GEOG/GD 464 was held again. GDD students participated with students from CMNS and HIST in a special project for GD 450, in which they collaborated on an interdisciplinary team to create signage for the Stave West Regional District. The student group won the</p>
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					<p>Industry Engagement Undergraduate Research Excellence Award.</p> <p>Psychology Faculty member Kim Striebel is liaison with UFV India and spent time in Chandigarh to familiarise herself with the students and program needs.</p> <p>BIS - The Integrated and General Studies Program Committee (IGSPC) has been restructured, so that faculty represent specific competency areas (e.g. quantitative, professional, etc.) in line with the BIS requirements.</p> <p>PSYC faculty regularly collaborate with faculty in other departments on many types of projects and courses including:</p> <ul style="list-style-type: none"><li>• teaching cognitive aging to nurses, and a nursing faculty member in turn teaches death and dying to psychology students</li><li>• collaborating with a faculty member in economics in developing a course on global warming</li><li>• part of the Music Curriculum working group, along with faculty from English, Fine Arts, and Media Studies</li><li>• supporting MUSC 199 (a choir ensemble)</li></ul>
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					<ul style="list-style-type: none"><li>• collaborating in the development of an ethnomusicology course</li><li>• working with a student in Computer Science/Statistics to develop resources for psychology students in stats courses to learn to use programming software.</li><li>• collaborating on research with a faculty member from CIS looking at computational models of language and intergenerational conversations</li><li>• working on research with a faculty member from nursing looking at higher education ageism</li><li>• conducting research in collaboration with members from Biology and Chemistry Departments to examine the effects of competition and exposure to nature on stress and hormone changes</li><li>• working with colleagues in English and Geography to assess the effectiveness of picture books as tools to help children understand food sovereignty and to test the efficacy of an educational program using picture books about agriculture and inspire them to participate in food sovereignty initiatives.</li></ul> <p>The following Interdisciplinary Studies Courses were designed, approved and offered (some in a team-taught format) :</p>
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					<p>IDS 100E: Culture &amp; Community                  IDS 100C: Peoples Knowledge Seminar                  IDS 300C: Reconciliation Shakespeare Garden                  IDS 300D: Children &amp; Cities                  IDS 300E: Monsters in the Western World                  IDS 440G: Election Campaigns &amp; Politics in Canada</p>
	<p>Bridging high school and Arts</p>	<p>Re-designing the Arts Expo to focus on high school and first-year students                  Increase engagement with high schools re: program offerings, on-campus events</p>	<p>ENGL, MOLA, GATE, and PSYC have been actively engaged in high school outreach via classroom visits, hosting students on campus, and information sharing.</p> <p>HIST hosted three events aimed at bridging high school and UFV Arts: the first Regional High School Debating Tournament, the annual Heritage Fair, and the first History Matters: School teacher PD event.</p> <p>PSYC is working in collaboration with the Chilliwack School District to offer a human services academy for high school students at Chilliwack Secondary, and also partnered with Chilliwack Secondary to offer a workshop on the brain to high school students.</p> <p>Arts is played a key role in changing New Student Orientation and reviving an annual open house.</p>	<p>Arts supported the Rick Hansen dual credit program with two sections of ENGL 105 for early summer.</p> <p>Arts supported dual-credit Community Support Worker and Health and Human Services programs.</p> <p>The new Jumpstart summer program is running for summer 2019, allowing new high school graduates to get 9 credits and a university experience before September.</p> <p>PHIL and ENGL have continued to present at local high schools.</p> <p>PSYC continues to support Chilliwack Senior Secondary’s human services academy.</p> <p>PHIL continued the Think Fun camps and is in the process of establishing a Centre for Philosophical Inquiry with Children.</p>	<p>PHIL’s Anastasia Anderson coached the first ever entry of a Fraser Valley team for the BC High School Ethics Bowl at SFU in February 2020. The team of high school students from Rick Hansen Secondary in Abbotsford acquitted themselves well, finishing in the top three.</p> <p>PHIL’s Wayne Henry continues his regular visits to philosophy classes at Sardis Secondary in Chilliwack. This year he added a visit to Abbotsford Secondary to his rotation.</p> <p>VA - High school student from St’Ailes job shadowed in VA for one week.</p> <p>ENGL - April 2019, Young Authors conference, 2<sup>nd</sup> annual, was again extremely successful. The Young Authors conference is in partnership with the Chilliwack school district.</p>

			<p>CRIM and PACS have been active in supporting Abbotsford Police initiatives around programming and mentoring for at-risk youth.</p> <p>A recent GDS student presented to 4000 elementary and high school students on her community work.</p> <p>PHIL offered the Think Fun camps and visited Sardis High School Philosophy classes on several occasions.</p> <p>ENGL faculty visited high school classrooms and hosted an on-campus session for students from School District 33's Education Centre.</p>		<p>ENGL's dual-enrollment/cohort programs offer English 105 as part of high school transitions (Rick Hansen, programs coordinated out of Carol Dickson's office for Community Support and Health worker programs) continue.</p> <p>Five ENGL faculty visited local high schools to give classroom presentations and speak with English teachers about common challenges. Alex Wetmore worked extensively with faculty at Chilliwack Senior Secondary this past fall. This year's spring visits were cancelled due to COVID-19.</p> <p>GDS is beginning to see the arrival of transfer students from other institutions even without formal laddering agreements. GDS hopes that more support staff will facilitate achievements in this area.</p> <p>A CMNS faculty member is a UFV liaison on the Human Services Career Enrichment Program, helping establish a for-credit course for UFV students who are mentors for grade 10, 11, and 12 Chilliwack Secondary students.</p> <p>PSYC faculty participate in a number of local community learning</p>
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					<p>opportunities, such as Eldercollege and high school psychology classes. For example, in the past few years, department members have given courses for Eldercollege that include gender and psychology, an intergenerational course to identify ways of improving relationships across the generations using learning/educational environments, and lectures on healthy aging for the ElderCollege/YMCA Aging Well educational series. Two faculty provide support to local high schools in Chilliwack.</p>
	<p>Bridging education and career</p>	<p>Offering an annual career session for all Arts students (to replace individual departmental events) in conjunction with the Career Centre and Alumni</p>	<p>In the absence of an annual, Arts-wide event, departments/disciplines, such as ECON, ENGL, and HIST, have offered career-focused events.</p>	<p>The Arts Expo was well attended. It was used as an opportunity to showcase our various programs and career opportunities.</p>	<p>Arts successfully hired two tenure-track positions, one to assist with transition to university (UNIV 101), the other for delivery of portfolio and career capstone courses.</p> <p>COA hosted challenges (hack-a-thons), entrepreneurship opportunities, and facilitated industry-based projects for students.</p> <p>A variety of projects under the ARTS WORX initiative were designed and planned. Application for external funding to support WIL projects have been awarded.</p> <p>GDD faculty have introduced students to a variety of industry digital</p>

					<p>platforms through professional practices and upper-level portfolio courses.</p> <p>GDD's grad show has been rebranded. The Design Showcase is now an annual event to engage with industry and other institutions. This event will be organized and led by the students. This year's showcase moved into a digital format.</p> <p>ENGL - UFV alumni Mitch Huttema (BFA) and Martin Castro (English) were recipients of the 2019 Whistler Film Festival's BC Student ShortWork Award for their film <i>New Washing Machine</i>. Their success was featured in the Fraser Valley News and BC Local News. Huttema and Castro's film went up against student work from VFS, UBC, SFU, Emily Carr and Capilano U.</p> <p>ENGL - Taylor Breckles, an English Honours student at UFV, had a book chapter published in <i>Explorations in Humor Studies</i> on January 1, 2020 by Cambridge Scholars Publishing. She also was a language editor for the book. Breckles chapter focuses on the sociolinguistic analysis of comedy in Disney's movie <i>Mulan</i>.</p>
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					<p>BIS - Revisions to PORT 398 and PORT 399 were approved; these increase the career learning focus of the courses.</p>
	<p>Increase connections to community</p>	<p>Increase opportunities for community-based learning Increase participation of community partners in Arts events, research, classrooms, etc.</p>	<p>New or strengthened partnerships with The Reach, Chilliwack Museum and Archives, MSA Museum, Fraser Valley Regional District, Run for Water, City of Abbotsford, Fraser Valley Watershed Coalition, Mission Community Foundation, Mission Cultural Resources Commission, The Stone Soup Initiative, District of Mission, school districts t l Research and Resource Management Centre, and Abbotsford Arts Council are providing more opportunities for community-based learning opportunities for Arts students.</p> <p>GD has created an alumni database to aid in building community connections and opportunities for students.</p> <p>Arts was the main partner for new City Studio initiatives, offering 4 classes engaged with CS projects Winter 2018. Contributing disciplines were: CMNS, GATE, POSC, and VA. Students worked on</p>	<p>This year, City Studio initiatives continued, supported primarily by Arts.</p> <p>A Peace and Conflict Reconciliation Centre has been proposed in Abbotsford by the Community Advisory Committee. The initiative is pending Senate approval and will include an 80% donor-funded community organizer position.</p> <p>We selected, communicated with, and coordinated two speakers for International Women’s Day, Dr. Robyn Maynard and Dr. Gina Starblanket. These two speakers were included in the President’s Leadership Lecture Series.</p> <p>Kimberley Manning and her team were hosted to discuss the Feminist University initiative.</p> <p>Arts co-hosted a refugee event with the student WUSC association and MAP (Multi-Agency Partnership) BC, which is a collaboration of over 40</p>	<p>CRIM ran Elder College lectures with contributions from faculty and a graduate student.</p> <p>ECON faculty are currently establishing international research connections and exchange opportunities with research universities in South Korea (Dr. Albert Kim; Dr. Bosu Seo).</p> <p>ENGL - Guest speakers visited ENGL 271, The Rhetoric of Stand-up Comedy, who are local stand-up comics who reflect on their craft. As well, guest speakers visited ENGL 228, 200, 366.</p> <p>ENGL - Rajneesh’s film on Massacre at Amritsar completed and screened.</p> <p>GDS - Returning interns continue to present to GDS classes and in public forums; students have organized public events on refugees, international supply chains, etc.. In the Fall 2020 semester, our new GDS professor will be teaching a special</p>

			<p>projects for the District of Abbotsford and presented their findings at a City Hall HUBBUB.</p> <p>PACS sponsored an I-lead-Abby event aimed at youth in downtown Abbotsford.</p>	<p>government, NGO and organizations that work with refugee claimants.</p> <p>College of Arts membership on West Abbotsford Youth of Advisory Group with Abbotsford Police.</p> <p>College of Arts membership on Abbotsford Community Advisory Committee.</p> <p>The College of Arts is taking a lead role in the Health Innovation Hub and Community Data Mapping with Division of Family Practices.</p>	<p>topics course on <i>Humanitarian Emergencies and Aid</i>. Members of the GDS program committee are discussing possibilities for new courses and outreach events.</p> <p>Two MOLA faculty members presented at the Scholarly Sharing Initiative. Alan Cameron 'Zamyatin's We, Dystopia in USSR' Molleen Shilliday 'The Language &amp; Purpose of Mourning in Canadian Dystopian Novels'.</p> <p>MOLA - HALQ revitalization: building on the success of MOU's with Seabird Island, Stó:l Nation (including 3 local bands) wants to partner with UFV, requesting the delivery of HALQ 101 community-based for Fall 2020 semester.</p> <p>GDD has maintained connections with alumni and consulted for events like the GDD 2020 Visioning exercises.</p> <p>GDD Invited an industry advisory group to participate in events, such as its portfolio review (Dragon's Den).</p> <p>SCMS's Sessional Instructor, Dr. David Christopher spoke on CBC's The Current with Laura Lynch on December 20, 2019. The topic was on</p>
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					<p>Star Wars. Christopher teaches a special topics course on the subject at UFV.</p>
<p>Develop local and global citizenship</p>	<p>Supporting the work of the Indigenous Studies Curriculum Committee and embracing the recommendations of the TRC</p>	<p>Establishing a clear vision of what indigenization means to curriculum, programs, and pedagogy and using that vision to develop materials and inform discussions, reviews, curriculum, and practices within Arts                  Increase PD opportunities for faculty on indigenization</p>	<p>The Indigenous Studies Curriculum Committee has revised IPK and FNST courses.</p> <p>The Indigenous Studies Curriculum Committee has revised the Indigenous Studies Major and Minor and these will launch Fall 2017.</p> <p>Truth and Reconciliation has been a topic of discussion at Arts Heads, CAC, and various department meetings and retreats.</p> <p>Many Arts courses, across a range of disciplines, have been revised to include explicit attention to the goals of indigenization and the TRC.</p> <p>Faculty across the Arts have participated in “Indigenizing the Curriculum” workshops.</p> <p>ARTS 101, required for all BA students, has been indigenized.</p> <p>Many faculty have been adding indigenous texts, perspectives, and teachings to their courses.</p>	<p>Various courses with Indigenous content have been offered this year, including:</p> <ul style="list-style-type: none"> <li>• IDS 100</li> <li>• IDS 300C</li> <li>• HIST 396o</li> <li>• Increased offerings of HIST 103</li> </ul> <p>Departments have used meeting time as an opportunity to receive some training on Indigenization.</p> <p>The concept paper has been developed for a Halq'emeylem Grad Certificate and Diploma</p> <p>A Garden of Reconciliation course was planned and delivered for relocation of Shakespeare garden to CEP and presented to the Senate Indigenization committee.</p> <p>A decolonization workshop was offered to the PACS community advisory group.</p> <p>Plans are underway to offer four Halq'emeylem courses to a cohort of approximately 20 teachers at Seabird Community School.</p>	<p>PHIL’s Jeffrey Morgan continues to work on a new upper level course on philosophy of religion, and they are in the first phases of developing a course on indigenous philosophy.</p> <p>SoCA’s curriculum committee includes Lorna Andrews as a voting member.</p> <p>HIST has increased the number sections of HIST 103 from 2 to 4 sections annually. Unfortunately, they were unable to offer HIST 396O (the History of Residential Schools) as they were unable to find a sessional replacement for Geoffrey Carr, who was on sabbatical. They have committed to the regularization of this course and Geoffrey Carr, in consultation with Shirley Hardman, will be developing the official course outline and moving it through the approval process in 2020-2021.</p> <p>There is significant Indigenous content in several HIST courses, beyond those explicitly focused on Indigenous issues, including Geof Spurling’s Latin American courses, and Ian Rocksborough-Smith’s U.S. histories. Members of the department have</p>



			<p>THEA will mount Grand Theft Terra Firma, a devised performance which draws directly on the issues raised by the TRC.</p> <p>As of September 2017, the Indigenous Studies major/minor was made available.</p> <p>CRIM revised CRIM 211 to ensure attention to the TRC and its recommendations.</p> <p>MOLA supported faculty and sessional professional development around Indigenization, Indigenous pedagogy, and Indigenous language revitalization. They have also actively drew on UFV and community Elders in supporting learning in HALQ.</p> <p>MOLA's commitment to HALQ has seen 4 students move into teaching and/or support positions using HALQ.</p> <p>The Indigenous Studies Curriculum Committee commenced work on developing a UFV Indigenizing Handbook.</p> <p>Departments, including CMNS, ENGL, GATE, GD, and VA have</p>	<p><i>Gaps: Further support for Indigenization and decolonization are needed. Faculty and heads express their willingness to do more, but there is uncertainty about how to proceed at times. Arts would like to use the resources provided by the new Teaching and Learning Specialist in Indigenization.</i></p> <p><i>Arts would like to develop an Arts foundation program for Indigenous students building on the model supported by one-time funding offered in 2018-19.</i></p>	<p>consulted with Lorna Andrews from Teaching and Learning on ways to enrich both Indigenous content and pedagogical practices within our classes.</p> <p>In Fall 2019, IDS 300E was pleased to welcome as a guest Naxaxalhts'i, (Sonny McHalsie), who spoke to the class about Indigenous myths and monsters. In September of 2019, Naxaxalhts'i also led a tour for Scott Sheffield's HIST 426 class, visiting sites in the Fraser Valley and Canyon related to t l military heritage and culture.</p> <p>HIST would also like to note the appointment of Keith Carlsen who began his seven-year appointment as Canada Research Chair in Indigenous and Community-Engaged History.</p> <p>A number of SCMS courses/programs enhance coverage of Indigenous knowledge, environmental issues and resource use. To enhance this further, the plan for the SCMS 2020 Retreat was to go on the Sto:lo Place Names tour and discuss how to integrate Indigenous, resource and environmental issues/concerns more fully into the curriculum. However,</p>
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			<p>included learning on indigenization as part of their retreats.</p> <p>CMNS has been actively working to Indigenize courses, with 4 courses in 2018-19 completing assignments related to the Witness Blanket and CMNS 125 re-designed to increase emphasis on Indigenous ways of knowing.</p> <p>Several departments, in addition to CMNS, embedded assignments using the Witness Blanket in their courses, including ENGL, GATE, and HIST.</p>		<p>COVID-19 has halted this initiative for now.</p> <p>ENGL 170 has been approved to have letters in the timetable, making it possible to coordinate more effectively with other programs. ENGL 170 courses offered in 2019-2020 include: Contemporary Indigenous Issues in Canada, Extraction in Canadian Performance Cultures, Literature of Global Development, and Life: Tragedy, comedy, memory, craft. (on memoir).</p> <p>ENGL has created a departmental google doc to share resources for Indigenization.</p> <p>MOLA faculty participated in multiple indigenization exercises with: Archway Community Services- Kairos Blanket Exercise, College Educacentre- Reconciliation and Education.</p> <p>The College of Arts has been leading the way with the establishment of the Peace and Reconciliation Centre, hosting panel presentations on intimate partner violence. CRC Chair Keith Carlson has stepped forward to lead the steering committee of the Centre and has planned a launch of seed-funding research opportunities</p>
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					<p>for students, faculty and local community on the theme of Peace and Reconciliation.</p> <p>Four students from China completed a semester as visiting students in VA/Creative Arts in Fall 2019.</p> <p>HIST’s David Milobar’s courses continue to attract large numbers of international students, and, in addition, this year HIST 101, 102, 205 and 241 enrolled significant numbers of international students.</p> <p>CMNS continued to add courses to their timetable to support the increase in demand from International.</p> <p>PSYC - One department member is the liaison with UFV Chandigarh, and is working to facilitate access for Chandigarh students to psychology courses to enable the development of a psychology major/minor program there.</p>
	<p>Coordinating with International Education to increase options for students</p>	<p>More “global at home” options, as well as international options for Arts students (study abroad, student exchange, study tours, etc.)</p>	<p>Three study tours in 2016-17:</p> <ul style="list-style-type: none"> <li>• Germany: History</li> <li>• Venice: Visual Arts and Art History</li> <li>• Amsterdam: Graphic Design</li> </ul> <p>Study tours for 2017-18:</p> <ul style="list-style-type: none"> <li>• China: VA</li> <li>• Paris: Chandigarh FREN students</li> <li>• Europe: GD</li> </ul> <p>Developed a study abroad shell course to evaluate learning related to study abroad</p> <p>Established intercultural engagement opportunities through CCR to support the revised BA.</p> <p>MOLA expanded information available to students wishing to study at Laval, as well as streamlining application and consultation processes.</p> <p>MOLA supported students applying for international experiences by aiding them with language prep, applications, etc.</p>	<p>Study tours for 2018-19:</p> <ul style="list-style-type: none"> <li>• Canmore: GATE</li> <li>• New York: GDD</li> <li>• Kenya, Nairobi: GATE</li> <li>• Prague: VA</li> </ul> <p>Arts was the leading contributor to the Task Force on International Student Success.</p> <p>The Queen Elizabeth Scholar program has been renewed for UFV for another year.</p> <p>Peer support positions were established in CMNS, ECON, ENGL, GATE, HIST, and SCMS with the goal of supporting international students who need help in specific classes.</p> <p>An International Liaison Coordinator was hired to oversee the Peer Support positions and strategize how best to support international students.</p> <p><i>Gap: There is a need for a revised international foundation program. Arts, in consultation with FACE, would like to create an Arts foundation certificate program to help recruit and diversify the international student mix.</i></p>	

	<p>Increasing emphasis on intercultural and civic engagement</p>	<p>Increased options for students to meet new BA Intercultural Engagement and Civic Engagement requirements</p>	<p>CACC has approved several courses as meeting requirements from a range of Arts disciplines.</p> <p>Established process for those choosing non-course options to meet the requirements.</p> <p>Established CCR framework for meeting the requirements.</p> <p>Launched a partnership with Student Life to facilitate students using non-course options to meet Intercultural and Civic Engagement requirements</p> <p>The revised Bachelor of General Studies includes an intercultural requirement.</p>	<p>UNIV 101 was successfully revised to provide a stronger focus on intercultural engagement. New International students in Winter and Summer have been placed into sections of the course to help them adjust to university life in Canada at the beginning of their studies.</p> <p>More courses have been vetted to meet Intercultural Engagement and Civic Engagement skills in the BA, and the vetting criteria have been reviewed by CACC.</p> <p>The first students have completed the BA non-course options for Intercultural Engagement (12) and Civic Engagement (11).</p> <p>The Associate Dean of Students brought a team of faculty members to the AAC&amp;U Conference Global Engagement and Spaces of Practice: Exploring Global Challenges across Disciplinary Boundaries in October.</p>	<p>COA’s new Health and Social Innovation Hub is supporting the health of individuals and communities in the Fraser Valley region through collaborative, multisectoral, interdisciplinary research and community engagement. Current collaborative partnerships include: Fraser Health Authority, First Nations Health Authority, Abbotsford Division of Family Practice, Chilliwack Division of Family Practice and Mission Division of Family Practice.</p> <p>CRIM’s Annette Vogt completed her work on the Human Service Career Enrichment Program (HSCEP) Advisory Committee. She also completed an evaluation report of the HSCEP with Dr. Zina Lee, Yvon Dandurand, and Naomi Dryden.</p> <p>CRIM’s Dr. Kim Polowek is continuing her appointment on the Immigration and Refugee Board (Vancouver Regional office).</p> <p>PHIL has embarked on the creation of an External Advisory Committee and has had its terms of reference approved. The plan is to invite members of the community and stakeholder groups to join the committee and help the department</p>
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					<p>with course and program development. The striking of the committee has been delayed by the Covid-19 situation.</p> <p>VA's Community Arts Practice course (held in the winter 2020 semester) collaborated with The Reach Gallery Museum and Stolo Research and Resource Management Centre, which resulted in a class publication.</p> <p>This is a key discussion/reflection topic within many of SCMS courses. It is also reflected in course tie-ins to events such as RAN International Week for the Elimination of Racial Discrimination as well as in faculty research in these areas which provides students with experiential opportunities. These are a central focus of courses in several of our programs, including LAS, which also has some internships.</p> <p>MOLA Faculty member Chair of RAN (Racism and Anti- Racism).</p> <p>GDS does have more contact with local NGOs because its graduates are achieving employment success and there is a need to establish more local relationships for practicums. GDS 100 works each term with local NGOs to</p>
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					<p>develop and design funding and awareness campaigns.</p> <p>A CMNS practicum student participated in a multi-disciplinary team to work on the Stave West Regional District signage project; the team won the Industry Engagement URE award.</p> <p>CMNS 180 students produced blog postings on increasing intercultural competence (originally meant to be displayed during Week for Elimination of Racism).</p> <p>The College of Arts Intercultural Competency CoLab made a decision to invest in the SFU Intercultural Competency Certificate and has permission to edit it for our needs.</p>
	<p>Increasing active international partnerships</p>	<p>Building on existing partnerships and add new ones                      Introducing the BA on the Chandigarh campus                      Designing an international dual degree</p>	<p>New block transfer agreements with:</p> <ul style="list-style-type: none"> <li>• Columbia Bible College, General Studies Diploma to UFV's Bachelor of General Studies</li> <li>• Catholic Pacific College, Liberal Arts Diploma to UFV's Bachelor of Arts or Bachelor of General Studies</li> </ul> <p>Various departments are actively engaged in creating new</p>	<p>An agreement with Manipal University's Dubai campus was finalized to allow opportunities for students to transfer into our Bachelor of Media Arts.</p> <p>The QES program has been extended and we have added new partners to our list of placements.</p> <p>ECON has developed a block transfer agreement with Soochow university in</p>	<p>Through UFV international, POSC is developing MOU's with University of Ghana, University of Cape Coast, Kwame Nkrumah University of Science and Technology and Kofi Annan International Peacekeeping Training Center, all in Ghana.</p> <p>SCMS's MOU with Oregon State continues to be a key initiative in this area. LAS continues its relationship</p>

			<p>partnerships and/or block transfer agreements, including ECON, GATE, MOLA, PACS, and SCMS.</p> <p>Launched the BA on the Chandigarh campus</p> <ul style="list-style-type: none"> <li>• Provided PD to faculty April 2017</li> <li>• CMNS instructor taught at Chandigarh Fall 2016 and developed faculty guide to aid others.</li> <li>• ECON Department members served as external SAC members in the hiring of UFV India’s first economics faculty member.</li> <li>• ECON Established formal channels ensuring curriculum oversight and consistency between institutions</li> </ul> <p>BA launched at Chandigarh campus, Fall 2017, with an intake of 15 students.</p> <p>Erasmus+ funding was secured to support relationship with the University of Silesia.</p>	<p>China. The agreement has been approved.</p> <p>The MOU was signed with the University of Silesia to support a relationship between our institutions.</p> <p>Faculty exchanges from HIST and ENGL with the University of Silesia have occurred.</p> <p><i>Gaps: The BA in Chandigarh has been difficult to manage in terms of providing course options for students who switch programs or do not transfer to Canada as expected.</i></p>	<p>with NGOs in Mexico, including Ollin Tlahtoalli in Oaxaca which has provided internship opportunities for a number of our students. As soon as it is feasible, considering the pandemic, SCMS will explore the development of internship opportunities through the Tecnológico de Monterrey (ITESM) with which UFV already has an MOU, and through other organizations in other Latin American and Caribbean countries.</p> <p>GDS - Owing to the departure of key faculty, GDS’s international internship opportunities were mostly reduced to Mexico, Kenya and Tanzania for a few years. Just this year, GDS again succeeded in sending a couple of students to India, but their internships were cut short by the pandemic. An increasing proportion of internships are local, because of the costs (in time and money) of international internships, and because of (for several years) the reduced number of faculty capable of developing overseas partnerships. GDS is experimenting with alternatives like “virtual internships”. GDS has launched two virtual internships with the Center for International Forestry Research (CIFOR) this summer: <a href="https://www.cifor.org">https://www.cifor.org</a> It should be</p>
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					<p>noted that GDS also satisfies a demand for internships from non-GDS students.</p> <p>MOLA - LAVAL French Exchange Program MOU renewed. Two new MOU's with Seabird Island (SI) started in F2019 with 53 students completing programs: one MOU for SI teachers and one MOU for SI community members. Seabird Island MOU offers a new model of continuous learning. The four courses (101, 102, 201 and 202) are scheduled back to back for certificate completion in one year.</p> <p>PSYCH is collaborating with other universities within (e.g., Nipissing University, Simon Fraser University) and outside of Canada (e.g., in the UK, Austria, Germany) on interdisciplinary projects investigating links between hormones, social behaviour, and economic decision-making. As well, PSYC is collaborating with SFU faculty on the analysis of reporting practices in meta-analytic studies in psychology, and several other small side projects related to research methodology.</p>
	Increasing diversity of faculty and staff in the College of Arts	Hiring practices	Arts Deans are participating in university-wide discussions about this issue.	VA developed a summer program for an international immersive art experience at UFV.	A significant number of new tenure-track faculty members hired in Arts are from diverse backgrounds.



			<p>Plans were made for a new PHIL hire to focus on indigenization and PHIL.</p>	<p>16 faculty hires are underway in Arts and selection committees are attempting to focus on diversity in hiring. A number of postings have specified a preference for an Indigenous focus.</p> <p><i>Gaps: Unconscious bias training would be advantageous for hiring committees.</i></p>	
<p>Integrate experiential learning</p>	<p>Streamlining processes for practicums and internships</p>	<p>Revision to current practicum and internship course shells through the lens of cross-program collaboration                  Revision to current internship and practicum processes                  Greater collaboration with the Career Centre for domestic placements                  Greater collaboration with International for international placements                  Increased access to internships and practicum across programs in the Arts</p>	<p>New practicum/internship curriculum structure drafted and out for consultation.</p> <p>Domestic and international internship and practicum processes have been streamlined.</p> <p>Increased numbers of VA, GD, GATE, HIST, MOLA, and GDS students are participating in domestic practicums or international internships.</p> <p>CRIM worked on revising its existing practicum framework to ensure students have the skills and knowledge they need to be successful in their placements.</p> <p>Practicum/internship structure and forms were approved and put in place – international forms were adopted UFV-wide.</p>	<p>Arts has hired a practicum and internship coordinator to facilitate processes around placements, to investigate community partnerships, to maintain relationships, and to support faculty.</p> <p>Risk management procedures for international internships have been streamlined.</p>	<p>The ARTS WORX initiatives were specifically designed to increase and incorporate experiential learning that is scalable from first-to-fourth year and access for all students. ARTS 299 and PORT 399 has been revised to capture the reflective learning required by experiential learning.</p> <p>The first Mad Monday Challenge to come out of COA's pilot project called the Student Experience Design Lab (SXD Lab) was a success. On March 9, two student teams were challenged to conceptualize the branding of COA's Experiential Learning Project. The next scheduled challenge will focus on the development of micro-credentialing/digital badging, with History as the early adopter.</p> <p>CRIM's faculty members participated in the College of Arts Co-Lab on</p>

			<p>New course shells were established for internships and practica: ARTS 280, ARTS 380, and ARTS 480.</p>		<p>Experiential Learning and one faculty member co-chaired this co- lab.</p> <p>CRIM is discussing revisions to CRIM 479 (Professional Practice II).</p> <p>SoCA’s external engagement committee is developing new practicum opportunities for students.</p> <p>ECON’s 400-level “special topics” courses have allowed students to participate in more than one research-focused, experiential learning centered courses.</p>
	<p>Increasing opportunities for students within and beyond the classroom</p>	<p>Increased number of courses offering experiential learning as part of methods and assessment</p> <p>Work with Career Centre to increase co-op opportunities and work study opportunities for Arts students</p>	<p>CMNS, ECON, and GATE have increased use of real-world data and scenarios across their courses.</p> <p>GATE and HIST have increasing numbers of students engaged in experiential learning through community-based projects, such as exploring local history, contributing to archive and database development, undertaking field studies and research, and collecting and analyzing data.</p> <p>Various departments are increasing opportunities for students to apply their classroom skills. For example, GD has students apply their skills to</p>	<p>The dean’s office hired two work study students over the year, one to work on social media and one to work on the website.</p> <p>Arts supported a Student Leadership Conference on January 4. The focus was on mindfulness for leadership and presenters included the Dalai Lama Centre, Steven Schroeder, and Christine Slavic. Student attendees are able to use their attendance to meet part of the BA non-course path for Civic Engagement.</p> <p>A Peace Literacy workshop with Paul K. Chappell was held on February 22.</p>	<p>POSC 332 collaborated with City Studio in Winter 2020</p> <p>An undergraduate CRIM student (Landon Kaetler), under the supervision of Yvon Dandurand, contributed research and background information for a United Nations Expert Group Meeting on the Integration of Sports in Crime Prevention.</p> <p>SCMS’s new post-grad certificate in Program Evaluation has a decent-sized student cohort and a number of our undergraduate students are involved</p>

			<p>GD marketing events. GATE students hosted a Geography Awareness week. VA, GD, and GATE students have participated in community events where they are able to make use of their skills. PSYC offers many opportunities – research, counseling, education – for students to apply their skills outside of the classroom.</p> <p>The Deans’ office and Arts units such as CRIM and SCMS have committed to hiring more students for co-op, research, and work study on an annual basis.</p> <p>Various departments, including CMNS, GD, GATE, HIST, and VA are establishing or strengthening ties with community groups so as to provide community-based learning opportunities for students, as well as internships and practicums.</p> <p>ECON and MOLA have provided SLG opportunities for students this year.</p> <p>MOLA has increased opportunities for students by working with the Academic Success Centre to provide language tutoring and informal language groups.</p>	<p>VA participated in the I-Lead Abby Photo Voice projects, in which VA students worked with high school students.</p> <p>Arts supported peer support positions in five different departments in 2018-19 and is hiring two auxiliary worker positions for summer to write up a final report on the pilot.</p>	<p>in primary research and research-based courses.</p> <p>In previous years, SCMS has had very strong student-presenter attendance at the Pacific Sociological Association, the Canadian Sociological Association, and the Canadian Society for the Study of Religion conferences. This year, however, student presentations were not possible.</p> <p>CMNS developed a new special topics course on Communicating Through Pandemics to run this summer.</p> <p>CMNS students developed a PR plan for the Race and Anti-Racism Network (RAN).</p> <p>CMNS 280 students were scheduled to do a collaborative teambuilding activities demonstration event for Week for Elimination of Racism; they produced a digital compendium of the activities.</p> <p>GDD’s Grad Show was re-branded as a Design Showcase. The event was moved to a digital platform because of remote work restrictions and was very successful.</p>
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			<p>GEOG/GD 464 was formalized as a jointly-offered course, with faculty co-teaching in a problem-based model which pairs students with a community partner.</p> <p>CMNS revised its minor to focus on experiential learning.</p>		<p>GDD’s community projects were incorporated in various classes</p> <ul style="list-style-type: none"> <li>• GD 317 - City of Chilliwack design challenges asked students to tackle one of two problems: single-use plastics or illegal dumping.</li> <li>• GD316 worked with the Mission Community Skills Centre Society to develop better communication with their target audience of young adults looking to get training in the agri-food labour market.</li> <li>• GD202 - final group project solving a problem for World Wide Bees. A website was designed to promote bee education such as what types of local flowers to grow in a garden to help bees, the importance of bees in our ecosystem, and also to sell products such as starter beehive kits / authentic bee made products.</li> </ul> <p>Two GDD students created a Design Kit to use for promotional opportunities and to help students know how to complete their entrance portfolios.</p>
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					<p>GDD - Various courses incorporated field trip experiences.</p> <p>GDD continues to sponsor the GDSA and its outreach efforts. Students and alumni were invited to participate in the open house and info night events.</p> <p>PSYC students have a number of opportunities for experiential learning both in class and outside class. In class opportunities include Research Methods (202) which requires students to plan and carry out a simple research project using introductory students as subjects. The introductory psychology students gain valuable insights into the research process, the importance of data collection, the experience of subjects in research, as well as a preview of what type of research they might expect to do in second year.</p> <p>At the upper level, both PSYC's Directed Studies and Honours projects allow students to plan and carry out more complex research with the aid of their advisor. The upper level methodology course provides opportunities for students to analyze data provided by the instructor using statistical software. In both lower and upper level personality courses,</p>
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					<p>curricula includes personality testing. Students are able to self-report on a variety of measures, tapping traits such as introversion-extraversion, hostility, and temperament, and then evaluate their data relative to other college students' norms. In some upper-level classes, students can obtain extra credit for on-line self-reporting on The Big Five inventory, a well established and important measure of personality. These assessments can develop self-insight and self-awareness, an important outcome of experiential learning. Outside of class, many students take advantage of volunteer research assistant positions with faculty. The Psychology Journal Club is also a great opportunity to listen to and participate in collegial discussion of issues in psychology research. Several faculty members have regular 'lab' meetings with students to discuss research plans and projects. In some upper level social psychology courses, students have the opportunity to earn bonus marks for volunteering with a community organization and applying course materials to address social issues about which they are passionate. Ideally, PSYC would like to expand the experiential opportunities with labs for its statistics courses (110</p>
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					<p>and 301) and a sheep brain dissection and human brain model lab for its second year Brain and Behaviour courses (280). They have made requests multiple times over the years, but as of yet have not been awarded any funding for these changes. The sheep brain dissection has been offered in some sections of 280 as part of the class time.</p>
	<p>Showcasing experiential and applied learning in the Arts</p>	<p>Host an annual Arts events at which students share their experiential learning opportunities - Posters and presentations on research, internships, practicums, study abroad, field trips, social/community learning, etc.</p>	<p>In the absence of an Arts-wide event, departments/disciplines, particularly GDD, VA, and THEA, hosted events which showcased student learning.</p> <p>The College of Arts partnered with Student Life and with Recruitment to showcase opportunities, experiences, and forms of learning at institutional-wide venues.</p> <p>CMNS, ENGL, THEA, and VA collaborated on developing a performing art festival for spring 2018 which will showcase student performances, art, writing, and projects (ValleyFest).</p>	<p>Arts was a strong contributor once again to the City Studio presentations at HUBBUB.</p> <p>Various Arts departments came together to host Valley Fest, which included open classrooms.</p> <p>The School of Creative Arts is holding the Interpret event, a Creative and Performing Arts Festival.</p> <p><i>Gaps: Arts needs to provide an Arts-wide forum for celebrating and showcasing experiential learning.</i></p> <p><i>We also need to consider a communication strategy and how best to coordinate events that celebrate student success.</i></p>	<p>Arts specific practicum places occurred throughout the year. Arrangements have been made to for virtual/remote work placements for students.</p> <p>October 25, COA held a successful Co-Lab meeting on “Experiential Learning,” focused on defining and categorizing the wide range of experiential learning opportunities available to students, designing the website and finalizing a promotion and resource sharing plan.</p> <p>In the fall 2019, Arts Internship and Practicum Coordinator, Elise Goertz, held Swahili workshops on the Abbotsford campus. Students learned Swahili and were able to ask questions about international internship opportunities.</p>

					<p>Two MA CRIM graduate students presented at the Western Society of Criminology Conference in February 2020 on the topic of segregation in correctional institutions.</p> <p>Procurement of software has allowed for ongoing integration into ECON students' experiential learning curriculum. These include STATA (ECON 499 – Applied Econometrics) and Matlab (ECON 307- Managerial Economics, ECON 342 – International Finance, and ECON 398 – Development Economics).</p> <p>Experiential learning is continuing to take place within HIST classrooms as instructors increasingly incorporate re-enactments and authentic assessments into their syllabi. (HIST 119, 120, 309, 311, 313).</p> <p>The microcredentials pilot project is moving forward. HIST presented their ideas to an External Program Advisory Committee in January 2019 and received enthusiastic feedback. Although the current situation put the 'breaks' on the "Mad Monday Challenge" event planned with students from History and Media Studies, the project is still progressing.</p>
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					<p>HIST is currently in conversations with Heritage Abbotsford about creating a digital badge on Built Heritage and Restoration. The COA has received funding and the department will be working closely with Associate Dean of Students Linda Pardy to develop more microcredentials for UFV students and community members.</p> <p>The next iteration of HIST 440 is planned as a student research project on the history of UFV. As UFV is approaching its 50<sup>th</sup> anniversary, students will create a diverse number of projects to celebrate this milestone.</p> <p>SCMS currently offers credit for experiential learning through GDS 310/SOC 396/GEOG 396 Canada Internship and GDS 311/SOC 398/GEOG 398 International Internship. Other SCMS disciplines grant credit for experiential learning through Independent Studies sections. SCMS intends to develop more practicum opportunities for students in the future.</p> <p>SCMS has a significant number of students acting as paid RA's on community-based projects (including those through the Health Hub), and a LAS student completed an internship</p>
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					<p>with the MCC Indigenous Neighbours Program promoting truth and reconciliation. SCMS has a number of courses that engage students in that work as part of their learning objectives, and has had some involvement with CityStudio (e.g. Soc 475: Communities, Difference and Belonging, a course in which students conduct community-based research).</p> <p>ENGL - FVLF Sept 2019          --IDS 300F, IDS 100F          --Peer supporters.</p> <p>ENGL - May 2020, two students were selected for practica related to local food and COVID-19 response (with Abbotsford Farmer’s Market and Fieldhouse Pub). Practica will be supervised by Michelle Superle.</p> <p>GDS - Due to faculty dedication, GDS is having continued success in developing local and international practicum partnerships for UFV students in GDS and other departments. GDS is being encouraged by the Arts Practicum and Internship Coordinator, and is currently working to develop standard practices, and to cope with the challenges posed by the pandemic.</p>
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					<p>GDS has had one successful internship completed so far. GDS needs to consider this as a program requirement and promote it as a formative experience for students. GDS is continuing to work with the Arts Practicum and Internship Coordinator to facilitate and develop standard procedures for opportunities.</p> <p>MOLA - Three UFV JAPN graduates were among 49 participants from BC for the 2019 Japan Exchange and Teaching Program (JET). Seven JAPN students studied abroad at Rikkyo University and Chuo University, both in Tokyo. Two SPAN students taught abroad as English Language Assistants with AC Internship Abroad: Vanessa Ferrera @ Tarragonna &amp; Alyssa Formosa @ Barcelona.</p> <p>CMNS supervised seven practicum students on community projects throughout the year.</p> <p>GDD - Several students sought and were granted CCR for their work.</p> <p>CityStudio Abbotsford Hubbub, a show-and-tell community building event, featured the following UFV Arts projects: (1) Dr. Cherie Enns'</p>
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					<p>geography “students took on the subject of climate adaptation and proposed a variety of innovative local solutions;” (2) Dr. Fiona MacDonald’s political science students were led “through a process of scientific inquiry in the field of and personal reflections on the subjects of diversity and multiculturalism;” and (3) Mariano Mapili and Paul Fontaine’s geography and communications students “tackled a long-standing local issue of European starling management, in relation to blueberry crop loss prevention.”</p> <p>BIS – There has been a significant increase in the number of students demonstrating professional competency requirement through non-credit options (16 in Winter 2020 alone).</p> <p><i>Gaps: The number of Humanities and Social Science students being offered formal co-op opportunities remains very low. Students are not seeing themselves represented in career fairs. CoA will continue to build a collaborative relationship with CECE and share research etc. to better support Arts students.</i></p>
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**2016-20 EDUCATION PLAN – FACULTY OF ACCESS AND CONTINUING EDUCATION (FACE) 2019-20 UPDATE**

The following summarizes the progress made by Applied Business Technology (ABT); Continuing Education (CE); English Language Studies (ELS); Upgrading and University Preparation (UUP) over the past three years.

