

Institutional Accountability Plan and Report 2022/23



Prepared by the Office of
Institutional Research
and Integrated Planning

FROM THE OFFICE OF

Dr. James Mandigo
Acting President and Vice-Chancellor



July 13, 2023

The Honourable Selina Robinson
Minister of Post-Secondary Education and Future Skills
PO Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Selina Robinson,

The University of the Fraser Valley is pleased to submit its Institutional Accountability Plan and Report for the 2022/23 reporting cycle.

Following the global pandemic and then flooding in the Fraser Valley, this year marked a return to a more familiar campus life. We were thrilled to see in-person Convocation ceremonies return in June 2022. In Fall 2022, we saw the resumption of face-to-face instruction across most courses and programs and the share of in-person instruction has continued to increase since.

There was a lot to celebrate: UFV marked the milestone of 30 years of bachelor's degree programming in Fall 2022 and will celebrate its 50th anniversary next year since its establishment as Fraser Valley College in 1974. This year UFV awarded 2,956 credentials; we delivered 635 total Indigenous student spaces, 102 more than our target of 533. UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills: the unemployment rate of UFV Bachelor's degree graduates is 4.2%, considerably lower than the Ministry targeted unemployment rate.

Students are pleased they chose UFV. When asked in a nationwide survey about their satisfaction with their decision to attend UFV, 90% of UFV respondents indicated that they were satisfied or very satisfied with their decision. UFV was granted Age-Friendly University status in August 2022 by the Age-Friendly University Global Network led by Dublin City University, which underscores UFV's commitment to creating an inclusive and accessible learning environment for all learners.

UFV has set nineteen Key Performance Indicators to help enact and measure progress towards the strategic imperatives in UFV's Integrated Strategic Plan called *Íyáqáwtxw* —which means House of Transformation in the language of the Stó:lō First Nation. UFV KPIs were set to be relevant to all or most units across the campus; they require collaboration and coordination across multiple areas. This report includes commentary on the KPIs including the base year values from 2020/21, the targets set for five years out, and two annual updates.

UFV's strategic Indigenization plan *Lálém ye mestíyexw* ("House of the Peoples"), continues to guide UFV's commitment to Reconciliation, Indigenizing our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples' goals for self-determination and well-being. This past year, UFV appointed Shirley Hardman as our inaugural Associate Vice President of Indigenous Affairs. Implementation of *Lálém ye mestíyexw* has been identified as one of the ten select institutional strategic priorities from the Integrated Strategic Plan to focus on and implement in 2023/24 and is supported in the budget.

During the pandemic, UFV saw domestic students take more courses per student, and thus graduate sooner than usual. At the same time, fewer new domestic students enrolled at UFV. These two factors resulted in a fall in UFV's utilization rate. Now that the pandemic is over and UFV has returned to campus, we see green shoots. In both the Fall 2022 and Winter 2023 terms, we saw increases in the number of new domestic students. We are optimistic that this trend will continue as Summer 2023 enrolments are higher for both new and returning domestic students compared to the previous summer term. We continue to see a strong recovery in the number of international students—a 20% increase in FTEs year-over-year.

Over the next decade, UFV aims to welcome the growing population and need for post-secondary education across the Fraser Valley by significantly increasing domestic enrolments and, at the same time, taking a balanced approach to increasing the number of international students. We have carefully mapped out how we will support this growth through a 7-year Strategic Enrolment Management Plan unanimously approved by our Board of Governors and Senate this past year that outlines UFV's mandate as a regionally focused access University. Through this approach, UFV seeks to enrich the lives of learners, promote community building, and respond to the evolving educational needs and demands of the Fraser Valley, while also creating opportunities to welcome international students from around the world.

Sincerely,



Cristen Gleeson
Vice-Chair, Board of Governors



Dr. James Mandigo
Acting President and Vice-Chancellor



Table of Contents

Accountability Statement	1
Table of Contents	3
1. Strategic Direction and Context	5
1.1 Strategic Direction	5
1.1.1 General Overview	5
1.1.2 UFV's Vision, Mission, and Values	8
1.1.3 UFV's Integrated Strategic Plan— <i>IYAQAWTWX (House of Transformation), 2021–2026</i>	11
1.1.3.1 Key Performance Indicators to Support UFV's Integrated Strategic Plan	16
1.1.3.2 2023/24 Institutional Strategic Priorities	16
1.1.4 University-Wide Planning Projects	18
1.1.4.1 UFV's Strategic Enrolment Plan	18
1.1.4.2 Strategic Research Plan for the University of the Fraser Valley, 2023 to 2028	21
1.1.4.3 UFV Research Data Management Strategy: Strengthening Research Excellence, 2023–2026	24
1.1.4.4 UFV Capital Plan	24
1.1.5 Quality Assurance—Program Review	25
1.2 Strategic Context	28
1.2.1 Overview	28
1.2.2 Economy and Employment	28
1.2.3 Demographics	37
1.2.3.1 National and Provincial Trends	37
1.2.3.2 Separating Short-Term and Long-Term Changes within College Regions	39
1.2.3.3 Campus Demands, Short-Term and Long-Term	43
1.2.3.4 Population Diversity	45
1.2.3.5 Facing the Challenges of Being a Multi-Campus University	46
1.2.4 Students	47
1.2.4.1 Student Headcount and FTEs	47
1.2.4.2 New and Returning Students & City of Residence	51
1.2.4.3 Graduates	54

Table of Contents

1.2.4.4 Unique Characteristics of UFV Students	55
1.2.5 Research	58
2. Reporting on Mandate Priorities & Ministry Strategic Initiatives	60
2.1 Reporting on the 2021/22 Mandate Letter Priorities & 2022/23 Minister's Letter of Direction	60
2.1.1 Mandate Letter Priority 1 & Relevant Indicators/Directives	60
2.1.2 Mandate Letter Priority 2 & Relevant Indicators/Directives	63
2.1.3 Mandate Letter Priority 3 & Relevant Indicators/Directives	85
2.2 Reporting on Ministry Strategic Initiatives	101
3. Performance Plan and Report	103
3.1 Goals and Objectives	103
3.1.1 Planning at UFV	103
3.1.2 Alignment of UFV Goals and Objectives with Ministry Goals and System Objectives	103
3.1.3 Alignment of UFV Strategic Imperatives with Mandate Priorities	108
3.2 Performance Measures, Targets, and Results	113
3.2.1 System Measures	113
3.2.2 Progress of UFV KPIs	122
3.2.2.1 Progress of KPIs Relevant to Engaging Learners	122
3.2.2.2 Progress of KPIs Relevant to Transforming Lives	124
3.2.2.3 Progress of KPIs Relevant to Building Community	126
3.2.3 External Surveys	129
3.2.3.1 Canadian University Survey Consortium	129
3.2.3.2 National Survey of Student Engagement	132
3.2.3.3 Faculty Survey of Student Engagement	133
4. Financial Information	135
4.1 Financial Results	135
4.2 Risk and Uncertainties	136
5. Final Comments	138
Appendix B—Reporting on Implementation of Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples	139

1. Strategic Direction and Context

1.1 Strategic Direction

1.1.1 General Overview

Long before Canada was formed, the Stó:lō (People of the River) occupied the land on which the University of the Fraser Valley (UFV) is located. In Stó:lō culture, the practice of *tómiyeqw* represents the connections between the past, the current, and the future. It represents the connection of seven generations in the past to seven generations of the future. The decisions we make today are meant to honour those who have come before us and to support those who will come after us.

UFV began in 1974 as Fraser Valley College. As the university approaches its 50th anniversary, it is also approaching its 50,000th alumni. The teaching-intensive public university is located in the beautiful Fraser Valley, serving residents of the Fraser Valley and from around the world. UFV has campuses and locations in Abbotsford, Chilliwack, Mission, and Hope, along with a presence in Chandigarh, India. The largest campus is located in Abbotsford—a culturally diverse and welcoming community surrounded by agricultural activity and within close proximity to local mountains, the Pacific Ocean, and the US border. Our passion and commitment towards engaging learners, transforming lives, and building community is woven into all that we do, envisioning our campuses as a gathering place for learners, leaders, and seekers.

Over the past year, UFV enrolled 14,345 students¹. UFV offers small class sizes and dedicated faculty, an excellent learning environment, creative programming, and is committed to its work and collaboration with community partners. UFV holds four-star rating with Quacquarelli Symonds Limited (QS) World University Ratings, a prestigious international university rating system that helps prospective students select the right university based on characteristics important to them. In 2021, UFV scored five-star marks in the Teaching, Employability, Internalization, Online Learning, and Inclusiveness categories.

