

# Strategic Initiatives Fund Showcase

Showcasing initiatives supporting UFV's  
IYAQÁWTXW: House of Transformation

**March 06 – April 17, 2025**

The University of the Fraser Valley (UFV) is located on the traditional territory of the Halq’eméylem-speaking Stó:lō peoples. Long before Canada was formed, the Stó:lō (people of the river) occupied the land on which the University of the Fraser Valley (UFV) is located. They lived on Stó:lō Temexw, the territory of the Stó:lō, and they spoke Halq’eméylem, also known as the upriver dialect. UFV recognizes and honours the contribution that Indigenous people have made — and continue to make — to our community. UFV supports Indigenous learners and seeks to incorporate Indigenous ways of knowing.

## Introduction

Welcome to the 2025 Strategic Initiatives Fund Showcase!

To support the implementation of UFV’s Integrated Strategic Plan and the Strategic Enrolment Management (SEM) Plan, the Office of the Provost and VP, Academic invited applications from across the University community. This initiative aims to further enhance UFV’s commitment to achieving our institutional goals related to our mission of engaging learners, transforming lives, and building communities. The call was open to academic areas (e.g., departments, schools, faculties) to support curricular revisions that enhance admission, retention, and/or graduation rates for students. Applications were reviewed by a committee consisting of Vice-Presidents and the Vice-Provost, chaired by the Provost, and then approved through the President’s Strategic Advisory Committee.

We are excited to showcase thirteen of the initiatives completed so far and invite you to join us in congratulating our faculty, staff, and students on their successes. The Showcase will encompass multiple events between March 9 and April 30, 2025. Details for each event are outlined in the report.

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## Building Community Across Cultures (BCAC) Initiative

**Project Lead: Chantelle Marlor**

Building Community Across Cultures (BCAC) initiative (established in 2022) is a professional development, institutional culture-transforming program inclusive of UFV faculty and staff. The aim of the initiative is to build capacity in fostering internationalized and inclusive learning environments.

In its first iteration, the BCAC Initiative involved three components:

- 01** March-December 2023: 8 intercultural competency building sessions
- 02** February 2024: a two-week study tour to northern India, including visits to Fraser Valley India, 2 post-secondary institutions, 2 high schools, historic towns and sacred sites such as the Harmandir Sahib Golden Temple in Amritsar, Virasat-e-Khalsa in Anandpur Sahib, and Taj Mahal in Agra.
- 03** June 2024: Post-tour reflections and action plan.

The initiative was designed and guided by an interdisciplinary faculty team, including: Chantelle Marlor (SCMS), Daryl Smith (International), Edward Akuffo (Political Science), Satwinder Bains (SASI), Victoria Surtees (Teaching & Learning), Anna Griffith (SOCA).

In total, 20 faculty and staff participated in the initial competency building sessions and 16 joined the study tour. Faculty and Staff were from diverse areas of UFV: Business and Computing, the College of Arts, Advising, Student Experience Office, Campus Living, Sustainability Office, Teaching and Learning, and UFV International.



### BCAC impacts

BCAC Participants commented that there was no other "community" like it at UFV. The experience built their intercultural capacity, and it fostered a sense of connection, community and belonging across disciplines and units.

*"Since going to India, I am better equipped to appreciate differences in values and quick ability of students to learn and adapt. Although I have grown up as a child of immigrants and worked and lived with newcomers my entire life, the BCAC study tour was a life changer."*

*"The bonds and the deep, authentic relationships we've built are so unique to experience in a workplace."*

*"Since returning from India, I am able to have more in-depth conversations with international students. In return, they are more open to talking freely with me about their real circumstances and how they see themselves in Canada as a student and as a newcomer."*

*"I used to do things differently. Now I invite, go connect, and make history!"*

## Building Pathways Between Programs

### Project Lead: Chris Campbell

In building towards IYAQAWTWXW—the House of Transformation—UFV has committed to prioritizing accessible and flexible opportunities to support personalized, lifelong learning. Doing so requires a significant rethinking of how UFV’s current educational offerings are valued.

In this interactive session, we present and invite discussion on the project team’s recommendations. These recommendations include:

- 01 A call for credit equity
- 02 Establishment of a UFV Credit Bank
- 03 Establishment of an Office for Learning Pathways and Persistence
- 04 Discontinuance of VOC (vocational) coding of credit
- 05 Support for new diploma programs integrating previously uncredited programs

Attendees are encouraged to imagine what connections and learning pathways between UFV programs would be possible with an institutional commitment to credit equity. These ideas will be included in a revised final report of the Building Pathways Between Programs SIF team.

UFV is well-positioned to take a leadership role among its peer institutions, by committing to credit equity. In doing so, the university would deepen its SEM Plan goals related to equity more generally.

### Background on Issue: The Historical Legacy of a 3-Tier System

Over its 50-year history, UFV has graduated more than 50,000 students from diverse

programs that have served the needs of our communities and employers. Over the decades, however, what has emerged is a 3-tier system of credit allocation. At the top are programs awarded full and highly portable credit, with which learners could build unique learning pathways that reflected their needs and goals.

A second tier of programs receive ‘vocational’, or VOC, credit. These credits appeared on a student’s transcript but are not portable to other diploma or degree programs. The third tier of programs were ones in which students receive credentials but no credit for their coursework because these programs were classified as vocational or trades education.

The distinctions between ‘traditional’, ‘vocational’, and ‘career’ programs are muddy at best, lack clearly defined criteria, and reflect long-standing organizational biases with regards to applied education common in BC’s postsecondary system. The uneven categorization of credit has continued despite UFV years ago adopting system-wide standards for curriculum review applied to nearly all programs, including the requirement for stated learning outcomes and assessments, clear articulation of time required for program completion, and alignment with institutional and industry goals.