<b>Goal 1: Prioritize learning everywhere</b>				
<b>ABT Strategy</b>	<b>Indicator</b>	<b>Progress in 2016-2019</b>	<b>Progress in 2019-20</b>	<b>Gaps/Future Plans</b>
<ul style="list-style-type: none"> <li>Communicate PD opportunities to all ABT instructors.</li> </ul>	<ul style="list-style-type: none"> <li>Every ABT instructor attends at least one UFV-sponsored PD event per year.</li> </ul>	<ul style="list-style-type: none"> <li>ABT instructors attended PD events.</li> <li>ABT instructors continued to attend PD events including UFV's PD day and CE's Administrative Professional's Conference.</li> <li>ABT instructors regularly attend in-house PD, including UFV's annual PD day and CE instructor events. Sessional instructors have either completed VCC's PID program or are in the process of doing so.</li> </ul>	<ul style="list-style-type: none"> <li>All ABT instructors attended the CE PD day in fall 2019 and would have attended the UFV-wide PD event in May 2020. Three instructors are attending the T&amp;L MicroCourse series on online teaching.</li> </ul>	<ul style="list-style-type: none"> <li>None. Instructors will be encouraged to attend PD events each year.</li> </ul>
<ul style="list-style-type: none"> <li>Modify existing ABT courses to include learning management software (e.g. Blackboard Learn).</li> </ul>	<ul style="list-style-type: none"> <li>One ABT course converted to Blackboard each year until all applicable courses have been converted.</li> </ul>	<ul style="list-style-type: none"> <li>ABT is moving away from paper-based quizzes and is using the Blackboard platform; some student resources are available on the Q-drive.</li> <li>ABT continued the move away from paper-based quizzes by adding electronic quizzes to Blackboard; student resources continue to be available on the Q drive.</li> <li>The majority of ABT courses now include a Blackboard component: lecture notes, PowerPoints, announcements, journals, assignment details, and submission portals are all available to students.</li> </ul>	<ul style="list-style-type: none"> <li>All courses were using Blackboard before the changes due to COVID-19, and all courses converted to online delivery in response to the pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>Online delivery in the longer term will require further development of materials in addition to teaching and cohort-development strategies. As the program is likely to be online in the fall semester, this work will have to be completed over the summer during faculty vacation.</li> </ul>
<b>CE Strategy</b>	<b>Indicator</b>	<b>Progress in 2016-2019</b>	<b>Progress in 2019-20</b>	<b>Gaps/Future Plans</b>
<ul style="list-style-type: none"> <li>Identify and advertise learning events suitable for CE staff, CE instructors, and/or CE students, providing support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of CE staff, CE instructors, and/or CE students that are participating in learning events.</li> </ul>	<ul style="list-style-type: none"> <li>More CE staff, instructors, and students are participating in learning events.</li> <li>CE staff and instructors participated in CORE training to better respond to students in distress.</li> <li>CE paired new instructors with senior instructors to build a learning community of instructors.</li> </ul>	<ul style="list-style-type: none"> <li>CE paired new instructors with senior instructors to build a learning community of instructors.</li> </ul>	<ul style="list-style-type: none"> <li>CE will continue to advertise future learning events for CE staff, CE instructors, and/or CE students.</li> </ul>
<ul style="list-style-type: none"> <li>Create a new learning event for CE instructors.</li> </ul>	<ul style="list-style-type: none"> <li>An in-service for all CE instructors is conducted once per year.</li> </ul>	<ul style="list-style-type: none"> <li>CE held a successful PD event for its many contract instructors in late January.</li> <li>An instructor in-service was held in February. There were 34 participants.</li> <li>Two in-service events were held during 2018-19.</li> </ul>	<ul style="list-style-type: none"> <li>CE paired new instructors with senior instructors to build a learning community of instructors.</li> </ul>	<ul style="list-style-type: none"> <li>CE will continue this practice of hosting at least one training initiative each year.</li> </ul>
<ul style="list-style-type: none"> <li>Create a new learning event for CE students.</li> </ul>	<ul style="list-style-type: none"> <li>At least one new learning event is created for CE students each year.</li> </ul>	<ul style="list-style-type: none"> <li>CE will hold conference for assistants and alumni in May.</li> <li>A conference for assistants and alumni was held in May. There were 96 participants.</li> <li>Hosted two information sessions for prospective students for legal programming.</li> </ul>	<ul style="list-style-type: none"> <li>Many CE students attended the KAIROS Blanket Exercise as part of their classroom activities.</li> </ul>	<ul style="list-style-type: none"> <li>CE is collaborating with the Indigenous Student Centre to plan some learning events for students in fall 2019.</li> </ul>

ELS Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Provide diverse learning options and settings for domestic and international students.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple sections of ELS/EAP courses offered at different times throughout the year.</li> <li>Use of web-based educational technologies in course delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Provided courses across proficiency levels and skill areas in fall, winter, and summer semesters for domestic and international students (ongoing).</li> <li>Provided multiple EAP 075/AFP sections in Chandigarh in summer.</li> <li>Increased number of courses using Blackboard.</li> <li>Added additional hybrid-format courses and multi-media resources in ELS Computer Lab.</li> <li>Provided multiple sections of EAP 075/AFP in summer in Chandigarh.</li> <li>Added new web-based platforms (Learning Branch and My English Lab) to course delivery.</li> <li>Provided multiple sections of EAP 075/AFP in winter and summer in Chandigarh.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated new ELS multimedia resources with Blackboard websites.</li> <li>Moved all courses to fully online delivery in March 2020 in response to COVID-19.</li> <li>Provided multiple sections of EAP 075/AFP in Chandigarh in the summer and winter.</li> </ul>	<ul style="list-style-type: none"> <li>Fully online courses would provide additional delivery options.</li> <li>Explore ways ELS faculty can support undergraduate-level students with English as an additional language and UFV faculty in other areas.</li> <li>Need to streamline processes associated with sending faculty to teach in Chandigarh.</li> </ul>
<ul style="list-style-type: none"> <li>Support and share PD, service, and scholarship activities by faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in PD activities, service, and scholarship by ELS faculty and staff.</li> <li>Sharing of accomplishments and insights gained at monthly department meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and staff maintained various professional memberships and reported on their attendance at conferences hosted by associations such as TESL Canada, BC TEAL, TESOL and the Canadian Society for the Study of Education.</li> <li>Changed department name and course titles to better reflect current scholarship in English language education.</li> <li>Gilmour Jope published an article in the journal Research in Education.</li> <li>Maria Bos-Chan served as member of the BC Provincial ESL Articulation Steering Committee to develop the 2018-2019 Articulation Guide for English as a Second Language Programs in the British Columbia Post-Secondary Transfer System.</li> <li>Kerry Johnson presented a paper at the BC TEAL Annual Conference.</li> </ul>	<ul style="list-style-type: none"> <li>Kerry Johnson contributed a chapter to the book <i>“Voices from Faraway Lands: From Divergent to Convergent”</i>.</li> <li>Gilmour Jope began service as a member of the BCCAT ESL Articulation Committee.</li> <li>Courtney Boisvert began MEd degree in Educational Technology at Memorial University.</li> </ul>	<ul style="list-style-type: none"> <li>Continued PD, service and scholarship contributes to the department’s expertise and benefits UFV.</li> </ul>
UUP Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Improve the design of current online and hybrid options.</li> </ul>	<ul style="list-style-type: none"> <li>An increase in student success rates as indicated from Institutional Research data.</li> </ul>	<ul style="list-style-type: none"> <li>UUP continues to develop and offer more online and hybrid courses.</li> <li>Continued improvement of hybrid/online delivery of existing ENGL, MATH, IPK, and COMP courses.</li> <li>Ongoing improvements; reported improvement of student accessibility with online IPK 093.</li> </ul>	<ul style="list-style-type: none"> <li>The COVID-19 situation has caused almost all courses to become online.</li> </ul>	<ul style="list-style-type: none"> <li>Some instructors have had to adapt with minimal or no previous training.</li> </ul>
<ul style="list-style-type: none"> <li>Contact remote communities (e.g., First Nations groups) to arrange partnerships that allow for access to course and/or program completion.</li> </ul>	<ul style="list-style-type: none"> <li>An increase in established community partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>UUP is working to be more involved with community support areas and is offering courses that show the most interest from the public.</li> <li>Tried to establish fundamental/intermediate ENGL/MATH courses with the Mamele'awt Aboriginal Ed Center but could not obtain enough enrollments.</li> <li>No new progress.</li> </ul>	<ul style="list-style-type: none"> <li>Currently working on additional teaching at Gateway.</li> </ul>	<ul style="list-style-type: none"> <li>It is difficult to make plans for Fall 2020 due to the COVID-19 uncertainty.</li> </ul>

<ul style="list-style-type: none"> <li>Encourage and support faculty and staff to attend learner-related professional development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Dedication of time during department meeting for ad hoc sharing of innovative methods.</li> </ul>	<ul style="list-style-type: none"> <li>No new progress.</li> <li>Faculty and staff using professional development to attend various conferences and sharing with department.</li> <li>Continued professional development by most faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Individuals have shared learning and experience from recent sabbaticals.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge of dedicating adequate time during department meetings.</li> </ul>
<ul style="list-style-type: none"> <li>Create opportunities for faculty and staff to share innovative methods for enhancing teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and staff reports from professional development activities.</li> </ul>	<ul style="list-style-type: none"> <li>UUP faculty have shared innovative pedagogical practices through colleague-to-colleague interactions, at department meetings, and participation at UFV learning events.</li> <li>Presentations during department meetings.</li> <li>Continued presentations and sharing during department and working group meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and staff have shared experiences during department meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge of dedicating adequate time during department meetings.</li> </ul>

Goal 2: Commit to flexibility and responsiveness				
ABT Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Rationalize course pre-requisites to increase student flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>ABT 135 is removed from ABT 160 as a pre-requisite.</li> </ul>	<ul style="list-style-type: none"> <li>ABT 135 will be removed as a prerequisite for ABT 160 in the future.</li> <li>An OReg waiver continues to be submitted to ensure students are able to register in ABT 160; ABT 135 will be removed as a prerequisite for ABT 160 in the future.</li> <li>A memo was created and will be forwarded for review and implementation of the prerequisite removal.</li> </ul>	<ul style="list-style-type: none"> <li>The course change to the ABT 160 pre-requisite will be put to the FACE Curriculum Committee in fall 2020.</li> </ul>	<ul style="list-style-type: none"> <li>The pre-requisite needs to be removed.</li> </ul>
<ul style="list-style-type: none"> <li>Collaborate with CE to develop additional related programming that respond to community needs.</li> </ul>	<ul style="list-style-type: none"> <li>Three workshops developed and implemented by 2020.</li> </ul>	<ul style="list-style-type: none"> <li>ABT developed two workshops that will be offered through Continuing Education in 2017: Introduction to Blogging in WordPress, and Digital Minute-taking.</li> <li>ABT faculty developed and led two workshops to UFV employees as well as external attendees.</li> <li>Although a third workshop has not been created, ABT faculty have provided advice and feedback on additional CE programming in development.</li> </ul>	<ul style="list-style-type: none"> <li>ABT developed two courses for CE (WordPress and Minute-taking). The WordPress course did not run due to lack of numbers, but the Minute-taking workshop materials were passed on to CE and run through CE instructors. Mentoring and materials were also provided to HR for development of employee training.</li> </ul>	<ul style="list-style-type: none"> <li>None.</li> </ul>

CE Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>▪ Increase the number of online and hybrid course options for students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The number of online and hybrid courses together have increased by 5%.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE is developing an online option for the Legal Administrative Assistant program; hybrid options for the Medical Office Assistant and the Nursing Unit Clerk programs; and there is consideration of a full online Records Management course.</li> <li>▪ CE increased the number of courses it offers online, and its use of Blackboard.</li> <li>▪ CE instructors continue to take in-house training designed to help them teach courses online.</li> <li>▪ Most CE courses use a supplemental course shell.</li> <li>▪ The Legal Administrative Assistant certificate program and the Records Management certificate program are now fully online.</li> <li>▪ All courses use a supplemental course shell.</li> <li>▪ The Advanced Medical Office Assistant certificate program is now fully online.</li> <li>▪ CE is exploring online synchronous delivery options for student in the Paralegal and Bookkeeping for Small Business certificate programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The new Activity Assistant certificate program is offered online.</li> <li>▪ Course material for Nursing Unit Clerk continues to be developed for F2F and online delivery, making the unexpected COVID-19 transition seamless.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE will continue to increase the number of online and hybrid course options for students.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increase the number of block transfer and laddering agreements from CE to other academic programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Negotiate at least one new block transfer or laddering agreement each year.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE has increased the number of block transfer and laddering agreements so far with the Paralegal diploma to Criminology.</li> <li>▪ A block transfer agreement was created between City of Surrey's "Emerging Leaders" program with CE's Management Skills for Supervisors certificate program.</li> <li>▪ CE is working with a national organization to provide block transfer from their training program to CE's Management Skills for Supervisors certificate program and 3 additional UFV programs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE has created credit transfer agreement with McDonald's Canada. The agreement offers credit for the training that McDonald's managers completed.</li> <li>▪ Laddering agreements between CE certificate programs and the General Studies Diploma and Integrated Studies Degree have been created.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE will continue to look for opportunities for new block transfer or laddering agreement.</li> </ul>
ELS Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>▪ Provide flexible and responsive programming.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensuring appropriate language proficiency placement for new students across ELS/EAP course levels.</li> <li>▪ Timetabling courses to accommodate domestic and international students' schedules.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provided on-site placement testing throughout the year (ongoing).</li> <li>▪ Worked with UFV International to provide timetables that accommodate international students' schedules.</li> <li>▪ Scheduled evening courses for domestic students with family/work responsibilities (ongoing).</li> <li>▪ Worked with UFV India to provide flexible delivery of EAP 075/AFP in Chandigarh.</li> <li>▪ Developed and delivered a condensed, 11-week summer semester schedule for international students.</li> <li>▪ Developed and delivered 6 sections of EAP 075/AFP Chandigarh in a condensed, 4-week summer semester schedule.</li> <li>▪ Record enrollments in EAP 084 during summer</li> <li>▪ Bob McGregor taught a 2-week EAP 075/AFP course in Chandigarh in winter and mentored sessional employees who taught 6 sections there in the summer.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased domestic student enrollments.</li> <li>▪ Celeste-tina Hernandez taught multiple sections of EAP 075/AFP in Chandigarh in the summer and winter semesters and mentored sessional faculty teaching additional sections.</li> <li>▪ Moved all courses to fully online delivery in March 2020 in response to the COVID-19 situation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Need to ensure equitable access to programming for domestic students while responding to fluctuating international student enrollments.</li> <li>▪ Domestic enrollments increasing – plan to continue course offerings with evening classes.</li> </ul>



<ul style="list-style-type: none"> <li>Provide diverse learning options and settings for domestic and international students.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple sections of ELS/EAP courses offered at different times throughout the year.</li> <li>Use of web-based educational technologies in course delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Provided courses across proficiency levels and skill areas in fall, winter, and summer semesters in Abbotsford (ongoing).</li> <li>Provided multiple sections of EAP 075/AFP in Chandigarh in summer.</li> <li>Increased number of courses using Blackboard (ongoing).</li> <li>Added additional hybrid-format courses and multi-media resources in ELS Computer Lab.</li> <li>Provided multiple sections of EAP 075/AFP in summer in Chandigarh.</li> <li>Added a new web-based resources Learning Branch and My English Lab in course delivery.</li> <li>Provided multiple sections of EAP 075/AFP in winter and summer in Chandigarh.</li> </ul>	<ul style="list-style-type: none"> <li>Provided personal support to domestic and international students with transition to fully online course delivery.</li> <li>Created instructional videos for department website to assist students with navigating websites and completing online course assignments.</li> </ul>	<ul style="list-style-type: none"> <li>A move to fully online courses should include curriculum review and course development.</li> </ul>
UUP Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Collect and use feedback to adapt course schedules to meet student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Timetables that reflect learner availability.</li> </ul>	<ul style="list-style-type: none"> <li>UUP built its timetables based on student needs and feedback and scheduled courses for mornings, afternoon and evenings, including Fridays.</li> <li>Extra sections of MATH 085 created to accommodate large influx of international students.</li> <li>Continued offering extra sections of MATH 085 for international student access.</li> </ul>	<ul style="list-style-type: none"> <li>Using student and past scheduling history to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>Appears to have worked well.</li> </ul>
<ul style="list-style-type: none"> <li>Create alternate course delivery options.</li> </ul>	<ul style="list-style-type: none"> <li>Hybrid and online options on the timetable.</li> </ul>	<ul style="list-style-type: none"> <li>UUP offers online, hybrid, and face-to-face courses based on the feedback from students.</li> <li>Established hybrid and online options for ENGL 081/091, COMP 091/092, MATH 085, and IPK 093.</li> <li>Online version of ECP 094 developed.</li> </ul>	<ul style="list-style-type: none"> <li>Continued use of hybrid and online options.</li> </ul>	<ul style="list-style-type: none"> <li>Not relevant after COVID-19 changes.</li> </ul>
<ul style="list-style-type: none"> <li>Identify community and industry demands and develop programs that meet these demands if found feasible.</li> </ul>	<ul style="list-style-type: none"> <li>Memoranda of understanding established with community and/or industry partners.</li> </ul>	<ul style="list-style-type: none"> <li>UUP continues to provide community-based programming whenever feasible. The COMP 061 course was offered at Seabird Island in the summer of 2016, and other requests for community-based programming are under consideration.</li> <li>Instructional assistants at CEP, Abbotsford and Hope campuses meet with community (e.g. Literacy Matters) and government groups (e.g. WorkBC) to communicate about learner needs and the UUP department.</li> <li>Continued work with community and government groups. A new focus is the Kinghaven Treatment Centre which has to do with individuals leaving incarceration and preparing to take possible UUP classes.</li> </ul>	<ul style="list-style-type: none"> <li>Developing more relevant Indigenous People's Knowledge (IPK) courses.</li> </ul>	<ul style="list-style-type: none"> <li>May be 2021 before the renewed IPK courses can be delivered.</li> </ul>
<ul style="list-style-type: none"> <li>Use data collected by Institutional Research to inform program and/or course planning decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate changes have been made to program and/or course information based on date.</li> </ul>	<ul style="list-style-type: none"> <li>No progress.</li> <li>Looked at success rates of international students for MATH 085.</li> <li>Discussed success rates with UFV International regarding MATH 085 students.</li> </ul>	<ul style="list-style-type: none"> <li>Decision to not utilize MATH 093 and Reduced fundamental English.</li> </ul>	<ul style="list-style-type: none"> <li>Due to little demand for the courses, few students were affected by these changes.</li> </ul>

<ul style="list-style-type: none"> <li>Improve communication with students by using current technologies.</li> </ul>	<ul style="list-style-type: none"> <li>An increase in the number of methods used to communicate with students.</li> </ul>	<ul style="list-style-type: none"> <li>English and Math instructors used Facebook and other technologies to improve communication with students.</li> <li>General movement towards courses utilizing Blackboard.</li> <li>Nearly all full semester courses using Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>A general move towards communication via Blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>Not all students check blackboard.</li> </ul>
<ul style="list-style-type: none"> <li>Develop innovative approaches to textbooks, including the use of online textbook resources that are either externally sourced or prepared in-house.</li> </ul>	<ul style="list-style-type: none"> <li>Course outlines that include alternative textbook options.</li> </ul>	<ul style="list-style-type: none"> <li>A Physics instructor is using an online textbook, and BIO 093 students now use a condensed (and much less expensive) textbook, thereby reducing costs.</li> <li>To reduce costs for students, an online math textbook is under development.</li> <li>No new progress.</li> <li>A MATH 085 digital textbook created and now in use.</li> </ul>	<ul style="list-style-type: none"> <li>Digital textbook adopted for MATH 085.</li> <li>Advanced textbook work for BC Campus.</li> </ul>	<ul style="list-style-type: none"> <li>A few students prefer hard copy textbooks.</li> </ul>
<ul style="list-style-type: none"> <li>Respond to learning needs of students, faculty, staff, and community.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching, advising, program planning, etc. are adaptive to learning needs of students, faculty, staff, and community (e.g., UUP Success Centre is created).</li> </ul>	<ul style="list-style-type: none"> <li>Some UUP math instructors began holding office hours at the Math Centre, which is helping to bring together the UUP and Math departments.</li> <li>A UUP Success Centre is still in the early stages of development.</li> <li>Some advanced and provincial Math instructors are using the flipped classroom concept.</li> <li>Continued work with flipped classrooms for some advanced/provincial Math classes.</li> </ul>	<ul style="list-style-type: none"> <li>Movement to ALEKS for Math courses as in class teaching traditional methods are not a current option.</li> </ul>	<ul style="list-style-type: none"> <li>A small number of students have difficulty with this technology.</li> </ul>

Goal 3: Collaborate across boundaries				
ABT Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Encourage adoption of interactive tools (such as WordPress) across the institution.</li> </ul>	<ul style="list-style-type: none"> <li>WordPress working group has been created so colleagues throughout UFV can collaborate.</li> </ul>	<ul style="list-style-type: none"> <li>ABT faculty have formed a successful UFV-wide bloggers' working group to discuss social media opportunities and challenges.</li> <li>The UFV Bloggers Group continued to meet to discuss social media opportunities and challenges.</li> <li>Progress on the adoption of WordPress as an institution-wide tool delayed due to staff changes in various departments.</li> </ul>	<ul style="list-style-type: none"> <li>ABT faculty have continued to ask for this at the institutional level. BCTech has recently adopted WordPress so that servers are housed in Canada, so we are hopeful that UFV will now take this forward.</li> </ul>	<ul style="list-style-type: none"> <li>ABT will bring this to ITS again once the current pandemic situation is less of a priority for ITS.</li> </ul>
<ul style="list-style-type: none"> <li>Continue developing research projects (based on social media adoption rates).</li> </ul>	<ul style="list-style-type: none"> <li>Project's preliminary findings have been presented at a Scholarly Sharing event.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty continue to serve on various committees, develop and deliver programming offered through Continuing Education, and present at PD days.</li> <li>Faculty continue to explore research options.</li> <li>A longitudinal study of social media use in ABT students is currently underway.</li> <li>The two ABT faculty continue a longitudinal study of social media use by ABT students. A research project on the value of cohort-model programs to student learning is under consideration.</li> </ul>	<ul style="list-style-type: none"> <li>ABT faculty have secured funding for a research assistant and will be advertising for the position in the coming months.</li> <li>Faculty are looking at developing a research project around building online cohorts for fall 2020.</li> </ul>	<ul style="list-style-type: none"> <li>None.</li> </ul>

CE Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>▪ Increase the collaboration with UFV departments that have had little collaboration with CE in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of at least one new working group with a department that CE has not collaborated with in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE is currently collaborating with other UFV departments (e.g., Graphic Design; Communications; College of Arts, and reaching out to others such as Peace and Conflict Studies).</li> <li>▪ CE has collaborated with UFV's HR to offer course skills training to UFV workers.</li> <li>▪ Collaborated with the UFV Card Office and OReg to create identification cards for CE students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New relationships have been formed between CE and Student Services. Joint programming has been created and new services are now offered to CE students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE plans to connect with additional UFV departments for collaboration.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increase partnerships with other post-secondary institutions or community organizations (e.g., to share or develop programming).</li> </ul>	<ul style="list-style-type: none"> <li>▪ New programming developed and implemented as a result of at least one new partnership with another post-secondary institution or community organization.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To outline its current and emerging projects, CE gave presentations to the Board and Senate.</li> <li>▪ Partnered with the Delta Division of Family Practice to offer the AMOA program.</li> <li>▪ Partnered with the Chilliwack Division of Family Practice to offer the AMOA program.</li> <li>▪ CE has reached out to the College of New Caledonia to share information about the Nursing Unit Clerk certificate curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ New partnership between CE and City of Surrey to provide Evidence Based Decision making training to cohorts of municipal workers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE will begin discussions with other post-secondary institutions to determine future opportunities for partnership.</li> </ul>
<ul style="list-style-type: none"> <li>▪ In collaboration with the Program Development Office, Advancement, Indigenous Affairs, and International Education, develop protocols for prompt and effective response to requests by community, industry, ministry, and other partners for new programs, program expansion, or alternate delivery of existing programs. Protocols will be informed by current research and best practices. They will ensure respect for academic units' responsibility for academic programming.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased ability to respond promptly to non-UFV partners while maintaining quality of academic programming.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE continues to meet with Faculty Councils to outline its programming and to identify ways to establish laddering between disciplines.</li> <li>▪ CE is increasing partnerships with other Continuing Education divisions in BC and are coordinating a conference on curriculum collaboration.</li> <li>▪ In partnership with businesses in the tech and coding industries, CE has begun developing programming to meet their needs.</li> <li>▪ CE has revised our business processes to improve our response time to training requests from the community.</li> <li>▪ No progress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE worked closely with the Program Development Office, Health Sciences, and Indigenous Affairs to create the new Activity Assistant certificate program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A meeting between CE, Program Development Office, Advancement, Indigenous Affairs, and International Education will need to be scheduled.</li> </ul>

ELS Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Maintain and cultivate partnerships and opportunities for collaborative and interdisciplinary projects at UFV.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing and new partnerships, collaborations, and interdisciplinary projects at UFV.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborated with UFV International to provide courses for international and visiting exchange students.</li> <li>Collaborated with UFV India to provide EAP 075/AFP Chandigarh.</li> <li>Faculty worked in the ELS Help Centre to assist all UFV students whose first language is not English.</li> <li>Partnered with Modern Languages to bring Learning Branch (online multimedia platform) to UFV as a resource for the study of language in MOLA and ELS.</li> <li>Kerry Johnson was seconded to Teaching and Learning to offer 90-minute workshops on communication and teamwork skills for UFV faculty and their new international students.</li> </ul>	<ul style="list-style-type: none"> <li>Worked with UFV International and the Registrar's Office to recommend the temporary use of Duolingo English Test (DET) scores to meet UFV's English Language Proficiency requirement following the closure of IELTS and TOEFL test centres due to COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways ELS faculty can support undergraduate-level students with English as an additional language and UFV faculty in other areas</li> </ul>
<ul style="list-style-type: none"> <li>Maintain and cultivate partnerships and opportunities for collaborative and interdisciplinary projects in the community and outside UFV.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing and new partnerships, collaborations, and interdisciplinary projects in the community and outside UFV.</li> </ul>	<ul style="list-style-type: none"> <li>Many ELS faculty and staff are long-time members of various local community organizations (e.g., Abbotsford Community Services, Abbotsford Literacy Matters, and Chilliwack Welcoming Communities Initiative) and attend meetings and events (ongoing).</li> <li>ELS provides a welcome and orientation event twice-per-year for adult students completing the Language Instruction for newcomers to Canada completing settlement programs at ACS (ongoing).</li> <li>Articulated ELS and EAP courses in the BC post-secondary system, arranged for transfer and letters of agreement for courses at private language schools and universities in Canada and abroad.</li> <li>Established a practicum placement agreement with Trinity Western University, with UFV ELS faculty supervising TWU TESOL students.</li> </ul>	<ul style="list-style-type: none"> <li>Consulted with other BC universities and the BCCAT ESL Articulation Committee to examine the use of DET scores for admission to UFV.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how newcomers to Canada with limited computer resources and skills can access fully online courses.</li> <li>Cultivate partnerships with local high schools to facilitate transition to UFV for students with English as an additional language.</li> </ul>
UUP Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Continue involvement and participation with the BC ABE Articulation working groups.</li> </ul>	<ul style="list-style-type: none"> <li>Most, if not all, UUP courses are articulated with BC ABEASC Articulation Working Groups.</li> </ul>	<ul style="list-style-type: none"> <li>Most UUP courses are articulated.</li> <li>UUP faculty are active on BC ABE articulation committees; all BC ABE committees have a UFV representative.</li> <li>UUP continues with strong representation.</li> <li>Continued with involvement and representation.</li> </ul>	<ul style="list-style-type: none"> <li>A strong connection with the articulation process continues.</li> </ul>	<ul style="list-style-type: none"> <li>None.</li> </ul>
<ul style="list-style-type: none"> <li>Meet with faculty in other departments to ensure advanced and provincial-level courses bridge as prerequisites to university level courses.</li> </ul>	<ul style="list-style-type: none"> <li>Advanced and Provincial-level UUP courses are articulated with other UFV courses through the use of interactive course maps.</li> </ul>	<ul style="list-style-type: none"> <li>UUP used interactive course maps to articulate most of its Advanced and Provincial-level courses with other UFV courses.</li> <li>Development of MATH 092/093 to replace outdated MATH 094/095.</li> <li>Implementation and delivery of MATH 092.</li> </ul>	<ul style="list-style-type: none"> <li>Process continues.</li> </ul>	<ul style="list-style-type: none"> <li>Process is going well.</li> </ul>

<ul style="list-style-type: none"> <li>Encourage faculty and staff to participate on university-wide committees to make connections across disciplinary areas as well as to participate in governance.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and staff are members on other Faculty Councils, Senate committees, and University committees, with their active participation being reflected in minutes.</li> </ul>	<ul style="list-style-type: none"> <li>UUP faculty and staff members sit on Senate, University committees, and other Faculty Councils.</li> <li>Continued UUP representation on UFV committees.</li> <li>Ongoing representation and participation.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty being on other university-wide councils continue.</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining a balance with other University commitments.</li> </ul>
<ul style="list-style-type: none"> <li>Continue faculty and staff involvement in community-based groups.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and staff are members of community-based groups (e.g., Mission Service Providers, Abbotsford Literacy Matters), with their active participation being reflected in minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and staff continue to be active members of community groups such as Mission Service Providers and Abbotsford Literacy Matters.</li> <li>Mostly staff (instructional assistants) involved with various community groups.</li> <li>Departmental assistant is preparing to participate in community groups as well.</li> </ul>	<ul style="list-style-type: none"> <li>Community group participation and involvement continues.</li> </ul>	<ul style="list-style-type: none"> <li>Recent adaptation to using remote meetings.</li> </ul>

**Goal 4: Develop local and global citizenship**

ABT Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Faculty regularly attend events around Indigenizing the academy.</li> </ul>	<ul style="list-style-type: none"> <li>ABT courses reflect Indigenization.</li> </ul>	<ul style="list-style-type: none"> <li>ABT faculty have attended Indigenization events to help inform the process of Indigenization.</li> <li>Local and international Indigenous business opportunities, services, and ventures within the Fraser Valley are included in the program.</li> <li>All students made aware of the value UFV places on Indigenization, and students introduced to the Indigenous Student Centre.</li> <li>ABT faculty continued to regularly attend Indigenization events to help inform the process of Indigenization.</li> <li>Committed to taking ABT students on field trips with an Indigenous focus, faculty organized trips to the Witness Blanket exhibit, the Metis Day Awareness event, and The Reach Gallery Museum exhibits by Indigenous artists.</li> </ul>	<ul style="list-style-type: none"> <li>ABT students attended the Métis Day Awareness Event in October 2019 and wrote journal reflections before and after the event.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty will continue to explore more ways to infuse Indigenous ways of knowing and learning into the program.</li> </ul>
<ul style="list-style-type: none"> <li>Encourage students to volunteer within the community and share their stories and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Students share their volunteering stories at least once per semester.</li> </ul>	<ul style="list-style-type: none"> <li>Students asked to share their volunteer stories and to reflect on and how those experiences have shaped their career choices and decisions.</li> <li>Faculty continued to ask students to share their volunteer stories and to reflect on and how those experiences have shaped their career choices and decisions.</li> <li>With faculty support, students shared their volunteer stories and reflected on and how those experiences have shaped their career choices and decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss the benefits of volunteering and share their experiences in ABT 135 (Business English and Communications) and the lead-up to ABT 187 (Work Experience).</li> <li>Fall 2019 students took part in the Web Comms Trade Show in February 2020 that was open to the public and invited friends and families to attend. This brought the wider community to the Clearbrook Centre.</li> </ul>	<ul style="list-style-type: none"> <li>None.</li> </ul>

CE Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Educate CE course developers and instructors about the importance of adding content to courses that develop local and global citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>In consultation with other UFV departments, develop and deliver training and resources for CE course developers and instructors to help them add content and activities to their courses that promote local and global citizenship (e.g., inclusion of Indigenous content).</li> </ul>	<ul style="list-style-type: none"> <li>Food Bank campaign for the month of November for Clearbrook Centre.</li> <li>Dental Office Receptionist students attended Food Banks' dental clinics with their instructor to observe and assist where possible.</li> <li>Initiated the sale of #Abbystrong t-shirts through Clearbrook Centre to support recent victims at Abbotsford Senior Secondary.</li> <li>CE Staff considering a San Clemente project suggested by Linda Pardy (April 2017).</li> <li>Students from CE's Dental Office Assistant certificate program assisted with the community dental day.</li> <li>CE participated in the Be You Girl event which is designed to empower young girls and connect them with resources in our community.</li> <li>Nursing Foot care course students worked with the Seniors Come Share Society, providing foot care services to people could otherwise not afford it.</li> <li>A territorial acknowledgement has been added to all course syllabi and staff email signatures.</li> </ul>	<ul style="list-style-type: none"> <li>The new Activity Assistant certificate and revised Nursing Unit Clerk certificate includes indigenization and citizenship outcomes in every course.</li> <li>CE invited a Visual Arts class to paint three murals at the Clearbrook Centre campus to promote indigenization and community connectedness.</li> </ul>	<ul style="list-style-type: none"> <li>CE staff will continue to work with course developers and instructors to add content to courses that develop local and global citizenship.</li> </ul>
ELS Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>Provide a learning environment that values diversity and respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for students to share their cultural backgrounds and to develop cross-cultural knowledge and skills.</li> <li>Emphasis on diversity and respect in the department's promotional materials.</li> </ul>	<ul style="list-style-type: none"> <li>ELS classes typically include domestic and international students from a range of socio-economic, cultural, and linguistic backgrounds and cross-cultural friendships between students develop each semester (ongoing).</li> <li>ELS faculty typically conduct classes using a Communicative Language Teaching (CLT) approach with an emphasis on collaborative learning and cross-cultural communication (ongoing).</li> <li>Course textbooks and materials are similarly grounded in CLT.</li> <li>Adopted a new department slogan "<i>Connecting people and places through language</i>" to capture the value of language and language study in people's lives.</li> <li>Created a wall wrap outside department office in A building with new slogan and world map, now a popular site for student photos.</li> <li>Adopted the new textbook University Success Reading Transition Level to explore topics related to diversity and values in Sociology, Economics, Biology, Humanities, and Environmental Engineering in a 080-level reading course.</li> <li>Kerry Johnson presented a paper at the BC TEAL Annual Conference entitled "<i>From Surviving to Thriving: Practicing Sociocultural Competency Strategies with EAL Learners</i>"</li> </ul>	<ul style="list-style-type: none"> <li>Adopted the new textbook University Success Writing Advanced Level to explore topics related to diversity and values across various academic disciplines in an 080-level writing course.</li> <li>Developed promotional materials with photos of past and current ELS students.</li> <li>UFV's new Multifaith Prayer Room will be located near the ELS Office and Computer Lab in A Building .</li> </ul>	<ul style="list-style-type: none"> <li>Proficiency levels and shifting domestic and international student demographics and enrollments impact classroom dynamics in this area.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Cultivate awareness of local and global issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Opportunities to develop awareness of local and global issues through course content and assignments.</li> <li>▪ Infusion of indigenous content in courses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Used local print and digital resources (e.g. Abbotsford News, UFV Cascade) in courses to develop knowledge of local issues and provide topics for assignments and projects (ongoing).</li> <li>▪ Began using materials that reflect Indigenous history and world views in courses.</li> <li>▪ Department added territorial acknowledgment to all course syllabi templates.</li> <li>▪ Began incorporating Indigenous content from BC Campus and the Ministry of Advanced Education, Skills and Training Indigenous Guides and UFV Library in several courses.</li> <li>▪ Adopted the new <i>Academic Inquiry 3: Essays and Integrating Sources</i> textbook from OUP Canada to examine various contemporary Canadian and global issues in a 070-level writing course.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Several department members attended the annual BC TEAL conference with the theme of <i>“Intersections in EAL: Interculturalization, Indigenization, and Identity”</i> and a workshop entitled <i>“Dreaming in Red Pedagogies: Towards Decolonizing/Indigenizing EAL Curriculum in BC”</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most ELS students are new to Canada and benefit from these efforts as a key feature of language study.</li> <li>▪ Need to further explore how Indigenous content, perspectives, and ways of knowing can inform ELS programming and teaching practices</li> </ul>
UUP Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>▪ Encourage and support faculty to embed Indigenous and international content in their teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ UUP courses include Indigenous and international content.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff and faculty make presentations on Indigenization to other UFV areas and attend PD activities on Indigenization.</li> <li>▪ Faculty member’s article on best practices for Indigenizing the classroom published in <i>Groundwork</i>.</li> <li>▪ Faculty include Indigenous and international content and invite Indigenous speakers into the classroom.</li> <li>▪ Faculty have implemented “Thinking Classroom”, collaborative and group-learning strategies in-line with best practices of Indigenous learning.</li> <li>▪ Some faculty implement the acknowledgement of unceded First nation’s territory in course syllabi.</li> <li>▪ Dedication of time during department meetings to discuss Indigenization.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most outlines include a territory acknowledgement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ More aboriginal content could be included in courses.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Faculty incorporate problem-based learning pedagogies into classes to promote community, citizenship skills, empathy, and communication skills among students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ UUP provides opportunities for faculty, staff, and students to develop local and global citizenship (e.g., problems in classes are related to local and global issues).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty member has published an article on discussing literature via character-based values chart.</li> <li>▪ Faculty built rubrics with students to emphasize citizenship and communication skills.</li> <li>▪ Faculty include problem-based activities that focus on global and local issues.</li> <li>▪ In ECP classes, students go to groups and find resources from UFV to solve scenarios.</li> <li>▪ In English classes, students went in groups around UFV to observe environmental waste and then to communicate with different departments to express concerns about waste and practices.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Most courses continue to introduce problem-based pedagogies in classes (such as climate change and reconciliation).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some courses, such as English, find it easier to do so than others such as Math and Science.</li> </ul>



<ul style="list-style-type: none"> <li>Encouraging faculty, staff, and students to connect with each other in class and beyond through the use of social media and other modes of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Increased communication among faculty, staff, and students.</li> </ul>	<ul style="list-style-type: none"> <li>No new progress.</li> <li>Use of discussion posts in COMP, ENGL, MATH, and ECP.</li> <li>Sharing resources and blogging posts. Not instructor led in COMP and ECP classes.</li> <li>ENGL classes having online debates.</li> </ul>	<ul style="list-style-type: none"> <li>Recent movement towards MS Teams and Bluejeans.</li> </ul>	<ul style="list-style-type: none"> <li>COVID-19 has made rapid changes that some adapt to more rapidly than others</li> </ul>
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<p style="text-align: center;"><b>Goal 5: Integrate experiential learning</b></p>				
<p><b>ABT Strategy</b></p>	<p><b>Indicator</b></p>	<p><b>Progress in 2016-2019</b></p>	<p><b>Progress in 2019-20</b></p>	<p><b>Gaps/Future Plans</b></p>
<ul style="list-style-type: none"> <li>Identify and recruit hosts to increase variety of student practicum opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Increase number/type of practicum hosts by two per year.</li> </ul>	<ul style="list-style-type: none"> <li>ABT built additional relationships with local businesses and organizations to increase practicum and employment opportunities; ten (10) new organizations hosted ABT practicum students.</li> <li>Additional hosts continue to be added to the ABT practicum pool. Examples in 2017-18 include the Mission School District, BC SPCA Surrey Education and Adoption Centre, Boilermakers Lodge 359, and Heritage Abbotsford.</li> <li>Additional hosts continue to be added to the ABT practicum pool. Examples in 2017-18 include the River Valley Millworks, Salvation Army-Maple Ridge, and several SD34 and SD75 schools that had not previously hosted a practicum student.</li> </ul>	<ul style="list-style-type: none"> <li>Several new organizations have been recruited for inclusion as practicum hosts.</li> </ul>	<ul style="list-style-type: none"> <li>None.</li> </ul>
<ul style="list-style-type: none"> <li>Identify and invite community representatives to speak to students about strategic volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>Guest speakers will attend once per semester to discuss strategic volunteering.</li> </ul>	<ul style="list-style-type: none"> <li>Managers from local companies and organizations spoke to ABT students about career management, including the value of strategic volunteering in building one's network, experience, and sense of self-worth and confidence.</li> <li>Managers from local companies and organizations spoke to ABT students about career management, including the value of strategic volunteering in building one's network, experience, and sense of self-worth and confidence.</li> <li>Managers from local companies and organizations spoke to ABT students about career management, including the value of strategic volunteering in building one's network, experience, and sense of self-worth and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Guest speakers this year have included Joan Wild, Senior Advisor, Human Capital for MNP; Rhea Attar, Branch Manager for Robert Half/OfficeTeam; and three ABT graduates who all work for local organizations.</li> </ul>	<ul style="list-style-type: none"> <li>None.</li> </ul>
<ul style="list-style-type: none"> <li>Create opportunities for experiential learning that connect students with contexts outside of the typical classroom.</li> </ul>	<ul style="list-style-type: none"> <li>An increased variety of places where students are connected to contexts outside of the typical classroom within various subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>ABT students encouraged to attend local events (e.g., 10th Annual Fraser Valley Chambers of Commerce Business Showcase, the President's lecture series, and career fairs).</li> <li>ABT students continue to attend local events both on and off campus (e.g., UFV Career Fair, Chamber of Commerce Business Showcase).</li> <li>Student Life introduced events on Clearbrook Centre campus (e.g., cookie-decorating event, Blue Monday give-aways), which were enthusiastically participated in by ABT and CE students.</li> </ul>	<ul style="list-style-type: none"> <li>ABT students have taken field trips to the Métis Day Awareness Event and the UFV Hiring Fair this year. The fall 2019 cohort took part in the ABT Trade Show event in February 2019, and the winter 2020 cohort will take part in the Fraser Valley Online Promotion event in May 2020.</li> <li>Relevant networking and recruitment events are posted in the ABT Alumni group and students and graduates are encouraged to attend.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty will explore how this can be done effectively online for fall 2020.</li> </ul>



CE Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>▪ Increase experiential learning for CE students by inviting guest speakers into CE classrooms, scheduling field trips, and providing opportunities for CE students to use specialized equipment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The number of guest speakers, field trips, and student use of specialized equipment is increased.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coding Bridging program link to industry; MOA Youth practicum; majority of CE certificate programs include practicum; field experiences.</li> <li>▪ Instituted a simulated work environment for Nursing Unit Clerk and Medical Office Assistant programs, by having students come to class in professional medical scrub attire.</li> <li>▪ MOA students attended blood donation center to learn and give blood.</li> <li>▪ AMOA students presented capstone projects to local physicians to show the skills and learned practices that will increase a doctor's office efficiency.</li> <li>▪ Instructors in the Bookkeeping for Small Business certificate program created a project to simulate office bookkeeping activities.</li> <li>▪ Students in the Veterinary Administrative Assistant certificate program attended a day at the Mission Humane Society.</li> <li>▪ A number of CE programs invited guest speakers into their classroom to connect students with topics from the industry they represent including unionized environments, workplace communications, working with vulnerable populations, and ethics.</li> <li>▪ The Bookkeeping for Small Business certificate program now offers an optional practicum placement course.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Two on-site practicums were added to the new Activity Assistant certificate to build the student's workplace skills and confidence.</li> <li>▪ CE has invited alumni from the Bookkeeping for Small Business certificate to present to students and answer questions about real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CE plans to continue to increase experiential learning for CE students by inviting guest speakers into CE classrooms, scheduling field trips, and providing opportunities for CE students to use specialized equipment.</li> </ul>
ELS Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>▪ Incorporate experiential learning inside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Opportunities for experiential learning inside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intermediate-level ELS speaking courses included extensive use of role play and discussion activities (ongoing).</li> <li>▪ Advanced-level EAP courses incorporated multimedia resources (e.g. authentic lectures from various disciplines in video format) and included class presentation assignments using PowerPoint.</li> <li>▪ Students developed computer and digital literacy skills while completing course assignments and in the ELS Computer Lab.</li> <li>▪ Students presented and shared cultural celebrations such as Diwali and Lunar New Year with traditional clothing, food, and family pictures (ongoing).</li> <li>▪ 070 and 080-level EAP courses delivered in hybrid format using Blackboard to prepare students for undergraduate studies at UFV.</li> <li>▪ New advanced-level EAP textbooks and digital resources provided contemporary topics and content drawn from a variety of academic disciplines to integrate advanced-level EAP skills and prepare students for undergraduate studies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Advanced-level EAP courses included authentic readings and video lectures from various disciplines to integrate language and content learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Prior and successful ELS students as guest speakers would provide good role models for current students.</li> <li>▪ Guest speakers from other departments at UFV might be of interest to students with specific academic aspirations.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Incorporate experiential learning outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Opportunities for experiential learning outside the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty organized orientation sessions and class visits to UFV Library.</li> <li>▪ Students completed contact assignments while attending various artistic and educational events on campus.</li> <li>▪ Began using more web-based educational technologies in course delivery to provide more opportunities for experiential learning outside the classroom.</li> <li>▪ QS students taking EAP 084 applied academic writing and grammar skills while taking concurrent undergraduate courses in various disciplines.</li> <li>▪ 070 and 080 level EAP students conducted interviews and surveys for mini-ethnography projects on campus and in the community.</li> <li>▪ QS students taking the new EAP 080 course applied academic reading, critical thinking and vocabulary skills while taking concurrent undergraduate courses in various disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ELS courses incorporated news and media about the COVID-19 outbreak with course content to support and inform students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students might benefit from off-campus field trips and contact assignments related to settlement.</li> <li>▪ A Content and Language Integrated Learning (CLIL) model supports experiential learning for undergraduate-level students with English as an additional language and UFV faculty in other areas.</li> </ul>
UUP Strategy	Indicator	Progress in 2016-2019	Progress in 2019-20	Gaps/Future Plans
<ul style="list-style-type: none"> <li>▪ Create opportunities for experiential learning that connect students with contexts outside of the typical classroom (e.g., TASK placements, field trips for courses, guest speakers from the field in classes, and applied science labs).</li> </ul>	<ul style="list-style-type: none"> <li>▪ An increased variety of places where students are connected to contexts outside of the typical classroom within various subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hope Centre has co-curricular opportunities available for UFV students</li> <li>▪ Hope computer class uses life applications like budgeting in Excel instruction.</li> <li>▪ English students attend drama productions.</li> <li>▪ Guest speakers from the community speak to English classes on issues related to the literature being studied (e.g. social justice issues).</li> <li>▪ Efforts made to bring in guest instructors for English classes.</li> <li>▪ COMP classes continue hands-on learning emphasis.</li> <li>▪ Science classes increasing the number of lab related activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Up to the recent COVID-19 situation, some courses would take classes to the library and UFV plays for outside experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The COVID-19 situation has put a pause on these activities.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Encourage faculty to devise activities during classes that allow students to experience subject matter in a hands-on manner.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examples of experiential learning activities are shared with the Teaching and Learning Centre.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some Math classes try to use practical examples.</li> <li>▪ IPK class having students make objects (such as drums).</li> <li>▪ Advanced BIO classes bringing in samples for labs.</li> <li>▪ BIO 093 had students present topics related to human organ system disorders.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some Science classes would bring in extra materials for a more enhanced experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The COVID-19 situation has put a pause on these activities.</li> </ul>

## Education Plan Update 2020: Faculty of Applied & Technical Studies (ATS)

The Faculty of Applied and Technical Studies (ATS) is made up of four components: The School of Trades, Technology Programs, Physics and Engineering, and Industry Services. The School of Trades mostly receives its funding from the Industry Training Authority (ITA) and functions under the specified learning outcomes, program definitions, and key performance indicators determined by the ITA. Technology Programs are typically one and two year diploma programs. The Science and Engineering programs are Science degrees, Science diplomas and transfer programs. Industry Services is an entrepreneurial enterprise that monetizes core programming and sells it on a business to business basis. Part time trades courses are part of Industry Services and offers trades courses on a fee-for-service basis.