UFV has once again been named one of BC's top Employers in 2023. This is the ninth consecutive year that UFV has received this distinction. Over the last year, 1,606 people were employed by the university, making an important contribution to the economy of the Fraser Valley. This includes 346 permanent teaching faculty members, 51% of whom hold doctoral degrees.

UFV offers micro-credentials, certificates, diplomas, master's degrees, graduate certificates, post-baccalaureate certificates, a post-diploma certificate, and 22 bachelor's degrees. These programs, in combination with a variety of majors, minors, and extended minors in more than 40 subject areas, allow students to tailor their academic pathway to suit their interests and needs. UFV also offers more than 20 Trades and Technology programs, as well as Upgrading and University Preparation programs and a vast selection of Continuing Education programs and courses. The university's five largest academic areas are the School of Business, the School of Computing, the School of Criminology and Criminal Justice, the Psychology Department, and the English Department. UFV's diverse programming ensures the university

¹ This is for fiscal year 2022/23. Most data in this report is by fiscal year, we note occurrences where this is not the case. Student data in Section 1.1.1 is from the Central Data Warehouse (CDW).

provides accessible and flexible opportunities to support personalized, lifelong learning, with pathways that lead to the attainment and recognition of students' educational goals.

UFV was granted Age-Friendly University status in August 2022. The Age-Friendly University Global Network led by Dublin City University is committed to working to promote and support an inclusive approach to healthy and active aging. UFV joins eight other Canadian universities with Age-Friendly status and is the first university in British Columbia to receive this prestigious status. Being an Age-Friendly University goes far beyond increasing older student enrolment. It means considering physical accessibility during construction and renovations, ensuring inclusivity by providing meaningful opportunities for older students to be active in educational and research programs, and supporting older students as they pursue second careers or lifelong educational interests. It also means spreading intergenerational awareness among the younger students, helping to combat ageism by ensuring older students are involved, respected, and heard. Receiving Age-Friendly University status underscores UFV's commitment to creating an inclusive and accessible learning environment for all learners.

For 2022/23, UFV produced 6,274 domestic FTEs towards a Ministry of Post-Secondary Education and Future Skills (the Ministry) target of 6,737 yielding a 93.1% utilization rate—5 percentage points lower than the previous year, while seeing a significant increase of 242 international FTEs (+19.8%) over the previous year. In total, UFV produced 8,506 Full-Time Equivalents (FTEs) this year, with 1,460 of those coming from international students, and 773 funded by SkilledTradesBC.

In the fall of 2019, the transition of UFV India Global Education (UIGE) to Fraser Valley India (FVI) began. FVI is a separate legal entity from UFV and new students to the Chandigarh campus now enter as FVI students. These students are not included in the submissions to the Ministry Central Data Warehouse or the FTE Reports. As before, FVI students have the option to transfer to UFV to complete their program of study in Canada.

For 2022/23, UFV had 12,358 domestic, 1,963 international (Canada), and 24 UFV legacy international (UIGE Chandigarh) students enrolled, for a grand total of 14,345 unique students. For the remainder of this report, unless noted otherwise, student activity is for domestic and international students at UFV campuses in Canada.

With the lifting of COVID-19 restrictions, the university, as did many others, saw a significant increase in international FTEs this year compared to 2021/22, increasing by 275 FTEs, or 23.4%. The largest number of international students at UFV continues to be from India (73.4%), followed by China (5.8%), Vietnam (1.4%), and South Korea (1.1%). The large number of international students studying at UFV is one important way the university creates opportunities for the world to interact with the Fraser Valley and the Fraser Valley to engage with the world.

In 2021, UFV invested \$202,630 of targeted Strategic Initiative Funds to support 30 projects developed by the UFV community aimed at implementing the university's [Integrated Strategic Plan—/YAQAWTXW: House of Transformation](#). Some projects have been paused or delayed, leaving eighteen projects that were active and have been reported on in 2022/23. Projects cover a wide range of topics, from reconciliation and decolonization, to evaluating the age-friendliness of UFV, to sheep and goat farming in the Fraser Valley. UFV celebrated the completed projects in a showcase event in March 2023. Project leads shared their research and outcomes with both the UFV and external communities in online and in-person events. Over the course of the ten days of presentations, clear themes emerged across the projects including student involvement in research, involvement of community members in project

creation, the willingness of community members to participate, a commitment to reconciliation, the importance of respect and trust, a clear use of interdisciplinary approaches, and an intention to embed Indigenous learnings into coursework.

The university continues to monitor Key Performance Indicators (KPIs) to measure the university's progress towards the strategic imperatives identified in Integrated Strategic Plan. We present a list of the KPIs along with baselines and two annual updates in Section 3.2.2 Progress on KPIs.

The population in the Fraser Valley will continue to grow and will form the base of our future enrolment. Based on population growth, UFV anticipates that domestic enrolments will need to increase by 17% between 2022/23 and 2030/31 with international enrolments making up some 25% of UFV's overall student population. To manage this increase, and to enhance student experience and success, UFV has created a Strategic Enrolment Management (SEM) Framework. UFV developed and implemented a SEM Planning Tool to determine long-term and short-term institutional priorities, and, along with wide consultation of the UFV community, to inform the 2030/31 (7-year) SEM Plan enrolment targets.

UFV supports individual and collective research across all disciplines and encourages and facilitates multi-disciplinary and trans-disciplinary approaches to complex problems. The university developed the [Strategic Research Plan, 2023–2028](#), to identify the priority research areas that will guide the creation of Canada Research Chair positions and the strategic use of Canada Foundation for Innovation funds for investment in the development and support of research centres and institutes that meet the economic and social needs of stakeholders within our region. UFV also created the [Research Data Management Strategy](#) to foster a culture that values research data management and supports researchers in adopting research data management best practices. Further detail on these projects is provided in Section 1.1.4 University-wide Planning Projects.

Building renewal projects for Building D on the Abbotsford campus continued in 2022/23. Significant renovations have led to a bright, collaborative space on the third floor of Abbotsford's Building D (D3). With a modern design intended to maximize natural light and interpersonal connection, D3 features a mix of private and shared areas divided into four sections—each serving a strategic cluster of departments. A central hallway connects different sections by following a route of existing skylights, with large regional nature photos depicting a change of seasons along the way. Indigenous elements play a major role in functional design throughout D3, ranging from glass privacy decals mirroring canoe paddles pushing through water, to wood slats inspired by traditional woven baskets.



Third Floor of Building D on UFV Abbotsford Campus, 2023

UFV's Campus Planning department collaborated with DIRT (Doing It Right This Time) to allow practical and flexible usage. For D3, this includes flip-top tables, grey writable walls, and rooms designated for

either quiet or loud work. Employees began using the renovated space in late 2022, with the final design elements completed in March 2023.

There is a new, substantial pollinator garden behind Lá:lem te Baker on the Abbotsford campus. The garden, which spans almost 100 feet, is designed to help our ecosystem bounce back after a large number of vital pollinators such as bees and butterflies perished in the devastating floods and heat dome in the Fraser Valley in 2021.

UFV brings together community members by providing opportunities for engagement, collaboration, and discourse on diverse topics through a variety of mediums. This year's activities included the Research Centres, Labs, and Institutes Showcase in September; the first-ever Open House as a university in October; the Fraser Valley Literary Festival in November; the end-of-year art exhibit, a flood stories exhibition at Abbotsford's Reach Gallery Museum from January to March; *the Laramie Project* on UFV Theatre and the Science Café focused on food sustainability in March; screening of the documentary *Backlash: Misogyny in the Digital Age* on International Women's Day; and the Fraser Valley Regional Science Fair, Student Research Day, and the *Interpret—A Creative and Performing Arts Festival* in April.



UFV Student Housing Architect and Builder Selected, 2023

A new student housing building on UFV's Abbotsford campus has taken another significant step forward with the selection of the project's architect and builder. Following public requests for proposals, DIALOG + Group 2 has been selected as the project's architectural team, while Clark Builders and Turner were chosen as the builders.

The Province is providing \$62.3 million toward the \$73.7-million project. The new six-storey student housing structure will include 398 beds—increasing on-campus student accommodations from 200 beds to 598. Completion is scheduled for the fall of 2025.

