

Institutional Accountability Report and Plan 2013-14 to 2015-16

prepared by the UFV Office of Institutional Research and Planning



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July 18, 2013

Honourable Amrik Virk
Minister of Advanced Education
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Dear Minister Virk,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Report and Plan for the period 2013-14 to 2015-16.

As this and previous submissions demonstrate, we are committed to quality education and student success in one of the fastest growing regions of our province. We continue to be guided by the strategic goals described in our 2010 document, *Changing Lives, Building Community*. You will find included many examples of our recent achievements, and evidence of the excellent service provided by our faculty and staff.

We have also included an update on one of our current initiatives, our Institutional Learning Outcomes Project, which illustrates well our ongoing commitment to student success and regional development. This institution-wide initiative has established the knowledge, skills and values that every UFV graduate should possess, and will guide all future planning and review of our undergraduate programs.

We are proud that in many cases we have exceeded the performance measures established by the Ministry. We are especially proud of the value our students place on their experience at UFV. Our graduating students rated us highly in the annual Canadian University Survey Consortium report in areas including student growth and development, skill development, quality of teaching and education, and the percentage of graduates who have secured employment.

We are pleased to be working with your Ministry on our common goals of quality education, student success and regional and provincial development.

In accordance with Ministry expectations and the institution's governance structure, the Board Chair and President are accountable for the Institutional Accountability Plan and Report. We are pleased to sign on behalf of the University of the Fraser Valley.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Stinson".

Laurence R. Stinson
Chair, Board of Governors, UFV

Sincerely,

A handwritten signature in black ink, appearing to read "Mark D. Evered".

Mark D. Evered, Ph.D.
President and Vice-Chancellor, UFV

UNIVERSITY TIMELINE AT A GLANCE

1974	<ul style="list-style-type: none">• Fraser Valley College (FVC) founded
1975	<ul style="list-style-type: none">• Over 2300 students attending FVC in Chilliwack, Abbotsford, and Mission campuses
1978	<ul style="list-style-type: none">• FVC Chilliwack campus Trades programming
1983	<ul style="list-style-type: none">• FVC establishes permanent campus in Abbotsford
1986	<ul style="list-style-type: none">• FVC opens Agriculture Centre in Chilliwack
1991	<ul style="list-style-type: none">• Fraser Valley College gains university-college status and becomes University College of the Fraser Valley (UCFV)
1992	<ul style="list-style-type: none">• UCFV offers its first Baccalaureate degrees• UCFV Health Sciences Centre opens in Chilliwack
1995	<ul style="list-style-type: none">• UCFV Heritage Park Centre campus opens in Mission
1996	<ul style="list-style-type: none">• UCFV and Coastal Aviation (CPA) launch aviation degree
2001	<ul style="list-style-type: none">• Founding of UCFV Alumni Association
2004	<ul style="list-style-type: none">• UCFV awarded Federal Tier 1 Canadian Research Chair in Aboriginal Studies
2005	<ul style="list-style-type: none">• Solicitor General establishes UCFV Research Chair in Criminal Justice
2006	<ul style="list-style-type: none">• Over 11,000 students attending UCFV• UCFV Cascades basketball and soccer teams enter CIS league• Centre for Indo-Canadian Studies opens• First BBA cohort begins study in Chandigarh, India
2007	<ul style="list-style-type: none">• First master's degrees awarded• Launch of BBA (Trades Management) and Teacher Education program• Appointment of BC Regional Innovation Chair on Canada-India Business and Economic Development• Baker House, UCFV's new on-campus student residence, welcomes first students• Trades and Technology Centre opens at Canada Education Park campus in Chilliwack
2008	<ul style="list-style-type: none">• UCFV becomes the University of the Fraser Valley and installs first Chancellor
2009	<ul style="list-style-type: none">• Opened a renovated \$20-million classroom block on the Abbotsford campus featuring business and visual arts wings• Launched the Centre for Social Research and the Global Development Institute
2010	<ul style="list-style-type: none">• Introduced new graduate certificate programs
2011	<ul style="list-style-type: none">• UFV grows to serve nearly 16,000 students, including 800 international students• Launched Master of Social Work Program• UFV employs 1500 faculty and staff• UFV's economic impact to Fraser Valley grows to at least half a billion
2012	<ul style="list-style-type: none">• Developed UFV institutional learning outcomes, with input from students, staff, faculty and the community• Opened the \$44-million, 150,000 square-foot renovated building at the Canada Education Park, Chilliwack campus, and moved most of the programs from the Yale Road campus to this new location• Opened UFV's Clearbrook centre location in the heart of Abbotsford's civic square• Hosted a national conference on Indigenizing the Academy, held at the CEP Aboriginal gathering place

The University of the Fraser Valley is situated on the unceded traditional territory of the Stó:lō peoples. The Stó:lō have an intrinsic relationship with what they refer to as S'olh Temexw (Our Sacred Land), therefore we express our gratitude and respect for the honour of living and working in this territory.

1. INSTITUTIONAL OVERVIEW AND STRATEGIC PLAN

1.1 Changing Lives, Building Community

UFV produced 102.5% of its Ministry set student enrolment target this year, and the utilization rate on the Abbotsford campus exceeds 125%. There has been tremendous growth at UFV: since becoming a university in 2008, the annual growth rate for domestic students is 3.9%, for international students it is 9.6%, for a combined total growth rate of 4.4%. Looking further back, UFV has tripled the number of students it serves over the last 20 years.



UFV Aviation students

UFV has become the university of choice for many students in the Fraser Valley. This success represents both an achievement and a challenge for UFV. The challenge lies in providing our increasing number of students the best possible education. UFV's Vision, Mission, and Values statement speaks to this goal.

Vision

It is UFV's vision to provide the best undergraduate education in Canada and to be a leader of the social, cultural, economic and environmentally-responsible development of the Fraser Valley. UFV will measure its success by the successes of its graduates and the successful development of the communities they serve. In achieving its goals, UFV has committed to being innovative, entrepreneurial and accountable.

Mission

The University of the Fraser Valley, as established by the University Act of British Columbia, is mandated to serve the post-secondary educational needs of its region. Specifically, UFV provides post-secondary academic, trade, technical, career and adult basic education programs that lead to certificates, diplomas, and degrees, at both the undergraduate and master's level. Faculty and staff are also engaged in foundational and applied research and other scholarly activities that support its program areas and the development of the Fraser Valley.

Values

Paramount priority is placed on students and their learning needs and goals. UFV is committed to excellence in post-secondary education through programs that serve the diverse needs of the Fraser

Valley region. We view education as an ongoing process essential for both career progress and actualizing human potential. We make the university accessible to students with diverse backgrounds and goals, while rewarding academic success and maintaining high standards. We value and treat students as mature individuals, and encourage intellectual, cultural, creative, ethical and social development in order to prepare our graduates for their roles as productive citizens of an increasingly complex and pluralistic society. We place a high value on environmental, social and economic sustainability in all our endeavours.



Graduation 2012

UFV strives to be a place of learning that recognizes, respects and includes indigenous ways of knowing. Our Fraser Valley locations are in the traditional territory of the Stó:lō peoples.

UFV's Strategic Plan builds on the Vision, Mission, and Values statement by describing who we need to be and what we need to do to achieve our strategic goals. The Plan lists three major goals, the first of which speaks to our commitment to provide the best possible education to our students:

The University of the Fraser Valley will:

1

*Provide the best
undergraduate
education in Canada.*

2

*Be a leader of social,
cultural, economic,
and
environmentally-
responsible
development in the
Fraser Valley.*

3

*Be innovative,
entrepreneurial, and
accountable in
achieving our goals.*

The goals are interrelated, but essentially, the first strategic goal is about students; the second is about community; the third provides an enabling strategy for the first two. These strategic directions drive our education planning. We measure our achievements against the twin touchstones of students and community.



UFV Strategic Plan: Changing Lives, Building Community

The University of the Fraser Valley will:

1. provide the best undergraduate education in Canada;
2. be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley; and
3. be innovative, entrepreneurial, and accountable in achieving our goals

1. To provide the best undergraduate education in Canada

A. The University will offer degree, diploma, certificate, and apprenticeship programs that:

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

B. The University will provide services for students that:

- enable their successful transition into the University;
- enable successful progress toward their educational goals;
- guide career selection and transition to employment; and
- build life-long relationships with the University.

C. The University will provide an environment that:

- is inclusive, welcoming, and engaging for all;
- embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views;
- involves students in governance and decision-making; and
- offers vibrant campus experiences supporting social, intellectual, and personal development.

2. To be a leader of social, cultural, economic, and environmentally-responsible development in the Fraser Valley

The University will:

- promote opportunities for dialogue and intellectual development;
- establish formal relationships with the Fraser Valley communities that ensure mutual understanding of the goals and priorities of each and promote and support collaboration on common goals;
- partner with the community in cultivating international awareness and understanding, bringing the world to the Fraser Valley and the Fraser Valley to the world;
- give priority to research and scholarship that benefit the economic, social, and cultural development of the Fraser Valley;
- give priority to educational programs, co-op placements, practice, and service learning opportunities for students that benefit the citizens of the Fraser Valley;
- partner with members of the community to ensure socially and environmentally-responsible economic development;
- establish university extension services and continuing education that promote and support the economic, social, and cultural development of the Fraser Valley;
- collaborate with K-12 education providers in the Valley to promote increased participation in post-secondary education, successful transition to the University, and the delivery of adult basic education;
- partner with the Aboriginal leadership in the Fraser Valley to address the unique educational needs of Aboriginal students and their communities;
- collaborate with members of the community to develop vibrant, engaging cultural programs; and
- partner with members of the community to promote innovative business and industry development in the Valley that builds on and supports the educational, research, and service strengths of the University.

3. To be innovative, entrepreneurial, and accountable in achieving our goals

The University will:

- ensure that all decision-making is evidence-based, transparent, and accountable;
- regularly review all education, research, administrative, and service functions to ensure they are consistent with the goals of the University, best practices, and responsible stewardship of resources;
- establish educational, research, service, and human resource plans with measurable targets that recognize and respect the financial limitations and serve the goals of the University;
- establish best practices for the recruitment and support of the career development of all employees;
- promote widespread participation in decision-making and governance consistent with legislation and best collegial practices;
- adopt innovative and environmentally-responsible practices of stewardship of the University's lands and other resources;
- pursue revenue-generating opportunities that provide the financial support needed to fulfill the goals of the University while respecting its values and integrity;
- foster a culture of philanthropy; and
- recognize, celebrate, and publicize our successes.



UFV Faculty participate in the UFV's Annual B.C. Secondary Schools Math Contest

1.2 UFV's Institutional Learning Outcomes Project

Box 1. UFV Institutional Learning Outcomes

The University of the Fraser Valley (UFV), located on traditional Stó:lō 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...

- *Demonstrate information competency*
- *Analyze critically and imaginatively*
- *Use knowledge and skills proficiently*
- *Initiate inquiries and develop solutions to problems*
- *Communicate effectively*
- *Pursue self-motivated and self-reflective learning*
- *Engage in collaborative leadership*
- *Engage in respectful and professional practices*
- *Contribute regionally and globally.*

A university education should consist of more than the accumulation of a body of knowledge in a certain discipline. That's the premise of the Institutional Learning Outcomes project that has been ongoing at UFV since 2011. Many people have brainstormed, planned, deliberated, contributed, and worked together to create the university's Institutional Learning Outcomes. The ILOs, as they are known, are a set of knowledge, skills, and abilities that the UFV community has collectively decided that every graduate should possess. And by every graduate we mean everyone from a criminology or social work student finishing his or her master's degree, to a welding student graduating with a 10-month entry-level trades training certificate, to a bachelor's degree student majoring in history or biology. Students with disabilities taking the TASK workplace training program, nursing students preparing for a healthcare career, future teachers and future carpenters — they are all included.



Learning Aboriginal crafts

Choosing a set of benchmarks that each of the more than 2,000 students who graduate from UFV each year will achieve was an intense and highly

consultative process. The process was initiated by UFV Provost and Vice President Academic Eric Davis, as a way of ensuring that the university had a voice in determining its own vision of UFV graduates' ideal learning outcomes.

In the tradition of internal and external community consultation that has defined UFV since its inception in the mid-1970s, Wendy Burton, UFV's director of teaching and learning, and her office led an intensive consultation process over the course of the 2011/12 academic year. They held internal forums, attended faculty councils and department meetings, and presented the project to the Minister of Advanced Education and the UFV Alumni Association board. They also visited community groups, churches, temples, and mosques; as well as Rotary Clubs, Kinsmen clubs, Abbotsford Community Services, Mission Indian Friendship Society, Soroptimist clubs, and UFV's Aboriginal Community Council. These visits culminated in a community-wide event where participants generated creative ideas in brainstorming sessions and then used various refining methods to distil these ideas.



Participants discuss UFV's institutional learning outcomes at the Provost's Forum on ILOs

Using submissions from a wide range of stakeholders, a draft version of ILOs was created and broadly circulated. A Provost's Forum was held in March where participants were encouraged to edit, annotate, contribute to, and revise the document. Then, at a UFV-wide professional development day, a penultimate draft was created. The final version of UFV's Institutional Learning Outcomes received approval from both UFV's Senate and Board of Governors.

In the end, hundreds of community members, faculty, students, staff members, and administrators had a hand in shaping the outcomes. This project is in the spirit of other international protocols such as the Bologna Accord, which is designed to ensure comparability in the standards and quality of higher education qualifications among European universities. Governments are demanding quality assurance and accountability if they are going to be providing a significant portion of post-secondary funding. In Canada and the US, potential students and their families are increasingly asking, "what will I actually get for the cost of my education?"

