

UCFV to UFV Rebrand Project Creative Brief

Project Summary

This brief is to serve as guidance for the University College of the Fraser Valley rebrand project of summer 2008. Content was generated with the input and consultation of many groups across UCFV.

In April 2008, BC Premier Gordon Campbell officially granted UCFV status as a regional, special-purpose university for the Fraser Valley. Legislation was tabled and an Order in Council is expected this summer, such that the new status will be effective for Sept 1, 2008. Students will begin the new academic year as students of University of the Fraser Valley. The new institutional name is non-negotiable.

UCFV is facing a monumental opportunity that few public post-secondary institutions ever have the good fortune to face. We are in a position to establish and launch a new brand, one that fits our goals, values, and future aspirations. We will only get one chance to do this. Our new brand will one day engender loyalty that can both inspire new students wearing a school sweatshirt for the first time and give alumni goosebumps at a reunion decades later. We aspire to have a brand that will convey pride for our local communities, help get a grad a coveted job, secure a sizeable donation, and help close deals overseas.

There are four key phases to this project, as outlined in the original RFP:

Research: This phase will involve the review and vetting of our creative brief and consultation findings, a thorough review of competitive space, and finalization of brand strategy. Deliverables include consultations and a written report.

Development of brand artwork: This phase involves the development of graphics, colour palettes, typeface families, and supporting guidelines. Deliverables include concepts, refinements, and final artwork in full range of file formats, a visual identity guidelines document outlining application in everything from basic stationery to web to signage and merchandise. We will be looking closely at our “creation myth” or brand promise/messaging during this timeframe.

Template development: This phase involves the creation of a series of key templates for use by UFV’s graphic design and purchasing teams.

Launch campaign: This phase includes an outline of brand launch campaign (to run beginning Sept 1), with the primary deliverable being a creative concept that we can run with.

About UFV and our points of distinction

The University of the Fraser Valley is soon to be a fully accredited, public university that enrolls approximately 11,000 students per year and is larger than half the universities in Canada. More than 1,800 students graduate each year. UFV has a pan-regional presence in the Fraser Valley, with campuses in Abbotsford, Chilliwack, and Mission; and regional centres in Hope and Agassiz.

UFV was founded in 1974 as Fraser Valley College, a public two-year vocational institution that provided community access to post-secondary education through the development of a series of campuses throughout the region. The institution was made University College of the Fraser Valley (UCFV) in 1991 and began to offer four-year degree programs in 1992, in collaboration with partner institutions, including Simon Fraser University, the University of Victoria and the Open University. In 1996, UCFV was given the ability to offer all its bachelor’s degree programs under its own name.

UFV is large enough to offer variety, yet small enough to offer students personal attention. Priority is placed on students and on responding to their learning goals: small class sizes and a focus on teaching mean that students get to know their instructors and learn in a hands-on environment. UFV demonstrates its strong commitment to excellence in post-secondary education through programs that serve the diverse needs of the Fraser Valley. The university’s vision is to maintain its heritage of building community learning capacity through a comprehensive range of programs from trades training to graduate degrees, while developing selected high-growth, world-demand areas of study based on competitive advantages and critical strengths.

We provide our students and the region with:

- excellence in teaching and research
- a supportive, professional, and respectful learning environment
- innovative, distinctive, and comprehensive programming
- education directed towards both personal and career development
- beneficial local, national, and international partnerships

UFV is recognized for its students' success, excellent learning environment, creative integration of programming, and its work with the region's communities. *The Globe and Mail University Report Card 2007* rated UFV at the top of its category nationwide for having the most satisfied students, highest quality of education, best library, smallest class sizes, and easiest course registration process.

Compared to other B.C. institutions, UFV came out on top for overall quality of education received, quality of teaching, and overall student satisfaction. It also scored best for instructor-to-student ratio, faculty members' subject knowledge, faculty availability to students, library quality, quality of career preparation, availability of up-to-date technology in classrooms, and the chance to gain work-related skills while studying. UFV's leadership views education as an ongoing process essential for both career progress and actualizing human potential. Making the university accessible to students with diverse backgrounds and goals, while rewarding academic success and maintaining high standards, is a cornerstone of this vision.

