
2013 Updates

EDUCATION PLAN UPDATE 2013

Approved by Senate
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Faculty of Access and Open Studies

EDUCATION PLAN UPDATE 2013

Submitted by:
Dr. Sue Brigden, Dean

FAOS Education Plan Update Template, 2013

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

13 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Mennonite Studies
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing

a. Trends and Challenges in Higher Education (list the top challenges—no more than ten):

1. Changes to funding for English as a Second Language (ESL) programs in BC to be implemented in April 2014 requires post-secondary institutions to apply for federal funding for programs formerly funded by the BC government in our base budget.

b. New local demographic and employment data:

1. Abbotsford ranked 3rd in BC after Metro Vancouver and Metro Victoria in the number of non-Canadian born permanent residents making up its population. (Source: CIC Preliminary 2012 Data)
2. 31.6% of the population of Abbotsford has a non-official language as a mother tongue and 20% of the population use this as the primary language spoken at home (Source: 2012 Census)
3. 95% of former UFV ESL students surveyed by DEVSO in 2012 were likely to go on to further non-ESL studies and 89% felt their UFV ESL studies had prepared them for these studies. 95% felt their UFV ESL studies were helpful in achieving their most important goal. Of the students surveyed who were currently employed, 98% stated their UFV ESL classes had been helpful for them to use English at work. (Source: 2013 DEVSO report)

c. Local economic development priorities:

d. Trends in new programming elsewhere:

1. Countries that have sent students requiring extensive English language training overseas are now incorporating English into their school curricula at the elementary-school levels. They are often establishing English language training schools so graduating students can upgrade their skills in their home countries prior to enrolling in post-secondary programs in

other countries.

2. VCC is currently piloting a newly-created curriculum for adult English language instruction. This is Phase 2 of a provincially-funded performance-based curriculum project, which developed open-source materials that may be used by colleges and universities throughout the province for English language instruction programs for both domestic and international students. The pilot at VCC is Phase 2 of the project. Instructors using the new curriculum include non-VCC faculty seconded for the Fall 2013 term from other institutions, one of whom is from UFV. These instructors will act as resource people for institutions wanting to use the new curriculum when it becomes available in Phase 3 of the project.

e. Resulting necessary changes or adjustments to strategic priorities:

1. ESL must develop courses such as for-credit adjunct courses and modify existing courses so they become credit-bearing support courses for domestic and international students for whom English is an additional language to increase the success of such students in their chosen program (e.g., Business).

II Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies specific progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization) and can also include any new specific plans for the coming year. The section concludes with an evaluation of whether and how improvements should/can be made to improve your Faculty/College's progress towards achieving these goals.

1. Student Recruitment, Retention, and Success - list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:

- The Dean's Office regularly sends out messages to all of its students with information about policy changes, important dates, links to UFV services, and invitations to contact the office and other support service for advice.
- Continuing Studies (CS) has increased students' access to instructors both in-class and via email.
- The ESL department worked with the Dean's Office and International Education to increase the monitoring and advising of University Foundation Program (UFP) students; this ensures students remain in the program's core courses and are unable to exceed the program requirements without a program waiver issued by the Dean. ESL also worked with OReg to ensure ESL program restrictions were programmed into Banner thereby preventing students from registering in university-level courses without a program waiver.
- Upgrading and University Preparation (UUP) worked with OReg to define programs and implement program restrictions for upgrading students based on their ABE level. The ABE program, which includes students at the fundamental, intermediate, and advanced ABE levels, prevents students from registering into university-level courses without a program waiver. The ABEUP program, which includes students who meet the ENGL 091 prerequisite and are pursuing the BC Adult Graduation diploma, allows students to register in up to three (3) university-level courses for which they meet the prerequisites in order to meet the graduation requirements.

- UUP also visited more community agencies, delivered more on-campus tours for prospective students, and used social media to reach a broader audience.

2. Enrolment Management - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

- The Dean's Office contacted all "at-risk" students via email to advise them of UFV's policies and expectations and provide information about students can go for educational advising, academic support, and personal counselling.
- The Faculty will continue to revise the University Foundations Program to ensure it meets the needs of domestic and international students who are not accepted into a university-level program because they do not meet the admission requirements. The admission, program, and continuance requirements will be sent out to other academic and support units for feedback to ensure it meets needs of students and the university, including that of enrolment management.
- The Faculty will recommend a number of modifications to the Program Paths, including suggested admission requirements, application procedures, and program expectations. Recommendations will include the discontinuation of some paths
- Faculty instructors have enrolled extra students into their classes when necessary and where possible.
- The recently-implemented program restrictions for ESL, UUP, and UFP students restrict access to university -level courses until writing skills are improved enough for them to be successful in university-level programs.

3. Indigenization - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

- Course content of the Applied Business Technology (ABT) course Business English and Communications (ABT 135) has been revised to include multiple First Nations' components, including attendance at the September 18 IRSDL and journal reflections on the day's events.
- UUP hired a First Nations instructor who teaches English and First Nations Studies courses; has purchased drums for each centre; is working to indigenize course content; acknowledges that we are on Stó:lō territory; and invites the Elders to welcome students.

4. Internationalization - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

- ESL continues to support internationalization by promoting interaction among students from different countries through activities such as the UFV ESL department, video contests, and by profiling individual students on the ESL department Student Profiles webpage.
- ESL is an active partner in the Welcoming Communities initiative of Chilliwack Community Services. In addition to hosting meetings of the advisory group for this initiative, ESL has committed to putting a series of workshops and presentations in 2013-2014 highlighting the immigrant experience of both recent and established immigrants in relation to language learning and culture adjustments.
- UUP instructors are bringing readings from different cultures into classes.

5. **Environmental Sustainability** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - ABT faculty and all CS personnel turn off lights when not in office and ensure all office and student computers are shut down at the end of the day.
 - ESL no longer purchases water bottles for hosted meetings or events. Faculty continue to be mindful of paper use and do use recycling boxes in their offices
 - UUP faculty and staff gave up desk-side trash cans for one only; turn off lights when not in their office and turn off computers when they leave for the day; ride bikes, walk to work, and carpool when possible; and are working to becoming a paperless office.
6. **Indo-Canadian and South Asian Studies** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - ESL continues to offer English language preparation classes in Chandigarh for students accepted into the UFV BBA program there. Faculty who have taught in Chandigarh have returned to Abbotsford with new perspectives and insights into the culture and values of many of the Punjabi speaking students in our program here.
7. **Mennonite Studies** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - CS has offered and will continue to offer workshops on Mennonite history/culture.
8. **The Integration of Research and Teaching** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - Two ESL faculty members recently returned from sabbatical have shared their sabbatical work on ESL student transitions into academic studies with the department (and others within the UFV community). The department is now working on a strategy to support transitioning students, including the development of support courses and education workshops for non-ESL faculty and staff who work with multi-lingual students
 - Faculty are working together to understand what this will look like for their departments and to identify opportunities where integration can be achieved.
9. **Strengthening the Culture of Teaching and Learning** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - ESL has created program outcomes for each of its certificate programs.
 - Faculty personnel attend multi-cultural events, forums, guest speakers, workshops, conferences all for the purpose of sharing some of what they learn with students and colleagues.
10. **Community Partnerships, Forums, Events, and Conferences** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - Work Experience—ABT continues to build relationships with external agencies that provide practicum opportunities for ABT students. Some of these relationships span thirty years, while others have been formed within the last few years. Many of these practicum hosts subsequently hire ABT grads.

- SD34/CTC—A long-standing relationship exists between ABT and the Abbotsford School District. Our fall intake regularly includes Abbotsford high school students (four in the 2013/2014 academic year); SD34 pays their tuition and provides their textbooks.
- Funding Agencies—a number of ABT students are funded either through government agencies (e.g. WorkBC) or their band (for First Nations students).
- FAOS personnel continue to represent UFV at a variety of tables by serving as members of many community organizations and committees.
- CS partners with various community organizations including members of the community on CS advisory boards.
- ESL is represented at Abbotsford Literacy Matters Association, the Literacy Matters Adult table, the Abbotsford School District ESL Advisory Committee, and is a frequent guest at the Multi-cultural Department Coordinator meetings of Abbotsford Community Services. ESL is also a partner in Chilliwack Community Services Welcoming Communities initiative.
- ESL had information booths at this year's Abbyfest (September), FVRL's Family Literacy event (January) and the ACS Diversity Health Fair (May). The ESL department head spoke in March to a group of Abby school district high school counselors about ESL at UFV and this led to a request for a presentation at a larger district meeting of counselors and teachers in May, which resulted in a visit and UFV campus tour of 35 Mouat ESL students and their instructors.
- UUP has a long standing community partnership in Chilliwack which will expand its programming in 2013-14; it is strengthening ties with the community of Hope and has already begun delivering some workshops; it participates in community meetings and events throughout the region; has attended program advisory committee meetings at Fraser Valley Institute (women's prison).

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

- ABT faculty continue to provide in-house workshops (Word, Excel, Access, Outlook) for faculty and staff.
- CS has met and will continue to meet with faculty members in regards to teaching for CS and/or be on CS advisory boards.
- ESL and UUP continue to consult one another regarding appropriate placement of students whose first language is not English but who wish to take UUP and/or ESL courses. UUP and ESL continue to work on the updating the Foundation Program.
- UUP is involved with the Stó:lō project which is a twelve month program which involves UUP preparing students to enter trades or the Stó:lō Studies program.

12. Recruitment and Engagement of Faculty - *identify actions that your Faculty/College has adopted to further a human resources strategy to attract and engage outstanding employees, to retain, develop and foster their leadership skills, and to affirm their contribution to sustaining a vibrant and diverse scholarly community which values learning, social and personal development, embraces challenge and is committed to the respectful debate of ideas and views:*

- Personnel are encouraged to share their experiences at department and council meetings and to participate in professional development activities and other university lectures and events; guests are invited to meeting to speak at meetings.

13. Creative Resourcing - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

- Hope Centre developed a one-day computer workshop for unemployed youth that was paid for by Free Rein.

14. Plans for improving your Faculty/College's progress towards achieving these goals (no more than ten):

- The Faculty will continue to review the Education Plan template and these goals on an on-going basis and faculty council, department, and department head meetings.
- They will be incorporated into the curriculum development and review processes to ensure they are considered and addressed as appropriate.

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2011:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Management Skills for Supervisors Cert.	21/06/2013	n/a	Yes
Veterinary Administrative Assistant Cert.	21/06/2013	n/a	Yes
Human Resources Management Cert.	21/06/2013	n/a	Yes

b. Programs Recommended for Discontinuance or Suspension

none

c. Programs Recommended for Modification

The University Foundation Program
Program Paths
Applied Business Technology

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

n/a

e. Newly Passed Concept Papers

n/a

f. Departmental Information

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
CS	200.18	1.27	68.8	13.4
ESL	127.61	178.26	85.4	17.1
UUP	298.43	13.36	99.4	22.3

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
CS	195.27	1.27	68.1	12.9
ESL	98.23	196.33	73	15.4
UUP	290.35	11.45	97.5	21.5

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
CS	211.94	.86	69.7	13.7
ESL	121.25	307.03	73.5	15.9
UUP	299.85	16.97	101.1	22.4

2009-10

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
CS	188.40	1.72	72.6	14.4
ESL	141.76	287.01	79.7	16.1
UUP	317.58	13.55	97.5	20.9

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
UUP	2015
ESL	2014

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

- ESL Intermediate Certificate, ESL Advanced I Certificate, ESL Advanced II Certificate, ESL Academic Certificate
- UUP ABE Fundamental, Intermediate, Advanced, and Provincial Levels

j. Plans for improving your Faculty/College's progress towards achieving the ILOs (no more than ten):

- As courses and programs are reviewed and revised, the ILOs will be included as appropriate.

College of ARTS

EDUCATION PLAN UPDATE 2013

Submitted by:
Jacqueline Nolte, Dean

Education Plan Update Template, 2013

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

13 Priorities

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13. Creative Resourcing

a. Trends and Challenges in Higher Education:

1. declining public funding for universities; related to this is the need to produce persuasive public narratives regarding the benefits of HE
2. establishment of priority programs, identification and marketing of unique strengths and ethos
3. delivery of relevant and dynamic pedagogies related to student needs
4. innovative strategies to counterbalance tuition restrictions and budget cuts
5. development and strengthening of international partnerships coincident with mission
6. regional collaboration among HE institutions to strengthen students' choices and to avoid duplication of weak program areas
7. commitment to differentiation in the H.E. sector e.g. maintaining commitment to intimate learning experiences while ensuring class sizes are small but economically viable
8. sustainable budgeting, investment and acquisition of physical and technological infrastructure
9. productive public-private partnerships to support building infrastructure (e.g. UHub at UFV)
10. inspiring and supporting success amongst diverse faculty and learners

b. New local demographic and employment data:

1. Abbotsford: population of 140,235 (2012 BC Stats); the dominant age group is 40 to 49 years old; diverse community made up of many different ethnic and cultural groups; 20% of population is of South Asian descent; 13.6% of the population speaks Punjabi; 1% speaks German; 1% speaks Korean and .9% Chinese. Top employment sectors in Abbotsford are Trades (14,300); Manufacturing (11,100); Construction (9,800); Health care /Social (9,500); Transportation / Warehouse (7,000) (2012 BC Stats).
2. Chilliwack: 2012 BC Stats population count is 79,617; 82,626 cited at

<http://www.chilliwackeconomicpartners.com>.

Chilliwack has a diverse and growing economy from agriculture to manufacturing to retail and wholesale trade to professional services. Chilliwack's service and retail sectors account for approximately 50% of the GDP and largest industries within these categories are: Retail and Wholesale Trade at 12%; Finance, Insurance, Real Estate at 11%; Public Administration at 9%; Health at 6%; Education at 6%. The goods producing industries have been growing with manufacturing accounting for 13%, construction at 8% and agriculture and forestry at 5% of Chilliwack's GDP (<http://www.chilliwackeconomicpartners.com>).

3. Mission 37,614 (2012 BC Stats). The 2012 Mission Business Retention and Expansion Plan identifies waterfront development and downtown revitalization, technology, manufacturing, and retail growth. Other areas of focus include tourism and the film industry.

c. Local economic development priorities:

1. See above. Of relevance to Arts is the development of the Abbotsford U District and opportunities for UHub.
2. See above. Sectors of specific relevance to Arts encouraging growth in Chilliwack include film, as supported by Chilliwack Film Commission and tourism, as in agri-tourism, outdoor activities and festivals (<http://www.chilliwackeconomicpartners.com>). Considerable financial investment will be required to build up film offerings but the Media Arts Degree is of relevance here and the Theatre Program continues to offer its programs in Chilliwack. Links between Geography and Agriculture could be strengthened.
3. See above. The GDD program is well placed to grow and expand and direct students into the forthcoming Media Arts Degree

d. Trends in new programming elsewhere:

1. Integration and internationalization of humanities and social science research; programs that integrate intercultural components; interdisciplinary research and transdisciplinary concepts
2. A greater emphasis on creativity in education, the creative use of technology, provision of knowledge and skills and problem-solving approaches
3. Links between post-secondary institutions and employers in the private, public and not-for profit sectors
4. Humanities and social science programs that focus on: indigenous relations; governance and environment; effects of accelerated change on social and physical habitats; media, technologies and literacies; studies of migration flow as a political, social, cultural and productive factor; a multi-ethnic Canada and reflections on the constitution of identity; crises and prospects of democracy and intersections between the political and the religious; institutional and social dimensions of innovation and creativity; time and memory as social formations and as political issues; focus on human, social and cultural capital, the experience economy and measures of value; renewed focus on issues of financial stability and economic governance; continued focus on issues of constitutionalism and formal citizenship as well as on different types of citizenship or non-citizenship; new forms of participation

in the public sphere; aging; focus on the interface of humanities, social sciences and biotechnologies

e. Resulting necessary changes or adjustments to strategic priorities:

1. Build support for UHub with increased focus on interface of new teaching and learning technologies/modalities, performance techniques and creative media
2. Ensure emphasis on delivery of skills in new degree proposals and encourage 2nd language requirement in the revised BA framework
3. Redirect resources to deliver the Economics Major and the Media Arts Degree; shift focus from Mennonite Studies to Peace Studies
4. Begin exploring clustering of disciplines, starting with the School of Creative Arts; strengthen cross-faculty collaboration

II Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies specific progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization) and can also include any new specific plans for the coming year. The section concludes with an evaluation of whether and how improvements should/can be made to improve your Faculty/College's progress towards achieving these goals.

1. Student Recruitment, Retention, and Success:

Arts has engaged in a SEM exercise that has started with the discussion of a mission statement that will drive decisions regarding program mix and resource allocation. At our first SEM retreat, heads discussed the College of Arts developing a greater focus on ensuring the success of program students, particularly in the light of the mandate of FAOS to address the success of open access students. Most disciplines in Arts have very high fill rates and struggle with large wait lists. (A couple of small departments without degree programs have lower fill rates but none below 70%; these are being looked at through the Program Review process.) Related to this high demand is the challenge of capping growth in certain program areas by focusing explicitly on catering to Program students, and in some areas (e.g. Psychology) focusing on the needs of majors.

New programs are doing well. The Global Development Studies Degree has a total intake of 36 students. The new GDD Diploma program anticipates a full intake and has excellent retention. The relatively new major in Philosophy is experiencing an increase in declarations.

Monthly College of Arts Department Heads meetings and presentations at Faculty Council ensure a seamless link between academic and support services.

What follows are examples of specific department initiatives:

RECRUITMENT:

Arts Advice contacts all applicants to College of Arts programs, hosts orientation sessions and submits information to the High School Enewsletter. It provides new students with information about advising services, resources, and links to website. It targets those who are coming from high school with 1st Year information, ARTS 100, first year study themes, etc.

The English department has increased use of the web and social media. In FD, "Fashionology" is a new Facebook page developed to reach out to students, community and alumni. FD tweets and blogs, sends "E-mail Blasts" and has a data base of e-mail contacts of Home Ec teachers province wide. FD sends BFA and Diploma cards to over 100 high schools province-wide, has a ½ page colour advertisement in the Telio program, advertises in Threads local industry magazine and uses Google Ads to increase its program profile on the internet. The Graphic and Digital Design department launched the GDD Design Mission blog featuring program news, student projects and program initiatives <http://blogs.ufv.ca/graphicdesign/>. Geography engages students through various on-line platforms, including Twitter, Facebook, and the departmental website, and is looking to create a listserve to keep in touch with current and former students.

Arts advisors attend the high school counselors' liaison day, hosted by the Recruitment Office. The BFA advising office hosts an annual event for direct high school entrants. The School of Criminology and Criminal Justice offers one section of Crim 100 at a high school in Agassiz. The Fashion Design department visits high schools province-wide and hosts tours for various out of town schools. FD offers in-class workshops to local high schools and runs Summer fashion camp for ages 14-18. Student volunteers from Geography and GDS promote both programs through outreach to local secondary schools. A Spanish student volunteered her time in the Abbotsford community by assisting Spanish students at Yale Secondary School. The Visual Arts department has contact with high schools in Chilliwack and Abbotsford School of Integrated Arts. The department hosts an exhibit of high school students' work. Economics is looking into the "concurrent studies" programs at Kwantlen and SFU Surrey to propose a similar program for High School students at UFV. The department is in contact with high school teachers in the Fraser Valley, providing advice and suggestions for an Econ 12 course at Mission. The Associate Dean of Students applied for 3 work-study positions and, in collaboration with a faculty member from the English department, created a literacy-based after-school enrichment program for students at Deroche Elementary school. This will be offered again next year.

Most departments offer scholarships to students every year

The Psychology department improved the flow of information between the department and advising and OReg so that students receive consistent answers to queries and other departments become aware of Psychology requirements. The FD department worked closely with OReg to ensure a seamless application process.

In the Fall, Arts Advice hosts an Arts Meet & Greet event where students are introduced to Arts programs and disciplines, campus services, associations, etc. The School of Criminology and Criminal Justice, VA department, FD department and GDD department

hold orientations for their program students. A reception for French Minor and Extended Minor students was organized in February to advertise the program as well as available bursaries and scholarships. The Psychology department held advising events such as information on the honours program, applying to grad school and careers in psychology.

The new high school student film festival is working to connect high school students to the History Department and to UFV in general. The Fashion Show attracted students from all over the province as well as student volunteers who receive exposure to the FD program. Diploma and BFA exhibitions serve to showcase the BFA program. FD exhibits at Convocation, Fibres West and Port Moody – Art to Wear showcase the FD program. Student volunteers from Geography and GDS actively promoted both programs through displays at 7 Oaks Mall. A Spanish native speaker hosts "Hay Wey" every Friday morning on a volunteer basis through UFV "CIVL Radio 101.7 FM". This show was created for the Spanish community of the Fraser Valley and for promoting Spanish culture and language. A "piñata" workshop was offered to Spanish students.

The Dean works with IR to track applicants and department heads keep their own data as in the FD department, which tracks all who have expressed interest in the program.

The Associate Dean of Students is working with faculty members to explore a block transfer with Kwantlen Polytechnic University for FD Diploma students into the KPU degree. She is exploring articulation with Selkirk College related to Peace Studies programming, transfer of the Okanagan College Diploma in Writing and Publishing into UFV's BA, and an articulation agreement with Royal Roads University's interdisciplinary, professionally oriented bachelor's program.

The FD department worked with the Alumni department to widen its social network.

RETENTION

Students in the BA, BGS and BFA programs are advised by advisors in Arts Advice. Advising also takes place within the School of Criminology and Criminal Justice, the Theatre department and the FD department. Within the departments, students' progress in programs is recorded so students maintain a clear understanding of their goals. Departments have been introduced to PASS and refer students to this program. Arts Advice has designed and delivered workshops that target the specific needs of our student population. A couple of the workshops were on goal setting for first year students and an Arts Academic Success workshop for academically at-risk students.

In winter 2013 Arts Advice launched a Peer Mentoring program designed to help first-year Arts students learn how to succeed in university. Funded by a \$20,000 grant from the Royal Bank, peer mentors (successful students in their third or fourth year) helped first-year students develop university-appropriate study skills, manage their time effectively and set realistic and achievable goals. The mentors also helped the first-year students learn how to navigate campus systems and take advantage of campus resources and opportunities.

The School of Criminology and Criminal Justice also offers mentoring opportunities to students. The FD department has started to encourage mentoring relationships between first and second year students. Spanish students have been offering up to 10 hours per

week as volunteers, peer mentoring UFV Spanish students at the first and second year levels. The Psychology department runs a peer tutor program from the Psychology Resource Room, supports student study groups, guides students towards research and volunteer opportunities, and generally creates a welcoming and supportive culture that is student led. The Philosophy department appointed a faculty member as student mentor/advisor. SCMS has increased its faculty mentoring of students.

The College is pleased to announce the opening of a Humanities Resource room come September. This will allow English students, Communications students, History students and Philosophy students a space to meet, work and network. Ideally each of these Humanities programs requires its own student hub but this is a great start. A room has been identified for a student hub for VA students in the C building and requests submitted to the Executive Director of Campus Planning.