UFV is the first public post-secondary institution in BC in recent years to ratify formal institutional learning outcomes. During the upcoming year, the focus will be on the alignment of individual programs and courses with the ILOs. This phase will see every department examine its courses, field experiences, and programs, to make certain they are aligned with the institutional learning outcomes. To kick start this phase, eight pilot programs were chosen and have already completed this process. At a Provost's forum and open house in April 2013, these projects were presented to the university community for demonstration and feedback.

The process used to develop the ILOs exemplifies UFV's approach to learning: it was participatory, and involved an ongoing and evolving conversation with various communities. One of UFV's most important strengths is its constant dialog with its various stakeholders. The institutional learning outcomes ensure that UFV is producing graduates that will enrich their community and make the world a better place.

BOX 2: UFV student wins silver medal at national skills competition

A UFV student has proved himself as one of the country's top electrical apprentices in training. Gordon Kearns won the silver medal at the Skills Canada national competition in Edmonton in May, 2012.

The 21-year-old Chilliwack resident placed second in the category of post-secondary electrical installations. Competing against the top students across Canada, Kearns had to showcase his talent during a two-day challenge. He was able to compete at the event after taking home the gold medal at the provincial competition at Abbotsford Tradex in mid-April.

"It was quite the feeling of accomplishment," said Kearns, who is halfway through the four-year electrical apprenticeship program at UFV's Trades and Technology Centre in Chilliwack. "It was really intense — there were lots of cameras and people watching and making comments," said Kearns.



The nation-wide competition brought together the best students from each province to compete in different categories. Kearns was given two six-hour days to work on a large wall that was formatted to imitate different scenarios, such as a house or an industrial environment. He wired lights, switches, smoke detectors, bathroom fans, and timers.

Kearns' willingness to put himself up for a challenge and to compete is just one of the qualities that makes him a top student, said UFV instructor Rod McLeod. "It reflects the fact that we're training people with the right industry skills, so they can go to work and build on those abilities," said McLeod.

Not only will the award help open doors for Kearns down the road, but it also showcases the strengths of the UFV trades program.

1.3 General Overview

Under the British Columbia's University Act, UFV is designated as a special purpose, teaching university that serves a geographic area or region of the province. The Act details the governance, functions and duties of the university. UFV is a member of the Association of Universities and Colleges of Canada (AUCC).

UFV is the sixth largest university in British Columbia with some 15,000 students attending the university this past year. Currently, about 7% of students are of Aboriginal ancestry and we host almost 1000 international students from over 50 countries. Since receiving official university status in 2008, UFV has grown

significantly: domestic students have increased by 16.5%, international students 44.4%, for a combined total increase of 18.9%. The increase in international students is particularly noteworthy; there were 238 international students at UFV in 2000/2001, whereas this past year, we had close to 1000. These students have contributed to the economy of the Fraser Valley, enhanced the cultural experience of the university and the surrounding community, and, perhaps most importantly, enriched the educational experience and broadened the horizons of our domestic students. Having international students is one of the most important ways in which UFV brings the world to the Fraser Valley.



Students enjoy an outdoor concert at UFV's new campus in Chilliwack, BC

With campuses and centers across the Fraser Valley, UFV offers 15 bachelor's degrees, two applied master's degrees, two post-graduate certificates, and more than 80 certificate and diploma programs in applied and academic areas, including trades. Many of UFV's programs ladder into one another, allowing students to progress towards a full degree by building on previously earned credentials such as a one-year certificate or a two-year diploma.

UFV is recognized for its students' success, excellent learning environment, creative integration of programming, and engagement with the region's communities. UFV is large enough to offer variety; yet small enough to offer students personal attention and a sense of community. Students and their learning needs and goals are our priority. Small class sizes and a focus on teaching mean students, working closely with faculty, learn in a hands-on environment.

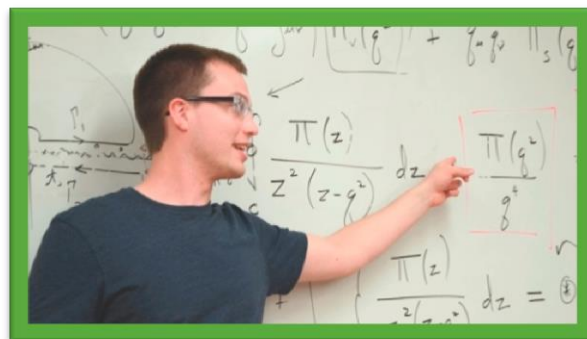
The results of the Canadian University Survey Consortium (CUSC) survey speak to the success of UFV's approach. The 2012 Survey was sent to over 41,000 undergraduate university graduates at 37 universities throughout Canada. UFV was included as part of Group 1, universities that offer primarily undergraduate studies and that have smaller student populations, including, for example, Trinity Western University, Trent University, and the University of Northern British Columbia. UFV performed very well across a wide variety of measures and we mention some notable examples. UFV students report above average performance relative to their Group 1 peers, and to all participating universities overall, in

- claiming that in-class and faculty activities contributed very much to growth and development;
- academic, communication, and analytical/learning skill development;
- the contribution their university made to their life skills, and personal and relationship skills;
- the likelihood they had secured employment – almost double the rate of others; and
- how helpful they found university support staff.

Perhaps most importantly, UFV students reported significantly above average satisfaction with the overall quality of teaching and quality of education relative to both their peer group and universities overall. A full 94% of UFV graduates would recommend UFV to others.

There are of course, challenges and areas for improvement. One challenge comes from UFV students being less likely than average to have parents that graduated from university – a disproportional number of our students are first generation university students. Our support programs, both for student and academic life, are designed to assist students with the transition to university. Second, fewer students at UFV receive academic scholarships from their university than at other universities. The advancement office is working hard to raise funds for additional scholarships to students. For example, this past year donations from a faculty member allowed for the creation of a scholarship for an outstanding student in economics. Finally, UFV students are more likely to interrupt their studies than those at other universities; contributing factors to this are likely our open-access policy and the fact that many of our students are first generation university students.

A cornerstone value of UFV is providing access to students with diverse backgrounds and goals, and then offering these students a high level of academic opportunity. UFV



produces graduates who have the skills to work and thrive in the region. By offering a comprehensive range of programs that meet the needs of employers in the region, UFV enables local employment of a highly skilled workforce and well-qualified professionals. Many UFV programs offer a Co-operative Education (Co-op) option, combining study with relevant, professional, and paid off-campus work experience.

BOX 3: Building physical strength and emotional relationships: UFV students guide elders in exercise



The sound of the Beach Boys filled the room. About 15 elders in wheelchairs were arranged in a circle. And at the circle's center was a group of energetic students from the University of the Fraser Valley.

For the past hour, the elders had been shuffling their feet and stretching to the music. Others passed the time by lifting weights or bouncing a ball. Whatever the action, they did it with the encouragement of UFV students.

This was a typical scene at the Worthington Care Centre in Abbotsford every Monday and Wednesday morning thanks to a partnership between Fraser Health and UFV. The initiative also included a research project looking into the benefits, in terms of cognitive and physical functioning, for the elders involved in the activity program.

The program involved student volunteers from both the UFV Nursing and Kinesiology and Physical Education departments. "They're helping the residents roll through a variety of exercises, using weights and resistance bands," noted UFV nursing faculty Shelley Canning, one of three co-investigators of the project along with UFV kinesiology faculty Michael Gaetz and Fraser Health physiotherapist Adrienne Sim. "It's been a great experience for the elders as they've had the opportunity to maintain and even improve their physical functionality. And the students had the opportunity to work in a very meaningful way with the elders by forming relationships."

Noting that physical decline is an expected effect of aging and of living in residential care, Canning emphasizes the importance of a program of this type. One of the goals is to track and measure improvements in the physical abilities of the participants.

The students have been involved both in helping to run the activity groups and in the assessments/data collection process. "A lot of these elders have spent their lives contributing to the community, and now it's UFV's opportunity to give back," said Gaetz. "It's creating a really unique synergy between the young people in the community and some people who have been committing their time to the community their whole lives."



Women's volleyball team celebrates as CCAA National Champions

Our commitment to student success is also evident in the work done by Student Services. This office provides service in areas including Disability Services, Educational Advising, Financial Aid and Awards, Student Life, and Student Housing. Students have access to resources such as the Aboriginal Access Services, the Career Resource Centre, and the Conflict Resolution and Human Rights Advisor. Student Services also provides assistance with special problems students may have. Students can come to Student Services to resolve problems with things such as academic standing, grades, or the learning environment

While studying and preparing for careers, students are also actively engaged in campus life with clubs, varsity teams, events, student government, and other activities. Athletic highlights include the women's volleyball team that captured the 2013 CCAA National Championship. The title is first in the program's history. The team finished the 2012/13 season with a remarkable 27-2 record winning the PACWEST Championship and the CCAA Championship. The team's fifth year senior middle, Kayla Bruce, was named the 2013 CCAA Female Athlete of the Year – across all sports and Jenna Evans of Abbotsford, BC was named the Most Valuable Player of the 2013 CCAA Championship tournament in Lloydminster, Alberta. This team is also the recipient of the most recent President's Shield award which goes to the team having the highest GPA. Scholastic honours were also bestowed on the 17 student-athletes who achieved Academic All-Canadian standards.

Following graduation, students become UFV alumni. The purpose of the UFV Alumni Association is to foster a lifelong relationship between alumni and the University of the Fraser Valley through advocacy, support, service and communication. One way the Alumni Association supports and encourages this connection is through its Alumni Leadership Awards. The Association currently offers seven awards: two Distinguished Alumni Awards, four Alumni Association Leadership Awards, and the Alumni Association Graduate Leadership Award.

Figure 1: The Distribution of Full Time Equivalent (FTEs) by Campus in 2012/13

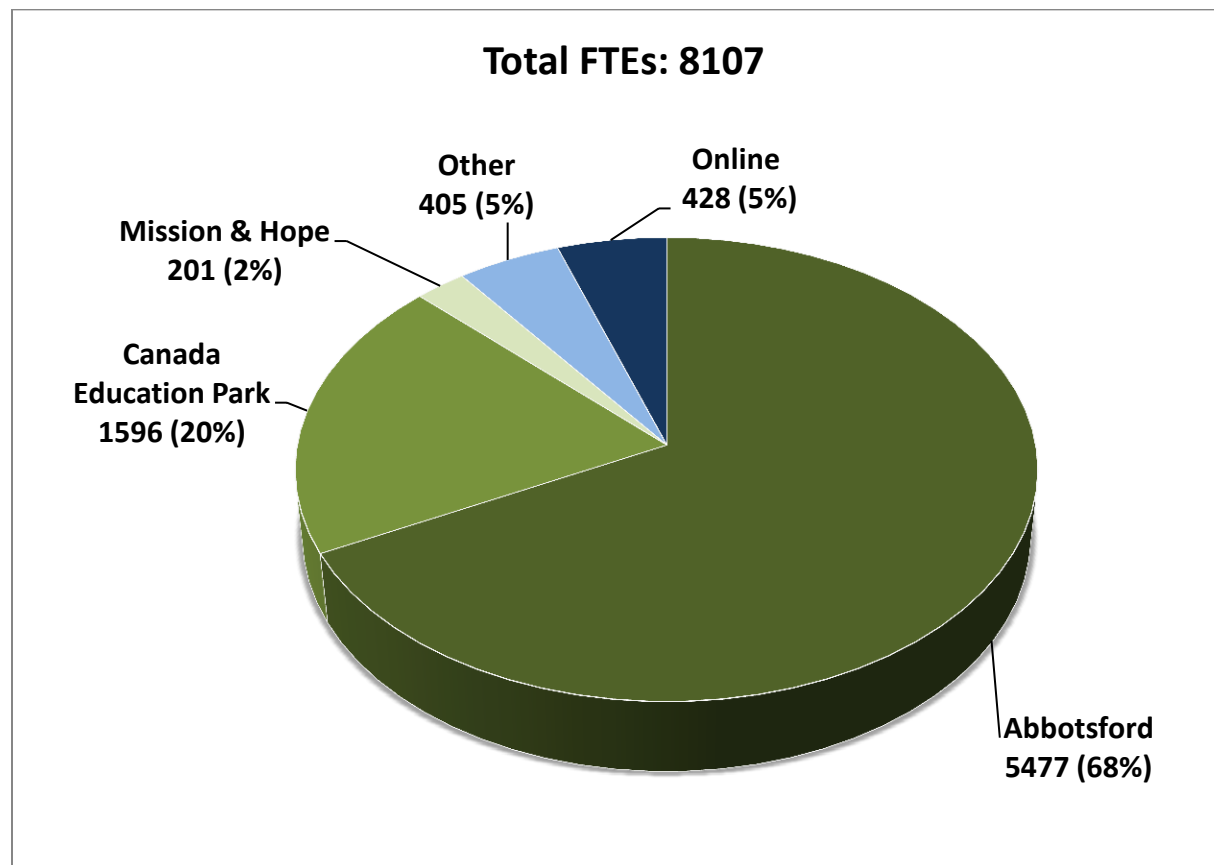


Figure 1 shows, by campus, (i) FTEs and (ii) % share in total. The numbers include all student enrolments, including international and continuing studies. The Other category includes: Chilliwack Yale Road, FTEs in partnership agreements, other campus sites, the Aerospace Training Centre, Challenge/PLA and the off-shore site in Chandigarh, India. The Abbotsford category includes both the Abbotsford Campus and Clearbrook Centre.