As a result, graduates of programs receiving no or VOC-coded credit find few opportunities at UFV for subsequent study that values and builds upon their past training. Returning students wanting to complete credit-bearing programs find that they have to instead start from scratch. The size of the student population affected is significant. Between 2020-2024, more than 2100 students graduated UFV from non-credit and VOC-credited programs. More than 4 in 10 students graduating UFV with a credential less than a degree do so without receiving regular credit.

### The Building Pathways SIF Team Approach

The Building Pathways Between Programs project initially set out to develop mechanisms to build formalized pathways between of complementary programs of different tiers of credit (including VOC-coded and non-credit programs). In doing so, the project remains aligned with the key strategic goal of ensuring flexible and accessible pathways for lifelong learning. The project team also sought to address additional SEM Plan goals, including:

- *Identify and remove access barriers for individuals from marginalized and underrepresented groups*
- *Integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture*
- *Support various pathways that lead to the attainment and recognition of students’ educational goals*

The project team shifted to a broader, systemic assessment of how institutional processes could be better aligned with strategic priorities. This systemic approach is necessary because developing program-to-program pathways was too limited in its reach, was more labour-intensive to develop and maintain and was therefore inefficient and costly, and did not address the underlying inequities in the system.

The core recommendation that emerges from this SIF project is that UFV adopt a commitment to and principles of credit equity within its policy and procedures.

**Credit Equity:** the assignment of credit for assessed learning, utilizing clearly articulated

criteria that are applied consistently across all institutionally-approved postsecondary fields of study, and without privileging the norms, practices, and knowledge systems common to any one subset of programs to the detriment of other programs.

Operationalizing credit equity requires change on multiple fronts. These include changes to policy (Policy 105 on Course Credit); the immediate discontinuation of VOC-coding for credit (with current VOC-coded programs to transition to regular credit); the creation of a UFV Credit Bank that will pre-assess for non-credit programs for credit (opening the door to Red Seal holders and UFV alumni from non-credit programs to continue their studies); the transition, when practical, of currently non-credited programs into credit-bearing models; and the development of new programs that incorporate previously non-credited curriculum (e.g., Diploma of Applied Technology).

In this showcase, we are looking forward to a vigorous discussion of what this project’s findings and recommendations might mean for you and the context where you work at UFV to put students first.

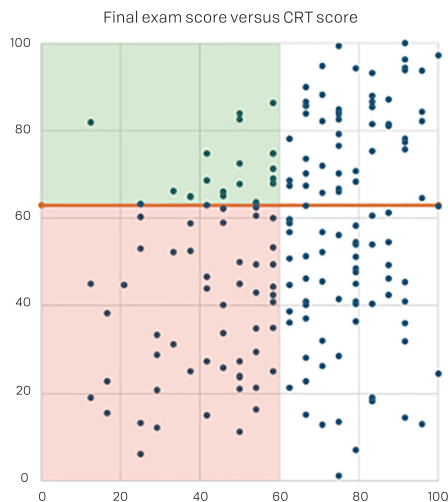
### Project Team

- Dr. Chris Campbell, Associate Director, PDQA
- Carolyn MacLaren, Director, Continuing Education
- Christine Nehring, Program Head, Applied Business Technology and Department of Information Studies
- Dr. Michelle Rhodes, Project Manager and Consultant, Continuing Education

# Calculus Readiness at UFV

**Project Leads: Vanessa Radzinski and Kseniya Garaschuk**

MATH 111: Calculus I is the hallmark mathematics course for first-year science students; 7 out of the 11 programs in the Faculty of Science have MATH 111 as a first-year requirement. However, MATH 111 has an average fail rate of **19.8%** over the last 10 years. In 2022, we saw failure rise to be between **27.8%** and **52.6%**. In many cases, our faculty observe students failing not due to a lack of effort, but due to insufficient precalculus skills. We are seeing students facing increased difficulties in transitioning from high school to university math classes, requiring additional support and resources to bridge mathematical and study skills gaps.

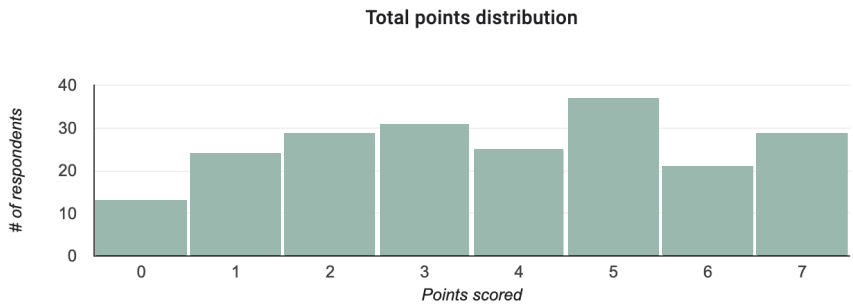


Our SIF project focused on the mathematical preparation and readiness of first-year students at UFV. We had two primary goals for our project. Firstly, we aimed to redevelop the Calculus Readiness Test (CRT) at UFV with the goal of integrating this assessment into course registration. As the data to the right suggests, students who earn less than **60%** on the Calculus Readiness Test are more likely to receive a C- or lower on the final exam (red area), where a C- is the necessary prerequisite grade to proceed to MATH 112: Calculus II. Secondly, we started a full-scale curricular review of MATH 110 Precalculus Math, with the goal of modernizing the course to align with UFV's strategic initiatives and enticing students to take a meaningful, university Precalculus course prior to their enrollment in Calculus.

We wanted the CRT to be short and easily accessible for students. After reviewing the data on the previous iteration of the CRT and student success in MATH 111, we narrowed down the CRT to the 7 questions whose responses substantially correlate with student course success. While the number of questions is small, we hope that the short time commitment for this assessment will encourage students to take it in advance of registering for MATH 111. With a review of MATH 111 happening this year, we intend to insert a link to the assessment within the course calendar description, so that students are encouraged to take the CRT prior to registering for MATH 111. This way, students will be aware of their readiness for MATH 111 and can make their own informed decision on what to take for their first semester of mathematics at UFV.