### Applied and Technical Studies Vision:

*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 and the trades training system to ensure there is an adequate and skilled labour supply to support the province's economy.*

### Prioritize Learning Everywhere

- Applied & Technical Studies' (ATS) most significant initiative has been 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.
- 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.
- We grow and expand as the ITA sets the trades agenda. Harmonization of curriculum with other provinces has been mandated and ATS has been engaged in changing its curriculum to comply. Learners can complete components of their trades education in any participating province.

### Commit to Flexibility and Responsiveness

- ATS Industry Services continues to grow in new areas supporting learning where and when they are needed. Targets were exceeded but remain challenged by space and faculty shortages.
- 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. This year we will expand further by building outreach capability to allow us to get into the community.

- 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.

### **Collaborate Across Boundaries**

- ATS continues to integrate the trades and technical programming into non-traditional areas and vice versa. The Digital Manufacturing program allows for entry with virtually any non-electronics background so that learners can apply the principles and methods of digital manufacturing to their specific background.
- ATS has a strategic commitment to itself and its learners to embed elements of liberal education into the core trades and technical experience.
- The social issues, ethics, critical thinking, and reasoning are topics integrated with skills and technical capability development. 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.
- 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.

### **Develop Local and Global Citizenship**

- 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.
- We would normally be expecting our first cohort of learners in Welding and Automation and Robotics from our partner technical high school KUMOH in Korea. Students were scheduled to complete the first year in Korea and join us for the second year. The COVID19 disruption has deferred this but the parties are committed to seeing this opportunity through when circumstances permit.
- Two faculty completed teaching experiences in Korea with more planned for the coming months. Faculty inform their domestic teaching from their international experiences.

## **Integrate Experiential Learning**

- 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.
- 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.
- Local industry can begin to meet its experiential training needs because they have a regional technical training partner in UFV; while this is not directly UFV integrating experiential learning, we are indirectly enabling regional growth.

**2016 – 20 EDUCATION PLAN – STRATEGIES**

**Department/Division/Faculty:** Faculty of Health Sciences – All Programs

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2019-2020 Progress</i>
<p><b>1. PRIORITIZE LEARNING EVERYWHERE</b></p>	<p>(A1) Developing programming to anticipate and address future health resource needs.                      (A2) Creating and delivering stand-alone credentials and certifications in health and wellness.                      (A3) Developing collaborative multi-disciplinary projects and programming.</p> <hr/> <p>(B1) Enhancing student experiential learning with enriched clinical and community-based opportunities.                      (B2) Supporting and fostering student self-directed and lifelong learning.</p>	<ul style="list-style-type: none"> <li>• Engagement of alumni and industry professionals in program development conceptualization. (FHS)</li> <li>• Development of new programming. (FHS)</li> <li>• Increased numbers of multi-disciplinary projects and program outputs. (FHS)</li> <li>• All programs reviewing and evaluating clinical and community-based learning. (FHS)</li> <li>• Use of guests from alumni and industry to promote life-long learning opportunities. (FHS)</li> <li>• Yearly professional development for inclusive and innovative teaching strategies. (FHS)</li> <li>• Establishment of annual “Faculty of Health Sciences – Professional Development” event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Engagement of alumni in life-long learning. (SHS)</li> <li>• Establishment of an annual event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (CDA)</li> <li>• Creating and delivering CE courses required by dental professionals in the Fraser Valley. (CDA)</li> </ul>	<ul style="list-style-type: none"> <li>• One of the most striking examples of prioritizing learning everywhere has been the faculty members’ responses to the COVID 19 pandemic challenge. As with all UFV programs, March 13<sup>th</sup> was the last day of regular face to face learning for our programs. Faculty worked diligently over the next two months to deliver learning and assessment remotely, often in completely new formats. For example, faculty are using significant online resources – such as break out rooms, group activities, and presentations to help students complete course work.</li> <li>• During the 2019-20 academic year, 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.</li> <li>• 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 continued to provide naloxone training for UFV students, staff, and community. BSN students also took a lead role in program development and needs assessment projects with various population groups in the community.</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2019-2020 Progress</b>
	(B3) Delivering state-of-the-art curricula utilizing inclusive and innovative teaching strategies.	<ul style="list-style-type: none"> <li>• Formalized mentoring for “new” faculty and “sessional” instructors. (SHS)</li> <li>• Increased service opportunities for faculty and staff. (SHS)</li> <li>• Development of new courses, programs and initiatives focused on the needs of health care practitioners. (SHS)</li> <li>• New clinical placements established across Fraser Valley communities. (SHS)</li> <li>• Development of clinical placement opportunities within local aboriginal communities and populations served by Chilliwack 5 Corners. (SHS)</li> <li>• Development of peer mentoring programs (including SLG program). (SHS)</li> <li>• Support for student development through co-curricular records. (SHS)</li> <li>• Expansion of Simulation learning to support clinical, classroom and inter-professional learning. (SHS)</li> <li>• Established formal mentoring processes between senior faculty mentors and “new” and “sessional” faculty. (SHS)</li> <li>• Develop a clinical resource module for clinical teachers and expansion of new faculty mentorship program. (SHS)</li> <li>• Development of revised BSN curriculum. (SHS)</li> <li>• Practicum opportunities expanded and embedded in Kinesiology curriculum. (KIN)</li> <li>• Establishment of Internship program. (KIN)</li> <li>• Annual KIN day event created by and for students. (KIN)</li> </ul>	<ul style="list-style-type: none"> <li>• The School of Health Studies has incorporated online learning, integrative teaching strategies, ‘flipped classroom’, group activities, skills practice, virtual and simulation learning across nursing and dental programs.</li> <li>• The Health and Wellness Strategist promoted FHS programming and events, and communicated the achievements of students, faculty, and staff to the UFV community through various forms of digital media.</li> <li>• Faculty and students from the kinesiology department delivered health testing (typically hearing and lung function) to the Abbotsford and Mission Fire Departments. The program is a part of Healthy YOU-FV, a community engagement initiative designed to promote health and wellness. Pending the progress of face to face opportunities, we intend to help the Chilliwack Fire Department with their pre-employment screening in fall 2020.</li> <li>• In February 2020, Kinesiology department head, Dr. Jason Brandenburg, gave a presentation on the <i>Benefits of Physical Activity for Older Adults</i> as part of Elder College’s speaker series. This presentation was held at the Chilliwack YMCA.</li> </ul> <p><b><u>GAPS</u></b></p>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2019-2020 Progress</b>
		<ul style="list-style-type: none"> <li>• Integration of KIN sub-disciplines and professional practice philosophy – possibly a capstone course. (KIN)</li> <li>• Faculty participation in professional development related to implementation of innovative teaching strategies. (KIN)</li> <li>• Creation of opportunities for all students to be engaged in community focused and student-engaged research and scholarship opportunities. (KIN)</li> <li>• Faculty supported in research and scholarly activities. (KIN)</li> <li>• Annual UFV Health Sciences and Fraser Valley Health Conference. (KIN)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional support is needed (in the form of a staff employee or a partially released faculty member) to take a lead on expediting and carrying out the Healthy YOU-FV program on a regular basis. The program is equipped to move to a revenue-generating model, but continues to suffer from being staffed by faculty members “off the side of their desk”. Dedicated staffing is a gap that has limited growth of the program to date.</li> <li>• Continued technology limitations in general at UFV (in the classroom and elsewhere) restrict faculty abilities to move learning “everywhere”.</li> </ul>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	<p>(A1) Enhancing student experiential learning with enriched clinical and community-based opportunities.</p> <hr/> <p>(B1) Engaging our community in partnerships as an integral part in course and service delivery, and as a means to create healthier communities.</p> <p>(B2) Increasing and supporting community-focused and</p>	<ul style="list-style-type: none"> <li>• Curricular reviews to enhance flexibility for students. (FHS)</li> <li>• Program completion statistics. (FHS)</li> <li>• Delivery of community events. (FHS)</li> <li>• Increased university-community partnerships. (FHS)</li> <li>• Increased student research project opportunities across all programs. (FHS)</li> <li>• Increased opportunities for face-to-face communication and collaborative projects. (FHS)</li> <li>• Establishment of annual “Faculty of Health Sciences – Professional Development” event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Development of hybrid CDA learning opportunities utilizing current online learning and dental technology. (CDA)</li> </ul>	<ul style="list-style-type: none"> <li>• In response to the last program review, the KIN department is planning course offerings further ahead, and the recent curriculum changes seem to be effective in providing students more pathways to graduation.</li> <li>• Faculty from health sciences were featured in the media, providing comments on topical issues related to the health of Canadians, including recent segments on physical activity during the COVID 19 pandemic.</li> <li>• Prior to transitioning online, the CDA program had began creating instructional video demonstrations to assist students with pre-clinical preparation. These were helpful during remote learning this spring.</li> <li>• In the BSN program, Semester 6 students have created advanced skills videos for students to review prior to coming to labs. The purpose is to assist students in</li> </ul>



GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2019-2020 Progress</b>
	<p>student-engaged research and scholarship opportunities.</p> <hr/> <p>(C1) Ensuring the channels of communication and opportunities for collaboration within and between FHS departments are nurtured and supported.</p>	<ul style="list-style-type: none"> <li>• Creating and delivering CE courses required by dental professionals in the Fraser Valley. (CDA)</li> <li>• Increased opportunities for students to explore areas of clinical interest through clinical placements and Directed Studies courses. (SHS)</li> <li>• Collaboration with Fraser Health and other stakeholders to identify future requirements in health and wellness programming. (SHS)</li> <li>• Development of bridging programs to assist health care providers trained outside of Canada or from one area of specialization to another. (SHS)</li> <li>• Established opportunities for conversation/communication within and across nursing programs. (SHS)</li> <li>• Revitalization of exercise science and pedagogy majors curricula. (KIN)</li> <li>• Faculty participation in professional development related to implementation of innovative teaching strategies. (KIN)</li> <li>• Creation of an ad-hoc committee to investigate and provide data relative to future kinesiology labour market demands. (KIN)</li> <li>• Development of new programming (e.g. post-graduate certificates, diplomas or speciality courses). (KIN)</li> </ul>	<p>preparations ahead of class time. Semester 3 had also created a surgical wound care video for students, and Semester 4 is currently working on a proficiency video on mixed insulin.</p> <p><u>GAPS:</u></p> <ul style="list-style-type: none"> <li>• Institutionally, there is a critical need to streamline the faculty hiring processes. There is often a four to six-month delay from decision to post a position to the point of selection.</li> <li>• Responsiveness and flexibility of ITS continues to be a challenge, resulting in faculty flexibility in achieving learning outcomes being hampered. In addition, technology to support virtual work (meetings, remote learning) is lacking on the CEP campus.</li> <li>• Classroom technology continues to be relatively antiquated. We have made some recent investments within FHS (e.g. smart screens), but the average classroom is outdated.</li> </ul>
<p><b>3. COLLABORATE ACROSS BOUNDARIES</b></p>	<p>(A1) Enhancing student experiential learning with enriched clinical and</p>	<ul style="list-style-type: none"> <li>• New official partnerships within community and clinical organizations, and across the university. (FHS)</li> </ul>	<ul style="list-style-type: none"> <li>• The Kinesiology department continues to collaborate and see partnerships in research and scholarship with community organizations, post-secondary institutions across Canada and</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2019-2020 Progress</i>
	<p>community-based opportunities.</p> <hr/> <p>(B1) Developing collaborative multi-disciplinary projects and programming.</p> <hr/> <p>(C1) Developing programming to anticipate and address future health resource needs.</p> <p>(C2) Creating and delivering stand-alone credentials and certifications in health and wellness.</p> <p>(C3) Developing collaborative multi-disciplinary projects and programming.</p> <hr/>	<ul style="list-style-type: none"> <li>• Collaborative partnerships with community organizations for research and knowledge transfer. (FHS)</li> <li>• New courses and programming. (FHS)</li> <li>• 5 Corners Community Outreach events. (FHS)</li> <li>• Healthy You-FV projects (FHS)</li> <li>• New collaborative opportunities for aboriginal education, international exchange, and local at-risk populations. (FHS)</li> <li>• New promotion of collaborative opportunities via internal e-communication and brown bag lunch events. (FHS)</li> <li>• Annual “FHS – Professional Development” event for students to engage with alumni, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Expansion of inter-disciplinary learning opportunities within Health Sciences (e.g. simulation). (SHS)</li> <li>• Mobilization of a CDA Student Association. (CDA)</li> <li>• Engagement of alumni to offer perspectives on life-long learning. (CDA)</li> <li>• Creation of a working group to explore collaborative opportunities for new clinic initiatives. (CDA)</li> <li>• Creating and delivering CE courses required by dental professionals in the Fraser Valley. (CDA)</li> <li>• Expansion of dental health services to at-risk populations. (CDA)</li> <li>• Engagement of faculty and students in an annual FHS professional sharing conference. (CDA)</li> </ul>	<p>internationally, local fitness companies and school districts, provincial health authorities and private and public funding bodies.</p> <ul style="list-style-type: none"> <li>• An Indigenization Committee was formed for the Faculty Council to explore ways to support faculty, staff, and students in Indigenization.</li> <li>• THE CDA program is now using 3D imaging technology in their dental labs to enhance student learning.</li> <li>• The BSN has recently purchased virtual reality technology and will be integrating this into the learning when we resume face-to-face operations.</li> <li>• All 3 nursing programs (BSN, PN, &amp; HCA) are participating in inter-professional simulations. This brings small groups of students from the 3 programs together to discuss their individual scopes of practice, the overlaps in scope of practice, and how to work together effectively.</li> <li>• BSN and PN students continue to work with Trades to deliver information and training regarding Naloxone.</li> <li>• The BSN programs has initiated and developed relationships with a variety of community partners. Semester 7 students are out in the community working with vulnerable populations and engaging in program planning. Some examples include My House (youth shelter), Youth Clinic in Mission, Warm Zone (women’s shelter), Ruth and Naomis (new this year), The Foundry, Cyrus Centre, MSA Society, Oreole lodge (youth mental health facility), two alternative</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2019-2020 Progress</b>
	<p>(D1) Creating and supporting professional events that bring FHS faculty and staff together to foster mutual understanding and respect.</p> <p>(D2) Ensuring the channels of communication within and between FHS departments are nurtured and supported.</p>	<ul style="list-style-type: none"> <li>• New clinical placements established across Fraser Valley communities. (SHS)</li> <li>• New interdisciplinary partnerships. (SHS)</li> <li>• Provision of multi-disciplinary learning opportunities within nursing programs that enhance collaboration and promote health and wellness within local health systems. (SHS)</li> <li>• Opportunities to explore professional roles related to the promotion of health and wellness. (SHS)</li> <li>• Collaboration with Fraser Health and other stakeholders to understand future requirements in health and wellness programming. (SHS)</li> <li>• Creation of community advisory committees to explore collaborative multidisciplinary service and scholarship opportunities. (SHS)</li> <li>• Maintenance of current partnerships with community stakeholders. (SHS)</li> <li>• Maintenance and support of annual professional development days focusing on collaborative curriculum, pedagogy, and research development. (SHS)</li> <li>• Development of a monthly departmental e-newsletter for information updates, addressing issues, and identifying faculty and student accomplishments. (SHS)</li> <li>• Established opportunities for conversations/communications within and across nursing programs. (SHS)</li> </ul>	<p>high schools, In Phase (addictions recovery), &amp; Utilized assisted living facilities.</p> <ul style="list-style-type: none"> <li>• 4<sup>th</sup> year BSN students engaged in work with the CDA students, teaching them about vital signs.</li> <li>• BSN and PN students participated in a poverty simulation to learn about the impact that poverty has on a community.</li> <li>• Kinesiology students connected with Elder College in December 2019 and conducted fitness testing on some of their members.</li> <li>• We were excited to have a Kinesiology professor travel to Sierra Leone with the BSN study tour to explore opportunities for a collaborative study tour for KIN students in that country. Unfortunately, this did not occur due to COVID 19.</li> </ul> <p><u>GAPS:</u></p> <ul style="list-style-type: none"> <li>• We are looking at how BSN, PN, &amp; CDA students can collaborate further in future.</li> <li>• There is the potential to combine education across programs, where there is overlap in learning objectives.</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2019-2020 Progress</i>
		<ul style="list-style-type: none"> <li>• Creation of an inter-disciplinary Health Sciences course (for example, global health, healthy aging, nutrition or aboriginal health). (KIN)</li> <li>• Partnerships with community organizations as an integral part in course and service delivery. (KIN)</li> <li>• International student and faculty exchange and study tour opportunities. (KIN)</li> <li>• Working with UFV International Education to increase enrollment of international students. (KIN)</li> <li>• Bi-term newsletter that promotes and supports collaborative initiatives. (KIN)</li> </ul>	
<p><b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b></p>	<p>(A1) Supporting and fostering student self-directed and lifelong learning.</p> <hr/> <p>(B1) Expand student research opportunities through directed studies and increased electives.</p> <hr/> <p>(C1) Communicate opportunities and provide logistical support.</p>	<ul style="list-style-type: none"> <li>• New FHS professional development event for students hosted annually highlighting professional opportunities. (FHS)</li> <li>• Increase in health elective courses. (FHS)</li> <li>• Increased numbers of exchanges. (FHS)</li> <li>• Expansion of dental health services to at-risk populations. (CDA)</li> <li>• Implementation of one special event in the Dental Clinic or at Chilliwack 5 Corners each year. (CDA)</li> <li>• Clinical opportunities within local aboriginal communities. (SHS)</li> <li>• Development of collaborative multi-disciplinary projects and programming (i.e. Chilliwack 5 Corners Outreach initiative). (SHS)</li> </ul>	<ul style="list-style-type: none"> <li>• The Kinesiology department planned the continued participation of the Champions for Health Promoting Schools: a student-funded program dedicated to improving the life of children and their families within Antigua/Barbuda and the West Indies through health and physical education. Unfortunately, the Study Tour portion of this program was not possible due to COVID 19.</li> <li>• Similarly, we planned to run the second annual BSN study tour to Sierra Leone in conjunction with the global health course. However, this study tour was also canceled due to the pandemic.</li> <li>• The Kinesiology department continues to plan the process of an Exercise is Medicine® Canada on Campus (EIM-OC) chapter at UFV. EIM-OC is a student-led initiative (in collaboration with faculty) “to promote physical activity as a vital sign of</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2019-2020 Progress</b>
		<ul style="list-style-type: none"> <li>• Global and indigenized health focus embedded across curricula. (SHS)</li> <li>• Development of bridging programs for health care professionals trained outside of Canada. (SHS)</li> <li>• Maintenance of current partnerships with community stakeholders. (SHS)</li> <li>• Support for community engagement and building community capacity. (SHS)</li> <li>• Designated nursing program seats for students who identify as having Aboriginal ancestry. (SHS)</li> <li>• Maintenance and expansion of student study tours and student exchange programs. (SHS)</li> <li>• Creation of a visiting scholar program. (SHS)</li> <li>• Delivery of nationally recognized certification offerings embedded within the degree structure. (KIN)</li> <li>• Creation of an inter-disciplinary Health Sciences course (for example, global health, healthy aging, nutrition or aboriginal health). (KIN)</li> <li>• Partnerships with community organizations as an integral part in course and service delivery. (KIN)</li> <li>• International student and faculty exchange and study tour opportunities. (KIN)</li> <li>• Working with UFV International Education to increase enrollment of international students. (KIN)</li> <li>• BKin degree program seats designated to students who identify as aboriginal. (KIN)</li> </ul>	<p>health. 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.</p> <ul style="list-style-type: none"> <li>• In October 2019, nursing students organized and hosted the Canadian Nursing Students Association western region annual general meeting in Abbotsford.</li> <li>• In the fall of 2019, the School of Health Studies engaged with the UFV community to offer a flu vaccination clinic on campus for students, staff, and faculty.</li> <li>• A BSN faculty member planned a sabbatical to develop global health education for the program. However, this will be delayed due to COVID 19.</li> <li>• In the fall of 2019, the kinesiology department hosted the first edition of a new research speaker series called <i>Get Kinnected</i>. Faculty members gave presentations with the aim to build relations with the Fraser Valley community.</li> <li>• The BSN, PN, &amp; CDA programs integrated the Blanket Exercise into their curriculums. Further exploration is being done to include the HCA program, as well.</li> <li>• Local indigenous elders come in to the PN program classroom and engage in teaching.</li> <li>• Truth and Reconciliation booklets were order for all FHS faculty members. These will help with understanding and implementing ideas for indigenous content.</li> <li>• In response to the COVID-19 pandemic, BSN students started an initiative they called “Student Nurses for Nurses”. This was</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<b>2019-2020 Progress</b>
		<ul style="list-style-type: none"> <li>• Annual UFV Health Sciences and Fraser Valley Health Conference that represents a range of health and wellness areas of expertise. (KIN)</li> </ul>	<p>a voluntary initiative where UFV student nurses would run errands for nurses working on the front lines. This story was picked up by multiple news agencies.</p> <p><b>GAPS:</b></p> <ul style="list-style-type: none"> <li>• There is a lack of Indigenous content within HCA provincial curriculum. We continue to explore a course on Indigenous health issues for all nursing programs.</li> </ul>
<p><b>5. INTEGRATE EXPERIENTIAL LEARNING</b></p>	<p>(A1) Enhancing student experiential learning with enriched clinical and community based opportunities.                      (A2) Supporting and fostering student self-directed and lifelong learning.</p> <hr/> <p>(B1) Engaging our community in partnerships as an integral part in course and service delivery, and as a means to create healthier communities.                      (B2) Increasing and supporting community-focused and student-engaged research and scholarship opportunities.</p>	<ul style="list-style-type: none"> <li>• Tracking evidence of student experiential learning. (FHS)</li> <li>• Tracking evidence of student opportunities for self-directed and life-long learning development. (FHS)</li> <li>• New partnership event delivery. (FHS)</li> <li>• Increased student numbers engaged in research projects. (FHS)</li> <li>• Establishment of annual “Faculty of Health Sciences – Professional Development” event for students to engage with alumni and other speakers, highlighting professional opportunities within the health sector. (FHS)</li> <li>• Development of hybrid CDA learning opportunities utilizing current online learning and dental technology. (CDA)</li> <li>• Expansion of inter-disciplinary learning opportunities within Health Sciences (e.g. simulation). (CDA)</li> <li>• Creation of additional opportunities for fee-generating utilization of the dental clinic. (CDA)</li> <li>• Implementation of one special event in the Dental Clinic or at Chilliwack 5 Corners each year. (CDA)</li> </ul>	<ul style="list-style-type: none"> <li>• The Faculty of Health Sciences is extremely engaged in experiential learning. Kinesiology offers approximately 35 courses per year with extensive laboratory content and every Kinesiology student engages in either a practicum or research experience prior to graduation. Health Studies programs are highly experiential. Nursing students regularly engage in extensive clinical learning at healthcare sites throughout the Fraser Valley, as well as traditional and simulation labs on campus. CDA students engage in significant hours of lab learning at our CEP dental clinic, as well as on site training in community dental offices.</li> <li>• (CDA) students planned to continue offering a public dental clinic in the spring semester, targeted to providing oral health education and services to low-income populations. However, this was put on hold due to COVID 19.</li> <li>• 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</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2019-2020 Progress</i>
		<ul style="list-style-type: none"> <li>• New clinical placements established across the Fraser Valley. (SHS)</li> <li>• Opportunities within local aboriginal communities. (SHS)</li> <li>• Creation of an interdisciplinary experiential learning course. (SHS)</li> <li>• Increased opportunities for students to explore areas of clinical interest through clinical placements and Directed Studies courses. (SHS)</li> <li>• Peer mentoring opportunities including involvement in Student Learning Groups. (SHS)</li> <li>• Students supported in the development of their co-curricular records. (SHS)</li> <li>• Expanded use of Simulation learning to support clinical, classroom and inter-professional learning opportunities. (SHS)</li> <li>• Opportunities for students to engage in action research. (SHS)</li> <li>• Collaboration with our clinical placement partners in nursing research and knowledge translation. (SHS)</li> <li>• Practicum opportunities expanded and embedded in Kinesiology curriculum. (KIN)</li> <li>• Establishment of Internship program. (KIN)</li> <li>• Annual KIN day event created by and for students. (KIN)</li> <li>• Creation of opportunities for students to be engaged in community focused and student engaged research and scholarship opportunities. (KIN)</li> </ul>	<p>research ethics, recruiting participants, and collection and analysing data. Students continue to showcase their work at conferences and UFV micro-lectures.</p> <ul style="list-style-type: none"> <li>• Nursing students attended a two-day Aboriginal Family Forum hosted by the Fraser Valley Aboriginal Children and Family Services Society, Xyolhemeylh. Students engaged with the public by presenting health information.</li> </ul>

GOAL	STRATEGY	MEASUREMENT	
<i>We will...</i>	<i>By...</i>	<i>Evidenced by...</i>	<i>2019-2020 Progress</i>
		<ul style="list-style-type: none"> <li>Annual UFV Health Sciences &amp; Fraser Valley Health Conference to promote FHS initiatives; key note speakers and guest presenters represent a range of health and wellness areas of expertise. (KIN)</li> </ul>	



## 2016-20 EDUCATION PLAN – FACULTY OF PROFESSIONAL STUDIES (FPS) STRATEGIES 2019 UPDATE

The following reflects an update to education plan strategies using anecdotal stories where applicable, as identified by the following FPS Departments and Schools: Adult Education (Department), Business (School), Child Youth & Family Studies (Department), Computer Information Systems (Department), Library & Information Technology (Department), Social Work & Human Services (School) and Teacher Education (Department).

### ADULT EDUCATION

We will...	By...	Evidenced by...	Progress made 2016-17 / 2018-2019	2018-2019	2019-2020
<b>1. Prioritize learning everywhere</b>	expanding pathways in, through, and out of our program to enhance the relevance and portability of student learning and to prepare students for lifelong learning.	1. Increased student participation in PLAR 2. Investigation of a PLAR Practitioner certificate program with staff and faculty investigating the potential of using PLAR themselves to receive recognition as PLAR practitioners with BC-PLAN or another PLAR certification body. 3. Documents, rubrics, and procedures to support students and placements for ADED 473. 4. The number of students registering and completing ADED 473. 5. The number of students using and maintaining an e-portfolio.	Nothing to report at this time.	<p><b>What we have done:</b></p> <p><b>PLAR.</b> We introduced and continue to offer ADED 305 every fall term to support students to prepare a PLAR portfolio. We have continued to process at least five block PLAR applications a year, enabling students to have access to higher education with the prospect of completing in a timely manner. In addition, we are collaborating with the School of Business to share our block PLAR approach for use in their newly proposed BAM program.</p> <p><b>Students using e-Portfolios.</b> We have increased the number of students - significantly, to all BA and TESL program graduates - using e-Portfolios through their use in the ADED 472 capstone course and TESL 433 SLE Practicum.</p> <p><b>Self-Studies in Higher Education (SSHE).</b> We implemented this faculty development initiative in the FPS to</p>	<p><b>What we have done:</b></p> <p>Self-Studies in Higher Education (SSHE) - We initiated the second of an annual, themed series of study groups aimed at broadening and deepening our reflective practices and collegial relations as teachers, educators, and administrators in higher education. In the fall semester there were 3 2-hour sessions: Project Based Learning, Community Engagement, and Academic Freedom.</p> <p>ADED/ITS Collaboration – Blended Delivery Support Project - The responsibility for the</p>

				<p>encourage inquiry into our own practices in higher education. This 2018-2019 year, we focused on teaching in higher education. ADED faculty each facilitated a 2-hour session once a month on topics that included curriculum design, assessment, 21st century learning, project-based learning, trauma-informed practice, and mindfulness-based teaching and learning. We have about six to ten faculty at each session. The purpose was to encourage knowledge sharing among our own faculty in the department, first and foremost, but in the process, reaching out to faculty in other areas to improve our cross-pollination with other disciplines and professions.</p> <p><b>GAPS:</b>  <b>PLAR expansion.</b> We have yet to have clarifications on how we might recoup more of the tuition and FTEs to support this significant activity; this had constrained our willingness or ability to promote our block PLAR more vigorously among our students or the field. Still, we do make this option clear to our students and encourage those to apply who will benefit.</p> <p><b>PLAR practitioner certificate.</b> We have suspended our inquiries in the development and introduction of this</p>	<p>real-time support for the hi-tech D225 room shifted away from ETS/TLC in early 2019, which posed a challenge for ADED. The major concern was the nature and extend of support available for running our unique blended online- F2F delivery model, which if left unaddressed, would jeopardize the department. ADED partnered with a supportive ITS this academic year to collect data on ADED D225 support needs over the fall 2019 and winter 2020 semesters. ITS continues to provide real-time support for the interim but only until May. ADED is currently looking for ways to operationalize the UFV mandate of Learning Everywhere with the appropriate delivery model, blend of technology, and educational/technical support, and institutional resources.</p>
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				<p>certificate through an apparent lack of demand.</p> <p><b>ADED 473.</b> We have not fulfilled this through an apparent lack of demand on the part of students, most of whom work in the field already, and through a lack of viable placement sites - e.g, one International BGS students wanted to do this course via a placement at ACS, but they don't accept international students into their practicum or volunteer programs.</p>	
<p><b>2. Commit to flexibility and responsiveness</b></p>	<p>enhancing access to pathways through PLAR, articulation agreements, and increasing options for more students to study and benefit from Adult Education training and credentials.</p>	<ol style="list-style-type: none"> <li>1. Increased # of enrolments through enhanced # of pathways and students in, and graduates of, the BA-ADED program.</li> <li>2. # of students who receive credentials for bundles of coursework in the form of certificates and minors.</li> <li>3. Increased # of distance students participating in the hybrid delivery of adult and higher education (online and face-to-face (F2F) w/video)</li> <li>4. Annual survey for students on their experiences, ideas, learning, etc.</li> <li>5. Annual retreat or debriefing for staff and faculty to review our growth as a</li> </ol>	<p>ADED is currently engaged in the proposal approval process for the Mindfulness Based Teaching and Learning graduate certificate, which will serve professionals in a range of fields and geographic regions.</p>	<p><b>What we have done:</b></p> <p><b>PLAR.</b> (See above).</p> <p><b>Articulation agreements.</b> We implemented an articulation agreement with the Werklund School of Education for transfer of our new MBTL grad certificate into their M.Ed. in Education. We have continued and renewed agreements with SaskPolytech and Red River College to recognize their in-house instructor certificate programs. Currently, we have recruited about five students from Calgary School Division as a consequence, as well some here in the Fraser Valley who are interested in the advanced degree pathway. Also, in 2018, we collaborated with the Adult Education Articulation Committee of BC CAT in a</p>	<p><b>What we have done:</b></p> <p>Increasing credential options:</p> <ul style="list-style-type: none"> <li>• Integrated Learning Design Associate Certificate:</li> <li>• ADED Minor: A minor in Adult Education approved for implementation in fall 2020, making our area of professional educational practice available to students in a wide variety of degree programs such as Arts, Integrated Studies (BIS), Computer Information</li> </ul>

		<p>unit and our supports and workload.</p>		<p>cross-sector report on articulation and transfer among adult education providers in BC and beyond - which we are presenting in 2019 at Congress and at the annual national conference of CAUCE (Continuing Education Assn).</p> <p><b>Increasing enrolments.</b> Our enrolments have increased significantly (by about 120% in this period). Our five-year departmental databook for 2018 and the data collected for our Program Review 2017 indicated the following trends to explain this increase:</p> <ul style="list-style-type: none"> <li>• increased enrolments of non-major elective students (CIS, GS, Kinesiology).</li> <li>• increased enrolments of international students (in the above category)</li> <li>• increased enrolments from distant students in BC, Saskatchewan, and Manitoba, largely through articulation agreements (see above) participating in our hybrid delivery model.</li> <li>• significant improvements to our hybrid/online delivery model.</li> </ul> <p><b>Increasing credential options.</b> We are increasing enrolments as well through the introduction of the following new credentials and programs:</p>	<p>Systems (CIS), and Kinesiology.</p> <p>Orientation to New Program Students created to address student classroom needs around Blackboard and Collaborate tools.</p> <p>This year we have started to undertake new marketing initiatives, starting with a redesign of department website to increase responsiveness to student and market new programs, as well as presenting as BC TEAL conferences (TESL) and Adult Basic Education Association OF BC conference (PLAR).</p>
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				<ul style="list-style-type: none"> <li>Revising our learning outcomes and some course outlines in 2019/2020.</li> </ul> <p><b>GAPS:</b>  <b>Annual survey of students.</b> We haven't done this due to lack of resources and staff. With the new staff-person assigned to our area, we may find more resources and time to do this moving forward - e.g, 2019-2020. Also, because we had our Program Review in 2017, we have spent the resources instead on implementing those recommendations, which were based in part on significant survey outreach to students and alumni.</p>	
<p><b>3. Collaborate across boundaries</b></p>	<p>building relationships and learning opportunities with other faculty members and other units in the university, as well as in the community and the field.</p>	<p>1. Our active participation in the formation of a new third school in Professional Studies with CYFS and TED.                  2. Design a grad certificate in Mindfulness Based Teaching (MBTL) and Learning to enhance our capacity to deliver leading-edge interdisciplinary research, teaching, and university collaborations.                  3. Collaborations with the Centre for Teaching and Learning to improve and develop best practices in our unique hybrid delivery</p>	<p>ADED is working with staff of UFV counselling services ADED has introduced to the UFV community (internal/external) MBTL. Initiatives include course adaptation, workshops for CE faculty, and presentations on the Mindful Community initiative in Chilliwack with the Chilliwack Healthier Communities and with Abbotsford Healthier Communities – Collective Impact Study. Includes cooperation with the Divisions of Family Practice in each region, 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 and working closely with the Centre for Mindfulness Studies in Toronto Ontario to certify our faculty and organize MBSR certification training in Chilliwack at</p>	<p><b>What we have done:</b>  <b>MBTL grad certificate.</b> Introduced and preparing to implement first cohort in 2019-2020.  <b>Transfer of TESL certificate program from Cont Ed.</b> Completed in 2017 and first cohort introduced 2017-2018. Now in its second year, our enrollments have increased from about 8-12 in Cont Ed to between 20-36 students per class this year.  <b>External advisory committees.</b> We are forming an external advisory committee for the BA in Adult Education program this year, which we plan to convene in</p>	<p><b>What we have done:</b>                  MBTL grad certificate first cohort is underway with a diverse group of 20 students. Fields experiences include Children's Hospital and the new UFV SWHS Teaching Centre. Committee meet twice in fall semester to provide input into program and how to better prepare students for workforce after TESL grad. As a result, the program updated the course outlines to better</p>

		<p>model (online and F2F/video).</p> <p>4. Collaborations with Continuing Education to shift TESL program into ADED and establish a process to support students to combine TESL and ADED programs.</p> <p>5. Establishment of an external Advisory Committee for ADED</p> <p>6. Creation of new articulation agreements with other post-secondary partners – e.g., UBC and U. of Calgary.</p>	<p>CEP in 2018 - only the second time it would have been offered in Canada.</p> <p>TESL has been revised and is currently going through UFV internal processes for Fall start-up.</p> <p>Ongoing articulation agreements are being negotiated with existing partner for fall 2017 cohorts.</p>	<p>Jun 2019. We will form one for TESL next year. We formed a very strong advisory committee for the MBTL grad certificate as part of its development, and we will re-form and reconvene an advisory once we have implemented the program for a year, successfully.</p> <p><b>New articulation agreements.</b> We have continued to renew and expand articulation agreements with a range of partners, including UVic-CACE, SaskPolytech, Red River College, VCC-PIDP, and the University of Calgary's Werklund School of Education's MEd Interdisciplinary (for the MBTL grad certificate).</p> <p><b>Partnership with Abbotsford Community Services.</b> We have forged a formal partnership with ACS to explore a range of practice and research-oriented partnerships aimed at improving our programming together. We are preparing a SSHRC partnership engagement grant proposal as part of this initiative.</p> <p><b>Self-Studies in Higher Education.</b> See above #1.3</p> <p><b>GAPS:</b>  <b>New School.</b> This is out of our control. We remain open to this initiative and continue to collaborate with other units</p>	<p>align learning outcomes, including the addition of 20 volunteer hours required for TESL 433 practicum students.</p> <p>The department continues to establish a relationship with BC TEAL Board with one faculty on the board as chair for higher education.</p> <p>ADED is part of a PWG organized by Continuing in conjunction with the City of Abbotsford to develop a Certificate in Civic Innovation and Governance. This certificate would meet both local and regional needs for a program in civic capacity building through unique program learning outcomes of organizational, political, systems, innovation, network, and data literacy. We are currently completing a concept paper and ADED will pursue a full proposal. This work by ADED also relates to the ED PLAN goal <b>Develop local and global citizenship and Integrate</b></p>
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				<p>in the Faculty. We have a lot of new programs and higher enrolments, so perhaps there is less need for this.</p> <p><b>Advisory Boards.</b> We will form ADED this year (see above) and TESL and MBTL next.</p>	<p><b>experiential learning</b></p> <p>Teacher Education and ADED are co-developing and co-teaching a new course in Project Based Learning.</p> <p>See Technology, Innovation &amp; Society Credential w/ School of Business (PWG) in item #4 below.</p>
<p><b>4. Develop local and global citizenship</b></p>	<p>improving links between coursework, community development initiatives, and community outreach and experiences for faculty, staff, and students alike.</p>	<p>1. Integration of Indigenous ways of knowing in our curriculum.                  2. Annual review of our implementation of the Truth and Reconciliation recommendations.                  3. Offering ADED 365 – Adult Education in Canada: Indigenous Peoples at least twice in a five-year period with the participation of Indigenous instructors.                  4. Development of a new practicum course to increase opportunities for students to gain experiences in the community.                  5. Design and implementation of the grad certificate in MBTL with</p>	<p>ADED 365 is in high demand and will be offering additional sections in 2017.</p> <p>Currently engaged in the proposal approval process for the Mindfulness Based Teaching and Learning graduate certificate, which will serve professionals in a range of fields and geographic regions.</p>	<p><b>What we have done:</b></p> <p><b>Indigenous Ways of Knowing.</b> Lorna Andrews approached us to teach in our program and we invited her, in turn, to serve as a kind of Indigenous advisor in the process. That is still in-the-works. Meanwhile, Amea Wilbur taught the ADED 365 course in Fall 2018 very successfully, which included a number of Indigenous speakers from the community.</p> <p><b>Partnership with ACS.</b> See above. In addition, as part of this initiative, we are expanding the TESL certificate program to include a required 30-hour volunteer experience as part of the requirements prior to the practicum (based on our consultations and dialogue).</p>	<p><b>What we have done:</b></p> <p>TESL students are continued to be placed in community organizations and recent grads have gone on to work with Archway services or enter the TED program at UFV.</p> <p>ADED is now on the PWG for a new credential in Technology, Innovation &amp; Society along with CIS and Business. This project is at the very early concept stage. This work by ADED also relates to the ED PLAN goal <b>Collaborate across boundaries.</b></p>