Many of UFV's programs "ladder" into one another, allowing students to keep their options open by earning a one-year certificate and/or a two-year diploma on the way to completing a full degree. UFV produces graduates who have the skills to work and thrive in the region, who understand other parts of the world as well as their own, who are developing a network of contacts around the world, and who are at ease in their own communities, as well as in the global village. It offers programs that meet the needs of employers in the region, providing a comprehensive range of education that enables local employment of a highly skilled workforce and well-qualified professionals. It takes on research that emanates directly from the needs of the region, but that also can address issues of importance to the province and the country. Thriving international programming at UFV makes for a culturally diverse student community and great opportunities for students to study abroad.

Emphasis is placed on applied research, which offers many opportunities for student researchers. Many UFV programs also offer a Co-operative Education (Co-op) option, combining study with supervised, professional, paid, off-campus work experience. Clubs, events, and activities enhance student life on campus and the award-winning Cascades athletics teams compete in both the BCCAA and the CIS leagues.

In 2006 and 2007, UFV was voted top employer in Western Canada by Toronto's Collin Baer Group, earning specific accolades for transparency in the workplace.

About the Fraser Valley

The Fraser Valley is part of the lower mainland of British Columbia and is home to more than 1.5 million people – a third of the province's population. It is B.C.'s largest and fastest growing region.

Geographically, the Fraser Valley features sweeping vistas of the Coast and Cascade mountain ranges, intensively cultivated farmlands, and large wilderness areas...all within a short drive from urban Vancouver. Considered one of the most livable environments in North America, the valley provides opportunity for both rural and urban lifestyles, and diverse recreational pursuits. The history of the region stretches back thousands of years, beginning with the Sto:lo First Nation (Sto:lo means "people of the river"). Sto:lo territory encompasses 24 First Nations bands and is one of the richest archeological sites in Canada. UFV is the closest university to nearly 7% of the Aboriginal people living in British Columbia.

Abbotsford – in the heart of the valley and site of one UFV campus – is the third most ethnically diverse city in Canada, after Toronto and Vancouver. Considered part of the newly formed Metro Vancouver Region, it also now leads the nation with the highest proportion of people of South Asian origin per capita. It is important to note how very different the cities of the Valley are from each other. Mission and Chilliwack, where UFV also operates campuses, each feature a different population demographic and ethnic make-up, a different industry base, and a unique youth dynamic. There is healthy competition amongst the communities and UFV is in the unique position of being the tie that binds them together.

The Fraser Valley is experiencing enormous change and unprecedented growth. All predictions indicate that these will be the dominant forces for the foreseeable future. It is a region where rural and urban interests intersect and interact, and where distinct communities share the best of their respective traditions. The proximity of the U.S. border, a growing international airport, and strong ties to Asia, produce many opportunities for the region on the global stage. UFV plays a central role in developing the enormous potential of the valley. It is a key player in addressing the many issues of this diverse and dramatically changing region. It also provides an ideal setting for exploration and innovation that can be applied to both local and global issues.