We shared the CRT with all registered MATH 111 students before the start of the term. Over 200 students completed the CRT, with some students reaching out about alternative course options for the semester. The results on the CRT were not surprising, based on our previous experience. The average across all students who took the CRT was just over 3.7 out of 7. It is worthwhile to

note that these numbers may be skewed in the positive direction, as students self-selected to take the assessment and there was no way to monitor or restrict time or resources used on the assessment. The two questions that assessed students' understanding of composition of functions were the most challenging, with a **48%** success rate. As composition of functions is an essential prerequisite concept for success in MATH 111, these results suggest faculty should consider spending extra time reviewing and emphasizing the importance of this concept to students. We will continue to distribute the CRT prior to each semester, with the hope of empowering students to make course choices that will positively impact their learning experience at UFV.



As mentioned above, our secondary goal was to begin a curricular overhaul of MATH 110. Our first step was to examine the existing course outline and try to narrow down the learning outcomes that are absolutely essential to success in MATH 111. We then moved on to investigating OER textbook options for the course that aligned with our vision for MATH 110. In the end, we landed on Matthew Boelkin's Active Prelude to Calculus. This text takes an inquiry-based approach to the concepts in MATH 111 and weaves together pre-class and in-class activities to support students' learning. We recognize that curriculum shifts can be time consuming for faculty teaching these courses, but we hope that the format of this text will support faculty in the transition.

# Celebrate STEM

**Project Lead: Carin Bondar**

This project focused on several strategic themes, which impacted UFV students, external community members, external organizations and potential UFV students. It included monthly workshops in the Indigenous Space on the CEP campus, with a focus on combining Knowledge Systems: Indigenous Knowledge, Storytelling and Western Science. These workshops have ultimately resulted in a week-long spring break camp at Sqwa First Nation.



In these workshops, we discussed:

- Admission requirements and removal of possible barriers
- Expansion of curriculum support for Indigenization across courses
- Identification and resolution of challenges experienced by underserved and/or historically marginalized students
- Preparation of students for future-ready skills
- Combing Indigenous Knowledge, Storytelling, and Western Science

## Background on Celebrate STEM:

The Celebrate STEM program, hosted by University of the Fraser Valley biology instructor Carin Bondar, is designed for girls aged 11 to 14 who are interested in science, technology, engineering, and math (STEM). The program runs monthly on Fridays at the UFV Chilliwack campus and is aimed at girls within the Chilliwack School District.

The program provides a “chill environment” where STEM topics are mixed with life skills, helping the girls to converse with peers and present in front of a group. The girls are encouraged to focus their curiosity on an animal, plant, or fungus, develop questions about their chosen topic, and present their findings to the group. Healthy snacks are provided, and the group sits on the floor of the Gathering Place on campus, with no technology involved to encourage collaborative discussion and critical thinking.

## Outcomes of the project:

**Relationships:** successfully reached and interacted with many Indigenous girls from Sqwa First Nation, creating a fun atmosphere and fostering interactions among girls from different schools across Chilliwack.

**Successes:** The spring break workshop at Sqwa First Nation was a proud accomplishment, highlighting the importance of relationship building and reconciliation efforts. The project’s success in engaging with local Indigenous communities is a testament to the value of combining knowledge systems and celebrating diverse ways of working together. Furthermore, Dr. Bondar was invited back to Sqwa First Nation for another spring break workshop series.

**Expansion Potential:** The project is considered an initiative that should be expanded to other areas of the University. It emphasizes the importance of reconciliation at the ground level and the need for UFV researchers and faculty to pursue constructive relationships with local Indigenous peoples.

## Project Team:

- Dr. Carin Bondar, Sessional Instructor, Faculty of Biology, UFV
- Manjot Benning, Student, UFV
- Jusnoor Dheria, Student, UFV
- Taylor Evena, Student, UFV
- Rhien Hare, Student, UFV

## Developing an Educational Assistant Program that Prioritizes the Needs of Schools in the Fraser Valley

**Project Lead: Sheryl MacMath**

In response to the Program Review of the School and Community Social Worker Certificate (within the School of Social Work), the School of Education worked to modify and update the program to determine if there was a better way to serve the needs of local schools in the Fraser Valley. The focus of this revamping was to better prepare graduates to work as education assistants in elementary and high schools. Given the increased number of learning and behaviour designations amongst students in K to 12 classrooms, the knowledge and skills of education assistants are far more diverse than even the previous decade. With this fund we reached out to the surrounding school districts (Abbotsford, Mission, Fraser Cascades, Chilliwack, and Langley) to interview learning support coordinators and principals. These interviews focused on: (a) the needs of elementary and high schools in relation to the work of education assistants, (b) cementing placements for student practica, and (c) the prioritization of hiring of UFV graduates.

We worked with Leslie Waddington (recently retired Chilliwack principal of a high needs elementary school and current sessional instructor), Dr. Nancy Norman (former UFV sessional, current teacher educator at VIU, and co-developer and current coordinator of Kwantlen's education assistant program), and Barbara Salingré (retired UFV faculty member). Barbara Salingré coordinated the working group and was responsible for moving the program through the approval stages at UFV. This involved providing support to both Leslie and Nancy, supporting connections with districts, and working with the School of Social Work to ensure that this revamped program could still be used by students to continue towards a degree in Social Work. Leslie Waddington interviewed personnel in the five school districts. Dr. Norman created the revised course outlines based on the analyses of the interviews. It was decided that, to align with the School of Education's values, it would be renamed the Inclusive Education Assistant Certificate (IEA).

The IEA program was created and the School of Education then went through the process of program approval at UFV. The program is set to start in September 2025 at the Mission campus. Admissions is already underway. Given the work with school districts, Riverside College suspended their own EA program given the launch of the School of Education's Inclusive Education Assistant Certificate. In addition, in collaboration with the Chilliwack and Fraser Cascades School Districts, we are also offering four of the IEA courses as dual credit options for grade 12 students.