The School of Criminology and Criminal Justice provides financial support to student societies. The Fashion Design Student Association enables students to feel part of UFV's social community. A more active History student association (AHS) is working to build a stronger History student community. The Philosophy Department has increased interaction with the Philosophy Student Association. The Political Science Student Association was involved in launching the All Candidates Debates at UFV campus. A lot of effort has gone into revitalizing the VA Student Association, with a focus on transition and succession planning.

All departments are engaged in improving access to classes. A number of departments took part in the CEP timetabling pilot. Various departments have increased online and hybrid offerings. The Communications department is developing a three-year degree model to provide a shorter path to graduation for qualified students. The School of Criminology and Criminal Justice ensures that as many first and second-year courses are taught by full-time faculty members and employs sessional instructors who work within the criminal justice system. Geography will be utilizing course reserves for 1st and 2nd year students to ensure access to lab science courses in a timely manner within their degree. The Psychology department improved access in a number of ways by: redesigning the first year curriculum to better serve non-program students and to ensure their success by increasing the writing requirement; adding the English prerequisite back to first year psychology to improve readiness in students taking the course; specifying criteria for declaring the Psychology major (previously there were none) and guiding students to declare at second year, which makes access to and movement through the third and fourth year courses smoother.

Revisions to curricula ensure student retention. Communications has further highlighted the benefits of intercultural communication in its curriculum and methods. The School of Criminology and Criminal Justice introduced new courses on psychopathy, mental disorder and crime, prostitution, terrorism, qualitative research methods, techniques of crime prevention, and innovations in Canadian public safety. The School introduced an Honours program, liaises with government and criminal justice agencies to link students with research and practicum opportunities and coordinates writing assignments across all classes so that students are exposed to numerous academic approaches. Students in FREN 225 (French Culture and Language via the Media) now face the exciting prospect of developing an online French student magazine published on the department website. In 2013/14 Psychology will put through changes to statistics course and changes to

second year and upper level courses to improve the prerequisite structure. SCMS graduate numbers are increasing as the department develops practical concentrations that expand students' career options and improve their chances in grad school (e.g. the Research Concentration). SCMS plans to develop new concentrations in areas like Social Justice and Cultural Studies that will further increase options for students.

A number of departments emphasize and support undergraduate research. Most departments provide students with opportunities to make presentations at conferences.

Where we have challenges with retention, programs such as the Fashion Design department are now conducting exit interviews with students to assess how to better assist students attain their goals.

Specific Examples of Student Success

- Communications nominated two students for Undergraduate Research Excellence Awards; both students successfully applied to grad schools and one has a paper in publication. Erin Hailstone recently completed her Bachelor of General Studies degree at UFV with a minor in Communications and has been accepted into a graduate program at the University of Calgary in Educational Research, Adult Education - Work and Learning beginning this July.
- Two English major students were accepted for MA programs in English, one at Queens, another at UBC with SSHRC grant. An English student, Taylor Stone won a Joseph-Armand Bombardier - Canada Graduate Scholarship.
- A Geography student, Kelly Hodgins, won a Joseph-Armand Bombardier - Canada Graduate Scholarship. Geography graduate, Paul Stephany, has been accepted into Graduate studies at the University of Guelph.
- Fashion Design student Ning Hao was chosen as one of the 25 to showcase her design at Montreal Fashion Week through the Telio "Canadian Breakthrough Design Completion 2013".
- Philosophy student Curtis Robinson has accepted a full scholarship from the University of Guelph in Ontario where he plans to complete a master's program in Philosophy.
- A Psychology student, Sol Sun, won the Governor General's medal, the Dean's medal in Social Sciences and an Alexander Graham Bell - Canada Graduate Scholarship. He has been accepted into Graduate School at University of Toronto.
- A History/Political Science student, Marin Beck, won the Deans medal in Humanities. History graduates continue to achieve beyond UFV, earning graduate degrees, teaching credentials, and SSHRC scholarships.
- The Writing in a Second Language Prize was attributed to Fr. 319 student Erin McAuley \$2000 in Scholarships for Advanced French students are awarded annually by MOLA.
- Increasing numbers of Philosophy majors have been accepted into graduate programs.
- A Sociology major, Jordan Todd, won a Joseph-Armand Bombardier - Canada Graduate Scholarship. Significant numbers of SCMS graduates are gaining places in graduate schools across Canada and in other countries.

2. Enrolment Management - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

College of Arts department heads' retreat in August focused on SEM. We will continue this discussion at CAC and develop a draft mission statement for Arts this semester so that program mix and resource distribution can occur in accordance with this mission. At the retreat we looked again at the idea of learning communities and a "foundation" year for first-year BA students. This could help us manage enrolments in some over-subscribed areas.

The Geography department has developed a draft strategic enrolment management plan. The VA department is holding steady on its 20/20/20 enrollment plan. 20 diploma, 20 direct entry BFA, and 20 laddering BFA. The School of Criminology and Criminal Justice is considering reducing the number of students accepted into the program to reduce the size of the program over time. We will work with the School create a more cohort-like structure and to ensure that enrolment numbers for upper-level courses are more predictable.

Arts Advice works closely with Institutional Research to monitor students' progress, suggest reports for tracking, etc. It works with OReg to review and provide input to new and existing policies and practices and how they affect students. Arts Advice contacts students at key points in their academic studies (declaration, etc.) and advisors contact students who in Arts Studies to inform them if they meet the entrance requirements for Arts programs. Arts Advice contributed to the development of a declaration policy for BA students (must declare at 60 credits) and BFA students will be required to formally declare come Fall 2013.

A number of departments participated in the CEP timetabling pilot, which had attendant challenges but will hopefully prevent unnecessary duplication in future iterations. The impact of these changes on the Abbotsford timetable has yet to be addressed.

We will continue to share the strategies that departments are already using to see if they can be more broadly implemented. GEOG reserves seats for first-year students so that upper-level students seeking a lab science do not crowd out intending major students. The School of Criminology and Criminal Justice encourages students to declare their major early enough so that they can benefit from reserve seating. The School 'clusters' its courses at Mission and Chilliwack campuses in order to increase enrolments. History has conducted a full overview of all courses and enrolments for the past five years and has made decisions to remove some courses from the calendar and to offer others more frequently. Psychology has succeeded in reducing waitlists for its major students but the number of students declaring a Psychology extended minor seems to be increasing and the department is unable to serve them adequately. The department reassigned resources slightly from lower level to upper level. Students can now take either 101 or 102 ensuring flexibility and fill rates for 102. Seat reserves are used to ensure those students who need courses to move through the program get them first, and only when those needs are fulfilled do students who are taking the upper level courses for other reasons have access. Unfortunately, many other Arts students who would like to take a few upper level psychology courses as electives cannot do so. The department will try limiting the number of students who can declare a Psychology extended minor (with priority to those students who need an extended minor to graduate) to attempt to reduce complaints about inadequate seats to complete the extended minor program. SCMS reaches almost 95% seat utilization in the department overall. Cross listing of courses has had a positive impact on SCMS enrollments. From 2008-2009 to 2011-2012 there was a 27.1% growth in seat utilization in cross-listed courses from 75.3% to 95.7%. The VA department now conducts two portfolio reviews per year and the smaller winter intake helps fill in numbers when applicants don't arrive in September.

3. Indigenization:

This past year the College of Arts has made considerable progress in the process of Indigenization. *The Indigenizing the Academy Conference* (ITA) in August 2012 at the Canada Education Park (CEP) was well attended by College faculty and staff, and resulted in extensive activity - including College participation and learning in the *Eighth Fire Idle No More Gathering* at the CEP in February 2013; the Lloyd Barber Summit on Aboriginal Education at the University of Regina; the first working group on Indigenization between UFV and local area school districts; and the creation of a dedicated interactive website on Indigenization and best practices at UFV.

Independently, the Departments of Geography and History provided the sections and instructors for the fourth and largest intake of the Indigenous Maps Films Rights and Land Claims Certificate, comprising 22 students, several of them of Indigenous ancestry. The College was the lead organizer of and provider of eight upper level courses that would allow graduates of the Nicola Valley Institute of Technology (NVIT) Chemical Addictions Cohort to complete a UFV BGS. This was coordinated by the Associate Dean of Faculty with the cooperation of the Departments of Communications, English and Social and Cultural and Media Studies and sections provided in Indigenous Peoples Knowledge and assistance from the Office of the Vice-Provost. This cohort of eighteen students is completing the sixth of these eight courses as this is being written and has proven to be one of the most innovative cross-cultural programs ever established at this university. The BGS Advisor supports the students in this cohort to help them achieve success as they work towards completion of the BGS degree. NVIT has now selected UFV as its partner for future cohorts and we are anticipating the second cohort being established sometime in 2014 or early 2015. Internally, the first permanent appointment in Indigenous Studies is now completing her first year and has already taught courses in History, Criminology, First Nations Studies and Indigenous Peoples Knowledge (including two courses in the NVIT cohort). Discussion over the creation of a Department of Indigenous Studies is underway.

In the Communications department, one faculty member is leading the way in the indigenization of teaching and assessment practices. In Criminology, program learning outcomes are being indigenized. The School offers Crim 211: Indigenous People, Crime, and the Criminal Justice System and offers a scholarship for a student doing research on an Aboriginal criminal justice issue. The English department has made changes to the English major to promote Indigenization. The Fashion Design department displays Indigenous content in its open-house displays and has cross-listed courses for the Indigenous Arts Certificate. In the Geography department, Indigenous materials, perspectives, and engagement are integrated into numerous human Geography and Global Development Studies courses. History will contribute one course to the new Stó:lô Nation/UFV partnership (HIST 103). An intensive one-year Stó:lô Certificate program will begin next academic year and will enable a small cohort of Stó:lô students to pursue intensive Halq'eméylem studies. Philosophy faculty members participated in *Indigenization by Design Workshop* and increased the use of work by Indigenous philosophers in courses. One faculty member created a bibliography of Indigenous philosophy which was shared within the department. In Psychology, some upper levels

have content support in the textbooks, such as the Child Psychology and Developmental Psychopathology courses. Plans for the coming year include trying to revive the First Nations Psychology tutor program. Many SCMS courses, particularly in Anthropology, Sociology and Latin American Studies continue to provide a significant indigenous focus. A number of faculty have graduate or research specializations in Indigenous studies and organize and participate in Indigenization events and sit on the Indigenous Studies Advisory Committee. Two Anthropology faculty members are currently experimenting with an online BC First Nations course that incorporates guided field trips to locations like the Coqualeetza Cultural Education Centre. The Theatre department presented *Ernestine Shuswap Gets Her Trout* by First Nations playwright Tomson Highway as part of the department's annual season of theatre. The department offered THEA 250 *Storytelling*, a second year course with significant Indigenous content, in the Gathering Place on the new CEP campus. The department has organized an Indigenous play reading series for 2013/14 in cooperation with the Stó:lô Nation / Stó:lô Research and Resource Management Centre. VA is continuing with the Indigenous Arts Certificate. *The Lens of Empowerment* project was a great success, resulting in two faculty members travelling to Loughborough UK with a student exhibition and three students who shared their experiences of indigenous methodologies on a panel at a conference of professors and practicing artists. The department hired a new faculty member in Art History with expertise in First Nations issues.

4. Internationalization:

The College will work with the new Director of International to establish targets for Internationalization. We are committed to internationalization from the perspective of improving global competency and outgoing mobilization of our students as well as creating interesting and comfortable programs of study for incoming International students. Toward the former, we have redesigned the BA breadth requirements to promote global citizenship and competencies. An example of the latter includes Arts Advice working with Science without Borders students to place them in Arts courses as needed for their programs/interests.

Some departments have significantly more international students than others, for example, CMNS courses continue to be popular with International students with 30% of FTEs coming from International students in 2012/13. Criminology is working with International Education to develop partnerships with Universities in the UK and China. Fashion Design works closely with International Education on partnerships in India and potential partners in China, Korea, and Ghana. In GDD, five students from Brazil will occupy seats in a number of courses next year. Theatre hosted two exchange students from the University of East London during the Winter 2013 semester. The Spanish instructor obtained an Internationalization Grant to visit several Mexican universities this summer in order to establish exchange agreements with them. She will be accompanied by one of her Spanish students.

This past year, a faculty member in Communications received a course release from International Ed. to improve our visiting scholar information policies (both incoming and outgoing) and developed intercultural orientation packages for students. The GDD Coordinator participated in an international design education conference focused on

globalization (conference was organized by AIGA: American Institute of Graphic Arts — US professional association for graphic designers). Faculty members in Philosophy have attended and been invited to speak in Taiwan, South Korea, England, and the USA. One Geography faculty member is working with UN Habitat Youth Fund to develop an on-line, mobile course delivery platform for a new program in Entrepreneurship. She is also working on a climate change and planning course that can be delivered via mobile devices as well as through traditional formats, for both in situ and international student audiences. A Psychology faculty member continues her research partnership with institutions in the UK.

The School of Criminology and Criminal Justice has internationalized its undergraduate curriculum. Faculty and students conduct research on international issues and in other countries and faculty and students participate in international conferences. The English department has changed its English major to promote courses with an international focus. SCMS houses degrees and certificates in Latin American Studies, Indo-Canadian Studies, International and Development Studies and Diaspora Studies. It also participates in the BA in Global Development Studies. VA is exploring post degree certificate options for Brazil connections and History is developing a certificate for international interest.

Work continues on establishing partnerships with International institutions. A History faculty member travelled to Spain in 2012, signing memorandums of understanding with Spanish universities. Another History member is in talks with the University of Gloucestershire regarding student exchanges. Two Visual Arts faculty members recently had UFV Internationalization Fund applications accepted, which will result in partnerships in India and China. The department head of VA recently travelled to Shanghai to negotiate a 2 + 2 partnership.

Faculty members from FD and History received internationalization funding for a 2013/2014 trip to Peru in preparation for organizing a student field trip in 2015. MOLA's Japan Study Tour will take place May 30 to June 20. A Mandarin Field School to Wuhan University will take place in the Summer of 2013. SCMS collaborates on study tours to India and Mexico. One faculty member is working with the Modern Languages Department to establish a semester abroad program for Spanish and Latin American Studies. Geography led a study tour to Arizona.

The Geography department has continued engagement with international NGOs in research and student internship opportunities, including in Tanzania, Kenya, India, and China. SCMS faculty supervise international internships for students and some are actively engaged in international research.

In addition to the above, some committee work in Arts is directed toward internationalization e.g. a Psychology department member sits on the Internationalization Fund committee. The Dean of Arts sits on the India Management Committee. A Russian Consortium of faculty was established, led by a History instructor, to maintain and build connections with Russian educational partners. Related to this, the Associate Dean and Dean have held meetings with representatives of the Russian government in Ottawa and the Russian Honorary Consul in Vancouver.

5. Environmental Sustainability:

The Environmental Studies Degree program working group continues to work on the degree proposal, drawing from across a range of disciplines such as Geography, Communications and Philosophy. It is hoped that this EVST degree will develop in close collaboration with the proposed degree in Agriculture, given that UFV has been identified as the place for a Centre of Excellence in Agriculture in the new HE ministry mandate.

Various sustainability curriculum initiatives are underway in departments. Most of Geography courses and researchers are engaged in issues pertinent to environmental sustainability. In Communications, students write reports on Sodexo's claims of sustainability and learn about how Sodexo may have a positive global impact. Environmental sustainability is addressed in FD 171 Textiles. In GDD sustainability principles for design practice are introduced through student projects. Students attended a GDC event promoting "progressive social, economic and environmental principles." (GDC: Society of Graphic Designers of Canada)

<http://blogs.ufv.ca/graphicdesign/2012/12/31/gdd-outing-practivism-2/>. Sociology and Anthropology offer specific courses on the environment, environmental sustainability and environmental justice. Most LAS courses include some environmental content, especially in the context of resource exploitation and development. Many other courses teach a contextual and theoretical basis for understanding environmental threats and sustainability.

Many Geography faculty members engage in research related to environmental science and sustainability. Recently, Scott Shupe in Geography won a 4-year grant from the Earthwatch Institute, worth over \$42k, to conduct land cover mapping in Metro Vancouver, so as to better understand peri-urban and urban aquatic environments and environmental change. Jonathan Hughes continues his work on the geochemistry of paleoflood deposits in the Fraser Lowland, which helps contribute to understanding river behaviour over time. Steve Marsh continues his work in water sampling and analysis in the Fraser River basin, part of the World Rivers Project through Woods Hole

Oceanographic Institute. He's also helping to organize an art show of student art from major river basins around the world, also part of the World Rivers Project. Several faculty have had their research published or will soon have their research, in the area of environmental studies, published in major journals or in edited works from major presses in 2012-13. Olav Lian continues his work on sedimentology; stratigraphy and geomorphology, much of it funded by NSERC and some by SSHRC. He is working on understanding the timing and nature of climatically-driven landscape change in western Canada by reading the landscape's 'solar birth certificate'; by understanding how the physical environment has responded to past changes in climate, it may be possible to predict the impact of future changes on the stability of landscape. The Agriburban Research Centre (ARC) established by Geography faculty member and CRC chair Lenore Newman is dedicated to the study of landscapes on the edge of major urban areas, with a focus on creating thriving agricultural regions within regional cities. ARC studies intensive agriculture, residential and agricultural interactions, agrarian migration experiences, fringe development, agricultural/ecological interactions, and land use regimes.

At least 4 faculty members from SCMS have specialized training and expertise in environmental sustainability.

Recent Writer in Residence, Rex Weyler, foregrounded sustainability as an issue across the disciplines.

Best practices to promote sustainability in everyday office and classroom practices include a number of departments having decided to cut down dramatically on use of paper and increasing online delivery of courses. VA is has introduced a "no water bottle" zone. FD and VA practice safety and best practices for using and disposing of hazardous products.

6. Indo-Canadian and South Asian Studies:

History continues to offer the bulk of courses for the Indo-Canadian Studies Certificate program. SCMS houses the India-Canada Studies Certificate. The India-Canada Studies Certificate is currently under revision so as to make it more practical for students to obtain. Indo-Canadian and South Asian studies is the principal area of research for two SCMS department members, two English department members and one History department member. English made a change to its English major to promote courses with Indo-Canadian and South Asian content. FD 320 – Fashion and Culture – will offer special topics in South Asian Studies. Philosophy offers a *Philosophies of India* course. MOLA reviewed its Punjabi courses this year. Theatre presented a performance and workshop on classical Indian dance form *Bharat Natyam* by Shakti Dance artistic director Anusha Fernando in October 2012.

One Geography faculty member continues to oversee a joint AUCC/ CIDA funded project in Chandigarh, India. Student interns have facilitated the participation of more than 120 families in an urban agriculture project and collected household data from 3000 households for an environmental vulnerability mapping project in Janta Colony slum. As part of GDS, he is pursuing an arrangement with two Sri Lankan universities to begin a research and student exchange project in Sri Lanka. Students and faculty researchers will be working on a collaborative project investigating conservation farming.

One VA faculty member traveled to Bangalore to negotiate an MOU with Srishti School of Art, Design and Technology to facilitate a broadening of academic, professional, and cultural perspectives of the students of both universities.

UFV's Centre for Safe Schools and Communities is working on Indo-Canadian issues in schools and the community.

Two Communications practicum students worked for the Indo-Canadian Centre over the year.

A History student recently completed a work-study term in the Indo-Canadian Studies Centre, working on an archiving project.

A Psychology faculty member and student received a student led research grant from the Centre for Indo-Canadian Studies for the project "Cognitive Biases against Visible Minorities: Social and Perceptual Mechanisms."

An English department member organised a conference in April 2013 on *Dalit Poetics and Politics*; this was very well-attended by community members, poets, writers and academics from national and international universities.

7. Mennonite Studies:

The Mennonite Studies Certificate (housed in the History department) is in the process of being redesigned so that it ladders into the proposed Peace Studies degree. Some existing courses in the certificate are being converted to an online format. ENGL 229, Mennonite Literature is included in recent English program changes as one of a list of courses that meets Global and Local Literatures requirement.

At the beginning of the academic year, a Cello/Poetry Recital entitled "Voices for Peace" was held to announce the development of a Peace Studies program. The program included a welcome by an Indigenous elder followed by a member of the English department reading poems by Dr. Richard Whitfield and a recital of Brahms & Massenet by Western Washington University faculty members on piano, violin and cello.

The Peace Studies program will focus on three streams of study: Conflict Analysis and Transformation, Peace building, and Sustainability. This decision was informed by two fact-finding and instructional visits to three universities with Peace Studies programs in Winnipeg, and to the Kroc Institute of International Peace Studies at the University of Notre Dame. Students will learn practical and professional skills in conflict analysis, conflict transformation, peace-building, sustainable development in a wide range of practicum and internship opportunities. The Program Working Group includes faculty members from eight disciplines.

The Dean and faculty members, together with the Executive Director of Advancement, held two meetings, one in Vancouver with the Dalai Lama Center President and CEO, Lynn Greene (<http://dalailamacenter.org/users/lynn-green>) and Victor Chan (Founding Director) and one at UFV with Lynn Greene and broadcaster, Maria LeRose (<http://dalailamacenter.org/users/maria-lerose>). This led to Victor Chan accepting an invitation as guest speaker at the Presidents Lecture series.

In Fall 2012, a fundraising concert and poetry reading was organised by Geography faculty in conjunction with the Canada Food Grains Board (CFGB). A speaker from the CFGB also presented at UFV, and the CFGB hosted an art event. The theme of the series of event was "Food as a Human Right".

8. The Integration of Research and Teaching:

Commitment to the integration of research and teaching is central to the hiring process in the College of Arts. Faculty teaching continues to be informed by research. Many faculty are engaged in primary research, enlist students in research and offer the opportunity for research as part of course work. Numerous undergraduate research projects occur as a result of faculty mentoring. The promotion of undergraduate research is a core theme of a program reviews. Faculty members regularly offer Directed Studies to strong students wishing to undertake independent research. The employment of

students as research assistants jumpstarts the career of many students who go on to either professional, applied or academic careers.

Practicum and internship opportunities also facilitate student research in particular fields. Student research is mentored and student success is celebrated. The integration of research and teaching forms the content of many department and faculty council meetings.

Department initiatives follow:

- A Communications department member presented on her indigenization research at CCA at Congress and is presenting a co-authored paper at the Canadian Peace Research Association. This research has been incorporated into CMNS 345: Instructional Skills for the Workplace. This faculty member is working with a student research assistant on identifying student motivations to engage in research.
- Two Communications members presented on flipped learning at CCA at Congress and have been engaged in a research project involving their CMNS 251 and CMNS 430 classes.
- A faculty member in Communications continues her research on “Comparison of Student Achievement Across Sections of an Online and On-Campus Communications Course” presented at CASAE at Congress.
- In Criminology a substantial amount of research involving undergraduate students is conducted through the Centre for Public Safety and Criminal Justice Research and the UFV Centre for Safe Schools and Communities. Students complete agency-driven research papers, organizational manuals, best practices strategies, and literature reviews.
- In Fashion Design, a research component is included in every course.
- In Graphic and Digital Design, new pedagogical approaches, communication, technology, industry trends and media are integrated into the curriculum. This is the result of faculty currency in professional development, involvement with professional associations and local design conferences and industries.
- Undergraduate research is core to ALL Geography programs and informs several of the program learning outcomes.
- In MOLA, a French Instructor will be conducting research in her FREN 319 class in the fall of 2013 on the transfer of knowledge in the Second-Language writing process.
- In Philosophy increased course offerings are based on faculty areas of research
- In Psychology a department member led a monthly research forum open to students and faculty.
- In Sociology the development of a Research Concentration and several research oriented courses has given students many more opportunities to engage in research projects. The department plans on developing this into a certificate. Participation in UFV archaeological field courses recently led to one UFV student receiving a \$17,500 Joseph-Armand Bombardier Canada Graduate Scholarship to take an MA in archaeology at SFU.
- VA presents an annual roundtable to coincide with the faculty exhibit. The roundtable offers students a vibrant forum for discussion of the integration of research and teaching.