		<p>maximal student input in the design process. 6. # of students completing service-learning credits through PLAR.</p>		<p><b>TESL program / TESL practicum.</b> Our TESL program has exposed about 20 students a year through the practicum to settlement education and newcomers in Canada learning English. In addition, many have used this credential to travel overseas to work as ESL or EFL instructors.</p> <p><b>GAPS:</b> <b>Annual review of implementation of TRC recommendations.</b> We haven't done this formally but rather informally as part of our regular meetings. We have included Lorna Andrews from the Gathering Place in some of these discussions.</p>	
<p><b>5. Integrate experiential learning</b></p>	<p>designing our program to embody the best of experiential education, including a praxis-orientation, teaching how to learn from experience, and providing ample applied learning experiences.</p>	<p>1.# of students completing the practicum course ADED 473. 2. # of students including experiential or applied components in ADED 370 and 470 capstone courses, supported by the development of a self-assessment planning rubric. 3. # of new assignments or parts of existing courses that expose students to experiential learning theories and practices.</p>	<p>The Integrated Learning Design Certificate (formerly the Instructional Design Certificate) is currently moving through UFV internal processes for approval.</p> <p>Successful FIT applications have been awarded to both faculty in ADED.</p>	<p><b>What we have done:</b></p> <p><b>TESL 433 SLE Practicum.</b> (See above.)</p> <p><b>ADED 370/470.</b> Dozens of students have completed ADED 370 and/or 470 and included significant self-directed and experiential learning components in these independent studies, capstone courses.</p> <p><b>New experiential learning assignments or courses.</b> We have introduced three undergraduate mindfulness courses (ADED 421, 422, and 423), all of which integrate significant experiential learning</p>	<p><b>What we have done:</b></p> <p>We have continued to offer 1 undergraduate mindfulness course each semester with a high fill rate, along with 2 5-day silent retreats in 2020.</p> <p>See Certificate in Civic Innovation &amp; Governance (PWG) w/ Continuing Education &amp; Abbotsford City in item #4 above.</p>

		<p>4. Design and implementation of an Instructional Design certificate focused on cultivating teaching and learning skills in adult education through praxis (i.e., applying theories in practice).</p> <p>5. Design and implementation of MBTL Certificate.</p>		<p>activities. In addition, we integrated significant experiential and reflective learning components to the ADED 405 Diversity course. In addition, in TESL 400 and 410, significant teaching mini-lesson assignments and teacher interviews have been added in those courses. In TESL 420, we included a project-based assignment for module design and assessment and materials toolkits that are presented in a professional e-portfolio at the end of the course. We are continuing with a number of project-based assessments in ADED 425 (a curriculum); ADED 408 (assessment toolkit); and ADED 407 (consultants manual).</p> <p><b>Integrated Learning Design Associate Certificate.</b> Passed and to be implemented in 2019-2020.</p> <p><b>MBTL Grad Certificate.</b> To be implemented in 2019-2020.</p> <p><b>GAPS:</b> There are no gaps here.</p>	
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**BUSINESS**

We will...	By...	Evidenced by...	Progress made 2016-17	2018-2019	2019-2020
<b>1. Prioritize learning everywhere</b>	improving the quality of teaching and advising, recognizing	1. Consistently achieve a rating of at least 90% satisfied learners.	The 3rd annual Finance Career Networking Breakfast was successful with recruitment managers from	<b>What we have done:</b>	<b>What we have done:</b>

	<p>and rewarding collective and individual efforts to improve learners' success and satisfaction, providing proactive service and support, providing access to appropriate learning facilities, promoting the importance of student participation in educational and community activities, understanding learners' expectations, and encouraging faculty to participate in learning opportunities.</p>	<p>2. Each faculty member to attend at least one teaching skills workshop per year. 3. Have at least one ISW facilitator within the School of Business.</p>	<p>RBC, Scotiabank, CIBC, Envision, Sun Life Financial, and TD in attendance.</p> <p>The School hosted a book seminar with Dave Harder from RBC Dominion Securities in Abbotsford, speaking about "Mind, Money, &amp; Markets".</p> <p>Chamber of Commerce events – ongoing</p>	<p>Based on statistics from the 2015 Baccalaureate Grad Survey Report:</p> <ol style="list-style-type: none"> <li>1. 98% of UFV graduates say the quality of instruction they received was good to very good.</li> <li>2. 97% of UFV BBA graduates were satisfied or very satisfied with their program.</li> </ol> <p>The School of Business hosted an Ivey Case Method workshop for faculty in May 2018.</p> <p>Chamber of Commerce Business after Business Mixer in March 2018.</p> <p>Advisors visited BUS 100 sections to create awareness of advising services and establish a relationship with new students.</p> <p><b>What we plan to do (gaps):</b></p> <p>The School of Business is currently reviewing alternative methods to connect students with future employers.</p> <p><b>What we are no longer doing:</b></p>	<p>Based on statistics from the 2015 Baccalaureate Grad Survey Report:</p> <ol style="list-style-type: none"> <li>1. 98% of UFV graduates say the quality of instruction they received was good to very good.</li> <li>2. 97% of UFV BBA graduates were satisfied or very satisfied with their program.</li> </ol> <p>Chamber of Commerce Business after Business Mixer in February 2019.</p> <p>Hosted 4<sup>th</sup> Annual Welcome Back BBQ for students, faculty, and staff. This is an opportunity for both new and returning students to learn about the School and what it has to offer.</p> <p>We ran our first Business Field School May 2019. BUS 390M Business in Europe had 6 students join. Students went to partner</p>
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				<p>The School of Business has temporarily suspended its EEP / Biz Tours due to low student participation.</p>	<p>institutions in St. Gallen, Switzerland &amp; Rotterdam, Netherlands.</p> <p>Participated in New Student Orientation in Sept 2019.</p> <p>Attended Girls Fly Too event, to promote UFV Aviation degree/diploma in Oct 2019. Also highlighted Dr. Brcic's research within NASA.</p> <p>Hosted 8<sup>th</sup> annual Lucerne Seminar week in Sept 2019.</p> <p>In conjunction with the Lucerne Seminar week, we hosted the School of Business International Business Alumni Mixer. The keynote speaker was Chairperson of the UFV Board of Governors, Justin P. Goodrich</p> <p>Guest speakers from industry are invited to speak to several upper level business courses</p>
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					<p>We are in the midst of planning the May 2020 Business Field School. This year promises to have more students attend. The group will return to the partner school in St. Gallen, Switzerland, but will visit a new partner in Burgundy, France.</p>
<p><b>2. Commit to flexibility and responsiveness</b></p>	<p>creating consensus in the UFV School of Business as to the nature of the programs, securing senior administration and stakeholder support for the initiatives, acquiring resources to support program development and delivery, recognizing and awarding collective and individual efforts to improve organizational processes, conducting workshops on identifying continuous</p>	<ol style="list-style-type: none"> <li>1. Implementation of three to five new programs.</li> <li>2. Implementation of one new improvement opportunity (process related) each year.</li> <li>3. Continual course outline revisions on a rotating basis.</li> </ol>	<p>Both the Bachelor of Applied Management and Master of Finance program proposals are currently moving through the internal UFV approval process.</p> <p>300-level OCOs reviewed in 2016/17</p>	<p><b>What we have done:</b></p> <p>The Bachelor of Applied Management is currently being reworked before being resubmitted to the internal UFV approval process.</p> <p>400-level OCO's reviewed in 2017/18.</p> <p>Developed a peer-mentor program to support large intake of international students in BUS 100.</p> <p><b>What we plan to do (gaps):</b></p> <p>Develop an International Business major and minor.</p> <p>Revisit the idea of starting a Centre for Aviation Studies when funding is</p>	<p><b>What we have done:</b></p> <p>The Bachelor of Applied Management is being repackaged within the Bachelor of Integrated Studies.</p> <p>The Master of Finance program proposal is being re-worked based on feedback from the Ministry.</p> <p>2019/20 100 level OCO's are being reviewed.</p> <p>The International Business major and minor proposal has passed institutional review and is awaiting Ministry approval.</p>

	improvement opportunities, ensuring we are responsive to the needs of the communities we serve, by continuously assessing the need for new, and changes to existing, programs.			available.	
<b>3. Collaborate across boundaries</b>	promoting interdisciplinary research and teaching, engaging in collaborative research, attending conferences, and increase international collaboration.	<ol style="list-style-type: none"> <li>1. Increase number of publication submissions developed by collaborative research teams.</li> <li>2. Increase number of faculty and student exchanges.</li> <li>3. Increase number of applied research and service in the community.</li> </ol>	A total of 24 publications (journals, conference, etc.) by School of Business faculty published in 2016 (compared to 8 in 2015).	<p><b>What we have done:</b></p> <p>A total of 20 scholarly works (journals, conference, etc.) by School of Business faculty in 2017 (compared to 24 in 2016). Some of them in collaboration with researchers outside UFV, which shows cross-institutional collaboration.</p> <p>The School of Business continued a pilot to recognize teaching, scholarship, and service excellence, incentivizing increased research output.</p> <p>The School of Business is currently working with the Agriculture Center of Excellence to create agribusiness-related teaching case.</p>	<p><b>What we have done:</b></p> <p>A total of 17 publications (journals, conference, etc.) by School of Business faculty published in 2019 (compared to 24 in 2018).</p> <p>The School of Business continues to recognize teaching, scholarship, and service excellence, incentivizing increased research output.</p>

				<p><b>What we plan to do (gaps):</b></p> <p>Formalize the pilot to recognize teaching, scholarship, and service excellence</p> <p>With the creation of a new International Business major and minor, it is envisioned that the number of students and faculty participating in exchange opportunities will increase</p> <p>Seek more opportunities to engage in research and service in the community.</p>	
<p><b>4. Develop local and global citizenship</b></p>	<p>promoting PRME, reviewing all courses and programs to ensure academic rigor and relevance, including integration of CSR topics and inclusion of cross-cultural and Indigenous content, curriculum, and ways of knowing, ensuring that we have both international and indigenous</p>	<p>1. Conduct at least two PRME (Principles of Responsible Management Education) related activities per year.                  2. Number of course outlines revisions on a rotating basis.                  3. At least two members serving on the Business Advisory Council to represent an international or indigenous perspective.</p>	<p>PRME activities in 2016-2017 include the following:</p> <ol style="list-style-type: none"> <li>1. Essay competition: <a href="http://ufv.ca/business/essay-competition/">http://ufv.ca/business/essay-competition/</a></li> <li>2. Sustainability Mornings: Conversations around the UN's Global Goals, What Sustainability means to you. Next event: Feb 23.</li> <li>3. PRME brownbag seminars in which we discuss scholarly articles about PRME and how they might impact on the School of Business. Next event: Feb 10.</li> </ol> <p>One new advisory committee member represents an international organization with operations in Canada, the US, and France.</p>	<p><b>What we have done:</b></p> <p>PRME activities in 2017-2018 include the following:</p> <ol style="list-style-type: none"> <li>1. UFV Sustainability Case Competition, March 2018.</li> <li>2. Ran the Sustainability Case Competition for visiting students from Rotterdam in May 2018.</li> <li>3. PRME Brownbag Seminars, April 2017, April 2018, and November 2018.</li> </ol>	<p><b>What we have done:</b></p> <p>PRME activities in 2019-2020 include the following:</p> <ol style="list-style-type: none"> <li>1. UFV Sustainability Case Competition, March 2019.</li> <li>2. Ran the Sustainability Case Competition for visiting students from Rotterdam in May 2019.</li> <li>3. PRME Brownbag Seminars</li> </ol>

	<p>representation on the School of Business Advisory Council</p>			<p>4. PRME Report Committee is conducting a 2017-2019 goal review and visioning process for 2019-2021 goals.</p> <p>A new full-time faculty position has been posted to develop and teach ERS courses.</p> <p><b>What we plan to do (gaps):</b></p> <p>Update composition of Business Advisory Council to represent more of an international or indigenous perspective.</p> <p>Continue course outlines revisions on a rotating basis.</p> <p><b>What we are no longer doing:</b></p> <p>Suspended the Sustainability Morning events as it was determined to be an ineffective method of engaging students with PRME.</p>	<p>approximately monthly throughout the year.</p> <p>4. Submitted PRME Sharing Information on Progress Report in March 2019.</p>
<p><b>5. Integrate experiential learning</b></p>	<p>periodically reviewing all courses to ensure the integration of experiential learning that is both rigorous and relevant, promoting co-op opportunities,</p>	<p>1. 10% of BBA students engaged in co-op, at least ten work study students in the School of Business per year. 2. Increase number of courses with integrated experiential learning.</p>	<p>Business has been working in collaboration with the co-op office on strategies to improve student involvement in co-op.</p>	<p><b>What we have done:</b></p> <p>7 work-study student positions in 2017/18</p> <p>Organized and ran a BUS course in collaboration with CityStudio which</p>	<p><b>What we have done:</b></p> <p>Awarded work-study student positions in 2019/20.</p> <p>Continued with client-based projects in many upper-level business courses</p>



	networking with potential employers and co-op providers, applying internally for work study and RA grants.	3. 20% of upper-level business courses include a primary research component.		<p>gave students an opportunity to engage in a real world design project.</p> <p>Continued with client-based projects in many upper-level business courses</p> <p>Unconfirmed number of students in co-op.</p> <p><b>What we plan to do (gaps):</b></p> <p>Establish a reporting mechanism to measure progress on reaching goals and presenting evidence.</p>	We have a group of students who are part of ENACTUS.
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**Commented [FU1]:** Career Centre was not able to provide exact data within reasonable response time.

**CHILD, YOUTH AND FAMILY STUDIES**

We will...	By...	Evidenced by...	Progress made 2016-17	2018-2019	2019-2020
<b>1. Prioritize learning everywhere</b>	supporting students to plan individualized learning pathways through regular and independent studies (self-assessment planning template, mentoring), adjusting delivery of the revised ECE program to meet the needs of the greatest number of students (i.e. day vs evening, hybrid), and attracting a	<ol style="list-style-type: none"> <li>1. Offer community-based projects.</li> <li>2. New faculty hires with diverse background of education and experience.</li> <li>3. All students to develop and maintain an e-portfolio to chronically and reflect on their learning across the duration of their studies at UFV.</li> </ol>	Elective courses offered in: Expressive Therapies (ET); Trauma Informed Practices (TIP); Mindfulness (M) and taught in varying delivery models. For example, ET is taught on 5 full-day consecutive Fridays of spring semester to immerse students in each therapy, and uses 5 different expert therapists to teach it including the use of the outdoor environment on campus, and both ET and M have been taught at schools and other agencies throughout the Fraser Valley.	<p><b>What we have done:</b></p> <p>Capstone course in 4<sup>th</sup> year CYC created which facilitates students to achieve CYC-P designation from the North American Certification Board. Students are creating a portfolio of learning that reflects their experiences throughout the degree</p> <p>Practicum innovations being recognized regionally (school</p>	<p><b>What we have done:</b></p> <p>Continue to innovate the way we deliver courses, timetable off the grid and across semesters to meet the learning needs of students including:</p> <ul style="list-style-type: none"> <li>• Outdoor education and Study Tour to Scotland Summer 2019.</li> <li>• Selfcare Rest Retreat held for CYC students Continued Community Projects that students complete in CYC402, and legacy</li> </ul>

	greater diversity of faculty	4. Innovative use of PLAR in the form of challenges, online options, Directed Studies, portfolio learning etc. 5. More international partnerships, exchanges and study tours.		grief counselling through Delta Hospice) and nationally (inclusion & LGBTQ concerns taken up by Big Brothers and Big Sisters).  Formally submitted proposal to campus planning committee for campus labyrinth & outdoor teaching space development which has been approved in principle.  Continue to innovate the way we deliver courses, timetable off the grid and across semesters to meet the learning needs of students.	projects for CYC410 practicum. <ul style="list-style-type: none"> <li>• One student's directed study in Victoria exploring the needs of youth in care who are transitioning into university, hybrid learning in all courses.</li> <li>• Child Life Internship in other provinces &amp; countries Expand outside utilizing the outdoor space at UFV for learning, Walk and talks, Reflections students do at home, home practices</li> </ul>
<b>2. Commit to flexibility and responsiveness</b>	giving feedback on current challenges, increasing incentives for faculty to submit proposals to do research, and build upon alternate assessment options	1. Fast track process to add/change content in existing programs to address user group needs. 2. Community research requests quickly addressed. 3. Greater time and support for faculty to do research.	Our instructor for our CYC 302 Mental Health course, suspended the planned curriculum on the evening of the Abbotsford High School stabbing and helped the class deal with the anxiety many were feeling. This practical responsiveness demonstrated the skills and spirit of support taught in the course.	<b>What we have done:</b>  Working with our CYC Education Consortium partners to continue to explore decolonizing the curriculum.  Approved a student for course challenge to inform faculty of her knowledge and experience utilizing an "oral tradition" to describe her previous work in community development.	<b>What we have done:</b>  Half visual graphic and half written assignments– ECE 125  CYC202 oral/art means of assessment eg: Cultural box presented by a student of Dutch heritage  CYC330 Annotated, Art journals/Oral journals

				<p>Approved a current CYC student to attend an International conference with Dr. Martin Brokenleg and explored how to translate that knowledge into current course credits through a directed independent study.</p> <p>Establishing a process and framework to meet with alumni working in the field to provide networking and support as they begin their practice.</p> <p>Responded to ECE Expansion proposal and were successful in adding funded seats to our Infant/Toddler diploma program.</p>	<p>Universal Design pilot course and implementing ways to make our classrooms Universal Design friendly</p> <p>CQI – student focus group planning</p>
<p><b>3. Collaborate across boundaries</b></p>	<p>dialoguing with administration and departments to support working together and building trust with colleagues, nurturing contacts at UVic or McMaster to support exchanges, pursuing Accreditation with National Governance body and CYABC</p>	<ol style="list-style-type: none"> <li>1. More interdisciplinary and inter-faculty course development and delivery.</li> <li>2. Work with the Provincial CYC Associations.</li> <li>3. Successful partnerships with other Universities.</li> </ol>	<p>CYFS offered a workshop called Mental Health First Aid to the UFV and Abbotsford community. Many students attended from our program and 3 others, and faculty from 2 other UFV departments and an Abbotsford Police member.</p> <p>A version of our Mindfulness-Based Stress Reduction program was used at Chilliwack Secondary school. UFV students were there to model the program that was taught to high school students. Those students then practiced and took their learning on stress reduction to elementary schools.</p>	<p><b>What we have done:</b></p> <p>Continue to serve the UFV community through offering Mindfulness-Based Practices and education across disciplines. Students from Social Work, Criminology, Philosophy, BGS, and Kinesiology have joined the mindfulness course on campus.</p> <p>Increasingly have been asked to deliver mindfulness-based stress</p>	<p><b>What we have done:</b></p> <p>Development opportunities for cross disciplinary work – joint course being developed as between Child &amp; Youth Care, Social Work and Criminology.</p> <p>Faculty have served as guest speakers to other departments and we have utilized/invited members from other programs in to our classes.</p>

	<p>certification and program visibility with MCFD, seek National Council on Family Relations Certification and establishing an ECE Associate Degree</p>	<p>4. Education Accreditation of the BACYC. 5. Work with National North American Certification Project to provide certification embedded in the CYC degree Grad Certificate: example Child Life Working with Articulation committees to establish an ECE Associate Degree.</p>		<p>reduction sessions to other disciplines (Criminology practicum student seminar). Worked with the Student Union to set up labyrinth walks in the student union building during exam week(s).</p> <p>Led labyrinth workshops with school-aged children every Friday at the end of each summer camp being held at UFV this past year.</p> <p>Continue to contribute to learning partnership of high school students through the Human Service Career Enrichment Program. Three faculty involved teaching trauma informed practice, mindfulness-based stress reduction and UN Rights to high school students in Chilliwack.</p>	<p>Partnership with Abbotsford Hospice to deliver workshops on mindfulness, children's yoga and labyrinth walks.</p>
<p><b>4. Develop local and global citizenship</b></p>	<p>developing further global and local needs based curriculum including the UN conventions on rights, strengthening our relationship with the</p>	<p>1. Development of a course in what "citizenry" is for all students. 2. Implement the recommendations of the TRC including Sto:lo events onsite for</p>	<p>CYFS has developed an Indigenous Perspectives course, taught by an Indigenous person who is a grad of our program. She takes students on a tour of St Mary's in Mission to expose them to the stories and experience of Residential Schools.</p> <p>CYFS sponsors an annual "Sleep-Out" event where people both within and outside of the UFV</p>	<p><b>What we have done:</b></p> <p>Continue to build upon opportunities for International experiences for our students. Have now successfully completed a Child Life placement in Nottingham, UK.</p>	<p><b>What we have done:</b></p> <p>Indigenization of our curriculum a priority, CYC485 - Diverse populations course, CYC402 Community Development, CYC499 Capstone.</p>

	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.	students and community garden participation.	community are asked to spend one night sleeping outside on the UFV campus. (March 31 <sup>st</sup> ). This event is to raise awareness first of the hardship of living as a homeless person (developing their local awareness), and secondly to raise money for Covenant House which is a shelter for homeless youth (investing in their external citizenship) located near the Downtown East Side of Vancouver.	The student was subsequently hired as a Hospital Play Specialist in London, UK, and passed the North American Child Life Certification Exam.  Two CYC students have traveled to Ireland to complete a 4 <sup>th</sup> year practicum experience with Youth Work Midlands, in Mullingar, Ireland. We are exploring an ongoing research partnership with the organization related to competencies in youth work across countries.  Continue to work with regional organizations in the development of community need projects for the CYC402 course.	Practicum students from CYC410 in Mullingar, Ireland. Scotland Study Tour moving forward for April/May 2020.
<b>5. Integrate experiential learning</b>	working with the UFV-wide field education community, encouraging more students to be involved in active research and presenting at micro lectures and	1. Active Field Education Committee to address needs before and during Experiential Learning. 2. Resources available in campus spaces for simulations, role plays, workshops.	Students in ECE 124, Music in Early Childhood, coordinated, planned, and implemented all aspects of creating an outdoor music centre, from advertising the event, to planning for weather contingencies, to welcoming the children and community. The students were required to integrate their knowledge into experience and practice.  The students put into practice the learning	<b>What we have done:</b>  After a successful pilot last year, we have extended the Animal Assisted Therapy and Equine Wellness course to 3credits this academic year.  Piloting another course, Urban Adventure Practices course	<b>What we have done:</b>  This remains an integral part of all our programs and we are increasing opportunities for unique learning such as the directed study that Makayla is completing with the Ministry in Victoria.

	conferences, creating an orientation experience for students that teaches them how to be a CYC student and having a learning experience other than classroom or practicum, i.e. a labyrinths walk	3. streamlined process and/or incentives for student research.	principles outlined in the BC Early Learning Framework to support children's exploratory play through music. The students experienced play first-hand as they explored the instruments alongside both peers and children.	building upon our success with utilizing the environment and milieu as a place for growth and learning to flourish. Will include a walking pilgrimage on one of the class evenings.	
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**COMPUTER INFORMATION SYSTEMS**

We will...	By...	Evidenced by...	Progress made 2016-17	2018-2019	2019-2020
<b>1. Prioritize learning everywhere</b>	continuing to foster articulation agreements from a range of sources to support learner pathways from less orthodox credit programs.	1. Staying up to date and working with various partners. 2. Transforming in-house instructional skills diplomas from colleges - into degree program.	Faculty members from CIS have been engaged in exchanges with Hunan University and UFV India in the summer of 2016 and 2017. Faculty from Hunan and UFV India have/will be coming to UFV and faculty from CIS have travelled/will be travelling to both Hunan and UFV India. CIS will continue to welcome students from Mumbai University and Punjab University this coming fall.	Nothing to update: ongoing.	<b>What we have done:</b>  CIS continues to work with Fraser Valley India including teaching faculty exchanges, and curriculum/delivery mentorship.  Department participation in UFV's Internationalization Committee and India Academic Advisory Committee.  Implementation of coding skills Coding Skills Certificate.  Official member of Information Systems Audit and Control Association (ISACA) providing student opportunities.

					<p>CIS participates in the prestigious IEEE Vancouver AGM and has initiated a UFV chapter. We are also now official sponsors of the IEEE AGM. Our students have taken first prize in IEEE poster competitions.</p> <p>CIS students have won first place in the 2017/18/19 Vancouver B Sides security event.</p> <p>We have now fully implemented a BSc. Major in Computer science.</p> <p>Program Working Group has been formed and is studying feasibility of the development of a Master's program.</p>
<p><b>2. Commit to flexibility and responsiveness</b></p>	<p>encouraging communication between all affected actors.</p>	<p>1. Increased engagement of students and faculty in curriculum activities.</p>	<p>In the summer of 2016, recognizing the need to ensure priority in being responsive, the CIS Department embarked on an extensive renovation of hardware, software, cabling and physical space of their computer labs. The renovations have assisted not only the Department but also the university in providing up-to-date computer labs with the capacity to deliver the technology based programming that is moving at a rapid pace. In doing so we are meeting the needs as identified by our employers and the priorities of our region in the field of technology, software security and coding.</p>	<p><b>What we have done:</b></p> <p>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.</p>	<p><b>What we have done:</b></p> <p>CIS continues to work collaboratively with partners such as International, OReg, and Advising to find increasingly flexible and responsive solutions to growing student need as international numbers tend to fluctuate widely.</p> <p>We have instigated various talking points around International enrollment issues and challenges.</p>

<p><b>3. Collaborate across boundaries</b></p>	<p>Increasing collaboration around research, programming, learning, and community development to deliver an expanded array of quality vectors.</p>	<p>1. Development of new technologies.</p>	<p>CIS, together with Science and Continuing Education were pleased to host a Coding project (announcement) along with the Ministry. CE together with CIS faculty are delivering a training program for local company SRC Tech.</p>	<p>Nothing to update: ongoing. See goal 5.</p>	<p><b>What we have done:</b></p> <p>Cross listed courses with Business, Mechatronics, Physics.</p> <p>Participation with Business in Graduate Certificate.</p> <p>Collaboration with Math delivering the Data Analysis Certificate.</p> <p>CIS continues to work collaboratively with partners such as International, OReg, and Advising to find timetabling and scheduling solutions.</p>
<p><b>4. Develop local and global citizenship</b></p>	<p>the creative application of diverse partnerships.</p>	<p>1. Through the inclusion of indigenous and other diverse groups we will uniquely evolve distinctive value within our program.</p>	<p>Nothing to report at this time.</p>	<p>Nothing to update: ongoing.</p>	<p><b>What we have done:</b></p> <p>CIS faculty have spearheaded the Update on Computer Recycling Day where old computing and electronic equipment can be safely disposed of and recycled in an environmentally friendly fashion.</p>
<p><b>5. Integrate experiential learning</b></p>	<p>student inclusion in various industry partnerships, field trips, guest speakers, and other experiential solutions.</p>	<p>1. The development of industry and academic partnerships.</p>	<p>Both CIS faculty and students continue to attend, present and compete at regional and provincial competitions. Just recently, one of our graduates, along with his employer competed in and won the prestigious BSides Vancouver Security Conferences</p>	<p><b>What we have done:</b></p> <p>CIS is developing an Associate Certificate in Coding with the support of UFV Tech Expansion funding and will serve the needs of</p>	<p><b>What we have done:</b></p> <p>CIS students have participated in events such as BC Aware where our students competed against students representing six British</p>



			to which over 16 of our students were in attendance.	our region for skilled Computer programmers.	<p>Columbia (BC) post-secondary institutions including UFV, KPU, UBC, SFU, NYIT, and BCIT.</p> <p>UFV Computer Information Systems students won the first prize and were selected to participate in the Canadian Hacking Challenge to represent BC.</p> <p>CIS has implemented the first intake of the new Provincially funded (Tech Expansion Fund) Associate Certificate in Coding to serve the needs of our region for skilled Computer programmers.</p> <p>A CIS student presented in the poster presentation at the Workshop for Women in Machine Learning (WiML).</p>
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**LIBRARY & INFORMATION TECHNOLOGY**

We will...	By...	Evidenced by...	Progress made 2016-17	2018-2019	2019-2020
<b>1. Prioritize learning everywhere</b>	offering BC's only two-year online Diploma in Library & Information Technology, continuing to offer the Post-diploma Certificate entirely	1. Maintain Percentage of Diploma and Certificate courses offered in both asynchronous online and face-to-face formats.	Nothing to report at this time.	<p><b>What we have done:</b></p> <p>In response to student demand, the Dept. has increased the number of courses offered online, and it continues to monitor demand closely.</p>	<p><b>What we have done:</b></p> <p>Continued offering of both online and on-campus courses. One course is offered in a hybrid fashion during the summer term (online with two full day sessions</p>

	<p>online and developing a concept paper for an online or blending learning undergraduate degree in information management or a closely related field</p>	<p>2. Maintain percentage of distance ed. students enrolled in LibIT programs. 3. Completion of a concept paper for a degree in information management or a closely related field.</p>		<p>Distance ed. enrollments were stable between 2016/17 and 2017/18.</p> <p>The Dept. continues to place distance ed. students in practicums outside the Lower Mainland and beyond.</p> <p>The Dept. uses an extensive network of institutional invigilators to ensure that distance ed. students can write exams in appropriate settings.</p> <p><b>What we plan to do (gaps):</b></p> <p>The minimum academic requirement for Library Technicians in Canada remains the two-year Dip. Lib. Tech. In this context, the Dept. will discuss the viability of an online undergraduate degree during the retreat in May, 2019.</p> <p>Per the Program &amp; Unit Reviews, now that the Dept. has a full faculty complement, LibIT will establish the Diploma Renewal Committee, which will work to revise program outcomes, course content, and assessments in relation to technological and library industry-related changes.</p>	<p>on campus in a video-ready E-room).</p> <p>Distance enrollments remain consistent and stable since 2017/18.</p> <p>Program Advisory Meeting November 2019 to seek input on potential curricular changes, experiential learning needs, and department renaming.</p>
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<p><b>2. Commit to flexibility and responsiveness</b></p>	<p>maintaining its excellent completion rate for the two-year Diploma program (2.79 years) by continuing to provide effective timetabling and course selection assistance, continuing to manage wait lists in a timely way and to enforce an effective time-to-completion policy</p>	<p>1. Maintain completion rates and positive student satisfaction with wait lists.</p>	<p>LibIT has taken a lead role in facilitating a Faculty of Professional Studies wide scheduling initiative to respond to recent space concerns on campus.</p>	<p><b>What we have done:</b></p> <p>Time-to-completion rates are stable in the Dip. Lib. Tech. program.</p> <p>The number of waitlisted students on the first day of classes decreased between 2016/17 and 2017/18.</p> <p>The Dept. is working co-operatively with the Registrar and Associate Dean of PS to help ensure that international students have the necessary academic prerequisites to be successful in the Dip. Lib. Tech. program.</p> <p>The Dep. is working co-operatively with Facilities to help ensure that there is minimal disruption to lab offerings during the remediation of two buildings on the Abbotsford campus.</p> <p><b>What we plan to do (gaps):</b></p> <p>To better support Capstone Project Students, the Dept. plans to split LIBT 266 (Practicum/Capstone Project) into two courses: LIBT 267 (Practicum) and LIBT 268 (Capstone Project).</p>	<p><b>What we have done:</b></p> <p>Time-to-completion rates are stable in the Dip. Lib. Tech. program.</p> <p>Program had a notable increase in international enrollments (2.6% from 2017/18 to 8.9% 2018/19).</p> <p>Outcome of a May 2019 department retreat included course outline updates to be completed by March 31, 2020.</p>
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<p><b>3. Collaborate across boundaries</b></p>	<p>continuing to place students in a diverse range of practicum settings, such as public, academic, school, and special libraries, records management departments, archives, and museums and by cultivating an environment where collaboration across boundaries is encouraged and facilitated among the domains of teaching, scholarship, and service.</p>	<p>1. Maintain diversity of Diploma Program practicum placements. 2. Maintain interdisciplinary, multi-disciplinary, and cross-disciplinary teaching, scholarship and service.</p>	<p>Ongoing. Nothing further to report at this time.</p>	<p><b>What we have done:</b></p> <p>The Dept. re-established the External Program Advisory Committee in 2017/18. Members include representatives from two major employers (Heather Scoular, Fraser Valley Regional Library &amp; April Cox, and Surrey Libraries) and Dip. Lib. Tech. alumni (Sheila Penner).</p> <p>The Dept. participated in an interdisciplinary health fair for at-risk youth in downtown Chilliwack, in which Diploma students participated in health information sharing.</p> <p><b>What we plan to do (gaps):</b></p> <p>In 2020, LibIT will celebrate the 40th anniversary of the Dip. Lib. Tech. program with a library community/alumni event.</p>	<p><b>What we have done:</b></p> <p>Practicum placements continue to follow 2017/18 patterns of largely academic, school, and public libraries.</p> <p>Fall 2019 began discussions with Integrated Studies to explore a LIT concentration and address cross-disciplinary concerns around “essential literacies”.</p> <p>Moving Continuing Education program (Post-Diploma Certificate for Library Technicians) into LIBIT department.</p> <p>Supporting student association in hosting an interview skills and mentorship workshop for March 2020.</p>
<p><b>4. Develop local and global citizenship</b></p>	<p>ensuring course-level goals are aligned with educational guidelines and professional values, as well as with the ILOs, maintaining</p>	<p>1. Demonstrate alignment of program-level goals with the Canadian Library Association’s Guidelines for the Education of Library</p>	<p>LibIT hosted a CryptoParty for the greater UFV community to help educate everyone on protecting themselves in the digital space including encrypted communication, preventing being tracked while browsing the web and general security advice.</p>	<p><b>What we have done:</b></p> <p>Enrollments of self-declared Aboriginal students in the Dip. Lib. Tech. program were stable in 2017/18.</p>	<p><b>What we have done:</b></p> <p>Fall 2019 first-year students introduced to a mentorship program as a program pilot.</p>

	<p>ratings in terms of programs' contributions to students' ability to meet ILOs, and reviewing current courses with a view to indigenizing content and supporting First Nations students.</p>	<p>Technicians and the core values of librarianship (American Library Association), with UFV ILOs, especially as these relate to "contributing regionally and globally" and the ability of students to meet ILOs related to local and global citizenship.</p> <p>2. Demonstrate an increase in Aboriginal enrollment share from 4.6% to the proportion of the Aboriginal population in the region, which is 5.7% together with indigenization of LibIT curricula.</p>	<p>LibIT continues to participate along with students from across multiple disciplines, in an outreach event for at-risk youth at Five Corners in downtown Chilliwack.</p>	<p>Working with the Western Chapter of the Special Libraries Association (SLA), the Dept. has nominated a student representative to the SLA executive.</p> <p><b>What we plan to do (gaps):</b></p> <p>The Diploma Renewal Committee will work to better Indigenize and Internationalize Dip. Lib. Tech. curricula and the overall student experience.</p>	<p>Positive response has resulted in a continuation of this assignment in winter 2020.</p> <p>Department retreat in Spring 2019 to discuss indigenizing LIT curriculum.</p> <p>Students and program alumni participated in a panel discussion at the BC Library Conference, to discuss career progression and transformation.</p> <p>Enrollments of self-declared Aboriginal students in the Dip. Lib. Tech. program are about 5% of total students.</p> <p>Department retreat established a way forward in responsibly addressing indigenizing the program that centres on changing course requirements so students must take IKP courses or equivalents.</p>
<p><b>5. Integrate experiential learning</b></p>	<p>continuing to place practicum students in a diverse range of settings, such as public, academic, school, and special libraries, records management</p>	<p>1. Demonstrate diversity of Diploma Program practicum placements.</p> <p>2. Provision of co-op opportunities within the Diploma Program.</p>	<p>Ongoing – nothing to report at this time.</p>	<p><b>What we have done:</b></p> <p>The Dept. expanded practicum offerings in 2017/18 (e.g., University of Victoria Libraries, Kwantlen Polytechnic University Library, CIVL Radio).</p> <p>Several students presented a</p>	<p><b>What we have done:</b></p> <p>Ongoing development of a program capstone project for students seeking recognition for prior learning and other, co-curricular experience in LIBT 266.</p>

	<p>departments, archives, and museums and in offering a co-op option within the Diploma Program.</p>	<p>3. Diversity of site visits.</p>		<p>session at the 2018 British Columbia Library Association Conference in metro Vancouver.</p> <p><b>What we plan to do (gaps):</b></p> <p>The Dept. will attempt to negotiate renewals to five-year practicum agreements that will expire in 2018/19.</p> <p>The Dept. will continue to encourage students to complete practicums in Indigenous information centres.</p>	<p>Practicum offering continued to reflect diverse workplaces, student interests, and field opportunities.</p> <p>Site visits continue to reflect a range of locations that are academic, special, public, government, corporate, museum, records management, and archival in nature.</p> <p>With the stewardship of our instructional assistant, 34 students have participated in this year's BC Reading Link Challenge with a range of responsibilities. This program would not be possible without student support.</p>
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**SOCIAL WORK & HUMAN SERVICES**

We will...	By...	Evidenced by...	Progress made 2016-17	2018-2019	2019-2020
<p><b>1. Prioritize learning everywhere</b></p>	<p>completing consultation process with local and international community, Social Work Advisory Council, and student alumni to ensure ongoing quality assessment.</p>	<p>1. Successful accreditation with regulatory body.</p>	<p>SWHS continues to work with their Advisory Council and in offering several Community Forums to maintain currency of the program.</p> <p>In preparation for the licensure examination of the BC College of Social Workers, the School along with the BCASW-Fraser River Branch hosted 'Preparing for Practice' lunch for the BSW graduates on April 7<sup>th</sup>. The 4th year BSW students were provided a preparation session of the RSW licensure exam facilitated by Curtis Magnuson. In addition, the</p>	<p>By completing consultation process with local and international community, Social Work Advisory Council, and student alumni to ensure ongoing quality assessment.</p> <p><b>What we have done:</b></p> <p>The Advisory Council new members are more</p>	<p><b>What we have done:</b></p> <p>By completing consultation process with local and international community, Social Work Advisory Council, and student alumni to ensure ongoing quality assessment.</p> <p>Maintained a School of Social Work and Human Services (SWHS) Advisory Council that reflects our</p>

			<p>School hosted a structured 'mix and mingle' of students and social workers from the community. The professionals from various backgrounds shared their professional experiences with the students in small roundtable discussions. This event helped mark the important transition from 'student social worker' to 'professional social worker'.</p>	<p>representative of our student population and programs.</p> <p>The Advisory Council now reviews all School programs including Human Services.</p> <ul style="list-style-type: none"> <li>• The Advisory Council recommended a pedagogical emphasis on clinical and direct service skills, and leadership throughout the programs to address community needs.</li> <li>• The Council recommended and supported revisions and updates the SWHS programs.</li> <li>• The School hosted a one-day session for fourth year BSW students to prepare for practice. We administered and reviewed the BC College of Social Workers practice exam. Fortunately, our graduates have had a high success rate of passing the exam. Also, during this one-day event, community social workers were invited to participate</li> </ul>	<p>student population. The council reviews all School programs.</p> <ul style="list-style-type: none"> <li>• The SWHS Advisory Council recommended a pedagogical emphasis on leadership, clinical, and direct service skills and that the School respond to the current needs of the community.</li> <li>• The Advisory Council endorsed the School's plan to revitalize the Substance Misuse Certificate. The School added a new course called Interdisciplinary Collaborative Practice: Working with Families, and updated fourth year BSW Family Counselling course.</li> <li>• The Advisory Council supported revisions and updates to the SWHS programs, revised courses, and program name changes that more accurately reflect the work i.e., Social Services Worker diploma and the School</li> </ul>
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				<p>in roundtable discussions with the students. The social workers answered student questions and shared their professional journeys. We received positive feedback from the students and the community providers.</p> <p><b>What we plan to do (gaps):</b></p> <p>The School is revising course outlines and assuring programs are contemporaneous. This work will support the School's Self Study report which is due November 2020 to our accrediting body, CAWSE-COA, and to the university for the internal Program Review.</p> <p>The Advisory Council's recommended that the School increase experiential and course offerings that focus on clinical and direct service skills, leadership, and to revitalize the Substance Misuse Certificate.</p>	<p>and Community Support Worker certificate.</p> <p>Facilitated the fourth annual one-day session for our graduating BSW students. Faculty provided an overview of the BC College of Social Workers practice exam. Our BSW graduates have a high rate of passing the RSW exam. Also, community social workers participated in a roundtable with the students answering questions and shared professional journeys. The forum received positive feedback from the students and the professionals from the community.</p> <p>Established a community-based counselling service located at the Sweeney Neighborhood Centre in Abbotsford. The School of SWHS, with the support of the university, advisory council, community stakeholders, and the Abbotsford School District 34 is operating <i>UFV in the Community: Counselling, Advocacy, Learning, and Leading (CALL) Service</i>. The agency provides free services to the community and senior high school students. Eight</p>
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					<p>SWHS practicum students are in their field placements at CALL and receive supervision from faculty, professional staff, and the clinical lead, Dr. Leah Douglas, RCSW.</p> <p>What we plan to do (gaps):</p> <ul style="list-style-type: none"> <li>• The School will continue to revise course outlines to assure programs are contemporaneous. This work will support the School's Program Review of the Human Services programs. The Program Review Self Study is due March, 2020 and the pending Self-study for the accrediting body, Canadian Association of Social Work Education, Coalition on Accreditation (CAWSE-COA) in November, 2020.</li> <li>• The CALL agency will increase the number of student field placement in 2020-2021.</li> </ul>
<p><b>2. Commit to flexibility and responsiveness</b></p>	<p>implementing a MSW Foundational Year for non-BSW Degree students, engaging</p>	<p>1. Enrolment of non-BSW students in the MSW Program.</p>	<p>SWHS's flexibility and responsiveness to student course enrolment and delivery include many examples, such as students who are now members of each of the school committees, Curriculum,</p>	<p>By...implementing a MSW Foundational Year for non-BSW Degree students, engaging with students and</p>	<p><b>What we have done:</b></p> <p>Engaged students and faculty to develop student-focused</p>