## EDI Microcredential

**Project Lead: Carolyn MacLearen**

With an increasingly anti-DEI climate, the need for authentic allyship with equity-seeking groups is more important than ever. Against this backdrop, this SIF project focused on developing and delivering a two-module microcredential focusing on EDI. The course design included extensive collaboration with UFV internal stakeholders and external community partners to ensure learning outcomes aligned with learner needs and opportunities. The focus of the learning will be on supporting a learner's journey in EDI as they understand their positionality and the opportunity they have in advancing EDI in their personal and professional lives.

To date the project team, comprising of UFV Teaching and Learning, the Office of Equity, Diversity, and Inclusion, and the School of Continuing Education, has established a stakeholder project advisory group, conducted outreach and engagement sessions to ensure varied voices and inputs, undertook a literature review, developed a program outline with learning outcomes, created a curriculum framework, engaged a curriculum designer, and established a delivery plan and timeline for the course launch.

Between late March and early May 2025, we will pilot the two-module, 20-hour program. To ensure maximum reach, EDI experts will deliver it in a hybrid, hy-flex model. Learners will engage in synchronous in-person learning and asynchronous learning. The content will be delivered three hours per week, with students undertaking additional independent work outside of class time. This program is designed for individuals who are early in their EDI journey and wish to learn more about EDI.

The outcome of the program delivery will be to provide learners with a deeper understanding of EDI, their own positionality, how they can support the advancement of EDI goals, and tools they can use in their own work.

## Evaluating our Admission Variables

### Project Lead: Sheryl MacMath

Given the high rate of retention and completion of teacher candidates, teacher education programs act as unofficial gatekeepers to the profession (Thomson, Cummings, Ferguson et al., 2011). Currently, Canadian teacher education programs utilize a variety of admission variables to determine who enters into a program. The most common include GPA, written responses, reference letters, and work experience (Casey & Childs, 2011; Caskey, Peterson, & Temple, 2001; Crocker & Dibbon, 2008). Far fewer programs utilize a behavioural interview as an admission variable, given the time restraints and costs involved. Concerns have arisen with these variables around validity, evaluator bias, and reliability (Byrnes, Kiger, & Shechtman, 2003; Casey & Childs 2011; Salzman, 1991). An additional concern for our small post-degree BEd program is the ability of our current admission variables to maximize the diversity of successful applicants. At UFV, we currently utilize four admission variables: GPA, program preparation (work/volunteer experience with children/adolescents both inside and outside of classrooms), a multi mini interview (MMI), and references.

The MMI is commonly used for admission into medical schools and involves a series of stations with separate interviewers. Applicants rotate through these stations within a specified period of time. The stations are designed to evaluate applicant dispositions such as communication, critical thinking, and professionalism. Interviewers are instructed to provide very little feedback to the applicants and are not privy to applicants' background, work experience, or other scores. This enables them to use their professional judgement to evaluate the response rather than the overall package. Unlike a traditional behavioural interview that focuses on an applicant's ability to rely on sharing previous experiences in relation to a question, the MMI stations require applicants to respond to a prompt such as an article, an image, or a quote. The MMI has been reported to enable a wider sampling of applicant competencies that may provide programs with a better analysis of the applicant's overall abilities (Pau et al., 2013).

Recently, more scholarly attention is given to educational policies and opportunities that continue to marginalize and present systemic barriers faced by equity-seeking communities in higher education (Indigenous peoples, racialized minorities, persons with disabilities etc.) (Clark, 2014; Tamtik & Guenter, 2019). Addressing these barriers is complex with many issues at play. Equity in admissions refers to equity for those applying to the program. Applicants of all ethnicities, socio-economic groupings, genders, and abilities must have equal access to teacher education. This is a requirement, enforced by law, in Canada's Charter of Rights and Freedoms, section 15 (subsection 1). As such, teacher education programs must take care in ensuring that their admissions procedures do not bias against any particular community. UFV's program also attempts to incorporate Guinier's (2003) concept of structural mobility. Structural mobility is more challenging to implement, as it recognizes that the admissions procedures themselves need to be altered to align with the program's overall focus on social justice. As such, criteria for admissions would need to favour applicants who already demonstrate a cultural sensitivity and focus on addressing inequities. This would mean that it is not enough to seek selection of under-represented groups,

but to ensure that those selected have a disposition or concern toward enabling equity for students from under-represented groups. This aligns with Childs et al.'s (2011) notion of equity through admissions.

We completed a quantitative evaluation study designed to examine the admission processes of a the BEd program. We gathered quantitative data around admission and outtake scores for the 2023 - 2024 cohort year. For the applications that year, we scored them on GPA, program preparation (based on submitted resume), and performance in a MMI (four stations, 14 interviewers). Descriptive statistics, correlations between variables, and ANOVAs to examine bias were completed. Based on those scores, 96 candidates were accepted to the program. At the conclusion of this one year program, all candidates were evaluated by faculty mentors (university representatives who had observed candidates teach a number of times) using a Likert scale. Candidates were rated on their skills (e.g., classroom management, effective teaching, assessment). These outtake measures were then compared against our admission variables. Results provide us with an evaluation regarding whether our admission variables are doing what we want them to do: (a) measure different applicant abilities and dispositions so that we are considering multiple strengths and valuing diversity, and (b) accepting candidates into the program that have the greatest opportunity to succeed in the program.



The quantitative feedback on UFV's BEd admission variables indicated that the MMI continues to be the most significant intake variable for selecting applicants who are best able to succeed in the practicum. It is valuable that, with such an increase in numbers, the difference between the MMI and the program preparation did not correlate, supporting our goal of evaluating different aspects with each variable. Some examination should occur of the program preparation rubric, the use of faculty mentors as interviewers, and the use of a station that does not clearly evaluate a critical thinking component. These are specific recommendations that the admissions committee can work with going forward to maximize the success of candidates in the BEd program, while also working towards an equitable admissions process that values the diverse skills and experiences of all applicants.