UFV plays a central role in the social, cultural, economic, and environmentally-responsible development of the Fraser Valley. The university benefits its community in several ways: (i) It is a provider of highly skilled, stable employment: it is Abbotsford's third largest employer with over 1500 employees. (ii) It is a supplier of a skilled work force that helps attract businesses, raises income levels, and results in a more diverse and stable economy. (iii) UFV's focus on community engaged research and scholarship; this provides an ideal setting for regional innovation and exploration.

UFV conducts research that engages the community and addresses regional issues. Often, this research also has broader national and international significance. Emphasis is placed on applied research, which frequently involves hands-on experience for students through projects, internships, and field study.

UFV continues to have success in attracting students. Current enrolments exceed ministry-funded targets and the demand for student seats is projected to increase in the coming years. The government has placed a freeze on funding and a cap on tuition. Respecting these constraints, UFV remains committed to continuing to provide our students an outstanding education, while still upholding our commitment to access.

Box 4: 2012 YEAR IN REVIEW

Building boom	<p>UFV had major facilities open in three communities in 2012:</p> <ul style="list-style-type: none"> • The university partnered with the city to create the UFV Clearbrook Centre on the lower floor of the Clearbrook library in the heart of the Abbotsford's civic center. The new location opened in January 2012 and is home to UFV's Continuing Studies and Applied Business Technology programs along with other courses and special events. • The District of Mission invested \$500,000 to help fund the creation of a new graphic design lab at the UFV Mission campus at Heritage Park Centre, which opened in September 2012. • UFV opened the next phase of its Chilliwack campus at Canada Education Park in May 2012. This \$44-million project involved a complete renovation of a former military building into a bright and beautiful home for the Faculty of Health Sciences and other courses and programs offered in Chilliwack. • Late in the year UFV also received its largest ever donation when BMO gave its former building at Five Corners in downtown Chilliwack to the university. The Chilliwack Economic Partners Corporation pledged renovation funds that combined for a \$1.5 million gift.
Student achievements	<ul style="list-style-type: none"> • More than 2,000 students graduated from UFV at Convocation ceremonies in June held at the Abbotsford Entertainment and Sports Centre. • Top academic awards went to Donna Alary (Governor General's Gold Medal), Ricardo Gigglerberger (Governor General's Silver Medal), Marina Parapini (Governor General's Bronze Medal), and Kyriel Funk (Lieutenant Governor's Medal). Deans' medals went to Rosanna Martens, Deni Hawley, and Crystal Drouillard. • Several UFV graduate students received prestigious national awards. Jenna Peters (Biology), Brandon Yanciw (Chemistry), Sol Sun (Psychology) and Kelly McLeod (Physics) received Natural Sciences and Engineering Research Council (NSERC) Alexander Graham Bell Scholarships. Social Sciences and Humanities Research Council (SSHRC) Joseph-Armand Bombardier Scholarship recipients were Taylor Stone (English), Kelly Hodgins (Geography) and Jordan Todd (Sociology). • Timothy Richards, a Physics student, attended an all-expense paid trip to the London International Youth Science Forum in August of 2012. • Students excelled overseas, completing internships in Tanzania and India, and

Box 4: 2012 YEAR IN REVIEW

	<p>study abroad terms at partner universities. Business students at UFV's Chandigarh location even had the chance to meet PM Stephen Harper when Harper visited India on a trade mission.</p> <ul style="list-style-type: none"> • Kinesiologist Joanna Sheppard once again took a group of students to Antigua to teach physical education and life skills to elementary school children. • Closer to home, geography student Daniel Huesken along with other students and alumni got to work with NASA scientists on a project at Kelly Lake in the BC Interior; fine arts students completed a school mural in Mission; media and communications students shot a video about a project where children dance with seniors at a long term care home; and kinesiology and nursing students led fitness activities for seniors at a care home in Abbotsford. • Eleven students, several of them Stó:lō women, took part in the Lens of Empowerment project, a three-course program that examined the lives and experiences of women in Stó:lō territory. Four of the eleven students, along with several UFV faculty members, travelled to Loughborough University in England to exhibit the students' art at a conference titled Home/Land: Women, Citizenship, and Photographies. • A group of biology students and faculty headed to field school in Ecuador this past summer. • History students taking Local History for the Web built web pages of Fraser Valley's experience during World War II. • Culinary Arts students at the Rivers fine dining lounge in Chilliwack launched a popular gourmet dining prix fixe menu experience for Tuesday and Wednesday evenings.
Faculty, staff, and administration achievement	<ul style="list-style-type: none"> • Dr. Sheryl MacMath, a faculty member of the Teacher Education program at UFV, was the 2012 recipient of UFV's Teaching Excellence award. For his collaborative approach to research and his guidance of UFV students, Dr. Olav Lian from Geography has been awarded the inaugural Research Excellence award for 2012 at UFV. • The Queen Elizabeth II Diamond Jubilee Medal was created in 2012 to honour significant contributions and achievements by Canadians. Recipients of this medal include Dr. Mark Evered, UFV President and Vice-Chancellor; Laurence Stinson, UFV Board Chair; Dr. Darryl Plecas, UFV Professor Emeritus; and George Peary, UFV Instructor. • Dr. Lucy Lee was hired as the new Dean of Science. Lucy has brought with her an NSERC discovery grant and plans to expand her research program at UFV. She currently has a summer NSERC Undergraduate Student Research Awards student as well as a Brazilian student working in her lab. • Several faculty received federal Tri-Council grants in 2013 – Lenore Newman (SSHRC Insight \$214,850), Hugh Brody (SSHRC Connection \$43,301), Heather McAlpine (SSHRC \$27,545), and Derek Harnett (NSERC Discovery \$45,000). • Dr. Wenona Victor was hired as UFV's first Indigenous Studies faculty member.

Box 4: 2012 YEAR IN REVIEW

	<p>She will be working to launch this area of study at UFV.</p> <ul style="list-style-type: none"> • Three outstanding UFV employees were honoured in the inaugural Employee Excellence awards. Hope Centre coordinator Hilary Kennedy (now retired), senior advisor on indigenous affairs Shirley Hardman, and political science professor Rita Dhamoon (now at the University of Victoria) were honoured. • Dr. Peter Raabe spoke about the role of philosophy in counselling at the UNESCO Korea Second World Humanities Forum in Busan, Korea in November. • Vice-Provost Peter Geller, an expert in the visual history of the Canadian North, helped resurrect and, put on tour, a 1919 film about the Hudson's Bay Company that had been forgotten in an archive in England. • Gwen Point of the Social Services and Social Work department, along with her husband Steven, who is a UFV alumnus and recently finished his term as Lieutenant Governor of BC, received honorary doctorates from the University of Victoria. • Writer-in-Residence Rex Weyler modeled the role of public intellectual, emphasizing the importance of the writer in promoting social justice. • The President's Leadership Lecture Series hosted several speakers including Herb O'Heron, Research Analyst for the Association of Universities and Colleges of Canada, who presented on the value of a degree. Sheldon Kennedy, former NHL player and child rights advocate, presented on "Empowering the Bystander".
Community outreach	<p>UFV:</p> <ul style="list-style-type: none"> • hosted an Indigenizing the Academy conference at the aboriginal gathering place at its new Canada Education Park location that brought aboriginal educators from across Canada together for three days. • conferred honorary degrees on Stó:lō elder Ray Silver Sr., rock and roll radio pioneer and veteran broadcaster Red Robinson, and professional hockey player turned advocate for child sexual abuse victims Sheldon Kennedy . • gave the Betty Urquhart community service award went to the Choice program at the Agassiz Centre for Education, and to the Chilliwack branch of Pacific Riding for Developing Abilities. • honoured Distinguished Alumnus George Hemeon and, Young Distinguished Alumnus Alex McAulay. • ran a successful Lost Alumni campaign, finding and registering many alumni who had previously been out of contact with UFV. • held a free concert and poetry reading to celebrate the launch of Peace Studies • hosted the premiere of Tracks Across the Sand, a new DVD set by the university's Canada Research Chair Hugh Brody, about the #Khomani San and their land claims in South Africa. • recognized scholarship, award, and bursary sponsors at the annual Changing Lives awards ceremony and at several individual ceremonies for corporate donations. • hosted another successful season of theatre, a round-table for teacher education programs from throughout BC, several lecture series and numerous special

Box 4: 2012 YEAR IN REVIEW

	presentations, forums, and events.
Programs	<p>UFV:</p> <ul style="list-style-type: none"> • launched Global Development Studies degree. • revamped Graphic and Digital Design diploma. • welcomed the first class of the new joint UFV/NVIT program laddering students from NVIT's Chemical Addictions program into UFV's Bachelor of General Studies. • cheered the first graduating cohort of students from the Master of Social Work program at the School of Social Work and Human Services.
Athletics	<ul style="list-style-type: none"> • The women's volleyball team captured the 2013 CCAA National Championship – the first in the program's history. Kayla Bruce was CCAA Female Athlete of the Year, Jenna Evans was CCAA Championship MVP, and Kira Tome was PACWEST Rookie of the Year • The men's basketball team reached the Canada West Final Four. Sam Freeman, a fifth year guard from Coquitlam, was named the 2012-13 Male University Outstanding player by Basketball British Columbia. • The men's golf team was PacWest provincial champions. Aaron Pauls was named a PACWEST All-Star and a CCAA All-Canadian, Chris Bertram was PACWEST Coach of the Year. • The men's soccer team had their first winning season and their goalkeeper, Mark Village, was named 2nd team Canada West All-Star. • The women's basketball team was 2013 Canada West Bronze medalists, their first conference medal. Aieisha Luyken, a fourth year guard from Mission, BC, was named 2nd team Canada West All-Star.



UFV Honorary Doctorate Bif Naked at Convocation 2013



Noham Weinberg, faculty member in the Chemistry department, with students in the molecular modeling lab

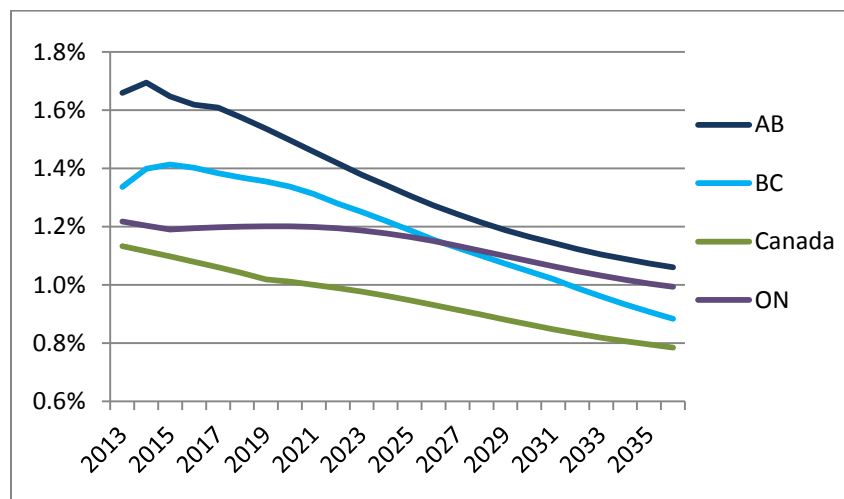
2. PLANNING AND OPERATIONAL CONTEXT

EXTERNAL ENVIRONMENT

2.1 Population

The population growth rate in British Columbia has exceeded that in Canada in 20 of the last 26 years and this pattern is expected to continue for the next 25 years (Figure 2). Projections indicate that BC's population will increase by almost a third between 2012 and 2036. The population will continue to age with the median age increasing from 41.9 to 45 years over this period (Census 2011). However, a majority of the net migrants to BC, counting people both from abroad and from within Canada, will be younger, with 28 being the most frequent age (BC Stats, Ministry of Labour and Citizen's Services, 2012). Given these trends, BC will have to continue to depend on migrants to address short-term skill shortages and longer-term labour market growth.

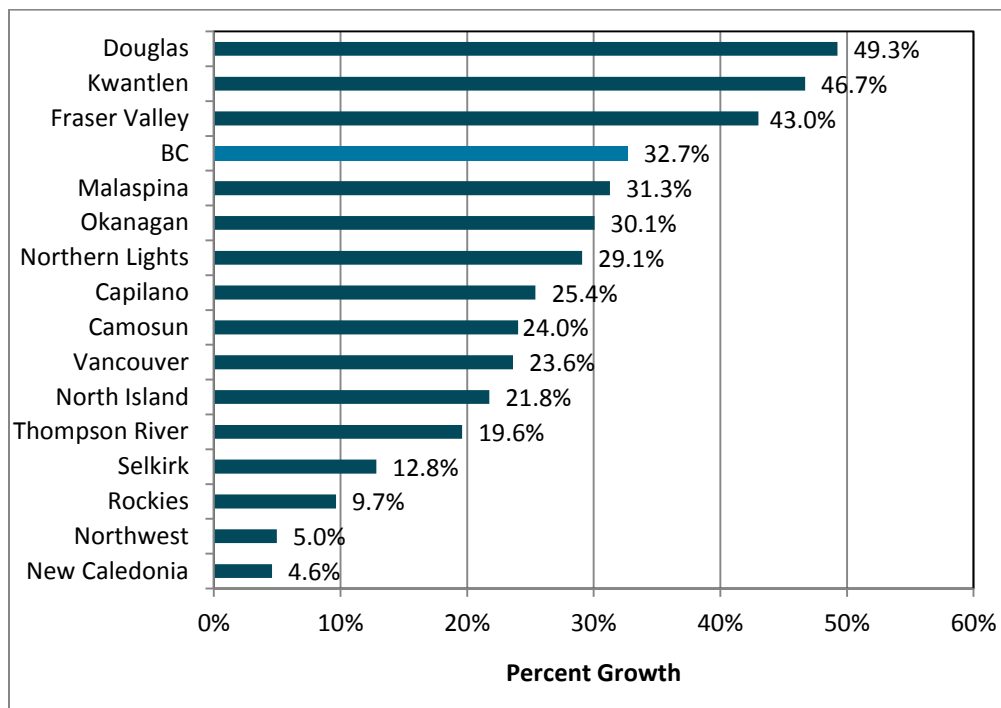
Figure 2: Projected Annual Population Growth of BC, AB, ONT, and Canada



Sources: BC Stats, Alberta and Ontario Ministries of Finance, Statistics Canada 2012 Population Projections

Net migration is the main driver for population growth in the Fraser Valley. 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%. Population projections indicate that the Fraser Valley region will experience a cumulative population growth rate from 2012-2036 of 43%, this is third highest of the fifteen college regions in BC. The population growth rate in BC as a whole is expected to be 32.7% over this period (Figure 3).