1.1.2 UFV's Vision, Mission, and Values

UFV is built on our shared commitment to the university's purpose, principles, and our future direction. UFV's vision, mission, and values set a lasting course that will yield benefits for years to come, both locally and beyond. The vision, mission, and values statements have been translated into Halq'eméylem—the upriver dialect spoken by the Stó:lō, the People of the River, who occupied the land on which UFV is located before Canada was formed.

UFV uses the visual metaphor of a tangram to represent our vision, mission, and values. A tangram is a puzzle made up of seven basic shapes: five triangles, a square, and a parallelogram. Like the building blocks of a UFV education, tangram shapes can be assembled into thousands of unique configurations and results, reflecting how a single institutional vision can embody many experiences, perspectives, and outcomes.

Box 1: UFV's Vision, Mission, and Values

Our vision

UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

A vision statement describes what we want to become in the future in a way that challenges and inspires us.

Our mission

Engaging learners, transforming lives, building community.
yoystexw ye totilthet, ayeqet kw'e shxwaylexws, thayt kw'e st'elt'elawtexw

A mission statement communicates in a single sentence who we serve, what we do, and what impact we make.

Our values

Integrity | letse o sqwelewel

We act honestly and ethically, upholding these values and ensuring our mission is delivered consistently.

Inclusivity | lexwsq'eq'ostexw

We welcome everyone, showing consideration and respect for all experiences and ideas.

Community | st'elt'elawtexw

We cultivate strong relationships, acting as a hub where all kinds of communities—educational, scholarly, local, global, and cultural—connect and grow.

Excellence | ey shxweli

We pursue our highest standard in everything we do, with determination and heart.

Values are the core beliefs and guiding principles governing daily behavior, communication, decision making, and leadership within an organization.



Box 2: On this day in 2008: UCFV became UFV



UFV marked a quiet milestone on April 21, 2023: 15 years since Premier Gordon Campbell visited campus to announce that the University College of the Fraser Valley would now become the University of the Fraser Valley.

“The new University of the Fraser Valley will build on its international reputation for criminology and criminal justice programs, for its specialization in Indo-Canadian Studies, and for its trade and technology programs,” said Premier Campbell to a packed gymnasium audience on the afternoon of April 21, 2008. “UFV will provide degree-granting programs for thousands of students closer to where they live and for international students attracted to its exceptional teaching and community orientation.”

The institution began as Fraser Valley College in 1974. It was granted university-college status and renamed the University College of the Fraser Valley in 1991. The change to university-college status meant that UCFV could begin to develop third- and fourth-year programming and its own bachelor’s degrees.

The drive for university status was the next goal. UFV started to lobby for a name change in the early 2000s. A community support group called Friends of UFV, chaired by John Smith of

Abbotsford, helped build support via a community-based campaign.

“Our new status will mean we can increase opportunities for our students while continuing to offer all of our current programs, including trades training,” said UCFV president Skip Bassford at the 2008 announcement. “Having an accessible university means we can make the entire region more competitive, attracting more professionals and keeping grads closer to home.

“This announcement is wonderful news for our students and for all of us who live and work in the Fraser Valley. It recognizes all work that everyone at UCFV has done to ensure that we’re fully prepared, academically, and otherwise, for university status. It recognizes the expression of need by all the people in our valley who have been supporting university status for UCFV so strongly for so long.”

Premier Gordon Campbell, Advanced Education Minister Murray Coell, and President Skip Bassford celebrate the announcement of university status on April 21, 2008.

When Bassford agreed to take up the presidency of UCFV in 1998, it was because he was intrigued by a concept.

The university colleges of British Columbia were unique types of post-secondary institutions—ones that combined degree-level university studies with applied disciplines. This meant not only offering trades training, upgrading, and career programs as well as bachelor’s degrees, but integrating an applied focus into the university programs. But the ‘university-college’ label was not well understood outside B.C.

“When I first came here, the group of university-college presidents was quite proud of the new type of education that we were forging, but we felt we needed a way to tell the

world about the university-college model,” he recalls. “It became clear, however, that people, especially those outside of British Columbia, just didn’t ‘get’ the university- college name.”

So, the focus of his presidency changed from trying to make the world understand the university-college model to achieving a name change for UCFV while keeping its applied, comprehensive, and regional focus.

“We decided that we needed a name change so that our students and faculty would get the recognition and respect they needed. We were, in essence, a university. It was time for our name to reflect that so that it would be easier for our students to get into graduate school or employed, for us to recruit faculty and attract international students, for our communities to understand what we offer, and for us to attract donors.”

For at least six of his years as president, Bassford was a relentless campaigner for university status. He balanced lobbying the provincial government with community education, giving more than 100 talks to community groups to assure them that even as a university, UCFV would be responsive to its communities and comprehensive in its offerings.

In 2006, the provincial government appointed Geoff Plant to lead the Campus 2020 initiative,

tasked with reviewing the post-secondary system and making recommendations about its future. When Plant brought his road show to Abbotsford, the Fraser Valley responded by filling the Ramada Inn ballroom to overflowing and bringing a unanimous message: “we want university status for UCFV now.”



“When Geoff Plant came out and found more than 900 people rallying for a university, that made it almost impossible for him to not recommend it for us,” Bassford recalled with a chuckle.

In 2008, UCFV was the first of five institutions that Premier Gordon Campbell visited to bestow university status. So, when Bassford took the stage for his last Convocation ceremonies in June 2009, he had the pleasure of presiding over the first graduating class of the University of the Fraser Valley.

1.1.3 UFV’s Integrated Strategic Plan—*IYAQAWTWX (House of Transformation)*, 2021–2026

On February 4, 2021, UFV’s new [Integrated Strategic Plan—*IYAQAWTWIX \(House of Transformation\)*](#) was approved by the UFV Board of Governors, signifying the end of a two-year planning process. The strategic imperatives in the Integrated Strategic Plan provide the key objectives that UFV will focus on as it works to achieve its goals.

OUR INTRODUCTION

Ey swayel.

After two years of consultation with internal and external stakeholders, we are excited to be launching our new Integrated Strategic Plan, which we call *IYAQAWTXW — House of Transformation*.

IYAQAWTXW, in the language of the Stó:lō First Nation, means “house of transformation” and reflects the mandate of UFV as a place of change — a place of intellectual and character transformation. *IYAQAWTXW — House of Transformation* provides us with an exciting path forward that builds towards celebrating UFV’s 50th Anniversary.

Our Mission of Engaging Learners, Transforming Lives, and Building Community is clearly articulated through a series of institutional Goals and Strategic Imperatives guided by our institutional values of community, inclusivity, excellence, and integrity. Each of these imperatives supports the achievement of our Vision: UFV will be known as a gathering place for learners, leaders, and seekers. We will pursue diverse pathways of scholarship, leading to community connection, reconciliation, and prosperity, locally and beyond.

Accomplishing these Strategic Imperatives will require all of us in each area of the University to work together to ensure true transformation can take place. Although we are launching *IYAQAWTXW — House of Transformation* during the COVID-19 pandemic, it has never been more important to have a shared vision for UFV to continue to move forward. I would like to thank all of those who have contributed to the development of *IYAQAWTXW — House of Transformation* and I am excited for the journey we are all about to embark on to making our collective vision a reality.

Ey si:yam,

Dr. Joanne MacLean

President and Vice-Chancellor
University of the Fraser Valley

OUR MISSION

Engaging Learners

Yoystexw ye totilthet

OUR GOAL

Provide inclusive learning environments for everyone

Starting with our commitment to Indigenization, we will honour Indigenous knowledge at all touchpoints of learning. We recognize that due to systemic barriers, not everyone has had equitable opportunities to access post-secondary education. In response to this, we will continually strive towards identifying and reducing access barriers for individuals from marginalized and underrepresented groups. Engaging everyone in an inclusive learning environment requires enhancing deep listening, dialogue, and democratic civil engagement. It means thinking outside the usual boxes we employ, moving towards fostering interdisciplinary and integrated forms of engagement. Engaging learners occurs in many forms. To fulfill this goal, we will (among other things) emphasize active and experiential forms of learning. For students, this means opportunities to participate in research and scholarly activities with faculty members. We will also enhance digital literacy and access to technology, so there is equity for all in terms of opportunities to engage in learning. Through all of these efforts, we will prioritize accessible and flexible opportunities to support personalized, life-long learning for everyone.