About our key audiences

Target audience	Characteristics
Students in secondary schools, aged 15-18, who are potential university students.	<p>Facebook generation, early adopters of technology. "Millennials" who are used to fast-paced digital communication and instant gratification. Faced with many options; find it hard to choose just one. Pressured to find a solid career path (not seeking education for self-fulfilment). Rely on internet research. Influenced by free money, swag, parents, and where their friends go. Some want to escape the valley and their school experience. Don't necessarily understand the value of education yet. Many are first generation in their families to consider PSE; if not then influenced by where their parents attended. Intolerant of complex bureaucratic processes. Broad range of skills from academic excellence to mechanical aptitude.</p> <p>Specific sub-groups of note:</p> <ul style="list-style-type: none"> ○ First-generation PSE students ○ Indo-Canadian prospects: pressured to pursue professional career paths ○ Aboriginal prospects: need transition programming, feel marginalized, less electronic in communication style, transportation-challenged
Parents or guardians of students in secondary schools who plan to seek post-secondary education	Very involved, often helicopter-style, guardians involved in every aspect of their ward's choice. Want to be in meetings involving child's choices. Research-savvy, Internet-equipped, protective, and expectant of attention. Often very loyal to their own alma mater.
High school guidance and career counsellors and teachers who are in a position to influence the post-secondary choices of their students	Overwhelmed with work, torn in many directions, romanced by multiple institutions, loyal to their own alma maters, often guided by misconceptions. Need simple information, easily accessible, regular contact and info updates. Major influence on direction of students.
Young adults 19 - 24 who are in the work force but plan to seek post-secondary education in the near future.	Undersatisfied by their career choice; facing a reality check. Want the lifestyle but can't afford it. Beginning to understand value of education. Often burdened with responsibilities of families etc. and have to balance studies with work.
Potential students from the 25-50 year-old age group, who may seek professional upgrading or plan to return to school to train or retrain for career purposes	Mid-career, may be in a rut. Value the ability of education to affect major change in their life. Often balancing family and work responsibilities. Often intimidated by prospect of being in a class with a bunch of youngsters. More tolerant of processes. Often moms returning to school after raising children.

Lifelong learners aged 50+ who seek education as a leisure activity	Monied baby boomers who value education. In it largely for interest's sake or for upgrading their credential. More leisure time than other groups. Community-oriented. Often have grown children.
International students	Influenced by media image of Canada, perception and expectations flavoured by cultural backgrounds, often naïve about English requirements, influenced strongly by agents and reps who meet them at Ed Fairs, monied, often move in groups, expectations of families in terms of academic performance is significant, university brand is important to them.
Current students	Generally our strongest proponents, as they have learned what makes UFV special and that's what keeps them with us. In a recent reflexive photography study, students identified student support services (perceived friendliness, professionalism and accessibility of staff and faculty), campus physical environment, student space, and venues for self-expression as images that most represented the institution to them.
Alumni	Limited loyalty to institution (compared to alumni of other schools in Canada) but tremendous loyalty to instructors. Many were commuter students, quite young given age of school, relatively disconnected (i.e. Homecoming not a big deal), athletics big for key group, not proud of convoluted brand of U-C.
Potential donors of all ages	Seeking good, stable, long-term investment. Influenced by prestige, needs of students, community impact, connections to the Valley.
Prospective employees	Various, all wanting a stable employer with good benefits.
Academic colleagues	Peers within the academic community worldwide; the brand needs to project credibility to them.

Perception

How do we want our primary target audience (i.e. prospective students) to respond to the new UFV brand?

- View UFV as a first-choice destination for an excellent education. No apologies required!
- View UFV as a “real” university with all the key attributes of a PS institution: tradition, longevity, respected knowledge source, etc.
- View UFV as a regional university that specific serves the Fraser Valley, that generates pride in the Valley and reflects the values of our communities

What does this audience currently think and feel about UFV?

- We're cheap and close (domestic students)
- Confusion about the university-college brand
- Not a “real” university, a “second-rate” institution...until they get here. Then they stay because they like the experience they have here.
- Lack of understanding that we offer degrees; assumption that we are still a traditional community college (e.g. night school, vocations etc.)
- We're “folksy”

What do we want them to think and feel about the new brand?

- This is a choice I can be proud of and know that I'm getting an excellent education that is as good as or better than any other university.
- UFV knows what makes the Valley different and proudly offers programs that serve the diverse needs of the region.
- This is a university for everyone in the Valley: it's accessible rather than exclusive.

- I would go out of my way to recommend UFV to my friends and family.
- UFV is a personal place where they care about me as a person, not as a number. I'll get the special attention I need and deserve there. I will graduate ready to hit the ground running.
- UFV is recognized for student success, an excellent learning environment, creative integration of university and college programs, experiential learning, and its work with the region's communities.

What words can be used to describe the way the university should be perceived?