Figure 3: College Region Projected Population Growth 2012-2036

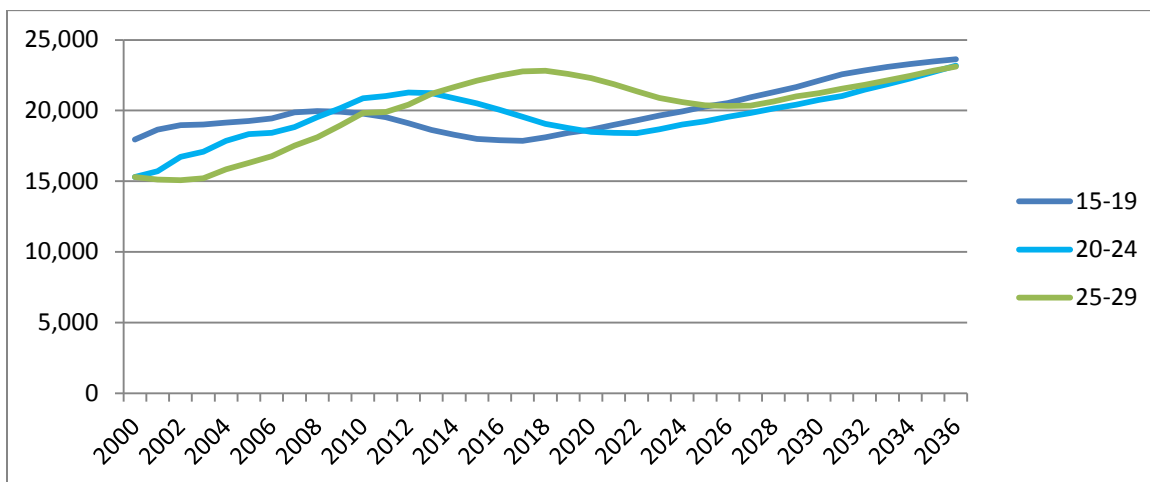


Source: BC Stats, Ministry of Labour and Citizen's Services, 2012

The total fertility rate in the region is 24% higher than the provincial rate. There are roughly equal numbers of men and women in the Fraser Valley; this differs from the province, where women outnumber men. The region's population is relatively young; its current median age of 39.6 years is 2.5 years younger than BC's median age (Census 2011, BC Stats 2012).

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 (Figure 4). However, during this time UFV has seen a strong increase in the demand for seats. This is likely a function of several factors including UFV receiving university status in 2008 and the trend towards increased participation rates in post-secondary education. Three years from now, in 2016, the downward trend in numbers of 15-19 year-olds will reverse, and the number 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. At no time are the numbers for all three age groups decreasing at once, and as all these age groups contribute significantly to the demand for post-secondary education, we do not anticipate a fall in the demand for seats at UFV.

Figure 4: Projection of the Fraser Valley Population by Age Group (2002-2036).



Source: BC Stats, Ministry of Labour and Citizen's Services, 2011

In order to successfully compete in an increasingly skills orientated labour market, people will require appropriate training; this is likely to lead to an increase in the demand for post-secondary education. Although the Fraser Valley is a region of historically low university participation rates in comparison to the rest of BC (85% of the provincial average rate if we consider any post-secondary credential and 56% of the BC average for university degrees), the participation rate in the Fraser Valley (and in BC) has been rising.

Although both natural increases and migration are expected to contribute to the population growth in the Fraser Valley, the largest proportion will come from migration – both from abroad and from other parts of Canada. 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. The bulk of the migrants to the Fraser Valley were in the 20-35 year age group – an age when they are likely to have children. Further, a large number of families migrate to the region with young children and these trends are projected to continue.

The number of children per population in the region is projected to remain roughly constant through 2036. These demographics imply a consistent demand for schooling and post-secondary education for children of migrants and for work-related training of new arrivals. UFV is ideally suited to provide the education and training to satisfy the needs of university-age students, adults, and immigrants in the Fraser Valley region.

2.2 Economy and the Labour Market

The economy in British Columbia is still recovering from the global financial crisis of 2008. In 2009 provincial GDP contracted 3.7%; it then grew 1.4% in 2010 followed by 2.8% in 2011. The economic growth rate is projected to continue at its historical level of 2.8% annually for 2013-2015 (BC Labour Market Outlook 2010-2020). The employment numbers have also slowly improved since the financial crisis as a stronger economy has led to increased labour demand. The unemployment rate in BC peaked in February 2011 at 8.8%. Since then the rate has declined and in February 2013 it was 6.3% with

projections to remain at this level through 2015 and then drop to 5.2% by 2020.



Second-year nursing students apply theory and clinical experience to a high-fidelity mannequin in a UFV simulation lab.

Approximately 1.03 million job openings are expected in BC during 2011-2020, with two-thirds of the jobs due to replacement demand and the remaining one third attributable to expansion demand coming from economic growth. The BC Ministry of Jobs, Tourism and Skills Training and Responsible for Labour states that more than 77% of the job openings over these next ten years are expected to require some post-secondary education and training.

Like most of western Canada and BC, the economy of the Fraser Valley slowed following the financial crisis of 2008. The construction and agriculture sectors are the biggest employers in the Fraser Valley; together they provide almost a third of total employment – a much larger share than they hold in the

rest of BC. With weak construction and manufacturing output being cited as the main reasons behind the economic downturn, the region suffered disproportionately from the 2008 economic crisis as compared to the rest of BC. The economy and labour market in the Fraser Valley continue to show signs of recovery; the unemployment rate in the Abbotsford-Mission area was 8.1% in May 2012 falling to 7.1% in early 2013 (Labour Market Snapshot March 2013). The introduction of a wide range of service, manufacturing, and knowledge-based industries in the region has created a broader employment base. Diversifying the economy has been a regional priority aimed at adapting the Fraser Valley to current economic conditions.

The Mainland/Southwest development region, which includes the Fraser Valley, is projected to generate the most job openings in BC during the ten year period 2010-2020. An estimated 660,000 jobs are projected to be generated in this region, representing 65% of the new job openings in the province. Sales and service occupations, trades/transport and equipment operators and related occupations, and business and finance are the occupation groups expected to generate the greatest number of jobs over the next decade. Within the Mainland/Southwest region, 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.

UFV provides education and training to students to satisfy the growing employment needs of the region. This is accomplished with community-based advisory committees and an emphasis on applied learning in programs such as business, trades and technology, and health sciences. As well, focus on undergraduate education, small class sizes, and a high portion of classes taught by regular, full-time faculty enrich the learning experience for students. Post-secondary education is increasingly important in obtaining satisfying, high-paying employment in the Fraser Valley, the Lower Mainland, the rest of Canada, or abroad.

2.3 Governmental Policy

Funding from the Ministry of Advanced Education, Innovation and Technology (AEIT) makes up slightly more than 50% of UFV's operating budget. In its 2013/14 – 2015/16 Service Plan, the Ministry has developed a strategic framework that guides its work and sets the direction for post-secondary



Graphic Design student shares her portfolio at this year's portfolio workshop and info session.

education in the province. The Service Plan describes four key factors influencing the Ministry's work: jobs and the economy, flexibility and choice in education, innovation in technology, and demographics and diversity. The Plan supports the achievement of the government's strategic priorities of Jobs and the Economy, Families First, and Open Government and Citizen Engagement. UFV aligns its strategic planning to reflect the mandate and the direction provided by the Ministry. The Service Plan also details the Goals, Objectives and Strategies which the Ministry uses to achieve its strategic priorities. Section 3 of this Report provides some examples of UFV strategies and outcomes that are consistent with and support the Ministry's Goals and Objectives.

BOX 5: Indigenizing UFV

For anyone new to academia, there's a bit of confusion and trepidation. For Aboriginal students, the gap between their worldview and mainstream academic culture can be even wider. A growing number of universities and colleges are recognizing the need to make their campuses welcoming places for Aboriginal cultures, their knowledge and their learners. The formal name for the process is indigenization, and UFV is playing a key role in it.

In late summer 2012, UFV hosted S'iwes Toti:lt Q'ep — Teaching and Learning Together, a conference with an Indigenizing the Academy focus, at its brand new longhouse-themed Aboriginal gathering place on the new Chilliwack campus at Canada Education Park. Over 275 participants from 33 post-secondary institutions across Canada attended.

Keynote speakers included well-known Aboriginal educators Joanne Episkenew and Eber Hampton, and the conference dinner was graced with an informal visit and talk by then-Lieutenant Governor Steven Point, a local Stó:lō person and UFV alumnus and honorary degree recipient.



The conference grew out of several years of development and activities aimed at indigenizing UFV, many of them inspired by the 2006 Indigenizing the Academy report authored by Stó:lō educator Mark Point after he consulted with the Aboriginal and UFV communities.

Shirley Hardman, UFV's senior advisor on Aboriginal affairs, is justifiably proud of the progress made on indigenization at UFV, but she said the toughest challenge is finding ways to accommodate indigenous ways of knowing into the traditional academic structure.

"For me, indigenizing means creating an environment where we as Aboriginal people do not have to give up part of ourselves in order to take part in academia, and where we see ourselves reflected in the everyday life of the institution," said Hardman. "It's an environment where people easily make connections between the past and now, and see how events of the past two centuries have influenced indigenous peoples. It acknowledges a link between history and current social reality and prepares the next generation of professionals working with Aboriginal people to have a better understanding of all of that, as well as more empathy, whether they are Aboriginal themselves or not. We need to make universities natural places for Aboriginal people to be."

2.4 Multi-Cultural Community

The University of the Fraser Valley is located in a multi-cultural area. Some aspects of multiculturalism include the following:

- UFV lies at the heart of Stó:lō Nation territory and in close proximity of the neighbouring territories of the Nlaka’pamux and the In-Shuck-ch. UFV is the closest university to more than 6% of the self-declared Aboriginal peoples of BC.
- The Metropolitan Area of Abbotsford has the highest proportion (23.3%) of South Asian minorities among major urban areas in Canada – higher than both Toronto (13.3%) and Vancouver (9.9%) (Census 2006). The largest portion of South Asians come from the Punjab region, making up more than 10% of Abbotsford’s population.
- Approximately 12% of the population in the Abbotsford area identified as Mennonite (Mennonite Encyclopedia Online), and the rest of the Fraser Valley also has significant Mennonite populations.

To meet the needs of the multi-cultural community, UFV has adopted strategies and established programs that serve as a hub for cultural knowledge and information for students, the community, and local businesses. Examples of these strategies and programs are described in Section 3 of this Report.

INTERNAL ENVIRONMENT

2.5 Multi-Campus Operations

UFV’s multi-campus operations make education in the Fraser Valley accessible. Campuses are located in Abbotsford, Chilliwack, and Mission. In addition, there are two regional centres located in Hope and Agassiz. During 2012/13, 68% of FTEs were generated at the Abbotsford campus, 20% at the Canada Education Park (CEP) campus, while the remaining 12% were online or at our other campus sites.



Scheduling of courses on each campus is done in a coordinated manner to allow students to take several classes in the same day, on the same campus. This increases student access, supports student success, and is environmentally friendly since it reduces commuting times.



UFV's new Clearbrook Centre in downtown Abbotsford

The growth in student population and utilization at UFV's Abbotsford campus has created certain challenges in terms of existing infrastructure. The space utilization rate at the Abbotsford campus is currently over 120% and expected to increase in the future. The space crunch in Abbotsford presents real challenges for the university. It is difficult to schedule all classes at times that are optimal for students. It is problematic to block off times without classes to allow faculty to meet since all times need to be used to accommodate student demand. Perhaps most importantly, a common feature of university life is informal meetings and discussions of students and faculty – among themselves or with each other. These interactions typically happen in an empty classroom. On the Abbotsford campus, none of these empty classrooms exist. We are hoping that some of the space crunch will be eased with the addition of the projects detailed in UFV's Five-Year Capital Plan provided in Section 6.

BOX 6: UFV visual art students transform Mission elementary school gym into artwork

To most students, summer means relaxation. But to the 16 UFV students who enrolled in UFV's Visual Arts 390: Community Art Practice in the summer of 2012, it also meant giving back to the community. With the instruction of faculty member Chris Friesen, they transformed the blank wall of West Heights Elementary in Mission into an immense and brightly-hued mural.

