

SCIENCE FACULTY COUNCIL AGENDA

Friday, November 29, 2024 - 1:15 PM - B123

Page

- 1. WELCOME**
- 2. AGENDA and MINUTES**
 - 2.1. Adoption of Agenda**
MOTION: that the Faculty council approve the agenda as presented
 - 3 - 4 **2.2. Approval of the Minutes - November 1, 2024**
MOTION: that the Faculty Council approve the minutes of November 1, 2024 meeting as presented
- 3. GUESTS**
 - 3.1. James Mandigo**
- 4. FOR DECISION**
 - 5 - 12 **4.1. GEOG to PLAN 460 Course Changes**
 - 13 - 25 **4.2. GEOG to PLAN 464 & 466 Course Changes**
 - 26 - 46 **4.3. BRCP Degree Requirement Changes**
 - 47 - 49 **4.4. Election of Vice Chair**
If you are interested in this position please attend this meeting
Ian Affleck - Nominated
- 5. FOR DISCUSSION**
NONE
- 6. INFORMATION ITEMS**
 - 50 **6.1. Faculty Council Survey Summary**
 - 51 - 88 **6.2. LISYF - London International Youth Science Forum**
<https://www.liysf.org.uk/>
 - 89 **6.3. December 10 - Abbotsford & December 12 - Chilliwack**
 - 6.4. January 2025 FC Meeting - Learning Opportunity Meeting**
 - 6.5. Monthly reports to the Provost from the Faculty of Science can be found at the link below. If you have news to share, email science@ufv.ca (Alison) so it can be included on our next report.**
<https://ufv.ca/science/deans-office/monthly-department-highlights/>.

Page

6.6. Science Fair Committee is seeking French speaking judges. Please let Alison know if you are able to assist with this. Science Fair is April 10, 2025

7. REPORTS

90

**7.1. Dean's Report - No Report
Advising - No Report
BSc Report - No Report
Indigenization - No Report
EDI - No Report
Senate - No Report
Student Report - see attachment**

8. ADJOURN

Next Meeting: January 10, 2025 @ TBD PM | ROOM -TBD

Quorum - 14 voting members



SCIENCE FACULTY COUNCIL

Minutes - Draft

Friday, November 1, 2024 - 1:15 PM - D123

Chair

Ian Affleck

In Person Attendance

Almaz Butaev, Ali Fotouhi, Grant Fritzke, Joan Hughes, Justin Lee, Olav Lian, Steve Marsh, Sebastian Monlina Ticas, Serhii Myroshnychenko, Vaness Radzimski, Alan Reid, Gregory Schmaltz, Hardil Singh, Jake Spooner, Marina Turlakis, Ben Vanderlei

Virtual Attendance

Robin Endelman, Cherie Enns, Kseniya Garaschuk, Gillian Mimmack, Dina Navon, Nathan Bialas, Mitra Tabatabaee, Sandra Gillespie, Kristen Switzer, Jenn Barrett

Guests

Victoria Surtees – COIL Presentation

Regrets

Caroline Majeau, Carolyn Atkins, Cory Beshara, David Chu, Debbie Wheeler, Lenore Newman, Linus Chang, Stan Manu, Stefania Pizzirani, Tariq Nuruddin

Recorder

Alison Reeves

1. WELCOME

2. AGENDA and MINUTES

2.1. Adoption of Agenda

MOTION: that the Faculty Council approve the agenda as presented. **1st**

Steve Marsh, 2nd Grant Fritzke. All in Favour. Carried

2.2. Approval of the Minutes - October 4, 2024

MOTION: that the Faculty Council approve the minutes from October 4, 2024, meeting as presented.

1st Almaz Butaev, 2nd Vaness Radzimski. All in Favour. Carried.

3. FOR DECISION

3.1. Terms of Reference

Science Faculty Council
November 1, 2024

Page

Reviewed and no changes/updates noted

1st Ben Vanderlei, 2nd Almaz Butaev. All in Favour. Carried.

3.2. Faculty Standards - PGES

4. FOR DISCUSSION

4.1. LMS Pilot Project - Volunteer Requested – Kseniya

Call for Volunteers to pilot Brightspace for courses, email Kseniya if you are interested in volunteering

Orientation session November 14

5. GUESTS

5.1. Victoria Surtees, Teaching & Learning, UFV
Specialist in Teaching & Learning, Internationalization
Collaborative Online International Learning (COIL) Presentation

Victoria to send information to Alison to distribute

6. REPORTS (See Attachments)

6.1. Various Reports

Dean's Report: No Report
Advising Report: No Report
BSc: No Report
Indigenization: No Report
EDI: No Report
Senate: No Report
Student: See attachment

7. INFORMATION ITEMS

7.1. Monthly reports to the Provost from the Faculty of Science:
<https://ufv.ca/science/deans-office/monthly-department-highlights/>.

If you have something to share, please email Alison at science@ufv.ca so it can be included on our next report.

8. ADJOURN

Next Meeting: November 29 @ 1:15 PM D123

Quorum - 14 voting members

Memo for Course Changes

To: FSCC

From: Cherie Enns, Chair, BRCP, and Afia Raja, Head, PGES

Date: 6 November 2024

Subject: Proposal for revision of GEOG 460: Conversion to PLAN 460, and Course Update

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):

- ☒ Six-year review
- ☒ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

Change to PLAN 460: As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Planning) are being shifted to adopt the course codes of their primary area. PLAN 460 is an important option to meet a workplace in the BRCP degree.

Course Updates: The course is overdue for revision. Accordingly, the following changes have been made:

- Minor revision to the calendar description
- New prerequisites reflective of the needs of students doing a practicum associated with the BRCP degree
- Updated learning outcomes
- Shift in learning hours, with increase in hours from 100 to 120
- Updated language regarding practicum assignments and class content.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students' ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

The revised course outcomes are closely aligned with ILOs.

Course LO	ILO
Apply concepts, theories, skills, and tools learned in one's Planning coursework and program in a professional context.	1, 8
Discuss how they would enmesh principles of equity, inclusion, and respect for diversity into specific planning contexts.	7
Exercise respectful and ethical practice and communications in culturally and socioeconomically diverse professional and community settings;	3, 6, 7
Demonstrate one's ability to consistently meet or exceed workplace standards, deadlines, and project goals.	1
Examine their personal identity and interest in the planning field as an employment path.	8
Examine one's values relative to those of the placement agency or institution.	7, 8
Articulate how knowledge of Canadian Institute of Planning Code of Ethics translates in their practicum experiences	1, 2, 4, 6, 8
Improve upon one's performance in the workplace, by incorporating constructive feedback from supervisors and instructor	2, 8
Identify strategies to address the limits of one's knowledge and abilities needed in a professional setting.	2, 8
Reflect on how one's personal and career goals and preferences evolve in light of new professional experiences.	8

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

The course is important in the proposed revisions to the BRCP. PLAN 460 is one of a limited number of options to meet a core requirement of the degree. For those planning to go directly into the workforce in planning, this is the preferred pathway.

5. Which program areas have been consulted about the change(s)?

None outside of PGES, as its use is in this area.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

This course serves as an application of learning and ethical training developed through either the BRCP degree. This includes prior coursework (reflected in prerequisites) that address Indigenous knowledges, values and practices in planning, and ethical practice more generally. Practicum placements are high impact practices (identified as KPI) that improve employability (another KPI). These placements also deepen UFV's engagement with our communities, particularly when placements link research to community projects (KPI).

Depending on the practicum project and external partner, the course may include options to work more within Indigenous land uses and stewardship practices as well as protocols for meaningful engagement and inclusion. All practicum placements will be carefully reviewed by the Chair of the BRCP program.

Depending on placement, students may be expected to reflect on their learning of Indigenized learning pathways or processes in a professional context. However, the degree to which this can be forecasted is limited, as the practicum placement partners are the ones who must take the lead on engagement with Indigenous communities in specific professional practises like planning.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

As this is a practicum course in which each placement will be different, the discussion topics (between instructor and student) in the course focus on core topics important to all workplaces. This includes consideration of how diversity is an asset and factor in communications carried out in both the workplace and in community settings. In addition, students are expected to speak to the integration of EDI principles into planning practises and commit to respecting these principles in the work they do as part of their placement.

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

The tightening of the prerequisites represents a step towards ensuring that students are well prepared to do a professional practicum in the planning field.

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

None generally expected, but individual practicum placements may require longer travel and related costs for the student.



ORIGINAL COURSE IMPLEMENTATION DATE: September 1999
 REVISED COURSE IMPLEMENTATION DATE: September 2023
 COURSE TO BE REVIEWED (six years after UEC approval): September 2028
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: <u>GEOGPLAN 460</u>		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Practicum in Planning Course Short Title:															
Faculty: Faculty of Science		Department (or program if no department): School of Land Use and Environmental Change Planning, Geography and Environmental Studies													
Calendar Description: <u>A work integrated learning course that provides students with professional experience and the ability to critique urban, rural, regional or community planning standards and procedures. Working with a professional planner, students will apply their geographic and environmental knowledge, skills, techniques, and methods in a planning workplace. Students will have the opportunity to explore a professional planning working environment, create relationships with working planners, and produce a portfolio of work suitable for presentation. Practicum typically requires weekly work commitment for up to 13 weeks in semester.</u> Note: Before initiating practicum placements, students must sign a practicum agreement <u>that aligns with safety protocols, ethics, and equity, diversity, and inclusion (EDI) requirements. More information is available at ufv.ca/land-and-environment.</u> Note: Students with credit for GEOG 460 cannot take this course for further credit.															
Prerequisites (or NONE):		<u>Admission to the Bachelor of Regional and Community Planning program: 60 credits, including at least 8 credits of PLAN 300 or higher and at least 3 credits of CIVI or POSC; CGPA of at least 2.8; and GEOG 252, GEOG 253, and (one of GEOG 360, GEOG 364, or GEOG 464), and permission of the instructor or department BRCP program chair head and enrolment in BRCPd.</u>													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: <u>—GEOG 460</u> Cross-listed with: Equivalent course(s): <u>—GEOG 460</u> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Infrequent Maximum enrolment (for information only): 6													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar/Tutorials/workshops</td> <td>1224</td> </tr> <tr> <td>Practicum</td> <td>9688</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>100120</td> </tr> </table>		Lecture/seminar/Tutorials/workshops	1224	Practicum	9688	[click to select]		[click to select]		[click to select]		Total hours	100120	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. <u>Yes — Students with professional planning experience can apply for PLAR.</u>	
Lecture/seminar/Tutorials/workshops	1224														
Practicum	9688														
[click to select]															
[click to select]															
[click to select]															
Total hours	100120														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: ☒ No ☐ Yes		Transfer Credit (See bctransferguide.ca.) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form.)													