	<p>with students and faculty to develop student-focused timetabling and ensuring faculty resources are allocated efficiently, including filling existing faculty vacancies</p>	<p>2. Increase in the provision of year-round delivery of course offerings. 3. Increase in the delivery of online, hybrid and weekend courses.</p>	<p>MSW, BSW, and Human Service committee. The students' feedback, through the committee work and high survey responses has increased confidence that the recent course schedules address students' requests and needs. We believe students' input regarding calendar changes and course revisions have enhanced the quality of course learning outcomes.</p>	<p>faculty to develop student-focused timetabling and ensuring faculty resources are allocated efficiently, including filling existing faculty vacancies</p> <p><b>What we have done:</b></p> <p>School enrolled our first non-BSW students into the MSW Program.</p> <p>A School faculty point person supported the CSW Métis CSW program.</p> <p>A School faculty point person provided support to the new High School Dual cohort CSW program.</p> <p>A School faculty point person provided support for the two cohort of High School Dual Credit of the Health and Human Services program (second cohort added)..</p> <p>Partner with NVIT to offer an MSW, Indigenous Focused Program in Merritt.</p> <p>Sought student input regarding</p>	<p>timetabling of courses, so the course offerings reflect the needs of the community and the students</p> <p>Filled faculty and staff vacancies and allocated resources more efficiently.</p> <p>Hired a Human Services Field Coordinator for the Diploma and Certificate students. The coordinator assesses students' readiness for practice, prepares students for placement, organizes orientations, matches students with an appropriate agency and tracks student progress. The coordinator increased and improved communications with our community partners including the School Districts</p> <p>Eliminated three Human Services field preparatory courses that received negative student reviews. The students now have individualized placement services from the Field Coordinator.</p> <p>Developed a strong field team that is committed to improving community relations and developing new field opportunities</p>
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				<p>course outlines, delivery models, and timetabling through student membership on the Human Services, BSW, and MSW committees, group discussions, and a student survey.</p> <p>The School increased the provision of year-round course deliveries, e.g. more split classes, summer field placements, and seminars.</p> <p>Increased delivery options of online, hybrid, and weekend courses, e.g. MSW, Indigenous Focus business model of weekend and weeklong classes, CSW Métis preparation block courses, CSW Dual Credit early summer practicums.</p> <p>Provided funding to students to attend the Congress, CASWE conference in Regina.</p> <p>The School established multiple media sites that highlight school and program information, and community and university events and</p>	<p>for students. The Human Services Coordinator, the Social Work Field Coordinator, and the Field Assistant have frequently scheduled meetings and work closely with the program chairs.</p> <p>School is enrolling Foundational MSW (non-BSW) students into the MSW Program every other year.</p> <p>The School has increased admissions for the MSW program and the program's admission process occurred two months earlier in 2020, then previous years. The School's MSW admissions timelines are now aligned with other universities.</p> <p>The partnership and programming between the School, the BC Métis Nation, and the Métis CSW certificate has concluded. The Métis students will graduate in June, 2020.</p> <p>The MSW, Indigenous Focus Program in partnership with the Nicola Valley Institute of Technology (NVIT) is near completion. The students are completing their practicums and</p>
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				<p>activities, and active lists of recent employment opportunities.</p> <p><b>What we plan to do (gaps):</b></p> <p>To increase the experiential and course offerings with a focus on clinical and direct service skills, leadership, and revitalization of the Substance Misuse Certificate.</p> <p>Continue admissions into the MSW foundational year and High School Dual Credit CSW program.</p> <p>Explore ways to market and make our programs more accessible and competitive with other universities and colleges.</p> <p>The School is currently hiring three B-faculty and a Limited Term Appointment Instructor to fill current vacancies.</p> <p>In addition, in the spring, we will hire a full-time Coordinator, Practicum, and Internship (SWHS) staff</p>	<p>researching their final paper. A public presentation of their papers is scheduled for April, 2020, and the students will graduate in June, 2020.</p> <p>Students are voting members of the MSW, BSW, Human Service program committees, the School's monthly meeting, and the quarterly SWHS Advisory Council. Students provide input on course outlines, delivery models, and timetabling, and disseminate information to the student body.</p> <p>Administered a student survey to solicit feedback about course delivery and timetabling.</p> <p>Increased the provision of year-round course deliveries, e.g. more split classes, summer field placements, directed studies, and seminars.</p> <p>Increased online, hybrid, and weekend courses, e.g. MSW, Indigenous Focus business model of weekend and weeklong classes, CSW Métis preparation block courses, CSW Dual Credit early summer practicums.</p>
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				<p>position for the Human Services Programs. The Coordinator will be dedicated to the Human Services students and will offer continuity to students, stakeholders, and help establish stronger relationships within the community and manage and seek new practicums.</p> <p><b>What we are no longer doing:</b></p> <p>BSW applicants will no longer require a statistical analysis course in 2020.</p> <p>MSW students</p>	<p>The BSW program increased the types of electives and discretionary courses for admission to the program.</p> <p>The BSW program removed the required <i>groups of electives</i> (categories A &amp; B) to allow more course choices.</p> <p>Encouraged participation and provided funding to students to attend the Congress, CASWE conference at UBC in Vancouver and the BC Association of Social Workers conference in Calgary.</p> <p>Maintained and improved the School's media sites that highlight our programs, community and university events, activities, and employment opportunities.</p> <p>What we plan to do (gaps):</p> <ul style="list-style-type: none"> <li>To increase the experiential and course offerings with a focus on clinical and direct service skills, leadership, and revitalization of the Substance Misuse Certificate.</li> </ul>
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					<ul style="list-style-type: none"> <li>• Continue to decrease admission barriers and improve online admission processes for students.</li> <li>• Explore ways to market our programs and align our admissions with other universities and colleges.</li> <li>• The School is hiring two B-faculty and a Limited Term Appointment Instructor to fill current vacancies.</li> </ul>
<p><b>3. Collaborate across boundaries</b></p>	<p>completing review of programs with Community, Social Work Advisory Council and Alumni, continuing to collaborate with partnering disciplines (e.g. Indigenous Studies Certificate), furthering participation with community initiatives. (Safe Relations/Safe Children’s Provincial Initiative, Chilliwack Mental Health Project, Abbotsford Community Services Family Education</p>	<ol style="list-style-type: none"> <li>1. Increase membership in Community Advisory Council.</li> <li>2. Increase in interdisciplinary collaboration projects.</li> <li>3. Increase participation in community research/projects.</li> </ol>	<p>The School and SWHS Advisory Council hosted a Community Forum on April 20<sup>th</sup>. Representatives from various organizations, schools, alumni, and students participated in a roundtable discussion, and provided input regarding community educational needs and current challenges in the workforce. Many of the attendees currently supervise SWHS student practicums and shared what skills and competencies they are seeking in their future employees.</p> <p>The School’s community collaborations and projects have continued to flourish with expansion of practicum sites and community involvement. Student field placements have expanded; there are now both diploma and BSW students completing practicums in Langley, Mission, and Surrey School Districts. Many SWHS faculty have collaborated with local grass roots organizations, mental health organizations, and homeless youth, through</p>	<p>By completing review of programs with Community, Social Work Advisory Council, and Alumni, continuing to collaborate with partnering disciplines (e.g. Indigenous Studies Certificate), furthering participation with community initiatives. (Safe Relations/Safe Children’s Provincial Initiative, Chilliwack Mental Health)</p> <p><b>What we have done:</b></p> <p>The School and SWHS students hosted an evening event for community first responders. The event included a presentation of the documentary, The Other Side of</p>	<p><b>What we have done:</b></p> <p>By completing review of programs with Community, Social Work Advisory Council, and Alumni. Continue to collaborate with partnering disciplines (e.g. Indigenous Studies Certificate), furthering participation with community initiatives. (Abbotsford HUB, Sweeney Centre, Safe Relations/Safe Children’s Provincial Initiative, Chilliwack Mental Health, and the Council on Quality Assurance, MCFD and Mental Health Chilliwack Mental Health)</p> <p>For the third year, the School partnered with Nursing</p>

	<p>Programs, Youth Transitioning Project, Five Corners Health and Wellness project, and School based Social projects.</p>		<p>research projects and efforts to sustain services. Several faculty are active on community committees such the Ministry Community Quality Initiative, Safe Relations and Safe Children and community Lunch N’ Learns.</p>	<p>the Hero. This was followed by a panel discussion of faculty and community providers with an expertise in trauma services.</p> <p>For the second year, the School partnered with Nursing Department to provide a one-day training on Poverty Awareness for the SWHS and Nursing students.</p> <p>Student services and the School partnered with the Safe Relationships and Safe Children to offer a one- day forum to community providers on the Effects of Child Trauma on the Developing Brain and shared experiences from Indigenous service users and others.</p> <p>Faculty continue to participate with community initiatives such as Safe Relations/Safe Children’s Provincial Initiative, Chilliwack Mental Health, and Council on Quality Assurance MCFD and Mental Health.</p> <p>Continue to collaborate with Global Development and Peace and Conflict on shared courses.</p>	<p>Department to provide a one-day training on Poverty Awareness for the SWHS and Nursing students.</p> <p>Partnered with Ministry of Children and Family Development, and Child and Youth Mental Health to host a workshop for providers and students with Dr. Scott Miller, International Centre for Clinical Excellence, on What Works, measuring outcomes. Forty-eight students and five SWHS faculty attended the event in October, 2019. Dr. Miller presented research, client feedback strategies, and case studies to support counselors, social workers, and other helping professionals in their work through an Informed Practice approach.</p> <p>Faculty continue to participate in community initiatives such as Safe Relations/Safe Children’s Provincial Initiative, Chilliwack Mental Health, and the Council on Quality Assurance, MCFD and Mental Health and the Early Years Leadership Committee.</p> <p>The School continues to share and reserve seats for Global</p>
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				<p><b>What we plan to do (gaps):</b></p> <p>Increase interdisciplinary collaboration projects.</p> <p>Increase participation in community research /projects.</p> <p>The School to partner with Ministry of Children and Family Development, and Child and Youth Mental Health to host a workshop for providers and students with Scott Miller on What Works, measuring outcomes.</p>	<p>Development and Peace and Conflict program student.</p> <p>The Fraser River Branch of the BC Association of Social Workers and the School cohosted a seminar called “Inspired Professionalism: The Soul in the Workplace” by Brett Malletic, MSW, and is a UFV alumni. The event was open to students and community providers.</p> <p>What we plan to do (gaps):</p> <ul style="list-style-type: none"> <li>• Increase interdisciplinary collaboration projects.</li> <li>• Increase participation in community research /projects.</li> </ul>
<p><b>4. Develop local and global citizenship</b></p>	<p>working with UFV International to develop MOU’s with partnering institutions, hiring of First Nations instructors, reviewing of curriculum to ensure indigenization, continuing to work with partnering First Nations communities, implementing recommendations</p>	<p>1. Instructor teaching foundational courses at Xian Fanyi University in the fall semester.                  2. Increase in international field education practica for Diploma, Certificate, and Degree students.                  3. Increase in the number of Aboriginal students across all programs.</p>	<p>The school’s mission emphasizes social justice, equality, and respect for diverse populations and this is aligned with the goal to engage in global and local citizenship. Faculty are achieving this by serving marginalized populations in the community and striving to increase diversity within the school. Several examples included faculty teaching outside the traditional parameters of the school, such as Glen Paddock’s journey to Xian Fanyi University in fall of 2016, where he taught BSW foundational courses. Whereas, Robert Harding community research has focused on indigenous inequities and the negative portrayal of Indigenous people in the</p>	<p>By developing further 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</p>	<p><b>What we have done:</b></p> <p>By developing further global and local 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</p>



	<p>from Truth and Reconciliation Commission and ensuring First Nations participation in Social Work Advisory Council.</p>	<p>4. Increase Aboriginal content in course delivery. 5. Increase in Faculty awareness of First Nations issues. 6. Increase in Field Placements with First Nations communities.</p>	<p>media, and Robert Harding is currently teaching indigenous students in Bella Coola, Partnering for Success: UFV, School of Social Work and Human Services, Nuxalk Nation, and Nicola Valley Institute of Technology</p> <p>To support the school’s diverse student population the BSW committee implemented an option to applicants who can now voluntary self-identify as an equity candidate for 2017 admissions. Another facet of supporting a diverse population is to acknowledge past and present inequities and the SWHS committees continue to revise curriculum to address francophone issues, indigenize the curriculum, and so forth.</p>	<p>utilization of outdoor campus spaces. <b>What we have done:</b></p> <p>The School has increased the number of international field education practica for degree students.</p> <p>The School has increased Indigenous content in revised course outlines.</p> <p>Most programs provided applicants the ability to self-identify as an equity candidate and receive additional points for program admission.</p> <p>Throughout the year, Elders and Indigenous knowledge keepers were guest speakers and hosted experiential training in the community and faculty participated in the many trainings such as the Blanket exercise.</p> <p>Our faculty partnered with the Program Coordinator for the Métis Community Support Worker Program and several faculty attended the Métis Learner Series sponsored by Métis Nation British Columbia.</p>	<p>and youth and other utilization of outdoor campus spaces. What we have done:</p> <p>Dr. Amanda LaVallee, a new faculty has a SSHR grant titled, “We know who we are: Intergenerational Understanding of Metis Identity and Well-being” is using digital storytelling. Dr. LaVallee attended a digital storytelling training at Berkeley University of California in December, 2019 and has agreed to share the digital storytelling techniques with students.</p> <p>Dr. LaVallee also is a Peer Reviewer for CIHR for the Network Environments for Indigenous Health Research. The purpose of the Network Environments for Indigenous Health Research (NEIHR) Program is to establish a national network of centres focused on capacity development, research and knowledge translation centred on Indigenous Peoples (i.e., First Nations, Inuit, and Métis).</p> <p>The School continues to increase Indigenous content in course</p>
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				<p>Indigenous faculty taught and supported the indigenizing of course outlines in the MSW, Indigenous Focus program, Métis CSW program, First Nations, diploma and others courses.</p> <p>The School has developed new courses to address the needs of the community; Introduction to Mental Health and Substance Use, Introduction to Human Services with Indigenous Peoples, and Interdisciplinary Collaborative Practice (working with families experiencing mental health issues, interpersonal violence, and substance misuse)</p> <p><b>What we plan to do (gaps):</b></p> <p>Implement the recommendations of the TRC including Sto:lo events onsite for students and community garden participation</p> <p>Increase in Faculty awareness of Indigenous issues.</p> <p>Increase in the number of Indigenous students across all programs.</p> <p>Development of a course in what</p>	<p>outlines. Plus, the BSW degree added a second Indigenous focus course, SOWK 482, and the Human Services Diploma has their first required Indigenous focus course, HSER 140.</p> <p>Applicants of the degree programs can self-identify as an equity candidate and receive additional points towards their program application.</p> <p>Faculty continue to partner with and attended the 2019 BC Human Services Articulation conference at North Island College.</p> <p>Community Development students organized a free community Elder Abuse Awareness Seminar at UFV in November, 2019. Seniors First BC and a SWHS instructor, Jeff Wood, RSW, were the main guest speakers. Also, the students held a petition signing, seeking support for mandatory reporting of Elder Abuse in Canada. Elders experience many different forms of abuse and approximately 79% of elder abuse cases go unreported.</p>
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				<p>“citizenry” is for all students.</p>	<p>A second group of Community Development students organized and hosted a free community <i>Multicultural Family Fun Night</i> in November 2019 at the Abbotsford Canadian Reformed Church. The students partnered with Archway, Inasmuch services, the church, and several merchants donated gifts. Although the event was open to everyone, the target population was local immigrant and refugee families. Eighty-six children and family members attended the event it was an evening of games, socializing, and connecting with neighbors, as well as providing families with the resources.</p> <p>Financially supported five social work students to attend the Vancouver CASWE Congress in June, 2019. Two instructors presented at the conference, Dr. Vaillancourt presentation was titled "Addressing false reconciliation in Social Work: Dismantling the colonial relationships within the Social Work profession through relational accountability", and Dr. Huntingford and several degree</p>
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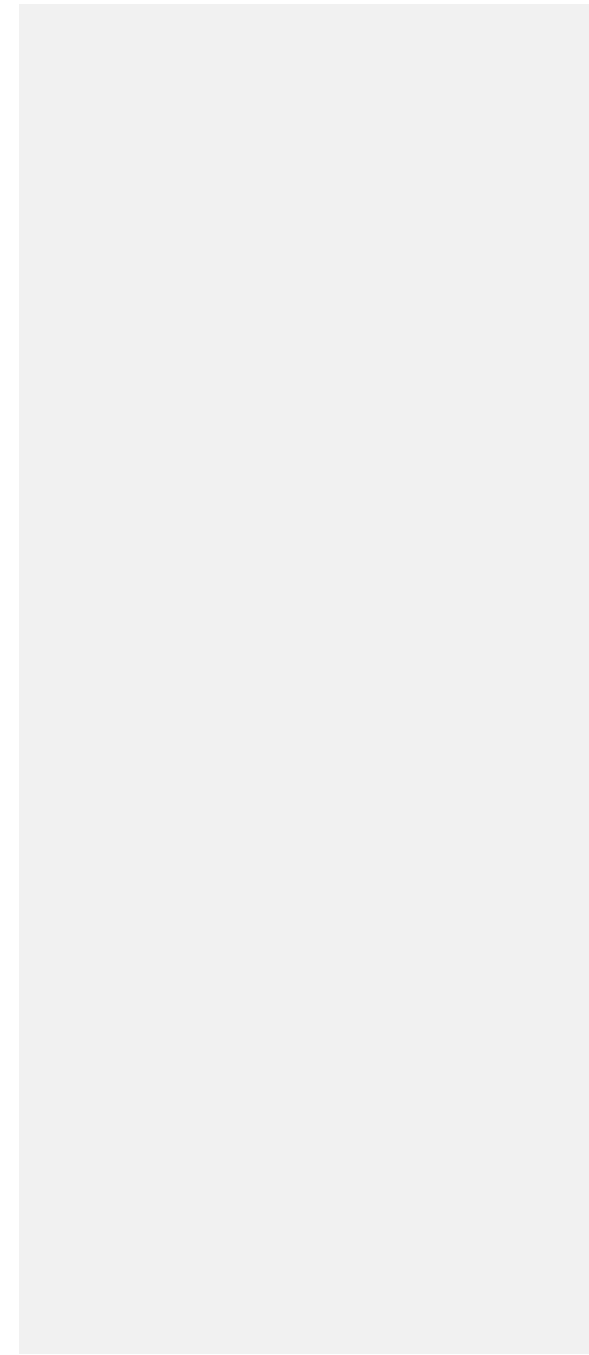
				<p>students presented "Social Workers Against Social Work: exploring methods for being accountable as a profession."</p> <p>Throughout the year, Elders and Indigenous knowledge keepers were guest speakers and hosted experiential training in the community. Faculty, Melanie Scott and Janit Doyle facilitated a Blanket exercise training with diploma students.</p> <p>School faculty partnered with the BC Métis Nation Program Coordinator to support the Métis Community Support Worker certificate students. Faculty and students attended the Métis Nation British Columbia student celebration in Fort Langley.</p> <p>Indigenous faculty taught and supported the indigenizing of course outlines in the MSW, Indigenous Focus program, Métis CSW program, First Nations, diploma, and others courses.</p> <p>Developed courses in response to community needs; Introduction to Mental Health and Substance Use,</p>
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					<p>Introduction to Human Services with Indigenous Peoples, and Interdisciplinary Collaborative Practice with Families (families experiencing mental health issues, interpersonal violence, and substance misuse).</p> <p>What we plan to do (gaps):</p> <ul style="list-style-type: none"> <li>• Implement the calls to action of the Truth and Reconciliation, Missing and Murdered Women and Girls, and more t Sto:lo events onsite for students and community.</li> <li>• Increase faculty awareness of Indigenous issues.</li> <li>• Increase the number of Indigenous students across all programs.</li> <li>• Development of a course in what “citizenry” is for all students.</li> </ul>
<p><b>5. Integrate experiential learning</b></p>	<p>offering workshop, online and Webinar presentations for Field Instructors and working with Advisory Council and other</p>	<p>1. Increase in number of training/professional development opportunities for Field Instructors.</p>	<p>SWHS continues to offer annual training and ongoing mentorship to all Field instructors. A number of new practicum opportunities have presented themselves in the local School Districts. SWHS students are now assisting Schools with the</p>	<p>By offering workshop, online and Webinar presentations for Field Instructors and working with Advisory Council and other community partners to</p>	<p><b>What we have done:</b></p> <p>By offering workshop, online and Webinar presentations for Field Instructors and working with Advisory Council and other</p>

	<p>community partners to expand practicum opportunities</p>	<p>2. Increase in the number and breadth of practicum opportunities across Human Services and Degree programs.</p>	<p>lack of social work assistance by providing this much-needed service to the K-12 field.</p>	<p>expand practicum opportunities.</p> <p><b>What we have done:</b></p> <p>SWHS continues to offer annual training and ongoing mentorship to all Field instructors.</p> <p>Established new practicums with the City of Abbotsford and the Foundry.</p> <p><b>What we plan to do (gaps):</b></p> <p>Increase the number and breadth of practicum opportunities across Human Services and Degree programs.</p> <p>Seek new collaborative opportunities to increase field placements and learning, e.g. HUB, Teaching Counselling Clinic, and so forth.</p> <p>Offer available CASWE training/professional development opportunities for Field Instructors.</p> <p>Active Field Education Committee to address needs</p>	<p>community partners to expand practicum opportunities.</p> <p>Established an active Field Education team that meet several times a month to plan appreciation activities for agency field supervisors, promote school activities, improve community awareness of our programs and address needs before and during Experiential Learning.</p> <p>The School had 68 community partners participate in the online CASWE-ACFTS training for field instructors. The extensive number of participants and arrangements were the result of the tireless efforts of our new Social Work Field Coordinator, Tamika Schilbe.</p> <p>SWHS continues to offer annual training and ongoing mentorship to all Field instructors.</p> <p>Created new collaborative social work field placements opportunities and learning, e.g. HUB, City of Abbotsford, Ann Davis Transition Society and UFV in the</p>
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				<p>before and during Experiential Learning.</p> <p>Resources available on campus for simulations, role-plays, and workshops.</p> <p>Develop social justice student practicums.</p> <p>Chilliwack Youth Mental Health Centre (CYMH) to partner to provide services to youth and young adults in the South Sardis area. To locate (portable) services on the UFV Chilliwack campus that could be serviced by multiple practicum students from various disciplines, including social work, CYC, nursing, kinesiology, ABT etc.</p> <p><b>What we are no longer doing:</b></p> <p>The BSW and MSW School Districts pilot project was discontinued due to a lack of funds and support from the Districts. BSW students continue to complete practicums at one private school. Also, many Human Services students continue to</p>	<p>Community: Counselling Advocacy, Learning, and Leading Services.</p> <p>SWHS students have access to the Business Project Room (EPIC room) on campus for project development, simulations, role-plays, and workshop.</p> <p>What we plan to do (gaps):</p> <ul style="list-style-type: none"> <li>• Increase the number and breadth of practicum opportunities across Human Services and Degree programs.</li> <li>• Resources room now available on campus for simulations, role-plays, and workshops, Business Project Room.</li> <li>• Develop social justice student practicums.</li> <li>• To locate services on the UFV Chilliwack campus that could be serviced by multiple practicum students from various disciplines, including social work, CYC, nursing, kinesiology, ABT etc.</li> </ul>
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				have field placements within the School Districts.	<ul style="list-style-type: none"><li>• Invite sessional instructors to more trainings and events.</li></ul>
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TEACHER EDUCATION

We will...	By...	Evidenced by...	Progress made 2016-17	2018-2019	2019-2020
<p><b>1. Prioritize learning everywhere</b></p>	<p>creating an online option for an EDUC prerequisite course, developing additional pathways into the professional year, creating a graduate option for students and increasing recognition through varied learning opportunities.</p>	<p>1. Development of an EDUC 200 online option.                  2. Creation of a teacher education thematic option for BGS students.                  3. Creation of an EDUC 100 course.                  4. Development of a Med.                  5. Implementation of a 10-year anniversary celebration.</p>	<p>Our relationship with our partner school districts is essential. The Teacher Education Department (TED) continues to work with all school districts in the Fraser Valley and beyond to deliver curriculum and assessment workshops in support of the Ministry of Education’s newly envisioned K-12 curriculum. This is an important way in which the TED supports community learning. Karen Nelson (Superintendent, Fraser-Cascade) learned about faculty member Sheryl MacMath’s curriculum workshops for teachers while at our TED Advisory and subsequently put the word out, resulting in invitations from administrators of elementary and secondary schools from school districts across the Valley and beyond (including the Okanagan, Hope, Chilliwack and various schools in Fraser-Cascade). As a result, we are collaboratively helping our school districts, educators of our future student-base, to work through the implementation of the newly revised curriculum in all its shapes and forms.</p> <p>We have successfully developed a blended EDUC 200 course this year, with half of the classes running online. Consultation is occurring to evaluate the success of this venture and determine whether a fully on-line version is possible or if it would be preferable to remain with a blended option.</p>	<p><b>What we have done:</b></p> <p>Our relationship with our partner school districts is essential. The Teacher Education Department (TED) continues to work with all school districts in the Fraser Valley and beyond to deliver curriculum and assessment workshops in support of the Ministry of Education’s newly envisioned K-12 curriculum.</p> <p>Successfully developed a blended EDUC 200 course. Feedback on the course was not positive. Consultation determined that a fully on-line version is not welcomed by students; they would rather it be a face-to-face or blended course.</p> <p>A thematic option in Teacher Education is available as of November 2017 as part of the Bachelor of General Studies. <a href="https://www.ufv.ca/general-studies/plan-your-studies/thematic-option/">https://www.ufv.ca/general-studies/plan-your-studies/thematic-option/</a></p>	<p><b>What we have done:</b></p> <p>Partner SD relationships remain essential to our department success. New workshops have been developed and implemented by TED faculty to support the professional development of practicing teachers in the Fraser Valley.</p> <p>In response to TRC Call to Action 62, Resource Kits on Residential Schools and Decolonization &amp; Reconciliation have been developed. These will be shared with our students, with UFV faculty/students through the library, and with practicing teachers in and around the Fraser Valley.</p> <p>Implementation of EDUC 100 occurred in Fall 2019. The course enrollment was full.</p> <p>The first cohort of MEd students began their coursework in July 2019.</p>

			<p>Work towards a Teacher Education thematic option for the BGS is ongoing.</p> <p>The Master of Education in Educational Leadership and Mentorship proposal has been completed and is making its way through the various levels of governance. Interest is strong in our local school districts.</p>	<p>Master of Education will run its first cohort in July 2019 with a full complement of students.</p> <p>An Education 100 course is currently making its way through the UFV channels.</p> <p><b>What we plan to do (gaps):</b> Implement EDUC 100 in Fall 2019.</p>	
<b>2. Commit to flexibility and responsiveness</b>	<p>Creating more flexibility in the scheduling of the professional year, and creating different modules for the professional year to meet the needs of different students.</p>	<ol style="list-style-type: none"> <li>1. Creation of an evening class for the professional year.</li> <li>2. Creation of a hybrid course within the professional year.</li> <li>3. Development of a part-time professional program.</li> </ol>	<p>The TED continues to be flexible and responsive by adapting its program based on feedback from students and school districts with which we are placed. Feedback from students has included a request to learn more about Indigenous Youth and Schooling (EDUC 447) prior to their certifying practicum; therefore, the timing of this course has been moved from the Summer semester to the Winter semester. *Update: students now want this even earlier; therefore, for 2017-18 we will run EDUC 447 in Fall semester.</p> <p>We successfully ran two evening courses for the Humanities stream of the Secondary module this year. Reaction was mixed from students – we are reviewing this for next year.</p> <p>For 2017-2018 we are examining our TED Admissions process. With the support of Mark Pearson, we are considering ways to adapt our</p>	<p><b>What we have done:</b></p> <p>Have held both evening (2016-18) and Saturday (2018-2019) classes for some courses in the Bachelor of Education (first and second semester).</p> <p>Based on student feedback, in 2018 we moved EDUC 447 (Indigenous Youth &amp; School) to the Fall semester for the Elementary/middle BEd teacher candidates.</p> <p>For the 2018 admissions process, we implemented a new admissions protocol that includes Multiple Mini-Interviews. We continue this process this year and have</p>	<p><b>What we have done:</b></p> <p>We continue to hold evening and Saturday classes to accommodate working students.</p> <p>To better meet the needs of our Secondary teacher candidates, we shifted the timing of EDUC 447 Indigenous Youth to earlier in the BEd program year.</p>

			<p>interview process to more accurately measure dispositional suitability.</p>	<p>begun a research study into its validity as a reliable measure for teacher candidate success in the BEd.</p> <p><b>What we plan to do (gaps):</b></p> <p>Develop at least one hybrid course for the Bachelor of Education (third semester).</p> <p>Develop alternate pathways (ie. A part-time professional program) for the BEd or a Bachelor of Education as a five year degree.</p>	
<p><b>3. Collaborate across boundaries</b></p>	<p>increasing research activities with local school districts and increasing professional development projects with local school districts.</p>	<ol style="list-style-type: none"> <li>1. Completion of a 3-year study on project based learning with Rick Hansen secondary.</li> <li>2. Creation of professional learning communities with pods of teacher candidates, teacher mentors, and faculty mentors at field experience schools.</li> <li>3. Creation of a strategy to support mentorship training</li> </ol>	<p>Partnership between Teacher Education and Rick Hansen Secondary includes research into Project-based Learning and is in the beginning of the second year of the three year study.</p> <p>Partnership between Teacher Education and Indigenous Studies conducting research into Indigenization and the effectiveness of the UFV initiative to Indigenize the Academy. This is a 10 year longitudinal study that examines the TED's success in Indigenizing and, as well, studies our graduates as they move into their teaching careers and work to Indigenize curriculum in their classrooms.</p>	<p><b>What we have done:</b></p> <p>In Fall 2018 a faculty member provided in-situ teaching opportunities for TED students through a collaboration with a high school teacher in Mission SD. Secondary Humanities teacher candidates joined an English First Peoples 10 class where they facilitated small groups while the teacher led the class.</p> <p>In 2017, we implemented a collaboration between Chilliwack SD and TED where all Elementary-</p>	<p><b>What we have done:</b></p> <p>In situ work was organized for both Elementary and Secondary TCs through their English Language Arts courses.</p> <p>Due to the success of the collaboration with Chilliwack SD to support our Elementary TCs with developing their literacy practices, we implemented a similar collaboration centered around numeracy.</p>

		<p>programs in local districts.</p>	<p>Successful implementation of POP (Particulars of Practice) this year. Pods of teacher candidates meet with faculty mentors (and teacher mentors, if they are interested) to engage in discussion about curriculum and teaching practice three times throughout their practica.</p> <p>District administration is very excited about the proposed MEd and the prospective support it will provide to them with teacher mentorship.</p>	<p>focused teacher candidates undertake in-school professional development with expert teachers in Chilliwack SD.</p> <p>Because of the desire to solidify the perceived gap between knowledge and practice, in 2017 we instigated a practice we call “Particulars of Practice” where our teacher candidates engage in situated learning (in a school site) within a community of learners that includes fellow students and their faculty mentor.</p> <p>Because of our commitment to our partner districts and our mandate to only have certified teachers instruct in the BEd, we have hired a number of sessional instructors and regularly host guest speakers from our partner districts in order to support our students’ learning.</p> <p>Research partnerships across departments, faculties, institutions and local communities continues in the TED – one being a collaboration with UBC’s Faculty of Education on Indigenous Storybooks (<a href="http://www.indienousstorybooks.ca">www.indienousstorybooks.ca</a>)</p>	<p>Research with Rick Hansen Secondary begins again as we study the stories of UFV TED Alumni.</p> <p>New partnerships continue to be developed. The Indigenous Student Centre has arranged for the TED to have a Resident Elder who will work with the BEd students while they are on campus. As well, a working relationship has been established with Keith Thor Carlson such that the TED faculty can support his work to develop resources for the local SDs.</p> <p>As part of our Admissions process to the BEd, we arranged for district administrators to be part of our candidate interviews.</p> <p>For our MEd, we have engaged Graduate Supervisors from across UFV, as well as from other post-secondary institutions, in order to best support our MEd students.</p> <p>One of our faculty members is co-teaching a course for another UFV department.</p>
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				<p>where the open access stories currently written/recorded in English are being translated into Halq'emeylem and other Indigenous languages (audio/text); another with UFV Social Work examining the role of Elders in post-secondary institutions and how best to support them.</p> <p><b>What we plan to do (gaps):</b></p> <p>Beginning in 2019, we will continue our collaboration with Rick Hansen Secondary, moving from research on Project Based Learning into research on the readiness of our alumni who now work at this school.</p> <p>Supporting mentorship initiatives in local SDs continues to be a priority. We currently have faculty sitting on local mentorship advisory groups. It is hoped that the MEd, with its focus in Educational Leadership and Mentorship, will support this initiative.</p>	
<b>4. Develop local and</b>	increasing opportunities for	1. Creation of a Developmental	Our TED students continue to demonstrate global citizenship. This includes their continued	<b>What we have done:</b>	<b>What we have done:</b>

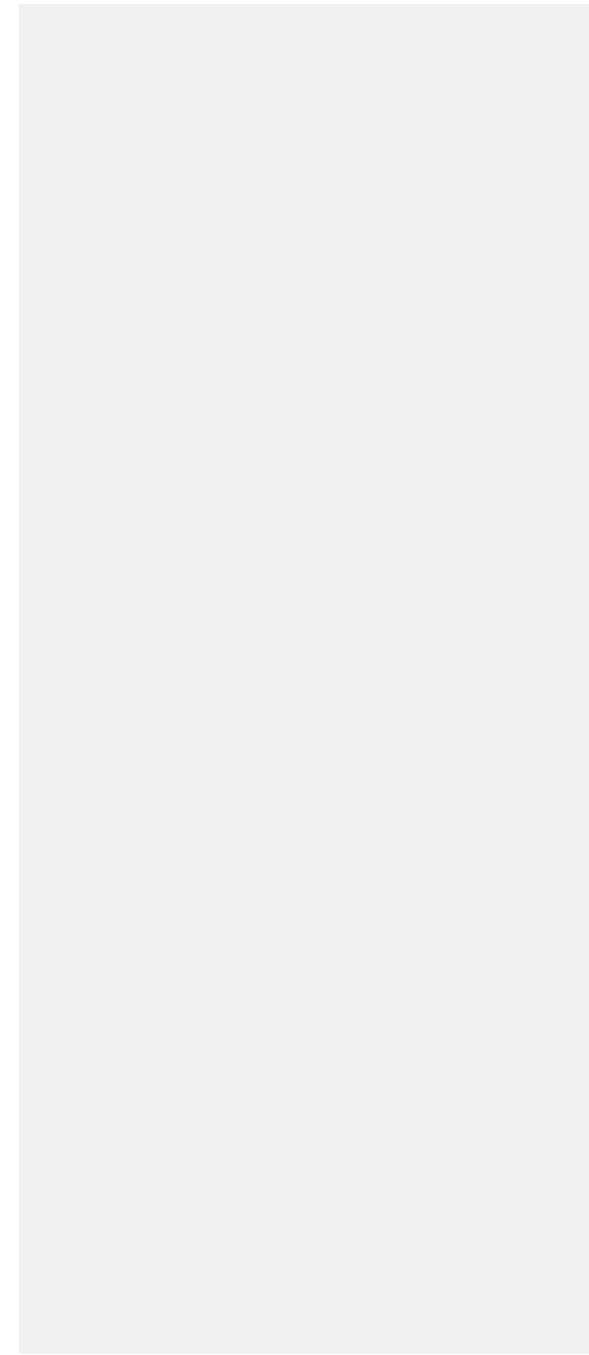
<p><b>global citizenship</b></p>	<p>Aboriginal students, increasing the Indigenization of the teacher education program, and increasing the internationalization of teacher education at UFV.</p>	<p>Standard Term Certificate (DSTC) for Aboriginal Language teachers in collaboration with the t l i a t i o n.                  2. Creation of a strategy for increasing the number of Aboriginal students entering teacher education.                  3. Development of a series of place based pedagogy learning opportunities within the professional year.                  4. Creation of a response to action items #62 and #63 of the Truth and Reconciliation Commission.                  5. Development of candidate placement opportunities in Chandigarh.</p>	<p>involvement and participation in the STAMP initiative and the ongoing activities offered by the Teacher Education Student Association (TESA). Next year TED has plans to implement a LENZ (Learning Exchange in New Zealand) as another international option available to students.</p> <p>Local citizenship initiatives by students include different TESA (Teacher Education Student Association) initiatives. Most notably, a film/panel presentation on November 10th about treaties and challenges related to First Nations' education on reserves. Sakej Ward (Mi'kmaw First Nation) was the keynote. Other panelists included a student, Vikki-Lynn Point, Melanie Scott and Anita Vaillancourt (Social Work faculty), Eddie Gardner (Elder in Residence) and Larry Commodore (Soowahlie First Nation).</p> <p>The TED has been working diligently to respond, in particular, to item #63 of the TRC Calls to Action by supporting teacher candidates as they develop and implement Indigenized K-12 curriculum and bolster their knowledge about Aboriginal worldviews and history. Feedback has been very positive.</p> <p>10% of seats in the BEd have been allocated for Aboriginal students. While this is a start, we need to 'catch' Aboriginal students earlier; therefore, we are beginning to examine options to develop a 5 year Bachelor of Education.</p>	<p>Since 2007, a minimum of 10% of seats in the BEd are designated for Indigenous students who meet the admission requirements for entry into the program. We began to advertise this on our website as of 2017.</p> <p>In May 2018, we implemented a learning opportunity in New Zealand as another international augment. We continue to offer the opportunity to go to Antigua.</p> <p>As part of a successful FIT proposal grant and as a component of our response to Calls to Action # 62 &amp; #63 from the TRC, this year we embarked on a program-wide initiative. Using Project Based Learning, we have undertaken a year-long exploration to answer the following question: What does it mean to be a socially just educator in the Fraser Valley in 2019? This has included, among other things: site visits to St. Mary's Indian Residential school (Mission), the Heritage Gur Sikh temple (Abbotsford), Coqualeetza</p>	<p>In Summer 2019, we began to explore a learning experience for our BEd students that would see them working with students in SD 92 (Nisga'a). Our first group of students will visit Nisga'a for two weeks in May 2020.</p>
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				<p>(Chilliwack), and virtual schools (Abbotsford &amp; Langley); place-based learning at CEP; 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. TED teacher candidates continue to be actively involved in the Teacher Education Student Association and numerous extra-curricular initiatives in their practicum school sites.</p> <p><b>What we plan to do (gaps):</b></p> <p>Similar to the BEd, the MEd will also have 10% designated seats for Indigenous students who meet the admission requirements</p> <p><b>What we are no longer doing:</b></p> <p>Due to lack of time we are not pursuing the Creation of a Developmental Standard Term Certificate (DSTC) for Aboriginal Language teachers in collaboration with the First Nation nor placement opportunities in Chandigarh.</p>	
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<p><b>5. Integrate experiential learning</b></p>	<p>increasing the caliber of experiential learning for candidates in their professional year, and creating a personalized learning experience for teacher candidates.</p>	<p>1. Development of mentorship training for faculty and teacher mentors. 2. Creation of a personalized learning capstone project for teacher candidates.</p>	<p>The theme and focus of the TED this year has been upon Indigenization and Reconciliation. To this end, the Orientation at the beginning of the program in September was focused on Place-based Learning. Teacher Candidates (TCs) learned about the land on which the Abbotsford campus is situated using P discussin the i of the local land masses). Later in the semester, in November, students and faculty went for a site visit of the St. Mary’s Residential school in Mission. In January, students attended the Mamele’awt Community Aboriginal Centre where they spent the day participating in a role drama/simulation that took them from pre-contact to post-residential school time. They also visited the Qw’oqw’elith’a/Coqualeetza Cultural Education Centre to learn some Halq’emeylem language and participate in cultural activities organized by the Sto:lo Resource and Management Centre. Students will engage in a final PBL experience upon returning from their certifying practicum.</p> <p>Experiential learning, as a general rule, is an integral part of the BEd. TCs participate in a 3 day Helping in/Orienting to Schools experience in September; they participate in a 5 week School Experience in October/November; and, they complete a certifying practicum (12 weeks) in schools from February to May.</p> <p>All TCs will complete an e-portfolio, demonstrating their growth throughout the BEd. This is shared</p>	<p><b>What we have done:</b></p> <p>Experiential learning continues to be a key component of the BEd. Students complete a 3 day Orienting to Schools project in September, a 5 week school experience in Oct/Nov, and a 12 week certifying practicum from Feb-May.</p> <p>Embedded pedagogy is the teaching practice within the BEd. That is, instructors utilize instructional strategies with the teacher candidates that we would expect them to use with their K-12 students. Things are ‘hands-on’ wherever is possible.</p> <p>Teacher Candidates continue to demonstrate their learning through the BEd by creating an e-portfolio that is shared with faculty and district partners near the end of the BEd program.</p> <p><b>What we plan to do (gaps):</b></p> <p>District Mentorship programs will, we hope, be supported</p>	<p><b>What we have done:</b></p> <p>Experiential learning remains to core to the BEd philosophy. Besides the field experiences already in place (3 days in Sept; 5 weeks in Oct/Nov; and 12 weeks in Feb-May in Fraser Valley classrooms), we have also included numerous place-based learning experiences for our TCs such as site visits to the Reach Gallery (Abbotsford), the Gur Sikh heritage temple (Abbotsford), St. Mary’s Indian Residential School (Mission), and the Coqualeetza Residential school site (Chilliwack).</p> <p>As part of EDUC 460 (School Governance), the BEd students implement a professional development conference (this includes calling for workshops, creating a schedule, participating, etc.).</p> <p>MEd students will be engaging in fieldwork in local school districts as a major component of their research for their program.</p>



			with faculty and there is an option to share with local HR folk in our partner school districts as well.	through the MEd.  There is still a desire to create a personalized learning capstone project option for the BEd.	
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### 2019-2020 Faculty of Science Update to the 2016-2020 EDUCATION PLAN