Friesen said the experience is like no other art course offered at UFV. "When you do art for a classroom, it's generally an assignment that you hand in, and the class gets to see, and the professor gets to see," Friesen explained. "But here their art becomes a living piece of work; it has an audience."

The project also involved a lot of planning on the part of the students. "The students split into four groups, each designed a potential image, and the final mural was chosen by the school," Friesen said. "No matter whose design gets selected, the whole class rallies around that one idea, and together we realize that vision."

The design depicts an open book against a nature background, butterflies, children, and blades of grass. Along with emphasizing literacy and imagination, the students hoped to reflect the multicultural aspect of Mission in the mural. "It incorporates different cultures – there's a Hindi design here, and then the cherry blossoms for Japanese culture on that side, and native art above with the thunderbird and the butterflies," said Tara Van Haaster, one of the student artists. "I love the multicultural elements of the image."

Friesen views it as an ultimately rewarding experience. "It's a way to give a gift to the community and to the students at this school. Telling history is important, and that's part of what art can do. But it can also give a vision for the future."

2.6 Finances

Government policies provide limits within which the University is required to operate. By legislation we cannot plan a deficit budget, and tuition and student fee increases are limited by the Tuition Limit Policy allowing for increases at the rate of inflation only. The limit of the all-fund, no-deficit legislation adds further pressure as depreciation expenses must be managed within annual resources. Given these constraints, the financial plan for the University is developed to ensure resource allocations support achievement of the integrated goals and future development of the University of the Fraser Valley.

Given that funding for the post-secondary education sector has entered a period of significant change, it is critically important to be deliberate with resource allocation. The BC Budget and Fiscal Plans indicate continued commitment to a balanced provincial budget. These plans include expenditure management strategies that indicate a reduction in funding to the post-secondary sector of \$46M over the next three years, coupled with an expectation that negotiated wage increases will be funded from existing funding envelopes, at least for the current round of bargaining. There is no expectation of funding for growth or inflationary costs.



The University approved the *2013-14 Consolidated Budget Plan* with the recognition that a sustainable financial model is necessary to achieve UFV's strategic goal to deliver the best undergraduate education in Canada and to support our students in the achievement of their educational goals. The *Consolidated Budget Plan* identified areas where efficiencies and process changes could be implemented to reduce expenditures while maintaining services and the quality of education. The Budget Principles ensure the University remains focused on core goals and strategic directions, remains accountable for the stewardship of resources, and encourage innovation and entrepreneurialism in a controlled manner.

Financial statements for the 2013 fiscal year were prepared under PSAB accounting standards with presentation significantly different than under CICA not-for-profit standards. As compared to prior years, the University ended the year with a smaller all-fund surplus of approximately \$1M (Table 1). For more detailed information on current year results, refer to our audited financial statements at <http://www.ufv.ca/finance/financial-statements/>.

Domestic undergraduate enrolment remained stable with government funded student FTE at approximately 102.5% of funded target. International student numbers were flat reflecting a challenging recruitment environment and the increased competition for international students across the post-secondary sector.

Real costs continue to increase as salary increments and benefits, along with inflationary pressures for supplies and services, add stress to the University's operating expense budget. The University has limited ability to offset these inflationary cost pressures.

With the exception of some limited theatre programming, the University has moved its operations from the Chilliwack North campus to new facilities at the Canada Education Park (CEP). Having new facilities alleviates immediate deferred maintenance concerns for the Chilliwack campus, but the deferred maintenance backlog at the other campuses continues to be a major challenge. Addressing the aging infrastructure and major systems renewals is a top priority for the University with funding needs identified in the Five-Year Capital Plan.

Table 1: Summary of 2012/13 Financial Results

	2012/13 Actual	2012/13 Forecast	2011/12 Actual
Revenues (in thousands)			
Grants from governments (general operating & other)	57,836	56,730	57,288
Ancillary Services	7,145	7,000	7,564
Student Tuition and Fees	38,666	39,199	36,897
Other Revenue	4,615	4,170	6,169
Amortization of DCC	6,619	6,761	4,762
TOTAL REVENUES	114,881	113,860	112,680
Expenditures (in thousands)			
Salaries & benefits	81,353	78,804	76,769
COGS	3,561	3,300	3,664
Other Operating Costs	20,241	20,781	19,233
Capital asset amortization	8,221	7,850	7,101
Debt service costs	636	635	653
TOTAL EXPENDITURES	114,012	111,370	107,420
EXCESS OF REVENUES OVER EXPENDITURES	869	2,490	5,260
Net increase (decrease) invested in capital assets	(523)		10,660
Net increase (decrease) internally restricted other assets	(81)		(6,194)
Net change in unrestricted net assets	1,472		874

The following is an overview of the most significant financial risks currently facing the University.

Managing a Changing Operating Environment

General operating grant funding as a percentage of total revenues dropped by 1% per year over the last four years; from 51% of total revenues in 2009/10 to 48% of total revenues in 2012/13. Even though grant funding as a percentage of total revenues was falling, funding remained relatively stable over these years but did not increase for general growth or inflationary costs.

Provincial Budget 2013 announced funding for post-secondary will be reduced over the next three years without an adjustment to student targets. At the same time, student tuition rates are capped and for the first time, the University is being asked to fund general operating and employee wage increases from existing funding envelopes. The result will be an increased reliance on external funding sources and entrepreneurial endeavors, funding sources and activity that brings a higher level of risk and uncertainty.

Closing the funding gap by managing costs, as directed by the provincial Administrative Service Delivery Transformation project (ASDT) is underway. The University will need to look for administrative efficiencies to “do more with less”. Changes to administrative and business processes can be disruptive and the challenge will be to manage these changes while maintaining institutional and employee morale.

The University has been without a collective agreement since March 2012. Current bargaining for the period ending March 2014 is underway and bargaining for the next period will need to begin as soon as this one concludes. Constant bargaining and keeping the workplace engaged and motivated in the midst of on-going uncertainty has the potential to create a difficult operating environment.

An expectation of distributed data and information available at all times and from all global locations requires effective technologies and related services. Additionally, there is pressure for alternative program delivery platforms that rely on technology. Advancing UFV’s technology capabilities within fiscal constraints needs to be balanced against the risks of not keeping current with technology.

A changing and unstable fiscal environment brings a tension between meeting the needs of the region and managing within financial resources. Making choices between financial sustainability and program accessibility will be an ongoing challenge with associated risks and uncertainty. Ending the year with a small surplus may be desirable in that resources are used for which they are intended. However, it also increases the risk that even a relatively small unplanned event will cause the University to slide into a deficit position.

Student Enrolments

There are two main challenges related to student enrolments. The first is more closely aligning enrolment plans and targets to budgets to allow for better forecasting and evaluation of annual results. In a tightening financial operating environment, the ability to accurately forecast and monitor results with budgetary impacts as they develop becomes more critical.



UFV Undergraduate Research Excellence Awards ceremony

The second is the institution's reliance on international student revenues to help alleviate budgetary constraints. The institution's exposure to international markets in a global economy is high. Global catastrophes or economic events, the ability to adapt to changing market programming demand and delivery methods, increased competition for international students on a provincial, national and global level, and large numbers of students from specific demographic regions all contribute to this exposure.

Sale of Chilliwack North campus

The University invests a significant amount of operating dollars into maintaining the Chilliwack North campus, a resource that is not utilized to capacity. In addition to funding the operating costs of this campus, the University is carrying a significant portion of the development costs of Canada Education Park.

2013/14 Budget

This was a challenging budget but two important things were accomplished: a balanced budget in tough economic circumstances without reducing the quality of education and service to our students; and an investment in employees, the people who make UFV a great place to study and work, through modest wage increases. The financial challenges anticipated into future years will require the University to reduce/realign costs and/or find new sources of revenue to present a balanced budget plan.

Table 2. 2013/14 Budget and Estimated 2015-16

		2013/14 Consolidated Budget	Est 2014-15 Budget	Est 2015-16 Budget
Revenues (<i>in thousands</i>)				
	General operating grants	54,965	54,165	54,165
	Ancillary services	7,046	7,046	7,046
	Student tuition and fees	41,039	41,579	42,134
	Other revenue	5,254	5,254	5,254
	Amortization of DCC	5,300	5,300	5,300
	TOTAL REVENUES	113,604	113,344	113,899
Expenditures (<i>in thousands</i>)				
	Salaries & benefits	83,555	85,155	85,805
	COGS	2,863	2,863	2,863
	Other operating costs	18,570	18,920	19,280
	Capital asset amortization	8,000	8,000	8,000
	Debt service costs	616	616	616
	TOTAL EXPENDITURES	113,604	115,554	116,564
	Prior year carry forward			(2,210)
BALANCE		-	(2,210)	(455)

UFV understands the current economic challenges facing the province and acknowledges Ministry support through funding received; however with the risks and challenges identified, a close working relationship will be required to address these challenges in a timely and effective manner. The economic challenges ahead will require flexibility, responsiveness and diligence to meet our mandate and goals.

BOX 7: UFV and NASA collaborate on research project

Working with NASA is a dream for most scientists. And it's something a group of UFV students were able to experience during a research trip to south central BC in 2012.

The group spent two days at Kelly Lake, near Clinton, collecting data to learn more about the lake's history. The lake is of interest to NASA as it contains unique rock formations called *microbialites*, which are considered to be rare carbonate rock structures formed by microorganisms.

The four students associated with UFV were joined by UFV Geography faculty Olav Lian, and two students linked with the NASA Ames Research Center. With the help of University of Northern British Columbia (UNBC) Geography instructor Brian Menounos, and his master's student, the group used a boat and special equipment to carry out their research.

The expedition's purpose was to core the lake's bottom to collect sediment that has accumulated over time. While NASA has been working in the Kelly Lake area since 2004, Lian has been conducting geology research in the area for nearly 20 years.

The collaboration is important to NASA in determining the region's history, which they believe will assist them in understanding more about the formations, such as how they're created and why they are here. Another key aspect in the collaboration is involving the students. "We always try to bring as many students with us as we can," said Lian. "Mentorship of students is incredibly important to us."

Daniel Huesken, who graduated from UFV in June 2012 with a science degree in geography, was one of the students on the trip. He worked in UFV geography's Luminescence Dating Lab for the summer, and was grateful for the opportunity to work with other students and gain field experience, all without having to be a graduate student.

"It's pretty exciting to get out in the field and collect data, because you learn so much about it in the classroom," said Huesken. "To get out here and get your hands dirty, playing with the dirt and sediments, it's pretty fun. I feel super fortunate that UFV has a really great undergrad commitment. It's been a great experience."



2.7 Research

There has been a large increase in research activity at UFV in the past five years. In the last year there has been unprecedented growth with more faculty and students coming to the Research Office to seek information and support for their research initiatives. Assistance is provided in various ways, including monetary and non-monetary support, funding for research assistants, supporting undergraduate students who present at conferences, and the Social Sciences and Humanities Research Council (SSHRC) of Canada, Aid to Small Universities fund. Assistance is provided for faculty and students in preparing their grant applications and proposals.

Research is an integral part of UFV. Teaching, research, scholarship, and service to the community are essential and interrelated elements of UFV's mandate. Research supports teaching, learning, and skill development, and generates an important 'energy' for students and faculty. Some benefits are non-material and immeasurable. The focus on students as researchers and as research assistants is part of our commitment to the strategic goal to "Provide the best undergraduate education in Canada."

Faculty are engaged in a wide variety of research programs aimed at addressing regional issues with applicability to national and international issues. UFV promotes the integration of teaching and research by multiplying the opportunities for students to be involved in inquiry-based learning. Students' involvement in research projects occurs as part of their course curricula, as funded research assistants to faculty through grants and UFV's research assistance program, as members of community research teams, and as supported conference presenters.

UFV faculty and students are committed to conducting research of the highest quality, meeting or exceeding scientific and professional standards. They are actively involved in various types of research, scholarly, and other creative activities in numerous disciplines. The University supports individual and collective research in all of its program areas and strongly encourages multi-disciplinary research, particularly through its centres and institutes.



The Strategic Research Plan at UFV (2010-2015) was updated this year with an additional research priority, Molecular Sciences, as part of the update. The plan is aligned with the university's overall strategic goals. The research plan identifies strategic actions to enrich the learning experience of our

students and create as many opportunities as possible for them to be actively involved in research. The plan identifies interdisciplinary possibilities for each of the strategic priorities, whereby faculty and students may work together

UFV remains committed to working in partnership with the private and public sectors for an improved quality of life through research in social, environmental, health, science, and educational disciplines. UFV's research centers and institutes include the Centre for Indo-Canadian Studies, the Global Development Institute, the Centre for Social Research, and several others. During this past year, UFV has established a Canada Research Chair in Food Security and the Environment and renewed its existing Canada Research Chair in Aboriginal Studies for an additional seven year period.

UFV is successful in obtaining Tri-Council Research grants from SSHRC and NSERC. At the same time, government and council funding for research is decreasing and more difficult to obtain. Therefore, the Research Office works collaboratively with the Advancement Office within UFV, and with external sources and funders in industry and in the community.

2.8 Students

Including continuing studies, a total of 14,883 students attended UFV in fiscal year 2012-2013. The 12,885 undergraduate students, which includes both trades and development, made-up the bulk of our student body with approximately a 42:58 male to female ratio. The average age of students is 25 and slightly less than half of our undergraduates attended part-time. Students aged 25 years or older make up 37.4% of UFV's student body and their enrolment pattern differs from their younger classmates. The older group is enrolled in development programs, such as ESL and Adult Basic Education, at a rate some three times higher than the younger group whereas they enroll at a less than average rate in degree programs.