SUMMARY OF STRATEGIC IMPERATIVES:

- + Honour Indigenous knowledge at all touchpoints of learning
- + Identify and remove access barriers for individuals from marginalized and underrepresented groups
- + Enhance deep listening, dialogue, and democratic civil engagement
- + Foster interdisciplinary and integrated forms of engagement
- + Emphasize active and experiential forms of learning
- + Provide opportunities for students to participate in experiential learning and/or research and scholarly activities with faculty members
- + Enhance digital literacy and access to technology
- + Provide accessible and flexible opportunities to support personalized, lifelong learning



OUR MISSION

Transforming Lives

Ayeqet kw'e shxwaylexws

OUR GOAL

Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others

Leading with our commitment to Indigenization, we will continually strive towards dismantling settler colonialism by centering Stó:lō ways of knowing and being in the University. Our mission to transform lives is rooted in the values held by the Stó:lō people that each person has a special and unique gift. UFV will help nurture and celebrate these gifts amongst our students, faculty, staff, administrators, alumni and visitors in a number of ways. At a foundational level, this means prioritizing the health and well-being of our community members and our ecosystems, so that everyone can have the opportunity to thrive. Likewise, it means integrating equity, diversity and inclusion into all aspects of our institutional culture, thereby allowing everyone to feel valued and supported.

These foundational steps are important as a starting place for transformation. For students, transformation will be enabled through many means, including supporting various pathways that lead to the attainment and recognition of students' educational goals and providing experiential learning opportunities that prepare them for their post-secondary lives. This experiential learning will be enabled by all areas of the institution, not just by faculty in the classroom. For faculty and staff, investing in transformation will occur through targeted

personal and professional development opportunities provided across and beyond the institution. For all, transformation will be enabled by fostering meaningful collaboration and engagement opportunities with members of our community. At all stages, we want to instil a sense of pride and identity by sharing and celebrating the accomplishments of our UFV community and alumni. The ultimate goal is to create a supportive, dynamic and stimulating culture that transforms lives so that we can all cultivate and share our gifts and, in doing so, feel proud of who we are and what we are capable of—whether it be in relation to the world as it is today, or whatever develops tomorrow.

SUMMARY OF STRATEGIC IMPERATIVES:

- + Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University
- + Prioritize the health and well-being of our community members and our ecosystems
- + Integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture
- + Support various pathways that lead to the attainment and recognition of students' educational goals
- + Develop institution-wide experiential learning opportunities
- + Support targeted personal and professional development for faculty and staff
- + Foster meaningful collaboration and engagement opportunities with members of our community
- + Share and celebrate the accomplishments of our UFV community and alumni with others

OUR MISSION

Building Community

Thayt kw'e st'elt'elawtexw

OUR GOAL

Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond

Rooted in our commitment to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, UFV will actively pursue the building of community through a number of means. As a regional and primarily undergraduate University, we will do this by offering programs and conducting scholarly activities that enrich the lives of those in the Fraser Valley and ensuring that those living in the Fraser Valley will have better access to all our programs. Within all of our programs, we will educate students to act as ethical and engaged global citizens who redress historical injustices. In doing so, we can cultivate the capacity for healthy and vibrant communities within and beyond the Fraser Valley.

Community-building will extend beyond our educational programs. Throughout the institution we will work to develop a vibrant and diverse culture on each of our campuses. To further foster community, we will develop meaningful partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability. Our purpose in community building is not only to create a positive environment for those at UFV, but to create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.

SUMMARY OF STRATEGIC IMPERATIVES:

- + Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples
- + Offer programs and conduct scholarly activities that enrich the lives of those in the Fraser Valley
- + Improve community access to UFV's programs
- + Build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices
- + Develop a vibrant and diverse culture on each of our campuses
- + Develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability
- + Create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world.



1.1.3.1 Key Performance Indicators to Support UFV's Integrated Strategic Plan

As part of the implementation of the Integrated Strategic Plan, a set of Key Performance Indicators (KPIs) was developed. The KPIs were developed with a couple of principles in mind. First, the KPIs should be relevant to all or most units across the university. Second, the KPIs should not be over-reliant on one area of the university for their success—they require collaboration and coordination across multiple units and areas to achieve the targets.

The KPIs are grouped by UFV's Mission of Engaging Learners, Transforming Lives, and Building Community. Each of the three groupings then has five to seven KPIs supporting it, all guided by UFV's institutional values of community, inclusivity, excellence, and integrity. Additional KPIs may be added, and existing KPIs may be modified over time. Individual units and departments may have their own specific KPIs that are unique to them but still contribute to the institutional KPIs.

An annual update on the Integrated Strategic Plan was presented to both Senate and the Board of Governors that included an accounting of UFV progress made towards achieving the KPI targets. Section 3.2.2 provides baseline data and two annual updates on Key Performance Indicators. We will continue monitoring the progress of the Integrated Strategic Plan, making any required adjustments to meet the challenges of our evolving environment.

1.1.3.2 2023/24 Institutional Strategic Priorities

UFV has identified ten select institutional strategic priorities from the Integrated Strategic Plan to focus on and implement in 2023/24. These initiatives, listed below, are supported in the 2023/24 budget.

Implementation of *Lálém ye mestíyexw* (House of the Peoples)

The goal of the Plan is to "...provide a structure for Indigenization in which people and their work come together from their distinct areas throughout the university to strengthen their presence and relationships." In April 2023, Universities Canada announced the adoption by its members of new Commitments to Truth and Reconciliation, which replace Universities Canada's 2015 Principles on Indigenous Education. Alignment of the renewed Commitments with *Lálém ye mestíyexw* will also be explored.

Implementation of Strategic Enrolment Management Plan

The SEM Plan focuses upon: "Engaging learners, transforming lives, and building communities by positioning UFV to meet the growing educational needs and demands within the Fraser Valley; balanced with, opportunities to welcome international students from around the world."

Development of Student Ready University Framework

Under the leadership of the VP Students, UFV will develop a Student Ready University Framework that adopts a student-focused lens outlining our commitment to ensuring that UFV is fostering a welcoming, compassionate, and barrier-free environment where every student receives the supports they need to thrive.

CEP Campus Master Planning

In 2023/24, consultations will begin on the development of the Chilliwack Campus Master Plan located at Canada Education Park (CEP). Situated in one of the fastest growing municipalities in B.C., there are many opportunities for UFV, in collaboration with the local community, to consider how best to reimagine our space at CEP to meet our educational mandate.

Completion of Mission Campus Renovations

The final renovations to the Mission Campus at Heritage Park will wrap up in the spring of 2024. Through consultations with local First Nations and staff and faculty from the Faculty of Education, Community, and Human Development, this space has been reimagined to support educational programming focused on children, youth, and families while also infusing our commitment to Truth and Reconciliation.

Creation and Launch of a Community Report

The Community Report publication will feature storytelling, photography, and design to highlight community partners who are doing amazing things with access to UFV's knowledge and resources, creating a broad and long-lasting impact on the community. The publication will be launched the second week of September with a live program in Chilliwack, followed by a program in Abbotsford highlighting inspirational stories from the publication. The signature program will also include a celebration of community experience, acknowledging relationships that nurture and sustain UFV.

Integration of Sustainable Development Goals into Applied Research Frameworks

UFV's commitments to supporting the Sustainable Development Goals will be supported by the adoption of an institutional sustainability policy and plan, development of community partnerships, and at a local level will be highlighted through the type of applied research in which our faculty and students are engaged in continuously. Outcomes will be shared with others in an effort to find local solutions that can have a global impact.

Development of a K–16 Strategy in Collaboration with Fraser Valley School Districts

UFV will host a series of Education Summits in partnership with our School District K-12 partners. These Summits will focus on four themes that were mutually identified in discussions with local superintendents: 1) cohort-based dual credit opportunities; 2) support for Indigenous and historically marginalized learners from equity-deserving groups; 3) effective assessment practices in a rapidly evolving digital world; and, 4) effective learner-centered pedagogy that prepares learners to be successful.

Expanding and Enhancing Ongoing Implementation of the EDI Action Plan

A key focus this year will be the implementation of the Accessible British Columbia Act . By September 2023, UFV will be required to (a) establish an accessibility committee, (b) establish an accessibility plan, and (c) develop a tool to receive feedback on accessibility. This work is currently underway under the leadership of the VP Students and General Counsel who are co-chairing UFV's accessible BC steering committee.

Embracing Frameworks for Social Change and for Assessing UFV Impact

Over the next year, UFV will align its social impact priorities with a number of nationally and internationally recognized frameworks. UFV has begun the process of being recognized by Ashoka as a Changemaker Campus in support of our commitment to social innovation. UFV will also continue its engagement with a pan-Canadian and global community engagement network through the Canadian Carnegie Classification launching in late 2023. To inform decision making and evaluation of new programming and partnership opportunities, a new tool developed in partnership with the Community Health and Social Innovation (CHASI) Hub will evaluate the degree to which an opportunity fits UFV's strategic priorities and values in four key areas of (P)artnership, (A)gency, (I)nclusion, and (R)ecognition.