We will...	By...	Evidenced by...	Progress made in 2018-19	Progress made in 2019-20
<p><b>PRIORITIZE LEARNING EVERYWHERE</b></p> <p>UFV values the learning of faculty, students, staff, and community no matter when, where, and how it occurs. Courses, schedules, programs, and administration put the journey of the learner first. UFV recognizes that our learners are diverse; this necessitates diverse learning options and settings. UFV works to create learning opportunities in communities both inside and outside of UFV</p>	<ul style="list-style-type: none"> <li>• Increase outreach events and student involvement</li> <li>• Increase “citizen science” by liaising with local civic groups</li> <li>• Promote practicum placements with local industry</li> <li>• Promote development of online accessible modules for various science courses</li> <li>• Increase the participation of students in conferences.</li> <li>• Increase the use of social media</li> <li>• Promote peer instruction among students.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of student participants, student presentations, publications, science “blogs”, conference presentations at local, national and international levels</li> <li>• Increased number of students graduating within the time-frame of degree or diploma programs</li> <li>• Increase number of online classes</li> <li>• Increased number of field activities in courses.</li> <li>• Increase the use of the SLG program</li> </ul>	<ul style="list-style-type: none"> <li>• Popularity of BIO 105, an online course that is oversubscribed and has been offered not only during fall and winter terms in multiple sections, but also in the summer term.</li> <li>• Field trip to Iceland, London and Paris this past summer was highly successful with a full cohort of 36 students participating in this culturally enriching event. See <a href="#">link</a>. We will also be sending a full cohort of 24 students this year to Clayoquot Biosphere in Tofino, BC. The latter was highly popular in 2017 where 48 students participated in two cohorts of 24 each.</li> <li>• Several researchers within Biology and Chemistry supervised over 80 students combined, in various directed studies courses that provided students with hands on research experience under lab and field components as well as with placements in industry, government and other academic institutions.</li> <li>• Dr. Golfam Ghafourifar from the Chemistry department, took students to SFU and UBC to utilize equipment not available at UFV. Students had the opportunity to run experiments that would not have been possible at UFV.</li> <li>• Dr. Alan Reid has taken many opportunities to teach in the open air and has provided several campus walking tours to educate about the flora on campus. See <a href="#">link</a> and <a href="#">link</a></li> <li>• Dr. Noham Weinberg continues to excel in research and training students either at UFV (undergrads), and SFU where he has an adjunct appointment and trains graduate students. This past year, two former UFV students (Jake Spooner and Heather Wiebe) who were supervised by Dr. Weinberg at SFU obtained their PhD’s. Many undergrads from UFV also benefitted from Dr. Weinberg’s connections across the country travelling to national and international conferences.</li> <li>• Dr. Lucy Lee took two biology students (Tessa Webb and Taylor Boyd) to the Canadian Society of Zoologists annual meeting in Saint John’s Newfoundland in May 2018. Both students indicated that the opportunity to interact with other students and faculty from across the country was invaluable. Another student (Brenna Hay)</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolments in the online course, BIO 105 increased and in 2019/20, over 250 students enrolled in the various sections offered in each of summer, fall and winter semesters.</li> <li>• Field trips to Clayoquot Biosphere in Tofino, BC have been ongoing for several years and this past June, 23 students participated in the two week trip. Unfortunately, the planned trip for this summer had to be cancelled due to COVID-19.</li> <li>• Chemistry faculty took 9 students to the Canadian Chemical Conference in Quebec City where they presented the results of their research. Three of these students returned with awards on-hand. <a href="https://blogs.ufv.ca/science/2019/06/13/ufv-students-shine-at-the-102nd-canadian-chemistry-conference-and-exhibition/">https://blogs.ufv.ca/science/2019/06/13/ufv-students-shine-at-the-102nd-canadian-chemistry-conference-and-exhibition/</a></li> <li>• Dr. Alan Reid continued teaching plant identification and uses, to students and community members either in courses or through special walking tours. Dr. Reid was recognized with the “Unsung Hero Award” for similar work he volunteered at the Vancouver and Vandusen Gardens and the Bloedel Conservatory, and received the award from MP Jody Wilson-Raybould. <a href="https://blogs.ufv.ca/science/2019/08/07/biology-professor-dr-alan-reid-receives-the-2019-unsung-hero-award-from-the-honourable-jody-wilson-raybould/">https://blogs.ufv.ca/science/2019/08/07/biology-professor-dr-alan-reid-receives-the-2019-unsung-hero-award-from-the-honourable-jody-wilson-raybould/</a></li> <li>• NSERC Grant holders, Drs. Noham Weinberg, Olav Lian and Linus Chiang have been very productive with their research producing several peer reviewed manuscripts, presenting at conferences and training many students.</li> <li>• Dr. Lucy Lee took three Biology students (Arianne Qanberry, Brenna Hay and Petra Lee) to Tampa, Florida for an international conference hosted by the Society for In Vitro Biology. Each of them presented posters and Arianne won the Society’s Morgan Award. Arianne and Brenna also won travel awards from the Society that assisted in their participation at this conference. <a href="https://blogs.ufv.ca/science/2019/06/17/biology-students-return-from-the-2019-in-vitro-biology-meeting-with-awards-in-hand/">https://blogs.ufv.ca/science/2019/06/17/biology-students-return-from-the-2019-in-vitro-biology-meeting-with-awards-in-hand/</a></li> </ul>

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			<p>participated in the Canadian Ecotoxicity Workshop held in Vancouver in October 2018 and <a href="#">won second place in the student competition</a>.</p> <ul style="list-style-type: none"> <li>• Jessica Barclay, a 4th year Biology student, worked outdoors this past summer researching amphibians and reptiles on campus and her work supervised by lab instructor Christine Dalton, was featured in the <a href="#">Vancouver Sun</a>.</li> <li>• Nikola Trotzuk, a Physics major, truly enjoyed the opportunity to travel to London for the International Youth Science Forum (LIYSF) and <a href="#">blogged</a> his “once in a life-time” learning opportunity. This year, we are pleased to send Isabelle St-Martin, a biology student, to the 61st annual LIYSF to Imperial College, London, UK.</li> <li>• Science Rocks, a summer outreach camp, employed several of our science students, who deployed their knowledge and teaching skills to pass their love for science to the next generation of students.</li> <li>• 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 and Stats.</li> <li>• <a href="#">Math Mania</a> also provides many of our students, opportunities to teach elementary and middle school kids as volunteers, to understand and love mathematics through the use of puzzles and games. Several sessions of Math Mania were held across the valley over the past year attracting hundreds of kids and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• NSERC USRA student Eryn Braley participated in the Canadian Ecotoxicity Workshop held in Quebec City. She presented a talk and was able to meet various renowned scientists. <a href="https://blogs.ufv.ca/science/2019/10/09/2019-canadian-ecotoxicity-workshop/">https://blogs.ufv.ca/science/2019/10/09/2019-canadian-ecotoxicity-workshop/</a></li> <li>• Under the expert guidance of Dr. Cherie Enns from SLUEC, 12 QES students participated in international internships (9 went to Kenya, Tanzania or India, and 3 came to Abbotsford from reciprocal countries) for a variety of projects that included mapping, identifying land opportunities and challenges, researching local agriculture related issues and risks, and creating various projects. Some of these had to be terminated due to COVID-19 issues but all returned safely. Here is a blog of some of the student’s experiences: <a href="https://ufveastafricainternships.com/2020/05/02/life-back-in-canada-our-unconventional-experience-abroad/">https://ufveastafricainternships.com/2020/05/02/life-back-in-canada-our-unconventional-experience-abroad/</a></li> <li>• Isabelle St. Martin was our lucky winner for the all expense paid trip to London, UK, to participate in the London International Youth Science Forum. She blogged her experience in our science news webpages and was thrilled to meet various youth of the world interested in the sciences, as well as the many personalities that presented at the Forum. <a href="https://blogs.ufv.ca/science/page/6/">https://blogs.ufv.ca/science/page/6/</a> and <a href="https://blogs.ufv.ca/science/page/7/">https://blogs.ufv.ca/science/page/7/</a></li> </ul>

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<p><b>COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b></p> <p>UFV recognizes the importance of agility in its programs and administrative units to enable us to adapt and respond to the diverse learning needs of our students, faculty, staff, and community. We will streamline organizational procedures and practices that limit creative problem solving.</p>	<ul style="list-style-type: none"> <li>• Broadening resources used to provide and support instruction</li> <li>• Better student placement and advising.</li> <li>• Better assessment of incoming student skills</li> <li>• Opening access to vital and valuable skill sets to students from across the University.</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded pool of Adjunct Faculty</li> <li>• Use of open source textbooks and software.</li> <li>• Validated placement and skills advisory testing</li> <li>• Careful design of programs and courses to ensure they are accessible and possible, no not contain unnecessary prerequisites</li> </ul>	<ul style="list-style-type: none"> <li>• We employ our students to produce unique instructional materials to enhance teaching. For instance, this past summer Dr. Alan Reid, employed a biology student to prepare specimens in acrylic blocks that can be used for teaching introductory biology material.</li> <li>• Two summer students were employed by Dr. Sandra Gillespie to research the state of bumblebees in the Fraser Valley by simple dissection and looking at pathogens.</li> <li>• Several other Science faculty and their students tackle many regionally relevant issues including statistical analysis of ridership in public transportation, providing applied research to solve agricultural pest problems, technical solutions to harvesting honey, assisting in calibrating machines in hospitals, participating in various citizen science projects, etc.</li> <li>• We offer interdisciplinary programs that cross specialty boundaries. For instance, the newly approved Bachelor of Environmental Studies major in Natural Sciences, which will begin to be offered Winter 2020 covers various disciplines including Geography, Biology, Agriculture. Similarly, the Bachelor of Agricultural Science which began to be offered two years ago, covers Agriculture, Biology, Chemistry and Geography, while the newly approved Bachelor of Science majors in Computer Science encompasses Mathematics, Computer Information Systems, and Physics; and our newest program in the Biochemistry major, which is targeted to begin offerings in the Winter of 2020, crosses Biology and Chemistry disciplines. Additionally, we are awaiting approval for our first graduate program, a Masters of Science in Integrated Science and Technology (MIST) which will be strongly cross-disciplinary.</li> <li>• In response to regional demand, we have also proposed a new certificate program in Bioinformatics which will require approvals through the various levels within and outside the University.</li> <li>• We bring many expert speakers from within our institution or from other institutions to provide us with broad overviews on the state of the sciences across the country and the world. For example, Kori Czuy, a metis PhD candidate from the University of Calgary, experienced in math education and Indigenous ways of knowing, provided an interesting talk entitled "Re(weaving) frayed</li> </ul>	<ul style="list-style-type: none"> <li>• Researchers within the Sciences supervised 88 students combined in various directed and independent studies projects compared to 82 last year. These provide individualized projects that respond to individual interests and learning styles.</li> <li>• Taking into account the learning styles of our millennial students, we hired Dr. Carin Boldar as our Science Communicator and she has been active in Social Media, posting events, facts, news, routinely in our blogs as well as in Twitter <a href="https://twitter.com/UFVscience">https://twitter.com/UFVscience</a>, and Facebook <a href="https://www.facebook.com/UFVscience/">https://www.facebook.com/UFVscience/</a>, supplementing the regular postings done by our efficient Admin Assistant Caroline Majeau</li> <li>• Math professor Anna Kuczynska published an Open Source Textbook in "Intermediate Algebra and Trigonometry" that is available through the BC Campus website: <a href="https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuiid=76dc2b51-6695-4914-8d39-6118efd321b7&amp;contributor=&amp;keyword=&amp;subject=">https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuiid=76dc2b51-6695-4914-8d39-6118efd321b7&amp;contributor=&amp;keyword=&amp;subject=</a></li> <li>• Several expert speakers provided interesting talks to our community. These included Dr. Adam Ruben on the Public Perception of Science <a href="https://blogs.ufv.ca/science/2020/02/12/public-perception-of-science-with-dr-adam-ruben/">https://blogs.ufv.ca/science/2020/02/12/public-perception-of-science-with-dr-adam-ruben/</a>, Dr. Shannon Bard delving on ecotoxicology <a href="https://blogs.ufv.ca/science/2020/02/03/greenspeak-series-shannon-bard/">https://blogs.ufv.ca/science/2020/02/03/greenspeak-series-shannon-bard/</a>, Dr. James Inkster from Boston's Children Hospital on developing novel probes for medical imaging <a href="https://blogs.ufv.ca/science/2019/05/29/deans-seminar-series-presents-dr-james-inkster/">https://blogs.ufv.ca/science/2019/05/29/deans-seminar-series-presents-dr-james-inkster/</a></li> <li>• A new program in Urban Planning and Policy is being proposed and a working group has been formed chaired by Dr. Cherie Enns.</li> <li>• The Applied Bioinformatics Certificate program was developed in response to Provincial technical demands and it received recent approval. The certificate will begin to be offered in the Fall of 2020.</li> <li>• This year more than ever we were tested on our ability to be flexible and respond quickly to the COVID-19 pandemic. Our faculty and staff met this uncertain challenge and completed the winter semester without many glitches and offered many courses for the summer semester.</li> </ul>

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			<p>connections: the depth of science and mathematics knowings within Indigenous stories" in early Fall. Green Speak seminar series included presentations by Drs. Tim Cooper, Lucy Lee, Alan Reid, Dieter Geesing as well as community invited guests. There were many other speakers in various departmental events held throughout the year.</p> <ul style="list-style-type: none"> <li>• We respond eagerly to requests from the community to showcase our activities either by inviting school kids to learn from us or by sending our faculty, students and staff to give lectures, seminars or workshops to many schools and community associations in the valley, or by hosting them as well in our laboratories either in Chilliwack or Abbotsford. Several schools from Abbotsford, Chilliwack and Langley were hosted at UFV within the past year.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans are in place for a flexible fall term with mostly online courses but also some face to face labs taking into consideration all safety precautions and distancing regulations.</li> </ul>

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<p><b>COLLABORATE ACROSS BOUNDARIES</b></p> <p>UFV supports and develops opportunities for collaborative and interdisciplinary work. This involves collaboration around research, programming, learning, and community development. It also involves collaboration with other educational institutions, community organizations, and industry, both locally and globally.</p>	<ul style="list-style-type: none"> <li>• Bringing together interest groups</li> <li>• Collaborate across departments and faculties</li> <li>• Offering more interdisciplinary programs</li> <li>• More outreach to area schools</li> <li>• Partnering with community business and national organizations towards STEM outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Creation, approval and offering of joint programs</li> <li>• Research projects involving UFV faculty and students</li> <li>• Dual credit programs</li> <li>• In-school outreach programs, or on campus events</li> </ul>	<ul style="list-style-type: none"> <li>• The department of Mathematics and Statistics held its first <a href="#">Fraser Valley Mathematics Education Sq'ep</a> on Feb 22, 2019, attracting mathematics educators from the area. The event attracted roughly 70 educators and many activities were planned for the day.</li> <li>• We also actively engage in cross cultural exchange of ideas and have ongoing collaborations with indigenous and international communities. These include Nuxalk College in Bella Coola, BC, Tzeachten First Nation, and Sto:lo communities in the Fraser Valley.</li> <li>• Drs. Noham Weinberg and Linus Chiang have adjunct appointments with nearby research intensive universities and collaborate with colleagues at those institutions.</li> <li>• Dr. Lucy Lee also has adjunct appointments with UBC, Laurier, Guelph and Waterloo and has co-supervised undergraduate and graduate students, as well as participating in other universities as an external examiner for graduate students. She has connected with several universities not only in Canada and USA but also in Denmark, Norway, New Zealand and Chile for research exchange opportunities.</li> <li>• Aileen Ablog, a technician in chemistry, is also active extra-curricularly and published a <a href="#">cookbook</a>.</li> <li>• Many of our faculty are active publishing scientific articles and collaborate across a wide range of boundaries. One recent <a href="#">publication is by Dr. David Chu</a> (published March 2019) that deals with sports analytics in baseball.</li> <li>• Students and faculty from the Physics and Chemistry department participated in <a href="#">BCTECH</a> along with other UFV personnel demonstrating various aspects of research ongoing at UFV.</li> </ul>	<ul style="list-style-type: none"> <li>• The second annual Math Sq'ep organized by Drs. Kseniya Garaschuk, Stan Manu and Vanessa Radzinski attracted close to 100 participants and a full day of activities took place for Math Educators. <a href="https://www.ufv.ca/math/fraser-valley-mathematics-education-sqep/">https://www.ufv.ca/math/fraser-valley-mathematics-education-sqep/</a></li> <li>• Math Challengers Competition held at UFV brought close to 200 students from grades 8 to 10 for a chance to advance to the Provincial Finals. <a href="https://blogs.ufv.ca/science/2020/02/21/ufv-hosts-the-2020-math-challengers/">https://blogs.ufv.ca/science/2020/02/21/ufv-hosts-the-2020-math-challengers/</a></li> <li>• Rick Hansen Secondary School students took dual credit courses at UFV including STAT 106.</li> <li>• Dr. Lenore Newman of SLUEC, was involved in a Provincial Task Force on Food Security, and was directly involved in producing a report on the Future of Food in BC <a href="https://engage.gov.bc.ca/app/uploads/sites/121/2020/01/FSTF-Report-2020-The-Future-of-Food.pdf">https://engage.gov.bc.ca/app/uploads/sites/121/2020/01/FSTF-Report-2020-The-Future-of-Food.pdf</a>. She also published a new book on “Lost Feast – Culinary Extinction and the Future of Food” that brings awareness to human activities in the search for food sources and our impact on nature.</li> <li>• Dr. Greg Schmaltz, from Biology, started a collaboration with the Abbotsford airport authority to study birds on site with UFV students.</li> <li>• Let's Talk Science supports outreach volunteers by developing, testing and maintaining curriculum aligned STEM based workshops delivered to classrooms in the Lower Mainland. This year, Let's Talk Science reached to over 500 youths in Abbotsford and Chilliwack area to bring awareness into the Sciences <a href="https://blogs.ufv.ca/science/2019/12/13/lets-talk-science-is-full-steam-ahead/">https://blogs.ufv.ca/science/2019/12/13/lets-talk-science-is-full-steam-ahead/</a></li> <li>• Aileen Ablog's cookbook on the Ketogenic Pressure Cooker was such a success that she was commissioned to write a second cookbook, which will be available in November. <a href="https://ulyssespress.com/books/keto-bbq-sauces-rubs-and-marinades/">https://ulyssespress.com/books/keto-bbq-sauces-rubs-and-marinades/</a></li> </ul>

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<p><b>DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b></p> <p>At UFV, we develop and model civic engagement and social responsibility. Our students, faculty, and staff recognize the importance of nurturing a global awareness that supports the health and safety of citizens around the world. Part of being a UFV citizen also involves responsibility to our communities and environment. Locally we work on the unceded territory of the t l people and the Indigenization of UFV is a priority. Indigenization informs everything we do at the university in every program, department, and service area, through the inclusion of indigenous content, perspectives, and ways of knowing.</p>	<ul style="list-style-type: none"> <li>• Incorporate Indigenous knowledge into courses and learning opportunities</li> <li>• Collaborate with local institutions of government on projects</li> <li>• Research projects around issues of local concern</li> </ul>	<ul style="list-style-type: none"> <li>• Increased indigenous content in science curriculum</li> <li>• Increased indigenous and international participation</li> <li>• Enhanced student and/or faculty exchange programs with international partners</li> </ul>	<ul style="list-style-type: none"> <li>• Locally, our students volunteer in many outreach activities, coordinating events, participating in science and math competitions, gathering data, sharing knowledge and being excellent ambassadors for UFV.</li> <li>• Regionally and nationally, our students participate in specialized conferences, gaining confidence making presentations and engaging in activities that advance their knowledge as well as in leadership skills.</li> <li>• Many of them also participate in international events including the London International Youth Science Forum (LIYSF), and attending international field trips such as the recent trip to Iceland, London and Paris.</li> <li>• We have also hosted various international students and visiting scientists, and in the upcoming year, we will be hosting several research scientists in the Biology and Chemistry labs, including Dr. Georgina Dowd and her research assistant Gavrill Chong, from Plant &amp; Food, Nelson, New Zealand, a team of researchers from the University of Sherbrooke, and several others.</li> <li>• Our students are also trained in sustainability and conservation measures and several biology courses have short field trips to local conservation areas, museums, farms, etc.</li> <li>• Bio 310 under the supervision of Dr. Sharon Gillies won first place in the second hubbub awards held in Fall 2018 for the <a href="#">City Studio Abbotsford program</a> (a partnership project with City of Abbotsford) that tackles civic issues. Projects included “Increasing wetland biodiversity at Mill Lake Park through Habitat restoration and community stewardship” by students Cheyanne Schwabb, Anne Fernando, Jaleen MacKay and Kaitlin James, and Sukmanprit Dhillon and Kajal Dhalwal for “Improvements for Mill Lake Park: In depth restoration of biodiversity.”</li> <li>• Also, Bio 421 students Kirpal Brar and Dilpreet Gill won Honourable mention for their project to eradicate invasive plant species clogging dykes, entitled: “The effect of drying and cutting on Parrot Feather growth.”</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Greg Schmaltz led K-12 classes from SD33 (Chilliwack) on talking tours about avian ecology at the Great Blue Heron Reserve. He also leads regular tours to local seniors as he volunteers at the Reserve. <a href="https://blogs.ufv.ca/science/2019/09/25/when-we-love-our-food-so-much-that-it-goes-extinct-dr-lenore-newman/">https://blogs.ufv.ca/science/2019/09/25/when-we-love-our-food-so-much-that-it-goes-extinct-dr-lenore-newman/</a></li> <li>• A new student group formed this year: UFV WEST (Women in Science and Technology) to bring more awareness to women in the sciences and held various events including a career panel. <a href="https://blogs.ufv.ca/science/2019/12/02/ufv-west-hosts-a-career-panel-evening-to-full-house/">https://blogs.ufv.ca/science/2019/12/02/ufv-west-hosts-a-career-panel-evening-to-full-house/</a></li> <li>• 44 science students participated in the annual UFV Research Day which was held virtually. In total, 34 Science poster entries were viewed and several won various awards. <a href="https://blogs.ufv.ca/science/2020/04/22/science-students-shine-at-ufvs-2020-ufv-student-research-day/">https://blogs.ufv.ca/science/2020/04/22/science-students-shine-at-ufvs-2020-ufv-student-research-day/</a></li> <li>• Once again BIOL 310 students as well as students in GEOG 360 and BIOL 410 students participated in City Studio Projects, winning accolades for several projects. <a href="https://blogs.ufv.ca/science/2019/12/05/ufv-citystudio-projects-knock-it-out-of-the-park-again/">https://blogs.ufv.ca/science/2019/12/05/ufv-citystudio-projects-knock-it-out-of-the-park-again/</a></li> <li>• A recent Biology alumnus, Eryn Braley won an NSERC Indigenous Student Ambassador award and visited various schools in the BC interior to bring science awareness to indigenous youth. <a href="https://blogs.ufv.ca/science/2019/10/30/eryn-braley-2019-bsc-graduate-and-nserc-indigenous-student-ambassador/">https://blogs.ufv.ca/science/2019/10/30/eryn-braley-2019-bsc-graduate-and-nserc-indigenous-student-ambassador/</a></li> <li>• Dr. Carin Bondar, adjunct professor in Biology and contracted Science Communicator produced a video on Climate Change with UFV student and staff involvement. <a href="https://blogs.ufv.ca/science/2020/04/22/climate-change-the-song/">https://blogs.ufv.ca/science/2020/04/22/climate-change-the-song/</a>. She was also responsible for producing our first Faculty of Science Magazine that provides further glimpse into the activities of our faculty. See <a href="https://indd.adobe.com/view/b0f6e0ab-acc9-4e4f-83fe-e85131e6a4da">https://indd.adobe.com/view/b0f6e0ab-acc9-4e4f-83fe-e85131e6a4da</a></li> <li>• SLUEC hosted the Pacific Regional Society of Soil Science and the BC Institute of Agrologists joint annual meeting on March 7, 2020. <a href="https://blogs.ufv.ca/science/2020/02/11/2020-spring-workshop-agm-soils-in-the-field/">https://blogs.ufv.ca/science/2020/02/11/2020-spring-workshop-agm-soils-in-the-field/</a></li> </ul>



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<p><b>INTEGRATE EXPERIENTIAL LEARNING</b></p> <p>UFV will ensure opportunities to incorporate experiential learning both inside and outside of the university classroom. This may involve assignments and assessment activities, field experiences, community placements, laboratory experience, research, and co-operative learning.</p>	<ul style="list-style-type: none"> <li>• Increase co-op participation</li> <li>• Increase applied research placements</li> <li>• Increase student participation in faculty research projects</li> <li>• Increase paid or volunteer opportunities in outreach events</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student enrolment in co-op</li> <li>• Increased offerings of field schools and field trips</li> <li>• Provide disciplinary focused volunteer and paid opportunities for UFV students</li> </ul>	<ul style="list-style-type: none"> <li>• Biology and Chemistry offer many courses with laboratory components from first to upper level courses. Many also involve field trips and visits from outside personnel that bring a rich repertoire of experiential learning.</li> <li>• Physics, Math and Stats courses offer problem solving applied aspects that have direct impact to community. These include many citizen science projects with local organizations.</li> <li>• Work study positions, co-op placements and other community placements provide students with enriching opportunities to enhance learning.</li> <li>• Experiential learning provides students with volunteer opportunities and community participants to learn about what we do at UFV. See for example the recent events held for the <a href="#">Regional Fraser Valley Science Fair</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• Jenny Hamilton, a Biology lab technician supervised an internship placement from local high school Rick Hansen Secondary as part of their "School of Science" program. This internship placement was a 6 week, full time placement providing a high school student with direct, experiential and career driven learning experiences in Biology. This was a highly successful pilot internship that was not only beneficial to student understanding of Biology subject matter, job ready skills and career mentoring but also promoted UFV to the community we serve and provided valuable assistance in the lab area.</li> <li>• Biology continues with their first year experiential learning model which allows student to complete a 6 week independent research project. About 200 first year students completed project based learning which emphasizes critical thinking, writing, presentation skills, as well as practical experience in lab techniques.</li> <li>• We had a record number of participants in the first UFV Virtual Research day with 44 students participating in 34 projects, and four of them winning major prizes. See <a href="https://blogs.ufv.ca/science/2020/04/22/science-students-shine-at-ufvs-2020-ufv-student-research-day/">https://blogs.ufv.ca/science/2020/04/22/science-students-shine-at-ufvs-2020-ufv-student-research-day/</a></li> </ul>



## II INSTITUTIONAL RESEARCH AND PLANNING: EDUCATION PLAN UPDATE

Date: May 2020

### The department:

Institutional Research and Planning is the official reporting and information gathering arm of the university. Our mission is to ensure the integrity of data, report to external agencies, and provide university administration, faculty, and staff with accurate and easy to read data analysis, forecasts, and other decision-support information.

The office conducts forecasting, statistical analyses, and research initiatives encompassing all forms of university operations. IRP has seven stated principles that guide our work:

- We are leaders in data quality, integrity and analysis
- Our service meets the needs of the end-user. Our work enhances decision making and supports planning
- We are welcoming and collegial and work together as a team. We promote a respectful, positive and healthy work environment
- We are proactive and communicate with the university, its stakeholders and the post-secondary education community
- We are open and transparent

When discuss these principles with new hires, we usually shorten them to just two: we are nice to one another and work together as a team, and we produce great work.

### Introduction to IRP and the Education Plan

Last year, our department identified issues that, if addressed, would help the university achieve its Education Plan goals. These issues include the difficulty students sometimes have in enrolling in the courses they need to graduate; other impediments to student graduation; enrolment planning and scheduling across campuses, particularly at CEP; space planning and the lack of space in Abbotsford; Indigenizing the academy; and improving data presentation and availability. We have also examined the large increase in international student applications and enrolments along with the associated increase in demand for student services and faculty resources.

### The Five Education Plan Goals

#### 1. PRIORITISE LEARNING EVERYWHERE

##### *1.1 Course Bottlenecks:*

In several surveys, graduating students identified the availability of required courses as the most important reason why they had experienced a delay in completing their programs. This project investigated how course bottlenecks impede students from progressing through their programs, and what we can do to improve this situation. We identified bottleneck courses by the features of student demand, access, and outcomes; we found 168 courses had at least one bottleneck feature, 65 with two, and 25 had all three.

There are other reasons, student roadblocks, that may cause a student to delay or interrupt their studies. To assess this, IRP administered an internal survey where UFV staff indicated financial issues, stress and anxiety, balancing studies with family obligations, and the need for academic support as items that affected student progress. The report made several recommendations including better planning for students for their finances and for their future course scheduling, and support for students transitioning to UFV from outside the Fraser Valley. The reports were presented in 2019 and the university is evaluating what can be done to reduce the course bottlenecks and student roadblocks.

### *1.2 Scheduling*

IRP is involved in scheduling and enrolment planning at CEP to ensure that the first year of several popular bachelor's degree programs are available in Chilliwack. These programs include the Bachelor of Arts, the Bachelor of Arts (Criminal Justice), the Bachelor of Business Administration, and the Bachelor of Science.

We provided scheduling recommendations following the coronavirus outbreak based on utilization, waitlists and seat demand.

### *1.3 Internal reporting*

IRP provides self-serve data to the university community in a several locations and formats:

#### *1.3.1 The Business Intelligence tool*

Our department creates and maintains the Business Intelligence dashboards that provide live student data to the university community. Examples of new dashboards include (i) a forecast for how applications convert to new students, (ii) a forecast for returning student numbers for the next two terms based on the rate at which existing students persist, and (iii) cross-walk tables translate across departmental FTEs and program headcounts. All three dashboards provide this data by program as well as by student fee type.

In addition to the dashboards, we also produced custom term-by-term analysis of applications and enrolments for the most popular programs for international students, CIS and Business.

#### *1.3.2 The Factbook and Department Databooks*

This annual report provides over 50 tables of data on all types of student activity and student demographics, as well as information on research, student services, and university administration.

Our department produces an annual databook for each department. The databooks provide some 50 pages of department specific data to deans and area heads and are used extensively in program reviews. We have also created databooks by campus to assist with space and campus planning.

#### *1.3.3 IRP Website*

Our website provides a variety of information about the university that includes up-to-date versions of all university plans, annual reports such as the Factbook and the Accountability Report, survey results, and university org charts.

### *1.4 Surveys*

IRP administers several surveys each year. We also analyze and distribute survey results. For example, we presented on the results of the Canadian University Survey Consortium survey and made

recommendations based on the survey results to senior administration. IRP administers UFV's Survey Monkey software and provides advice and feedback to people creating surveys at the university.

### *1.5 Strategic Enrolment Management (SEM) Plan update*

IRP provides an annual update on how UFV is doing relative to the goals set in the SEM Plan (2019 was the final year).

### *1.6 Data quality*

IRP is committed to leading data quality at the university. One project towards this goal is the semi-annual data quality meeting we organize that includes Finance, OReg, and HR. Through this committee, UFV has made large strides in removing errors, standardizing definitions, and generally improving data quality.

## 2. COMMIT TO FLEXIBILITY & RESPONSIVENESS

### *2.1 Enrolment Plan*

IRP administers enrolment planning at UFV— we presented targets for the 2020/21 plan in September 2019. The Enrolment Plan offers the academic side of the house a voice on the allocation of resources across academic areas and provides direction to the university regarding enrolments across departments and faculties.

### *2.2 Campus snapshot*

This project addressed issues on our physical campus and initiated a discussion about a long-term vision for UFV's campuses. Students took photos around campus of what they thought was good, bad, or interesting. Based on their submissions and an associated survey of administrators, we produced a report on how our students feel about their environment. Students are interested in sustainability, concerned about the limited hours they are able access services, and appreciative of our beautiful natural surroundings and artwork on campus. This project was presented to the campus planning committee, where it generated a lively discussion, and more recently, to a broader audience at a fall 2019 admin-co meeting.

### *2.3 Class size at UFV*

Using 2017/18 data, we updated a report on class size at UFV that details the distribution of class sizes by official class maximums as well as actual class sizes.

### *2.4 Academic performance*

Senior administration raised the issue of grade distribution at UFV and grade policy. To address this topic, we prepared a presentation in summer 2019 on the distribution of grades and grade policy. The report provided grade distributions at UFV by year, and by department, as well as a survey of student grade policies at other universities.

Over the last couple of years UFV has seen an unprecedented increase in the number of international students. IRP analyzed how grades of international students vary by country of origin, by program, and how they have changed over time. Understanding international student performance will help ensure academic excellence and enhance student success.

### 3. COLLABORATE ACROSS BOUNDARIES

#### *3.1 Ministry reports*

IRP produces the annual Accountability report. The Ministry sent commendations on UFV's report stating that our report was exemplary, well organized, and professionally written. The Ministry also noted that we well addressed how we met Ministry priorities and that we demonstrated the importance of reconciliation and understood the context and need for action.

In collaboration with the Facilities department, IRP updates the Facilities Inventory System and makes an annual submission to the Ministry. This process involves an audit of physical spaces and data quality checking. The IRP department also submits the annual Contact Hour Activity Report. These two submissions make up our Space Utilization report which aligns our data with the Ministry Space Standards. We also provide internal reporting using this information. For example, we gave a presentation on campus utilization to the Campus Planning Advisory Committee.

#### *3.2 Ad hoc requests*

Each month IRP fulfils a wide variety of ad-hoc requests for data and analysis such as projecting practicum enrolments, analyzing enrolment patterns across campuses, and providing course utilization rates.

### 4. DEVELOP LOCAL & GLOBAL CITIZENSHIP

#### *4.1 Indigenization*

In the annual Accountability Report to the Ministry, UFV reports on a target for Aboriginal student spaces. The Indigenous population in Canada, British Columbia, and the Fraser Valley Regional District is younger, and growing at a much faster rate than the non-Indigenous population. To address this issue, we wrote a paper looking at student demographics, and together with the Indigenous Affairs office and the provost, we determined a suitable Aboriginal student spaces target for UFV. More important than any analysis or target is how UFV can provide the best access and educational experience to Indigenous learners in the community.

#### *4.2 Strategic planning*

IRP is involved in UFV's strategic planning project. To inform this process, we produced an environmental scan using a variety of sources: demographic data, survey results, the labour market, and activity at other B.C. post-secondary institutions.

#### *4.3 Participation in communities outside of UFV*

IRP staff members are involved in a variety of committees outside of UFV. These include Peer Review, Performance Measures Working Group, and Data Definitions, all groups seeking to optimize reporting and align the Ministry's goals with post-secondary institution performance. Members of our office are encouraged to participate in the IRP community, the university community, and in the broader post-secondary community. Vlada sits as the system liaison for economics in B.C. and acted as a mentor for the CFA Institute Research Challenge.

## 5. INTEGRATE EXPERIENTIAL LEARNING

### *5.1 Labour market outlooks for program development*

We provide a labour market outlook for every proposed new program going through the program development process; we also typically provide a custom data report. This year we produced some half-a-dozen such reports including for the Halq'méylem graduate certificate and the Concentration in Applied Management.

### *5.2 BC Student Outcomes*

We facilitate the B.C. Student Outcomes surveys which provide information about what students found valuable in their studies, the relevance of their education, and their job market outcomes.

### *5.3 Campus snapshot*

Our Campus Snapshot project informed UFV leadership about how students and administrators felt about the UFV campus.

### *5.4 Co-op*

We have had a co-op student, Kabir, in our office for three terms. Kabir has been involved in the development of a new BI dashboard, and he has fulfilled a variety of data requests. During his time in IRP Kabir has gained valuable experience while bringing a unique student perspective to our work.

### Future goals

Our objective is to make data and analysis as public as it can be. Data should be easy to find, easy to understand, and presented in a clear and concise manner.

Our office will continue to develop serve-serve data for the university community. We have moved some static reports, such as the application report, to Business Intelligence dashboards that provide live data. We are in the process of doing this for additional reports.

Our focus is moving from presenting historical data to analysis and forecasting. We are working on dashboards that provide forecasts further into the future than the current two terms.

Outreach is one of the stated principles of our department. We want to find a way to show students the work we do so they can better understand the functioning of a university and also see the career opportunities in IR. We are also interested in working with students on areas of mutual interest.

Along with other B.C. universities, UFV is a part of a tax-linkage project where we will look at tax data, as opposed to the usual survey data, to assess how our graduates are performing in the labour market.

IRP wants to take a role in helping UFV indigenize. Our department is always reflecting on how we present our data, particularly when it relates to Indigenous students. We would like to spend more time meeting with representatives of the Indigenous community to find what our office could provide that would assist Indigenous learners and community members in participating at the university.