Department approval	Date of meeting: 6 November 2024May 6, 2022
Faculty Council approval	Date of meeting:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply concepts, theories, skills, and tools learned in one's Planning coursework and program in a professional context.
1. Describe the core geographic concepts applicable to their placement.
2. Discuss how they would enmesh principles of equity, inclusion, and respect for diversity into specific planning contexts.
3. Exercise respectful and ethical practice and communications in culturally and socioeconomically diverse professional and community settings;
4. Demonstrate one's ability to consistently meet or exceed workplace standards, deadlines, and project goals.
2. Discuss planning practice with consideration for equality, diversity, and inclusion.
5. Examine their personal identity and interest in the planning field as an employment path.
6. Examine one's values relative to those of the placement agency or institution.
- 3-7. Articulate how knowledge of Canadian Institute of Planning Code of Ethics translates in their practicum experiences
4. Communicate work plans and work outputs in a professional setting.
5. Reflect on their role and skills in their placement organization and within the community.
6. Apply concepts, skills, and theories on planning practice learned in the classroom to a professional workplace setting.
- Synthesize their own values relative to those of a practicum institution or agency. Demonstrate one's ability to consistently meet or exceed workplace standards, deadlines, and project goals.
8. Improve upon one's performance in the workplace, by incorporating constructive feedback from supervisors and instructor
- Examine one's values relative to those of the placement agency or institution;
- Exercise respectful and ethical practice and communications in culturally and socioeconomically diverse professional and community settings;
- Articulate how knowledge of Canadian Institute of Planning Code of Ethics translates in their practicum experiences
9. Identify strategies to address the limits of one's knowledge and abilities needed in a professional setting.
10. Reflect on how one's personal and career goals and preferences evolve in light of new professional experiences.

7.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments: -5040	Project:Portfolio: 30%	Field evaluation: 230%
[click to select]	[click to select]	[click to select] %

Details:

Assignments:

Pre-placement Learning Agreement, work plan, and preparation and final presentation: 15%
Presentation on Work Experience and Alignment with Work Plan, Course Outcomes: 15%
Project (Career and Ethics) Reflection Assignment: 20%

Additional assessments:

- Portfolio following guidelines for professional accreditation (30%)
- Field evaluations (midpoint, end of practicum): 20%

Assignments:

Work plan: 10%
 Seminar participation: 10%
 Reflective journal: 20%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Practicum project:

Practicum placement with planning department, planning firm or organization, equivalent to an average of one, 7-hour day per week over 12 weeks of the regular term. (Scheduling of hours may vary based on student and organizational needs.) Preparatory meetings and presentation of final project will also be required.

Practicum placement:

Due to the organizational needs of a practicum-based course, initial discussions regarding possible practicum placement sites will begin well before the semester begins. A student interested in a PLAN 460 practicum will meet with a faculty supervisor well in advance of the semester to discuss possible practicum sites and the nature of the course and its expectations.

Practicum:

After the initial meeting students will be weekly in their arranged practicum for the next 12-13 weeks, depending on the arrangement with the host organization. The parameters of the practicum will be set out in detail in the Learning Agreement and Work Plan that is drafted in discussions between the student and employer, and approved by the instructor. The Learning Agreement will accomplish the following:

1. specify the work schedule and location;
2. identify the individual who will serve as supervisor for the student;
3. clearly specify the work to be completed in the practicum and the general work tasks.

Defined in the learning agreement, the portfolio documentation will take whatever form is most appropriate, from written and illustrated reports, policy documentation, community engagement roles and research.

Careful consideration to EDI and ethics protocol as well as risk and safety is reflected in the practicum and learning agreement. The sponsor will retain a copy of the project; the student will present another copy at the post-practicum seminars. In the last week of the term students will have an opportunity to present their portfolio to share their practicum experiences with classmates, and consider the career possibilities opened to them by the course

The typical Environmental Practicum placement, and related consultation with the Instructor, will include the following areas:

- Organizational overview, role in community, structure, and history
- Professional expectations tied to placement and to search for employment in Environmental careers more generally;
- How one's prior and concurrent coursework has contributed to one's capacity to function in the placement;
- Identify areas where additional readings and short training components may be needed to support practicum completion;
- Review of Eco-Canada's ethical guidelines and requirements, and of OCAP principles;
- Discussion of the role of socioeconomic and cultural diversity in environmental careers, both within the workplace and in engagement with communities;
- Steps required to complete specific work products expected of practicum;
- Consideration of how remainder of one's program (if practicum is not completed in final term) can be organized to address skills needing further development.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Phelps, N.	The Urban Planning Imagination: Critical International Introduction	2021
2. Textbook	Solen, M., Foote, K. & Monk, J.	Practicing Geography: Careers for Enhancing Society and the Environment	2013
3. Textbook	Couch, Christ	Urban Planning: An Introduction	2016
4. [click to select]Online resource	Canadian Institute of Planning	Relevant professional manuals and guideline	
5. [click to select]			

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

[Reading resources and access to technology will vary with placements and be provided by placement organizations. None](#), although the student may encounter additional travel expenses associated with off-campus practicum placements.

Course Content and Topics

The learning objectives will be achieved through the online or seminar discussion, supervisor evaluation, and practicum experience.

Online seminar themes:

- Week 1: Planning as a Career (CIP): decolonizing planning practice
- Week 2: Placement training and scheduling: agreement and work plan
- Weeks 3-4: Methods and techniques; ethics review
- Weeks 5-7: Case studies in planning; problems and pressures of planning

[PLAN 460] University of the Fraser Valley Official Undergraduate Course Outline Page 5 of 5

Weeks 8-9: Planning issues and trends: workplace challenges

Week 10: Reflection on process to date; self-assessment: student identity and planning practice

Week 13: Final projects; review of sponsor evaluation

Memo for Course Changes

To: FSCC

From: Cherie Enns, Chair, BRCP, and Afia Raja, Head, PGES

Date: 6 November 2024

Subject: Proposal for revision of GEOG 464/GD 464 and GEOG 466/GD 466: Conversion to PLAN 464/GD 466 and PLAN 466/GD 466

Note that even minor changes may result in comments from committees on all aspects of the course.

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☒ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ Calendar description
- ☒ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

Change to PLAN 464/GD 464 and to PLAN 466/GD 466: As part of a redesign of the Geography program, courses that are primarily designed to support other program areas (such as Planning) are being shifted to adopt the course codes of their primary area. PLAN 464/GD 464 and PLAN 466/ GD 466 are both important options to meet a workplace in the BRCP degree. These types of studio courses are also found in all planning programs, and thus these two courses should be “housed” in the BRCP. The cross lists remain with GB.

Course Updates: The course was revised last year and reviewed by UEC. As a result, only limited changes are being made at this time. These include:

- Minor revision to the calendar description
- New prerequisites reflective of expectations for a fourth-year Planning studio/work experience course

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s) and contribute to students’ ability to meet the [Institutional Learning Outcomes \(ILOs\)](#):

There are no changes to learning outcomes at this time.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs?

The course is important in the proposed revisions to the BRCP. PLAN 464 and PLAN 466 are two of a limited number of options to meet a core requirement of the degree. For those planning to go directly into the workforce in planning, this is the preferred pathway.

These courses are part of a limited number of options used to meet a fourth-year requirement in the GD major.

5. Which program areas have been consulted about the change(s)?

None outside of PGES and Graphic Design, as these are the only two areas using these courses regularly.

6. In what ways does this course (not just the proposed changes) contribute to [Indigenizing Our Academy](#)? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: [UFV Integrated Strategic Plan](#), [Fulfilling Our Commitment to Aboriginal Peoples policy \(BRP-200.05\)](#), the [TRC Calls to Action](#), and/or the [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#).

PLAN464/GD464 includes specific attention to the colonial history and contexts in which planning challenges emerge. Students are also introduced to issues related to indigenous values and rates as they pertain to the specific location and design challenge. PLAN466/GD466 is offered in an international locale. Depending on location, the courses adapted to consider local needs, cultures, and rights and their relationship to UNDRIP.

7. How does the course reflect principles of [equity, diversity, and inclusion](#), through assignment design, topic selection, curriculum delivery, or other methods?

The inclusion and practises associated with JEDDI principles and design and planning are explicitly identified as important to the course, and stated in learning outcomes. This is true for both the local studio (464) and international studio (466).

8. If applicable, discuss any special considerations for this course (credit value, class size limit, frequency of offering, resources required such as labs or equipment, field trips, etc.

No additional considerations are adjusted at this time. Existing considerations relate to cost of travel to and from site of projects, as well as additional slot supplies expected in international travel (466)

9. Estimate of the typical costs for this course, including textbooks and other materials (excluding tuition):

Limited additional cost, larger related to local travel, associated with 464. More substantive costs are entailed for students to participate in 466. These costs would be identified well in advance of registration.



ORIGINAL COURSE IMPLEMENTATION DATE: May 2013
 REVISED COURSE IMPLEMENTATION DATE: September 2023
 COURSE TO BE REVIEWED (six years after UEC approval): October 2028
 Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GEOG-PLAN 464		Number of Credits: 4 Course credit policy (105)													
Course Full Title: Community Planning and Development: Local Applied Studio Course Short Title: Local Planning Studio															
Faculty: Faculty of Science		Department (or program if no department): School of Land Use and Environmental Change Planning, Geography and Environmental Studies													
Calendar Description: Introduction to Dedicated and collaborative design challenge in planning with a community partner practice, From design challenge and problem definition to data collection, analysis, drafting of a design concept, and participating in a community partner professional presentation, students apply Through the application of human-centered design planning theory and design techniques, students will study urban precedents and to critically consider assess possible alternatives to address a local planning challenge. Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information. Note: This course is offered as GEOG-PLAN 464 and GD 464. Students may take only one of these for credit. Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit, provided the letter designation differs. Note: Students with credit for a lettered version of GEOG 464 (e.g., GEOG 464c) cannot take the same lettered version of this course (e.g., PLAN 464c) for further credit.															
Prerequisites (or NONE):		45 university-level credits, including at least 6 credits of GD, PLAN, and/or GEOG.													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: — GEOG 464 Cross-listed with: GD 464 Equivalent course(s): GD 464 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: Yes <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 28													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>10</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>80</td> </tr> </table>		Tutorials/workshops	10	Supervised laboratory hours (design lab)	20	Experiential (work-integrated learning)	40	Supervised laboratory hours (computer lab)	10	[click to select]		Total hours	80	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Tutorials/workshops	10														
Supervised laboratory hours (design lab)	20														
Experiential (work-integrated learning)	40														
Supervised laboratory hours (computer lab)	10														
[click to select]															
Total hours	80														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes		Transfer Credit (<i>See bctransferguide.ca.</i>) Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: 6 November 2024													
Faculty Council approval		Date of meeting:													

Undergraduate Education Committee (UEC) approval

Date of meeting:

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply the human-centered design process within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land-use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDI) lens.
9. Articulate planning issues to design challenge stakeholders.
10. Implement a multidisciplinary planning project under tight deadlines.
11. Produce deliverables that meet professional standards of content.
12. Assess the impact of the proposed response to the design challenge.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	25%	Quizzes/tests:	10%	Field evaluation:	15%
Project:	30%	Final exam:	10%	Lab work:	10%

Details:

In this applied, project-based studio course, students will apply geographic skills and planning theory to an urban problem working with planning professionals to produce a community planning and development report on a particular issue. Field trips outside of class time are required.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course will include lectures, guest speakers, field experience, online instruction, and seminars.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Garcis, A. and M. Lydon	Tactical Urbanism: Short Term Action for Long Term Gain	2015
2. Textbook	Stevens, N. et. al.	Human Factors in Land Use Planning and Urban Design: methods, Practical Guidance, and Applications	2018
3. Textbook	Course Reader		
4. Textbook	Gestalten	The Ideal Cities: Exploring Urban Futures	2021
5. Textbook	Witty, D	Professional Practice Manual: Code of Professional Conduct; Ethics, Experience, Context, Theory	2002

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Supplies required are specific to research project. If studio is held off-campus, additional fees and materials may be required. A packing list and field manual will be provided if this is the case.

Course Content and Topics

Course will include lectures, guest speakers, field experience, online instruction, and seminars.