- Academic excellence, academic integrity
- Personal, friendly, welcoming/inviting (not intimidating, we're on your side)
- Nurturing/caring
- Sense of belonging
- Accessible
- Student-focused
- Community-oriented
- Experiential learning
- Practical/pragmatic

Additional comments that may assist with creative guidance include:

- Globalization, internationalization: as a regional university, we are connected to the region and we connect the region to the world. The valley may be our community, but the world is our campus. We are a "gateway" or sorts. We're not confined by our geography even though we are a regional university. We are a "gathering place" for local and global issues.
- Transformation: students undergo a radical transformation while they are here, moreso than at other institutions because we are an access-focused institution. Our outcomes rival those of the Big Us but our students have to evolve more significantly in order to get there...and that takes personal attention and targeted effort. We transform students who wouldn't be accepted elsewhere and help them evolve into really strong players. We realize potential through individual attention and full engagement. Our students are very successful in getting into graduate school and winning major scholarships to support their ongoing studies.
- Intergenerational: We offer a rich learning experience across generations.

How do you feel about your current brand visuals?

We feel that our current brand is dated-looking and "amateur" in its design. It is intended to represent key geographic features of the region (Mt. Cheam, Fraser River, furrows of the agriculture fields) and in doing so, delivers a lot of "downward"-oriented visual elements. It is structurally difficult to work with as it has no strong baseline for alignment purposes. The colour palette (PMS 541 and 356 and shades thereof) is muted and difficult to hold on press in a CMYK environment (due to the magenta elements in the blue). The presence of reflex blue in our corporate blue presents issues with drying time and ink transfer.

While there is a strong desire to reflect our roots and tip our hat to our heritage, we are not imposing any restrictions (e.g. must incorporate x elements from our current brand) on the visual design concepts that will be presented as part of this process. For reference, our current visual identity guidelines can be found online here: http://www.ucfv.ca/_shared/assets/Visual_Identity_Guidelines7646.pdf

What are some specific visual goals the new brand should convey?

- timeless, classic (not trendy)
- not reminiscent of colonial or imperial influence (i.e. no "coat of arms" approach)
- visually different (stands out from field of competitors)
- strength (not soft or wimpy)
- clean, simple, elegant (not "busy")
- incorporation of Aboriginal elements (one direction to explore)
- capitalize on unique geography (where we are is part of who we are)

It is possible that our new brand could be variations on a simple wordmark. Our goal is to have one master brand with distinct variations for use in the international market and retail space. We are also

looking for variations in order to incorporate the names of academic and functional departments and research centres at UFV. We will also need a version for use as an official seal (i.e. round) until our heraldry has been completed by the Government. To consider: variations with the full name and the acronym only.

Of special note is our athletics brand, which is unique and can be viewed at www.ucfv.ca/athletics . Athletics is a strong connection for the people of the Valley and a venue that we leverage to connect emotionally with the people of our region. The current brand was just recently introduced and has some traction. It leverages the institutional colour palette and is an important element of our merchandising strategy. It would be worth looking at it in tandem with the new institutional identity in order to determine how it might need to evolve.

Are there any related organizations that would provide a model or inspiration for the look and feel of the new logo and brand identity?

- The UBC logo is strong: it is contained, it reflects warmth, it conveys key info about the institution, yet is simple and striking.
- Mt. Allison (not the version with the round crest): like the way that it is a simple wordmark but incorporates a unique graphic element that is meaningful.
- York: unique and striking
- Memorial: works with distinct geography in a creative way

Are there any technical requirements for the new brand?

- Structure: Strong baseline for alignment purposes and the ability to be housed within a clean box or rectangle (for layout purposes)
- Structure: avoid super-thin keylines
- Structure: not overtly linear (avoid sharp corners and box elements as they're overdone)
- Colour: A two-colour logo is optimal, but we will require one-colour versions for B&W applications as well as knock-out versions.
- Colour: Avoid blues with magenta elements.
- Size: From fleet graphics and billboards to web buttons and small ads, we will require a flexible brand that can be used at all sizes.
- Application: it would be nice to be able to extract some brand elements or a supergraphic from the master brand for use as supporting tools for design and layout
- Language: English only is required

Competitive landscape

Over half the population of British Columbia is concentrated in Greater Vancouver and the Fraser Valley. Although the region is geographically compact, the rates at which its subpopulations participate in postsecondary education vary considerably. Issues of geographic access and mobility are significant factors in whether or not the people of the Fraser Valley participate in post-secondary education. The barrier of the Fraser River, the limitations of public transit in suburban and rural areas, and an increasingly congested road network all factor in to choices students make. The population of the Fraser Region continues to grow rapidly, against the trends facing the rest of the province.