# **Office of the Vice Provost**

## **2016-2020 Education Plan Strategies**

**Updated – May 07, 2020**

### 2016-20 EDUCATION PLAN – STRATEGIES

**Department/Division/Faculty: Indigenous Affairs**

GOAL <i>We will...</i>	<i>Currently, we...</i>	STRATEGY By...	MEASUREMENT <i>Evidenced by...</i>	KEY EXAMPLES OF PROGRESS made 2019-2020
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Indigenize classroom, curriculum, aesthetics, and events.	Provide supports to curriculum developers. Acquire Coast Salish designed art/names.	Increase in Indigenized spaces at Abbotsford and CEP campuses both in UFV building and on campus green space evidenced by art artefacts, and Halq'eméylem language.	<ul style="list-style-type: none"> <li>• The creation of a gathering space for self-identified Indigenous faculty and staff members to meet casually with each other or with UFV Elders-in-Residence.</li> <li>• Classroom requests for Senior Advisor of Indigenous Affairs from Education, Political Science, Sociology, Geography, Peace and Conflict Studies, History, Communications, Anthropology, Indigenous Studies, Social Work, Art History, English, Theatre and Visual Arts</li> <li>• Indigenization is found in the aesthetics of the institution (both interior and exterior of UFV campuses) as well as on the web</li> <li>• Redesign of Indigenization pages of UFV website (<a href="http://www.ufv.ca/indigenous/">www.ufv.ca/indigenous/</a>)</li> </ul>

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>STRATEGY</b> <b>By...</b>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS made 2019-2020</b>
		UFV faculty, staff and students are aware and understand the implications of living and working in S'olh temexw, the traditional t l territor .	Welcomes/Territory Acknowledgements by all administrators, heads and faculty at all UFV gatherings, meetings and events.	<ul style="list-style-type: none"> <li>• More than 40 faculty and staff took advantage of the opportunity to learn conversational Halq'eméylem and t l protocols in a brown-bag lunch workshop environment at both the Abbotsford and Chilliwack campuses during the Fall semester.</li> <li>• Territorial Acknowledgement is a regularized practice on campus for on-going departmental and area wide meetings, provincial gatherings on campus and all larger events.</li> </ul>



<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>STRATEGY</b> <b>By...</b>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS made 2019-2020</b>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Deliver culturally responsive, respectful, relevant programs and services for Indigenous students and Indigenous communities.	Partner with Indigenous communities / organizations / institutions to meet the needs of Indigenous learners. This includes alternative delivery methods and places.	Partnerships with Indigenous communities (First Nations/Bands), organizations and institutions.	<ul style="list-style-type: none"> <li>• Métis-specific Community Support Worker (MCSW) program in Partnership with Metis Nation British Columbia (supported by Aboriginal Community-Based Training Partnerships Program which is jointly funded by the BC provincial government and the federal government) completed with 9 students graduating with a credential.</li> <li>• UFV partners with Nicola Valley Institute of Technology to deliver Master of Social Work: Indigenous Focus cohort at NVIT's Merritt campus (funded by Post-Secondary Partnership Program, Indigenous Services Canada). This program is in its final stages with students graduating this year.</li> <li>• Community-based delivery of Halq'eméylem to teachers and staff of the Seabird Island School in the Seabird Island community.</li> <li>• Indigenous Academic Success Cohort (iASC) provides improved academic success for Indigenous students entering the first year of university programming. This program includes personalized and academic support components.</li> </ul>

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>STRATEGY</b> <b>By...</b>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS made 2019-2020</b>
	Deliver curriculum that creates insights, understanding, and respect for Aboriginal history in Canada and how this history impacts on the contemporary reality.	From these partnerships gain insights into what would benefit Indigenous communities for non-indigenous learners to learn (ie authentic Indigenous/non-Indigenous relations/ reconciliation).	Through advisory bodies (Indigenization Committee of Senate, Aboriginal Community Council, Indigenous Studies Curriculum Committee and the UFV Indigenous Culture Committee), collaborative meetings, and attendance of UFV faculty and staff at local Indigenous gatherings.	<ul style="list-style-type: none"> <li>• The Indigenization Committee of Senate has on-going meetings with following highlights:                             <ul style="list-style-type: none"> <li>○ Consultation on UFV Vision, Mission and Values with President Joanne MacLean</li> <li>○ Consultation on Strategic Goals with Provost James Mandigo</li> <li>○ Discussion and recommendation on Territorial Acknowledgement for Senate and Senate Committees</li> </ul> </li> </ul>

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>STRATEGY</b> <b>By...</b>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS made 2019-2020</b>
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Maintain working relationships with Indigenous post-secondary and other Indigenous education organizations sharing ideas and practices.	Work with BC institutions (including NVIT, VIU, and SFU), international Indigenous universities (including the University of Silesia), the FN Language consortium, First Nations Summit, eardolle et l'original skills & Employment Training (SASET) and t l'ation and others on lan ua e Indigenous Rights, and Indigenizing knowledge.	Partnership programs and agreements with external organizations.	<ul style="list-style-type: none"> <li>• The Senior Advisor on Indigenous Affairs, the Special Advisor to the President and the Vice Provost &amp; AVP, Academic participated in the 5<sup>th</sup> annual Building Reconciliation conference hosted by Algoma University and Algoma, Shingwauk Kinooomaage Gamig, presenting on the topic of developing deep and meaningful engagement between Indigenous communities.  <a href="https://www.universityaffairs.ca/news/news-article/collaboration-and-community-key-to-universities-reconciliation-efforts-say-conference-speakers/">https://www.universityaffairs.ca/news/news-article/collaboration-and-community-key-to-universities-reconciliation-efforts-say-conference-speakers/</a> </li> <li>• The Senior Advisor on Indigenous Affairs and the Special Advisor to the President attended a summer institute on Perspectives on Reconciliation, where higher education presidents and Indigenous leads “built on each other’s ideas, surfacing bold recommendations to meaningfully advance systemic change in support of reconciliation.”</li> <li>• Langley Churches Walk for Reconciliation</li> <li>• Ongoing collaboration with Nicola Valley Institute of Technology</li> </ul>

GOAL <i>We will...</i>	<i>Currently, we...</i>	STRATEGY By...	MEASUREMENT <i>Evidenced by...</i>	KEY EXAMPLES OF PROGRESS made 2019-2020
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Create awareness of the Truth and Reconciliation Commission of Canada (TRC) recommendations	Work with teaching units, service units and administrative units to identify the role of education in achieving these recommendations.	All students graduate from UFV with knowledge of Indian Residential Schools and recognize the impacts of this history on the contemporary reality in which we live and work.	<ul style="list-style-type: none"> <li>Traditional Sto:lo ceremonies were held for cedar trees on two campuses that needed to be removed for safety reasons. The branches of the fallen trees were processed into ground cedar by student volunteers and the finished product gifted to Elders in the community.</li> <li>Specific courses include HIST 396 (0): History of Indian Residential Schools and IDS 300: Reconciliation and Redesigning the Chilliwack Shakespeare Garden on CEP Campus.</li> </ul>
		Understand the TRC recommendations and identify how, as individuals, we can achieve reconciliation.	All faculty and staff have undertaken professional development opportunities in inter-cultural awareness.	<ul style="list-style-type: none"> <li>Growing response to the Calls to Action of the TRC through the Blanket Exercise, on-going ReconciliACTION gatherings, and the responses to community invitations to engage and deliver courses and programs.</li> <li>Indigenization Committee of Senate hosts Talhimelh ó xwechém:est 'Together We Can' Indigenous education forum (May 2019), bringing together senior administration, faculty, staff, community members and community organizations. This gathering created a space for dialogue and to highlight opportunities for partnership, as well as to find ways for UFV to better meet the needs of Indigenous learners and Indigenous communities.</li> </ul>

GOAL <i>We will...</i>	<i>Currently, we...</i>	STRATEGY By...	MEASUREMENT <i>Evidenced by...</i>	KEY EXAMPLES OF PROGRESS made 2019-2020
		Recruitment and retention of Indigenous faculty, staff and administrators	Increase in number of Indigenous faculty, staff and administrators	<ul style="list-style-type: none"> <li>Indigenous faculty and staff hired in Teacher Education, Social Work and Human Services, Halq'eméylem Language, Child Youth and Family Studies, Culinary Arts, and Facilities.</li> <li>New positions created: Indigenous Transitions Coordinator (Indigenous Students Centre) and Teaching and Learning Specialist - Indigenization (Teaching and Learning Centre).</li> </ul>
5. INTEGRATE EXPERIENTIAL LEARNING	Share Indigenous ways of knowing, learning and being in the world.	Provide students, across the disciplines, with classroom experiences and extracurricular activities in partnership with communities, e.g. Place Name Tours, longhouse visits, and participation in Community events (canoe races, Powwows, cultural ceremonies).	UFV students, faculty and staff participate in opportunities to experience the traditional worldview in S'ólh Téméxw.	<ul style="list-style-type: none"> <li>UFV students participated in a special topic <i>Reconciliation and Redesigning the Chilliwack Shakespeare Garden</i> project-based course with the goal of redesigning the Shakespeare garden on UFV's CEP campus in a spirit of reconciliation. The goal was to design a garden that will be answerable to this historical, legal, botanical, emotional, spiritual, and aesthetic situation. The student-designed <i>Reconciliation Shakespeare Garden</i> is currently under construction. The design of the course and the work undertaken by the students represents reconciliation in action.</li> </ul>
		Provide professional development activities in partnership with communities, e.g. Place Name Tours, longhouse visits, and participation in Community events (canoe races, Powwows, cultural ceremonies).		<ul style="list-style-type: none"> <li>Vice-Provost's Office created and presented Territorial Acknowledgement workshop in collaboration with the Director of the Indigenous Student Centre.</li> </ul>

## 2016-20 EDUCATION PLAN – STRATEGIES

**Department/Division/Faculty:** Program Development and Quality Assurance

GOAL <i>We will...</i>	<i>Currently, we...</i>	STRATEGIES By...	MEASUREMENT <i>Evidenced by...</i>	KEY EXAMPLES OF PROGRESS made 2019-20
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Encourage developers to align new programs with institutional goals and priorities. Encourage program developers to consider contextual criteria related to student demand and outcomes, social and economic benefit (including labour market opportunities), system-wide coordination, and institutional capacity.	Pay special attention to how programs incorporate UFV’s Quality Curriculum principles.	New and existing programs are assessed on how well they reflect the Quality Curriculum principles. Program development and review are informed by substantive, evidence-based research related to contextual criteria.	<ul style="list-style-type: none"> <li>• Designed and implemented revised process for program development that ensures program proposals are thoroughly reviewed for Quality Curriculum principles by the relevant Senate standing committees at both the concept paper and full proposal stages.</li> <li>• Developed more targeted research methods for specific criteria, such as student enrolment data and regional labour market demand, particularly for program proposals that require more detailed and granular evidence.</li> </ul>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Utilize guidelines and templates for new programs and concept papers developed incrementally over time. Ensure policies and procedures related to program development and quality assurance facilitate flexible and responsive opportunities for students.	Review guidelines, templates and other material used for program development to increase efficiency for program developers and review committees, while integrating new requirements introduced by Ministry of Advanced Education (e.g. Stage 1 review) and generally improving the quality of submissions. Will be based on consultation with Quality Assurance counterparts at other BC institutions and take into account analysis of audience needs.	Material produced is easier to use and critically assess. Policies and procedures revised and/or utilized to ensure flexibility and responsiveness.	<ul style="list-style-type: none"> <li>• Completed revision of the process for program development and approval, including approval of the revised process by Senate standing committees and Senate.</li> <li>• Revised Concept Paper template to align more effectively with the Ministry’s Stage 1 template.</li> <li>• Revised Concept Paper Assessment rubric to facilitate committee review of new program concepts.</li> <li>• Completed revision, and approval by Senate, of the Credentials policy (64) to make the regulations</li> </ul>

				<p>more flexible and responsive in supporting student's learning goals.</p> <ul style="list-style-type: none"> <li>• Developed plans and organized orientation meetings for the Quality Assurance Process Audit, which will provide informed commentary on UFV's current policies and procedures for program development, program review, and quality assurance.</li> </ul>
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<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>STRATEGIES</b> <i>By...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS</b> <i>made 2019-20</i>
<b>3. COLLABORATE</b> <b>ACROSS BOUNDARIES</b>	Respond to external and internal requests for programming on a case-by-case basis without a pre-agreed protocol.	In collaboration with Advancement, Continuing Education, Indigenous Affairs and International Education, develop protocols for prompt and effective response to requests by community, industry, ministry and other partners for new programs, program expansion, or alternate delivery of existing programs. Protocols will be informed by current research and best practices. They will ensure respect for academic units' responsibility for academic programming.	Increased ability to respond promptly to partners while maintaining quality of academic programming.	<ul style="list-style-type: none"> <li>• Facilitated implementation of two new programs (Coding Skills and Digital Manufacturing), and timely development of a third, Bioinformatics, in response to Tech Expansion funding from the provincial government.</li> <li>• Facilitating university-wide understandings of Micro-credentials and Digital Badging through:                             <ul style="list-style-type: none"> <li>○ Support of initial planning for a digital badging pilot project in the College of Arts.</li> <li>○ Developing a strategy and guidelines that includes knowledge of the strategies and best practices for designing and implementing these emerging forms of program delivery.</li> </ul> </li> </ul>
	Assist with cross-faculty discussions related to Strategic Enrollment Management (SEM) areas of program growth (Health & Wellness, Digital Media Technologies, and Agriculture and the Environmentally Responsible Development of the Fraser Valley).	In collaboration with Deans and committees responsible for these initiatives, draw blueprints for program development, expansion and revision in these areas.	Clearer institutional plans for three SEM areas of program growth.	<ul style="list-style-type: none"> <li>• Supported the development of new programs and concept papers that promote cross- and interdisciplinary learning opportunities, including the Bioinformatics certificate, Indigenous Studies certificate, Intercultural Studies associate certificate, and Civic Innovation &amp; Governance certificate.</li> </ul>

<b>GOAL</b> <i>We will...</i>	<i>Currently, we...</i>	<b>STRATEGIES</b> <b>By...</b>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS</b> <b>made 2018-19</b>
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Encourage developers to align new programs with institutional goals and priorities.	Pay special attention to how programs incorporate UFV's Quality Curriculum principles.	New and existing programs are assessed on how well they reflect the Quality Curriculum principles.	<ul style="list-style-type: none"> <li>• Focus on increasing intentional engagement of students' perspectives in program development and review at UFV, including attendance at national conference on Student Voices in Quality Assurance.</li> <li>• Created job positions and received work study funding for two Student Voices Coordinators who will conduct interviews and hold focus groups with students to gather information on students' perspectives on the quality and effectiveness of curriculum in providing valuable learning experiences and meeting educational goals.</li> </ul>
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Encourage developers to align new programs with institutional goals and priorities.	Pay special attention to how programs incorporate UFV's Quality Curriculum principles.	New and existing programs are assessed on how well they reflect the Quality Curriculum principles.	<ul style="list-style-type: none"> <li>• Created job positions and received work study funding for two Student Voices Coordinators, which will provide valuable feedback on experiential learning from a student perspective.</li> <li>• Continued to encourage the integration of experiential learning opportunities in the development of new programs, such as:                             <ul style="list-style-type: none"> <li>○ a study-abroad option as part of the Spanish minor</li> <li>○ a semester devoted to community projects in language revitalization as part of the graduate diploma in Halq'eméylem</li> <li>○ workplace field practicums and co-op opportunities as part of the Communications major, Journalism minor, and graduate certificate in Technology, Innovation and Society.</li> </ul> </li> </ul>



**2016-20 EDUCATION PLAN – STRATEGIES**

**Department/Division/Faculty: Research, Engagement, & Graduate Studies – updated May 7, 2020**

<p><b>GOAL</b></p> <p><i>We will...</i></p>	<p><i>Currently, we</i> support research, engagement and graduate programs across the institution on multiple scales, so our actions, strategies, and measures are unique.</p>	<p><b>STRATEGY</b></p> <p><i>By...</i></p>	<p><b>MEASUREMENT</b></p> <p><i>Evidenced by...</i></p>	<p><b>PROGRESS 2019-20</b></p>
<p><b>1. PRIORITIZE LEARNING EVERYWHERE.</b></p>	<ul style="list-style-type: none"> <li>• Support student and faculty research in every department on campus and with outside organizations.</li> <li>• Engage with departments across UFV to provide educational resources to enhance research.</li> <li>• Support student research by providing opportunities and financial aid to attend conferences to present their research outside UFV.</li> <li>• Provide research assistant positions (funded by Grants, ROSA, contracts, and Work Study).</li> <li>• Support applied graduate programs</li> <li>• Organize events such as Student Research Day, Student microlectures, Faculty microlectures. These engagement activities enable others</li> </ul>	<ul style="list-style-type: none"> <li>• Seeking additional research opportunities, internally and externally through grants and contracts.</li> <li>• Delivering training for the HREB, Research Advisory Council and visit Faculty Councils.</li> <li>• Engaging with faculty who supervise student research – encouraging those students to share their research outside UFV.</li> <li>• Working with faculty and students on various applications for funding.</li> <li>• Seeking additional ways to fund learning-research activities that enhance student educational experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers and breadth of opportunities, grants, contracts, and amount of external funding.</li> <li>• Number of successful student research ethics applications; student research posters; and student awareness of research ethics.</li> <li>• The number of students presenting their research at conferences – illustrating that learning is occurring in other spaces.</li> <li>• Positive post activity reports and student experiences.</li> <li>• Number, breadth, and level of experiences provided (may be testimonials).</li> <li>• Participation in cross listed courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of student RA’s hired through Career Centre and REGS projects &amp; grants (also for Goal 5) Stats: Total REGS and Career Centre RAs up from 218 to 253 – increase of 16% from 2018-19.</li> <li>• Supported 30 students presenting at conferences using REGS travel grants in 2019-20.</li> <li>• Student post activity reports demonstrate that students value research and presentations as it adds to their education and career options. Without exception, student reports state the experience was an outstanding addition to their education and resume.</li> <li>• The total number of research students funded by the office has increased from 453 to 503 (11%) in the past year.</li> </ul>

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	to learn about ongoing activities and the research of their colleagues. <ul style="list-style-type: none"> <li>• Deliver training on Research Option, Scholarly Activity, and Sabbatical applications, and Tenure and Promotion.</li> <li>• Provide funding for student led research.</li> <li>• Include student members on Senate Committees and Animal Care Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing resources to organize learning events such as the Student Research Day and Microlectures.</li> <li>• Promoting training events.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at workshops and events.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of research courses showing an increase over several years. Currently there are over 100 active courses that involve research projects.</li> <li>• Currently there are 7 Graduate Studies Masters, Diplomas and Certificates and there are 3 new programs in development.</li> <li>• Training for Research Option and Sabbatical workshops are well attended and the rigour of applications is increasing.</li> <li>• Participation in research faculty mixers, micro-lectures and public lectures is increasing.</li> </ul>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	<ul style="list-style-type: none"> <li>• Work with faculty and students at any time to accommodate their schedules to meet grant and contract deadlines.</li> <li>• Advise faculty and students in advance of upcoming deadlines.</li> <li>• Prioritize financial and human resource tasks, including expense claims, contracts, invoices and</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a targeted approach to promoting upcoming grant deadlines.</li> <li>• Encouraging faculty to apply at any time with full support of the Research Office. The office changes its schedule to accommodate requests.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of scheduled times for meetings, reviews, and discussions.</li> <li>• Tracking of expense claims, invoices, contracts, and response times to faculty and student requests.</li> <li>• Increased number of successful applications.</li> </ul>	<ul style="list-style-type: none"> <li>• The HREB continues to make an extra effort to get student protocols approval within two weeks; dependent on student response time.</li> <li>• Addition of Communications and Events Coordinator has expanded capacity in all Research Office areas as these activities were previously shared by all staff members.</li> </ul>

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	<p>timesheets – demonstrating responsiveness to students and faculty.</p> <ul style="list-style-type: none"> <li>• Provide research ethics information online and respond quickly to inquiries.</li> <li>• Develop protocols that act as guides for funding requests, but consider all research related requests, and either find or suggest other sources of support.</li> <li>• Provide flexible access to applications and information online or by responding to inquiries.</li> <li>• Post grant information and links to opportunities in funding on the Research website.</li> </ul>	<ul style="list-style-type: none"> <li>• Streamlining how tasks are handled between staff members by categorizing task types.</li> <li>• Refining protocols and consider exceptions that enhance student and faculty learning.</li> <li>• Implementing ROMEO management system for grants, contracts and ethics applications.</li> <li>• Collaborating with Finance to prioritize and streamline Research Chairs’ expenses and purchases to avoid delays in time-sensitive research.</li> <li>• Monitoring time to process timesheets, claim forms, and requests for information, meetings, and appointments.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of projects supported.</li> <li>• Number of times the website is updated, within a specified time period.</li> </ul>	<ul style="list-style-type: none"> <li>• ROMEO research management system enables faculty to submit ROSA and grant applications and ethics applications online making tracking and support more efficient and accurate.</li> <li>• Currently 55 research contracts and grants are being overseen.</li> <li>• Website updated weekly and created a monthly newsletter to better communicate funding opportunities and research activities to university community.</li> <li>• Timesheet and expense claim processing is completed and forwarded to Finance within one working day.</li> <li>• Streamlined Deans’ role in sabbatical approval process.</li> <li>• Streamlined graduate student supervisor approvals for GSC and programs.</li> </ul>
<b>3. COLLABORATE ACROSS BOUNDARIES</b>	<ul style="list-style-type: none"> <li>• Promote, encourage, advertise, and work with all faculty in all disciplines.</li> <li>• Promote and encourage interdisciplinary and multidisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging and assisting research through centres, institutes, and the Research Chairs</li> <li>• Fostering connections between different departments (i.e., meet,</li> </ul>	<ul style="list-style-type: none"> <li>• Number and variety of contacts within UFV, and externally.</li> <li>• Number and variety of faculty conducting research together.</li> <li>• Research activities of centres.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of contacts and grant partners.</li> <li>• Centres – New projects: Public Safety – 15; SASI – 6;</li> </ul>

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	<ul style="list-style-type: none"> <li>projects generally and through Research Centres/Institutes.</li> <li>Support interdisciplinary work between faculty members and departments.</li> <li>Assist and organize the Research Advisory Council for engagement events such as microlectures, research speakers, and information workshops. These are open to all, including students.</li> <li>Support the Senate Graduate Studies Committee.</li> <li>Host Research Encounters with both external and UFV Researchers.</li> <li>Explore how to increase International enrollments in Graduate Programs.</li> </ul>	<ul style="list-style-type: none"> <li>discuss, share, train). For example, many research grants require partnerships between multiple disciplines (CIHR).</li> <li>Encouraging international and interdisciplinary projects that include students from different departments.</li> <li>Searching for more Graduate Certificate possibilities that are interdisciplinary and international.</li> <li>Promoting and organize the duties for two Senate Committees, and Research Advisory Council.</li> <li>Exploring international graduate student needs with OREG, International, and program chairs.</li> </ul>	<ul style="list-style-type: none"> <li>Number of student projects involved in microlectures and poster presentations, and by activity centres, and multiple faculty involved in grants. Collaboration across boundaries is also evidenced by research lecture series, where individuals from all disciplines are invited to engage in research outside of their focus.</li> <li>Increased interdisciplinary projects and opportunities for students.</li> <li>Increased participation by students and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Food &amp; Agriculture Institute - 4; Health &amp; Social Innovation – 2; Luminescence Dating Lab – 2; Molecular Modeling Lab – 2.</li> <li>92 student research posters and counting in 2020, with 189 students involved in individual and group posters. This event was moved online due to COVID-19, and participation is still higher than last year.</li> <li>Increased number of external research funding partners, excluding Tri-Council, to 24.</li> <li>Created 3 new interdisciplinary centres – Peace and Reconciliation Centre, Esposito Family Centre of Innovation and Entrepreneurship, and the Health and Social Innovation Hub.</li> </ul>
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>Support research locally and globally.</li> <li>Support research focus that includes the theme of citizenship (e.g. culture, human rights).</li> <li>Support centres and institutes such as the South Asian Studies Institute or</li> </ul>	<ul style="list-style-type: none"> <li>Seeking and disseminating research opportunities to general faculty population and to specific faculty and Centres.</li> </ul>	<ul style="list-style-type: none"> <li>Number of successful research, research events and strong research connections between UFV and community.</li> <li>Number of research proposals submitted.</li> </ul>	<ul style="list-style-type: none"> <li>Number of research events open to community has doubled with the newly created Communications and Events Coordinator position.</li> </ul>

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	<p>the Centre for Social Research or Public Safety and others – linking UFV to the local and global.</p> <ul style="list-style-type: none"> <li>• Encourage international projects that include students.</li> <li>• Support students presenting at professional conferences in Canada, and at international conferences.</li> <li>• Occasionally support international travel for students to work on research in another country, with a researcher.</li> <li>• Support panels and lectures that feature international experts or that address international issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting research grant applications that theme local and global situations/ issues.</li> <li>• Assisting with events and scholarly activity; funding opportunities for research and providing support through the entire research process.</li> <li>• Providing students with financial support to attend conferences – up to \$1,500.</li> <li>• Supporting students doing international research with up to \$5,000.</li> <li>• Engaging Research Chairs in international projects that include students.</li> <li>• Increasing student opportunities that engage them in international and intercultural research.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of faculty participating, and targeted funders.</li> <li>• Number of successful grants</li> <li>• Number of students conducting international research</li> <li>• Improved quality of grant applications measured by feedback from reviewers; ratio of grant funding received; level of competition</li> </ul>	<ul style="list-style-type: none"> <li>• Supported 103 students to attend conferences in Canada and abroad in past three years.</li> <li>• All 3 SSHRC Small Institution Grants supported student researchers to work on projects concerning transnational social issues – Kenya, Tanzania and India.</li> <li>• Supported research focussed speakers from Holland, USA, and Switzerland on topics of sustainability and food security.</li> </ul>
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	<ul style="list-style-type: none"> <li>• Seek and support opportunities for students to conduct research with faculty and on their own, with supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding and organizing research opportunities through grants, contracts, and the work study program for research assistantships.</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students participating in research.</li> <li>• Evidenced by the success of work study applicant pool; feedback from students and faculty doing research.</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of student participation in research shows increase of 16% participation over the past 2 years.</li> <li>• 75 work study positions offered.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Create opportunities for student research experience under direction of faculty members, or on their own.</li> <li>• Support and encourage research assistant positions for research option and scholarly activity.</li> <li>• Host Student Research Day – microlectures and poster presentations.</li> <li>• Administer Undergraduate Research Excellence Awards</li> <li>• Support opportunities to work with post-docs and graduate students from other institutions.</li> <li>• Encourage Mid-Career persons to upgrade education with graduate studies by recognizing their work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing valuable experience through work study positions, where student research assistants learn practical research skills including data analysis, interviewing, transcribing and writing.</li> <li>• Ensuring research assistant positions are utilized and research focused.</li> <li>• Raising awareness with new faculty when the call for research assistants is posted.</li> <li>• Holding workshops to assist in creating student research posters, and students presentations.</li> <li>• Developing Competency-Based Assessment for Graduate Programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased and improved participation in RA positions, engagement events.</li> <li>• Increase the number of work study RAs.</li> <li>• Increase the number of grants applied for.</li> <li>• Number of graduate programs that use competency-based assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Courses in research have increased to over 100 active classes and 56 more students registered in them over last year.</li> <li>• Tri-Council grants – 11 applications</li> <li>• All grants require student learning and mentoring (called training of HQPs = Highly Qualified Professionals)</li> <li>• Worked with FATS and City Studio to deliver applied learning opportunities for 172 students in multiple disciplines with one-time Ministry funding of \$100,000.</li> </ul>

## **Education Plan Update 2019-20: Teaching and Learning**

To: Dr. James Mandigo, Provost and Vice President, Academic

By: Dr. Maureen Wideman, Associate Vice President, Teaching and Learning

Date: May 8, 2020

Teaching and Learning is comprised of several units who collaborate with faculty members and departments with the ultimate goal of supporting student learning. In 2019-20, the department is comprised of a Teaching and Learning unit, the Academic Success Centre (ASC), Supported Learning Groups (SLG), and Prior Learning Assessment and Recognition (PLAR). In 2019, Teaching and Learning welcomed a new unit to the department with the addition of the Centre for Experiential and Career Education (CECE).

#### **TLC Vision:**

*Teaching and Learning offers transformational learning experiences that engage and provoke learners and educators in a reciprocal relationship of learning. We nurture the development of a university culture that values learning as a lifelong process, educating as a calling in continuous development, and learners as diverse individuals deserving of utmost respect.*

#### **Prioritize Learning Everywhere**

- Teaching and Learning improved its support model in 2019, moving away from a help-desk style of response, to one where our experts spend more time with faculty assisting them in the development of the courses and skills. Our Educational Technologists became Learning Designers, acknowledging their level of expertise and quality of support they provide our faculty. This change also enabled the department to quickly respond to the COVID-19 emergency and the required shift for all courses to remote learning.
- **UFV Launch**, a faculty professional development program designed for new faculty members, began its second year. With 28 faculty members participating, it necessitated dividing the group into two classes – an early morning and late afternoon class. Experts from a variety of disciplines and community organizations collaborated with TLC faculty to engage our new instructors in knowledge and skills development such as active learning, assessment methods, rubrics, experiential learning, digital pedagogy, intercultural practices, Indigenization and the pedagogy of hope.
- **Centre for Experiential and Career Education (CECE)** was developed to bring together various services, such as Careers, experiential learning, co-op and internship, and co-curricular record together and move them into an academic unit to better align with UFV's academic programming. The goal is to integrate academic knowledge with career skills and development.
  - Teaching and Learning was thrilled to welcome Liana Thompson as the inaugural Director of the CECE. Liana is an educational leader, strategist, and researcher with an interest in values-based community and organizational leadership. She has been with UFV since 2009 in both administrative and faculty roles.
- **New Faculty Kickstart** was held on August 22. This one-day, pre-semester professional development event focused on the needs of sessional faculty and introduced them to the teaching requirements for UFV. Thirty-two people registered and from the evaluations, it was very successful.
- Faculty development is a key priority in the TLC as we support our faculty in their pursuit



of new methods, innovative or technologically-enhanced learning. The TLC prepared and delivered a variety of learning opportunities including technology workshops, use of our learning management system, software such as Turnitin.com, polling, Instructional Skills workshops (ISW), Facilitator Development workshops (FDW), and Facilitating Learning Online (FLO).

- The Teaching and Learning Specialist in Indigenization, Lorna Andrews, 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.
- The TLC plays a significant role in organizing and supporting **UFV's Professional Development Day**. In 2019, PD Day focused on innovation. Disney Innovator Duncan Wardle led a one-day workshop for more than 300 participants, which included members from the cities of Abbotsford, Mission and Chilliwack. The good work of the organizing committee was formally recognized by being awarded the UFV Team Service and Excellence award.
- **Supported Learning Groups (SLG)** unit participated in a research study that looked at its impact on students attending the program. From Winter 2017 to Winter 2019, the study collected data on enrolment, attendance records, start of term survey results, and questionnaires. The overarching finding of this study found that, beyond the positive impact on grades, the sense of community and social connection were indirect yet significant benefits of SLG participation.

## **Commit to Flexibility and Responsiveness**

### **Covid-19 Response**

- In March 2020, staff and faculty in Teaching and Learning provided almost 500 individual Blackboard training sessions and consultations with faculty members in a variety of delivery methods that included in-person, online, phone and email. To help faculty transition their face-to-face classes into the online environment, the TLC team developed the Contingency Road Map, which was accessed heavily during March including access from around the world.
- In response to UFV transitioning to an online format, final assessments were identified as a possible challenge. In order to provide an alternative form of assessment for final exams, a guide for an alternative assessment **using Indigenous concepts** was developed for faculty to consider.
- This TLC team worked many hours, days and weekends to ensure UFV faculty and students were supported in this emergency shift to remote learning.
- More than 70 webcams were purchased and distributed to faculty for remote teaching.
- ASC tutoring sessions and SLG leaders' sessions went directly online.
- Career Coaching appointments (CECE) shifted to being offered digitally with no cancelled or interrupted appointments.

- Co-op Coordinators (CECE) developed resources for students working in the field. Daily answering questions and providing support to students navigating workplace changes, possible layoffs, and remote working transitions. Many students reported that disruption of Covid-19 provided them a unique opportunity to build their communication skills, resiliency, and problems solving.
- City Studio Hubbub (CECE) was transformed to a digital event that resulted in significantly more participation from the community (easy to access student presentations).
- In support of our faculty and evolving learning models, the TLC continued to champion and support faculty through hybrid, classroom or online learning environments. Several courses have incorporated technologies such as virtual reality, video, and engagement software. For example, CMS 104 has students creating virtual reality videos that are posted online.
- Teaching and Learning collaborated with other departments including academic faculties, Facilities, and Information Technology, to continue the redesign of formal and informal learning spaces on campus.
- Both the ASC and SLG increased and/or focused their student support in response to the changing needs on campus. For example, the ASC offered more online tutoring sessions, kept the offices opened longer and offered weekend support.
- The ASC participated in the **4th International Day of Action Against Contract Cheating on October 16**. (Contract cheating occurs when students pay others to write or complete their work.) An information table set up on Abbotsford and CEP campuses and staffed by our student peer Academic Integrity Mentors. The social media campaign encouraging students, faculty, and staff to make a “Whiteboard Pledge” to take action against contract cheating.
- In response to classes that have high numbers of international students, particularly from India, SLG hired Punjabi speaking leaders to assist those students. The leader permits the students to use their language in small groups and she offers helps in Punjabi when students are unclear. This has resulted in an increase in attendance of international students coming out for extra help.

### Collaborate Across Boundaries

- **May 29, 2019 we welcomed Royal Bank to campus.** The Centre for Experiential and Career Education (CECE) was awarded \$300,000 from the bank - \$100,000 over three years.
- CECE partnered with the *Alumni Association* and the new *School of Land Use and Environmental Change* to host a networking event for students on Wednesday, January 29th, 2020. The event brought together successful UFV alumni and aspiring professionals pursuing careers in environmental studies, planning, sustainability, and energy management. Students from Environmental Studies, Physical Geography, Global Development Studies, Integrated Studies, and Physics attended the event. Faculty, staff, and instructors who were integral in pulling this

event together include: Michelle Rhodes, Jonathan Hughes, Steve Marsh, Pat Harrison, Blair McFarlane, and So Jeon.

- On December 3, 75 students from BIO 310 and BIO 410 and GEOG 360 classes presented 18 innovative solutions to the City of Abbotsford to address local civic challenges. Student projects resulted in a substantive contribution to the analysis of eradicating invasive Japanese Knotweed.
- UFV's **Accessibility Advisory Committee**, chaired by the AVP Teaching and Learning, launched a one-day campaign to have the UFV community participate in the BC government's survey to develop new accessibility legislation. Almost 250 responses were gathered and sent in to the government. The purpose of the new accessibility legislation is to help identify, remove, and prevent barriers experienced by persons with disabilities.
- UFV participated in the National Survey of Student Engagement (NSSE) and the accompanying **Faculty Survey of Student Engagement (FSSE)** in 2019. Teaching and Learning sponsored FSSE. The purpose is to identify gaps in perceptions of engagement at UFV.
- With the expansion of the e-portfolio program, more than half the students at UFV are creating portfolios. TLC continues to train and support faculty and students on the requirements of e-portfolio program.
- The SLG program expanded its reach by initiating a program at UFV India. The SLG Coordinator visited the Chandigarh campus to train the staff, faculty and students. UFV India hired four SLG leaders to support two courses.
- Members of the TLC department are active in their local and Canadian organizations including the British Columbia Teaching and Learning Council, the Educational Developers Caucus, the Society for Teaching and Learning in Higher Education, the International Society for the Scholarship of Teaching and Learning as well as the Learning Strategists Association of Canada. Members of the TLC team participated in conferences and research with colleagues at UFV and across Canada.

### **Develop Local and Global Citizenship**

- **Working with Multilingual Learners** – A new web resource was developed to provide resources and practical classroom strategies for teaching multilingual learners. The resource was compiled by Associate Professor Kerry Jonson and is located at [ufv.ca/tlc](http://ufv.ca/tlc). The site includes information on classroom practices, assessment and feedback, academic integrity, intercultural communication, etc.
- **BCTLC Learning Symposium in Terrace, BC** – UFV was well represented at the Learning Symposium at Coast Mountain College in Terrace, BC on October 25, 2019. Educational Developer Michelle Johnson presented on e-Portfolios, AVP Teaching and Learning, Maureen Wideman presented on the first year of UFV Launch, and Assistant Professor Masud Khawaja from Business discussed the success of international students.

### **Integrate Experiential Learning**

- **CityStudio** continued to work with the City of Abbotsford, providing our students the opportunity to develop solutions on real community projects. The total number of students for 2019 calendar year was 229. In winter 2020, 105 students participated.
- In Fall 2019, the City of Chilliwack partnered with the University of the Fraser Valley in launching a collaborative pilot project in challenge-based Experiential Education. The initiative is focused on prototyping innovative solutions for civic challenges facing the community, delivering hands-on learning experiences to UFV students, and strengthening ties between the City and the University. The pilot serves to become a precursor for the expansion of a CityStudio model across the Fraser Valley.
- CECE hosted a **Hiring Fair** on March 3, 2020 to help students network with employers who are actively hiring in the lower mainland region. There were 515 students who attended and employers who represent 27 different industries.
- Teaching and Learning provides a variety of experiential learning opportunities for students. In the ASC, tutors can specialize in the disciplinary subjects, writing, or in targeted areas such as Academic Integrity Mentors, programming for Baker House residents, athletics, theatre, and international students. The skills developed by working in the ASC include communication, teaching, mentoring, questioning, coaching, and more.

## 2016-20 EDUCATION PLAN – STRATEGIES

### Department/Division/Faculty: UFV International

**Note:** In June of 2017, UFV approved goals for a UFV-wide Internationalization Strategic Plan. This group was recently reconvened as the Internationalization Advisory Committee (IAC) and is monitoring progress toward the Internationalization Goals.

<b>GOAL</b> <i>We will...</i>	<i>Currently, we are...</i>	<b>STRATEGY</b> <i>By...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS made in 2019</b>
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Examining means to increase access to and participation in international mobility experiences.	Expanding study abroad opportunities for students and promoting the organization of faculty-led study tours.	The number of students participating in international mobility experiences.	<ul style="list-style-type: none"> <li>- Some partners identified as being virtual exchange or COIL (“Collaborative Online International Learning”) hosts for UFV students</li> <li>- Approval for new staff position to promote outbound mobility and international experiential learning</li> <li>- Identification of key partners and associated courses for course transfer articulation</li> <li>- Development of International Travel Approval Procedures for International Travel Policy</li> </ul>
	Creating a database of articulated course outlines for study abroad.	Strategically selecting key partners and common subject areas chosen by UFV Abroad students.	The number of articulated courses available in the database for outbound mobility advising.	
	Revising the study abroad website for appropriate placement of international travel approval procedures.	Updating content on the website to reflect the approved changes.	Feedback from faculty and staff on implementing the international travel approval process.	
	Promoting use of the Global Lounge as a space of global learning.	<p>Developing appropriate programming aimed at transition and retention along with programming that aligns with Internationalization Goals.</p> <p>Promoting use of the Global Lounge for internationally-focused activities organized by students, faculty, and staff.</p>	<p>An increase in the number of activities taking place in the Global Lounge.</p> <p>A wide range of programming, both organized within UFV International and from other departments.</p>	<ul style="list-style-type: none"> <li>- STEP Café; TIMEOUT; Friends Without Borders (FWB); Immigration Sessions</li> <li>- Community Workshops: Renting it Right, CRA; Language Exchange</li> <li>- Student Clubs: WUSC, Amnesty, Japanese Culture Club, Global Development Studies</li> <li>- Orientation check-in; photo exhibits</li> </ul>
	Collaborating with other units for a coordinated and inclusive	Actively participating in the Orientation Strategic Plan; coordinating dates,	Efficient intakes, pooled resources, integration of orientation	<ul style="list-style-type: none"> <li>- Successfully running our largest intake orientations</li> </ul>

	orientation for all new international and domestic students.  Developing a hybrid orientation model with asynchronous and synchronous/face-to-face components.	programming, and events with specific units that deliver orientation.  Reviewing our current orientation curriculum and determining appropriate delivery of information (video, presentation, written, etc.) for each component; researching best practices for online orientation delivery.	programming/integrated student participation; retention and engagement during orientation activities; pre-arrival communication feedback and associated online engagement.  Participation and engagement in online orientation.	<ul style="list-style-type: none"> <li>- Incorporating new programming in orientation to adapt to the changing needs of students</li> <li>- Developed and recorded a synchronous online orientation for new international students using Blackboard Collaborate. The goal was to connect and engage with new students taking online classes from abroad and in Canada</li> </ul>
<b>GOAL</b> <i>We will...</i>	<i>Currently, we are...</i>	<b>STRATEGY</b> <i>By...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS MADE IN 2019</b>
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Focusing on increasing the quality and diversity of the international student profile.	<p>Increasing and/or initiating marketing and recruitment activities in new regions through a variety of channels.</p> <p>Introducing 'International Excellence Regional Scholarships' to attract diverse talent.</p>	<p>Better qualified applicants in terms of meeting program requirements.</p> <p>Diversity of the applicants in terms of country of citizenship.</p> <p>Better retention rates and improved student success outcomes.</p> <p>Increased traffic to the UFV International website, engagement on social media platforms, email inquiries, and student applications.</p>	<ul style="list-style-type: none"> <li>- Launched Internationalization Advisory Committee (IAC)</li> <li>- Task Force on International Student Success (TFISS) concluded its work; high priority recommendations became the responsibility of the IAC</li> <li>- Hired a new Associate Director of Marketing &amp; Applicant Relations. Created a Digital Marketing &amp; Engagement Strategist role</li> <li>- Reached over 98 million people (ad impressions) in 27 countries and increased traffic to UFV Int'l website by over 3 million people (clicks)</li> <li>- Increased Facebook "followers" from 3,677 in Sept '19 to more than 203,000 in May '20</li> <li>- Launched new scholarships totalling nearly CAD \$140,000</li> </ul>
	Focusing on student-centric recruitment and onboarding processes.	Working with OReg to streamline admission and registration processes; establishing transparent guidelines on requirements and timelines.	Timely processing of applications to remain competitive in recruiting qualified students.	<ul style="list-style-type: none"> <li>- Created new Applicant Relations Manager position</li> </ul>

		Working with the UFV web team to identify areas of the website that could be improved and address them.	Better web experience for students, agents, and partners to find information. Less inquiries to staff about information and an overall better web user experience.	<ul style="list-style-type: none"> <li>- Aligned many of the fee payment/refund rules with those already in place for domestic students</li> <li>- Initiated the 'UFV International Website' project to improve website layout, content and introduce a virtual assistant (Chatbot) to help guide students</li> </ul>
	Collaborating with the Advising Centre to ensure transparency and consistency of communication with students; exchange of relevant information/processes.	Regular communication between departments.	Student access to timely and appropriate advising services.	<ul style="list-style-type: none"> <li>- International Advisors have been transitioned to the Advising Centre</li> </ul>
	<p>Advertising existing study abroad opportunities and responding to student interest.</p> <p>Collaborating with the Office of the Registrar to implement the new international tuition fee structure, aligning fee rules more closely with institutional practices.</p>	<p>Giving presentations to students, departments (i.e. Advising), and faculties about mobility opportunities and processes.</p> <p>Providing detailed implementation recommendations; communicating with students via web and email re: new tuition fee structure, withdrawal/payment dates/penalties.</p>	<p>Students going on international experiences being granted more meaningful credit for courses taken abroad. Students having timely and accurate access to information about international opportunities through a variety of platforms (i.e. advisors, expo, website, etc.) prior to meeting with the Study Abroad Coordinator.</p> <p>Students understanding the new fee structure, dates, deadlines, penalties; OReg implementing the necessary changes to ensure a smooth transition during the registration period.</p>	<ul style="list-style-type: none"> <li>- Began meeting with OReg team and advisors to enable them to better inform students of opportunities</li> <li>- Approved changes to international student tuition model from 5-course flat fee to per credit model with a minimum fee of 12 credits</li> </ul>
<b>GOAL WE WILL...</b>	<i>Currently, we are...</i>	<b>STRATEGY</b> <i>By...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS made in 2019</b>

<b>3. COLLABORATE ACROSS BOUNDARIES</b>	Collaborating more deeply with Fraser Valley India (FVI).	Expanding opportunities for visits to FVI campus to a wider audience.	Higher quality applications from FVI/UIGE (better conversion, less upgrading, etc.).	<ul style="list-style-type: none"> <li>- Joint agent training and partnership initiatives continue</li> <li>- In early stages of discussions to have FVI staff “triage” queries from in-country students taking online UFV courses</li> </ul>
	Ensuring that international partnerships are strategic in meeting the Internationalization Goals.	Establishing “deeper” relationships with select number of current partners.  Leveraging relationships for more mobility and collaboration.  Developing frameworks to address the “why?” in our partnership development.  Diversifying the types of international partnerships at UFV.	An increased number of institution-wide in-depth relationships.  Using popular ranking systems to assess the quality of partners initially and continuing to seek out partners that elevate our profile.  More faculty, staff, and admin taking part in callouts for the Internationalization Fund and International Visitor Fund.	<ul style="list-style-type: none"> <li>- Began process to prepare for requalification of QS Stars Rating</li> <li>- Using “deeper” strategy with new partners in Asia</li> <li>- Continued success of Queen Elizabeth II Scholarship Program</li> <li>- Creating and filling the position of Associate Director, International Partnerships, Projects, and Protocol</li> <li>- Established partnerships with organizations such as Can-Cham Vietnam, University Mobility Program in Asia (UMAP), and the Center for International Forestry Research (CIFOR)</li> </ul>
<b>GOAL WE WILL...</b>	<i>Currently, we are...</i>	<b>STRATEGY</b> By...	<b>MEASUREMENT</b> Evidenced by...	<b>KEY EXAMPLES OF PROGRESS MADE IN 2019</b>
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Exploring <i>Internationalization@Home (I@H)</i> practices.	Enabling all students – not just those who embark on international mobility experiences – to be equipped with the necessary global competencies to succeed in today’s society.	Both a higher number and broader range of <i>I@H</i> opportunities available on campus.  The diversity of participants creating and taking part in <i>I@H</i> initiatives.  Constructive feedback from students, Can-Cham, and UFV staff/faculty involved in the project.	<ul style="list-style-type: none"> <li>- Exploring exchange via e-learning channels with partner universities</li> <li>- Piloted a Global Challenge program between the Canadian Chamber of Commerce, Ho Chi Min City Vietnam (Can-Cham, Vietnam) and the School of Business</li> </ul>



	Encouraging a wider range of participants to take part in key internationalization experiences.	A revamped Internationalization Fund application that specifically encourages this.	An increased number of proposals for both the Internationalization Fund and the International Visitor Fund.  A wider range of proposals (i.e. conferences, internationalization of the curriculum, partner visits, etc.).	- Actively promoted Internationalization Fund opportunities to a wider audience and required those who received funding to inform their respective groups
	Supporting Queen Elizabeth II (QE2) Scholarship program.	Providing outgoing QE2 scholars with funding, pre-departure assistance, and other logistical support.  Providing incoming scholars with funding, registration, and other on-the-ground support.	QE2 alumni consistently being accepted to other competitive post-graduate programs and international employment as a result of their involvement in the QE2 program; student feedback has been consistently positive.	- QE2 scholars continue to provide very positive feedback on their experiences and their acceptance into graduate programming
<b>GOAL WE WILL...</b>	<i>Currently, we are...</i>	<b>STRATEGY</b> <i>By...</i>	<b>MEASUREMENT</b> <i>Evidenced by...</i>	<b>KEY EXAMPLES OF PROGRESS MADE IN 2019</b>
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Taking a more proactive approach to the promotion of international experiences including developing an inventory of opportunities and providing funding for all types of international mobility.	Working collaboratively to ensure that new programs and reviews of current programs are structured to provide more participation in international experiences.  Promoting intentional intercultural experiences.	A wider range of internal departments reaching out to UFV Int'l for support in international initiatives and experiences. These include the development of international elements to be included into academic programming.	- Creation of one FTE position to promote outbound mobility and experiential learning - Establishment of TRAC (Travel and Risk Advisory Committee)
	Establishing a suite of co-/extra-curricular programs that meet institutional learning outcomes.  Building upon existing programming that engage,	Developing a Global Engagement Volunteer (GEV) pathway program open to both international and domestic students.	The number of students who complete the GEV pathway program that includes requirements for engagement and leadership.	- En Route continues to be one of the most popular programs for engaging students off-campus and with a diverse range of participants - Implementation of new programming: STEP Café, an informal, drop-in café to share experiences, ask questions, and learn

	<p>support, and help students with their settlement at UFV and in the community.</p>	<p>Developing a Global Citizenship Committee (GCC) to compliment the Global Citizenship Grant (GCG).</p> <p>Hiring and training student mentors/Social Work practicum students to develop programming and co-facilitating programming.</p>	<p>Global Citizenship Grant applications; the diversity of the GCC, GCC campus-wide engagement, promotion, and advocacy of global citizenship.</p> <p>Participation, engagement, and student feedback.</p>	<p>about key issues; TIMEOUT, a two-week program aimed at building connections and supporting the transition of new international students at UFV</p>
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### Education Plan – UFV Library Update 2019-20

Many of the Library’s ongoing activities support the Education Plan goals. The statements and strategies noted here describe featured activities from the 2019-2020 academic year.