If this course is held at UFV, the following components will be included:

- Unit 1 (Weeks 1-3):
 - Project preparation
 - Project background: historical context, colonization, and Indigenization
 - Community and equality, diversity, and inclusion (EDI)
 - Devising the planning questions and identifying data collection strategies
 - Ethics review
- Unit 2 (Weeks 4-9): Data collection
 - "Reading" the community and its built landscape
 - Demographic and policy data collection
 - Assessment/stakeholder engagement
 - Identifying stakeholder interests
 - Planning vision

- Unit 3 (Weeks 10-11): Compilation and analysis
- Unit 4 (Weeks 12-14): Project presentation and feedback

If this course is held outside the Fraser Valley, the course could be more condensed but the following components will be still included:

- (Pre-term) Pre-trip orientation and trip preparation
- Unit 1: Project preparation
 - Project background: historical context, colonization, and Indigenization
 - Community and equality, diversity, and inclusion (EDI)
 - Devising the planning questions and identifying data collection strategies
 - Ethics review
- Unit 2: Data collection
 - "Reading" the community and its built landscape
 - Demographic and policy data collection
 - Assessment/Stakeholder engagement
 - Identifying stakeholder interests
 - Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback

Examples of themes or planning problems include place making in underutilized public spaces; revitalization of downtown Abbotsford; affordable housing in the Fraser Valley Regional District; child-friendly community assessment; or devising an urban food security strategy for an Interior or First Nations community.



ORIGINAL COURSE IMPLEMENTATION DATE:

May 2013

REVISED COURSE IMPLEMENTATION DATE:

September 2023

COURSE TO BE REVIEWED (six years after UEC approval):

October 2028

Course outline form version: 26/01/2024

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GEOG-PLAN 466		Number of Credits: 5 Course credit policy (105)													
Course Full Title: Community Planning and Development: International Studio Course Short Title: Local Planning Studio															
Faculty: Faculty of Science		Department (or program if no department): School of Land Use and Environmental Change Planning, Geography, and Environmental Studies													
Calendar Description: <u>Dedicated and collaborative design challenge in planning with a community partner. From problem definition to data collection, analysis, drafting of a design concept, and participating in professional presentation, students apply human-centered design planning theory and design techniques to critically assess possible alternatives.</u> <u>Introduction to planning practice, from problem definition to data collection, analysis, creating a design concept and participating in a client presentation to stakeholders. Through the application of planning theory and human-centered design methods, students will study urban precedents and critically consider design alternatives for an international planning challenge.</u> Note: This course is offered as GEOG-PLAN 466 and GD 466. Students may take only one of these for credit. Note: This course is an intensive 1-3-month session with a portion of the time based in an international locale. <u>Note: Students with credit for GEOG 466 cannot take this course for further credit.</u>															
Prerequisites (or NONE):		45-60 university-level credits, including at least 6 credits of GD, PLAN, and/or GEOG.													
Corequisites (if applicable, or NONE):		NONE													
Pre/corequisites (if applicable, or NONE):		NONE													
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: —GEOG 466 Cross-listed with: GD 466 Equivalent course(s): GD 466 (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)		Course Details Special Topics course: No (If yes, the course will be offered under different letter designations representing different topics.) Directed Study course: No (See policy 207 for more information.) Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 28													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>20</td> </tr> <tr> <td>Practicum</td> <td>120</td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>[click to select]</td> <td></td> </tr> <tr> <td>Total hours</td> <td>140</td> </tr> </table>		Lecture/seminar	20	Practicum	120	[click to select]		[click to select]		[click to select]		Total hours	140	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	20														
Practicum	120														
[click to select]															
[click to select]															
[click to select]															
Total hours	140														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: ☐ No ☐ Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)													
Department approval		Date of meeting: 6 November 2024													
Faculty Council approval		Date of meeting:													

Undergraduate Education Committee (UEC) approval	Date of meeting:
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Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply the human-centered design process within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land-use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDI) lens.
9. Articulate planning issues to design challenge stakeholders.
10. Implement a multidisciplinary planning project under tight deadlines.
11. Produce deliverables that meet professional standards of content.
12. Assess the impact of the proposed response to the design challenge.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Field evaluation:	25%	Quizzes/tests:	10%	Assignments:	15%
Project:	30%	Final exam:	10%	Lab work:	10%

Details:

Course participants will work collectively as well as in smaller working groups on a particular project.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Course will include lectures, guest speakers, field experience, online instruction, and seminars.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Matthias Finger and Numan Yanar, ed	The Elgar Companion to Urban Infrastructure Governance Innovation, Concepts and Cases	2022
2. Other	UN-Habitat	World Cities Report	2020
3. Textbook	Farvacque-Vitkovic, C. et al.	Urban Planning in Africa: Addressing, Mapping and Their Applications (Directions in Development)	2005
4. Textbook	Gestalten	The Ideal City: Exploring Urban Futures	2015
5. Textbook	Mirafab, F. and N. Kudva	Cities of the global South reader	2015

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

Supplies required are specific to the research project. Due to the travel involved, additional fees and materials will be required. A packing list and field manual will be provided.

Course Content and Topics

Course will include lectures, guest speakers, field experience, online instruction, and seminars.

A seminar on planning practice, context, human-centred design methods, and evaluation will be held multiple times a week. Examples of project themes include: the greening of an informal settlement in Dar es Salaam; rural economic development; child friendly community assessment; or urban food security strategies. Seminar content will vary according to locale and project focus.

In general, the course content will include:

- (Pre-term) Pre-trip orientation, ethics review, trip preparation, and project background •
- Unit 1: Project preparation
 - Project context
 - Further community analysis with consideration for equality, diversity, and inclusion (EDI)
 - Devising the planning questions and identifying data collection strategies
 - Ethics review
- Unit 2: Data collection
 - "Reading" the community and its built landscape
 - Demographic and policy data collection
 - Assessment/stakeholder engagement
 - Identifying stakeholder interests
 - Integration of human-centred design methods

- Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
 REVISED COURSE IMPLEMENTATION DATE: January 2018
 COURSE TO BE REVIEWED (six years after UEC approval): May 2019
 Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GD 464	Number of Credits: 4 Course credit policy (105)
Course Full Title: Community Planning and Development: Local Applied Studio Course Short Title: Local Planning Studio	
Faculty: Faculty of Social Sciences Faculty of Science	Department (or program if no department): Geography and the Environment School of Land Use and Environmental Change
Official Course Outline: This is a cross-listed course. Please refer to GEOG 464 for the official course outline.	
Calendar Description: Dedicated and collaborative design challenge in Introduction to planning with a community partner practice. From design challenge and problem definition to data collection, analysis, drafting of a design concept, and participating in a client community partner professional presentation. Through the application students apply of human-centered design, n planning theory, and design techniques, students will study urban precedents and to critically consider alternatives for to address a local planning challenge assess possible alternatives. Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information. Note: This course is offered as GEOG-PLAN 464 and GD 464. Students may take only one of these for credit. Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs. Note: Students with credit for a lettered version of GEOG 464 (e.g., GEOG 464c) cannot take the same lettered version of this course (e.g., PLAN 464c) for further credit.	
Prerequisites (or NONE):	45-4560 university-level credits, including at least 6 credits of GD, PLAN, or GEOG.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: GEOG-PLAN 464 Equivalent course(s): GEOG-PLAN 464 <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: No Yes <i>(If yes, fill in transfer credit form.)</i>
Department / Program Head or Director:	Date approved: 6 November 2024
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:



ORIGINAL COURSE IMPLEMENTATION DATE: September 2017
 REVISED COURSE IMPLEMENTATION DATE: September 2023
 COURSE TO BE REVIEWED (six years after UEC approval):
 Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE CROSS-LISTED OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: GD 466	Number of Credits: 5 Course credit policy (105)
Course Full Title: Community Planning and Development: International Studio	
Course Short Title: International Planning Studio	
Faculty: Faculty of Science	Department (or program if no department): Planning, Geography, and Environmental Studies School of Land Use and Environmental Change
Official Course Outline: This is a cross-listed course. Please refer to GEOG 466 for the official course outline.	
Calendar Description: <u>Dedicated and collaborative design challenge in planning with a community partner. From problem definition to data collection, analysis, drafting of a design concept, and participating in professional presentation, students apply human-centered design planning theory and design techniques to critically assess possible alternatives.</u> Introduction to planning practice, from problem definition to data collection, analysis, drafting of a design concept, and participating in a client presentation to stakeholders. Through the application of planning theory and human-centered design techniques, students will study urban precedents and critically consider design alternatives for an international planning challenge. Note: This course is offered as GEOG-PLAN 466 and GD 466. Students may take only one of these for credit. <u>Note: This course is an intensive 1-3-month session with a portion of the time based in an international locale.</u> <u>Note: Students with credit for GEOG 466 cannot take this course for further credit. This course may be completed virtually or involve travel to an international location.</u>	
Prerequisites (or NONE):	45 university-level credits, including at least 6 credits of GD, PLAN, and/or GEOG.
Corequisites (if applicable, or NONE):	None.
Pre/corequisites (if applicable, or NONE):	None.
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: GEOG-PLAN 466 Equivalent course(s): GEOG-PLAN 466 (If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)	Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: Yes (If yes, fill in transfer credit form .)
Department / Program Head or Director: Afia RajaJ-Hughes	Date approved: May 6, 2022 26 November 2024
Faculty Council approval	Date approved:
Undergraduate Education Committee (UEC) approval	Date of meeting:

Bachelor of Regional and Community Planning degree

The Bachelor of Regional and Community Planning (BRCP) is a four-year degree program providing students with skills that can be applied ~~to policy, community development, international development, environmental and natural resources, urban design, land use, and in~~ a variety of professional planning processes contexts. The BRCP is structured around core courses that develop an understanding of the relationship between the built and natural environments, environmental sustainability, innovation, problem-solving, research, and communication of ideas and results.

~~Developed as an integrated and interdisciplinary program, the BRCP builds connections between fields such as environmental studies, art, natural sciences, policy and law, urban design, history, and communications. The program also incorporates a regional focus by address~~es the community planning and development needs of the Fraser Valley and beyond, including growth and community development, affordable housing, community planning, Indigenous planning approaches, climate change, land use planning and GIS, planning law, and communications.

~~Students develop job-ready skills and connections between planning and fields such as environmental studies, art, natural sciences, policy and law, urban design, history, and communications. Courses are delivered in both online and face-to-face formats, using lecture, seminar, field-based, and technology-supported classroom experiences. The program~~The BRCP also includes a practical work experience component ~~that students complete. Students can meet this requirement through either a practicum, planning studio, or an internship. Gaining such real-world experience will enhance their technical skill sets and help build job-ready qualifications.~~

Graduates will be prepared to work ~~as an~~ planning ~~professional in Canada or abroad, or and may pursue graduate studies in an accredited planning program or in a related field~~may choose to pursue graduate studies or another professional designation.

Entrance requirements

Option 1: Secondary school (for students with secondary school graduation only)

B.C. applicants

1. B.C. secondary school graduation or equivalent.
2. A minimum grade of C+ in English Studies 12 or English First Peoples 12 (see Note).

Note: Students may also present English 12, English Literature 12, English 12 First Peoples, AP English, or IB English A (standard level or higher level), or out-of-province equivalent.

Out-of-province applicants

Students will be considered on the basis of courses equivalent to B.C. Grade 12 courses. See the Admissions section of the calendar for more information on equivalents to B.C. secondary school graduation.

Out-of-country applicants

Students must have B.C. secondary school graduation equivalency and meet the prerequisites for [ENGL 105](#) or [CMNS 125](#).

Alternatives to secondary school graduation

Students who have completed the International Baccalaureate diploma program, the B.C. Graduation diploma (B.C. Adult Dogwood), or the General Educational Development (GED) certificate may be considered to have the equivalent of B.C. secondary school graduation for admission purposes.