Public institutions directly serving the Fraser Valley region

Simon Fraser University: Surrey and Burnaby campuses
Douglas College: New Westminster and Coquitlam campuses
Kwantlen University College: Langley, Surrey, (and Richmond) campuses

Public B.C. institutions actively recruiting in the Fraser Valley region

Thomson Rivers University (Kamloops)
UBC and UBC-O (Point Grey, & Kelowna)
SFU (Surrey, Burnaby)
BCIT (Burnaby)
UNBC (Prince George)
Kwantlen (Langley, Surrey, Richmond)
Douglas (New West, Coquitlam)
UVIC (Victoria)
Vancouver Community College (Vancouver)
Royal Roads University (Victoria)

In addition, the big national universities give the region some play.







Private institutions serving the Fraser Valley








Trinity Western University: Located in Langley, with ~ 3000 part-time and full-time students, including many from the USA. With tuition fees of over \$10,000 per year and its explicitly Christian ethos, TWU will likely continue to serve a niche role for local residents.

Some private, for-profit universities, such as the **University of Phoenix**, serve Fraser Region residents from campuses in Vancouver, Burnaby and Abbotsford. These universities also have small enrolments and expensive tuition, tending to offer niche programs in such fields as business and education that are attractive to older, working adults.

Certain applied fields of study at the certificate and diploma level are well represented in the private sector. **CDI College of Business and Technology**, for example, has campuses in Surrey and Abbotsford, while **Sprott-Shaw** has a campus in Abbotsford. It is in these programs of short duration, and with specific occupational goals, that the private sector is likely to make its distinctive contribution in serving Fraser Region residents. Many such schools are small in size, operate quite independently, and come and go. A number of private organizations, some of which are non-profit, offer Adult Basic Education and English as a Second Language programming of various lengths and formality, often dependent on fluctuating grants or on student financial aid from public sources.

Comparative visual brands within the public post-secondary space in BC:

Institution	Primary visual identity
BCIT	 The logo for BCIT features the letters "BCIT" in a bold, blue, sans-serif font. A stylized orange swoosh or arc curves around the letters from the bottom left to the top right.
Capilano College/Capilano University	 The logo for Capilano College consists of a blue graphic element on the left, which is a stylized representation of the letters "C" and "C" stacked vertically. To the right of this graphic, the words "Capilano" and "College" are stacked vertically in a bold, blue, sans-serif font.
Douglas College	 The logo for Douglas College features a green graphic element on the left, which is a stylized triangle composed of three smaller triangles. To the right of this graphic, the words "Douglas College" are written in a blue, sans-serif font.
Kwantlen University College	 The logo for Kwantlen University College features a gold crest on the left, which is a shield with a crown on top and various symbols inside. Below the crest, the word "Kwantlen" is written in a bold, black, sans-serif font, and "UNIVERSITY COLLEGE" is written in a smaller, gold, sans-serif font below it.
Langara College	 The logo for Langara College features a black graphic element on the left, which is a stylized open book with rays of light emanating from the top. Below this graphic, the words "LANGARA" and "COLLEGE" are stacked vertically in a black, serif font.
Malaspina University College/ Vancouver Island University	 The logo for Malaspina University College features a blue graphic element on the left, which is a stylized wave or leaf. Below this graphic, the words "MALASPINA" and "UNIVERSITY COLLEGE" are stacked vertically in a blue, sans-serif font. Below this, the word "Now" is written in a black, serif font, and "VANCOUVER ISLAND UNIVERSITY" is written in a blue, sans-serif font at the bottom.

Royal Roads University	
Simon Fraser University	
Thompson Rivers University	
Trinity Western University	
UCFV/UFV	
University of British Columbia/UBC-O	
UVIC	
Vancouver Community College	