We will...	By...	Evidenced by...	Progress made 2019-20
<b>1. PRIORITIZE LEARNING EVERYWHERE</b>	Expanding digital collections.	Increased number of digital resources – monographs, streaming media, journals, etc. - supporting all UFV programs.	The Library committed more of its collections budget to user-driven models of selecting individual electronic titles. As part of this initiative, we launched a new Demand Driven Acquisition (DDA) program on the Proquest E-Book Central platform. Records for over 16,000 new titles are now showing up in our <a href="#">Books &amp; DVD's catalogue</a> . The library will pay a short term loan fee for titles that are viewed once or twice, with titles being purchased on the third use. Publishers represented include ABC-CLIO, American Chemical Society, Brill, Canadian Science Publishing, Cornell University Press, Elsevier, Guildford, Jessica Kingsley, John Wiley, Palgrave MacMillan, Purdue University Press, Royal Society of Chemistry, Stanford University Press, and the University of Montreal Press.
	Digitizing UFV’s unique collections.	Increased number of UFV’s unique physical resources are available online.	The UFV library has begun digitizing selected titles from the Newman Western Canadian Cookbook Collection. The titles are available in the UFV institutional repository, <a href="#">HarvestIR</a> . All titles are searchable using optical character recognition software (OCR). Digitized titles are now available to the UFV community, but also to any researcher with access to the internet.
	Providing library services online.	Services provided face-to-face are also available online.	AskAway provides real time chat reference support to the province’s students, faculty and researchers. While UFV librarians contribute 8 hours per week, during the fall and winter semesters the service is available 73 hours per week, including some hours when the UFV library is closed. 2019 marked big changes to the service with the adoption and implementation of a new chat software platform, LibraryH3lp, currently in use by three Canadian collaborative chat reference services, and UFV librarians learned the new software. The AskAway platform has allowed uninterrupted library research support services during the closures necessitated by the COVID-19 pandemic.
	Providing accessible and relevant online tutorials.	Increased number and use of online tutorials.	Librarians provide information competency instruction sessions to most face-to-face sections of key first year courses. We are working to offer this instruction online, and new or revised tutorials are under development for English 105, Communications 125, Biology 111, Business 100, and Psychology 101.

We will...	By...	Evidenced by...	Progress made 2019-20
			<p>Librarians support face-to-face sections of Business 100 by providing an introduction to the information resources students can access for their semester-long group project. This year, we created a video so that online students and those taking the course in Chandigarh can benefit from this instruction. The Business 100 LibGuide is the key resource for this project: <a href="https://libguides.ufv.ca/bus100">https://libguides.ufv.ca/bus100</a>. The video is available from the guide, and also here: <a href="https://www.youtube.com/watch?v=S6nXrel7k9w">https://www.youtube.com/watch?v=S6nXrel7k9w</a>.</p>
	Offering flexible learning spaces.	Increased number and type of study spaces.	A CEP library renovation is underway at the time of writing and is on track to be completed during summer 2020. The reference collection was significantly downsized, with the remaining titles relocated. This reduced collection footprint opened up space which will now be used for group study as well as events and activities.
<b>2. COMMIT TO FLEXIBILITY AND RESPONSIVENESS</b>	Responding to user needs.	Addition of new and expansion of existing services.	The Library has changed the default search box for books and films from the traditional library catalogue to the EBSCO Discovery Service. While most users will not be aware of the change, the impact is significant. Search results are much more relevant and known titles are much easier to find. Results include all the holdings in our UFV Library classic catalogue, as well as 180,000 subscription e-books from EBSCO and selected open access book collections. Fans of the classic catalogue can still access it using the links provided. <a href="https://library.ufv.ca/books-dvds/">https://library.ufv.ca/books-dvds/</a>
	Adopting innovations in library services and adapting them to the UFV context.	Introducing new services.	Two new tools make it easier to discover open access versions of journal articles. The Library has enabled the <a href="#">Unpaywall</a> app in our EBSCOhost databases and the Find It Discovery Service. Now a Full Text Open Access link appears under relevant citations. Individuals can also download the free <a href="#">Unpaywall</a> browser extension for Firefox or Chrome. When you search for articles in databases or in Google Scholar, click on the article title. When an Open Access version of an article is available from a publisher, repository or other legitimate source, a green padlock icon appears on the right side. The <a href="#">Open Access Button</a> provides a search box that allows you to find free, legal articles with just a click. You can search by article title, URL, DOI or citation to locate an open access version of a known article you are trying to locate.

We will...	By...	Evidenced by...	Progress made 2019-20
<p><b>3. COLLABORATE ACROSS BOUNDARIES</b></p>	<p>Collaborating with other UFV departments to support UFV's goals.</p>	<p>Programs and events held in libraries.</p>	<p>Book Celebration for Lost Feast: The Abbotsford library hosted a book celebration for Dr. Lenore Newman's latest publication, <i>Lost Feast: Culinary Extinction and the Future of Food</i> on January 21st. Lenore spoke about the genesis of the book and gave a reading from it. Attendees enjoyed delicious food prepared by UFV's Culinary Arts students and by library staff. <a href="https://events.ufv.ca/events/book-launch-for-lost-feast-by-dr-lenore-newman/">https://events.ufv.ca/events/book-launch-for-lost-feast-by-dr-lenore-newman/</a></p> <p>LNAP (Long Night Against Procrastination): In November and March, the Abbotsford and Chilliwack once again joined colleagues in the Academic Success Centre to offer this event. The libraries extended their evening hours and hosted various activities that students could choose to participate in, such as makerspace activities, therapy dog visits, free printing (provided by ITS), and Ask a Librarian assistance.</p> <p>The Abbotsford library hosted an event with English instructor Dr Carl Peters on the Great Agitator: Charlie Chaplin in Modern Times. Dr. Peters used a form of dialogue with significant and divergent thinkers such as Kierkegaard and Oliver Stone to explore Charlie Chaplin and how he composed and explored pathos in his films.</p>
		<p>Creation of learning resources.</p>	<p>New COVID-19 research guide: The criminal justice system has been immensely impacted by COVID-19. Developed by librarian Patti Wilson in partnership with UFV faculty Hayli Millar and Yvon Dandurand, this new LibGuide explores the effect on prisons, courts, policing, crime, human rights, vulnerable populations and more. It's fascinating reading for everyone, not just students of criminology: <a href="https://libguides.ufv.ca/covidcrim">https://libguides.ufv.ca/covidcrim</a></p>
		<p>Library displays that support UFV goals.</p>	<p>Chilliwack library staff members worked with UFV's senior advisor on Indigenous affairs, the Indigenous Student Centre, and the Chilliwack Métis Association to create a display in support of Métis awareness.</p>
		<p>Promotion of UFV faculty and student research.</p>	<p>The Library is trying to encourage UFV faculty to have a scholar profile developed for them within HarvestIR, UFV's institutional repository. Scholar profiles include a brief biography, contact information, research interests, and can—where copyright permits—include links to presentations, articles, etc. <a href="https://ufv.arcabc.ca/islandora/object/ufv%3Ascholars">https://ufv.arcabc.ca/islandora/object/ufv%3Ascholars</a></p>

We will...	By...	Evidenced by...	Progress made 2019-20
<b>4. DEVELOP LOCAL AND GLOBAL CITIZENSHIP</b>	Indigenizing and decolonizing library services, collections and spaces.	Increasing the number of programs and events with Indigenous themes.	In October, President Joanne MacLean accepted the gift of a small-scale Red River cart from the Chilliwack Métis Association. The cart, handmade by Métis artist and carver Pat Calihou, was designed to be included in a display at the CEP Library on Louis Riel and the Métis. Once it is no longer needed for the display, it will be a learning object for the UFV community.
		Indigenize the library's catalogue and finding aids.	We are improving the ability to search for material related to Stó:lō and Halkomelem by adding these subject headings to a number of records previously missing these terms. We have also created a "placard" to guide users in their searching. The placard offers suggestions for alternate spellings which can be either clicked on or typed in to broaden a search.
	Supporting the success of international students.	Developing targeted programs and services.	The library undertook a number of initiatives to welcome new students, both international and domestic, and introduce them to our services in a friendly, entertaining, and accessible way: <ul style="list-style-type: none"> <li>• Abbotsford Library welcome video: <a href="https://www.youtube.com/watch?v=3AAgVWK6J7A">https://www.youtube.com/watch?v=3AAgVWK6J7A</a></li> <li>• LibGuide for International students, including a multilingual guide to services: <a href="https://libguides.ufv.ca/InternationalStudents">https://libguides.ufv.ca/InternationalStudents</a></li> <li>• Although the guide can be used by anyone, it was specifically designed for new international students</li> </ul>
<b>5. INTEGRATE EXPERIENTIAL LEARNING</b>	Supporting and promoting experiential learning at UFV.	Increasing the number of student research projects in HarvestIR.	HarvestIR, UFV's digital repository, is now home to award-winning student research posters. Our colleagues in the Research, Engagement and Graduate Studies department held a very successful virtual Student Research day in March, with 92 research posters submitted. The 13 award winning posters are all eligible to be included in the HarvestIR digital intuitional repository, where they will be permanently available, and many of them have been submitted. You can find this year's winners, along with those of other years, here: <a href="https://ufv.arcabc.ca/islandora/object/ufv%3Astudentworkposters">https://ufv.arcabc.ca/islandora/object/ufv%3Astudentworkposters</a>

# **APPC TERMS OF REFERENCE SUB- COMMITTEE: REPORT AND RECOMMENDATIONS**

**October 2019**

Submitted by Al Wiseman and Alastair Hodges

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## I. INTRODUCTION

In June 2018, UFV Senate's Academic Planning and Priorities Committee (APPC) struck a sub-committee to review on its behalf the Terms of Reference (ToRs) for the committee. This came out of the annual review of ToRs as mandated by Senate. During the discussion at that June 2018 meeting, committee members expressed a desire to see a smaller group of the committee do a fuller review and bring back a report with any recommendations it might wish to make.

The sub-committee, consisting of Melissa Walter, Randy Kelley, Alastair Hodges, and Al Wiseman met several times from September 2018 – June 2019, and also reported updates on occasion at APPC meetings. A huge thanks goes to Melissa who chaired the sub-committee and did significant work at meetings, and in between meetings.

At the highest level, members of APPC felt a sense of uncertainty about the role of the committee on behalf of Senate. The sub-committee took this to heart and the following report aims to explain the nature of their conversations, provide recommendations, and offer questions APPC could sent to Senate. It is the ultimate goal of the sub-committee to see APPC's role to be significantly clarified. Driving this desire for clarity is a healthy and commendable wish of the committee to be confident that APPC is doing meaningful work on behalf of Senate and the university. Finally, the sub-committee is not under any illusion that it has answered everything or perfectly framed what it has discussed, but share some hope that progress will be made as a result of their work.

## II. OVERVIEW OF PROCESS

The sub-committee began by having a conversation about the current terms of reference for APPC. In having this conversation, the group agreed on doing several things:

1. Reviewing the University Act and discussing sections that seemed relevant to the work of APPC.
2. Reviewing the current version of the Terms of Reference and surfacing what the main questions or issues seem to be with them as they currently exist.
3. Trying to develop a list of clear questions and recommendations to bring to Senate.
4. To meet as many times as necessary to discuss issues and build towards a final report.

Finally, the sub-committee has worked to produce this report as a key outcome of their work. Once the report has been discussed and there is agreement on how to proceed, we expect that a final step will be to revise the APPC Terms of Reference, and possibly approve a document of some kind that will serve as a summary of the key elements of the report that have been adopted as guidelines for future work of the Senate committee. Also, some remaining questions will need to be sent to Senate for discussion, and possibly discussed further at APPC.

### III. FINDINGS AND RECOMMENDATIONS

This section will outline the main points the committee believes deserve comment, as well as resulting recommendations for changes.

#### A. General

##### 1. “Advise”

Early on, the committee noted the extensive use of the word “advise” in reference to the duties of APPC. After much discussion, the group agreed that it would be very helpful to both define what this term means, and how advising might take place.

- a. What does it mean to advise?
  - i. First, we suggest the term means to provide specific recommendations on matters.
  - ii. Second, we suggest the term means to inform Senate more generally about important facts, trends, or situations it believes may assist Senate with the work of governing, without providing specific recommendations.<sup>1</sup>
- b. Advise or approve?
  - i. The committee noted that it has been typical for APPC that most of its advisory function has happened through the approval of documents and proposals. When the information then goes to Senate, the advice essentially ends up being a motion to Senate that APPC approved. This has typically been taken as akin agreement with whatever is in the document(s), and is offered without any or much comment.
  - ii. The committee suggests that approval on its own is necessary, important, and at times sufficient in providing advice. However, we also recommend that APPC’s advice take on a more sophisticated, deliberate, and articulated form. The form of this advice could be oral, but should often be written, and after meaningful discussion by APPC. Further, this written advice should be constituted as a document that the committee reviews and approves before sending to Senate.
- c. When should advice be given?
  - i. The committee noted that there are times when the need for advice is more obvious. Examples of this would be when program proposals or reviews come through, or when strategic plans are presented. It may be helpful to compile a list or work plan of sorts that specifies all examples of situations where regular advice is expected from APPC.
  - ii. Further, the committee recommends that APPC should occasionally initiate providing advice to Senate when it believes important matters should be addressed. Normally, these matters should be ones that fall into the basic parameters of the planning and priorities scope of APPC as set out in the Terms of Reference.
  - iii. Finally, we recommend that as needed, Senate should intentionally task APPC with providing advice on particular subjects/situations.

##### 2. “Policy”

- a. What is meant by “policy”?
  - i. The sub-committee agreed that policy refers to the formal documents Senate creates and approves which provide mandated directions, actions, restrictions, guidelines, procedures,

<sup>1</sup> For example, APPC might provide a list of 7 recommendations regarding the next version of the Education Plan (definition #1); it might also want to inform Senate about the latest developments in program planning and prioritization in Canadian universities without having any specific suggestions other than a request to factor these into future discussions/planning (definition #2).

etc., on all academic matters over which Senate has jurisdiction. All policy of this type is published online in the UFV policy manual.

- ii. We also suggest that the notion of policy can mean more broadly the high level educational directions of UFV. We suggest it is reasonable for Senate to ask APPC for this sort of policy advice, both when it clearly is mentioned in the Terms of Reference (e.g. #1 “mission, goals, objectives, strategies, and priorities of the university”), and also at times when a matter less obviously fits. For example, under the ongoing conversations at Senate regarding International Students, perhaps there is some high level elements requiring Senate input about which it may wish APPC to deliberate and advise.
  - iii. Therefore, we recommend APPC come up with a suggested list of topics/issues that are high level educational “policy” in the sense of planned directions/emphasis about which Senate might wish to have advice. This list should be submitted to Senate for discussion.
- b. Timing of advice on policy?
- i. Advice on policies from Senate committees for policies that are under review is an existing process. The sub-committee agrees this should continue following the standard five year review timeline already in effect.
  - ii. We also recommend that Senate initiate formal policy reviews at times where policies might not be due for review under the normal five year cycle, but which for other reasons, might be worthy of a look.
  - iii. We encourage Senate to be more proactive in soliciting advice from APPC on policy as defined above, particularly as it relates to the more general definition.

**B. Specific**

1. Term #1: Advice on mission, goals, objectives, and priorities of the university:
  - a. We recommend that APPC ask Senate if it would like to delegate responsibility to approve any of these elements to APPC.
  - b. We recommend that whatever of these elements are not delegated to APPC, that Senate consider creating permanent or ad hoc processes for involving APPC earlier in discussions.
  - c. We recommend that APPC consider opportunities for education and engagement for the committee that would inform future discussions and decisions related to the responsibilities of this term.
2. Term #2: Advise Senate on the establishment or discontinuance of educational programs:
  - a. The sub-committee asks APPC to consider creating a grid similar to the program development grid at the concept paper stage (factoring in any upcoming changes to the program approval process under review in the PDQA office).
3. Term #3: Advise Senate on the development of and priorities for the implementation of new program leading to certificates, diplomas, and degrees.
  - a. We recommend that APPC provide advice annually on program prioritization in advance of the budget
  - b. We invite the Provost and Deans to consider how they might more effectively utilize the advice of APPC on program priorities and related issues (e.g. interdisciplinarity, space use and needs, etc.).
4. Term #4: Advise Senate on the establishment or discontinuation of academic faculties of the university.
  - a. We understand a policy is under development (with Senate and President’s shared authority) where this will be addressed.
  - b. We recommend Senate clarify whether they would like APPC to provide advice on the establishment of departments and schools.

5. Term #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 the educational programs and courses
  - a. The sub-committee recommends that APPC ask Senate to clarify what it needs from APPC to effectively provide such advice.
  - b. At the very least, we recommend that the Provost and Deans consider how they might periodically (annually?) bring the issue of enrolment targets and high-level strategies to APPC for feedback/advice.
6. Term #6: Advise Senate on the policies relating to the library and resource centres.
  - a. The sub-committee suggests that this has not been happening.
  - b. The formal policies in view are likely #72 (Library Collection), and #47 (Role of the UFV Library), although these both currently sit as administrative, not Senate policies. We recommend a conversation about what, if any, elements of these policies might fall under Senate jurisdiction.
  - c. There is no institutional clarity around what is a “resource centre”. We recommend that APPC discuss this issue, create some principles that might help define what constitutes such a centre, and then create a tentative list for discussion by Senate and Administration.
  - d. We recommend providing policy advice on this term in the broader sense of the definition listed earlier in this report.
7. Term #7: Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.
  - a. The sub-committee recommends APPC attempt to create a list of the current agreements that exist at UFV.
  - b. We recommend APPC create a plan and process for reviewing said agreements where appropriate or of value.
8. Term #8: Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.
  - a. The sub-committee suggests that this has not been happening, or at the very least, not in a very productive manner.
  - b. We recommend the following steps to strengthen the committee’s work in this area:
    - i. Developing a list of what these policies and processes are.
    - ii. Develop a list of ways these could policies and processes could have meaningful and appropriate feedback/advice.
    - iii. Consultation with the Provost and Deans on how APPC could best serve in this capacity.
9. Term #9: Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.
  - a. The sub-committee observed that there is no real clarity on whether this is happening, or if so, how effective or meaningful this advice is.
  - b. We recommend asking both APPC and Senate Budget Committees, in consultation with the Provost and CFO, to have a discussion about what might be done to provide meaningful prioritization advice to Senate Budget.
10. Term #10: Advise Senate on policies and procedures for the systematic review of courses, programs, and educational services.
  - a. The sub-committee recommends the development of a list of relevant policies and procedures similar to 8.b.i above.
  - b. We recommend that in consultation with the Provost and VP Students, to develop an understanding of what is meant by “educational services”. This might result in a set of guidelines

that determines what might fall into the category of an educational service, and a list of current educational services at UFV.

- c. After these two steps, we recommend APPC develop a plan for how to advise on these matters.
11. Term #11: Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.
    - a. The sub-committee suggests that APPC is effectively carrying out this responsibility at present.
    - b. We suggest APPC ask Senate whether they want to delegate this function to APPC or continue to retain final approval authority on reviewing these.
  12. Term #14: Provide annual written reports to Senate.
    - a. The sub-committee notes that these are already completed.
    - b. We recommend APPC consider providing more than just a list of specific agenda/approval items that transpired over the course of the year. Perhaps the annual report to Senate could also include some of the substance of what has been proposed above, once it is developed and operationalized by APPC.

## IV. NEXT STEPS

The Committee will notice that at this stage, no revised ToRs have been submitted for the committee. Because of the volume of issues investigated, and the need to decide on numerous recommendations, we believe it best to wait on actually revising wording for the entire document until APPC has discussed the full report and had the chance for fulsome discussion and feedback. After this, we can take that feedback and incorporate into a draft revised ToRs for the committee to review.

Revisions to the existing ToRs may also need to wait until APPC reports to Senate and has feedback on the items in this report that have been recommended, and has some of the conversations suggested in this report.

## V. APPENDICIES

### Appendix A: Current APPC Terms of Reference and the B.C. University Act

APPC Terms of Reference Item	Relevant University Act Section
1. Advise Senate on the mission, goals, objectives, strategies, and priorities of the university.	Section 35 (6) (a)
2. Advise Senate on the establishment or discontinuance of educational programs.	Section 35 (6) (b)
3. Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees.	Section 35 (6) (d)
4. Advise Senate on the establishment or discontinuance of academic faculties of the university.	Section 27 (2) (i) Section 35 (6) (e) Section 37 (1) (i)
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.	Section 27 (2) (r)
6. Advise Senate on the policies relating to the library and resource centres.	Section 35 (6) (g)
7. Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations	Section 35 (6) (k) Section 37 (1) (u)
8. Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.	Section 37 (1) (p)
9. Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.	Connected to Section 37 (1) (e)
10. Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.	Section 35 (6) (f)
11. Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.	Section 37 (1) (p)
12. Establish such subcommittees as needed to fulfill the committee's responsibilities.	Related to Section 37 (1) (b)
13. Other duties as assigned by Senate.	Section 37 (1) (b)
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.	

## Appendix B: Comparative Chart of Terms of Reference for Similar Committees at Some Other Universities

<b>UFV</b>	<b>VIU</b>	<b>UNBC</b>	<b>TRU</b>	<b>Kwantlen Polytechnic University</b>
<b>Academic Planning &amp; Priorities</b>	<b>Planning &amp; Priorities Committee</b>	<b>Senate Committee on Academic Affairs</b>	<b>APPC</b>	<b>Committee on Academic Planning and Priorities</b>
Advise Senate on the mission, goals, objectives, strategies, and priorities of the university	establishing or revising the mission statement, educational goals, objectives, strategies and priorities of the University	To be responsible for advising Senate on academic planning at UNBC	Advise Senate on the mission statement and the educational goals, objectives, strategies and priorities of the University	Advise Senate on the mission statement, goals, objectives, strategies and priorities of the University.
Advise Senate on the establishment or discontinuance of educational programs	establishing, developing, revising, or discontinuing courses, programs and instructional disciplines	To consider and make recommendations to Senate on new undergraduate and graduate programs and major modifications to existing undergraduate and graduate programs.	Following consultation with the Research Committee and the Budget Committee, advise Senate on the establishment, revision or discontinuance of research centres, institutes, and research chairs and professorships, and other research-related matters requiring Senate approval	In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the establishment, suspension and/or discontinuance of educational programs.
Advise Senate on the development of and priorities for the implementation of new programs leading to certificates, diplomas, and degrees	prioritizing new programs and courses leading to certificates, diplomas or degrees	To consider and make recommendations to Senate on new and revised Undergraduate and Graduate Academic Regulations.	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on the priorities for implementation of new programs leading to certificates, diplomas and degrees	In consultation with the Senate Standing Committee on Curriculum, the Senate Standing Committee on the University Budget and any other duly constituted Senate body, advise Senate on the priorities for implementation of new programs leading to citations, certificates, diplomas, degrees and post-baccalaureate credentials.

<p>Advise Senate on the establishment or discontinuance of academic faculties of the university</p>	<p>establishing or discontinuing Faculties</p>	<p>To review and make recommendations to Senate on existing undergraduate and graduate programs for purposes of assessment and possible expansion, curtailment, or discontinuance.</p>	<p>Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University</p>	<p>Advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University</p>
<p>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.</p>		<p>To advise on enrolment management issues.</p>	<p>Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate), the Budget Committee, and any other relevant standing committees, advise Senate on the number of students that may be accommodated by the university and policies for enrolment management.</p>	<p>In consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the Strategic Enrolment Management plan, policies for enrolment management and the admission of students, and the integration of these with the Academic Plan</p>
<p>Advise Senate on the policies relating to the library and resource centres.</p>	<p>developing the library and resource centres</p>	<p>To review from time to time the operation of the Library, for report to Senate.</p>		
<p>Advise Senate on policy and procedures related to affiliation, articulation, partnerships, and other contractual agreements with post-secondary institutions and other organizations.</p>	<p>establishing the terms for affiliation with other post-secondary bodies</p>	<p>To review, for approval or recommendation as appropriate, affiliation agreements with other institutions. • To facilitate the development of academic agreements between UNBC and various international partners.</p>	<p>Following consultation with other relevant standing committees, review and advise Senate on the terms of affiliation, articulation and other contractual agreements with other post-secondary institutions</p>	<p>In consultation with other relevant standing committees, review and advise Senate on the policies related to affiliation and articulation agreements with other post-secondary institutions.</p>



Advise Senate on policies and processes for the development, review, implementation, and communication of educational plans that support the priorities of the university.			Advise Senate on policies and processes for the development, review, implementation and communication of educational plans that support the priorities of the University	
Advise the Budget Committee of Senate on the academic priorities for the allocation of funds.	implications of the annual budget as presented by the president; the financial and resource implications, if any, of proposals for new courses and programs		Advise the Budget Committee of Senate on the academic priorities for the allocation of funds	Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds.
Advise Senate on policy and procedures for the systematic review of courses, programs, and educational services.	establishing or revising processes for evaluating departments, programs and educational services	To be responsible for the development and implementation of a program review process, and to make recommendations to Senate relating to the outcome of reviews.		
Review the reports and recommendations of program reviews/evaluations and advise Senate on actions.	monitor evidence-based periodic program reviews for all existing instructional programs		Review the reports and recommendations of the Educational Programs Evaluation Committee or the Graduate Studies Committee (as appropriate) and advise Senate on actions	
Establish such subcommittees as needed to fulfill the committee's responsibilities.			Establish such subcommittees as needed to fulfill the Committee's responsibilities	Establish such subcommittees as needed to fulfill the Committee's responsibilities, as well as reporting mechanisms for these subcommittees.
Other duties as assigned by Senate.	other matters as assigned by Senate		Other duties as assigned by Senate.	Other duties as assigned by Senate

	review all new program proposals prior to their approval and implementation;	To recommend to Senate the establishment of Research Chairs	Following consultation with the Educational Programs Committee or the Graduate Studies Committee (as appropriate) and the Budget Committee, advise Senate on Category III changes	Advise Senate on the establishment, revision or discontinuance of research centres, institutes, and other research-related matters requiring Senate approval.
	review Provost recommendations as a result of the summative assessment of all existing instructional programs.	To advise Senate on all matters concerning undergraduate and graduate research and research policy at the University		
		To establish policies regarding the conservation of heritage objects and collections that are owned by or in the possession of the university or any of its faculties, divisions, departments or other agencies.		
		To review and advise Senate on current international agreements and exchanges and make recommendations regarding their renewal.		
		To approve, in exceptional and extraordinary circumstances, external international proposals; and to report to Senate as soon as practicable such approvals and the justification for them.		
		To consider and advise Senate on matters relating to the internationalization of the University community.		
		To recommend to Senate graduate courses which are cross-listed with undergraduate courses.		

		To review periodically the activities of the Centre for Teaching and Learning and make recommendations on the Centre to Senate and to address any other Senate related teaching matter.		
		To consider and make recommendations to Senate on course additions or deletions.		
		To receive and evaluate recommendations from the SCAAF Continuing Studies Credit Committee and to forward recommendations concerning the recommended courses to Senate for approval		

**To:** Lucy Lee, Dean of Science  
**From:** Ian Affleck, Math & Stats Department Head  
**CC:**  
**Date:** 2020-05-21  
**Re:** Program Review 2018 – Update on external panel recommendations

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The Department of Mathematics and Statistics underwent a program review in 2018, and the external review panel made 14 recommendations. Below is an itemized summary of our progress towards addressing each of those recommendations, two years later.

**1. The department should undergo a review of its pedagogical practices and where necessary revise approaches to teaching and learning to align with contemporary evidence-based, student-centred pedagogy and the institution’s stated goals.**

A committee to draft a teaching survey was struck. A draft of this survey was presented to the department in December 2019, and circulated in January 2020. A summary of the responses is forthcoming. The same survey will be used periodically in the future to assess how our approaches to teaching and learning evolve over time.

In March 2020, face-to-face meetings of all UFV classes running in the Winter 2020 semester were suspended due to the threat of COVID-19, and instructors were tasked with developing plans to complete instruction and assessment online. Online delivery of all courses is mandatory in Summer 2019, and this is anticipated to continue for Fall 2020 as well.

As a result, there has been a great deal of communication and collaboration between department members regarding techniques for effective online delivery of course material and support of students. Many of these pedagogical practices, such as sharing of video tutorials and other resources, and live screen sharing of virtual whiteboards, will continue to be used effectively even after face-to-face classes resume.

**2. To better support student learning and the implementation of evidence-based, student-centred pedagogy, the department should create detailed learning outcomes for each course.**

This recommendation has generally not been implemented, for a few reasons. First, we have some concern that attempting to provide students with an exhaustive list of precise learning outcomes could lead to students expecting that they need to know how to answer only a fixed list of question types. This could lead to pressure on instructors to cater to this expectation, limiting their creativity in designing assessments.

Second, first-year courses at UFV do not have a designated “course coordinator”, as many first-year courses have at some other institutions. Faculty members have agreed on the general learning

outcomes that are included in each course's official course outline, but this agreement does not necessarily extend to an agreement on precise, detailed learning outcomes that most effectively lead to satisfactory completion of the general ones. An attempt to create a shared list of detailed learning outcomes for any course, accepted by all department members who have taught the course, or may do so in the future, would be challenging at best, perhaps impossible.

That said, some instructors have recently assembled detailed lists of learning outcomes for certain courses, to share with their own students.

**3. Monitor data that are accessible on MATH/STAT 1xx courses with the aims of measuring student engagement and identifying what measures, if any, can predict non-completion.**

This recommendation has not been implemented broadly across all first-year Math and Stats courses, although some instructors make use of class surveys to monitor student engagement.

Most first-year courses in Math and Stats use online homework systems to motivate students to complete practice problem sets. It is widely accepted that students who can and do complete these assessments on time are generally much more likely to successfully complete the course than are those who neglect them. One advantage of online homework systems is that an assignment that assesses the learning outcomes of one class meeting can be due before the next meeting, helping to ensure that engaged students are prepared to build upon those learning outcomes at the next meeting. Another advantage is that instructors can very quickly find out which students have been keeping up with the material, and which ones could use more encouragement to do so.

One instructor received a research release and hired a work-study student, to conduct a project comparing STAT104 students who use online homework with STAT104 students who use traditional homework, in terms of performance, attitude towards statistics, and study habits. The results of this project will help us determine whether written homework or online homework is more effective in predicting student success.

**4. The Data Analysis Certificate should be continued to be supported, though ways to increase enrolment and to improve the attractiveness of the courses should be explored.**

The DAC has been well supported by the Faculty of Science, the Faculty of Professional Studies, and the University overall. Our department has had two full-time Statistics instructor positions approved for posting in the past two years. One of these resulted in a full-time hire, which began in Fall 2019, and the other led to a completed selection process, but the offer of employment to the recommended candidate has been deferred by one year (until Spring 2021) due to budgetary uncertainty resulting from the COVID-19 pandemic.

It has been more challenging than was initially anticipated to connect DAC Co-op students with Summer Co-op job placements. The Faculty of Science has been very supportive in helping to arrange and fund Co-op positions at UFV, as research students and assistants in the Math & Stats Centres. Meanwhile, a new course has been developed (STAT 307), which will better prepare DAC students for industry positions by providing them with data visualization skills using Tableau software. STAT 307 will be offered each Winter semester, beginning in 2021.

**5. The department is encouraged to liaise with other departments at UFV to explore possible collaborations and synergies.**

Beginning in Fall 2018, our department has been working with the Indigenous Affairs Office, faculty in the Teacher Education Program, and the Teaching and Learning Centre to organize and host the first

and second Fraser Valley Math Education Sq'ep conferences – held in February 2019 and February 2020. We have also discussed the possibility of developing a Math Education minor with instructors in the Teacher Education Program.

Meanwhile, Statistics faculty members have connected with staff in the Athletics regarding statistical analysis of team and athletic performance, with an instructor in Trades regarding the development of a Statistics for Electronics course for students in the [Automation & Robotics program](#), and with an instructor in Kinesiology regarding statistical consulting for a project completed by student in their Honours program.

**6. Faculty in the department should attempt to raise their visibility outside of the university by, for example, further involvement with professional bodies, conferences, and other institutions.**

Several department members took leadership roles in organizing and hosting the first and second annual Fraser Valley Math Education Sq'ep conferences, which attracted roughly 60 and 90 attendees respectively, from elementary, secondary, and post-secondary institutions throughout the Lower Mainland and the Fraser Valley.

One faculty member from our department ran a section of MATH 105 for students of the Nuxalk Nation in Bella Coola, in Fall 2018.

One faculty member from our department took on the role of Chair of the BC Committee on the Undergraduate Program in Mathematics and Statistics, and another has recently joined that committee as the Statistics representative from UFV.

In 2019, our department began sponsoring two annual awards (one in Math, one in Stats) at the Fraser Valley Regional Science Fair.

In May 2019, one faculty member from our department attended the MacMillan Teaching & Learning event and the 9th Indigenous Math K-12 Symposium at UBC.

**7. Where possible, the department should seek professional and external accreditation for its courses and programs.**

One faculty member from our department has reviewed our Statistics courses to determine which are appropriate for advancement toward actuarial accreditation.

**8. Revisions to minor programs should be considered with a view to reducing the lower level requirements.**

The Math minor for BSc students and the Math minor for BA and BIS students were merged into one single Math minor program in 2020, and the lower level requirements of each were reduced in the process. The Department of Computer Information Systems has indicated that it will discontinue the Math minor for BCIS students, and encourage those students seeking a Math credential to pursue the new Math minor instead. This will result in a reduction of lower level requirements for those students as well.

The department plans to propose changes to the Math minor (Stats Option) program, including changing its name to Statistics minor. We are still discussing if and how the lower level requirements for this program should be updated.

**9. The department should be supported in its work in staffing the Math and Stats Centres; the staffing of these centres should be reviewed by the department within the general framework of supporting students on MATH/STAT courses at the university.**

Budgetary support from the Faculty of Science for the Math and Stats Centre has continued, with an increase in the budgeted amount for the hiring of student monitors.

We still hope to find a way to hire a part-time Math and Stats Centre Statistics Coordinator. Until that is possible, we are fortunate to have 2.5 sections worth of annual funding for Statistics faculty or sessional instructors to work in the Centres, 1.5 sections of annual funding for Math faculty or sessional instructors, along with funding for 10-12 80-minute blocks per week of work by student monitors. 10-15 80-minute blocks per week of work are volunteered by faculty members and sessional instructors.

While the Centres have been closed since March 16, 2020, due to the COVID-19 threat, support for students has continued online, via online platforms set up by the Math and Stats Centre Coordinator.

**10. The department should expand and refine its use of technology in its teaching, where possible making use of resources that come at little or no cost to students**

Beginning in Fall 2019, MATH 265 began including LaTeX proficiency as a learning outcome. (LaTeX is a free, open source scientific document preparation system.)

STAT 307 is a new course, to run for the first time in Winter 2021, which will teach proficiency with Tableau data visualization software.

Many more expansions and refinements of our use of technology in teaching are underway at present, as instructors experiment with and share ideas about effective methods and platforms for online instruction and assessment. Because the use of technology in teaching is now *mandatory*, at least until the end of 2020, and is thus part of every student's learning environment, we are all looking for resources that not only come at little or no cost to the students, but also are easy for students to acquire and become familiar with, and are effective for multiple courses.

**11. The university should continue to provide teaching spaces that are conducive to student-centred learning, and be responsive to requests from the department relating to inexpensive modifications to rooms and their fittings**

In Fall 2019 and Winter 2020, several instructors in our department took advantage of the opportunity to schedule their classes in a pod-style classroom in the new K Building.

The Faculty of Science has been responsive to our requests for capital purchases of resources that improve effectiveness of classroom instruction, such as whiteboards, computers, 3D printers, and other non-consumable teaching supplies.

**12. The university should explore ways in which the faculty in the department can be accommodated in offices that are in closer proximity than at present.**

No office locations have changed in the past two years. While renovations are done on D Building in the coming year, it may be possible to accommodate some office changes that bring our department's offices closer together.

**13. The department should explore consulting and collaborative research opportunities, both within the university and beyond.**

There have been a significant number of research and consulting opportunities in the past two years. Department members have worked with the following parties:

- Viking Aviation, regarding an optimization problem;
- A resident physician at UBC, who was looking for some statistical analysis;
- A newspaper reporter, who was seeking a statistician's viewpoint;
- A faculty member in Electronics, who is seeking to build a Statistics for Electricians course;
- A staff member in Athletics, who is looking for statistical expertise on sports data analytics for UFV teams and athletes;
- Employees of the BC Cancer Agency at Abbotsford Regional Hospital, looking for some help with data analysis;
- A faculty member in Kinesiology, who was seeking statistical advice for a student completing an Honours project.

**14. Faculty in the department should be encouraged to achieve their career goals and progress through the academic ranks.**

We expect two faculty members to apply for Associate Professor status in the 2020/2021 academic year. So far, no faculty members have applied for Professor status.



**APPC of Senate**  
**Academic Planning and Priorities Committee**  
**2020/21 Meeting Schedule**  
**Wednesday, Week 3**  
**2:30 – 4:30 pm**

<b>Meeting Date</b>	<b>Call for Agenda Items</b>	<b>Agenda Deadline @ noon</b>	<b>Location</b>
September 23	Sept 1	Sept 8	TBA
October 21	Oct 6	Oct 13	TBA
November 18	Nov 3	Nov 10	TBA
December 16	Dec 1	Dec 8	TBA
January 20	Jan 5	Jan 12	TBA
February 17	Feb 2	Feb 9	TBA
March 17	Mar 2	Mar 9	TBA
April 14	Mar 30	Apr 6	TBA
May 12	Apr 27	May 4	TBA
June 9 – Tentative*	May 25	Jun 1	TBA

\* Potential conflict with Convocation



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE MEMBERSHIP 2020-21**

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	David Johnston, University Registrar
Chair, Graduate Studies Committee (or designate)	Ongoing	Nicola Mooney, Faculty of Social Sciences
Chair, Research Committee (or designate)	Ongoing	Shelley Canning, Faculty of Health Sciences
<i>7 faculty members, approved by Senate, at least 3 from Senate</i>		
Faculty (senator)	08-01-2019 to 07-31-2022	Shelley Stefan, Faculty of Humanities
Faculty (senator)	08-01-2019 to 07-31-2022	Jon Thomas, Faculty of Professional Studies
Faculty (senator)	08-01-2020 to 07-31-2023	Karin Jager, Faculty of Humanities
Faculty	08-01-2019 to 07-31-2021	Adrianna Bakos, Faculty of Humanities
Faculty	08-01-2020 to 07-31-2022	Amir Shabani, Faculty of Professional Studies
Faculty	08-01-2018 to 07-31-2021	Lorne Mackenzie, Faculty of Professional Studies
Faculty	08-01-2020 to 07-31-2022	Emilio Landolfi, Faculty of Health Sciences
<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	08-01-2020 to 07-31-2022	Donna Alary, Institutional Research and Integrated Planning
Staff	08-01-2019 to 07-31-2021	Derek Ward-Hall, International Student Recruitment
<i>Two students</i>		
	08-01-2020 to 07-31-2021	Jobanpreet Singh Thind (Senator)
	08-01-2019 to 07-31-2021	Hailey Flikkema, Faculty of Science
<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
Associate VP, UFV International	Ongoing	David McGuire
Associate Director, Program Development	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

**CURRENT MEMBERSHIP: 28 members - 19 voting members and 9 non-voting members**

**Quorum: Shall be a minimum of fifty percent (50%) of voting membership (not including vacancies)**

Current as of June 10, 2020