Option 2: University entrance (for students who have attended some post-secondary school)

1. Prerequisites for [ENGL 105](#) or [CMNS 125](#).
2. One of the following:
 - Completion of a minimum of nine credits at the 100 level and above, transferable to a degree program, with a minimum CGPA of 2.00.
 - Completion of a post-secondary career or technical diploma (minimum of two years post-secondary credit) from a recognized Canadian or International post-secondary institution.
 - Completion of a three- or four-year Bachelor's degree from a recognized Canadian or International institution. Students who have completed a previous degree are governed by UFV's [Subsequent and Concurrent Bachelor Degree policy \(98\)](#).

When to apply

Applications are accepted for entrance to the Fall, Winter, and Summer semesters. For application deadlines, see [Specific intake application process](#).

How to apply

1. Apply online at ufv.ca/admissions/apply.

Additional documents required for a complete application:

- Official transcripts (or interim transcripts) from all post-secondary institutions attended (excluding UFV) showing grade/course achievement as per entrance requirements. To be considered official, transcripts must be sent directly to UFV from the originating institution; see the [Transfer Credit](#) section for details.
2. Applicants will be advised of an admission decision and, if accepted, will be provided with registration information. A deposit is required prior to registration (see the [Fees and Other Costs](#) section) and will be applied toward tuition fees.

Basis for admission decision

Applicants who meet the entrance requirements will be admitted in order of their application date. This date is set when an application, all required documentation, and the application fee have been submitted.

Applicants are considered once their application is complete. As space in the program may be limited, applicants may be ranked based on their grade point average (GPA) in their last two years of study.

Fees and additional costs

See the [Fees and Other Costs](#) section.

Program duration

The BRCP degree can be completed in four years of full-time study, with students taking an average of 30 credits (9-10 courses) per calendar year.

Students will complete a minimum of 120 credits, including at least 61 upper-level credits. Students will typically enter the BRCP after their second year of university study and complete the program in the following two years. Total minimum time to complete the degree is approximately four years. Due to the flexibility in course selection, there may be variances in final course credit. Students should consult advising with any questions.

Note: Some of the required courses have prerequisites not included in the program requirements. Students are responsible for satisfying the prerequisites for all courses, and should review upper-level requirements in advance to determine any lower-level prerequisites that should be completed.

Location

Most courses areThe BRCP is offered on-at the Abbotsford campus, with opportunities for regional and international studio courses and practicums. Many courses can also be completed online. Students may take electives, if available, in Mission or Chilliwack, or online. Practicums and internships may require travel outside of the Fraser Valley.

Program outline

The BRCP degree program requires students complete the following:

- 120 credits, including:
 - Four courses (12-15 credits) of breadth requirements
 - 22 courses (74-84 credits) of core requirements
 - 21-34 credits of elective credits

Breadth Requirements (12-15 credits)

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<u>One (1) foundational course in Communications, chosen from:</u>		<u>3</u>
<u>CMNS 125</u>	<u>Communicating Professionally to Academic and Workplace Audiences</u>	
<u>or ENGL 105</u>	<u>Academic Writing</u>	-
<u>One (1) foundational course in Information Gathering and Analysis, chosen from:</u>		<u>3-4</u>
<u>CIVI 200</u>	<u>Evidence-Based Decision Making (Note 1)</u>	
<u>GEOG 252</u>	<u>Explanation in Geography: Quantitative Methods</u>	
<u>GEOG 256</u>	<u>Knowledge and Ethics in Geographic and Environmental Research</u>	
<u>One (1) course in Ecosystems and Environmental Science, chosen from:</u>		<u>3-4</u>
<u>BIO 106</u>	<u>Ecology from an Urban Perspective</u>	
<u>ENV 200</u>	<u>Living in Our Watershed</u>	

<u>ENV 321</u>	<u>Science of Waste Management</u>	
<u>GEOG 103</u>	<u>The Physical Environment</u>	
<u>GEOG 111</u>	<u>Environmental Issues and Strategies</u>	-
<u>One (1) course in Indigenous Governance and Knowledges, chosen from (See Note 2):</u>		<u>3-4</u>
<u>IPK 202</u>	<u>Introduction to Indigenous Resurgence</u>	
<u>IPK 205</u>	<u>Stó:lō Social and Governing Structures</u>	
<u>IPK 206</u>	<u>Stó:lō and Salish Communications and Worldview</u>	
<u>IPK 331</u>	<u>History of Indigenous Leadership</u>	
<u>IPK 332</u>	<u>Indigenous Governance and Leadership</u>	
<u>IPK 477</u>	<u>Traditional Ecological Knowledges</u>	

Note 1: CIVI courses are offered as part of the Civic Governance and Innovation certificate program. These courses are assessed a differential tuition rate. The current per credit cost for CIVI courses can be found on UFV's program fees page: <https://www.ufv.ca/registration/fees-and-payments/program-fees/>

Note 2: IPK 205 and IPK 206 do not have prerequisites. The other IPK courses listed here have a prerequisite of at least one other IPK course. Students should review course prerequisites as part of program planning.

Course	Title	Credits
CMNS-125	Communicating Professionally to Academic and Workplace Audiences	3
or ENGL-105	Academic Writing	-
GDS-100/ GEOG-109	A World of Development	3
or GEOG-111	Environmental Issues and Strategies	-
GEOG-241	Social Geography: The Urban Experience	3
or GEOG-242/ ECON 242	Economic Geography	
GEOG-252	Explanation in Geography: Quantitative Methods	4
or GEOG-253	Introduction to Geographic Information Systems	
GEOG-260	Global Goals Studio: Sustainable Communities by Design	3
IPK	IPK 100-level or higher	3

One of:		3
CMNS-235	Public Speaking	
CMNS-251	Professional Report Writing	-
GD-260	Graphic and Digital Design-I	-

Planning Core ~~Upper-level~~ requirements: 74-84 ~~61-65~~ credits

<u>Course</u>	<u>Title</u>	<u>Credits</u>
<u>Students must complete each of the following:</u>		
<u>CIVI 202</u>	<u>Civic Governance in British Columbia (Note 1)</u>	
<u>GEOG 241</u>	<u>Social Geography: The Urban Experience</u>	<u>3</u>
<u>GEOG 260</u>	<u>Global Goals Studio: Sustainable Communities by Design</u>	<u>3</u>
<u>GEOG 344</u>	<u>Geography of Urban Development</u>	<u>4</u>

<u>GEOG 360</u>	<u>Introduction to Regional and Community Planning and Policy</u>	<u>4</u>
<u>PLAN 300</u>	<u>Planning for Housing: Affordability, Design, and Policy</u>	<u>4</u>
<u>PLAN 310</u>	<u>Planning Law and Ethics</u>	<u>4</u>
<u>PLAN 366</u>	<u>Resiliency Principles and Spatial Planning</u>	<u>4</u>
<u>PLAN 400</u>	<u>Theories in Regional and Community Planning</u>	<u>4</u>
<u>PLAN 410</u>	<u>Indigenizing Planning: Indigenous Land Use and Community Planning</u>	<u>4</u>
<u>One (1) course in Settlements, chosen from:</u>		<u>3</u>
<u>GEOG 140</u>	<u>Human Geography</u>	
<u>or GEOG 160</u>	<u>Settlements: Why we live where we do</u>	-
<u>One (1) course in Economics, chosen from:</u>		<u>3</u>
<u>ECON 100</u>	<u>Principles of Microeconomics</u>	

<u>GEOG 242/ ECON 242</u>	<u>Economic Geography</u>	
<u>One (1) course in Applied GIS chosen from:</u>		<u>3-4</u>
<u>GEOG 355</u>	<u>GIS for Built Environment</u>	
<u>GEOG 357/ BIO 357</u>	<u>Conservation GIS</u>	
<u>GEOG 358</u>	<u>Forensic Geographic Information Systems</u>	
<u>GEOG 359</u>	<u>GIS Applications for Business</u>	
<u>Two (2) courses in Processes and Policy Making, chosen from (Note 1):</u>		<u>6-7</u>
<u>CIVI 302</u>	<u>Changemaking in Local Government</u>	
<u>CIVI 311</u>	<u>How Cities Work</u>	
<u>CIVI 312</u>	<u>Risk Tolerance and Capacity Building in Local Government</u>	
<u>SOC 352/ POSC 352</u>	<u>Public Policy Analysis</u>	

<u>Four (4) courses in Planning-Related Special Topics, chosen from:</u>		<u>12-16</u>
<u>ENV 331</u>	<u>Environmental Assessment and Management</u>	
<u>GEOG 307</u>	<u>Climates of Cities</u>	
<u>GEOG 320</u>	<u>Sustainable Transportation</u>	
<u>GEOG 325</u>	<u>Health and Place</u>	
<u>GEOG 340/GDS 340</u>	<u>Geographies of Development: Landscapes of Inequality</u>	
<u>GEOG 362</u>	<u>Geography of Tourism and Recreation</u>	
<u>GEOG 364</u>	<u>International Planning and Development Policy: Adapting to Climate Change</u>	
<u>At least one (1) course of Workplace Planning Experience, chosen from:</u>		<u>4-6</u>
<u>GEOG 396/ GDS 310/ SOC 396</u>	<u>Canada Internship (Note 3)</u>	-
<u>GEOG 398/ GDS 311/ SOC 398</u>	<u>International Internship (Note 3)</u>	

<u>PLAN 460</u>	<u>Practicum in Planning</u>	
<u>PLAN 464/ GD 464</u>	<u>Community Planning and Development: Local Applied Studio</u>	-
<u>PLAN 466/ GD 466</u>	<u>Community Planning and Development: International Studio</u>	-
<u>At least two (2) courses in Social Interaction and Leadership, chosen from:</u>		<u>6-8</u>
<u>ADED 340</u>	<u>Program Planning and Evaluation</u>	
<u>ADED 407</u>	<u>Organizational and Workplace Learning</u>	
<u>CMNS 251</u>	<u>Professional Report Writing</u>	
<u>CMNS 280</u>	<u>Team and Small Group Communication for the Workplace</u>	
<u>CMNS 353</u>	<u>Research in Organizations</u>	
<u>CMNS 360</u>	<u>Advocacy Writing</u>	
<u>CMNS 380</u>	<u>Communicating in the Cross-Generational Workplace</u>	

<u>CMNS 430</u>	<u>Communication for Project Management</u>	
<u>CMNS 445</u>	<u>Facilitation Skills for the Workplace</u>	
<u>ENV 310</u>	<u>Leadership in Environmental Professions</u>	
<u>GD 361</u>	<u>Portfolio Development for Visual Communication</u>	
<u>IPK 344</u>	<u>Research in Action: Indigenous Meaning Making</u>	
<u>MEDA 260</u>	<u>Exploring Creativity</u>	
<u>MGMT 310</u>	<u>Cultivating Positive Workplaces</u>	
<u>VA 365/ FILM 365/ JRNL 365</u>	<u>Documentary Video Storytelling</u>	
Course	Title	Credits
<u>GEOG 340/ GDS-340</u>	<u>Geographies of Development: Landscapes of Inequality</u>	4
or <u>GEOG 344</u>	<u>Geography of Urban Development</u>	