UFV Award winners

Self-declared Aboriginal students comprised 4.5% of the student body with a 29:70 male to female ratio (the Ministry's count of Aboriginal students is higher because they have more information on Aboriginal status from the K-12 records). Some 70% of UFV's students come from Abbotsford or cities to the west of Abbotsford such as Langley, Mission, Maple Ridge, Aldergrove, and Surrey; 24% come

from cities to the east of Abbotsford such as Chilliwack, Agassiz, Hope and Rosedale; and 6.6% of UFV students are international. The major reasons local students cited for choosing UFV are the proximity, lower tuition and fees, and reputation of the university.

BOX 8: Art student turned UFV science major honoured with Canadian award

An art student who turned science major following the discovery that she had a rare disease was honoured as one of the top students in Canada in 2012. Twenty-seven-year-old Jenna Peters from Abbotsford was awarded the Alexander Graham Bell Canada Graduate Scholarship from the National Sciences and Engineering Research Council of Canada (NSERC) for her genetic research done at UFV.

The award, valued at \$17,500, is a prestigious one, given to only the top students across the country based on the student's research ability, academic GPA, and leadership skills.

Within Peters' scholarship application, she shared the story of how she became intrigued by genetics. In Grade 12, she found out she had hemophilia, a rare genetic blood-clotting disorder. At the time, she had the dream of pursuing a career in the visual arts, as photography and video production were her passions. Immediately after the diagnosis, she decided to pursue science.

"After that happened, I was so interested in the area of genetics, and learning about how those disorders are inherited," said Peters. "I wanted to dedicate my time to helping people with genetic disorders."

While at UFV she attended a presentation by chemistry professor David Fenske, which sparked her interest in the field of research and its practical uses. She proceeded to do a year-long research project with Fenske on the topic of eliminating the side effects of cancer drugs.

In June 2012, Peters graduated from UFV with a bachelor's degree in science, biology honours major, with a concentration in cellular and molecular genetics, and a chemistry minor. In September, she began her PhD in medical genetics at UBC, using the funding from the Alexander Graham Bell Scholarship.

"I love research and I can't explain the feeling that you get by working in the lab and being able to find something no one else has found before — it's an absolutely filling experience," said Peters.



3. ALIGNMENT WITH MINISTRY GOALS AND OBJECTIVES

The Ministry's Goals, Objectives, and Performance measures are described in the 2013/14 – 2015/16 Service Plan released in February 2013. UFV's goals and objectives, as detailed in its Strategic Plan, are aligned with those of the Ministry. Selected UFV strategies and outcomes are described below.

Ministry Goal 1: Students are empowered and supported to achieve their education, employment and training goals

Ministry Objective 1.1	Align post-secondary education training and programs with labour market demand to achieve a highly skilled workforce
UFV Strategies and Outcomes	<ul style="list-style-type: none">• UFV strives to provide the best undergraduate education in Canada.• UFV offers academic, professional, and trades programs that provide students the knowledge and training necessary for employment, entrepreneurship, or further education.• The University extension services and continuing education promote and support economic development in the Fraser Valley.• UFV emphasizes the use of best pedagogical practices, informed by a commitment to current research and scholarship.• Students are actively engaged in their education through a high level of interaction with faculty members and are given opportunities for practical experience, research, problem-solving, and creative work.• UFV offers a range of work-integrated learning opportunities through our 190 plus on-campus work-study positions and through co-operative education employment that occurs both on and off campus.• Practical and Internships are other Experiential Learning programs at UFV that offer work experience. Internship placements may be local or international and include working with NGOs, the private sector, and research institutes on a variety of projects that range from education, urban farming, green technology initiatives, informal settlement upgrading, event coordination, program promotion and other opportunities.• UFV Career Services office trains students to be Peer Career Coaches who assist other students with preparation related to future employment. Career Counselling creates a path for a student to envision an end purpose to completing a degree: successful entry into the workplace, graduate school, or professional school and their career of choice.• UFV Continuing Studies has partnered with several other post-secondary institutions in an Employment Skills Access (ES) initiative to deliver tuition-free, group-based training to eligible participants in order to prepare them for entry/re-entry into the labor force.• Criminology has partnerships with IBM, Sun Microsystems, and SPSS for the research lab associated with the Centre for Public Safety and Criminal Justice

	<p>Research.</p> <ul style="list-style-type: none"> • The Fashion Design department connects student with employers including Armorworks Kelowna, and Arc'teryx. • A networking event (November 2012) brought together UFV students with successful business-minded alumni, who shared their valuable knowledge and experiences on labour market and employment. • The 2012 Canadian University Survey Consortium (CUSC) graduates study indicated that more UFV graduates have jobs and are satisfied with their jobs than on average for all participating universities
Ministry Objective 1.2	Respond and adapt to the diverse and changing needs of students
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • UFV's current academic program mix reflects the diverse interests and needs of students and the community. The training and education students receive at UFV gives them a foundation from which to launch their careers. UFV offers trade and career programs, programs that provide access and possibilities for students to continue their education and training (e.g., adult basic education, literacy and essential skills), as well as traditional university programs in areas such as arts, sciences, and business. • UFV schedules courses and programs to be highly accommodative in terms of (i) delivery locations across its five locations in BC; (ii) format, whether face-to-face or online; and (iii) times, including scheduling some classes on evenings and weekends. • UFV Student Services focus on enabling successful transition to university and students' progress toward their educational goals. • Financial Services offer a range of funding support including academic scholarships, needs-based and emergency bursaries, and food subsidy gift cards along with workshops on financial literacy and applying for student loans. • 31 UFV students entering their first year were awarded \$3000 Excellence Entrance Scholarships, and 4 students received \$4000 President's Excellence Entrance Scholarships. • High demand trades and technical programs are identified through collaboration with the Ministry. For example, governmental information is used to guide the ongoing development of provincially prioritized trades programs such as agriculture, aviation structures, construction trades, transportation, health and human services, and hospitality.
Ministry Objective 1.3	Increase participation and successful completion of all students
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • The UFV Upgrading and University Preparation program assists in achieving adult basic education (ABE) through four levels of courses: Fundamental, Intermediate, Advanced and Provincial. It also offers a BC Adult Graduation Diploma. • Courses within the ABE program are offered during all three semesters across campuses in Abbotsford, Chilliwack, Mission, and Hope. • Students with disabilities are offered an 8-month Workplace Training in Attitudes, Skills and Knowledge certificate program. • The newly introduced Priority Access to Student Supports (PASS) Program links students that require extra help with the services they may need.

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- UFV Student Services offer academic support through a Writing Centre and a Math Centre at both Abbotsford and Chilliwack campuses. A peer supplemental instruction program (Supportive Learning Groups) is also available in courses where students have historically experienced difficulty.
 - UFV has several programs designed to attract Aboriginal learners including the Lens of Empowerment project, a three-course program that examines the lives and experiences of women in Stó:lō territory; the Indigenous Studies Certificate: Maps, Films, Rights and Land Claims; and the Indigenous Arts Certificate in carving. The Social Services diploma program offers a First Nations option.
 - The new library and learning commons at the Chilliwack CEP campus opened summer 2012. This facility provides library collections and services, Education Technology Services, a Math Centre, a Writing Centre, computer labs, and individual and group study spaces for students.
 - In partnership with Chilliwack Community Services and the Chilliwack School District, UFV Upgrading and University Preparation department is increasing its off-campus programming at Central Gateway Elementary, allowing students to attend classes closer to where they live in an environment that provides child care and other needed support.
 - Instructors use a variety of teaching styles and models to ensure the various learning styles of students are met with the goal of increasing student success.
 - The Library Committee is currently reviewing our Library's services, facilities, publications and collections to accommodate students with disabilities.
 - UFV won the annual Abbotsford Community Services Cultural Diversity award for 2013 in the Reflective Workforce category.
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Ministry Goal 2: A quality post-secondary education system that provides B.C. with a global competitive advantage

Ministry Objective 2.1	Provide leadership to achieve a shared vision across our world class post-secondary education system
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • UFV-International is promoting B.C. as a global education destination: bringing the world to the Fraser Valley and the Fraser Valley to the world is a goal of the University. • The UFV Internationalization Fund has been established with an aim of funding projects that increase global networking and international collaboration in research and education. The Fund provides resources to give access to knowledge and build international relationships that help students and faculty succeed in the international labour market and global business environment. • UFV students are offered international opportunities through student exchange, study tours and internships – all of which are all part of UFV's Experiential Learning Programs. Students in 2012-13 participated in internships and study tours in Tanzania, India, Ecuador, Antigua, Mexico, and USA. • Research has steadily become an integral part of teaching and learning at UFV. UFV works in partnership with the private and public sectors for an improved quality of life through research in social, environmental, health, science, and educational disciplines.

- Several faculty received federal Tri-Council grants – Lenore Newman (SSHRC Insight \$214,850), Hugh Brody (SSHRC Connection \$43,301) and Derek Harnett (NSERC Discovery \$45,000).
- In 2013, UFV supported and encouraged student research with poster day, microlectures and 22 student research excellence awards.

**Ministry
Objective 2.2**

Develop a highly internationalized education system

**UFV Strategies
and Outcomes**

- Attracting international students and providing opportunities for international education and collaboration have been a high priority at UFV.
- In addition to partnerships with India through the programs of the Indo-Canadian Centre, UFV has exchange agreements with 45 partner institutions in 20 countries in the European Union, Asia, Australia, and the Middle East.
- UFV's School of Business attracts international students by facilitating student transfer from UFV's Chandigarh BBA program to UFV Canada.
- UFV participates in the Science Without Borders - Brazil program and last year hosted 31 international students under the auspices of the program.
- UFV launched a Global Development Studies degree for Fall 2013.
- UFV-International supports international students coming to Canada through Student Exchange programs, and also offers study abroad programs to Canadian students. Opportunities for students to work abroad are provided by UFV internships programs.
- In 2012/13 academic year, 45 students went to 13 countries as part of UFV study abroad program.
- Business, Computer Information Systems and Mathematics have the largest number of international student enrolments. UFV ensures its programs match the needs of international students and their demand for new and emerging skills.
- Through the School of Business, UFV has been one of the stakeholders in the Canada-European Union partnership with the Universities of Waterford, Ireland; Glamorgan, Wales; and Bretagne, France for student exchanges. Funding for this program was through a grant provided by Human Resources and Skills Development Canada.
- UFV offers international professional development programs. In October 2012, UFV's Teacher Education program was attended by faculty members from Sichuan Normal University, China. UFV hosted a graduate seminar in September 2012 in conjunction with the Institute of Management and Regional Economics (IBR), Lucerne University of Applied Sciences and Arts. The seminar examined global economic and socio-cultural factors that affect leadership in corporations and other institutions.
- The Teacher Education Program in collaboration with the Department of Kinesiology and Physical Education sent seven of its students to Antigua to participate in a two-week teacher mentorship program. This international experience was part of the students' Action Research class.
- UFV international and domestic students took an active part again at the annual AbbyFest by putting on a dance/fashion show.
- UFV's Gateway program (for literacy) was recognized by Minister Yap at an announcement for Community Adult Literacy Program funding made at

	<p>Abbotsford Community Services.</p> <ul style="list-style-type: none"> • UFV acted as the “flow through” institution for English as a Second Language Settlement Assistance Program and Community Adult Literacy Program funding for a number of regional community service agencies and partnered with two of those agencies, Abbotsford Community Services and the Chilliwack Learning Community Society, to help deliver literacy programming. • ESL in collaboration with Continuing Studies delivered another year of Canadian Language Benchmarks testing for community and Skills Connect clients for Abbotsford Community Services.
Ministry Objective 2.3	Build on current strengths to enhance the quality of our post-secondary education.
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • UFV ensures regular evaluation and monitoring of student experience by participating in surveys such as National Survey of Student Engagement, the Canadian University Survey Consortium Graduate Survey, and the Canadian Student Satisfaction Survey. • UFV recognizes student activity (both paid and volunteer) outside of the classroom on our Co-curricular Record (CCR). The CCR recognizes and validates student engagement based on UFV’s Institutional Learning Outcomes, which give feedback to programs and services that are ultimately aimed at improving student experience. • Ensuring our students feel a sense of belonging and recognizing their contributions outside of the classroom is achieved at UFV through student positions in Senate, the Board of Governors, the Student Union Society, and academic departments as well as a Student Life Ambassadors program. • UFV supports the transferability of both international and domestic education credentials. These transfer agreements facilitate student mobility both among Canadian universities, and to and from universities abroad. • The UFV Student Partners Program has linked UFV with Citizenship and Immigration, Canada offices in India in a coordinated effort to screen student applications from India, “accredit” reputable agents and fast-track the visa application process for qualified students. SPP-India generated a year-over-year increase of ten thousand Indian student registrations at Canadian member institutions and now has been expanded into SPP-China with SPP-Vietnam soon to be developed. • UFV strives to secure scholarship funding for students to study abroad. For example, in the last year, four students received \$5,000 each in scholarship money as part of the Federal government Tradewinds program.
Ministry Objective 2.4	Increase collaboration, innovation and partnerships
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • UFV gives priority to research and education programs that benefit the economic, social and cultural development of the Fraser Valley. • UFV collaborates with K-12 education providers in the Fraser Valley to promote increased participation in post-secondary education. For example, a partnership between the University of the Fraser Valley and the Fraser Cascade School District allows Agassiz secondary school students to get a taste of post-secondary education while still in high school, and earn university credits.