1.1.4 University-Wide Planning Projects

In addition to the Integrated Strategic Plan, UFV is engaged in various university-wide planning projects, several of which we detail below.

1.1.4.1 UFV's Strategic Enrolment Plan

Access to Excellence: Managing Enrolment at the University of The Fraser Valley: 2023–2030 Strategic Enrolment Management Plan

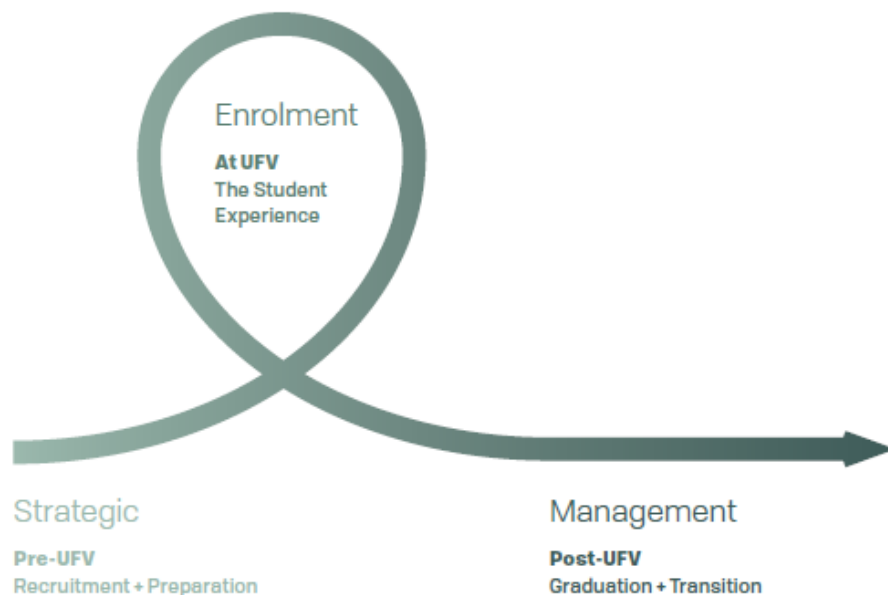
Strategic Enrolment Management (SEM) is an intentional practice that addresses an institution's overarching strategic priorities in terms of student enrolment, retention, and graduation. Specific goals are defined and pursued through collaborative planning and action, fostering alignment of curriculum, delivery, processes, and services with institutional priorities and values. Based on the UFV Mission, Vision, and Values, a SEM strategy was developed to guide the planning process:

UFV seeks to engage learners, transform lives, and build communities by positioning the institution to meet the growing educational needs and demands within the Fraser Valley; balanced with opportunities to welcome international students from around the world.

UFV began the development of its new SEM Plan in the fall of 2021. To develop the Plan, the university used an iterative consultation process with each level of engagement informing the subsequent level. Throughout the process, specific themes and keywords were repeatedly identified as important and foundational to UFV and to the process. These included diversity, access, Indigenization, student success, excellence, increased retention, employment opportunities, and university of choice. These concepts have been embedded into the planning process and into the SEM Plan itself. The official SEM Plan was approved by Senate in September 2022 and by the Board the following month.

Based on population growth of the student demographic, UFV plans for a 17% growth in domestic enrolments between 2022/23 and 2030/31, with international enrolments comprising some 25% of UFV's overall student population. In addition to enrolment targets, a successful SEM plan must focus its attention on the educational journey of the student—including before, during, and after they leave the university. UFV is using the analogy of a clothoid loop to illustrate that journey. The loop provides a preparation pathway into the university through various recruitment and engagement opportunities before a learner officially becomes a UFV student. Then, once a student becomes a member of the UFV community, the structure of a clothoid loop is such that it is designed to support a student throughout

the entire duration of their UFV experience. This support aids the student to stay on track and minimizes the stress and barriers the student might face, leading the student to successfully complete their chosen programs. Upon graduation, the skills developed during a student's UFV experience should prepare them for success in transitioning onto their next journey which may include further education, career aspirations, or other personal aspirations and contributions.



SEM Clothoid Loop Representing the Student's Educational Journey

To understand the stages of a student's journey, UFV used an iterative consultation approach to collect both qualitative and quantitative data on the student experience. Consultation included discussions with Faculty Councils, focus groups within the UFV community, and consultations with Senate and the Board of Governors. Several institutional and provincial documents containing key data and information were also incorporated. Key elements of discussion included population growth in the Fraser Valley, diversity within the Fraser Valley, projections based on current K–12 populations, and student demographics. We reflected on our internal data points to better understand how students move through their programs including transitions into UFV, waitlists, time to graduate, and other key measures. The International student journey from recruitment onwards was included in the study. To analyze the student experience, UFV looked through the lens of space utilization, the CUSC and NSSE surveys, retention numbers, waitlists, and student supports.

With the SEM strategy grounding the planning process, and after analyzing the information collected, key goals were created along with action items to achieve those goals. Through the process described above, UFV has created a SEM Plan aligned with our Mission, Vision, Values, Strategic Imperatives, and Key Performance Indicators outlined in UFV's Integrated Strategic Plan, leading to sustainable enrolment outcomes by supporting an environment that promotes student success through effective recruitment, enrolment, retention, and graduation.

UFV's SEM Plan 2023–2030 calls for the creation of a 7-year enrolment plan. Starting in the fall of 2022, Deans have worked with individual program areas to develop 7-year SEM enrolment plans for current and future programs. This work was done in a comprehensive manner at institutional level. Targets are calculated both in individual program headcounts, by domestic and international, and by departmental FTEs, to provide a full view of enrolment for recruitment and admissions, scheduling, retention, budgeting, and graduation and transition.

The 2030/31 (7 year) SEM Plan enrolment targets

The 2030/31 targets use 2022/23 as the base year and the first budget they will inform will be for fiscal 2024/25; the targets conclude in fiscal 2030/31. Institutional Research and Planning created an Enrolment Planner model to assist with setting targets; calculating new to UFV and returning students, from current numbers through to the end of the SEM Plan; and updating targets as we move through time.

The 2030/31 institutional target for domestic FTEs was set by referring to the forecasted increase from 2022 to 2030 in the Fraser Valley College Region's (FVCR) population, weighted by the age distribution of the UFV student population. This forecasted increase is 17%, which when applied to the 2022/23 FTEs of 7,046, yields a rounded value of 8,250 domestic FTEs as the 2030/31 institutional target. Based on historical trends, matching UFV domestic FTE growth with local demographic growth for the next 7 years will be a significant achievement for UFV. Applying the goal of 25% of the student body to be international students yields the international FTE target of 2,750 FTEs.

Setting 2030/31 targets benefits the university in several ways. It assists with the allocation of resources by identifying areas and programs UFV expects to grow faster, the same, or lesser relative to the institutional average. The targets also provide direction for our efforts in student recruiting and admissions, and in the hiring of faculty.

The targets are by program headcount—this is the natural primal since it is programs that students enrol in, progress through, and graduate from. The Enrolment Planner transposes these program headcounts, by fee type, into FTEs by department. This provides a vital bridge between enrolment planning, done by program, and budgeting, which is by faculty and department.

The 2030/31 enrolment targets guide the annual budgeting process. This began in spring 2023 for the 2024/25 budget. As each year passes, a year of actuals is added, a year of the future path is removed, and we will revisit the end targets to make sure they still serve the university, our students and community, and the relevant academic areas. Creating a 7-year plan is ambitious, change will happen over this time and there are many unknowns. But in setting 2030/31 targets, UFV is setting an intention on where it is trying to go, and how it intends to get there.

The SEM Planning Tool

The SEM Planning Tool was created to assist academic and administrative department heads/directors with selecting and prioritizing the institutional action items outlined in the SEM Plan that will make the greatest impact on their area and programs. The academic areas were asked about what enrolment trends they anticipate over the next seven years (by 2030/31). Over three-quarters (79%) anticipate that enrolment in their area will increase overall, and an even larger share indicate growth in our domestic student population.