GEOG-353	GIS Applications	4
or GEOG-357/ BIO-357	Conservation GIS	
GEOG-360	Introduction to Regional and Community Planning and Policy	4
GEOG-361/ ECON-361	Environmental Economics	3-4
or GEOG-364	International Planning and Development Policy: Adapting to Climate Change	
GEOG-362	Geography of Tourism and Recreation	4
PLAN-300	Planning for Housing: Affordability, Design, and Policy	4
PLAN-310	Planning Law and Ethics	4
PLAN-366	Resiliency Principles and Spatial Planning	4
PLAN-400	Theories in Regional and Community Planning	4
PLAN-410	Indigenizing Planning: Indigenous Land Use and Community Planning	4

POSC 301	The Canadian State and Indigenous Governance	3
or IPK 332	Indigenous Governance and Leadership	
One of:		4
GEOG 307	Climates of Cities	
GEOG 308	Climate Change and Variability	
GEOG 311	Global Resources and the Environment	
One of:		4
GEOG 313/ SOC 313	Agriculture and Rural Life	
GEOG 314	Geography of Food	
GEOG 331	Environmental Assessment and Management	
One of:		4-6
GEOG 396/ GDS 310/	Canada Internship	-

SOC 396		
GEOG 398/ GDS 311/ SOC 398	International Internship	
GEOG 460	Practicum in Planning	
One of:		3
CMNS 360	Advocacy Writing	
CMNS 380	Communicating in the Cross-Generational Workplace	
GD 361	Portfolio Development for Visual Communication	
VA 365/ FILM 365/ JRNL 365	Documentary Video Storytelling	
Plus:		4-5
GEOG 464/ GD 464	Community Planning and Development: Local Applied Studio	-
or GEOG 466/ GD 466	Community Planning and Development: International Studio	-

Note 3: In preparing to complete their workplace planning, experience requirement, students should consult with the program chair regarding appropriate placement opportunities. Internships completed as part of GEOG 396/ GDS 310/ SOC 396 or GEOG 398/ GDS 311/ SOC 396 require approval prior to their use in the BRCP program. Students with prior professional experience in planning should also consult with the program chair prior to completing this requirement.

Minors and Certificates

Students completing the Bachelor of Regional and Community Planning may combine this with a minor such as Graphic and Digital Design, Global Development Studies, or Environmental Studies. Students can also work towards the Applied Geographic Information Systems Associate Certificate, Workplace Education Associate Certificate, Geographic Information Systems certificate, or Civic Governance and Innovation certificate.

Program continuance

Program continuance and probation are governed by UFV's Undergraduate Continuance policy (92). Students must have a CGPA of at least 2.00 to remain in good academic standing. Failure to meet or maintain a 2.00 will result in restrictions on registration and may lead to academic suspension. For further details, see the Academic standing and undergraduate continuance section of the academic calendar.

Residency

To meet the residency requirement of the BRCP, at least 45 credits in the BRCP's Planning Core requirements must be completed at UFV. This includes at least 16 credits of PLAN coursework that must be completed at UFV.

Students must complete at least 50% of the total credits and at least two-thirds of the required upper-level credits at UFV. Transfer credits and credits earned through prior learning assessment, including course challenge, do not meet this requirement. Please see UFV's Credentials policy (64).

Graduation requirements

To be eligible to graduate students must have completed all the requirements of the Bachelor of Regional and Community Planning with a minimum program GPA of 2.00 and a minimum CGPA of 2.00. Students are encouraged to meet with an academic advisor to plan their courses.

Students must apply for graduation in the first month of their final semester. Visit the Graduation webpage for more information. The final deadline for students who wish to attend the June Convocation ceremony is April 1 of each year, with all program requirements completed by April 30.

Course listings

For complete details on courses see the [course descriptions](#) section.

Memo for Program Changes

To: Faculty of Science Curriculum Committee

From: Dr. Cherie Enns, Chair, BRCP program; Dr. Afia Raja, PGES (Planning, Geography, and Environmental Studies)

Date: 6 November 2024

Subject: Program change: BRCP— **Changes to Program Requirements**

1. Summary of changes (select all the apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☒ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

The propose changes are intended to better align the program requirements to those required by the Professional Standards Board (PSB), the body responsible for accrediting planning programs in Canada. Initial review conducted by the PSB has provided feedback on the current design that has helped inform some of these changes. Additional changes to calendar copy, residency and admissions requirements, and cost stem from the changes to the program requirements.

We are requesting that these changes be in effect as of the Fall 2025 calendar, despite some of these changes representing increasing stringency. This is because successful application for accreditation of this program will in part require that these changes be applied as soon as possible. The department does not at this time have a timeline for accreditation, as the review process is ongoing. Regardless, should accreditation be granted, it would be for this revised program outline, and it is critically important to move future students into the new degree requirements as soon as possible.

The new program design includes three change components.

a. New program requirements

- The proposed requirements better align with the competencies identified by the PSB. The proposed changes also reflect a higher degree of interdisciplinary expected of this field of practice. Finally, these changes also incorporate a shift in

several of the courses from a GEOG prefix to a PLAN prefix. This change has been undertaken following consultation with the PSB, as well as revisions to the geography major and minor programs. These courses had not been changed to the PLAN prefix previously in part because of a planned differential tuition for PLAN courses that has not subsequently been applied.

b. Change to residency requirement

- The current requirements (Fall 2023) are organized into lower level and upper level credit requirements. The new requirements, while generally sorted into these two baskets as well, allow for some requirements to be met with either a lower level or an upper level course. As a result the requirements for residency which currently stipulate a percentage of upper level credits, lack definition and enforceability.
- The proposed language shifts to requiring a set number of credits within the program core, including a set number of credits specific to PLAN coursework. This ensures that all graduates will have received, at least half of their core training in the degree at UFV. In addition, in order to better facilitate movement in of people with technology-based diplomas in related fields, the overall degree residency requirement has dropped from 60 to 45 credits.

c. Change in calendar copy

- The calendar description has been simplified and, in some sections, harmonized with language used for other degrees. Minor changes to the section on “minors and certificates” have been made to reflect the removal of the certificate in geographic information systems (now suspended) and the addition of the associate certificate in applied geographic information systems.

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

The program outcomes have not substantially changed, and new outcomes have not been created. The competencies required by the PSB informed the development of program competencies initially, but the program design did not sufficiently align to them.

4. What consideration has been given to Indigenizing the curriculum?

The BRCP is relatively new as a degree, and consideration to **Indigenizing** the curriculum was given in the program design and design of individual PLAN courses. The proposed revisions better identify specific courses in IPK that can be used to meet degree requirements, and they incorporate new required or limited elective courses (GEOG 160, GEOG 256, CIVI 200) that have significant work towards **Indigenizing** their design.

5. Will additional resources be required? If so, how will these costs be covered?

Overall, the changes should not require additional resources. The revised program integrates course options from a wider number of program areas. More requirements are met through a choice of additional course options rather than by specific courses or by a choice of one of two courses.

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

The goal for the program and to meet the professional needs of the students enrolled in it is to achieve program accreditation. The proposed changes more closely align with accreditation standards. While an unaccredited BRCP can still be used by students intending on a career in the planning field, accreditation would allow for graduates to more quickly obtain their own personal registration as a professional planner. Thus, we see the proposed changes as providing significant possible impact.

While these changes will require students to meet some additional requirements overall, effort has been taken to ensure the students have multiple ways of meeting these requirements.

The other significant change is the addition of courses from the Civic Governance and Innovation program. These courses provide a critically needed introduction and training in specific tools used in municipal government. (Most planners work in or with municipal organizations.)

CIVI courses have a higher differential tuition. This represents an added cost to students for at least two and up to four of their courses. However, PLAN courses were supposed to be charged a differential tuition, but at time of degree launch, this added cost was not being assessed. Thus, the inclusion of the CIVI courses is still within the initial tuition cost estimates for the degree. Second, the CIVI courses had been part of the original design of the program, but were removed by the PDQA office before the degree moved through internal approval as there had not been sufficient consultation with Continuing Education (the owner of the CIVI courses) at that time. This consultation has subsequently taken place.

Accreditation, if awarded will be based on the new requirements and not the old ones. If accreditation is received, all students currently in the BRCP will be encouraged, but will not be required to complete the new program requirements. We recognize it on all students need to order want to seek professional accreditation. The students may opt to remain in the current program in order to finish more quickly.

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

The number of required courses with the PLAN prefix increases by one. Overall, the total number of courses with the PLAN prefix—including those that are *options* within the program—is increasing, but these represent a migration from the GEOG prefix. While these are two different program areas, they are housed under a single department.

Under current calendar requirements, students in the BRCP program complete 19 courses with either the GEOG or the PLAN prefix. The majority of these are Geography courses, and a couple of these are changing to an ENV prefix. Under the new requirements, students will complete 15 courses in PLAN and GEOG. GEOG, ENV and PLAN courses can be used to an additional 4 requirements.

In total, students will need to complete 26 courses to meet specific program requirements. This represents an increase of two courses used to meet specific requirements, which results in a reduction in elective room within the program.

8. Identify any available resources that will be used to accommodate the program changes (e.g. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

The changes incorporate courses from the Civic Governance and Innovation program, and these courses operate on a cost-recovery or revenue generating basis (the program is located in Continuing Education). Continuing Education has been consulted and has adjusted course offerings in this certificate program to align with these changes to the BRCP. CE will increase course frequency as needed as the program grows.

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed.

The number of required and elective courses from other disciplines outside of planning, geography, and environmental studies is changing. The key additions are of the courses from CIVI, ADED, MEDA, and CMNS.

The CIVI courses are used to meet critical gaps in the current program related to municipal operations and policy. CIVI courses are being updated and timetabled in support of the BRCP.

The other courses that are being added from other program areas are part of longer list of elective options than what are currently included in the degree. Most of these additions are part of a list of electives that can be used to meet a new requirement for *social interaction and leadership*.

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget.



SCIENCE FACULTY COUNCIL

TERMS OF REFERENCE

1. MANDATE

The Science Faculty Council (SFC) shall:

- a. serve as the forum for sharing information and the discussion of academic matters;
- b. receive recommendations related to academic programs, including but not limited to: development of new programs, program changes, new courses, discontinuation of courses;
- c. vote on recommendations as related to the above;
- d. transmit recommendations to Senate;
- e. pass policies related to the functioning of the Faculty Council;
- f. deal with matters assigned by the Board or Senate.

2. MEMBERSHIP

2.1. Voting Membership

Voting membership of each Faculty Council shall be comprised of the following from each Faculty:

- a. faculty members;
- b. instructors with limited term appointments within the faculty;
- c. two student representatives, elected by students in the Faculty of Science, normally for one year;
- d. an academic advisor from the Advising Centre, with expertise in science
- e. two support staff representatives employed within the Faculty of Science, elected by support staff for a two-year term;
- f. two sessional instructors representatives, elected by sessional instructors for a one-year term;
- g. two members from each department outside the Faculty of Science offering a major that may be taken as a part of a Bachelor of Science Program.*
- h. Dean of the Faculty;
- i. Associate Dean of the Faculty;
- j. President.

** Departments which offer a major(s) that may be taken as part of a degree program in another faculty will have two representatives in that faculty council, with full voting rights in the faculty council, except that they may not stand for election to Senate or vote to elect a senator as member of that faculty council, and that the terms of reference of the faculty council be hereby amended accordingly.*

2.2. Ex-Officio and Non-voting Members

Non-voting membership:

- a. Vice-President Academic and Provost;
- b. Registrar;
- c. one member of Senate;
- d. one representative each from other Faculty Councils;
- e. those invited by the Dean in consultation with the Faculty Council;
- f. University Librarian or designate.