# Child, Family Youth Studies Department Indigenized journey

**Project lead: RoseAnne Timbrell**

The CYFS department has been on the decolonized and Indigenized journey for many years. The journey is a process of learning, unlearning and relearning Indigenous ways of being, doing and knowing. It is also a private and personal journey, where everyone is in different places in their understanding. As we continue this path of decolonizing and indigenizing our work and relationships at UFV, our team always welcomes new training that will deepen our personal and professional ways of being, doing and knowing.



As a team we decided the San’yas Indigenous Cultural Safety Training would be a wonderful opportunity to support our learning about cultural safety and addressing anti-Indigenous racism. We applied for the SIF Grant and were awarded funding for our department to engage in the training over an 8-week period in the fall of 2023.

UFV’s Iyaqawtxw Integrated strategic plan states, “we will pursue diverse pathways of scholarship, leading to community connection, reconciliation and prosperity, locally and beyond.” The Sanyas training has expanded our team’s knowledge and personal understanding of colonization, and how it influences racism, discrimination, stereotyping, and other impacts on Indigenous people. Through the lens of cultural safety, it has also helped us to decolonize and indigenize our teaching, curriculum, OCO’s and our syllabi, while implementing UFV’s strategic plan. It is our team’s belief that everyone at UFV should take this amazing training.

Five type B faculty, three sessional instructors, and two department coordinators attended and completed the San’yas Training. CYFS faculty and staff shared very positive feedback about both the content and process of the training which is facilitated online and completed at your own pace.

A few quotes from the department shares our experience:

*“I would highly recommend the Sanya Training and I really appreciated the reflections in the discussion forums and the ability to connect with others in the training to consider how to not just learn the history, but how to implement change as allies.”*

*“I have appreciated the mix of information delivery including reading, videos, and audio. Additionally, I have benefited from the reflection discussion board entries that allow me to process the content and engage with other members of the cohort.”*

*“Powerful, gentle, engaging, and powerful sharing with settlers as we walk together in this journey”*



# Indigenous Worldviews and pedagogy in Adult Education

**Project Lead: Amea Wilbur**

**Regarding:** Development of an online course titled “Indigenous Worldviews and Pedagogy in Adult Education”.

**Scope of Work:**

Leane Joe agrees to develop the course, including:

- Course syllabus with already developed learning outcomes, weekly topics, assignments, and assessment criteria.
- All course content, including readings, multimedia presentations, lecture notes, discussion prompts, and interactive activities.
- Assessment materials, such as assignments, and rubrics.
- Accessibility considerations in course design.
- Course materials compatible with Brightspace.

**Deliverables:**

The completed Course materials to ADED by March 31st, 2025. Deliverables should be submitted electronically in a mutually agreed-upon format.

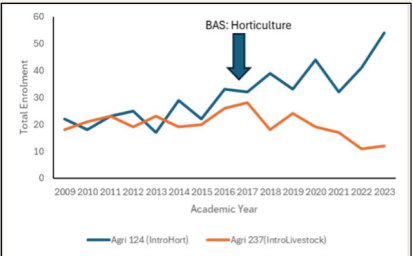
**Compensation:**

ADED through the SIF Grant agrees to pay a total fee of \$2300 for the development of the Course.

## Livestock Program at UFV: A SWOT Analysis

**Project Lead: Renee Prasad**

This project involved conducting a SWOT (strength, weakness, opportunity, threats) analysis of the livestock program (certificate and diploma) offered by UFV. Changes within UFV (e.g. the development of the Bachelor of Agriculture Science – Horticulture major) and industry challenges (e.g. the regular prevalence of Avian Flu, impact of climate related extreme events) have put our livestock program at a competitive disadvantage. The SWOT was conducted over a 5-month period by Annette Moore (M.Sc., P.Ag. retired). Interviews were conducted with people connected either to the livestock sector (external factors), or to UFV (internal factors) and with current students and alumni (both external and internal factors). In addition to the one-on-one interviews, a livestock industry consultation was held during Reading Break 2024 with representatives from dairy, poultry and non-regulated livestock sectors; and a comparison was made of livestock/animal science or pre-vet programs across Canada. Using the data and comments captured in the SWOT, three strategies have been identified which should help to provide a strategic direction to the livestock program(s) at UFV. Some of these strategies are already being executed.



Developing a bachelor’s degree in Livestock or Animal Science is an SO strategy. As seen from the data from the enrollments in our Intro Hort (Agri 124) – a bachelor’s degree helped the horticulture program grow. A livestock science bachelor’s degree should maintain the hands on focus (with students getting hands on experience with on-site poultry for example) of the UFV livestock program. However, theory and practice should expand to include interdisciplinary concepts such

as One Health. Mitigation strategies for climate related stress on poultry nutrition, housing, and welfare is another opportunity for interdisciplinarity. As is the opportunity to examine the mental health of the agriculture work force when multiple challenges co-occur - for example, avian flu outbreak and tarrifs.