Results from the SEM Planning Tool survey show clear action item leaders in each of the 3 stages. For example, in the Recruitment & Preparation stage, the leading item is to build relationships with Indigenous communities in order to be responsive and responsible to the goals of Indigenous peoples. In addition, every Action Item was selected by at least one area. Based on the results of the SEM Planning Tool as well as from the Board and Senate retreat, top 5 goals for each stage were identified. These 15 goals form the basis for the SEM Operational Priorities Plan for 2023/24.

Recruitment & Preparation
Increase the number of Indigenous students attending UFV by making UFV a destination of choice for Indigenous students
Identify and remove non academic barriers that may prevent acceptance of offers of admission
Strengthen partnership with local School Districts to support successful transition and pathways into UFV
Enhance university brand identity and image throughout the Fraser Valley.
Increase access and pathways points of admission that purposefully lead into UFV credential programs
Student Experience
Provide a welcoming and supportive environment for all Indigenous peoples
Enhance student experience and strive to be a Student Ready University.
Increase student retention rates by 5%—particularly from Year 1 to Year 2
Ensure flexible, well documented, credential completion pathways for students
Reduce the number of students on waitlists.
Graduation & Career Transition
Map learning outcomes with future ready skills that prepare graduates for a successful transition into a global workforce
Facilitate attainment of future ready skills and competencies for graduates
Increase graduation rates
Support successful transition of alumni to employment or post graduate studies
Increase the % of students who graduate with a degree within 7 years and diploma within 4 years.

1.1.4.2 Strategic Research Plan for the University of the Fraser Valley, 2023 to 2028

Below is a summary of UFV's new Strategic Research Plan, the full plan is available here.

<https://www.ufv.ca/research/research-office/policies-and-plans/>

The purpose of the Strategic Research Plan is to identify the priority research areas that will guide the creation of Canada Research Chair positions and the strategic use of Canada Foundation for Innovation funds for investment in the development and support of research centres and institutes that meet the economic and social needs of stakeholders within our region. Research chairs, centres and institutes are the primary approach by which the university engages with regional and national stakeholders that include governments, businesses, not-for-profits, and Indigenous communities to ensure that our research activities are at the leading edge of meeting the rapidly shifting needs of Canadian society.

Strategic Research Plan Objectives

The Strategic Research Plan has four major objectives:

1. Facilitating research and scholarly activity that is relevant to our regional setting
2. Integrating research and teaching through increased research training opportunities
3. Increased support for faculty members' research and scholarly activities
4. Strengthening multidisciplinary and collaborative research activities to address complex problems



UFV Research and Graduate Studies Team, 2023

Strategic Research Themes

The 2023–2028 Strategic Research Plan identifies five regionally important strategic research themes for the development of research capacity, relevance, and impact. Those themes have been selected to align with both existing research strengths and new directions arising from consultation within the university and with the communities of our region. The themes listed in alphabetical order are:

1. Agriculture and Environmental Resilience

The Fraser Valley is home to Canada's most productive agricultural land and one in five jobs in the region is affiliated directly or indirectly with the agriculture sector. It is known as the Berry Capital of Canada. Increasingly, the viability of this sector and resilience of the regional communities have been increasingly stressed by unpredictable climate events.

2. Diversity, Reconciliation, and Justice

The Fraser Valley is home to 30 First Nations with 146 urban and rural reserves that have an established history of marginalization at the hands of settler society including the residential school system. In addition, the Fraser Valley is one of the fastest growing regions in Canada due to the steady addition of new migrants creating some of the most ethnically diverse communities in the country. Research that leads to reconciliation with Indigenous peoples, better understandings of ethnicity and Canadian identity, and social justice will be conducted.

3. Human Health and Social Development

Human health and social development studies have a diverse group of scholars and disciplines which contribute to this area of scholarship at UFV. Areas of strength include studies on issues related to an aging population; child development, welfare, food security, and homelessness; substance abuse and co-occurring disorders; and exercise physiology, wellness, and nutrition.

4. Innovation, Technology, and Modelling

Technological innovation has become increasingly important as the Canadian economy evolves, new professions are created, and the capacity of computer modelling and visualization have fueled the pace of new discoveries. The development of new materials is key to ensuring Canada remains competitive in the global markets. Artificial intelligence is revolutionizing all aspects of society and transforming the structure of work.

5. Scholarship of Teaching and Learning

As a primarily undergraduate post-secondary institution the scholarship of teaching and learning is essential to UFV developing meaningful learning experiences for all students. Student involvement in inquiry learning and research provides unique opportunities for students to develop and acquire essential skills including analytical thinking, critical thinking, and communication of research results. Research in this area will be conducted on the effectiveness of place-based learning, experiential learning, and the use of new technologies and pedagogical methods. A future Canada Research Chair allotment would most likely be situated within this research theme.

Research Chairs

Research chairs at UFV are a strategic priority to attract and retain researchers who are recognized as leaders in their field so that the university can engage in meaningful ways with community stakeholders and to provide highly valued contributions to the economy and social fabric as a whole. The following table demonstrates how strategic themes are supported by the work of research chairs at UFV.

Chair Type	Chair Title	Tier	Research Discipline	Status	Granting Agency
Canada Research Chair	Health and Community	1	Health Sciences	Filled	CIHR
Canada Research Chair	Indigenous and Community Engaged History	1	History, Indigenous Studies	Filled	SSHRC
Canada Research Chair	Berry Horticulture	2	Biology, Biochemistry	Empty	NSERC
BC Regional Innovation Chair	Canada-India Partnership Development	NA	Business	Filled	BC LEEF/BCIC
UFV Endowed Chair	Food and Agriculture Innovation	NA	Geography, Environmental Studies	Filled	UFV Endowment

UFV is committed to equity, diversity and inclusion. The selection of research chairs generally, and specifically Canada Research Chairs follow the best practices outlined in the [UFV CRC EDI Action Plan \(2021\)](#). The Action Plan provides guidelines and requirements that range from unconscious bias training

for all selection committees, ensuring a diverse selection committee, and a diverse pool of applicants. The Director of Equity, Diversity and Inclusion oversees the entire process from job description to final offer in the hiring of Canada Research Chairs. UFV files an annual CRC EDI Progress Report each year and ensures that we remain in compliance.

1.1.4.3 UFV Research Data Management Strategy: Strengthening Research Excellence, 2023–2026

The purpose of the UFV Research Data Management (RDM) Strategy is to foster a culture that values RDM and develop capacity that supports researchers in adopting RDM best practices. UFV's initial focus will be to ensure that all Tri-Agency funded researchers have the tools and support to develop and implement data management plans that conform to the best practices of research data management.

Best practices of research data management benefits researchers and students by increasing competitiveness in granting applications, safeguarding long-term preservation of data, ensuring consistency in data deposition and sharing, and increased accountability and transparency of data creation through the inclusion of metadata best practices.

This strategy applies to all research and scholarly activities undertaken by employees and students of UFV and research conducted under the auspices of the university. The Strategy complements existing university policies including Responsible Conduct of Research and Scholarship, Human Research Ethics, Intellectual Property, and Conflict of Interest. This Strategy is aligned with UFV's values of Integrity, Inclusivity, Community, and Excellence and supports the FAIR Principles² to make research data Findable, Accessible, Interoperable, and Reusable. This Strategy also supports the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans³.

In addition, UFV recognizes the internationally endorsed CARE Principles for Indigenous Data Governance (Collective benefit, Authority to control, Responsibility, and Ethics), the First Nations Principles of OCAP⁴ (Ownership, Control, Access, and Possession) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) with particular emphasis on intellectual property as described in Article 31. UFV acknowledges Indigenous data sovereignty whereby research that is "conducted by and with First Nations, Metis, and Inuit communities, collectives, and organizations, these communities, collectives or organizations will guide and ultimately determine how the data are collected, used and preserved, and have the right to repatriate the data".

This is a short synopsis of the Research Data Management Strategy. The full plan is available [here](#).

1.1.4.4 UFV Capital Plan

The university's capital plan makes an essential contribution to UFV becoming known as a gathering place for learners, leaders, and seekers, and achieving our mission of engaging learners, transforming lives, and building community. Creation of a stimulating teaching and learning environment for our

² Government of Canada (2021). Tri-Agency Research Data Management Policy. Retrieved from http://www.science.gc.ca/eic/site/063.nsf/eng/h_97610.html

³ https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2022.html

⁴ First Nations Information Governance Centre. The First Nations Principles of OCAP. Retrieved from <https://fnigc.ca/ocap-training/>

learners and community, and a commitment to energy and environmental sustainability are the two main guiding principles shaping UFV's capital plan. Spaces will be tech-enabled, interactive spaces that encourage inclusivity, connection, collaboration, and problem solving. Our commitment to sustainability shapes our planning as we adapt, modernize, and reimagine our spaces in response to changing needs.