9. Strengthening the Culture of Teaching and Learning:

Teaching

The College of Arts initiated and supported (with Teaching and Learning and the Writing Centre) two workshops on John Bean's Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom. The day-long workshop was "sold out" and will be repeated in August. Bean's emphasis on using writing activities to foster critical thinking and research-oriented undergraduate experiences fits so well with UFV's ILOs that we want to continue supporting faculty in making "Bean" part of their teaching repertoire. To this end, we will collaborate with T and L and the Writing Centre to offer "brown bag" meetings on Bean-related topics such as rubrics and "low-stakes" assignments. We will also buy additional copies of Engaging Ideas to offer to faculty members.

The Associate Dean of Arts brought Katharine Patterson of UBC's Arts Studies in Research and Writing to UFV for two workshops with faculty members.

The College plans to initiate a College of Arts "Mentorship" award for a faculty member who has shown exceptional dedication in fostering student achievement.

Linda Pardy of the Communications Department won the Teaching Excellence Award this year; she regularly conducts Employee Services workshops.

Department teaching initiatives follow:

- Several Communications members are trained ISW facilitators.
- The Communications department held a full day retreat on promoting student-centred learning and how it could be better reflected in CMNS 125, 155 and 251 courses.
- The Communications department is instituting a sessional mentoring program this fall. Graphic and Digital Design is in its first year. Systems are being developed to mentor new faculty.
- Criminology held a retreat on establishing common policies on teaching and learning in each course and across our curriculum. The School is examining a variety of pedagogical methods and classroom assignments and activities to enhance teaching and learning.
- In April, the English department held a retreat that focused on learning outcomes and program coherence. Two English department faculty participated in the ILO pilot project.
- Fashion Design holds an Annual Trend Forecasting workshop for faculty members to keep faculty current and as an information sharing opportunity. This complements faculty meetings that include discussion of technology in the classroom, use of the smart board technology and how to increase on-line courses or blended courses like FD 193.
- A Geography instructor is completing her Provincial Instructor Diploma program while on sabbatical.
- Various History department members attended professional development on problem-based learning. Most took part in a workshop on active learning in the classroom. Significant discussions occurred around skill acquisition, assessment, and laddering. Several department members attended the workshops with Roger

Graves. Monthly department meetings include discussions around teaching and learning.

- The Philosophy department has established Pedagogy meetings.
- Two Visual Arts studio instructors participated in an Art History/Visual Arts faculty panel that will become a semi-annual event. The panel, moderated by an Art History instructor, focused on the artistic development and education of the ‘practicing artist’ that are our faculty. Students had the opportunity to hear and ask about the educational journeys of faculty and how the faculty’s artistic practice contributes to the students’ education.
- Theatre participated in the ILO pilot project, holding two retreats to map Theatre curriculum and examine the alignment of course LO’s with program LO’s and institutional LO’s.

Ongoing:

The ENGL 105 course outline is being revised to make them consistent with best practices set in motion discussions of pedagogy and learning outcomes. A few Geography courses were offered for the first time this past year in a hybrid format, with varying success. FD has developed core course project collaborations; several of FD’s core courses partner on course projects which provides an opportunity for collegiality, sharing teaching strategies, information and knowledge. MOLA Spanish Instructor’s travel to different countries of Latin America contributed to refreshing her cultural and linguistic immersion. In SCMS many faculty members use online supplements or partial online courses to augment their classroom component, which adds an updated teaching method for digitally focused students. Visual Arts and Art History faculty were involved in Scholarly Sharing this past year, a valuable forum for both faculty and students in the educational environment.

Learning:

The new framework for the BA will move in fall of 2013 through the committee approval process. This framework, if approved, will strengthen the degree in key areas: communication, quantitative reasoning, critical and creative thinking, understanding of environmental and indigenous issues, ethical reasoning, and applied learning. The Peer Mentoring program will continue in 2013-2014. Frequent field trips and study tours encourage unique ways to teach beyond the classroom. Departments are working toward incorporating more experiential learning opportunities and skill focused learning into their programs.

10. Community Partnerships, Forums, Events, and Conferences:

See above sections on Indigenization (partnership with Nicola Valley Institute of Technology), Indo-Canadian Studies (work with AUCC, practicum placements in India, students at Panjab University) and Mennonite Studies (Mennonite Community Advisory Committee and Mennonite Faith and Learning Society).

Practicum opportunities ensure that department and students maintain strong community links with a range of community organizations. The College developed ARTS

280, which will be used in 2013 for BFA students with the Reach Gallery and Museum. The College fosters relations with the Reach Gallery Museum, Abbotsford, with the Dean serving as a member of the Board. The History and VA department have strong connections to the Reach with current students and alumni working there. One History student completed a HIST 401 practicum at the Reach during Winter 2013, working on the Abbotsford History Minutes project. Communications practicum students work with Abbotsford Community Services, the City of Abbotsford, Menno Place, Abbotsford Hospice, CIVL Radio, Abbyfest, and others. The School of Criminology and Criminal Justice has dozens of partnerships for its practicum courses. Fashion Design provides internships and practicums based on close ties with the industry, and collaborates with local companies on various assignments and projects (e.g. Armorworks Kelowna, Arc'teryx etc.) History has several students working on museums, heritage sites, and archives throughout the Lower Mainland. SCMS has developed partnerships with Latin American NGOs as hosts for GDS internships.

Some departments have active advisory committees to provide input on existing and proposed programs e.g. the Communications Department advisory consists of industry practitioners.

The CMNS department maintains a relationship with the Rise and Shine Toastmasters club, which sponsors a \$600 scholarship to the top Oral Communications student each year.

Graphic and Digital Design projects integrate local community/business into the curriculum.

<http://blogs.ufv.ca/graphicdesign/2013/01/31/gdd-projects-engaging-the-community-2/>

GDD invited the District of Mission and local community to an open house celebrating its first anniversary.

<http://blogs.ufv.ca/graphicdesign/2013/03/28/design-mission-the-future-is-here/>

The College fosters relations with the city; the Dean serves as a member of the Abbotsford Arts and Heritage Advisory Committee, which supports the Parks, Recreation & Culture Commission (Commission) while many faculty members in Arts serve on municipal and regional committees and boards. Visual Arts partners with the Abbotsford Kariton Gallery and Abbotsford Arts Council. The Theatre Department is working on a partnership with Abbotsford Police Emergency Response Team to employ UFV Theatre students to perform in crisis scenarios for training purposes. A member of the English department plays a key role in organizing the Mission Writers Festival. Faculty members (e.g. in History and SCMS) give presentations to Lifetime Learning. Writer-in-Residence Rex Weyler had a significant impact across a range of departments by modeling the role of public intellectual and emphasizing the importance of the writer in promoting social justice.

The Philosophy department participates in the BC Hub for Engaged Philosophical Inquiry and has participated as a partner in a SSHRCC grant application to support a Canadian Network for Engaged Inquiry. The School of Criminology has a number of partnership research proposals being evaluated. It will continue to conduct research for a variety of government, education institutions, and community partners. It has partnerships with IBM, Sun Microsystems, and SPSS for the research lab associated to the Centre for Public Safety and Criminal Justice Research. See section 11 below for

reference to the UFV Centre for Safe Schools and Communities. SCMS department members serve as expert commentators on local, provincial and national media, researchers for community agencies like Abbotsford Community Services and the Chilliwack School Board; a documentary producer for the Centre for Education and Research on Aging (CERA); presenters at local community conferences such as “The People of the River Conference” in Chilliwack and involvement in a range of First Nations events, such as Idle No More sessions, Nuxhalk “People of the Sky” event at the Museum of Anthropology and the Musqueam Nation’s forum with UBC House of Learning and Chief Robert Joseph.

College of Arts faculty and students attend and participate in many national and international conferences and local events. A member of the English department organised a conference at UFV in April 2013 on Dalit Poetics and Politics; this was well attended by community members, poets, writers and academics from national and international universities. In August 2012, MOLA faculty facilitated a workshop at UFV on “Exploring the Common European Framework of Reference for Languages – what It Means for Post-Secondary Education.” FD faculty members have participated in various conferences such as BCreative Conference at SFU, contributing to a panel discussion on the apparel industry in BC. This past year, the School of Criminology and Criminal Justice hosted several events at UFV, such as the opening of the UFV Centre for Safe Schools and Communities. Geography continues its successful Discoveries Speakers series, which brings in researchers from other institutions and elsewhere. History continues to host an annual information session on graduate school. Theatre hosted Alumni Evenings of Theatre in cooperation with the UFV Alumni Association. FD department members have acted as jurors for various exhibitions or shows.

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation:

The principle of interdisciplinarity is the key organising factor of the College of Arts that comprises the Faculty of Humanities and the Faculty of Social Sciences. These two faculties conceived of the College as a means of ensuring faculty collaboration and program development.

ARTS 100: Interdisciplinary Introduction to University Study was successfully team taught in Fall 2012 and will run again in Fall 2013. Arts students completing a BA can now integrate a science major or minor into their degree. Last year, the interdisciplinary Bachelor of Arts: Global Development Studies Degree was approved. It is situated in the Geography Department and it has an intake of 36 students. This degree will also accommodate trades options from the Faculty of Trades and Technology. Research has begun into cross-program cooperation between Trades and the BFA degree. The interdisciplinary Bachelor of Media Arts has been approved by APPC and is scheduled for ministry approval. This includes collaboration of six disciplines: CIS, CMNS, ENGL, MACS, THEA and VA. The interdisciplinary BGS degree now accommodates the NVIT Chemical Addictions Worker Diploma and Advanced Diploma and includes concentrations and programs from across a range of faculties. A concerted effort moving forward will be to develop various thematic options (e.g. agriculture).

Interdisciplinary degrees in development include the Indigenous Studies Degree involving members from five disciplines, the Environmental Studies Degree involving members from seven disciplines, the Peace Studies Degree involving members from eight disciplines and the MA in Migration and Citizenship involving members from nine disciplines.

Departments cross-list courses, collaborate on field trips, the development of new courses and in program working groups. Arts faculty members regularly participate on IPECS, SACs and Program Reviews for other departments. Faculty members in the College also share research projects with members from other departments. (e.g. the School of Criminology and Criminal Justice). The Dean worked with the School of Criminology and Criminal Justice to re-envision the two BC Centres as a UFV Centre for Safe Schools and Communities to facilitate safe, healthy, and socially responsible environments to maximize the well-being of children and youth. The objective of this merger and renaming was to promote community-engaged research and interdisciplinarity across the College of Arts. The School models community-engaged research. To help facilitate the work of the Centre, the CSSC will receive strategic guidance and support from an advisory council that will consist of individuals who will bring unique knowledge, opinions, perspectives, and experiences to advance the mission, reach, and sustainability of the CSSC from across a range of disciplines, e.g. Philosophy, English, Geography, CYC, Social Work, etc.

12. Recruitment and Engagement of Faculty:

Over the past year, the college has become more deliberate in targeting and recruiting both permanent and sessional or adjunct faculty for existing and new or planned programs (e.g. Graphic and Digital Design, Indigenous Studies, Economics). Given the scarcity of resources, and the need to be flexible in replacing retirements (or not), this has been a challenging process, but in the end increased scrutiny over this process will ensure that we get the best teachers into the building over the longer term. In addition, the College of Arts has begun to cultivate a degree of faculty accountability that is based on a more consistent, proactive and supportive cycle of three year evaluations - including, with some success to date, acceptance of the need for teaching dossiers and standardized CVs. The College of Arts has also made much progress in securing faculty acceptance of both the development of program and institutional learning outcomes and in terms of increased grassroots involvement in the development of faculty and departmental criteria for teaching, service and scholarship. College of Arts administrators have been key participants in negotiations, informing the development of the rank and tenure system. College of Arts Council voted on a motion to request that Senate Governance establish a process for coordinating the development of Faculty Standards and elected a Faculty Standards committee consisting of two Social Science faculty members, two Humanities faculty members, one representative of Creative Arts, one Indigenous faculty member, and one Dean to draw up College Standards based on department submissions and best models at institutions with related mandates. Discussions over ways in which to reward committed faculty (e.g., recognition and acknowledgements, awards, etc.) are ongoing. The College is a leading participant in the research task force process, the ultimate result of which will be a streamlined and transparent process for faculty who want to conduct research and scholarship.

Department initiatives follow:

- Communications and English Department faculty have been involved in the Scholarly Sharing Initiative, both as presenters and organizers.
- The School of Criminology and Criminal Justice has established an excellent pool of sessional instructors who are mentored and included in all aspects of the School. The School encourages those with practical work experience and excellent academic credentials to teach in the program.
- The English department has a writers group that meets regularly to discuss faculty research.
- FD encourages and supports faculty participation in exhibits, symposiums, research and internationalization projects. Faculty members' on-going work and successes are shared at department meetings and through social media.
- Local design industry and professional associations were consulted to recruit two new industry-active professionals with an interest in local industry.
- Geography continues to request a new position stemming back to 2007 but could well face issues in retention given comparable salaries elsewhere.
- History Department members are encouraged to be active university citizens, finding committees and working groups outside of the department which speak to their interests and needs. Faculty members currently sit on committees and bodies including the LAC, CACC, Senate, FSA, and the RAC. Department members support faculty research, conference participation, and engagement with their academic communities.
- In MOLA, efforts have been made to hire sessionals from different Spanish-speaking countries to expose UFV students to the cultural and linguistic diversity of Hispanic communities.
- Psychology lost a position this year with the non-replaced retirement of one of two clinicians. This poses a problem due to the department's additional specialization in health psychology. Because clinicians have many employment opportunities, it is very difficult to find a clinical psychologist willing to work sessionally. The department has a number of relatively recent faculty with research programs, but two of them have no space for conducting research, and one has minimal space. The faculty without research space are finding it difficult to conduct research activities on campus.
- SCMS faculty are engaged in national and international scholarly associations and networks that connect the department with candidates for permanent and sessional faculty positions. The department uses interdisciplinary SACs for permanent hires so as to better assess the collaborative potential of candidates. Faculty are encouraged to develop courses and programs that align with their areas of speciality, which has led to valuable initiatives such as programs in GDS and Diaspora Studies. The department plans to start PD activities on topics like engaging students in the classroom, online course design, internationalizing the curriculum, and working with diversity in the classroom.
- For the past four years, VA has run without the full complement of faculty present (not counting sabbaticals). This resulted in the stress of additional departmental work being shouldered by fewer people. The hiring of a GDD Department Head has brought credibility and clear direction to the GDD program. The VA department has assumed a mentoring role and is delighted to have her join the departmental and BFA Program Committee meetings.

13. Creative Resourcing:

The College of Arts has:

- included an assessment of the efficient use of resources in all program reviews
- trimmed operating budgets
- developed new programs with new tuition rates (GDD Diploma and Media Arts Degree)
- hired faculty members with more than one area of expertise
- obtained RBC funding for a pilot program in peer mentoring
- developed ARTS 100, an innovative interdisciplinary team taught course that is also a more economically viable model of delivering writing and reasoning requirements to direct entry students
- removed the writing requirement in some programs so that students with A's in grade 12 English do not have to take English 105
- started discussions on the need to increase some class sizes so as to enable flexible models of delivery that will protect small seminar type classes and capstone classes.

Department specific initiatives follow:

- Communications has encouraged faculty to go paperless in classrooms and has discontinued its photocopy code to promote greater use of digital resources.
- With no additional funding for advising for new programs, it has become essential to have advisors cross trained in more than one program area.
- The School of Criminology and Criminal Justice is developing certificate programs to serve community/agency needs that can generate revenue. The School is developing strategic partnerships with the private sector to increase opportunities for students and revenue.
- The English Department is exploring the possibility of cooperative arrangements with other departments to support course offerings in linguistics and rhetoric.
- FD faculty are engaged in fundraising and work with the Advancement Office to develop sponsorships programs with local companies. The department has ongoing sponsorship from community members (e.g., Sevenoaks, High Street, Willowbrook Mall, Media Sponsors and other in-kind donations). This past year, the department received donations of supplies and equipment – floor looms, knitting machine yarn, etc. FD students fundraise through the Fashion Design Student Association. Faculty have now started to track and examine the cost of course materials and are looking at better utilization of resources and supplies.
- GDD has implemented a sustainable solution for space utilization and technological adaptability. An increased tuition fee on all GDD courses facilitates required lab refresh cycles. GDD 2-year diploma cohort students purchase their own computers and software. Lab fees on all GDD courses pay for colour copier expenses. The lab will be fully utilized in 2013/14. The production lab facilitates shared resources and is used for project development, group work and critiques. Art/drawing studio doubles as a large photo studio with furniture that can be easily reconfigured.
- Geography faculty continue to bring in research funds that are in turn used to support undergraduate research projects.
- In MOLA, a formal student exchange for fourth-year French students has been signed with Laval University in Québec City. This exchange will enable students to pursue fourth-year studies and transfer those credits back to UFV, as well as obtain

a highly valuable immersion experience in a francophone environment, without further cost to the university.

- The multidisciplinary nature and history of SCMS has given the department a head start in cross listing of courses. Cross listing helps to increase seat utilization although some faculty are concerned that this may dilute the disciplinary content of programs. New interdisciplinary programs built around existing courses (e.g. GDS and MAD) increase seat utilization.
- VA is moving to a 'paperless' culture. Most instructors are moving to the use of electronic assets through BlackBoard Learn or MyUFV portals for the dissemination of course material. Staff contribute by keeping electronic versus paper records. Faculty are guiding course/student projects that are environmentally conscious. Students are encouraged to recycle and use found objects wherever possible.

14. Plans for improving your Faculty/College's progress towards achieving these goals:

- Develop SEM for Arts, including planning enrolments for proposed degrees, capping enrolment where appropriate and supporting small areas where programs are viable
- Encourage pedagogies and assessment in line with Learning Outcomes and, where appropriate, in line with industry needs
- Implement new BA breadth requirements and actively explore the idea of a foundation year in Arts
- Ensure six month and one year follow up after Program Reviews and ongoing curriculum review to ensure coherence and efficiency and to ensure students complete their credentials in the most efficient time frame possible
- Promote ongoing engagement in dynamic pedagogies and the scholarship of teaching and learning through retreats, encouraging PD, promoting and celebrating integration of teaching and research
- Continue to develop and establish inter-institutional partnerships with local and international universities and community partners (see above sections)
- Improve liaison with High School teachers, particularly in relation to access of Indigenous youth
- Improve communication of the mission and successes of the College of Arts to developing a stronger public presence and to maintain contact with alumni
- Strengthen community links by hosting more visiting speakers, attending more community forums and supporting faculty/community liaison
- Maintain and increase connections across UFV faculties and with all service areas

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2011:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
BA: Global Development Studies	2012	2012	Yes; in- take 2013
BA: Econ Major	2013	Summer 2013	

b. Programs Recommended for Discontinuance or Suspension

GIS concentration in BA: Geography Major

c. Programs Recommended for Modification

Indigenous Arts Certificate

Mennonite Studies Certificate

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate
Media Arts Degree	September 2013
Indigenous Arts Degree	Winter 2014
French Major	Winter 2014
Bachelor of Professional Communications	Winter 2014
Peace Studies Degree	2015
Environmental Studies Degree	2015
MA Migration and Citizenship	2015

e. Newly Passed Concept Papers

Theatre Major; Spanish Minor and BBA: Fashion Design under consideration

f. Departmental Information

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Communications	195.10	55.7	93	23
Criminology and Criminal Justice	421.14	17.14	98.4	32.1
Economics	90.07	37.73	95.7	29.8
English	482.9	23.79	90.9	24.9
Fashion Design	28.99	5.28	76.8	15.2
Geography	213.97	15.62	92.2	27.9
Graphic and Digital Design	13.6	1.7	91.1	21.9
History	227.53	2.19	78.7	24.8
MOLA	108.22	10.11	83.2	21.4
Philosophy Political Science	208.66	5.98	94.3	28
Psychology	379.94	5.10	94.1	31.3
SCMS	302.47	14.16	95.9	31.5
Theatre	52.48	.33	78.9	13.4
Visual Arts	157.62	18.9	86.9	18.9

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Communications	197.71	56.53	92.2	22.7
Criminology and Criminal Justice	403.78	17.27	102.7	32.7
Economics	91.17	38.23	102	33.3
English	507.85	28.75	93.1	26.2
Fashion Design	28.2	4.67	76.5	15.4
Geography	219.44	9.91	93.6	28.3
Graphic and Digital Design	6.94	1.7	94.5	17.2
History	245.88	4.08	80	25.7
MOLA	110.48	13.59	86.6	22.3
Philosophy Political Science	222.29	5.59	98.1	29.8
Psychology	381.98	8.95	92	30.8
SCMS	305.6	14.01	95.4	31.6
Theatre	60.27	0	86.7	17.5
Visual Arts	159.13	18.97	89.4	19.3

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Communications	190.89	56.41	93.4	23.3
Criminology and Criminal Justice	414.39	12.90	104.3	32.2
Economics	82.40	44.10	100.3	32.5
English	503.75	25.07	94.5	26.2
Fashion Design	36.32	5.21	85.3	16.9
Geography	234.45	5.06	94.8	28.8
Graphic and Digital Design	10.88	2.25	73.3	14.7
History	235.76	2.61	83.4	26.1
MOLA	103.3	12.4	86.6	21.7
Philosophy Political Science	212.32	5.41	101.2	30.9
Psychology	379.47	7.64	92.6	31.8
SCMS	306.2	7.71	95.8	31.9
Theatre	58.2	.22	81.4	16.9
Visual Arts	166.22	15.38	89.7	19.9

2009-10

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Communications	195.41	36.71	95.7	22.8
Criminology and Criminal Justice	411.51	5.97	101.1	30.7
Economics	76.73	29.70	94.8	30.1
English	487.92	21.24	91.2	25.8
Fashion Design	36.32	3.84	88.2	18
Geography	212.59	6.99	86.2	23
Graphic and Digital Design	6.15	.41	98.5	22
History	239.81	3.97	80	26
MOLA	95.49	12.3	78.7	20.2
Philosophy Political Science	207.57	5.01	89.3	27.1
Psychology	390.96	7.45	90.6	29.6
SCMS	288.8	11	91.2	30
Theatre	59.24	.20	80.1	18.5
Visual Arts	165.97	10.99	87	19

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
Criminology; English	2011
English ; History	2012
Theatre	2013
SCMS	2013
MOLA	2013
Geography	2013
Psychology; Fashion Design	2014/15

h. Major institutional or Faculty/College-wide challenges/required changes resulting from program reviews:

- Department Heads need to be granted greater supervisory responsibilities to oversee grading, faculty evaluations and annual workload plans
- Curriculum streamlining is required to ensure efficient use of resources
- Better timetabling for students' needs
- Space needs to be found on Abbotsford campus to house some Theatre classes to assist in the transition of this program to Abbotsford and plans need to proceed for building of UHUB to facilitate Theatre productions as well as improved technology and training for teachers
- Spaces for student hubs in departments need to be created
- Class sizes need to be moderately increased to ensure programs are sustainable, allow for some new program growth, and preserve seminar experiences
- Better strategies and packages are required for faculty retention

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

Communications; Criminology and Criminal Justice; Economics; Geography; Graphic Design; History; MOLA; Philosophy; Psychology; Theatre; Visual Arts

In process: English; Fashion Design

SCMS (planned for August); Political Science (not done)

j. Plans for improving your Faculty/College's progress towards achieving the ILOs:

1. Demonstrate information competency (written, oral, visual, and numerical):
Implement revised BA breadth requirements and revised BGS outcomes; continue to offer writing across the curriculum workshops; introduce Major in Economics and Media Arts Degree
2. Analyze critically and imaginatively:
Ensure ILOs are met in all program reviews, expand Arts 100; support capstone experience in majors and degrees; ensure "the need for multiple voices" by assisting

the Indigenous Studies Degree program committee with completion of the degree proposal and provide support to Peace Studies Degree and MA in Migration and Citizenship working groups

3. Use knowledge and skills proficiently:
Increase practicum and internships; application of knowledge and skills in all programs
4. Initiate inquiries and develop solutions to problems:
Implement new BA breadth requirements; encourage undergraduate research
5. Communicate effectively:
Implement new BA breadth requirements; develop new 3 year Professional Communications degree; support student presentations/ conferences; plan Arts undergrad conference at UFV
6. Pursue self-motivated and self-reflective learning:
Work with Arts Advice to ensure implementation and monitoring of early declaration
7. Engage in collaborative leadership:
Support team based problem solving in capstone courses as in new BA breadth requirements
8. Engage in respectful and professional practices:
Support and deliver peer mentorship programs (see above); expand Arts 100
9. Contribute regionally and globally:
Support success of new GDS degree; encourage practicums and internships; recognize community engaged research and service

Faculty of Health Sciences

EDUCATION PLAN UPDATE 2013

Submitted by:
Dr. Joanne MacLean, Dean

Education Plan Update, 2013

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

13 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Mennonite Studies
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing

a. Trends and Challenges in Higher Education (list the top challenges—no more than ten):

1. Financial challenges: cutting costs while maintaining quality services; demand outpacing supply
2. University autonomy in decision-making
3. Student expectations for instantaneous feedback and digital technology
4. Fully understanding local labour markets
5. Students seeking academic credentials in various program formats - compressed, on-line, open-ended
6. Student recruitment; program, credential marketing
7. Program need for space outpacing available physical plant
8. Indicators of quality: time-to-completion, graduation rates, learning outcomes
9. Recruitment of faculty members, both full and part-time instructors
10. Community fatigue for accepting experiential learning student placements

b. New local demographic and employment data:

1. The current population of the Fraser Valley region is 289,030; this makes up 6.2% of BC's population. In 2012, the Fraser Valley's population grew by 0.6%.
2. While at present the births in the region account for more than 30% of the total net population increase, the net migration to the region is projected to account for more than 90% of population increase by 2036. In 2011, 7.3% of migrants to BC settled in the Fraser Valley; of these migrants, 60% were international and 40% were intra-provincial. BC will have to continue to depend on migrants to address short-term skill shortages and longer-term labour market growth.
3. While the population of the Fraser Valley is increasing, this increase is not spread uniformly

across age groups. For example, the number of 15-19 year olds reached a temporary peak in 2009 and, for the last three years, the population of this age group has been declining. Three years from now, in 2016, this downward trend will reverse, and the number of 15-19 year olds will begin to increase again, reaching a cumulative increase of 27% from today's value by 2036. The two other age groups, 20-24 and 25-29, that attend university at high rates, follow a similar pattern, just delayed by the number of years that separate the groups.

4. The economy and labour market in the Fraser Valley continue to show signs of recovery following the 2008 financial crisis; the unemployment rate in the Abbotsford-Mission area was 8.1% in May 2012 falling to 7.1% in early 2013. An estimated 660,000 jobs are projected to be generated in the Mainland/Southwest development region (which includes the Fraser Valley), representing 65% of the new job openings in the province. The BC Ministry of Jobs, Tourism and Skills Training and Responsible for Labour states that more than 77% of the job openings in BC over the next 10 years are expected to require some post-secondary education and training.
5. Looming retirements in the health workforce combined with the rising demand for services and increased national and international competition for health professionals impact the provinces ability to maintain an adequate supply and mix of health professionals and workers for BC's health care system. Fraser Health is challenged to fill current vacancies and expected turnover and requires a 20% increase in the total complement of registered nurses by 2012. (FHA Service Plan, 2009)

Greatest driver of rising demand for health care is an aging population. British Columbia's aging population is the fastest growing in Canada. Between 2006/07 – 2012 the over 65 population increased by 20%. An increasing, aging population in combination with the rising burden of chronic disease results in a growing demand for health services and health care professionals. (FHA Service Plan, 2009)

There is increasing demand for health care workers generally; Health Care Assistants' (HCA) employment in home support has expanded, opening up more opportunities for HCA in the context of community health services; further, the HCA role is expanding in scope, triggering opportunities for post grad certificates.

c. Local economic development priorities:

1. Employment opportunities for university graduates in the Fraser Valley are similar to those of the Lower Mainland and other urban areas in Canada. The greatest number of openings will be in positions including managers in services, retail, construction and transportation; finance and administration occupations; computer professionals; nurses; school teachers; and social workers. In 2011, Abbotsford moved to provide an attractive tax climate for commercial and industrial firms. This would provide Abbotsford a competitive advantage that would result in increased investment and development over current levels.
2. Cross-border business and transportation: the Highway 11 upgrade as well as an extension of the NEXUS lane are meant to improve cross-border travel with the U.S. by 2016.
3. Aerospace industry: Abbotsford is campaigning to transform the Fraser Valley into a western Canadian hub for the aerospace industry, with Abbotsford Airport (YXX) at the core. As well, Abbotsford continues work to upgrade YXX infrastructure.
4. Agriculture sector in Abbotsford: Abbotsford farms and agri-businesses generate an economic impact of some \$1.8 billion for Abbotsford's economy.

d. Trends in new programming elsewhere:

1. General program consolidation as opposed to expansion.
2. Kwantlen University health programming was relocated to Langley campus this past year, and some expansion is noted.
3. Increased utilization of simulation training in Health related programming.
4. Expansion of on-line course offerings, some in large enrollment formats.

e. Resulting necessary changes or adjustments to strategic priorities:

1. Expanded use of simulation learning to enhance achievement of performance competencies and achievement of program outcomes.
2. Strategic planning strategies to secure clinical placements in a highly competitive environment; development of new and creative approach to support student clinical learning opportunities; comprehensive review of clinical learning hours required to support student success with achievement of performance outcomes.
3. Growing on-line course offerings.
4. Exploring new models for online/hybrid course delivery, including class size review and strategic management/review of quality.

II Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies specific progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization) and can also include any new specific plans for the coming year. The section concludes with an evaluation of whether and how improvements should/can be made to improve your Faculty/College's progress towards achieving these goals.

- 1. Student Recruitment, Retention, and Success** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - (a) Personnel in the Faculty of Health Sciences continue to engage in close monitoring of student enrollments, and to take strategic measures for marketing programs with lower than required enrollments and/or direction of students to understand other program options.
 - (b) We have formed a Student Experience Committee within Health Studies in order to understand factors of student experience and success within Nursing.
 - (c) The Dean has created opportunities for student input via meetings and invited student leaders to lunch as a means of understanding student experience in the Faculty.
 - (d) Nursing faculty members are engaged in a research study to compare student success and satisfaction in the regular 4 year BSN vs. the 3 year Fast Tracked BSN program. Via this study we anticipate implementation of new strategies to support student success.
 - (e) KPE leadership has engaged new student orientations (May, 2013), graduating student celebration (June, 2013), and is engaging opportunities to showcase new facilities at CEP (Human Performance Centre).
 - (f) The Faculty of Health Sciences web site is in revision, with the express intent to provide a student friendly and engaged site that promotes information sharing and highlights program/personnel strengths in effort to positively impact student recruitment, retention, and success.
- 2. Enrolment Management** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - (a) Program by program review of sections, fill rates, and wait lists are engaged in order to understand enrolment management within the Faculty.
- 3. Indigenization** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - (a) The Dean of the Faculty of Health Sciences, along with the Associate Provost, is in talks with Fraser Health and Sto:Lo First Nations regarding a MOU to ensure collaboration and potential programming for indigenous people as it relates to health education.
 - (b) KPE Activity courses (Sheppard) at Seabird Island First Nations.
 - (c) Nursing (BSN and HCA) placements (Bocsanu, Edwards) with Sto:Lo First Nations partners; discussion regarding an LPN to BSN bridging program with Seabird First Nations (MacDonald).
 - (d) Curricular review - completed for BSN and HCA, and proposed for PN, CDA and KPE. Plans include a review of ways in which we might build awareness among non-aboriginal students, such as select KPE course delivery in the CEP Gathering Place.
 - (e) Several faculty members are engaged with indigenization. For example, KPE instructor Brian Justin has delivered stress management technique workshops via the Native Indian Teacher Education Program (for teachers) and the BC Aboriginal Youth Internship program in 2012-13.
- 4. Internationalization** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
 - (a) Faculty Council identified Internationalization as a Faculty priority requiring a standing committee; the committee was formed and created terms of reference in 2012-13.
 - (b) An MOU with the Antigua Ministry of Education, Sport, Gender and Youth is in final development in order to formalize opportunities for health education with UFV.

(c) Successful International Study courses are ongoing: KPE (Champions for Health Promoting Schools, Antigua), KPE (Italy), Nursing (Belize). Future student exchange opportunities proposed in Nursing for Sweden and South Africa.

(d) Antigua teachers were hosted at UFV in March as part of the Antigua Educators Exchange program, participating in UFV and Chilliwack school district physical education activities.

(e) A review of program curriculum and experiential learning opportunities as related to Internationalization is proposed.

5. Environmental Sustainability - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

(a) A review of program curriculum and experiential learning opportunities as related to Environmental Sustainability is proposed.

(b) Student Services initiated the inter-campus shuttle bus between CEP and Chilliwack effective September 2013, which will reduce car travel for students and employees, thereby reducing our collective carbon footprint.

6. Indo-Canadian and South Asian Studies - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

7. Mennonite Studies - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

8. The Integration of Research and Teaching - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

(a) Faculty members in both KPE and Nursing have engaged students in research. For example, Strength and Balance Training in Elderly Patients (Gaetz/Canning), Strength-Based Interventions for Children with FASD (Pritchard Orr/Keiver/Bertram/Gaetz - FASD Interventions Project), Concussion Management (Gaetz, Brandenburg, Bertram, Friesen).

(b) Nursing researchers are comparing program modes of delivery (regular 4 year program vs. 3 year fast track) in order to understand the impact on learning and student satisfaction; evaluation of the impact and efficacy of nursing simulation is also underway.

(c) The Dean is developing several research funding incentive awards, of which engagement of students in research projects will be one requirement.

9. Strengthening the Culture of Teaching and Learning - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

(a) The Faculty of Health Sciences Dean held the inaugural Faculty Retreat in May 2013. The day-long event was widely attended, and contributes to the strengthened culture of teaching and learning. The Retreat involved a collective effort to establish and reaffirm our vision and mission, and to stating the values upon which we will make future decisions.

(b) In June, 2013, the Dean and Nursing Student Satisfaction Committee lead a half-day retreat for Nursing faculty members at which a variety of discussions engaged the groups planning regarding "best place to work, best place to study".

(c) On the basis of student feedback, action has been taken to ensure that specific courses identified as being particularly challenging for students (e.g., BSN Pathophysiology) are taught by full-time B Faculty members.

(d) Efforts are underway to evaluate ways in which "Simulation" can be fully leveraged by health studies programs, and also engaged in a multi-disciplinary manner by nursing, dental, and kinesiology students and faculty members.

(e) The Dean's Office is investigating an expanded program for honouring students, including a Dean's Honour Roll for which certificates will be distributed at a yearly Health Sciences reception.

(f) The BSN simulation committee has expanded to now represent the School of Health Studies. Terms of reference drafted for a School of Health Studies Simulation Standing Committee are in development to fully support ongoing simulation learning activities across all nursing and dental programs, and as a forum to support development of interdisciplinary simulation learning experiences more broadly within the Faculty.

(g) Director of Health Studies, Hannah MacDonald, is representing UFV on the Lower Mainland Nursing Clinical Education Steering Committee. The committee's primary focus is the development of a new model/structure for the management of practice education experiences. This is a critical partnership between post-secondary health education and health authorities in addressing the demand/supply crisis in availability of clinical practice experiences for nursing students.

(h) Another important new initiative in relation to community partnerships is the role of simulation learning. The new mandate of the School of Health Studies simulation committee is to explore community partnerships in support of interdisciplinary learning opportunities. For example, we are pursuing discussion with the UBC family practice residency program in the Fraser Valley to look at how we can bring nursing and the discipline of medicine together for simulation events.

10. Community Partnerships, Forums, Events, and Conferences - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

(a) Community partnerships initiated by the Faculty are in development with Fraser Health and Sto:Lo First Nation, and with Communitas Community Foundation.

(b) Several other community partnerships are engaged by individual and/or teams of faculty members, such as Seabird First Nation (Joanna Sheppard), Chilliwack Schools (Alison Pritchard Orr and colleagues), Pleasantview Seniors Centre (Shelley Canning/Michael Gaetz), Chilliwack Golf & Country Club (Bertram), among others.

(c) The BSN program organizes and delivers an annual Nursing Research Lecture each year, engaging faculty and the community in a professional development opportunity.

(d) Members of faculty in KPE (exercise physiologists lead by Jason Brandenburg) are planning an Open House in fall 2013 in order to communicate their work and engage the community in opportunities for research and fee-for-service activities.

(e) The Dean's Office is considering developing a Community Speakers' Series, delivering practical health promotion related topics free to the community at CEP and the new Chilliwack Five Corners facility.

(f) The Dean's Office, along with the Faculty Interdisciplinary Committee, is investigating the potential for a yearly CEP Open House event, and also a Faculty Speaker's Series open to the public.

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

a) The Faculty Council identified Interdisciplinarity as a Faculty priority requiring a standing committee; the committee was formed and created terms of reference in 2012-13.

(b) Cross - departmental research is in promotion, an example of which is ongoing between Nursing faculty member Shelley Canning and KPE faculty Michael Gaetz, involving intergenerational dance therapy at residential care homes.

(c) Champions for Health Promoting Schools program founder Joanna Sheppard engaged 10 Teacher Education Program students in the Antigua Study Tour program in May 2013.

12. Recruitment and Engagement of Faculty - *identify actions that your Faculty/College has adopted to further a human resources strategy to attract and engage outstanding employees, to retain, develop and foster their leadership skills, and to affirm their contribution to sustaining a vibrant and diverse scholarly community which values learning, social and personal development, embraces challenge and is committed to the respectful debate of ideas and views:*

(a) Successful hiring of full-time B faculty and/or staff members was completed in 2012-13 in PN (1), BSN (3), KPE (1), HCA (1).

(b) Review of faculty mentoring processes is ongoing. This fall, the School of Health Studies is expanding its faculty orientation and mentorship program to incorporate a series of new type B and sessional faculty teaching workshops that specifically address the needs of a new nurse educator, both with classroom/lab instruction and clinical teaching.

(c) Engagement of faculty members was identified as an area of focus at the FHS 2013 retreat.

(d) Two faculty member lunches (Nov and Mar) were hosted by the Dean in order to promote engagement of faculty members, and to reaffirm and promote knowledge of the various program areas within the Faculty.

(e) In order to promote succession planning and to develop and foster leadership skills, a governance structure has been created for the School of Health Studies that incorporates a significant increase in leadership positions [Director, Coordinators (2), Leads (7)].

(f) FHS Speaker's Series is in the planning stages with the intent to further engage faculty members in the development and debate of scholarly ideas.

13. Creative Resourcing - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

(a) FHS faculty members are considering use of facilities for collaborative research and/or fee-for-service contract activities in KPE (e.g., RCMP fitness testing), CDA (dental clinic facilities), and Nursing (simulation lab facilities as mentioned earlier).

(b) The FHS Interdisciplinary Committee has discussed interdisciplinary health service courses, and the "Super Course" idea as a potential means for generating resources.

(c) The Dean's Office is in the idea-generating phase of considering potential service courses for international students, coupled with a destination tourism theme.

14. Plans for improving your Faculty/College's progress towards achieving these goals (no more than ten):

(a) Implementation of new School of Health Studies Governance structure.

(b) Development of FHS mission, vision, values statements.

(c) Engagement of strategic planning within program areas.

(d) Web site renewal and redesign.

(e) Institution of Faculty-wide, collaborative committees to promote planning and development.

(f) Development of program-specific, student experience committees.

(g) Dean's Office program of funding to incentivize interdisciplinary, student-engaged, community based research.

- (h) Review of on-line programming, planning for future on-line initiatives, and best practices sharing respecting on-line courses.
- (i) Review of curriculum and future activities in order to engage and promote indigenization and internationalization.
- (j) Development of a FHS Speaker's Series and Awards program developed and promoted by the Dean's office in conjunction with faculty and staff members.

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2011:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)

b. Programs Recommended for Discontinuance or Suspension

c. Programs Recommended for Modification

- (a) Investigation of yearly intake of students in Practical Nursing.

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate

e. Newly Passed Concept Papers

f. Departmental Information

Note 1: Health Studies includes programming in Nursing (BSN), Practical Nursing (PN), Health Care Assistant (HCA), Dental Hygiene (DH, program discontinued Fall, 2012) and Dental Assistant (CDA); each program is a cohort program, therefore, fill rates and average class size information are solely internal comparators.

Note 2: Excluded from calculations: Labs, Challenges, Tours, Co-op, Testing and Independent Study courses.

Note 3: Fill Rate calculation: cross Listed courses are combined and counted as a single section. Class sizes of 72 equal 2 sections, 108 equal 3 sections.

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Kinesiology & Physical Education	292.55	4.91	82.9	29.3
School of Health Studies	385.95	0.00	85.9	28.5

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Kinesiology & Physical Education	339.65	6.70	87.3	31.4
School of Health Studies	405.04	0.00	88.1	27.2

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Kinesiology & Physical Education	336.46	7.04	90.1	32.5
School of Health Studies	389.99	0.0	85.9	25.3

2009-10

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Kinesiology & Physical Education	330.04	5.82	87.8	31.0
School of Health Studies	362.18	0.0	83.1	24.4

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
CDA	Fall, 2009
BSN	Fall, 2010
KPE	Winter, 2011
HCA	Fall, 2011
PN	Fall, 2012

- h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:**
- i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):**
KPE, BSN, HCA, PN, CDA
- j. Plans for improving your Faculty/College's progress towards achieving the ILOs (no more than ten):**

Faculty of Professional Studies

EDUCATION PLAN UPDATE 2013

Submitted by:
Rosetta Khalideen, Dean

FACULTY OF PROFESSIONAL STUDIES

EDUCATION PLAN UPDATE

September, 2013

I. Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

(a) Trends and Challenges in Higher Education

1. Dwindling sources of government funding to Post-secondary Institutions: It is challenging for universities to meet their financial requirements in a context of rising educational costs. Seeking additional sources of funding must be one of the priorities of universities.
2. A focus on more stringent accountability with more attention given to outputs rather than to inputs: There seems to be external and quantifiable government measures being used for accountability based on outcomes and achievable results. The decline of public confidence in post-secondary education is driving the need for more transparency.
3. (i) Increased enrolment: There is a growing number of university educated parents with expectations of university education for their children. Also, university education is being seen more and more as a response to labour market needs.

(ii) There is an increased number of adults returning to post-secondary institutions driven by unmet education and training needs and the requirements of evolving and enhanced skills. These shifts are resulting in increased part-time enrolment in programs.
4. A move from liberal education to more employment driven education is evident. Education is being viewed as the key to economic success. However, this phenomenon is giving rise to tensions in terms of support for the broader intellectual purposes of education to serve the needs of society. These tensions challenge regional universities' efforts to keep the balance between the push for economic success and the broader purposes of education.
5. There is a stronger interest in university/industry collaboration.
6. Student retention and creating access: Universities are concerned about student retention based on the growing competitive nature of the higher education arena. More students are finishing their degrees at a different university from where they started. The competition is local as well as international as universities in other countries besides North America are becoming education destinations. Institutions are changing their program delivery models to facilitate access.

7. Increased diversity within the student population: There is greater student mobility among institutions. There is also a growing presence of international students on campuses and the domestic population is becoming more and more diverse with governments' focus on immigration. There is evidence that the traditional aged population which universities have drawn on previously is declining, except for the Aboriginal youth population. More high school graduates are choosing to find employment to secure their finances before enrolling in university programs, so they are starting university at a later age.
8. The increased delivery of on-line education driven by the proliferation of MOOCs is gaining traction. As was previously mentioned, an increased number of students are working while they complete their education and are looking at learning becoming more accessible and affordable. Universities will have to consider whether the "brick and mortar" classrooms will continue to be the principal spaces higher education will occupy.
9. Work space: There is an increasing focus on the need for creativity and innovation to have flexibility in the use of physical and virtual work spaces.
10. Interdisciplinarity is on the rise: Traditional academic models have been primarily discipline based but interdisciplinarity is being regarded as a solution to help students gain broader skill sets. With the shortage of resources, this approach provides the opportunity to pool knowledge and build expertise.

(b) New local demographic and employment data

1. The current population of the Fraser Valley region is 289,030; this makes up 6.2% of BC's population. In 2012, the Fraser Valley's population grew by 0.6%.
2. While at present the births in the region account for more than 30% of the total net population increase, the net migration to the region is projected to account for more than 90% of population increase by 2036. In 2011, 7.3% of migrants to BC settled in the Fraser Valley; of these migrants, 60% were international and 40% were intra-provincial. BC will have to continue to depend on migrants to address short-term skills shortages and longer term labour market growth.
3. While the population of the Fraser Valley is increasing, this increase is not spread uniformly across age groups. For example, the number of 15-19 year olds reached a temporary peak in 2009 and, for the last three years, the population of this age group has been declining.

4. The economy and labour market in the Fraser Valley continue to show signs of recovery following the 2008 financial crisis; the unemployment rate in the Abbotsford-Mission area was 8.1% in May 2012 falling to 7.1% in early 2013. An estimated 660,000 jobs are projected to be generated in the Mainland/Southwest development region (which includes the Fraser Valley), representing 65% of the new job openings in the province. The BC Ministry of Jobs, Tourism and Skills Training and Responsible for Labour states that more than 77% of the job openings in BC over the next 10 years are expected to require some post-secondary education and training.