Laurel Klassen (left) shares the results of her directed studies project on technologies available for small ruminants with a group of producers at UFV Chilliwack in September 2023. As part of a WO strategy 2 these types of educational partnerships should continue.



| S.W.O.T. Elements   | Strategy   |
|---|--|
| <p><b>Weakness:</b> High demands placed on faculty and staff time, resources, skills is limiting program success, and jeopardizing morale.</p> <p><b>Opportunity:</b> Extension is no longer offered by the Ministry of Agriculture and as such there is an unbiased source of information lacking for producers.</p>   | <p><b>WO Strategy:</b> Strategic hiring of 2 tenure-track faculty. Both to develop and deliver new Livestock Science curriculum but with enough room in their workload to also engage industry in both extension and research</p>  |
| <p><b>Strength:</b> Major industry players and students alike felt it was critical that the livestock program continue. All agreed that it’s imperative that the university maintains its hands-on focus, by having instructors with commodity specific experience.</p> <p><b>Opportunity:</b> “One Health” links issues of human, animal, and ecosystem health. As zoonotic diseases (e.g. the recent crossover of Avian Influenza into dairy) and climate change (e.g. water shortages, floods, fires) impacts on production agriculture increase, it becomes important to have well-rounded livestock graduates.</p>             | <p><b>SO Strategy:</b> Develop a Bachelor degree that ensures student are also taking courses in biology, environmental studies, geography and public health. Ensure that graduates of the degree are eligible for Professional Agrology status and meet the entry requirements for vet school. Ensure an exit for students at Year 2 with a diploma (and Technical Agrology status). This strategy could also inform strategic hiring of tenure-track faculty – ensuring that their research interests are framed within the context of One Health.</p> |
| <p><b>Weakness:</b> Having insufficient budget to run the program effectively is a crippling factor. The financial resources to maintain functionality of existing infrastructure and to properly update to teach new courses is significant</p> <p><b>Opportunities:</b> Universities are limited to what they can apply for within their funding structure, however industry is not. For example, the Investment Agriculture Foundation provides funding for industry (and favours partnerships with universities) which may allow for a partner delivery approach to microcredentials or opportunities for research funding.</p> | <p><b>WO Strategy:</b> Explore funding partnership opportunities with livestock sectors – poultry or dairy. These partnerships can include delivery of courses – e.g. following an industry services model, or through a producer association, or via microcredentials; conducting of applied research; hosting producer association meetings. Focus on building multidimensional and authentic relationships that meet the needs of both industry and the agriculture department and UFV broadly. Ensure student engagement in the research.</p>        |

# March for Sustainability

March for Sustainability is a series of collaborative events, co-hosted by various UFV departments throughout the month of March. This series is intended to foster awareness and understanding to create a thriving, harmonious, and just future for all.

Join us for a whole month of sustainability events in March!

## WEEK 01

|    |                     |  |  |
|----|---------------------|--|--|
| 03 | All Week            | Open Ed Week<br>(*For employees only*)                           | March 3rd to 7th is Open Ed Week! Join the UFV Library Teaching and Learning, and the Student Union Society for a variety of events on campus this week. |
|    | 10:00 AM - 12:30 PM | Changemaking for Global Development & Social Justice             | Join us for student presentations on their roles as “changemakers” and for a panel discussion about decolonizing approaches.                             |
| 04 | 10:00 AM - 12:00 PM | Beyond Blankets (CEP)  | Journey through key moments in Stó:lō history, including life before first contact, colonialism in the Fraser Valley, and Stó:lō resurgence.             |
|    | 7:00 PM - 9:00 PM   | Climate Solutions: From Knowledge to Action<br>( Every Tuesday ) | Join educators from RegenerateBC in this 5-part series to learn about actionable solutions to tackle climate change.                                     |
| 05 | 1:00 P M - 2:00 PM  | Code Green: Computing for a Sustainable Tomorrow                 | Learn about the intersections between sustainability and computing, in this interactive and informative event.   |
|    | 4:00 PM - 7:00 PM   | Building Better Hobbies: Sustainable Game Night                  | Join us for our sustainable game night! Learn more about the Sustainable Development Goals, and how any hobby can be made more sustainable.              |

06

11:00 AM - 12:00 PM

Droit au But: Sports et Durabilité (French)

Prenez part à une discussion explorant les liens entre le sport, les objectifs de développement durable (ODD) et l'action climatique.

07

10:00 AM - 11:20 PM

International Women’s Day

In celebration of International Women’s Day, join students from Global Development Studies (GDS) to explore more about Sustainable Development Goal 5 – Gender Equality.

## WEEK 02

11

9:00 AM - 11:30 AM

A Trash-terpiece Event: UFV Waste Audit (CEP)

Improve your litter-acy with this trash-tastic event! Volunteer to learn about waste sources, management, and disposal, and get free lunch!

12:00 PM - 1:00 PM

Trash Talk (CEP) Trash Talk in the Chilliwack Library:

Join us for student presentations on their roles as “changemakers” and for a panel discussion about decolonizing approaches.

7:00 PM - 9:00 PM

Climate Solutions: From Knowledge to Action  
( Every Tuesday )

Join educators from RegenerateBC in this 5-part series to learn about actionable solutions to tackle climate change.

12

12:00 PM - 1:30 PM

Bubbling Bliss: A Fermentation Fiesta

This hands-on workshop with Dr. Alesandros Glaros will teach us how to make sourdough starter and preserve locally grown produce through the art of fermentation

6:30 PM - 8:30 PM

Film Screening - Queers for Climate Justice

Hear interviews with 2SLGBTQIA+ artists, organizers, and educators across Florida in this intersectional climate justice narrative.

13

11:00 AM - 12:00 PM

Going for Goals - Sports and Sustainability

Join Olympic athletes for discussion exploring the connections between sports, the Sustainable Development Goals (SDGs), and climate action.

|    |                    |   |   |
|----|--------------------|---|---|
| 14 | 11:00 AM - 2:00 PM | Building Better Hobbies: Sustainable Game Night | Join us for our sustainable game night! Learn more about the Sustainable Development Goals, and how any hobby can be made more sustainable. |
|----|--------------------|---|---|