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- The Faculty of Science has been active in many community outreach activities:
 - hosting Math Mania in 6 schools this past year and reaching students in several primary schools;
 - collaborating with Science World to deliver Super Science Club, a science outreach program designed to inspire students at risk in inner city schools;
 - hosting the Fraser Valley Regional Science Fair for the last five years;
 - organizing the annual Math Contest, we had a record 150 students participating from 26 schools, more than any other institution in BC
 - Center for Environmental Sustainability hosted 9 seminars this past year with invited speakers talking on various topics of interest
 - UFV connects employers and future employees through participation in BC Job Fairs. Job fairs were held in October 2012 (UFV's Canada Education Park in Chilliwack), January 2013 (Mission) and March 2013 (Abbotsford).
 - UFV fosters partnerships with members of the community to encourage and support innovative business and industry development through education, research and service.
 - UFV is planning to increase partnerships with local businesses and the government through a collaborative effort in creating a Centre of Excellence in Agriculture at UFV.
 - UFV received a donation of a downtown Chilliwack building from a local partner (BMO Financial Group) with the help of the Chilliwack municipality that also sees value in partnering with the University. The facility will be renovated and refurbished in order to create *UFV Plaza*, a downtown education centre with a focus on programming related to business development and training.
 - The District of Mission invested \$500,000 to help fund the creation of a graphic design lab at the UFV Mission campus at Heritage Park Centre. The lab opened in September 2012 and provides students with state-of-the-art equipment to train on and work with.
 - Visual Arts has partnered with the Kariton Gallery and the Abbotsford Arts Council for the past two years in showing our Diploma exhibition.
 - The Communications department maintains a relationship with the Rise and Shine Toastmasters club; the club sponsors a \$600 scholarship to the top Oral Communications student each year.
 - The UFV Center for Safe Schools and Communities; Faculty supervise students in student-led research and Directed Studies courses; the School employs work study students and students as research assistants.
 - Helene Littmann, faculty member in English, continued her role in organizing the Mission Writers Festival.
 - First year students in Graphic Digital Design participated in the local community through a project for the Fraser River Heritage Park and a branding project for Grab-a-Java — a local fair-trade, organic coffee shop and roaster — owned by UFV alumni, David Perrit.
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Ministry Goal 3: British Columbians value diversity and inclusiveness in our communities

Ministry	Celebrate B.C.'s rich diversity as a source of innovation and global networking
Objective 3.1	

UFV Strategies and Outcomes	<ul style="list-style-type: none"> • UFV embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views. • The Early Childhood Education/Child and Youth Care Department partners with BladeRunners (a not-for-profit group that works with Aboriginal youths) to offer Family Child Care (FCC) certification in childcare. This has continued in a new project with Stó:lō Aboriginal Skills and Employment Training (SASET) where the graduates of the FCC program have now moved into the next level of education, working toward completion of the ECE Certificate to become fully licensed early childhood educators. • UFV launched the development of a Peace Studies program that features the interdisciplinary nature of the UFV curriculum and the university's engagement of multi-faith and multicultural community partners and participants. • UFV celebrated diversity through various events such as National Aboriginal Day (June 2013), Métis Day Awareness (November 2012), and its International Week (November 2012) that held numerous cultural events at the Abbotsford campus. The Centre for Indo-Canadian Studies held several research and educational events that highlighted Indian culture and its connection to the community. The UFV Chinese Students and Scholars Association organized 2013 Lunar New Year festivities to increase awareness of the Chinese culture.
Ministry Objective 3.2	Collaborate with our communities to challenge racism and barriers to inclusivity
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • UFV has an ongoing Indigenizing our Academy initiative which seeks to develop an Aboriginal Studies department, enhance Aboriginal research capacity, boost Aboriginal enrolment and improve retention and success of Aboriginal learners at UFV. • UFV's Race and Anti-racism Network aims to raise awareness about racism, organize anti-racism events, advocate for equity and social justice, and bring together communities. The group is open to all members of the UFV community and meets on a monthly basis. • The UFV Aboriginal Community Council, made up of representatives from the local First Nations, the Métis peoples, and the urban populations, is an effective voice in advising educational programs, research, and services for indigenous learners. • UFV has implemented courses and programs with local Aboriginal content including courses in the endangered Halq'eméylem language, Stó:lō history, the politics of diaspora and indigeneity, and indigenous ways of knowing. • A full time faculty has been hired to teach Indigenous Studies. • A cohort of the Aboriginal carving certificate ran as part of the Visual Arts certificate. • The 2012 Lens of Empowerment program enabled students to use photography and video to explore the lives of women in Stó:lō territory. • The new curriculum of the Practical Nursing program places an emphasis on understanding the health care needs of Aboriginal populations. Fourth-year Bachelor of Science in Nursing students were placed in the Seabird Island Health Centre for an Aboriginal community health experience. • Three students from the School of Business were selected as Ch'nook scholars. The scholarships were provided by the Ch'nook Indigenous Business Network

	<p>for recognition of personal and professional achievements and the contributions students made to the university and their community.</p> <ul style="list-style-type: none"> • SCMS faculty presented at the local community conference in Chilliwack “The People of the River Conference”. Faculty have been involved in First Nations events such as Idle No More information sessions, the Umasta Cultural Society cultural event “Staatliche Kunstsammlungen: The Power of Giving”, the Nuxhalk “People of the Sky” event at the Museum of Anthropology, and the Musqueam Nation’s forum.
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Ministry Objective 3.3	Leverage partnerships to encourage a culture of inclusivity
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • The Census Metropolitan Area of Abbotsford has the highest proportion of South Asian minorities among major urban areas in Canada – higher than both Toronto and Vancouver. To meet the needs of this large ethnic community, UFV offers a range of courses related to South Asian history, politics, literature, and the Punjabi language, as well as a certificate in Canada-India Studies. • UFV has established a Centre for Indo-Canadian Studies that provides information and resource materials to students, community and institutions. The Centre has become a national information repository and a site for social, cultural, and economic research. The Centre is home for the BC Regional Innovation Chair on Canada-India Business and Economic Development. • UFV has developed relationships on the ground in India by offering its Bachelor of Business Administration (BBA) degree onsite in Chandigarh (Sanatan Dharma College Chandigarh, a post-graduate affiliate of Panjab University).

Ministry Goal 4: An innovative approach to education, research and development that values creativity and maximizes return on investment.

Ministry Objective 4.1	Support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues
UFV Strategies and Outcomes	<ul style="list-style-type: none"> • UFV adopts innovative and environmentally-responsible practices of stewardship of the University’s lands and other resources. • The University promotes partnerships to promote innovative business and industry development in the Fraser Valley. • As part of the overall provincial initiative to reduce greenhouse gas emissions, all of UFV’s renovation and capital development activities meet the minimum LEED Gold or equivalent certification standards. • Given its location in the rich agricultural region of the Fraser Valley, UFV places emphasis on environmental sustainability issues and “greening” of the curriculum and programs. The Fraser Valley Initiative on Environment, Learning, and Developing Sustainability (FIELDS) proposal aims at integrating sustainability concepts into existing curriculum and future curriculum development across the institution. • Hugh Brody, Canada Research Chair in Aboriginal Studies completed his film “Tracks Across Sand” in 2012. UFV hosted a screening at the Aboriginal Gathering Place at the CEP in Chilliwack which was attended by academics,

local First Nations communities, and the general public. There was also a public screening held in Vancouver attended by academics, the general public, South African residents of Vancouver, and film makers.

**Ministry
Objective 4.2**

Foster knowledge development and commercialization

**UFV Strategies
and Outcomes**

- The University promotes opportunities for dialogue and intellectual development.
- UFV strives to recognize, celebrate, and publicize successes in research, teaching and learning.
- UFV invests in innovation infrastructure. In 2012-13 UFV upgraded equipment and made the latest tools available to trades students partly through \$600,000 in funding from the BC government. Equipment purchases and replacements are aligned with government priorities to provide skills training with a focus on regional labour needs.
- UFV-led research benefits the Fraser Valley. Next year a UFV-developed pollination support product will be commercially available to farms in the Valley. Research highlights also include projects on mapping food systems, and investigating physical therapy and exercise techniques to help school children with Fetal Alcohol Spectrum Disorder.
- UFV's collaboration with MacDonald Dettwiler on the Sapphire receiver dish is now active. Sapphire is the first Department of National Defence satellite; it was successfully launched this past February from India, and circles the earth approximately every 90 minutes.

**Ministry
Objective 4.3**

Lead a post-secondary education system that is strong, accountable, transparent and delivers value

**UFV Strategies
and Outcomes**

- In the spring of 2013, UFV finished the process of developing a set of Institutional Learning Outcomes. The ILOs, as they are known, are a set of knowledge, skills, and abilities that the UFV community has collectively decided that every graduate should possess. The ILOs will guide all future planning and review of our undergraduate programs.
- UFV strives for evidence-based, transparent, and accountable decision-making.
- The University has developed, and continually revises, educational, research, accountability, and human resource plans with measurable targets that serve the goals of the University while recognizing and respecting its financial capacity.
- The University of the Fraser Valley is committed to offering academic programs of the highest quality and standards. To this end UFV has in place policy on academic program and unit reviews. The policy requires that all academic programs and units normally be reviewed every five years. In accordance with the policy there is a multi-year plan that details the schedule for the review of academic programs and units at UFV. The Program Review is the central moment in a continuous process of program monitoring and improvement. All aspects of this process share the same aim: strengthening a culture of continuous improvement throughout the institution.
- UFV operates under an all funds no deficit mandate and cannot end the year in

a deficit position. The UFV 2013-14 budget reflects this commitment, which is accomplished through reallocations, efficiencies, reductions and identifying new revenue sources.

- The Government of Canada publishes data on repayment rates for Canada Student Loans. In 2012, students who had attended the University of the Fraser Valley had higher repayment rates (82.20%) than either the average (77%) or median (79%) repayment rates for post-secondary institutions in BC.
- UFV has exceeded its Ministry target for full-time equivalent (FTE) students for the last 3 years. The institution is also funded by the Industry Training Authority (ITA) for trades programs. Both funding sources align to the labour market, and community and regional needs.
- Since recent FTE funding has largely been flat, any new programs and growth in existing programs have been funded by tuition or through a reallocation of existing resources.
- Implementation of these changes will result in fewer employees in some functional areas, and some vacancies and positions have been re-allocated. To increase efficiency, some low enrolled sections have been cancelled.

**Ministry
Objective 4.4**

Use and provide quality information for decision making and better societal outcomes

**UFV Strategies
and Outcomes**

- To facilitate evidence-based decision making, UFV collects and disseminates data in a variety of forms including the UFV Fact Book, UFV Facts and Figures, and the Business Intelligence dashboard. These reports provide information on UFV activities and statistics to the university community, government and various other stakeholders.
 - UFV regularly reviews all education, research, administrative, and service functions to ensure they are consistent with the goals of the University, best practices, and responsible stewardship of resources.
 - UFV uses governmental data from various sources on items such as the current state and trends of the labour market and student transitions to post-secondary institutions, for decision-making and planning.
 - The data from the Student Outcomes surveys provides feedback and guides planning. These surveys include the Diploma, Associate Degree and Certificate Student Outcomes survey; the Apprenticeship Graduates Survey; the Developmental Student Outcomes survey, and the Baccalaureate Graduates Survey.
 - UFV participates in, and draws information from, national and international surveys including the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), the National College Health Assessment Survey and the LibQual survey. The survey results enable us to improve services and facilities based on student feedback.
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These strategies and outcomes are in line with regional and national labour markets and anticipated demand for occupations. UFV is well positioned to respond to provincial priorities and market conditions.

4. PERFORMANCE MEASURES, TARGETS AND RESULTS

University of the Fraser Valley 2012/13 Accountability Framework Performance Measure Results¹

Performance measure	Reporting year					
	2011/12 Actual	2012/13 Target	2012/13 Actual	2012/13 Assessment		
Student spaces ²						
Total student spaces	7,014	6,688	6,852	Achieved		
Nursing & other allied health programs	522	475	526	Exceeded		
Developmental	441	519	480	Substantially achieved		
Credentials awarded ³						
Number	1,717	1,794	1,777	Substantially achieved		
Aboriginal student headcount ⁴						
Number	893	≥ previous year	986	Exceeded		
Percent	6.3%		7.1%	Exceeded		
Aboriginal student spaces ⁵						
Total Aboriginal student spaces	478	N/A	523	Not assessed		
Ministry	444		486			
Industry Training Authority (ITA)	34		37			
Student satisfaction with education ⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.7%	2.2%	≥ 90%	90.3%	2.2%	Achieved
Apprenticeship graduates	100.0%	0.0%		95.0%	6.9%	Exceeded
Bachelor degree graduates	98.0%	1.0%		97.8%	1.1%	Achieved
Student assessment of the quality of instruction ⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.7%	1.7%	≥ 90%	94.8%	1.6%	Achieved
Apprenticeship graduates	100.0%	0.0%		95.0%	6.9%	Exceeded
Bachelor degree graduates	98.8%	0.8%		98.4%	0.9%	Exceeded
Student assessment of skill development ⁶						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	79.1%	3.6%	≥ 85%	79.6%	3.1%	Substantially achieved
Apprenticeship graduates	N/A	N/A		N/A	N/A	Not assessed
Bachelor degree graduates	91.3%	2.1%		89.0%	2.4%	Achieved
Student assessment of usefulness of knowledge and skills in performing job ⁶						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	81.7%	7.9%	≥ 90%	87.8%	4.2%	Achieved
Apprenticeship graduates	92.0%	7.0%		94.1%	8.7%	Exceeded
Bachelor degree graduates	87.1%	2.8%		90.1%	2.6%	Achieved
Unemployment rate ^{6,7}						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	4.7%	4.2%	≤ 11.1%	6.9%	3.1%	Exceeded
Apprenticeship graduates	3.8%	4.7%		N/A	N/A	Not assessed
Bachelor degree graduates	7.8%	1.4%		4.8%	1.8%	Exceeded

Notes:

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

¹ Please consult the 2012/13 Standards Manual for a current description of each measure. See

http://www.aved.gov.bc.ca/framework/documents/standards_manual.pdf.