(c) Local Economic Development Priorities

1. Employment opportunities for university graduates in the Fraser Valley are similar to those of the Lower Mainland and other urban areas in Canada. The greatest number of openings will be in positions including managers in services, retail, construction and transportation; finance and administration occupations; computer professionals; nurses; school teachers; and social workers. In 2011, Abbotsford moved to provide an attractive tax climate for commercial and industrial firms. This would provide Abbotsford a competitive advantage that would result in increased investment and development over current levels.
2. Cross-border business and transportation: The Highway 11 upgrade as well as an extension of the NEXUS lane are meant to improve cross-border travel with the U.S. by 2016.
3. Aerospace industry: Abbotsford is campaigning to transform the Fraser Valley into a western Canadian hub for the aerospace industry, with Abbotsford Airport (YXX) at the core. As well, Abbotsford continues work to upgrade YXX infrastructure.
4. Agriculture sector in Abbotsford: Abbotsford farms and agri-businesses generate an economic impact of some \$1.8 billion for Abbotsford's economy.

(Information in (b) and (c) provided by the Office of Institutional Research and Planning)

(d) Trends in new programming elsewhere

Within Canada and the United States, the majority of new programs initiated by universities over the last three years are in the area of Business, both at the undergraduate and graduate levels. The Business specializations which seem to be most popular are: Business Administration, Accounting, Financial Management and Hospitality and Tourism Management. There were a few programs aimed at Development Economics. Also worthy of mention are new graduate programs in Education with a focus on Educational Leadership and Special Needs Education.

(e) Resulting necessary changes or adjustments to strategic priorities

None

II. Report on Non-Program Initiatives identified in the Five-year Plan

1. Student Recruitment, Retention and Success

Student recruitment, retention and success are tied to the Faculty's enrollment management plan. As this plan is created there is the opportunity to understand current enrollment trends and define the size and composition of our student population. There is need to look at areas of growth, keeping in mind the demographics and geographic location of our students. Our Faculty believes that student success is the responsibility of all our various units working together to realize this outcome. In our Faculty we are finding ways to address the priority of recruitment, retention, and success.

Some of the activities in which we have been involved are as follows:

- Ensuring students complete their program in a timely manner even if this means shifting resources from one program to another to offer necessary and high demand courses. Also, timetabling to ensure appropriate course sequencing.
- Providing individual tutoring for students through the Student Learning Groups (SLG).
- Hosting orientation sessions for new students in our various programs and providing them with practical information related to services, academic expectations, cultural adjustments etc.
- In addition to print information and use of websites, using webcasts to promote programs.
- Working with the Office of the Registrar to create more timely and effective admissions processes.
- Engaging students in extra-curricular activities, particularly those hosted by the various Student Associations e.g. BASA (Business), LITSA (LIBIT), SWSA (Social Work), TEPSA (Teacher Education).
- Reviewing the work of the Retention Committee (a Standing Committee of Faculty Council) to enhance strategies for student retention in all programs. This Committee will evaluate its work and re-set goals, activities, outcomes and timelines in the coming year.
- Using a re-structured Prior Learning Assessment and Recognition (PLAR) process in Adult Education so that adult learners can gain deserved academic credits for their experiential learning. PLAR is now more structured and tied to a portfolio development course.

- Paying more attention to student advising. The student advising report resulting from the institution's advising review will be considered in our advising efforts. The report provides recommendations for effective advising across programs within the university and these recommendations will be given attention in the coming academic year.
- Assisting international students with their academic and cultural transition to UFV. Activities to help students are coordinated by the International Liaison in the School of Business.
- Encouraging students to develop applied research and service learning projects as they approach completion of their degrees. [These projects are requirements in most of our capstone courses]
- Conducting course revisions and revitalizing stale course offerings.
- Providing students with relevant information on course syllabi so that they can readily access services within the institution.

2. Enrolment Management

Over the past years, our enrollment plan has been based primarily on the number of course sections offered in each program on an annual basis. We have just begun to develop at a more strategic enrollment management plan recognizing that enrollment management planning has to use a systematic and integrated approach. This need for integration became even clearer within our discussions at our June Heads and Directors retreat at an enrolment planning session led by Donna Alary, Manager of Enrollment Planning in the Office of Institutional Research & Planning. Some of our programs have been going through peaks and valleys and some have been more affected than others by the University's open access admission so we will be reviewing the necessary data on which student enrollment is premised. There is much available data both from within and outside of the University which will be used to help us re-examine our marketing strategies and identify where changes should be made. A thorough examination will also have to be done of students' applications, admissions, orientation, retention, and student success - the building of an inclusive and supportive environment and other related strategies since all of these are tied into any effective enrollment plan.

Some of the initiatives in which we have engaged are:

- Increased marketing in targeted areas of programming e.g. the ECE/CYC and Adult Education programs.
- Enabling students to easily access student services through placing the pertinent information in their course syllabi.
- Ensuring that students register in the courses they need to complete their programs in a timely manner.
- Advising the Office of Institutional Research on the collecting of relevant data (both quantitative and qualitative) to assist us with our planning.

We have been advised that the 2013/2014 budget will be based on enrollment targets. We will develop and maintain an enrollment projection model for planning and budgeting for each semester. During the course of the 2013/2014 academic year, we will be forming a Faculty Enrollment Management Committee to begin to develop a three-year SEM plan.

We would like to begin with:

- Establishing some genuine and meaningful enrollment goals.
- Examining the assumptions on which our enrollment is based [doing this program by program].
- Really understanding the internal and external environmental analysis with regard to forecasting future trends.
- Determining optimum enrollment based on available resources.

3. Indigenization

We continue to engage in the conversations on Indigenizing the Academy and to be involved in activities that would build bridges with our Indigenous communities. We have been paying most heed to the “inside-out” model of indigenization which is based on self-reflection and transformation. This approach we think would remove some of the barriers which prevent our spaces from being welcoming. Writers have alluded to the historical damage of the residential school system and the barriers which have been created for students who are desirous of pursuing higher education.

Hiring more Aboriginal faculty and staff, making the curriculum more inclusive and adding more supports for students are vital to any success in indigenization. However, these actions by themselves are insufficient to create an “indigenized” institution. Universities as predominant white, westernized institutions must address the tensions and conflicts between two competing world views and work collaboratively and respectfully with their Indigenous communities, developing genuine respect and valuing other ways of teaching and learning. The Faculty is intentionally seeking ways to transform relationships and bridge existing divides between the academy and our Aboriginal communities through creating supportive spaces for students.

Our efforts include:

- Reflecting on our biases.
- Creating more inclusive curricula.
- Encouraging representation of members of the Indigenous communities on our Advisory Committees.
- Valuing Elders and bringing their voices in a stronger way into our classrooms.
- Valuing spirituality and ceremony related to Indigenous People.

- Developing listening circles.
- Providing more visibility of the history and culture of Indigenous peoples through the use of Indigenous names for some of our spaces, our décor and artifacts.

As a start to our “inside-out” transformation, our Elder Gwen Point has been working with Heads and Directors through listening circles for us to gain a better understanding and appreciation of the realities which have affected Aboriginal peoples and hindered their ability to be successful in their educational endeavours. One concrete activity in which Heads and Directors were involved was spending an afternoon at the St. Mary’s residential school in Mission and re-living the experiences of those who were forced into an educational system so damaging that many are still trying to recover from this traumatic experience. Gwen Point will continue with these activities and slowly engage the entire Faculty.

Other Indigenizing related activities in which we have been involved are:

- Using Aboriginal sites for practica e.g. the Abbotsford Education Centre for the LIBIT program; the Sto:lo Nation and Seabird Island School for the Teacher Education Program.
- Developing new courses with Aboriginal content e.g. CYC 202 – Aboriginal Issues in CYC.
- Offering the ECE Certificate through the Sto:lo and Aboriginal Skills Education and Training Association.
- Developing a module that will include Leadership from an Aboriginal Perspective in the “Leadership within a Global Context” graduate seminar to be hosted by the School of Business and the Lucerne University of Applied Arts and Sciences.
- Contributing courses and expertise to the development of the new Sto:lo Studies Certificate in Welding offered through a collaborative arrangement with UFV and the Sto:lo Nation.
- Exploring the use of culturally responsive curriculum – one such project completed by the students in the Teacher Education Program.
- Working with former NITEP bound students to support their entry into our Teacher Education Program.
- Involving the Ch’nook Scholars from the School of Business to facilitate information sessions on our business programs for Aboriginal high school students.
- We have completed our inventory on all indigenization activities in the Faculty over the last five years. This information has been given to the Vice-Provost and Associate VP Academic to assist him with the development of UFV’s continued indigenization plans.

4. Internationalization

The faculty has been reviewing the drivers and purpose of internationalization with the intent of gaining a clearer understanding of what these are and what they should be. From our discussions, it is clear that internationalization should allow us to improve students' preparedness to become better national and international citizens. This broad goal can be achieved through fostering curricula which reflects enhanced international content; having diversity within faculty/staff to mirror our diverse student population; promoting program and student mobility; building international partnerships and networks with other post-secondary institutions and other agencies rooted in mutually beneficial relationships.

We see as important the creation of a climate that values and supports international students and supports intercultural perspectives and initiatives. We think it is important for faculty members to incorporate an international perspective into their teaching, scholarship and service. We would like to move away from internationalization being a set of isolated activities towards it becoming an integrated process.

Some of the internationalization activities we have completed over the past year include:

- The Teacher Education Program hosted a group of international faculty from China's Sichuan Normal University for a two week teacher training program. The program was focused on the use of appropriate pedagogical practices for teachers and participants were able to spend some time at an Elementary and Middle school in Abbotsford. This program was a huge success and negotiations are underway to offer a similar program in 2013/2014 with participants from another university in China.
- In addition to the above initiative, TEP also provided its student teachers the opportunity to participate in the Student Teachers in Antigua Mentorship Program (STAMP) which was a three week field experience in Antigua. Student teachers were involved in mentoring elementary school teachers in Antigua and also learning about the system of education and teacher training in Antigua from their Antiguan counterparts. The field experience was organized in collaboration with students from the Kinesiology and Physical Education (KPE) program.
- The School of Social Work and Human Services offered an MSW student her field placement in Jalandhar, Punjab India where she worked in an orphanage. BSW field placements for four fourth year students were done in the United Kingdom at the HIV/AIDS Hospital in London.
- The School of Business offered a two-week graduate seminar on "Leadership in the Context of Globalization" in partnership with Lucerne University of Applied Arts and Sciences. Nineteen participants from Lucerne University attended this seminar in Vancouver. Due to the success of the seminar, it will be offered again in 2013/2014 and hopefully on an annual basis.

- The Tradewinds study abroad exchange program which focused on student mobility was completed earlier this year with nine students from the School of Business attending the Waterford Institute of Technology (Ireland), Glamorgan University (Wales), and ESC Bretagne Brest (France). There were also eight students from these universities who came for an exchange visit to the School of Business.
- The Faculty hosted a “Celebrating Internationalization” event during International Education Week. Both international students and local students who did some of their studies abroad shared their experiences of learning and living in a different culture. Student presentations were interspersed with cultural performances.
- In addition to the internationalization activities contained in the 2011/2015 Education Plan, some Departments/Schools have identified other specific activities which they would like to initiate:
 - LIBIT would like to diversify its student body and through its program review will explore how the program can recruit and retain a more diverse student population.
 - The ECE/CYC Department will be identifying the possibility of Child Life sites in New Zealand for students to do their practicum placements. The Department is also developing a new course: CYC 496 – on “Diverse Populations.” This course will be offered in the coming academic year. The Department has been invited to develop a partnership with a child-serving agency in Tanzania for international internships opportunities.
 - The School of Business will have one of its Post Degree Certificates in Marketing include courses in Fair Trade and Workplace Ecology.
 - We continue to offer our BBA program in Chandigarh, India. Twenty-five third year students from Chandigarh will be transferring to the School of Business in September 2013.

5. Environmental Sustainability

6. Indo-Canadian and South Asian Studies

7. Mennonite Studies

8. The Integration of Research and Teaching

The Faculty sees teaching and research as closely intertwined as both are important to the education process. If we are to achieve our strategic goal to have the best undergraduate education in Canada, then involving students in research experiences is essential. Our faculty members have been exposing students to research through courses designed to teach them research methods and techniques and by directly involving them in their research projects. Faculty are aware that research helps them to remain current in the field and enhances the quality of the learning experience for students. Faculty members involved in research use various methods of inquiry to bring a problem based approach to their teaching. This way of teaching is helpful to achieving one of our learning outcomes related to problem solving and critical thinking. Within the Faculty, research is broadly defined and there is a wide range of scholarship pursuits that faculty undertake. We strongly believe that research has the potential to make significant contributions to the quality of our undergraduate and graduate programs.

Some of our accomplishments with regard to the integration of research and teaching are:

- Two faculty members in the Teacher Education Program are actively engaged in a study exploring admissions processes and implications for success. The findings of this study will be incorporated into the admissions process of the program. Students in the Teacher education program also conduct small action research projects in the final semester of the program and their explorations and recommendations are used to directly change their practices. Students also engage in reflective practice at the end of their practicum by responding to questions analytically about their teaching experiences.
- Faculty members in the School of Social Work and Human Services continue to work on a number of research projects in which students have been involved. Examples of these projects are: analyzing textbooks to interrogate the discourse of school violence; media representations of poverty; exploring the stigma of women with concurrent disorders. Faculty members are also delivering graduate courses on research methodology and supervising student research projects for the MSW program.
- The School of Business has created a “Research Team” comprised of five faculty members with the goal of the team being to engage in, and promote applied research within the School. The Team has facilitated a number of information sharing sessions where they have disseminated information about their own research work, making the linkages to classroom practice. These sessions have been open to the entire university and have been well attended.

- Faculty members in the School of Business have been involving their students in research projects with community business partners as a part of their program completion. Students have been able to investigate real life problems and come up with recommendations for solutions. Some of the partners who have worked with the School are the Seven Oaks Mall in Abbotsford, the Willowbrook Mall in Langley, the Abbotsford Foodbank and Big Brothers. Students have the opportunity of sharing their findings and recommendations at a student research forum organized by the School.
- Some faculty members have been using their research to build case studies to be used in their courses. These cases provide the opportunity for students to critically questions and analyze problems and issues.
- Several TEP faculty members are in the process of developing a research project focused on critical thinking and its applications to teacher practice.
- The ECE/CYC Program has been asked to partner with a program at Abbotsford Community Services to do a research project on program effectiveness.

9. Strengthening the culture of Teaching and Learning

A culture of teaching and learning is important for the success of students. Within the Faculty, we are building an environment that is supportive of students, faculty and staff. Faculty members are encouraged to maximize opportunities for learning both for themselves and for students and to keep abreast with new trends and developments in the field. Some activities in which we have been engaged are:

- Faculty mentoring other faculty members, particularly new faculty.
- Student and faculty collaboration on research initiatives which investigate current issues.
- Faculty attendance at conferences and other educational forums.
- The sharing of best practices by faculty on teaching and learning at our annual Fall Spark! Forum.
- Participation of faculty in the Teaching and Learning Centre's workshops.
- Faculty from the ECE/CYC Department partnering with the Writing Centre to facilitate the "Use Your Bean" workshops at UFV.

- Brief presentations on new teaching ideas at Faculty Council meetings through arrangements made by the Learning Exchange Committee which is a Standing Committee of Faculty Council.
- Professional networking e.g. attending the Teacher Education roundtables and meetings of the Congress of Social Sciences Education (CSSE).
- The use of multiple pedagogical strategies and diverse learning contexts e.g. actively involving students in their learning through group and project work; experiential learning in the community through field placements and community based research; international student exchanges; building a stronger on-line learning environment.
- Student engagement in events and activities outside of the classroom e.g. attendance at the President Lecture series and the Celebrating Internationalization event; membership in the various Student Associations; presentations at the micro-lecture series; involvement in the Faculty's research forums.
- Celebration of faculty and student teaching and learning achievements through appreciation events and publicity e.g. in the Faculty's newsletter. We are planning to host a Faculty teaching/learning summer institute in 2014

10. Community Partnerships

The faculty has established strong partnerships within the region as we together work with our communities, for mutually beneficial outcomes. Our communities serve as a living laboratory where our students have the opportunity to connect theory with practice. Our community partners contribute to our program growth and development since they are on the frontline of issues and can help re-shape and re-vitalize our programs. We have ongoing activities with some of our partners which include collaborative research projects and field placements for students. Besides continued community involvement through our Program Advisory Committees, some of our partnership accomplishments over the last year have been:

- We hosted a public forum on "Public Lives: What Eroding Privacy means for Democracy" facilitated by Michael Vonn, Policy Director of the BC Civil Liberties Association.
- LITSA (The Library and Information Technology Student Association) assisted in the coordination of a fundraising quiz night with Library and Literacy BC and with the "Reading Link Challenge."

- The ECE/CYC program participated in the Ministry of Child and Family Development's provincial focus group on the development of a shared research agenda to support children, youth and families in BC. Faculty in the Department also participated in the proposal for a multi-year, multi-million dollar Federal Drug Strategy Initiative RFP, with the hope of an annual youth conference to be hosted at UFV. This project is called the Valley Youth Partnership for Engagement and Respect.
- A Mental Health Forum was held in May 2012, in partnership with the ECE/CYC Department and the Families Organized for Recognition and Care Equality (FORCE) Society for Kid's Mental Health and featured researchers/speakers from Australia.
- The School of Social Work and Human Services is working on a research project with the Fraser Valley Women's Resource Society to investigate how trauma impacts housing for marginalized women. The School also supported the fundraising activities for the "Warm Zone" which is housed within the Women's Resource Society.
- The Teacher Education Program extended its partnership to the Langley School District where some of the students in the 2012/2013 cohort were placed for their teaching practicum.
- Faculty from the Teacher Education Program facilitated two professional development workshops for the Abbotsford and Chilliwack School Districts.
- Members of several "ethnic" communities in Abbotsford participated in the Faculty's "Celebrating Internationalization" event.
- The Aviation program in the School of Business in collaboration with Coastal Pacific Aviation initiated an Aviation Program Advisory Committee comprised of membership from the School of Business, Coastal Pacific Aviation, Air Canada, Air Canada Jazz and Orca Airlines.
- The School of Business is partnering with the Chilliwack Business Improvement Association to conduct a survey on business needs related to education and training. The results of the survey will assist UFV to plan for program offerings in its newly acquired Bank of Montreal space in Chilliwack.

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation

Although various disciplines exist within our Faculty, we recognize that it is not in the best interest of our faculty and students to operate in silos. In universities, work has historically been separated into disciplines and both the physical and social structures have supported operating in this way. Within such a climate, trying to promote interdisciplinary programming and research activities is challenging. Many faculty still perceive that specialized disciplines encapsulate their values, beliefs and practices and provide them with an identity. Nevertheless, we recognize that to

maximize learning we need to work together to build a shared intellectual environment.

Working across disciplines, programs departments and Faculties will open the avenues for new knowledge production, and new ways of teaching and learning. For interdisciplinary activities to be successful there must be a willingness to work together, to share information and resources and to trust each other and be willing to overcome barriers. One good interdisciplinary strategy as suggested by the experts is to change the structure of programs through mergers into collaborative units. The School of Community Education and Lifelong Learning soon to be created within the Faculty will bring together programs from different disciplines to build linkages and allow for the fostering of collaboration on teaching, scholarship and service.

Interdisciplinary and cross Department/Faculty initiatives in which we have been involved over the past year are listed below:

- The School of Business has been working with the Fashion Design program in the College of Arts on the feasibility of leasing a retail space so that clothing designed by the Arts program could be sold. This will be both an educational and entrepreneurial venture. Also, there is the exploration of creating a Fashion Design stream in the BBA program or offering a Certificate in Business and Fashion Design using current courses in both programs. In addition, the School of Business and the Economics Department have been discussing the possibility of creating a Post-Degree Certificate related to the management of NGOs/Social Economy Organizations.
- Faculty members in the School of Social Work and Human Services have been working with colleagues in the College of Arts on the development of an Indigenous Studies Degree program.
- The Social Work program is also involved in the new Indigenous Sto:lo Studies Certificate that will be offered in July 2013 in partnership with the College of Arts, the Faculty of Trades and Technology and the Sto:lo Nation.
- The School of Social Work and the School of Criminology and Criminal Justice are collaborating on a research project that investigates the impact on children of incarcerated parents.
- The ECE/CYC Department is collaborating on the content for a Risk Assessment course with the Centre for Safe Schools and the Continuing Studies Unit.
- An ECE/CYC Faculty attended and spoke at a workshop on Fetal Alcohol Spectrum Disorder (FASD) and Children's Mental Health hosted by the Teacher Education Program.

- Faculty members are sometimes asked to be guest speakers in classes from various programs depending on their expertise. For example, a faculty from ECE/CYC was asked to speak in the EDUC 454 class on counseling support for youth.
- TEP is working on plans to host an interdisciplinary panel presentation in spring 2014 on the integration of theory and practice through field placements.
- The Field Placement Committee which is a standing Committee of Faculty Council has opened up its membership to other Faculties. Two members were appointed from the College of Arts and one member from the Faculty of Health Sciences. This committee's mandate is to determine best practices with regard to experiential learning.

12. Recruitment and Engagement of Faculty

We continue to recruit faculty for positions that are vacant within different programs. In some instances, our challenges of attracting qualified faculty are tied to our salary scale and the lack of a rank and tenure system within the institution. We are cognizant that our faculty should represent the diversity of our communities. Over the past year, we have hired one faculty member (female) in the School of Business and another faculty member (international) from the United Kingdom in the School of Social Work and Human Services. We work closely with the Office of Human Resources, particularly the Manager of Recruitment Services on the best ways to attract and hire new faculty members. We have been exploring new ways of advertising and targeting the Aboriginal community.

We continue to use faculty mentors to help our new faculty to adjust and become acclimatized to their new environment. As Dean, I also meet with new faculty members on a regular basis to gain a better understanding of their academic needs and to provide them with support as time and resources permit. Those who feel the need to enhance their pedagogical skills are strongly encouraged to participate in the workshops organized by the Teaching and Learning Centre. We do not have a solidified faculty retention plan at this time but our Heads and Directors have been in discussion around developing one.

13. Creative Resourcing

- The School of Social Work and Human Services continues to build up its scholarship endowment fund for students in the MSW program. Through efforts of the Director, the School has received an Endowment called the Marilyn Fane Master of Social Work program Endowment worth \$23,000 to be used for student bursaries. The fund will add to the Patsy and Crissy George Scholarship Fund.

- The School of Business is creating a number of Post-Degree Certificates which will be revenue generating. The first Certificate has received both internal and external approvals and will be offered in Winter, 2014 with an expected revenue generation of \$ 40,000. The Lucerne/School of Business graduate seminar will become an annual initiative that will be used as a source of revenue generation. This year's seminar is expected to net about \$8,000.
- The ECE/CYC Department is still offering its revenue generating Childcare Certificate to 14 Aboriginal participants through the Sto:lo and Aboriginal Skills Education and Training Association. This program will generate an estimated amount of \$18,000.
- The Adult Education Department is working on marketing the Adult Education and Training Certificate to organizations desirous of having their employees better equipped to work with adult learners in a variety of settings. If successfully offered the revenue from this program could be about \$25,000.
- The Faculty plans to initiate an annual fundraising event. The possible format for this event is dinner together with a presentation from a popular and "high caliber" speaker. We would like to link up with community agencies for sponsorships.