The Mission campus is being reimaged and redesigned as a *Center of Excellence for Children, Youth, and Families*, and will house a mixture of academic programs, research and scholarly activity, and community outreach programs. A core component of this campus is an Indigenous Centre devoted to Truth and Reconciliation. This redesigned campus will reopen in the summer of 2024.

A new student housing building with 398 beds, and an expansion of the cafeteria space to accommodate additional students living on campus is underway and scheduled to open in the summer of 2025.

Priority projects are a life sciences building on the Chilliwack campus to integrate and expand programming in health sciences, agriculture, mechatronics, biological sciences, and technology, as well as a multi-media performance lab in Abbotsford. Plans for remediation and renovation to several buildings on the Abbotsford campus will ensure our buildings are sustainable, tech-enabled and support interactive learning and student needs.

1.1.5 Quality Assurance—Program Review

UFV is committed to offering academic programs of the highest quality and standard. UFV's Academic Program policy requires that all academic programs and units are to be reviewed every five to seven years. In the policy, there is a multi-year plan for the review of academic programs and units at UFV. The Program Review is the central component in an ongoing process of program monitoring and improvement. This process encourages and strengthens a culture of continuous improvement throughout the institution.

In 2022/23 a new program review procedure was developed and is currently being run in pilot stage. Particular care has been taken in the new process to encourage faculty to consider their disciplinary specific responsibilities in addressing reconciliation beyond TRC Calls 62–65 that constitute the Education for Reconciliation section.

In 2020/21, UFV completed the Quality Assurance Process Audit (QAPA) with the Ministry. The audit focused on UFV's internal processes for the review of existing programs and the development of new programs with two goals: strengthening and improving processes where beneficial, and identifying commendable policies, procedures, or practices. The audit confirmed UFV's commitment to quality assurance and enhancement. It commended UFV for ensuring that the importance of quality curriculum, and the role of institutional and program learning outcomes in quality enhancement, are well socialized throughout the institution. The Program Development and Quality Assurance office is implementing changes and recommendations in areas identified by UFV in the QAPA Institution Report to further advance UFV's quality assurance processes.

Box 3: UFV takes two wins at international business case competition in L.A.



UFV students (l-r) Rebecca Whitmell, Chad Charest, associate professor and coach Masud Khawaja, Amandeep Rai and Monisha Kingra standing outside of Loyola Marymount University in Los Angeles where they participated and won first place in two categories at the International Business Ethics and Sustainability Case Competition.

Four students, majoring in human resources management at [UFV's School of Business](#), earned first place in two categories at the International Business Ethics and Sustainability Case Competition (IBESCC) held in Los Angeles in April 2023.

The students succeeded against formidable U.S. business schools, including Pennsylvania State University, the University of Florida, George Washington University, and host Loyola Marymount University. The team came out on top of their division's 10-minute and 90-second business case presentation events.

"It was a moment of tremendous pride for the team when the University of Fraser Valley was announced as the winner—our team certainly brought the spotlight on our institution," said team coach and UFV School of Business associate professor Masud Khawaja.

"They've put UFV on the map, having competed against some of the top business schools in North America."

Preparing for the competition took more than two months, with UFV's team spending 12 to 15 hours every week perfecting their presentations. In addition to Khawaja, the team benefited from expertise and input from UFV Dean of Business and Computing, Chris Schinckus, former director of UFV's School of Business, Rod Hayward, and director of UFV's School of Computing Carl Janzen.

"As a prof, I want to help every one of my students realize their full potential. I knew these four students would be on par with other students from around the world. They had a passion for their chosen topic, believed in their subject matter, and I think that is what propelled them to deliver in the way they did," said Masud.

Team member Rebecca Whitmell knew the group wasn't going to be satisfied with mediocre results, saying, "It was really challenging to have the idea of going internationally to do this competition and having this pressure on ourselves to not just do well but also wanting to succeed."

Teammate Monisha Kingra agreed, saying the entire team benefitted immensely from the experience.

"It creates confidence and builds resilience through our ability to do the work, constantly change based on feedback, balance life commitments, and challenging our ability to handle hard times, setbacks, and critiques," she said.

"We want to better ourselves and carry these

different traits we've learned into the future."

UFV's accomplishment didn't go unnoticed by event organizers, who welcomed 37 teams from 25 universities competing in eight divisions (three graduate and five undergraduate).

"We've been honored to have UFV join IBESCC and congratulate the team on their impressive performance," offered Jeff Thies, director of the Institute for Business Ethics and Sustainability.

"They masterfully presented their case analysis ... leading the judging teams to award them first place recognition in two categories, competing against strong competition. Each member of the team should be very proud."

UFV's successful case study presentations focused on opportunities for decent work and developing indigenous partnerships around lithium mining in Alberta.



Coloring UFV Campus with Pride, 2023

1.2 Strategic Context

1.2.1 Overview

B.C. has the third-highest provincial projected population growth rate in Canada—its population is projected to increase by 24% from 2023 to 2043, above the national growth rate for Canada of 21%⁵. The Fraser Valley College Region is projected to be one of the College Regions with the largest growth in college aged populations (15–29) from 2023 by 2043 in the province.⁶ Although B.C.'s economy is forecast to grow slower than the Canadian average, B.C. has experienced a slightly lower unemployment rate in 2021 (5.6%) than the Canadian average (5.7%) and, is projected to have an unemployment rate of 6.2% in 2024, which is lower than the national rate of 6.8%⁷.

The Fraser Valley College Region 15–29 years old population is projected to increase each year from 2023 to 2043, but with slightly varying trajectories for the 15–19, 20–24, and 25–29 year-old individual groupings.

UFV has seen a decrease of 4.6% in total domestic FTEs and a significant increase, 23.4%, in international FTEs compared to the previous year, with a slight overall decline of 0.7% in FTEs. The utilization rate for Ministry funded FTEs decreased by 5 percentage points this year over last year.

UFV students have attributes that distinguish them from students at peer universities. Each year, selected UFV undergraduate baccalaureate-track students (based on year of study) are invited to participate in surveys from the Canadian University Survey Consortium (CUSC), and every three years from the National Survey of Student Engagement (NSSE) international student survey. In this section, and throughout this report, we have included results from these surveys, which are further discussed in Section 3.2.3 External Surveys.

1.2.2 Economy and Employment

British Columbia Economic Outlook

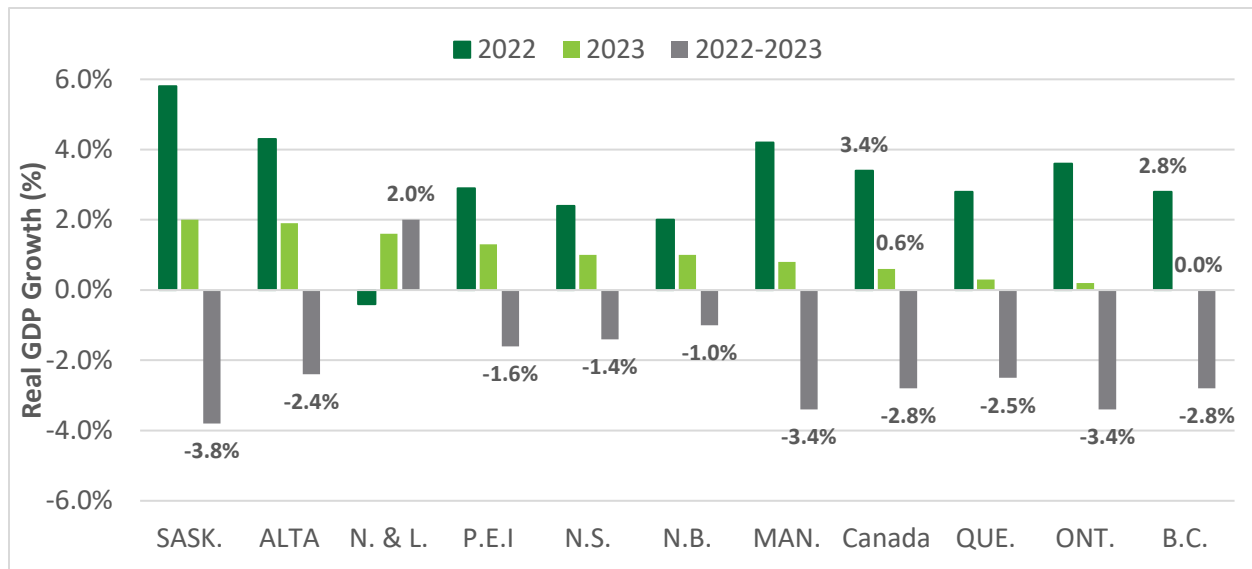
The Royal Bank of Canada's March 2023 Provincial Outlook forecasts that British Columbia is at risk of tipping into recession in 2023. Figure 1 shows that the growth in real GDP is projected to be 0.0% in 2023, the lowest of all provinces, with 2.8% in 2022. This would result in an overall increase of 2.8% in 2022 and 2023, lower than the national average of 4.0%. Despite the challenges faced by B.C.'s economy in 2023, there are encouraging signs for the province's future. B.C.'s real GDP growth is projected to increase by 0.9% in 2024, outpacing the previous year's projection of 0.0%.