² Results from the 2011/12 reporting year are based on data from the 2011/12 fiscal year; results from the 2012/13 reporting year are based on data from the 2012/13 fiscal year.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2012/13 reporting year are a three-year average of the 2009/10, 2010/11 and 2011/12 fiscal years.

⁴ Results from the 2011/12 reporting year are based on data from the 2010/11 academic year; results from the 2012/13 reporting year are based on data from the 2011/12 academic year.

⁵ Results from the 2011/12 reporting year are based on data from the 2010/11 fiscal year; results from the 2012/13 reporting year are based on the 2011/12 fiscal year.

⁶ Results from the 2011/12 reporting year are based on 2011 survey data; results from the 2012/13 reporting year are based on 2012 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the confidence interval is 10% or greater.

⁷ Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the Lower Mainland/Southwest region.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets



Students getting hands-on experience in Sciences, Arts and Trades

University of the Fraser Valley

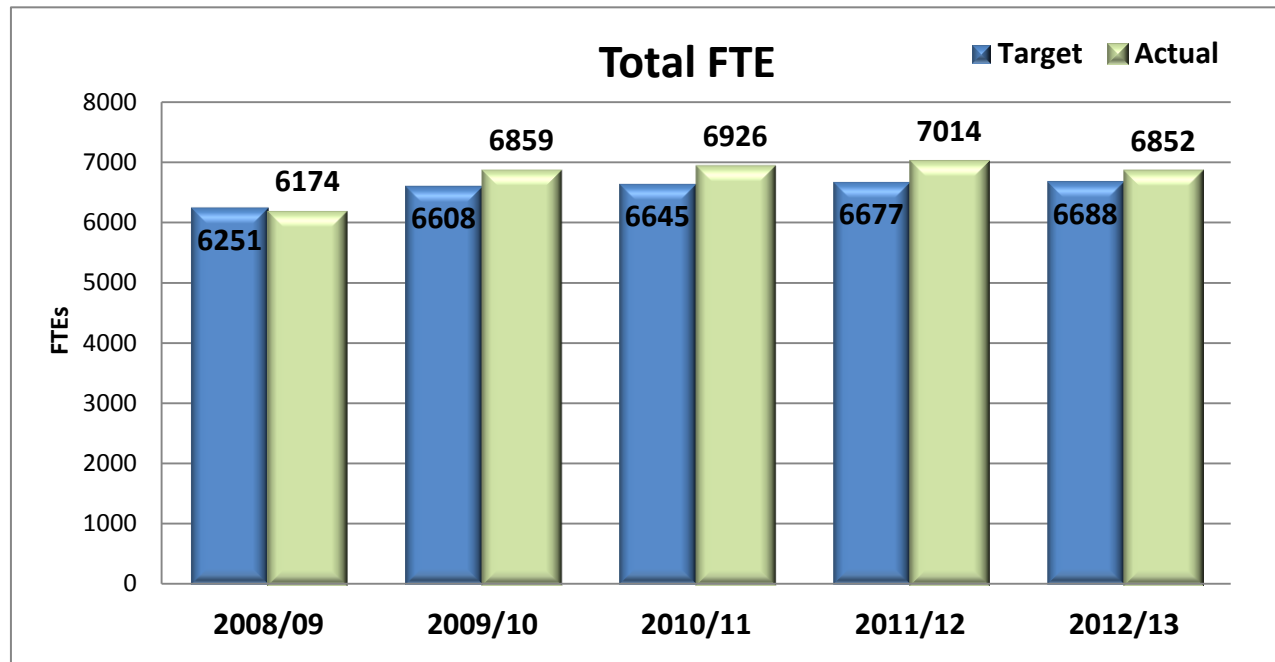
Accountability Framework Performance Targets: 2013/14 - 2015/16

Performance measure	2013/14	2014/15	2015/16
Student spaces			
Total student spaces	6,688	6,688	TBD
Nursing and other allied health programs	475	475	TBD
Developmental programs	519	519	TBD
Credentials awarded			
Number	≥ 1,777	TBD	TBD
Aboriginal student headcount			
Number	≥ 986	≥ previous year	
Percent	≥ 7.1%		
Student satisfaction with education			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of the quality of instruction			
Apprenticeship graduates	≥ 90%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of skill development (average %)			
Apprenticeship graduates	≥ 85%		
Former diploma, associate degree and certificate students			
Baccalaureate graduates			
Student assessment of usefulness of knowledge and skills in performing job			
Apprenticeship graduates	≥ 90%		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			
Unemployment rate			
Apprenticeship graduates	≤ unemployment rate for individuals with high school credentials or less		
Diploma, associate degree and certificate graduates			
Baccalaureate graduates			

Measure 1: Student Spaces

In each of the last four years, the UFV has produced more FTEs than the governmentally funded target: by 3.8% in 2009/10, 4.2% in 2010/11, 5.0% in 2011/12 and 2.4% in 2012/13 (Figure 5). This demonstrates UFV's commitment to providing access to post-secondary education in the Fraser Valley and indicates continued demand for its programs and services from the community it serves.

Figure 5. Total FTE: Targets and Results 2008-2013



In keeping with the government priorities in the health sector, UFV has placed special emphasis on its nursing and allied health programs. These programs have exceeding their Ministry FTE targets for the last five years, denoting high demand for health-related programs.

UFV is committed to access and development programs by offering diverse program options in Adult Basic Education (ABE), English as a Second Language (ESL) and Adult Special Education (ASE). UFV has substantially achieved (92.4%) its 2012/13 target. Over the years the University has continued to upgrade and modify access and development options to make sure that they are aligned with other programs at UFV that students can join after successfully completing their foundation programs. The high demand for credit level programs relative to development programs is likely a result of the evolution of UFV into a full-fledged university along with the socio-economic development of the Fraser Valley.

Measure 2: Credentials Awarded

UFV has substantially achieved its target for credentials awarded. UFV has made student retention and success a key component of its academic and services plans which include:

- Supported Learning Groups (SLGs). The SLG leaders are students who have already successfully completed the course as well as a leader training program. The SLG leader attends more challenging classes (“at-risk” classes) along with the other students, and then, once or twice a week, facilitates a formally scheduled student study session.
- Priority Access to Student Supports program (PASS) is a proactive approach for faculty members to identify at-risk students and refer them to various support services, thereby ensuring the students receive timely and targeted support. The program provides early intervention so small issues do not turn into larger ones.

Some degree programs have introduced direct entry for high school students. An increase in direct entry degree programs tends to shorten the time to graduate, and to decrease the number of students who drop out, compared to students who enter general studies diploma programs.

UFV has seen a 17% increase in the number of bachelor’s degrees awarded since 2006/07 while the number of diplomas awarded has remained flat. A higher proportion of students in degree programs will lead to a reduced number of the total credentials awarded for a given year, since degree programs require a longer period of study than diploma or certificate programs. If the credential measure was weighted by program length, then UFV would have experienced a higher growth in credentials awarded over the last 5 years than under the current measure that counts each credential equally.



Measures 3 and 4: Aboriginal Student Headcount and Student Spaces

Aboriginal student participation and success is a major focus of UFV’s efforts aimed at cultural inclusivity and the Indigenizing the Academy initiative. Aboriginal participation has also been a strategic priority for the Ministry, which set a goal of exceeding the enrolment numbers from year to year. The upward trend in Aboriginal participation has characterized UFV for the last five years – both in absolute headcount number (with a slight drop in 2011/12) and the percent of the Aboriginal student body. Aboriginal student spaces (FTEs) were added in 2011/12 as a descriptive measure but this measure does not have a set target.

Measures 5-8: Student Assessment of Education, Instruction and Skills

UFV closely monitors the Ministry-generated student outcomes surveys: the Diploma, Associate Degree and Certificate Student Outcomes (DACSO), the Apprenticeship Graduates Survey (APPSO) and the Baccalaureate Graduates Survey (BGS). The survey results are widely disseminated to academic departments and senior managers. These efforts help provide faculty, staff and senior administration at UFV with the necessary information and insight to make better informed decisions that lead to improved performance. Individual departments and faculties regularly review these results with a view to refining and improving their programs.

UFV has achieved or exceeded 2012/13 targets on Measure 5 (Student Satisfaction with Education), Measure 6 (Student Assessment of the Quality of Instruction) and Measure 8 (Student Assessment of Usefulness of Knowledge and Skills in Performing Job) for all three groups of graduates.

Measure 7 (Student Assessment of Skill Development) has not been assessed among apprenticeship graduates because the number of APPSO respondents was too low and reliable results could not be produced. Unlike degree graduates whose assessment achieved the target, the Measure 7 target for the diploma, associate degree, and certificate graduates has been only substantially achieved. The DACSO survey considers both graduates and early leavers of associate degree, certificate and diploma programs, and it has been a trend that DACSO respondents tend to assess their education, instruction and skills lower than the respondents of APPSO and BGS (which survey only graduates).



Sheryl MacMath, Teacher Education Program, recipient of 2012 Teacher Excellence Award

UFV continues to find ways to improve educational experience, skills and competencies of all its students, regardless of how long they spend at UFV or what program of study they pursue.

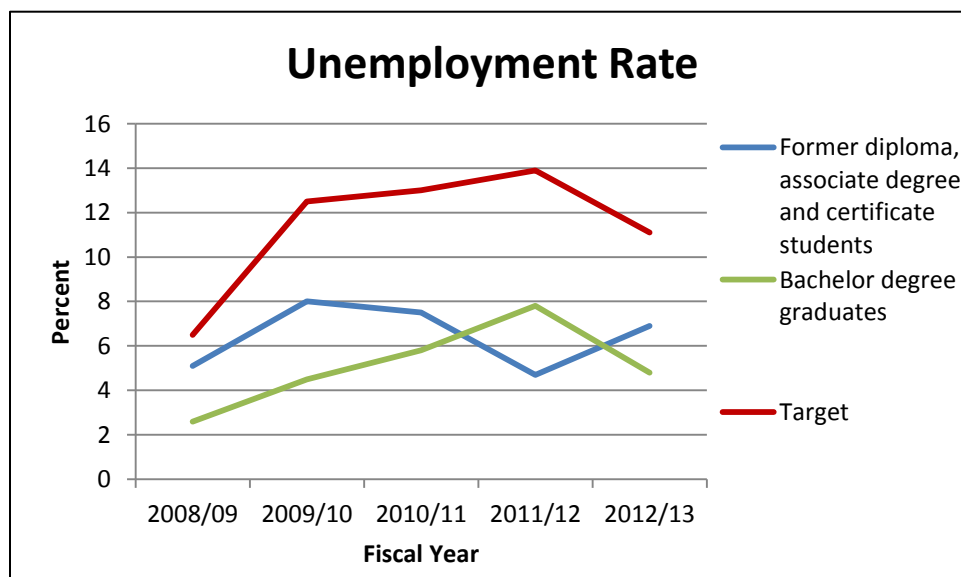
Measures 9: Unemployment Rate

For the last 5 years, UFV performance, as assessed through DACSO and BGS survey responses, has achieved or exceeded the target: the unemployment rate has been lower than the target for the corresponding year (Figure 6). Both the target and the performance in this Measure reflect the economic situation in the BC Lower Mainland, with a significant increase in the unemployment rate following the economic crisis of 2008, and a gradual reduction since. The 2010/11 year was the first to

include APPSO (Apprenticeship) survey results. Their outcomes do not appear in 2012/13 performance measure results since the number of respondents was insufficient for assessment.

These results indicate that UFV graduates, whether they are baccalaureate graduates, or certificate and diploma holders, are well trained to meet the requirements of the job market and are contributing to BC's economy with their skills.

Figure 6. Unemployment Rate Targets and Results 2008-2013.



Comments on Performance Measures

Tracking student outcomes and performance results provides several benefits for UFV stakeholders. Performance measures:

- are a necessary component of UFV decision-making in evaluating accomplishments of the University and identifying areas for improvement.
- provide useful information to students in their decision-making process regarding post-secondary education.
- provide the Ministry with important feedback and insight on the success and challenges of post-secondary education and the institutions that provide it in the province.

In 2012/13, UFV has maintained or exceeded its targets in most areas, with particularly strong performance in our degree programs. UFV's strategic plan calls for UFV to become the best undergraduate university in Canada, and UFV has scored highly on assessments that measure quality of education. Canadian University Survey Consortium (CUSC) study of 2012 graduates revealed that 95% of UFV graduates are satisfied with the quality of teaching, which is significantly higher than the similar

result for all participating universities (87%). CUSC 2012 survey outcomes also indicate that UFV students show above average satisfaction with their overall quality of education: 95% were satisfied among UFV students vs. 86% for all universities.

The UFV goal to strive for best undergraduate education is further demonstrated by providing access to education in the Fraser Valley, consistently meeting or exceeding the Ministry's FTE targets, meeting targets for enrolling Aboriginal students, and focusing on producing FTEs in specific strategic skills, aligned with the demands of the labour market and the regional community.