2.3 VOTING

Under normal circumstances, voting takes place during council meetings, and decisions are made by a simple majority of voters. In the event of extenuating circumstances or unforeseen events which cause disruptions to regular meeting schedules, such as school closures due to weather or urgent business that requires a decision prior to the next scheduled meeting, voting may be conducted by email or other electronic technologies, at the discretion of the chair and vice-chair. In this case, all council members must be polled for a minimum of three business days, and the number of votes cast must be equivalent to or exceed the council's quorum in order for the decision to be valid. The results of electronic votes shall be reported via email, as well as at the next council meeting, and recorded in its minutes.

3. FACULTY BUSINESS

Faculty business will normally be carried out at regularly scheduled Council meetings where there is a quorum. The Faculty Council has the right to delegate business to Standing Committees and Ad Hoc Committees, which may make recommendations to the Council for consideration. The Dean of the Faculty will assume the role of Chair on these committees, until such time as a Chair may be elected by the committee.

- Standing Committees – Standing Committees will report to the Science Faculty Council. Standing Committees will consist of Faculty Council members elected by the Council and members appointed by the Dean to a maximum of 50% of the committee members. Members appointed by the Dean need not be members of the Faculty Council. The Dean and Associate Dean are non-voting ex-officio members of all Standing Committees.
- Ad Hoc Committees – may be struck by the Faculty Council for specific purposes and dissolved upon completion of task.

4. QUORUM

A quorum will consist of at least twenty percent (20%) of the voting members of Council.

5. CHAIR AND VICE-CHAIR

The Dean of the Faculty shall serve as Chair of its Faculty Council. A Vice-Chair will be elected by the Council using the Faculty's nomination and election procedure. The Vice-Chair will be elected for a two-year term.

6. AGENDA AND MINUTES

- a. Council's agenda will be set by the Dean (or Vice-Chair) in consultation with the Registrar and the members of the Faculty Council;
- b. Minutes will be kept by a secretary appointed by the Dean;
- c. Agenda, minutes and written reports will be circulated to Council members at least twenty-four hours prior to meetings, though normally Council members will be given at least seven days advanced notice on voting matters.

7. MEETING TIMES

Meetings will be held at least three times per year. Notwithstanding, the Dean has the right to call a Council meeting at any time if there is urgent business that requires the attention of the Faculty Council.

8. REVIEW OF TERMS OF REFERENCE

A review of the terms of reference will take place every three academic years.

*Created November 2009
Faculty Council Approved: Nov 2011, Nov 2013, -Feb 2013, Feb 2015, May 2015, Sept 2015, Sept 2018, Sept 2021
Senate Approved: Jan 2010, Feb 2013, Feb 2014, May 2016, Jan 2022
Review Dates: Fall 2024*

Survey Summary

Thank you to everyone that contributed to the survey. Providing a short summary of the survey results

We had 27 people complete the survey of 14 questions.

The general summarization is that faculty council is an opportunity to share ideas/news with colleagues, gather information, learn from each other and guests, review course and program changes, as well as policies and address department and university issues using the terms of reference.

General Improvements suggested are to:

- reduce time of discussions,
- have more research oriented discussions,
- invite more guest speakers at meetings but limited to one per meeting,
- provide learning opportunities (i.e., teaching and learning, Indigenization, tech updates etc.) and presentations from faculty/staff
- be mindful of presentation or guest speaker times,
- increase efficiency when reviewing course/program changes as these have already been reviewed by the curriculum committee, and
- create opportunities to mingle with faculty/staff before meeting starts.

Meetings will remain monthly in a hybrid format and will remain at 2 hours.

Changes as a result of the survey

1. Reports will be sent as attachments
2. Some meetings will be transformed into learning and professional opportunities i.e.: presentations by Teaching and Learning, IT, HR, community partners, faculty and/or students. The aim is for these meeting is to have them twice per year. These will not be regular meetings with agenda items.

Again, thank you to those that participated. If you have any questions or comments about the survey, please do not hesitate to reach out to me.

Alison



66TH EDITION

LONDON INTERNATIONAL
YOUTH SCIENCE FORUM

IMPACT REPORT

2024



Table of Contents

Section One: LIYSF Science Across Borders	2
Who are we?	3
Our Goals	5
A Message from Our Director	6
Section Two: A Continued Commitment Towards Equity and Diversity	7
Towards Our Mission	11
Our Partnerships & Their Spotlights	12
Virtual Programme	14
Section Three: Our Programme in 2024	16
Our Principal Lectures	18
Our National Visits	19
Project Presentations	20
Social and Cultural Programme	21
Section Four: Our Alumni & How LIYSF Impacted Their Future	25
Section Five: Impact Deep Dive	29

Section One

LIYSF: Science Across Borders



Who are we?

LIYSF was started in 1959 with the idea of bringing young people from different nations together to learn about each other and our different cultures through a shared passion for science. LIYSF was formed in the aftermath of the world wars, placing equal focus on cultural understanding as well as science learning and discovery.

During 65 years, the London International Youth Science Forum (LIYSF) has connected more than 23,500 students around the world and contributed to their future careers in STEM. Every year LIYSF brings together 500 young science and engineering students aged 16-21 years old from more than 80 participating countries across five continents, for a two-week programme, with the aim of challenging and empowering them to think globally, using science to tackle problems such as sustainable energy, food and water security, global health, climate change, and biodiversity.

- LIYSF is an impartial, accredited not-for-profit social enterprise;
- Deliver respected academic STEM programme, proven track record;
- UNESCO Patronage, Government support, British Council partnership;
- HRH The Princess Royal is the Royal Patron of LIYSF (2020 to date). LIYSF established under Royal Patronage in 1959 (HRH The Duke of Edinburgh);
- World renowned venues in central London with global reach – Imperial College London & RGS.

“The world in which LIYSF plunged me into, the lectures that transported me leaps into the future, the valuable lessons packed in the excursions and the beautiful views that struck my retinas, gave me courage to dream for my own world and community, to reimagine a brighter future and to fight for the new vision. Indeed LIYSF has breathed a new profound sense of purpose into me.”

Memory Bvungo

Zimbabwe, LIYSF 2024 Participant



Our Goals

- To offer students high quality education, with a focus on the application of knowledge for economic & social benefit;
- To provide a positive impact on individuals and through them on the world: We enable young people to discuss global issues and scientific advancements in our world today;
- To provide young people with a wealth of knowledge and empower them to pursue STEM careers, which is essential for social development;
- To enable students to acquire skills, confidence and knowledge, offering tools for them to explore and fulfil their individual potential;
- To facilitate and showcase international collaboration;
- To encourage and enable networking: we offer young people the opportunity to meet and collaborate with scientists and other students from across the world;
- To provide an environment for cultural interaction and training effective communication;
- To expose students to positive role models: students hear from leading scientists, including Nobel Prize Winners, from all over the world, who share their passion and knowledge about STEM, as well as their professional experiences, giving students different perspectives and possibilities to follow STEM careers.





Our Director

It's an honour to introduce this year's Impact Report after celebrating our 65th edition of LIYSF this summer, as well as for me personally, as I started being responsible for running LIYSF from the 50th edition. LIYSF is a modern event that is up to date with the latest technologies and developments, whilst also ensuring we uphold our prestigious and respected standing, as the longest running STEM event of its kind.

We are working hard to help those from under-resourced backgrounds and to empower female scientists, as well as students from diverse ethnic and cultural backgrounds. The strategy for the future is to ensure that global representation is seen at LIYSF and help more students reach further. Just one example is our scholarship scheme, which we are growing.

We are fortunate to have the support and trust of leading scientific figures and organisations across the globe, as well as wonderfully enthusiastic and dedicated students. They all inspire us to be better and I would welcome further thoughts, from any of our stakeholders and friends, on what we can do to achieve greater impact.

LIYSF is already a precedent unto itself and we strive to detect the ripples of our impact through the generations of students that shape us and into the future we aim to define. This is an exciting time to be brave, to be honest, to be better.

Richard Myhill

Chief Executive Officer

Section Two

A Continued Commitment
Towards Equity and Diversity

LIYSF is an international event that brings 500 students from all around the world together through a shared passion for science. We understand that STEM has the power to change society and improve the lives of people. Therefore, it is a great responsibility for us to bring young people and science together, as they both are agents of change. Our aim is to offer our students an environment where they can interact with people from different regions, contexts, gender, race and ethnicity, as it is essential for thinking about ways of using science to benefit us all. The only way to think about solutions for global problems is to be aware of different realities and the challenges that come with them, after all, how could someone think about solving problems they don't even know exist?

With this in mind, every year we commit to bringing students, staff and speakers from various backgrounds, so they can exchange knowledge and experiences, as well as create a network committed to the application of knowledge for economic and social benefit.



Our 65th Forum in Numbers

84 countries represented

65 % of attendees from outside EU

3 countries represented indigenously:
Australia, Brazil, New Zealand

51 % female attendees

15 countries represented by our speakers

22 countries represented by our staff



“LIYSF started as a forum to learn about science, and has ended up being a place where I've learnt about the vision for the future of the world, about the different worlds that all of the participants from different countries live in and lastly, about the qualities of a good scientist and change maker, that I can only hope to develop myself.”

Elsa Giron

Spain, LIYSF 2024 Participant

Towards

Our Mission

We have a keen focus on widening participation, getting students to the UK that would not normally have the opportunity to, from across the globe, each inhabited continent represented.

We are committed to providing equal opportunities to all people, regardless of their ethnic origin, race or any other personal characteristic. We recognise that under-represented groups often face access barriers that can limit their participation at LIYSF, so we take a proactive approach to enable those to hear about and be present at our event. We do this by collaborating with other organisations that represent these groups and help us to expand our reach and identify students who would benefit from being at LIYSF, as well as sponsoring these students ourselves or in collaboration with third parties.

Widening Participation

Out of 416 students in 2024:

78 students supported by LIYSF to attend with either full or partial scholarships

40 students supported to attend by national governments, ministries, organisations

45 students supported to attend as a prize at an international competition

36 students supported by charities

Our Partnerships & Their Spotlights

YoSA, United Kingdom

We have a partnership with Young Scientists for Africa (YoSA), a UK registered charity committed to motivating, developing and sponsoring scientific interest in students in Africa. This year, 9 students from 6 different countries were sponsored to attend LIYSF in person and 21 virtually.

Aldeia Segredo do Artesão, Brazil

This year, LIYSF sponsored Inka Yube Huni Kuin, the spiritual leader of the Aldeia Segredo do Artesão, from Amazon Forest, in Acre of Brazil, and Yago Pires Roese, director of the NGO of the same village, to attend LIYSF, where they also presented a lecture to LIYSF students showcasing the culture, tradition, and forest science of the Huni Kuin people to reflect on climate change, the future of indigenous people, and humanity.

NSTF, South Africa

The National Science and Technology Forum (NSTF) has been running youth outreach programmes for almost 30 years, convinced that strategic interventions among the youth will make it possible for South Africa (SA) to evolve into a thriving country in all respects. The NSTF Brilliants Programme recognises grade 12 graduates who achieved marks of 90% and above in physical science and mathematics at state schools, thereby promoting these critically important subjects, holding up top performers as role models, and annually demonstrating the potential of SA's youth. In 2024, NSTF sponsored 3 students to attend LIYSF.

St Joseph's Māori Girls' College, New Zealand

LIYSF sponsored this year a Maori student from New Zealand, through our long-standing Māori scholarship programme, originally started in partnership with The Royal Society of New Zealand in 2017.

NYSF, Australia

Aboriginal student from Australia sponsored by LIYSF in partnership with our long-standing Australian partner, the National Youth Science Forum.