III. Report on Programs

(a) Progress on Approved New Programs

Programs approved since September 2011:

Programs	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Revised BA in Adult Education	April 2012	N/A	September 2013
Adult Education Workplace Training Certificate	October 2011	N/A	January 2012
Management Post Degree Certificate	April 2013		January 2014
Teacher Education Secondary Program	June 2013		June 2014

(b) Programs Recommended for Discontinuance or Suspension

None

(c) Programs Recommended for Modification

None

(d) Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely Date at Senate
Bachelor of Education	2014
Master of Professional Accountancy & Corporate Financial Management Degree	2015
Post Degree Certificate in Applied Management, International NGO Social Economy Organizations, and Airport Aviation Management	2014-2016

(e) Newly Passed Concept Papers

(f) Department Information

2012/2013

Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education	26.53	3.59	90.9	21.5
ECE/CYC	121.03	3.83	74.5	19.1
LIBIT	73.49	2.24	94.4	33.3
School of Business	533.80	207.76	90.8	27.2
Aviation	14.38	1.91	32.3	11.3
School of Social Work & Human Services	209.47	1.58	87.1	2.16
Teacher Education Program	93.53	.00	97.6	33.2

2011/2012

Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education	24.26	7.87	99.1	24.8
ECE/CYC	129.39	3.81	78.3	22.0
LIBIT	67.65	1.58	89.9	30.5
School of Business	538.14	188.10	93.1	27.9
Aviation	17.78	2.05	34.4	11.9
School of Social Work & Human Services	221.37	2.33	89.6	20.9
Teacher Education Program	94.54	.34	95.6	33.6

2010/2011

Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education	23.53	4.84	90.2	21.9
ECE/CYC	131.72	2.09	81.2	22.9
LIBIT	57.46	.19	89.1	29.3
School of Business	498.97	149.96	96.5	28.4
Aviation	17.44	2.11	35.2	11.9
School of Social Work & Human Services	232.87	1.65	90.2	22.6
Teacher Education Program	84.84	.20	98.7	33.7

2009/2010

Department	Domestic FTE's	International FTE's	Fill Rate	Average Class Size
Adult Education	20.10	5.63	94.5	23.6
ECE/CYC	137.87	2.48	84.5	20.0
LIBIT	49.99	.29	77.1	25.2
School of Business	469.28	126.37	93.3	27.2
Aviation	22.45	1.61	45.4	14.9
School of Social Work & Human Services	209.21	2.14	82.6	20.3
Teacher Education Program	122.80	.20	89.9	28.3

(g) Program Reviewed and Scheduled for Review

Programs	Review Date
School of Business (Completed)	2012/2013
Library Information Technology	2013/2014
Teacher Education Program	2013/2014
Adult Education Program	2015/2016
Early Childhood Education/Child & Youth Care	2016/2017
Social Work & Human Services	2017/2018

(h) Major Institutional or Faculty/College-wide challenges/required changes resulting from program reviews:

Our program reviews help us and the University to use our resources wisely to enhance the quality and effectiveness of our programs. The School of Business was reviewed during the 2012 – 2013 academic year with the objective of assessing the strengths and weaknesses of programs offered through this Unit and gaining a better insight into setting future strategic directions for the School. A number of recommendations were provided by the External Review Team, some of the significant ones being (a) the need for a larger complement of full-time faculty with terminal

degrees (b) the importance of building stronger relationships between the School and the external business community (c) the urgency to address the problems of long student waitlists for courses [which underscores the importance of an enrollment management plan for the School] and (d) an administrative structure that gives more “authority” to the Director of the School.

The above recommendations, particularly (a) and (d) will have implications for additional resources. With regard to (a), at present, almost fifty percent of the courses in the School of Business are taught by sessional instructors. This arrangement does not support our goal of offering the best undergraduate education and our focus on student success. It also has the potential to impede the School’s plan to seek external accreditation.

(i) Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILO’s):

- Adult Education – completed and presented to UFV’s Institutional Outcomes Forum.
- Early Childhood Education/Child & Youth Care - completed and presented to UFV’s Institutional Outcomes Forum.
- Library Information Technology- beginning a program review in 2013/2014 with the anticipated results in the clear identification of the relationships between UFV’s ILO’s and the program outcomes.
- Teachers Education Program - completed and presented to UFV’s Institutional Outcomes Forum.
- School of Business – completed.
- School of Social Work & Human Services – in progress.

(j) Plans for improving your Faculty/College’s progress towards achieving the ILO’s (no more than ten):

Programs in the faculty have been aligning their learning outcomes to the ILO’s and almost all programs have completed this exercise. As a result of funding received from the Office of the Director of Teaching and Learning, three programs were selected to showcase the process they used for their outcomes alignment at an institutional learning outcomes forum. The next step will be for programs to align individual course outcomes with program outcomes. These outcomes will inform students about course expectations and the value of the course to their program of studies. They will also allow attention to be focused on outcomes and the students’ experience rather than on the coverage of topics within the curriculum.

A missing piece of the conversation on Learning Outcomes is assessment and the alignment between curriculum and outcomes. Questions such as: What counts as meaningful evidence of student accomplishments that can be evaluated? How will criteria for assessment be determined? Are grades the best indicator of the accomplishments of a certain level of learning outcomes? Is multiple-choice testing still a feasible option of assessment? Should multiple measures for assessing outcomes be used in courses? Are there opportunities for students to do their own assessment of learning outcomes? We intend to initiate the conversation on assessment and would like to work with the Teaching and Learning Centre on furthering the discussions on this vital aspect of implementing our learning outcomes.

(k) Challenges

The Faculty continues to be challenged by the lack of an adequate number of offices for faculty, particularly in the growing School of Business. Arrangements have been made for some shared faculty offices for the 2013/2014 academic year. Also, the completion of minor renovations of the space in Adult Education will allow for a larger shared faculty office. Nevertheless, adequate offices for faculty will continue to be a challenge.

Faculty of Science

EDUCATION PLAN UPDATE 2013

Submitted by:
Lucy Lee, Dean

Education Plan Update Template, 2013

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

13 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Mennonite Studies
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing

a. Trends and Challenges in Higher Education (list the top challenges—no more than ten):

1. Operating funding decreases
2. Space/infrastructure constraints
3. Keeping class sizes small
4. Keeping labs funded in order to give students real life experiences
5. Short attention span of students
6. Quality assurance regulations
7. Keeping up w technological changes
8. Increasing international student mobility
9. Obtaining federal funding for research
10. Increasing service demand additional to teaching and scholarly activities

b. New local demographic and employment data:

1. The current population of the Fraser Valley region is 289,030; this makes up 6.2% of BC's population. In 2012, the Fraser Valley's population grew by 0.6%.
2. While at present the births in the region account for more than a 30% of the total net population increase, the net migration to the region is projected to account for more than 90% of population increase by 2036. In 2011, 7.3% of migrants to BC settled in the Fraser Valley; of these migrants, 60% were international and 40% were intra-provincial. BC will have to continue to depend on migrants to address short-term skill shortages and longer-term labour market growth.
3. While the population of the Fraser Valley is increasing, this increase is not spread uniformly across age groups. For example, the number of 15-19 year olds reached a temporary peak in 2009 and, for the last three years, the population of this age group has been declining.

Three years from now, in 2016, this downward trend will reverse, and the number of 15-19 year olds will begin to increase again, reaching a cumulative increase of 27% from today's value by 2036. The two other age groups, 20-24 and 25-29, that attend university at high rates, follow a similar pattern, just delayed by the number of years that separate the groups

4. The economy and labour market in the Fraser Valley continue to show signs of recovery following the 2008 financial crisis; the unemployment rate in the Abbotsford-Mission area was 8.1% in May 2012 falling to 7.1% in early 2013. An estimated 660,000 jobs are projected to be generated in the Mainland/Southwest development region (which includes the Fraser Valley), representing 65% of the new job openings in the province. The BC Ministry of Jobs, Tourism and Skills Training and Responsible for Labour states that more than 77% of the job openings in BC over the next 10 years are expected to require some post-secondary education and training.

c. Local economic development priorities:

1. Employment opportunities for university graduates in the Fraser Valley are similar to those of the Lower Mainland and other urban areas in Canada. The greatest number of openings will be in positions including managers in services, retail, construction and transportation; finance and administration occupations; computer professionals; nurses; school teachers; and social workers. In 2011, Abbotsford moved to provide an attractive tax climate for commercial and industrial firms. This would provide Abbotsford a competitive advantage that would result in increased investment and development over current levels.
2. Cross-border business and transportation: The Highway 11 upgrade as well as an extension of the NEXUS lane are meant to improve cross-border travel with the U.S. by 2016.
3. Aerospace industry: Abbotsford is campaigning to transform the Fraser Valley into a western Canadian hub for the aerospace industry, with Abbotsford Airport (YXX) at the core. As well, Abbotsford continues work to upgrade YXX infrastructure.
4. Agriculture sector in Abbotsford: Abbotsford farms and agri-businesses generate an economic impact of some \$1.8 billion for Abbotsford's economy.

d. Trends in new programming elsewhere:

1. SCIENCE GRADUATE DEGREE
2. INFORMATION TECHNOLOGY
3. ROBOTICS
4. AGRICULTURE

e. Resulting necessary changes or adjustments to strategic priorities:

1. Need to implement a Masters in Integrated Sciences & Technology (MIST)
2. Need to find/build dedicated teaching and research space for the Faculty of Science: a Science and Technology building that is energy efficient with LEEDS Gold or Platinum standards, will need to be planned to alleviate the space crunch and support the interests of the faculty as well as to complement/add to the research needs for a future Centre of Excellence in Agriculture
3. High priority for development of Bachelor in Agriculture and a Bachelor of Environmental

Studies

4. Program prioritization ranking change for Engineering Physics-Mechatronics over Medical Physics

II Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies specific progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization) and can also include any new specific plans for the coming year. The section concludes with an evaluation of whether and how improvements should/can be made to improve your Faculty/College's progress towards achieving these goals.

1. **Student Recruitment, Retention, and Success** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

The Faculty of Science (FoS) has been fortunate to have had a high student demand thus recruitment has not been an issue. We do however, still place importance in recruitment events and the Science Advice Centre does hold information sessions for prospective students and their parents several times per year. As of June 15, 2013, for the incoming year 13-14, we had a total of 991 applicants for the various Science programs and have accepted roughly 250 students. The head count for the BSc students (including Geography) has grown from 333 in 2007/08 to 690 in 2011/12, a growth of 207%. The BCIS enrolments increased from 138 in 2007/08 to 249 in 2011/12, a growth of 180% (UFV Fact Book 2011-12).

In terms of retention, the Science Advice Centre has made efforts to flag students that may be in jeopardy and has made efforts to assist them. One big issue we still need to address is the lack of upper year course offerings, particularly in Biology, which results in large waitlists for certain courses. Our graduation rates have been steady in this past convocation, we had close to 100 science graduands in the various programs we offer, with over 60 graduating with a Bachelor of Science.

We have achieved this by several means. For the 2013 recruitment effort, we have done the following:

We submit information to the high school e-newsletter with any updates/changes on our programs, etc.

We make contact with all Fall 2013 applicants to the Faculty of Science programs and hosted several orientation sessions prior to Fall registration. We provide new students with information about our advising services, resources, and links to our website. We also specifically target those who are coming from high school with 1st Year information. Early Applicants to the BSc (applied in Grade 11 - 2012) were contacted several times this year. Using an email newsletter, we informed students about what to expect at UFV including registration timelines and resources on campus.

Additionally, we hold throughout the year several events including a Science Social to ensure retention and success of students.

In the Fall we hosted our Annual Science Social event where we introduced new and returning science students to the various science programs, staff and faculty, campus services, student clubs, student associations, etc., available at UFV.

We also encourage student led initiatives and support various student associations: BCSA (Biology and Chemistry), PSA (Physics), CISSA (Computer Information Systems). A recent

successful event was "The Big Bang", a social gathering that includes faculty, staff and students and that has now been held in two consecutive years.

2. Enrolment Management - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

We rely heavily on the Science Advice Centre for managing enrolment issues. Departmental assistants and department heads are also highly involved and have been instrumental in handling enrolment management issues. Some of the ways we achieve this includes:

- Working closely with the Institutional Research to monitor students' progress, suggest reports for tracking, etc.
- Working closely with OReg to review and provide input to new & existing policies and practices and how they affect students, (ie: order of registration policy, continuance policy).
- Contacting students at key points in their academic studies (declaration, etc.).
- Working closely with students who are academically at-risk.

3. Indigenization - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Although not all science courses are amenable to have indigenization components, we offer courses that include indigenous knowledge. For example, Bio370, Introduction to mycology, includes traditional aboriginal uses of fungi. Plans are also underway for a Biochemistry program, in which chemistry of natural products, naturopathic medicine and indigenous uses could be explored.

Additionally, we do participate in Aboriginal Student engagement initiative. We have made a concerted effort to work closely with the Aboriginal Resource Centre to support the Aboriginal student population.

Furthermore, our outreach activities like Math Mania and Super Science Club have been held at schools with high native student enrollments like Deroche, Dewdney and Coquihala Elementary. As well, 2 out of the 6 weeks of Science Rocks camps are geared to native students and provided free of charge to the students. We thus make a concerted effort to draw their interest into the Sciences.

4. Internationalization - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

The FoS and its various departments hold events that attract international faculty and students to UFV and conversely, we send our faculty and students to various international events/locations. We currently are hosting Dr. Angela Huo from University of Shanghai Science and Technology (USST) in the CIS department and Dr. Chan Kyung Kim from Inha University, Korea, who is a visiting scientist in the Dept. of Chemistry and is also bringing his graduate students from Korea. Additionally, Dr. Roberto Bini from University of Florence, Italy, will be visiting UFV mid July collaborating with Dr Noham Weinberg in Chemistry, and Dr. Jing Li from Jilian University, China, will be a visiting professor in the Dept. of Physics this fall term. It is worth noting that as a result of the collaboration with Dr Huo, we have had many students from USST coming to UFV in Chemistry, Math and CIS and this year we will also have students from USST coming to Physics. The department of Biology holds international field trips on an annual basis, and last summer a group of about 24 students travelled to Ecuador to study the flora and fauna of the coastal and mountainous regions of Ecuador. This spring in conjunction with Geography, science students went for a study tour to Arizona, and this summer, another group of 24 students will be heading to Hawaii.

We have not actively sought international students but our programs in CIS and in Mathematics & Statistics, attract many international students. Our new Data Analysis Certificate (DAC) also has a large international component. A gathering for the incoming DAC students is being planned in September. These students are mainly from overseas and will stay at the program for only a year. So this gathering will provide them with the opportunity to get acquainted with their fellow classmates and the instructors in the program, and to quickly adjust to the new learning environment here at UFV. Additionally, this past year, 31 Brazilian students from the Science Without Borders program, enrolled in various courses at UFV. Our Science Advisors worked closely with International Education and the Brazil students to place them in Science courses as needed for their programs/interests. We place great emphasis on student's experience and our top students compete to attend the annual London International Youth Science Forum, and last year, we sent Timothy Richards from Physics to represent UFV and Canada to this meeting while this year, we will be sending Andrew Alexander from Biology to represent us in this prestigious Science Forum.

5. Environmental Sustainability - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Faculty from the departments of Biology and Chemistry (and Geography) actively participate in teaching and research in Environmental Sustainability issues. Additionally, the FoS has a Centre for Environmental Sustainability spearheaded by Pat Harrison from Biology, and this past year, we offered seven seminars on a wide range of topics, from community sustainability issues, student led initiatives, genetically modified organisms, to pipelines and oil sands and even monitoring space junk. Continuous funding for this Centre is a crucial component for long term success and university wide coordination of environmental sustainability issues.

Progress is also being made in advancing our interdisciplinary proposal for a Bachelor in Environmental Studies that would provide awareness to our students on environmental issues, including sustainability.

On a purely voluntary basis, several of our faculty give talks related to sustainability issues to our community. For example, Dr. Tim Cooper from Physics continues to give 25+ talks per year in the Fraser Valley on the science and dangers of climate change, and Dr. Sharon Gillies provides information to various community groups on invasive plant species. She also does active research along with faculty from Geography and scientists from Woods Hole Oceanographic Institute on water quality in the Fraser River.

6. Indo-Canadian and South Asian Studies - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

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7. Mennonite Studies - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

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8. The Integration of Research and Teaching - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Hands-on experiential learning at all levels in the physical sciences is crucial. The departments of Biology, Chemistry, Physics (and Geography) offer labs associated with many of their courses, and although this is an expensive venue, students praise their ability to learn beyond what is given in classroom settings and their learning reflects well with the Institutional learning outcomes. For example, in the first year of Biology, students do a six week experiment that requires a major scientific write-up and presentation. This sows the seeds for inquiry that

culminates in their capstone courses with research projects. Frequently, Biology, Chemistry, Physics instructors and other science instructors take on students in the fourth year to provide research and presentation experience at Science Day in March. We also plan to adopt community relevant research experience, where senior students could perform applied research to solve industry driven needs.

9. Strengthening the Culture of Teaching and Learning - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Our faculty are actively involved in pedagogical research and make presentations in various Teaching and Learning meetings. For example Dr Joss Ives from Physics was an invited plenary speaker at the Foundations and Frontiers of Physics Education Research in 2012. Drs Nigel Dance and Lesley Spier participate in Science education specializing in Chemistry pedagogy, while Susan Milner has been actively "teaching the teachers" in various Math events including major meetings organized by the Pacific Institute for the Mathematical Sciences (PIMS). Our students have won major federal scholarships like the Alexander Graham Bell Canada Graduate Scholarships from the Natural Sciences and Engineering Research Council of Canada. In the various competitions, we had several winners including Jenna Peters (Biology) in 2012 and Kelly McLeod (Physics) and Brandon Yanciw (Chemistry) in 2013.

10. Community Partnerships, Forums, Events, and Conferences - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Our faculty, either as part of their service component or on a totally voluntary capacity has been leading or assisting in many community events:

- In conjunction with the local School districts, we have hosted the Regional Science Fair for elementary and high school students, providing financial as well as logistical help as well as many students and faculty to volunteer and judge participants.
- In partnership with Science World we provide assistance running Super Science Club events at various schools. Christine Dalton from Biology and Joss Ives from Physics have been instrumental in coordinating, managing and recruiting science student facilitators
- With support from the Pacific Institute for the Mathematical Sciences (PIMS) and UFV, we have hosted annual Math competitions for high school students and this year we had a record attendance with close to 150 student participants from 26 different schools.
- Spearheaded by Susan Milner from the department of Mathematics and Statistics, with partial support from PIMS and with assistance from UFV students and faculty from other science and non-science departments, we have offered Math Mania, an outreach event that provides mathematical activities and thinking skills to children from various schools, approximately 4 times per year for the last 4 years.
- The Physics department has partnered with the BC Cancer Agency in Abbotsford and three of their staff members will become Adjunct faculty in this department and assist in the development and training of our students in Radiation and Medical Physics.
- As a summer event, we provide Science Rocks to children in our community in weekly camps that offer different modules introducing sciences to students in grades 4 to 7. This employs our students as facilitators, and involves faculty members managing and coordinating events.
- The study tours organized by our science faculty to Tofino, Arizona, Ecuador, Hawaii included many community partnerships.

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Biology-Agriculture, we carry out research that impact directly on agricultural interests and our faculty, eg Ron Wilen actively collaborates with Tom Baumann in the Agriculture department.

Biology-Chemistry, this is a commonly recurring collaboration and there are several faculty involved in interdisciplinary courses and research activities between these two departments.

Biology-Geography, both in research and in teaching. We cross list some of our courses and collaborate on study tours like the recent Arizona trip.

Chemistry-Physics, partnership in place to develop the Molecular Modelling program. Also currently, we have students that carry out joint projects with the two departments. eg. Jason Ho who did a project under Noham Weinberg from Chemistry and Derek Harnett of Physics.

Chemistry-CIS, Noham Weinberg also collaborates with CIS to develop algorithms and programs for molecular dynamics simulations

CIS-Physics, the proposed Engineering Physics-Mechatronics program would require close connection with CIS and Computing courses.

Physics-Biology, the proposed Medical Physics program would require close collaboration in Biology. Indeed, Physics has recently appointed several biophysicists from the BC Cancer Centre as adjunct faculty to further develop this collaboration.

Physics-Math, there are already ongoing collaborations between the two departments

Math-CIS, this is a natural area of ongoing collaboration and the Data Analysis Certificate program is one that has been quite successful.

Math-CIS-Biology-Chemistry-Physics, several faculty as well as our students have interests in cross-disciplinary fields. We have various faculty in Math with interests in biostatistics and bioinformatics who have ongoing collaborations with faculty in various other departments and across many disciplines. They train our students and provide cross-disciplinary opportunities such as for our first batch of DAC students; one student Lovedeep Gondara was recently offered an internship with the BC Cancer Agency and this student credits his success with the assistance provided by Dr. David Chu who taught several courses for the DAC program.

12. Recruitment and Engagement of Faculty - *identify actions that your Faculty/College has adopted to further a human resources strategy to attract and engage outstanding employees, to retain, develop and foster their leadership skills, and to affirm their contribution to sustaining a vibrant and diverse scholarly community which values learning, social and personal development, embraces challenge and is committed to the respectful debate of ideas and views:*

Our faculty are actively involved in community events and participate in many ways to promote the University in the various communities within and outside the Fraser Valley, although no active recruitment or engagement of faculty is expected. For example, in recent past, our faculty have been involved in the promotion of UFV's Agriculture program at the Surrey Agriculture Food Safety Advisory Committee and at the Flavours of Surrey event. We have done outreach activities in Mission, Langley, Harrison as well as within Abbotsford, Chilliwack and other nearby communities.

This year, the Faculty of Science has established Awesome Achievement Awards (AAA) to recognize the work of our faculty, and this inaugural year, we recognized the following:
AA- Awesome Achievement – Dr. Ben Vanderlei (Math) for excellence in Teaching (great teaching evaluations in all courses), Research (several presentations and publications, including one in the prestigious Proceedings of the National Academy of Sciences) and Service (participating in many committees and outreach activities, including Math Mania and Math Contest).

TT- Terrific Teaching. - Dr. Joss Ives (Physics), students and colleagues provided excellent feedback for his teaching and pedagogical research.

RR -Remarkable Research - Dr. Derek Harnett (Physics) who has had a great year of research with many presentations, student project winners, and a renewal of his NSERC discovery award.

SS - Superb Service - Dr. Ron Wilen (Biology) & Karen Cooper (Sci. Adv.) for instructional and non-instructional staff, respectively, providing many services to the advancement of the faculty of science and the university at large, including representation in many institutional committees and community service like Regional Science Fair (Ron), organization of many science events (Karen)

OO- Outstanding Outreach-Susan Milner (Math & Stats), for her work with Math Mania, which has been incredibly well received throughout the Fraser Valley, and contribution in Math Contest

13. Creative Resourcing - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

We are actively seeking partnerships to improve/enhance our offerings. For example, we are collaborating with Mission Heritage Association for the development of an astronomical observatory at the Fraser River Heritage Park in Mission. We actively seek federal, provincial and community grants to fund some of our outreach activities. We are also seeking industrial support. Our collaboration with MacDonald-Dettwiler and Associates (MDA) on the Sapphire project came to fruition this February 25th with the successful launch of the satellite and active commissioning of the Sapphire Ground Antenna which is located in our Abbotsford campus.