WEEK 03

|    |                   |   |  |
|----|-------------------|---|--|
| 17 | 7:00 PM - 9:00 PM | Climate Solutions: From Knowledge to Action ( Every Tuesday ) | Join educators from RegenerateBC in this 5-part series to learn about actionable solutions to tackle climate change. |
|----|-------------------|---|--|

|    |                    |                       |   |
|----|--------------------|-----------------------|---|
| 18 | 12:00 PM - 1:30 PM | Science Café: Breathe | Protecting your Health from Wildfire Smoke. Learn about how wildfire smoke effects health & make a DIY air cleaner. |
|----|--------------------|-----------------------|---|

|    |                   |  |  |
|----|-------------------|--|--|
| 19 | 1:00 PM - 5:00 PM | Clothes the Loop: Reduce, Renew, Restyle | Sustainability's in fashion. Learn basic clothing repair, grab an outfit from the professional career closet, and exchange clothing. |
|----|-------------------|--|--|

|    |                    |                     |  |
|----|--------------------|---------------------|--|
| 20 | 11:00 AM - 2:00 PM | Human Library       | Come hear the stories from UFW community members as they share their personal journeys and challenges related to the SDGs. |
|    | 5:00 PM            | Medicine Bag Making | Learn how to create a medicine bag while embracing the teaching of Lets'emo:t, Lets'eth'a:le (one heart, one mind).        |

|    |                     |                             |   |
|----|---------------------|-----------------------------|---|
| 21 | 10:00 AM - 12:00 PM | Decolonizing Sustainability | Join the Office of Sustainability for this one day SDG LAB. Learn about the SDGs and build a plan to boost your own idea into action. |
|----|---------------------|-----------------------------|---|

WEEK 04

|    |                   |   |   |
|----|-------------------|---|---|
| 25 | 1:30 PM - 2:40 PM | Agroecology Share Fair (CEP)                                  | See demonstrations and presentations from Agroecology students in this hands-on workshop, complete with samples or take-home goodies! |
|    | 7:00 PM - 9:00 PM | Climate Solutions: From Knowledge to Action ( Every Tuesday ) | Join educators from RegenerateBC in this 5-part series to learn about actionable solutions to tackle climate change.                  |

|    |                    |                 |  |
|----|--------------------|-----------------|--|
| 26 | 11:00 AM - 3:00 PM | Early Earth Day | Join us for this hands-on learning opportunity as we celebrate the beautiful place we call home - Earth! |
|----|--------------------|-----------------|--|

|    |                   |  |   |
|----|-------------------|--|---|
| 27 | 1:00 PM - 3:00 PM | This Changes Everything film screening | This documentary explores how confronting the climate crisis offers an opportunity to transform our economic system into something radically better.        |
|    | 5:00 PM - 9:00 PM | Open Mic Night/Queeraoke               | Use your creativity as an outlet for the sustainability issues we are facing, and stick around to belt your favourite queer anthems as the night continues! |

|    |   |                               |  |
|----|---|-------------------------------|--|
| 28 | 11:00 AM - 12:00 PM & 1:00 PM - 2:00 PM | Sustainability Campus Tours   | Explore sustainability highlights on campus with guided tours and learn about different plants and their importance in the region. |
|    | 12:00 PM - 1:00 PM                      | Planting Seeds for the Future | Celebrate the official opening and ribbon cutting ceremony for a new native pollinator garden on our Abbotsford campus.            |

|          |                   |   |  |
|----------|-------------------|---|--|
| APRIL 01 | 7:00 PM - 9:00 PM | Climate Solutions: From Knowledge to Action ( Every Tuesday ) | Join educators from RegenerateBC in this 5-part series to learn about actionable solutions to tackle climate change. |
|----------|-------------------|---|--|

## Supporting Open Education at UFV through an Open Education Micro Grants Program (OEMGP)

**Project Leads: Claire Hay, Martin Warkentin and Janelle Sztuhar**

The OEMGP injected resources into small-scale open education practices to drive active, sustained, and prominent faculty and student involvement. By supporting faculty initiatives according to their specific need and providing students with direct experiential learning, the OEMGP helped to build capacity in open educational practices at UFV. The funds were used to hire Open Education Student Assistants to directly participate in a faculty project under the guidance of the faculty lead. Through the OEMGP, we were able to support 6 faculty projects (one from each faculty area at UFV). The open education projects were varied in disciplinary context, and type of resource but all projects involved students in the development of these resources. Completed projects will be housed in the Harvest-IR repository in the UFV Library by summer 2025.

Six projects (one per faculty area) were granted through a competitive and peer-reviewed process.

- 01 Faculty of Health Sciences:** Luisa Guiles and Komal Dhaliwal, School of Kinesiology: EDI, Indigenization, and Accessibility updates in a nutrition OER for undergraduate students
- 02 Faculty of Science:** Gregory Schmaltz and Kiran Khangura, Department of Biology: *Open Educational Resources (OER) Adoption for Biology 105*
- 03 College of Arts:** Chelsea Klassen and Chelsea Skerlak, Department of Global Development Studies: *The Global Development Case Study Collection*
- 04 Faculty of Education, Community and Human Development:** Leah Douglas and Miranda Rosehill, School of Social Work and Human Services: *A review of existing/related open education resources: Trauma-informed conversations about mental health issues related to extreme weather and climate*
- 05 Faculty of Applied and Technical Studies:** Jeff Chizma and Dennis Shklyar, Department of Physics: *Creating a quiz/assignment bank for PHYS 111 (Mechanics)*
- 06 Faculty of Business and Computing:** Masud Khawaja and Shada Tawati, School of Business: *Workplace Health and Safety Activities*

The Open Education Micro Grants Program met its primary goal of supporting faculty open education initiatives and providing students with direct experiential learning through these projects. Many faculty noted that this funding opportunity is just one part of larger projects they are working on.