Virtual Programme

In 2021 LIYSF implemented a virtual version of the programme, with runs as a hybrid event since then. This is another measure to promote engagement and inclusive education, as this gives many students who could not attend the programme in person, an opportunity to engage with high quality education and to exchange and connect with other students from all around the world.



“Participating in LIYSF Virtual was an eye-opening experience. From the comfort of my own room, I connected with young scientists from diverse corners of the world, transcending physical boundaries. The online platform offered a myriad of engaging events and lectures. I attended sessions on topics ranging from climate change to AI, and I was astounded by the breadth of knowledge shared by the speakers.”

Evangeline Maua Salame
Kenya

“Attending the LIYSF, though virtually was one of my best experience. The forum organisers did such a splendid job in ensuring that everyone in attendance got the best from it. The defend my so called 'delusion' that 'Imagination is everything, without it, there is no invention. LIYSF was such a inexplicably resourceful experience to remember. Five stars to LIYSF!”

Gregson Mwangata
Kenya

“The experience on LIYSF virtual meetings proved to be undoubtedly knowledge enriching. All owing to the fact that the topics were well comprehensive to bring a better understanding on what I little knew of (...) This experience culminated into not only being a conspicuous life event through educational interactions with non Kenyan citizens but also turned to be inspirational into my future scientific pursuit.”

Brian Baraka Kenga
Kenya

Section Three

Our Programme in 2024

Our Programme

in 2024

Programme tailored to offer participants latest science research in technology, artificial intelligence, cyber security, health, food, energy, climate change, pandemics, engineering & robotics – STEM.

The underlying theme this year was **Science Across Borders**.

Student ratings of LIYSF 2024

- 9.0** overall quality of the programme
- 9.2** opportunity to learn about different cultures and backgrounds
- 9.4** opportunities to meet new people and create new connections
- 9.4** welcoming and inclusive environment

Student takeaways from LIYSF 2024

- *Contributed to their ability to interact with people from different backgrounds*
- *Helped them to understand the opportunities in STEM*
- *Motivated them to follow a career in STEM*
- *Helped them to create international friendships and allowed them to be in contact with diverse groups (gender, race, ethnicity)*

Our Lectures

in 2024

10 Principal Lectures from Nobel prize Laureates, academic and industry pioneers, including:

- Keynote Opening Address by Sir Greg Winter
- Keynote Closing Lecture by Vilas Dhar
- Professor Kelly Chibale
- Professor Dame Molly Stevens

4 Specialist Lectures from leading researchers (students can choose from 32 options, according to their field of interest). These smaller focused sessions are invaluable and allow for a wider range of questions and interaction.

Specialist Study Day: The students spent the day with their chosen researcher/scientist, who started the session by speaking about their work/research. Students then put together a short presentation that was given to the rest of the plenary students about the topic, to highlight the research, challenges and knowledge that they gained from their lecture.



Our National Visits

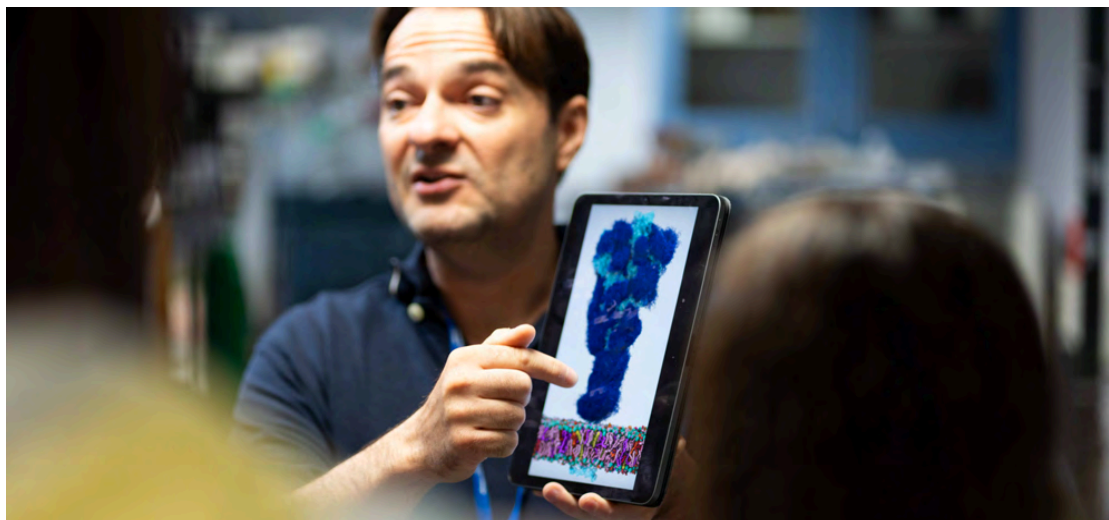
in 2024

Our visits in 2024 included:

London – including various University departments at Imperial College London, University College London (UCL), King's College London and London Metropolitan University, as well as, The Royal Institution, UCL Hospital and the London Wetland Centre.

Across the UK – including, McClaren, Airbus, Rolls Royce, Animal & Plant Health Agency, Public Health England, National Space Academy, John Innes Centre, National Oceanography Centre, Rutherford Appleton Laboratory, as well as to various University departments at, the University of Bath, University of Birmingham, University of Bristol, University of Essex, University of Southampton and the University of Sussex.

University of Oxford and University of Cambridge Departments – including University hospital departments, as well as to, BMW, British Antarctic Survey, Culham Centre for Fusion Energy, HR Wallingford and The Wellcome Genome Campus.



Project Presentations

Our students have the exciting opportunity to present their work in a non-competitive environment with fellow students from all over the world and our science experts at our Science Bazaar.

Communicating science is a vital part of being a scientist and in the modern world this is becoming increasingly more important. With this in mind, we incentive our students to talk about their work to colleagues and researchers, as well as the general public, as this is a great step in their learning and development in science communication.



Our Social and Cultural Programme

A vital part of the experience of attending LIYSF is teaching and learning about different cultures and traditions. LIYSF places a great deal of emphasis on this and believes that cultural interaction and making life-long friends is a very special aspect of attending.



A Deep Dive

through the Elements

Flag ceremony: this forms part of the Opening Ceremony of LIYSF.

Traditions of Home: Sharing World Customs and Fashion Evening: This evening is about sharing culture, giving the students the opportunity to share their traditions.

International Cabaret: A cultural performance evening where students can showcase a performance. (sing, dance, rap, play an instrument and perform a magic trick, for example)

Student Presentation Evening: 10 projects chosen from the Project Bazaar, based on diversity of topics, to be presented to everyone by our top science and engineering judges. Students have to practice their communication skills to deliver a presentation about their project in three minutes with no slides.

Student Debate and Participants' Forum: Many problems are hugely complex and must be considered in social, economical and political contexts. Being able to express and challenge opinion is a vital part of the scientific career, so we incentive our students to share their opinion and knowledge in these two formal debate opportunities.

Great Crossword Treasure Hunt: This is a fun filled treasure hunt evening, where students learn more about and explore our host region of London; South Kensington and Imperial College, as well as make new friends and learn a few things about our student staff team too!

LIYSF Olympics: We have three teams – based the students' halls of residence – and thus it's very competitive to see which hall wins. Students have to come together as a Hall to perform the best in our crazy games and cheer the loudest!

Welcome and Closing Parties: These are evening events in a large venue, with DJ and dancefloor so that students can show us their moves, interact and join the fun.



“(...) Over the two weeks in London, I had the privilege of visiting leading companies and universities, learning from experts with remarkable careers and captivating speaking skills. It was a journey of both personal and professional growth (...)”

Paulina den Otter

Luxembourg, LIYSF 2024 Participant

“LIYSF was one of the greatest opportunities that I will always appreciate, and it has taken a huge place in my memory and heart. It is significant, presenting a pivotal opportunity to incentivise my personal growth and professional development. As I reflect on my aspirations and journey thus far, it becomes obvious that LIYSF serves as a line for realizing multifaceted objectives integral to my ongoing evolution”

Baraa Al Maawalii

Oman, LIYSF 2024 Participant

“The Forum also changed my perception of what it means to be a scientist. Before LIYSF, I had always viewed scientists as solitary figures, isolated in their labs. However, I learned that scientists love talking to each other, sharing insights, and collaborating across disciplines. This community spirit was refreshing and made me realise that “nerds” are indeed cool, united by a shared passion for discovery and innovation.”

Ammar Mohammedali

Tanzania, LIYSF 2024 Participant

Section Four

Our Alumni & How LIYSF
Impacted Their Future

How LIYSF Impacts Futures

- 47%** of our students that attended LIYSF go on to obtain a PhD
- 80%** said LIYSF contributed to their perception and knowledge of STEM careers
- 76%** said that LIYSF contributed to their motivation to follow a career in their field of interest
- 96%** said LIYSF contributed to their ability to understand other cultures and perspectives
- 87%** said LIYSF contributed to their networking skills



LIYSF Alumni

Go On To Change The World

LIYSF alumni have gone on to be leaders in STEM including leading research organisations and societies worldwide, including leading The Royal Society of Chemistry, The American Institute of Physics, the first Civilian African Astronaut.

Our alumni keep engaging with LIYSF as staff, lecturers (this year we had 10 Alumni specialist lectures ranging from participants from 1978 to 2016), judges and our President.



Professor Clare Elwell

Vice Dean, University College London and LIYSF President

Mark Shuttleworth

CEO Canonical Ltd. and First African Civilian Astronaut

Dr Émer Hickey

Postdoctoral Research Fellow, MRC Centre for Medical Mycology, University of Exeter
LIYSF Scientific Advisor

Professor Richard O'Kennedy

Former President for Research, Development & Innovation, Qatar Foundation. Richard has previously served as Vice President, Scientific Director of the Biomedical Diagnostics Institute, & Head of the School of Biotechnology of Dublin City University, Ireland. LIYSF Science Patron.

“LIYSF introduced me to my career path as a chemical engineer. I don’t think I would’ve discovered it had I not been at the forum - had my lightbulb moment where I finally found out that what I wanted to do had a name to it! On top of that, I made friends for life, even lived with one of them while at University. Having been a staff member for 7 years, LIYSF also opened doors to opportunities I wouldn’t have had as a young girl from Malta”.

Simran Mohnani, LIYSF Alumni, 2013

recognised as one of the UK TechWomen100, UK Asian Women of Achievement, INvolve’s 100 Future Role Models, JCI Malta’s Top 10 under 40, One Young World ambassador and World Economic Forum Global Shaper

“The impact LIYSF had on my life cannot be underestimated. In 2013 I was studying for my A levels and had only recently decided to pursue the sciences. LIYSF confirmed that the sciences were right for me and catapulted me into the career I have today. Outside of the impact on my career, LIYSF was also my first true taste of independence and first real exposure to other cultures. I gained friends who I am still in contact with today and have travelled widely to see them. My horizons were expanded on all fronts. I truly believe having LIYSF on my CV helped in almost of all of my initial subsequent.”

Katie Downes, LIYSF Alumni, 2013

post-doctoral researcher in the Zanetti lab at the Francis Crick Institute

“LIYSF contributed to 'Civic Engagement' by providing me exposure to global challenges and discussions. It inspired me to become more civically engaged, advocating for science and technology solutions to societal issues. It also helped me to discover 'career opportunities and exposure to multidisciplinary topics.' At that time, I applied for a research internship in the fields to which I was exposed at LIYSF and got a chance to intern at the University of Geneva. This experience further shaped my research career to what I am pursuing today. All the credit for this goes to LIYSF.”