14. Plans for improving your Faculty/College's progress towards achieving these goals (no more than ten):

We have developed a set of strategic plans and goals to achieve academic excellence as well as making an impact in our community. These include:

- providing accessible & challenging learning experiences that instill a passion for learning & develop the lifelong capacity to learn
- providing the knowledge & fostering development of critical-thinking, leadership, & practical skills that students require for employment, entrepreneurship, further education, & responsible citizenship— locally and globally
- using the best pedagogical practices, informed by a commitment to current research & scholarship
- engaging students actively in their education through a high level of interaction with faculty members & opportunities for practical experience, research, problem-solving, and creative work

Additionally, we are committing to the following:

- Continued hands-on experience for the students in the lab and in the field.
- Enhanced commitment to provide community education on environmental sustainability.
- All departments to have a community advisory body (this is already in place for the CIS dept) from local industry representatives to keep our programs up to date and relevant to the community
- Continue and expand community outreach activities including experiential science and technology.

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2011:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Data Analysis Certificate (DAC)	Dec 2011	2013	yes

b. Programs Recommended for Discontinuance or Suspension

-

c. Programs Recommended for Modification

-

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate
Bachelor of Agriculture	Fall 2013
Engineering Physics- Mechatronics	Fall 2013
Minor in Applied Statistics	Fall 2014
Biochemistry	Fall 2014
Bachelor of Environmental Studies	Fall 2014
Molecular Modelling	Fall 2014
Bachelor of Science in Computer	Fall 2015
Medical Physics	Fall 2016

**A Masters in Integrated Science and Technology is being developed (Draft concept paper is attached). A working group has been established that includes: Noham Weinberg (Chemistry), Tom Baumann (Agriculture), Greg Schmaltz (Biology), Gabriel Murray (CIS), Cindy Loten (Math), Olav Lian (Geography) and Derek Harnett (Physics).

e. Newly Passed Concept Papers

f. Departmental Information

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Biology	261.27	7.53	96.7	30.4
Chemistry	172.97	7.35	91.4	29.2
Computer Information Systems	223.57	106.5	90.8	30.7
Mathematics & Statistics	327.13	64.67	86.5	30.5
Physics	119.46	8.28	88.8	27.1

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Biology	259.30	7.87	100.9	34.5
Chemistry	161.87	7.80	87.9	27.4
Computer Information Systems	212.67	95.78	92.2	31.9
Mathematics & Statistics	321.37	64.98	89.5	31.7
Physics	114.79	9.58	84.7	27.8

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Biology	252.55	8.91	98.6	33.2
Chemistry	160.71	11.24	88.9	27.3
Computer Information Systems	222.50	87.37	88.2	29.9
Mathematics & Statistics	319.82	66.15	89.7	30.7
Physics	111.01	11.92	87.7	28.4

2009-10

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Biology	256.37	7.24	94.9	31.1
Chemistry	155.44	7.66	82.5	25.6
Computer Information Systems	212.05	67.85	87.8	29.3
Mathematics & Statistics	293.64	52.54	83.0	29.2
Physics	100.05	11.67	82.5	24.4

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
Physics	2009-10
Mathematics & Statistics	2010-11
Biology	2011-12
Chemistry	2012-13
Computer Information Systems	2013-14

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:

Space is the single biggest constraint, followed by budget restrictions that do not permit mounting more courses to alleviate student demand.

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

All of the FoS departments have begun or completed this process.

Math & Stats are currently completing the process, while Biology was one of the inaugural group of departments that participated in the alignment exercise. Biology came up with their own set of learning outcomes that matched the ILOs as follows (numbers 1 to 9 are those listed in the ILOs):

A) Access and use biological knowledge in order to interpret and engage in discussions on contemporary biological and social issues on a regional and global scale - 1, 4, 9

B) Foster critical thinking to analyze, interpret, integrate, and critique the existing and emerging body of biological knowledge in both independent and collaborative settings. - 2, 6, 7

C) Learn and apply multiple methods and techniques to answer biological questions in a professional and ethical context. - 3, 4, 8

D) Access, integrate, and communicate scientific information to general and academic audiences and be leaders in the community. - 5, 7

E) Initiate inquiries and develop solutions to biological questions and be aware of the limits of knowledge. - 2, 4, 9

j. Plans for improving your Faculty/College's progress towards achieving the ILOs (no more than ten):

-Maintain close contact between students and faculty: Set-up faculty mentors for new students and follow through over 4 years

-Institute annual information meetings of students with advisors and faculty

-Closely coordinate with Student Life in their "Six weeks to Success" campaign to bring this to reality.

-We have a Science Social scheduled within the beginning of term for new and returning students to meet and socialize with faculty and staff and fellow students.

-We participate in UFV Connect and have many science student mentors mentoring 5 new students each.

-As mentioned previously, our BSc orientation sessions have been very successful and informative for prospective students and their parents/families. This year, we held four events this May and June and had about 120 students participating and about 200 total participants

with their families. We send power point presentations of these events to all prospective students, roughly 600 or so by email.

- We will be hosting the first Advising Day (in conjunction w the Advising Centre) to alert students of the services and the help that they can get. This will be part of the "Six weeks to success" campaign.

- Many of our faculty and staff are actively involved in many committees and task forces to better achieve the ILOs.

DRAFT CONCEPT PAPER for creation of new graduate program in the Faculty of Science at UFV

Overview

This document is an appraisal brief for a graduate program that is being proposed by the Faculty of Science (FoS) at the University of the Fraser Valley (UFV) in Abbotsford, BC, Canada. UFV is a new university established in 2008 from what was then University College of the Fraser Valley (UCFV) and prior to that as Fraser Valley College (FVC). UFV has grown from its humble community college beginnings to a well established, nationally recognized institution and is bound for further growth. The FoS at UFV consists of 5 departments: Biology, Chemistry, Physics, Mathematics and Computer Information Systems (CIS). Additionally, the Faculty has close ties with Geography, Agriculture and Health Sciences, and have grown to a critical mass that we can now offer a graduate program that would fill the needs and beneficially impact our local, national and international communities.

The proposed program aims to converge Science and Technology into applied fields to meet the needs of business and industry (e.g. High-Tech, Pharmaceuticals, Agriculture) in our region and of society at large. A Masters in Integrated Science and Technology program will encourage students to think outside the box, drawing from our various scientific disciplines to examine an issue from many angles (eg. biological concepts integrated with mathematical calculations, computer guided information, optical physics, odour chemistry, geographical information systems, etc) while developing critical thinking skills, time management, observational skills as well as communication and presentation skills. The program aims to prepare independent thinkers with disciplined and inventive minds, from several areas of science, to provide solutions that are technologically sound, interdisciplinary, and based on the scientific approach. Our program will, therefore, promote applied scientific literacy, lab and field skills, leadership and common sense, which will be applied to many problems. We anticipate that the students who will graduate from this program will be resourceful and will be able to use their critical eye in many fields.

- a. **Name of program:** Masters of Integrated Science & Technology
- b. **Credential to be awarded:** MSc in Integrated Science & Technology (MIST)
- c. **Program Length or number of credits.** Ideally 2 years full time with a combination of hands on project development, some graduate courses and the production of a thesis.
- d. **Audience and benefits:** BSc or BA graduates from a recognized institution, or anyone who can establish an equivalency to either of the 2 Bachelors degrees. Depending on specific topic of project, student would be required to take appropriate graduate level courses that are cross-disciplinary. Benefits to this audience: The evolving education scenario and workplace demands have made it

obvious that a bachelor's degree is currently not sufficient for students to receive a career placement immediately after undergraduate degrees, and there is great demand for people with post-graduate degrees and a Masters is now becoming the new minimum requirement.

See <http://www.theglobeandmail.com/news/national/time-to-lead/when-a-university-degree-just-isnt-enough/article2014732/> <http://www.nytimes.com/2011/07/24/education/edlife/edl-24masters-t.html?ref=education> . Additionally, there is usually a significant salary jump from a Bachelors to a Masters in the life and physical sciences to justify the extra degree, <http://roomfordebate.blogs.nytimes.com/2009/06/30/what-is-a-masters-degree-worth/> . A Masters is also the bridge for many terminal degrees and our university aiming to strive for best undergraduate education should have role models with available graduate students. Masters students could also facilitate the learning environment of our undergraduates serving as teaching assistants in laboratories.

- e. **Relationship to local communities and their needs.** Abbotsford and the Fraser Valley has been growing both economically and demographically and is in need of postgraduate programs to fill the needs of its advancing technological demands. The BC Ministry of Regional Economic and Skills Development has stated that more than 77% of the jobs opening in BC over the next 10 years will require university degree or higher, and many of these will require “advanced skills, including science and technology skills”

(http://www.workbc.ca/Documents/Docs/Skills_for_Growth_Strategy.pdf).

Three occupational groups are expected to grow faster and these include health, trades, and natural & applied sciences. The proposed program aims to converge Science and Technology into applied fields to meet the needs of business and industry in our region (eg. agribusiness, natural resources, digital technologies) and of society at large (green technologies, rural entrepreneurship, organic trends). We aim to educate technological problem solvers who can integrate effectively the knowledge gathered from several disciplines into solving a wide spectrum of issues that face local industries and businesses be it technological issues, communication issues, manufacturing or management issues.

- f. **Relationship to UFV Strategic Plan, including possibilities for Indigenous and international content.** The university's strategic plan aims to *provide the best undergraduate education in Canada*. To do this, we need teachers able to engage the students. On-going scientific research has always sparked students interest and this is seen in the popularity of lab exercises. Instructors with research experience can make lectures and labs more relevant for the students and the presence of graduate students as peer mentors could further enhance the student learning experience at UFV. The graduate program would allow instructors to carry on research though not only the graduate students, but also with honours thesis undergraduate students as well as with many other undergraduate students in part time positions or full time during summer months. Our strategic plan also aims to *be a leader of social, cultural, economic and environmentally-responsible development in the Fraser Valley*.

Our researchers have many connections in the area and have already been carrying out research that benefit the Fraser Valley, especially in the agricultural and technological sector. The graduate program would provide much needed training for students to fill the needs of these growing sectors. The third identified strategic planning goal is to *be innovative, entrepreneurial, and accountable in achieving our goals*. Our researchers have already been quite innovative and entrepreneurial, and producing graduate and undergraduate students with relevant research experience through the proposed Masters program, would add to the accountability to the community at large. Additionally, MIST aims to bring together indigenous ways of knowing with modern scientific knowledge in a broadened and culturally inclusive way encompassing local and international developments. This would be an innovative program emphasizing the interconnectness of nature, technology and various scientific disciplines.

- g. **Relationship to existing programs at UFV.** MIST would be the capstone program to all of UFV's Faculty of Science programs as well as some from Geography, Agriculture and the Health Sciences. It would be a unique program in BC and Canada as no such graduate program is currently offered within any of the institutions of higher learning that we are aware of.

Similar offerings at the undergraduate level exist within BC, at UNBC (http://www.unbc.ca/integrated_science/index.html), and UBC (<http://www.intsci.ubc.ca/wiki/doku.php>), while in the rest of Canada there are also a few offerings, again only at the undergraduate level. These include: Dalhousie (<http://www.dal.ca/academics/programs/undergraduate/disp.html>), McMaster (<http://registrar.mcmaster.ca/CALENDAR/current/pg1474.html>) and Cape Breton University (<http://www.integrativescience.ca/Program/>) but this latter one appear to have been active only from 1999-2007.

There are no programs at the graduate level for a Masters in Integrated Sciences in Canada that we are aware of, however, there are a few related programs in the USA such as those at John Carroll U in Ohio (<http://sites.jcu.edu/graduatestudies/pages/graduate-programs/masters-programs/integrated-science/>), at James Madison U in Virginia (<http://msisat.jmu.edu/description.html>), at the University of Colorado Denver (<http://www.ucdenver.edu/academics/colleges/CLAS/Programs/MastersofIntegratedSciences/Pages/ProgramOverview.aspx>), and at Southeastern Louisiana University (https://www.selu.edu/future_students/degree_prog/degrees/coll_science_tech/ms_isat.html).

- h. **Anticipated links to further study and to employment.** The program aims to graduate professionals who are confident in their abilities as scientists, prepared for a lifetime of learning and influence as global citizens, who have the skills to make significant contributions to theoretical or applied fields, to compete successfully in the job market, and who are highly qualified for careers in research and development, yet sensitive to traditional ways and equipped for long term success as professionals in their fields. Thus, at the end of their degree, students should be prepared for a variety of different careers paths: further research (PhD programs); health and environmental sciences; industry; agriculture; government; law; international policy; etc.

- i. **Delivery methods.** The objective of the MIST program is to provide students with a research paradigm that requires them to explore the answers to scientific and/or technological questions across a variety of disciplines and levels of explanation, from chemical or molecular to mathematical or physical, to organism or environment. For example, integrating mathematical models, environmental and social approaches to understanding sustainable waste management. The program is envisioned to have both a research component and a minimum of two course requirements. A strong core of interdisciplinary, experiential courses forms a foundation in math, science and technology. A variety of electives then allow students to focus on areas of interest. Envisioned concentrations could focus in 4 areas: 1)Bioinformatics, Biotechnology and agriculture; 2)Molecular modeling, biochemistry, biophysics and biogeography; 3)Computers, data analysis and information technologies; 4)Natural resources, Environmental assessment and sustainability
- j. **Possible resource needs.** Whether the specific area of concentration requires a theoretical or research background, space is a resource issue that has been identified as of high priority need. Current facilities should be able to support an initial intake of a few students per research active faculty as soon as the program becomes implemented. However, for the long term sustainability of the program which because of its uniqueness and applied aspects, may become popular for our own undergraduates wanting to consider post graduate programs or from other nearby institutions as well as from international students, there is a need of a new building. Thus a FoS building to house the entire FoS and affiliated scientists from Agriculture, Geography and Health Sciences is being proposed parallel to this proposal. Nevertheless, MIST can begin to be mounted without a new physical building as fundraising, planning and construction may take several years.
- k. **Suggested Program Working Group members and the reasons for their selection. Include brief biographies and credentials.**
- ❖ Agriculture - Tom Baumann
 - ❖ Biology - Greg Schmaltz
 - ❖ Chemistry - Noham Weinberg
 - ❖ CIS - Gabriel Murray
 - ❖ Math - Cindy Loten
 - ❖ Physical Geography - Olav Lian
 - ❖ Physics - Derek Harnett

The above individuals are teaching and research active individuals who could spearhead this proposal and bring to fruition. They each have a very good record of participation in the creation of new programs and are knowledgeable of curriculum issues.

Faculty of Trades and Technology

EDUCATION PLAN UPDATE 2013

Submitted by:
John English, Dean

Education Plan Update Template, 2013

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

13 Priorities

1. Student Recruitment, Retention, and Success
2. Enrolment Management
3. Indigenization
4. Internationalization
5. Environmental Sustainability
6. Indo-Canadian and South Asian Studies
7. Mennonite Studies
8. The Integration of Research and Teaching
9. Strengthening the Culture of Teaching and Learning
10. Community Partnerships, Forums, Events, and Conferences
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation
12. Recruitment and Retention of Faculty
13. Creative Resourcing

a. Trends and Challenges in Higher Education (list the top challenges—no more than ten):

1. Changes in Trades programming are initiated externally by the Industry Training Authority (ITA).
2. Foundation (ELTT) programs remain a challenge. No funding is available through the ITA for any new programming. This model does not allow for those interested in choosing a career to have the option of finding training without first finding employment.
3. Trades training is underfunded.
4. Funding agency does not have any strategic planning for future trades shortages/requirements.
5. Trades training programs are constantly under scrutiny to find the least cost factor.
6. Program durations are shortened by the ITA in spite increased knowledge required in many trades.
7. Industry requests and advice tend to be ignored with cost cutting clearly the objective directing change.

b. New local demographic and employment data:

c. Local economic development priorities:

1. There is clearly rising interest in Agriculture programming (education and research) in the region. This is being expressed by industry through their respective organizations as they begin to recognize the need for future labour, science and technology, business practices and research to keep the agriculture economy competitive and thriving.

d. Trends in new programming elsewhere:

1. Trades programming content and methods continues to be driven externally through the ITA. Common level exams and pressure for shorter program lengths continue to be issues. The system as a whole is addressing these.

e. Resulting necessary changes or adjustments to strategic priorities:

1. None.

II Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies specific progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization) and can also include any new specific plans for the coming year. The section concludes with an evaluation of whether and how improvements should/can be made to improve your Faculty/College's progress towards achieving these goals.

- 1. Student Recruitment, Retention, and Success** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
Continue to support and participate in regional and national programs such as Skills BC and Skills Canada.

Conducted a large open house at the Trades and Technology Centre in conjunction with the Skills BC competition (and our School District partners). Excellent turnout. Some form of this event will be ongoing annually.

Continue to support dual credit programs as a means of engaging high school students' interests in trades apprenticeships.

Address specific enrolment challenges through advertising and targeted activities. This will include an increase in social media activities targeting appropriate groups of potential students.

Prominent staff and faculty will collaborate with Marcom and Recruitment in visiting schools, hosting tours of the TTC facility, and participating in open house activities.

Continued participation in career fairs and trade shows to brand and expose our program mix.

- 2. Enrolment Management** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*
This is identified as one of the ten key goals the Faculty has set for itself as expressed in the Ed Plan/Strategic Plan. Enrolment management has been an increasing role for the staff in the Faculty of Trades and Technology as the roles and responsibilities of employers has changed to accommodate less work for the ITA. More and more programs are changing to apprenticeship models which have an increased level of reporting.

- 3. Indigenization** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Work with Indigenous Affairs Office and the Vice Provost to launch the Building Service Worker Program as part of a larger program designed with Sto:lo to serve a specific learner cohort. This is a key opportunity for the Faculty to learn and adjust to the needs of Aboriginal learners and be able to incorporate lessons learned in other program areas.

- 4. Internationalization** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Developed an international focused post-degree diploma program in Hospitality and Event Management. We expect to receive the first cohort in January of 2014.

Worked with Canada Wood to conduct wood frame construction training for Chinese students and professionals. Work includes a summer camp in Chilliwack and the development of two advanced levels of curriculum to be offered by up to 20 Chinese post secondary organizations. This work directly supports the Province's emerging markets strategy for commodity lumber.

- 5. Environmental Sustainability** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Work between the cafeteria operations, the Culinary program and Agriculture is contemplating a composting program when the new Agriculture facilities are completed.

All programs consider and manage waste, appropriate materials, and trends in modern practice found in respective industries.

Faculty and staff are very active in terms of addressing the environmental safety of their work environment including such matters as air quality (dust), implementing appropriate work practices (waste, asbestos)

- 6. Indo-Canadian and South Asian Studies** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

To date this has not been addressed. It is a specific aspect of the Faculty's Ed Plan/ Strategic Plan to consider during the 2013-14 year.

- 7. Mennonite Studies** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

To date this has not been addressed. It is a specific aspect of the Faculty's Ed Plan/Strategic Plan to consider during the 2013-14 year.

- 8. The Integration of Research and Teaching** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Research has not been a part of the Faculty except in Agriculture. Agriculture research continues largely focused on berry production through the Pacific Berry Resource Centre. Within Trades, there is an emerging recognition of what research means in trades professions. An early example is being pursued around electric vehicle conversations with emphasis on documenting best practices, codes and regulations, and developing techniques.

- 9. Strengthening the Culture of Teaching and Learning** - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Traditionally Trades programs have worked only under the auspices of the ITA . Faculty continue to be engaged with their larger communities of interests (articulations, curriculum

committees, etc.). A variety of information-type sessions have been conducted or are planned to inform and enlighten faculty and staff around issues such as counselling services, students with disabilities, etc.

10. Community Partnerships, Forums, Events, and Conferences - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

The Faculty of Trades and Technology works closely with the Industry Training Authority.

Trades programs hold regular Program Advisory Committee meetings with all trades areas.

Agriculture faculty are involved with the professional associations and research arms of the particular specialties. Have also hosted conferences/forums in conjunction with foreign (European) universities.

Further partnerships include various school programs as well as district level partnerships. UFV has partnered with Fraser-Cascade school district in an Automotive ACE-IT agreement.

11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation - *list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:*

Trades is often considered such a different set of programming as to largely stand independent of other UFV programming. The Faculty has begun a program of expressing its programs and courses according to recognized and familiar ways usual to universities. Specifically, breaking programs in to a series of courses, seeking credit values for courses. This will allow for trades courses to be used for standing in other programs and allow for learning completed in non-trades programs to be considered for recognition towards trades credentials.

As a step in the direction of deploying trades learning experiences outside of the confines of the ITA's interests, the Faculty has sought to have advanced standing or other recognition of learning applied to non-trades programs. For example, the Global Development Studies degree will accept completion of certain trades programs as credit for two upper and two lower level electives.

12. Recruitment and Engagement of Faculty - *identify actions that your Faculty/College has adopted to further a human resources strategy to attract and engage outstanding employees, to retain, develop and foster their leadership skills, and to affirm their contribution to sustaining a vibrant and diverse scholarly community which values learning, social and personal development, embraces challenge and is committed to the respectful debate of ideas and views:*

Maintaining a group of instructors--often working professionals--to be available for part time assignments and/or relief instruction. Trades and Technology has been in discussion with employee services to find ways to reduce barriers for these working professionals to be employed on a training day based system. Block release programs create a unique set of challenges for finding sessional and part time faculty.

Continue to present a series of developmental workshops and events. The Faculty is working through a workplace communications and constructive conflict plan. Completed this year was a Myers Briggs inventory for all faculty and staff emphasising the need to understand the variety of personalities found in the workplace and learn methods for interacting.

13. Creative Resourcing - list the most important ways your Faculty/College has achieved, modified or made progress towards achieving this priority:

Detailed spending tracking and reconciliation to ensure that funds are allocated appropriately. Emphasis has been on transparency and defensible rationale for allocations and appropriations.

Emphasis on core business. For example, maintenance of the Aerospace Campus at the Abbotsford Airport has been handed over to Facilities from Trades and Technology.

Continue to develop continuing studies and contract services as a revenue source.

14. Plans for improving your Faculty/College's progress towards achieving these goals (no more than ten):

The development of a full Education Plan and Strategic Plan as a means to focus efforts, provide a clear context for decision making and planning, and expressing priorities and aspirations.