*"The proposed guide for professionals, tentatively titled: Trauma-informed conversations about mental health issues related to extreme weather and climate events, will be published in an open-source format in 2025. The results of the project, including the case studies, will be shared with the School of Social Work & Human Services and offered for inclusion in courses across the curriculum; this will be an important step in addressing the new CASWE accreditation requirements." - Leah Douglas (FECHD Project Lead)*

We were delighted to hear about the value that students found being involved in their projects. This quote from one student demonstrates that students engage in learning while working on a project and make improvements based on their experiences:

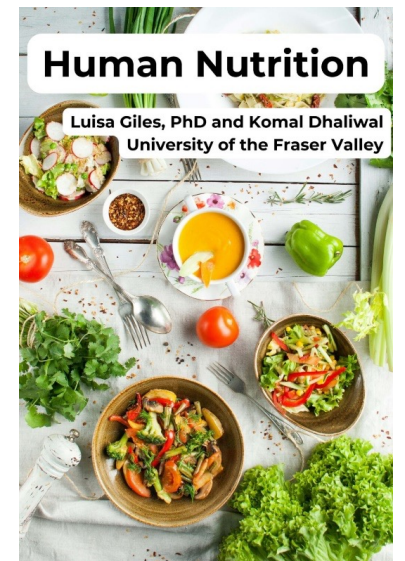
*"I'd say that this experience was absolutely amazing. I learned so much working alongside Luisa. I learned how to edit a textbook, how to use different softwares, and I learned about the importance of EDI/how it can be incorporated throughout the textbook... Another great thing was being able to reflect on my own student experience thus far and finding ways to incorporate some elements that improved my past textbook reading experiences into this textbook. For example, I have always found key takeaways very helpful in summarizing the textbook chapter and making connections to the learning objectives so you know which information is most important, which can help preparing for exams/tests. This is why I thought it would be great to include key takeaways because other students may also feel the same way and benefit from this section." - Komal Dhaliwhal (Health Sciences OEMGP Student Assistant)*



Example module from Masud Kawaja, School of Business

The OEMGP Project Leads would also like to acknowledge Anna Kuczynska, David Thomson, Rukevwe Onoroemu, and Alida Janmaat for adjudicating project submissions.

For more information, please contact [openeducation@ufv.ca](mailto:openeducation@ufv.ca).



Book cover by Luisa Giles and Komal Dhaliwal

# Tháy thet éy' éyeches

**Project Leads: Peter Geller and Chris Campbell**

In the Halq'eméylem language, Tháy thet carries a meaning of "transformation" and éy' éyeches carries a meaning of "good working hands". From where learners begin – to where they finish their trades programs – they transform their minds, their bodies, and their knowledge. This brings them the gift of good working hands.

Tháy thet éy' éyeches focuses on seeking, understanding, and sharing Indigenous learners' stories of challenges and transformations that exist in their own participation in a range of trades and pre-trades training programs – from their lived learning experiences and in their own words this began with these questions:

*What do Indigenous trades and pre-trades learners know and experience that we, at UFV, need to hear?*

*How can we better support Indigenous learners in trades?*

In seeking answers, we in the Department of Adult Education (FECHD) and the Faculty of Applied and Technical Studies (FATS) began working among our relationships with Stó:lō Aboriginal Skills and Employment Training, Stó:lō Community Futures, Seabird Island Community School, and the wider Stó:lō community. The Advisory Committee that formed guided how we went about answering our questions.

\* Tháy thet éy' éyeches is formerly known as the Strategic Initiatives Fund grant (004) project "Challenges and transformations in and through the trades: Indigenous learners' lived experiences, in their own words"

This process led us to the following outcomes:

• **Relationships:** Working together provided opportunities for strengthening shared understandings and commitments to supporting Indigenous learners in trades among existing partnerships - and for celebrating the work that has already been achieved over the years. These relationships were strong to begin with and are now even stronger.

• **Videos:** Six short videos offer a rich suite of stories from across the trades (carpentry, welding, culinary, heavy equipment operator) and diverse Indigenous lived experiences about challenges and transformations in the trades. The stories provide food for reflection and action for our communities.



• **Report to UFV:** Written and oral stories from audio and audio-visual recordings will provide the framework for the project report. This will include actionable recommendations that will be presented to UFV and its partners in June 2025 to further support Indigenous learners to make their way into and through the trades.

• **Knowledge Keeping:** The full set of Tháy thet éy' éyeches data and materials will be deposited at the Stó:lō Library and Archives, Stó:lō Research and Resource Management Centre.

## Thanking Ceremony

Tháy thet éy' éyeches will be offered to the community as a Thanking Ceremony on Thursday, March 13, 4:00 pm at Rivers Dining Room, Trades and Technology Centre University of the Fraser Valley, Chilliwack. We welcome your participation!

## Acknowledgements

### Advisory Committee

- Carol Raspberry, Manager / Amber Smith, Program Coordinator, SASET
- Rocio Zielinski, General Manager, Stó:lō Community Futures
- Steve Beier, Principal / Matt Thomas, Trades Education Coordinator, Seabird Island Community School
- Dr. Marlene Atleo, Advisor, Adult Education, Faculty of Education, Community, and Human Development, UFV
- Nancy Pennier, Elder, UFV
- Teresa Kisilevich, Dean, Faculty of Applied and Technical Studies, UFV
- Chris Monkman, Director, School of Trades, Faculty of Applied and Technical Studies, UFV

### Project support

- Shirley Swelchalot Hardman, Associate Vice-President, Xwexwilmexwawt, UFV
- Betty Peters, Director, Indigenous Student Centre, UFV

### Cultural Liaison and Interviewer

- Xótxwes / Jonny Williams

### Project Facilitators

- Chris Campbell, Associate Director, Program Development and Quality Assurance, UFV
- Peter Geller, Director, Transnational Education, UFV

### Halq'eméylem Language Advisor

- Dr. Siyamiateliyot Elizabeth Phillips

### Videographers

- Sandra Bonner-Peterson, Daina Bonner, Jamie Ritchie, Bear Image Productions

### Peska Graphic

- Xwelmxw skwix / Glen Malloway

### Funding

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### Inspiration

- Skwxwú7mesh Úxwumixw (Squamish Nation) Training and Trades Centre.



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