Amit Kumar, LIYSF Alumni, 2017

accepted at the Ph.D. program at the Department of Cell Physiology and Metabolism within the Faculty of Medicine at the University of Geneva, with their current research funded by the Swiss National Science Foundation (SNF).

Section Five

Impact Deep Dive

Aim	Targets set in 2020	Our Progress
Enable students from under-resourced backgrounds to attend	Increase full scholarships to 25 places by 2025	We offered 15 full scholarships in 2024
	Increase value of partial scholarship from £400 to £500 in 2021	We increased the value of partial scholarship to £700 in 2024
	Increase number of partial scholarships to 75 by 2023	63 partial scholarships awarded in 2024
Increase diversity of global representation at LIYSF	Maintain number of countries and mix	84 countries represented at LIYSF in 2024
	Target of 85 countries by 2025	416 students attending LIYSF in 2024
	Target 500 students by 2025	
Increase African representation at LIYSF towards their proportion of the global population	Enhance relationship with YoSA	9 African students attended through YoSA. This is the highest number of students sponsored by YoSA
	Look to build scholarship offer and provide 5 full scholarships by 2025	20 African students attended LIYSF in person and 21 virtually
	Look to new partnerships in Africa to look to increase participation from this region	Highest number of African countries ever represented at LIYSF both with students and speakers, including two new countries: Mauritius and Liberia
	Target 25 students by 2023	
Empower female scientists	Target 40 students by 2025	
	Introduce tracking process of range of invites sent	Ongoing
	Look to maintain a gender balance in plenary lectures	4 out of 10 plenary speakers were female
	Improve representation in specialist lectures and look to 50% female contributors for specialist sessions	Over 55% specialist lecturers were female in 2024

Aim	Targets set in 2020	Our Progress
Facilitate top level science	To maintain a Nobel Prize winner lecturer annually Continue to build on current caliber of speakers	Keynote Lecture by Nobel Prize Winner Sir Gregory Winter Keynote closing lecture by Vilas Dhar; Lectures by Professor Kelly Chibale and Professor Dame Molly Stevens
To help foster science engagement in communities	Look to include a more uniform requirement for all students to return as ambassadors Impact measurement process in place by 2023 Target of 50 presentations by ambassadors in six months following LIYSF by 2025	Impact measurement process placed in 2023 with implementation of the student experience survey, as well as alumni survey, both aiming to get more feedback on participants' experiences.
Facilitate indigenous attendance	Maintain Māori programme and look to expand to 2 students by 2025 Have similar indigenous programmes in place by 2028 to support Aborigines, Saami and American Indians.	One Māori student from New Zealand. For the first time ever, one Aboriginal student from Australia were sponsored For the first time, an indigenous person from Brazilian Amazon Forest attended LIYSF. The young leader from Aldeia Segredo do Artesao was sponsored by LIYSF, as well as their interpreter, who is also director from the same village's NGO

Aim	Targets set in 2020	Our Progress
To understand alumni pathways and keep alumni connected and engaged with LIYSF	Maintain feature of alumni specialist study day in the programme	Alumni specialist study day maintained in 2024
	Maintain variety of alumni speakers attending and range of years attended from	In 2024 we had 10 alumni specialist lectures ranging from participants from 1978 to 2016
	Look to have an LIYSF alumni give a plenary lecture every 3 years	LIYSF Alumni, Professor Clare Elwell continues to serve as our President
	Look to build an active alumni LIYSF community	
To have a diverse student staff team	Look to maintain representation from each region, despite stricter visa restrictions	We had staff from 22 countries, from the 5 continents
	Have at least 50% of staff female	More than 50% of female staff in 2024, including chief of staff
Help foster direct and indirect impact for UK institutions	Look to mechanism to capture more of these stories and translate into quantifiable impact measurements	LIYSF alumni survey has been successful in demonstrating the impact of LIYSF on UK universities, considering that many students have referred to LIYSF as the reason why they decided to study in the UK



 [liysf.org.uk](https://www.liysf.org.uk)

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 LIYSF CIC, 85 Great Portland Street, London W1W 7LT

LONDON INTERNATIONAL YOUTH SCIENCE FORUM

SINCE 1959

66TH EDITION

23RD JULY - 6TH AUGUST 2025

FOR STUDENTS AGED 16-21

15-DAY STEM SUMMER CAMP

HELD AT IMPERIAL COLLEGE LONDON

LECTURES & VISITS TO TOP UNIVERSITIES

KEYNOTE SPEAKER: NOBEL PRIZE WINNER

info@liysf.org.uk | [LIYSF.org.uk](https://www.liysf.org.uk)

WHAT IS LIYSF?

- 15-day STEM summer camp in London
- 500 students from 80 countries attend
- Students aged 16-21 years old
- Held at Imperial College London
- World leading scientists give lectures
- Nobel Prize winner speaks
- Visits to top UK university departments, including Oxford & Cambridge
- Royal Patron, HRH The Princess Royal
- Verified safety protocol
- Present a research project
- Immersive social and cultural programme
- All meals and accommodation included
- LIYSF CIC is an impartial, not-for-profit social enterprise (NGO)



Meet STEM Expert Professors and Nobel Prize Winners



Explore Advanced Scientific Concepts



Visit World Renowned Scientific Labs



Enhanced Problem-Solving Skills



Explore New Study & Career Paths



Boost Confidence and Knowledge



International Networking Opportunities



Fosters Creativity



WHY LIYSF?

- Safety: independently verified safety protocol with trained staff on-site, supervision throughout
- Longest running science event of its kind established in 1959 with a respected program of international speakers
- Engage directly with world-renowned scientists including Nobel Prize winners
- Introduce international perspective and opportunities to study abroad
- Stand out in future university applications with this international ambassadorial experience
- Training in effective communication
- Improve confidence and knowledge
- Cultural and social interaction with students from 80 countries

OUR 2025 SCHEDULE

	<i>Morning</i>	<i>Afternoon</i>	<i>Evening</i>
Wednesday 23rd July		Arrivals	Welcome
Thursday 24th July	Opening Ceremony & Keynote Address & LIYSF President Welcome	Principal Lecture Demonstration	LIYSF Grand Quiz
Friday 25th July	Visit to Research & Scientific Establishments in London	Principal Lecture Demonstration	Great Crossword Treasure Hunt
Saturday 26th July	Principal Lecture Demonstration	The Science Forum Bazaar – Student Project Poster Board Event	Optional Guided Coach Tour of London
Sunday 27th July	Optional Visit to Stonehenge	Optional Visit to Stonehenge	Debate Evening
Monday 28th July	Specialist Lectures	Principal Lecture Demonstration	Science Communication Evening
Tuesday 29th July	Day Visit to Research & Scientific Establishments	Day Visit to Research & Scientific Establishments	Principal Lecture Demonstration
Wednesday 30th July	Specialist Study Day	Specialist Study Day	Optional Theatre Night
Thursday 31st July	Day Visits to Oxford Research and Scientific Establishments	Day Visits to Oxford Research and Scientific Establishments	Rehearsals for International Cabaret and Traditions of Home Evening
Friday 1st August	Alumni Specialist Lectures	Principal Lecture Demonstration & Visits to the Museums	International Cabaret – Cultural Showcase Performance Evening
Saturday 2nd August	Principal Lecture Demonstration	Principal Lecture Demonstration	LIYSF Olympics (Sports Event)
Sunday 3rd August	Optional Visit to Oxford or Cambridge	Optional Visit to Oxford or Cambridge	Traditions of Home
Monday 4th August	Specialist Lectures	Optional Visit to London Eye	Optional Theatre Night
Tuesday 5th August	Participants' Forum	Keynote Lecture & Closing Ceremony	Farewell Party
Wednesday 6th August	Departures		

OUR ACCOMMODATION

Our accommodation is all based at and around Imperial's central London South Kensington campus, all within short walking distance. Shared student residence rooms and a local 4 star hotel. Upgrade to single room and 4 star hotel available.



KEY INFORMATION

- Apply online by **23rd May 2025**
 - Age 16 to 21
 - Fluent in English
 - Passionate about STEM
 - Reference required
- Apply online at **liysf.org.uk**

£3,295 FEE INCLUDES:

- 14 nights accommodation/lodging in South Kensington, central London
- All meals throughout including, breakfast, lunch & dinner;
- 10 main lecture demonstrations;
- 4 day visits to best UK university departments, laboratories and research centres
- Active social programme
- Certificate upon completing the programme

WHAT'S NOT INCLUDED

- Flights/travel to/from London to attend the programme;
- Optional sightseeing tours and theatre tickets;
- Visa (we do provide invitation letters to help with a general tourist visa application);
- Airport Transfers;
- Travel/Health Insurance

DEADLINES & PAYMENTS

- Apply online by **23rd May 2025**
- Reference required
- Initial deposit of £795
- Final balance of £2,500 by **3rd June 2025**



travelsafe.

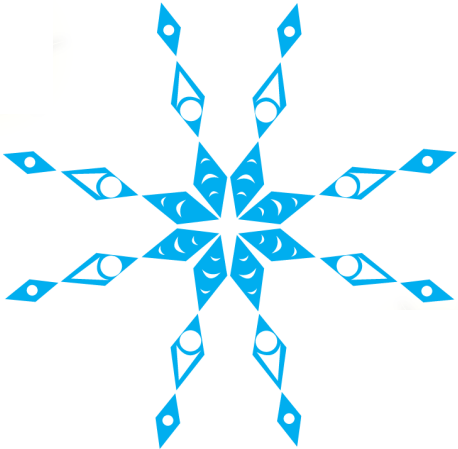
85 Great Portland Street, London, W1W 7LT, UK

info@liysf.org.uk | +44 208 295 8395

info@liysf.org.uk | **LIYSF.org.uk**

Holiday Receptions

2024



On behalf of the Academic Leaders, the Provost invites all Faculty and Staff to celebrate the year's end and a new year's beginning.

DECEMBER 10

2:30 TO 4:00 PM

ABBOTSFORD CAMPUS

BUILDING E
GYM FOYER



DECEMBER 12

2:30 TO 3:30 PM

CHILLIWACK CAMPUS

TRADES & TECHNOLOGY
CENTRE, THE RIVERS
DINING ROOM



Snowflake art by Jonny Williams

Increasing Research Awareness

Importance of Research Awareness

- Many second- and third-year students are unaware of the research opportunities available to them.
- Resources such as CareerLink are not widely known, limiting student access to paid research positions.
- Engaging in research can significantly benefit students preparing for graduate or professional schools.

Strategies for Accessibility

1. Start-of-Semester Introductions
 - Faculty can share their research interests on the first day of class, highlighting opportunities for students to get involved.
 - Encourage students to ask about research positions directly.
2. Creating Awareness About CareerLink and Research Resources
 - Highlight that paid research opportunities are available. Some professors post on CareerLink, but many students do not know about this website.
 - Professors could include CareerLink in their first-day presentations alongside their research introductions.
 - Include CareerLink information in syllabi, similar to grading rubrics and academic conduct policies.
 - Ensure that information about research opportunities and resources is widely shared.
3. Faculty Newsletters
 - Include available research positions in faculty newsletters, like postings on CareerLink
4. Frequent 'Science Café' events on the Abbotsford Campus
 - Student Engagement: Provides students with direct access to researchers, sparking interest and inspiring deeper learning.
 - Outreach: Showcases UFV's research to the broader community, enhancing the university's public presence and appeal.
 - Community Building: Fosters connections between students, faculty, and locals, creating a vibrant intellectual exchange.

Conclusion Research experience is highly sought after by students and improving communication and awareness about these opportunities is essential for student success here.