III Report on Programs

a. Progress on Approved New Programs

Programs approved since September 2011:

Program	Senate Approval (Date)	Ministry Approval (Date)	Implement (Yes or No)
Hospitality Event Management Post-Degree			Yes

b. Programs Recommended for Discontinuance or Suspension

No programs are being considered for discontinuance. There have been two reductions in program capacity that are responses to demand: one section of Drafting and one section of Automotive Foundations.

c. Programs Recommended for Modification

Welding and Heavy Duty Mechanics foundations are to be modified (driven by initiatives of the Industry Training Authority). Such changes are provincial in scope and timing is driven externally.

d. Review of Programs in Development

Programs listed in the Ed Plan in development or nearing approval at Senate:

Program	Likely date at Senate
Automation Electronics	2014

e. Newly Passed Concept Papers

None

f. Departmental Information

2012-13

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Agriculture	48.27	2.44	85.00	21.20
Trades	585.96	1.00	24.30	10.20

2011-12

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Agriculture	53.04	1.03	89.90	22.60
Trades	654.44	2.64	21.80	11.30

2010-11

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Agriculture	44.98	1.26	77.90	19.40
Trades	622.68	3.16	16.90	10.30

2009-10

Department	Domestic FTEs	International FTEs	Fill rates	Average Class Size
Agriculture	30.92	0.56	54.50	13.60
Trades	650.01	3.62	17.90	11.40

g. Programs Reviewed and Scheduled for Review

Programs	Review Date
Architectural Drafting	2013-14

h. Major institutional or Faculty/College-wise challenges/required changes resulting from program reviews:
not applicable

i. Programs with program learning outcomes aligned with the Institutional Learning Outcomes (ILOs):

Carpentry
Joinery
Electrical
Plumbing
Aircraft Structures
Welding
Automotive
Heavy Duty Mechanics/Commercial Transport
Autobody Collision

Culinary Arts
Electronics
Agriculture
Architectural Drafting

j. Plans for improving your Faculty/College's progress towards achieving the ILOs (no more than ten):

To date, all programs have completed alignment of program learning outcomes to institutional learning outcomes.

The Faculty of Trades and Technology has specific objectives to break down programs into a series of courses and seek credit recognition. Preparing course outcomes to align with program outcomes will be part of this exercise. This is a very significant effort and one that should expand overall opportunities for students and support the grand objective of integration of trades and technology programming into the larger university.

University of the Fraser Valley
2012/13 RECONCILIATION SUMMARY

Prog Type	ITA Program Name	Level	Adj. Financial Contribution	Add/Cancel Funding	Financial Contribution	Adj. Funded Cap	Add/Cancel Class	Recon. Capacity	Reconciled Enrols	% Util
APP	Aircraft Structural Technician (CAT:S)	4	\$403,200	\$0	\$403,200	32	0	32	25	78.1%
Aircraft Structural Technician (CAT:S) Total			\$403,200	\$0	\$403,200	32	0	32	25	78.1%
	Automotive Service Technician	1	\$23,800	\$0	\$23,800	16	0	16	5	31.3%
		2	\$20,400	\$0	\$20,400	16	0	16	15	93.8%
		3	\$47,600	\$0	\$47,600	32	0	32	26	81.3%
		4	\$0	\$0	\$0	0	0	0	0	-
Automotive Service Technician Total			\$91,800	\$0	\$91,800	64	0	64	46	71.9%
	Carpenter	1	\$18,000	\$0	\$18,000	16	0	16	17	106.3%
		2	\$36,000	\$0	\$36,000	32	0	32	32	100.0%
		3	\$0	\$18,000	\$18,000	0	16	16	16	100.0%
		4	\$36,000	(\$18,000)	\$18,000	32	-16	16	16	100.0%
Carpenter Total			\$90,000	\$0	\$90,000	80	0	80	81	101.3%
	Cook (Institution Entry)	1	\$112,000	\$0	\$112,000	16	0	16	17	106.3%
		2	\$56,000	\$0	\$56,000	16	0	16	17	106.3%
Cook (Institution Entry) Total			\$168,000	\$0	\$168,000	32	0	32	34	106.3%
	Electrician	1	\$30,000	\$0	\$30,000	16	0	16	16	100.0%
		2	\$60,000	\$0	\$60,000	32	0	32	30	93.8%
		3	\$90,000	\$0	\$90,000	48	0	48	42	87.5%
		4	\$60,000	\$0	\$60,000	32	0	32	32	100.0%
Electrician Total			\$240,000	\$0	\$240,000	128	0	128	120	93.8%
	Welder	B	\$20,000	\$0	\$20,000	5	0	5	5	100.0%
		C	\$336,000	(\$28,000)	\$308,000	42	2	44	44	100.0%
Welder Total			\$356,000	(\$28,000)	\$328,000	47	2	49	49	100.0%
APP Total			\$1,349,000	(\$28,000)	\$1,321,000	383	2	385	355	92.2%
FDTN	Automotive Service Technician	1	\$102,600	\$0	\$102,600	18	0	18	18	100.0%
Automotive Service Technician Total			\$102,600	\$0	\$102,600	18	0	18	18	100.0%
	Electrician	1	\$73,440	\$0	\$73,440	18	0	18	18	100.0%
Electrician Total			\$73,440	\$0	\$73,440	18	0	18	18	100.0%

University of the Fraser Valley
2012/13 RECONCILIATION SUMMARY

Prog Type	ITA Program Name	Level	Adj. Financial Contribution	Add/Cancel Funding	Financial Contribution	Adj. Funded Cap	Add/Cancel Class	Recon. Capacity	Reconciled Enrols	% Util
	Heavy Duty Equipment Mechanic / Commercial Transport Vehicle Mechanic	1 / 1	\$123,120	\$0	\$123,120	18	0	18	20	111.1%
	Heavy Duty Equipment Mechanic / Commercial Transport Vehicle Mechanic Total		\$123,120	\$0	\$123,120	18	0	18	20	111.1%
	FDTN Total		\$299,160	\$0	\$299,160	54	0	54	56	103.7%
RTND	Retained Funds		\$0	\$8,400	\$8,400	0	0	0	0	-
	Retained Funds Total		\$0	\$8,400	\$8,400	0	0	0	0	-
	RTND Total		\$0	\$8,400	\$8,400	0	0	0	0	-
	Grand Total		\$1,648,160	(\$19,600)	\$1,628,560	437	2	439	411	93.6%

Graduate Studies Update

EDUCATION PLAN UPDATE 2013

Submitted by:
Adrienne Chan
Associate Vice-President,
Research, Engagement, and
Graduate Studies

Graduate Studies Update September, 2013

UFV currently delivers two Master's Degrees:

- **Master of Arts in Criminal Justice**
- **Master of Social Work**

The MA in Criminal Justice has an intake every year. As of 2013, there were 24 students in January, and 20 students were continuing in May. As of September, there were 9 continuing students and 9 new students registered in the current intake.

The MSW has an intake every two years. The first cohort started in Winter 2011, and the second cohort started in Fall 2012. The first cohort of the MSW graduated in Summer 2012 and convoked in June 2013. As of 2013, there were 21 students in the MSW program. Of those students, 15 are "full time". We expect these 15 students to graduate in 2014. Both of these programs as "cost-recovery"; however they each have a different budget model, which has raised some concerns about equity.

There are three Graduate Certificate programs.

- Program Evaluation
- Teacher Leadership and Mentorship
- Research and Teaching History

None of these have been delivered and all of them are on hold. The School of Graduate Studies still receives requests for the **Certificate in Program Evaluation** every month and they have been given University of Victoria program information. These programs will be reviewed in the coming year to decide whether there is an interest in attempting to offer them again.

There are three Master's programs under development:

Master of Professional Accountancy and Corporate Financial Management: Since beginning their work in 2012, this program working group has developed a draft concept paper, which is quite comprehensive. The program working group have completed a labour market survey and are ready to begin a consultation process regarding their concept paper, as per Policy 209. The draft concept paper has been reviewed by the Dean of Professional Studies and by the AVP Research, Engagement, and Graduate Studies.

Master of Migration and Citizenship: The program working group has been meeting for over two years. There is a draft concept paper outline. Discussions were held regarding conducting a labour market survey in the summer of 2013. We expect to receive an update regarding the status of the survey this fall.

Master of Science in Integrated Science: This program is in its conceptual stage. A program working group has been formed. The program will be interdisciplinary requiring students to develop expertise in at least two related science fields.

Policies and Guidelines:

- The Graduate Program Course and Approval Process (Policy 209) underwent revisions in 2011 and in 2012. The revised policy was approved by Senate in February 2013.
- General Regulations for Graduate Studies were revised in 2012 and approved in February 2013. This includes language regarding appeals.
- Supervisory Status Request Forms and Supervisory Appointment Forms were revised in 2013.
- We are currently working to find a way for the Banner system to record important data on graduate students such as their supervisor's name, titles of their research projects, and other data that is currently only stored in a spreadsheet in the AVP's office.
- Students will soon be able to have their final research papers (Major Paper) kept in the Library.

Strategic Research Plan Update

EDUCATION PLAN UPDATE 2013

Submitted by:
Adrienne Chan
Associate Vice-President,
Research, Engagement, and
Graduate Studies

Strategic Research Plan (2010-2015), Update Summary 2013

In 2012 – 2013, a consultation was conducted to update the Research Plan which will expire in 2015.

Previously the plan included five priority areas:

- Citizenship, Culture, Governance, and Human Rights
- Crime Prevention and Criminal Justice
- Environment and Sustainable Development
- Human Development, Health, and Well Being
- Scholarship of Teaching and Learning

These are listed alphabetically and not in priority order.

In the update, the Dean of Sciences, and the Faculty of Sciences lobbied strongly for the inclusion of **Molecular Sciences** as a priority. Within the context of this update, Molecular Sciences has been added as a sixth priority area. However, this – and the other five areas – will be revisited in 2014, when we prepare the plan for 2015-2020.

Within three of the priority areas, some wording changes were made as well as some additional clauses.

Crime Prevention and Criminal Justice: This area recognizes that the BC Centre for Social Responsibility is now the UFV Centre for Safe Schools and Communities. The Centre for Public Safety and Criminal Justice replaced the Centre for Criminal Justice Research Sun Center of Excellence.

Environment and Sustainable Development: The following paragraph was added:

Studies of environmental degradation which impacts our lives and health as well as all wildlife and natural systems: Its understanding requires a multidisciplinary and interdisciplinary approach from disciplines such as biology, chemistry, ecology, earth sciences, agriculture, geography, mathematics and statistics, computing science, and physics. UFV supports fundamental and applied research to address diverse and critical local and global challenges including but not limited to: surface and subsurface water pollution, toxicology, air and soil pollution, climate change, depletion of resources, and extinction of species due to different factors such as habitat loss and occurrence of invasive species.

Human Development, Health, and Well Being: Reference to interdisciplinary work added disciplines that were not previously referenced (e.g., Nursing rather than Health Sciences, Early Childhood Education, Child and Youth Care, Social Work and Human Services).

Molecular Sciences: This priority was added with the following description:

Molecular sciences is a multidisciplinary and interdisciplinary field where physics, chemistry, biology, mathematics and statistics and computer science merge in a cooperative effort to better understand properties of subatomic, atomic, molecular, and supramolecular systems and their technological potential. It is a growing area of experimental and theoretical research at UFV, with collaboration at the regional, national, and international levels.

Research in this area will be conducted in:

- a. Molecular biology and genetics.
- b. Chemistry and biochemistry.
- c. Molecular modeling and bioinformatics.
- d. Atomic, molecular, and optical physics
- e. Subatomic physics

No changes were made to the priority areas: Citizenship, Culture, Governance, and Human Rights; and Scholarship of Teaching and Learning.

The update to the plan was approved at the Senate Research Committee and was subsequently sent to Senate and the Board of Governors for approval.

Library

EDUCATION PLAN UPDATE 2013

Submitted by:
Patti Wilson, Interim University
Librarian

UFV Library Submission

Education Plan Update 2013

I Review and Reaffirmation of Institutional Priorities identified in Five-Year Plan

(a) **Trends and Challenges in Libraries in Higher Education** (list the top challenges—no more than ten):

1. Preservation and dissemination of institutional resources – Institutional Repositories, Data curation services
2. Open Access Movement – Journals, Textbooks, Scholarly Publishing, MOOC's, Predatory Journals
3. Support for online/off campus learning – Increasing acquisition of digital content, increased online delivery of services (reference, instruction, circulation)
4. Declining library budgets. Maintaining collections and services in a strategic, evidence-based way.
5. Mobile friendly platforms for all content
6. Copyright – New legal environment we now operate within
7. Digitization projects
8. Re-envisioning the library as place – collaborative group spaces, etc.

(e) Resulting necessary changes or adjustments to strategic priorities:

1. Preservation and dissemination of institutional resources
 - a. Discussions are underway with key players in the institution to inform, promote and plan a future Institutional Repository (IR) for UFV
2. Open Access Movement
 - a. IR will enhance UFV's ability to make student, faculty and institutional publications and research available as open access.
3. Support for Online/Off Campus Learning
 - a. Will investigate and trial the addition of text reference services and web conferencing for one-on-one appointments
4. Declining Library budgets. Maintaining collections and services in a strategic, evidence-based way.
 - a. Due to budget cuts, the Mission campus library was closed and services centralized to Abbotsford.
 - b. Reduction was made to acquisitions budget, including reference collection, print serials, departmental allocations.
 - c. Implementation of Reference Analytics. Software will enable detailed tracking of reference services, by location, day of week, time of day, type of question, etc.
 - d. LibQual survey conducted in 2013 will convey student and faculty opinions on our services, facilities and collections

- e. Patron Driven Acquisition trial will allow student and faculty demand to guide purchase of e-books.
- 5. Mobile Friendly
 - a. New content management system makes planning a mobile friendly library website possible. Should be a priority in the coming year.
- 6. Copyright
 - a. In partnership with print services, the bookstore, finance and risk management, the library is guiding the institution in the new copyright environment
 - b. Education campaign underway for faculty and staff, with a number of presentations and workshops taken place. New Libguide on Copyright created.
 - c. New copyright officer/librarian to be hired.
 - d. Investigating shared services with BC consortia.
- 7. Digitization
 - a. Working with faculty consultants and the MSA Museum, the library is planning a project to digitize an early local newspaper.
- 8. Re-envisioning the library as place
 - a. We will plan how to merge the reference and circulation service points in Abbotsford, which should result in improved customer service, staffing efficiencies, and ability to repurpose the space created.

II Report on Non-Program Initiatives identified in the Five-Year Plan

This section identifies progress made in achieving the non-program priorities identified in the Five-Year Ed Plan (such as indigenization and internationalization). The section concludes with an evaluation of whether and how improvements should/can be made to improve your Faculty/College's progress towards achieving these goals

1. Student Recruitment, Retention, and Success (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
 - New library and learning commons at CEP campus opened summer 2012. This facility, which provides Library collections and services, ETS, Math Centre, Writing Centre, computer labs, individual and group study spaces combined in a new and welcoming facility are great benefit to students on the Chilliwack campus. Library use has doubled.
 - Library committee is currently reviewing our Library's services, facilities, publications and collections in view of support for students with disabilities and universal design.
 - Developed Customer Service Philosophy principles to guide UFV Library employees.
 - Participated in LibQual survey in 2013. Survey results will enable us to improve services, facilities and collections based on student and faculty feedback.
 - We completed the articulation of study zones (quiet/silent) in a new Noise Policy.
 - We are increasing group study spaces in the Abbotsford campus library.
2. Enrolment Management (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):

3. Indigenization (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
 - Libguides created on First Nations, First Nations Literature, Indigenizing the Academy, Indigenous Studies, Residential Schools, Tomson Highway.
 - UFV Library Chilliwack Opening - The opening ceremony recognized aboriginal history, and began with a song and blessing by Shirley Hardman, senior advisor on Indigenous Affairs. As well, the UFV Library's inaugural display (Michap Kwetxwi:lem) incorporates acknowledges and celebrates the Stó:lō traditional territories.
 - We instruct and support the NVIT student cohort.
 - UFV Librarians attended the Indigenizing the Academy workshop in August 2012.
4. Internationalization (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
 - Forming a UFV Library committee to study the Library's services for International students.
 - Library provides instruction sessions via Skype for business students in Chandigarh.
5. Environmental Sustainability (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
 - New subscription to Access Science, a multi-media reference database containing authoritative content on animal and plant ecology, conservation and ecosystems.
 - Libguide on Environmental Studies created.
 - As members of the UFV Green Team, we have automated the shutdown of lab computers and educated library staff on green practices.
6. Indo-Canadian and South Asian Studies (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
 - UFV Librarian acts as an advisor and consultant to the CICS on research and digitization projects.
 - Library presentation at Shastri Indo-Canadian Institute symposium, Feb. 2013. As a member of the India Studies Library program, the library has selected, ordered and added over 1780 titles in support of India and Indo-Canadian studies.
 - We work in partnership with CICS to subscribe to Bibliography of Asian Studies database.
7. Mennonite Studies (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
 - In collaboration with the Development office and UFV faculty, the library has received targeted funding to support Mennonite and Peace studies. 61 titles have been added to the collection.
 - Libguide on Peace Studies created.
8. The Integration of Research and Teaching (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):

- We have mapped our library goals, objectives and information competency standards to the Institutional Learning Outcomes. Through our instruction classes, reference services and collections the library plays a fundamental role in developing students who meet our ILO's.
 - Research Data Services have been enhanced with the addition of Open Data, Data BC, base mapping and orthophotos from ICIS. (Integrated Cadastral Information Society)
9. Strengthening the Culture of Teaching and Learning (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
- Librarians provided a number of workshops in support of teaching and learning, including plagiarism, copyright, and instructional skills.
10. Community Partnerships, Forums, Events, and Conferences (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
- UFV Library has participated with other libraries to fund the SCOAP3 project, to convert key journals in high energy physics to open access.
 - BC Library Association conference presentation by UFV Librarian and UFV faculty member on Information Literacy and Institutional Learning Outcomes.
 - The CEP Library opening event was a partnership with library staff, Shirley Hardman, Bob Searle, and Dr. David Schaepe, co-manager of the Stó:lō Research and Resource Management Centre, who worked with the library to create the opening display.
 - UFV Librarian is member of provincial ELN Institutional Repositories Committee investigating shared IR services.
 - UFV Librarian is a board member for the Abbotsford Sikh Gurdwara
 - Working in partnership with ITS to provide alumni access to databases (where allowed by license)
11. Interdisciplinarity and Cross-Departmental/Faculty Cooperation (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
- Have identified cross-disciplinary courses without a home department and allocated acquisitions funds to support these courses.
 - In partnership with other faculties, the library presented a number of displays of student and faculty work, including UFV nursing and kinesiology Health Strategies student projects, UFV Faculty publications, and the "Altered Books" projects of Brenda Fredrick's Visual Arts students.
 - Partnering with bookstore, print services, finance, risk management to usher in new Copyright environment.
12. Recruitment and Retention of Faculty (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):
- Allocated \$50,000 of acquisitions funds to be offered to new faculty as a recruitment incentive. Funds have been used to purchase materials in subject areas of interest for new faculty.
 - Will develop a welcome package for new faculty to orient them to library services and collections.

- Support faculty needs through the following recent initiatives:
 - Improving licensing terms of use information for journals and databases.
 - Adding details to all e-book catalogue records on type of license and number of simultaneous users.
 - Providing electronic course reading lists service for faculty.
 - Creating course specific libguides, in partnership with faculty.
 - Offering Course Outline copyright clinics and individual faculty support on copyright.
 - Preparing new informative Libguide for faculty and students on open access monographs, textbooks, journals, predatory journals, etc.
 - Planning to develop further resources and workshops on predatory journals
- Licensing of high quality, scholarly journals from publishers such as Elsevier, Wiley, Oxford, Sage, Taylor & Francis and Cambridge help provide the research and teaching resources our faculty need and expect at a post-secondary institution.

13. Creative Resourcing (list the most important ways your Faculty/College has achieved or made progress towards achieving this priority):

- Library is working with consortia partners to investigate and implement shared support for copyright services, institutional repositories, digitization initiatives, open access projects, virtual reference.
- By redirecting DVD acquisition funds, was able to add subscription to Films on Demand Master Academic Collection (8200 streaming video titles).
- Received a private donation of \$10,000 and matching donation of \$10,000 to fund a digitization project.

List the most important ideas you have for improving your Faculty/College's progress towards achieving these goals (no more than ten):

The following ideas will benefit student and faculty recruitment, retention and success, increase community partnerships, provide potential projects in the areas of indigenization, Indo-Canadian and Mennonite studies, support research, teaching and learning, support Internationalization, use creative resourcing, and involve interdisciplinary co-operation.

1. Implement an Institutional Repository (IR) at UFV – Many of our priorities will be enhanced by the implementation of an Institutional Repository at UFV. An IR will enable us to gather, showcase and preserve our student and faculty research and publications, our institutional publications, University-community collaborations, archival and special collections, images and multi-media content, open-access journals and more.
2. Promote, curate, educate students and faculty on open access resources, with informational guides, services, and workshops on topics such open access journals, books, textbooks, creative commons licenses, predatory journals. We will continue to support consortial projects on open access.
3. Provide an integrated, supportive service for Copyright compliance at UFV, including copyright education, adjudication, copyright clearance, and guidance for all UFV faculty and

- staff. Participate in a pilot project for shared copyright services with other B.C. post-secondary libraries.
4. Study and improve our services, facilities, collections, publications for students with disabilities, and international students.
 5. Digitize a local, historical newspaper.
 6. Implement alumni access to databases (where license permit.)
 7. Undertake a Patron Driven Acquisition project, which will allow student and faculty demand to guide purchase of e-books.
 8. Plan the merger of reference and circulation service points in Abbotsford, which should result in improved customer service, staffing efficiencies, and ability to repurpose the space created.

Academic Planning Principles

University of the Fraser Valley – Excerpt from 2012 Education Plan Update

Assumptions

The following assumptions underlie the academic planning process at UFV and are reflected in our planning practice. The planning process is:

1. guided by our commitment to student success and an integrated student experience;
2. responsive to and consistent with UFV's mandate and strategic directions;
3. collegial and consultative, grounded in UFV's collegial governance processes;
4. integrated and attentive to UFV's foundation plans;
5. evidence based;
6. linked with quality assurance; and
7. informed by the principle of program sustainability.

Principles

The following principles are organized around two key themes: *Strategic Directions* and *Students and Program Considerations*.

Strategic directions

The following principles relate to UFV's strategic directions and priorities as outlined in *Changing Lives, Building Community* (April 2010); *Students and Community: Educational Planning at UFV, 2011-15*; and the *Strategic Research Plan*.

Academic planning will:

1. respond to and anticipate 21st-century challenges;
2. respond to the local and regional needs of the Fraser Valley;
3. enhance indigenization of the academy and respond to the needs of Aboriginal students;
4. enhance internationalization and respond to the educational needs of international students and immigrants;
5. foster the integration of research and teaching and the development of inquiry-based learning; and,
6. foster collaboration that is multi- and inter-disciplinary and multi-institutional.

Student and program considerations

The following principles relate to educational programs and learning experiences at UFV.

Academic planning will:

7. reflect our primarily undergraduate teaching focus and the comprehensive nature of UFV programming;
8. meet our commitment to access and transition programs;
9. ensure institutional and program learning outcomes are attained;
10. foster multiple, efficient pathways to completion that enhance flexibility; and,
11. integrate new and emerging technologies into teaching and learning.

University of the Fraser Valley

Institutional Learning Outcomes

The University of the Fraser Valley (UFV), located on traditional Sto:lo territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning. Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes. Graduates...

1. Demonstrate information competency

Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.

2. Analyze critically and imaginatively

Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.

3. Use knowledge and skills proficiently

Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.

4. Initiate inquiries and develop solutions to problems

Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action.

5. Communicate effectively

Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences. Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.

6. Pursue self-motivated and self-reflective learning

Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.

7. Engage in collaborative leadership

Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.

8. Engage in respectful and professional practices

Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.

9. Contribute regionally and globally

Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.