⁵ Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M3: medium-growth, age and sex, as of July 1 (x 1,000), accessed on March 28, 2023.

⁶ Source: Source: B.C. Stats Population Estimates Application November 2022 update by selected college regions, accessed on March 27, 2023.

⁷ Source: Royal Bank of Canada, "Provincial Outlook", March 2023.

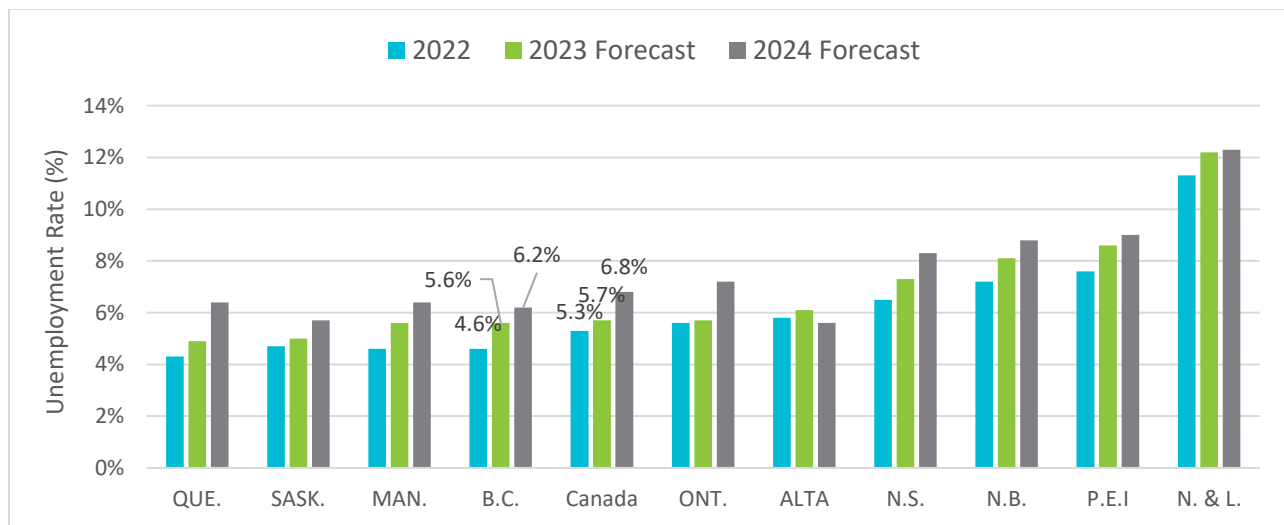
Figure 1: Real GDP Growth Forecast (%), 2022–2023



Source: Royal Bank of Canada, “Provincial Outlook”, March 2023.

The unemployment rate in British Columbia is close to an all-time low, among the lowest in Canada. Figure 2 shows that B.C. is projected to have a slightly lower unemployment rate in 2023 than the Canadian average—5.6% compared to the national rate of 5.7%. B.C. is forecast to have an increase in the unemployment rate to 6.2% for 2024, still lower than the national rate in 2024 of 6.8%.

Figure 2: Unemployment Rate Forecast (%), 2022–2024



Source: Royal Bank of Canada, “Provincial Outlook”, March 2023.

According to the 2022 Edition of the BC Labour Market Outlook, between 2022 and 2032, nearly 80% or 789,000 of 1,017,000 job openings in British Columbia will require some type of post-secondary education or training. Figure 3 shows that 37% of the total job openings will be available for those with a bachelor's, graduate, or first professional degree. 29% will be filled by people with diplomas or certificates excluding apprenticeships. Workers with an apprenticeship certificate will fill 12% of openings. Those with high school education or less will account for the other 22% of job openings.

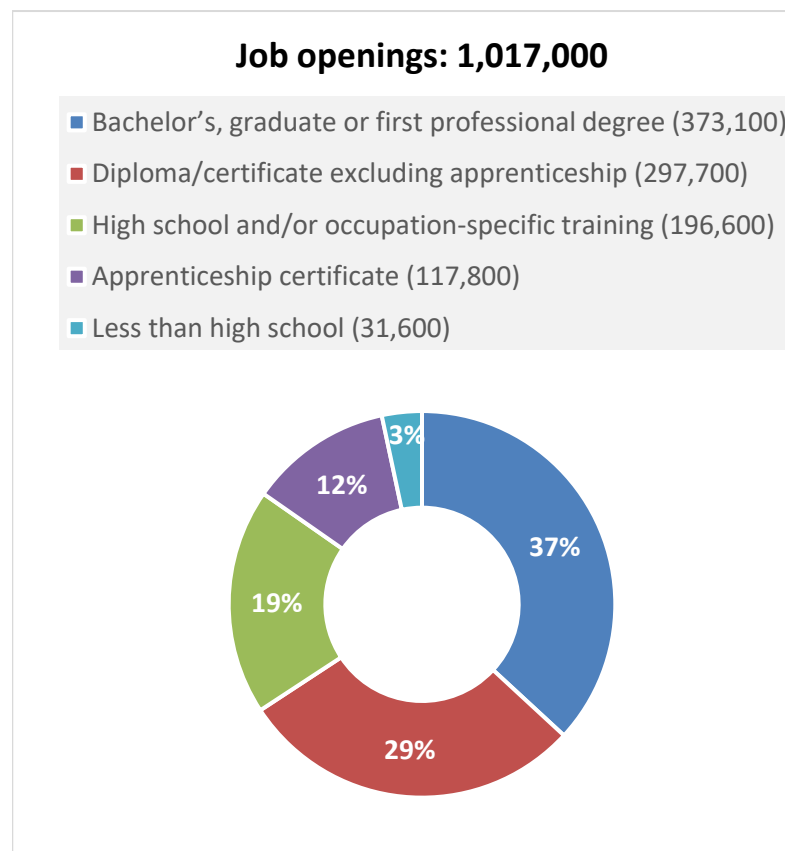
Mainland/Southwest

The Mainland/Southwest region that stretches from Vancouver to Hope in the east and Lillooet in the north is centered around Vancouver and shares a border with the United States. Despite being the smallest region in terms of geography, it has the highest population and is the most economically important region in the province.

Almost two-thirds of B.C.'s total forecasted job openings up to 2032 are in this region, 654,600 job openings. About 61% of these job openings will, according to the BC Labour Market Outlook, be from the replacement of existing workers and the remaining 39% from economic growth. Employment demand is forecasted to increase at an average annual rate of 1.3% over the next ten years, a rate similar to B.C.'s average annual growth. Over the next ten years, the fastest growing sectors for the Mainland/Southwest region are forecasted to be:

- Online shopping
- Computer systems design and related services
- Motion picture and sound recording industries
- Amusement, gambling and recreation industries
- Water transportation
- Nursing and residential care facilities

Figure 3: Job Openings by Type of Education, B.C., 2022–2032



Source: WorkBC, BC Labour Market Outlook: 2022–2032 Forecast, 2022 Edition.

- Ship and boat building

Figure 4 shows the top 10 industries by job openings forecast for the Mainland/Southwest region from 2022 to 2032. For total job openings between 2022–2032, we see Computer systems design and related services in the top spot on the list, which also held the top spot in the last BC Labour Market Outlook: 2021 Edition. New to the 2022 list is Specialty trade contractors while missing from the list is Construction.



Graphic Digital Design Students, 2022

Figure 4: Top 10 Industries by Job Openings, Mainland/Southwest Region, 2022–2032

Mainland/Southwest, 2022–2033			
Industry	Job Openings 2022–2032		
	Expansion	Replacement	Total
Computer systems design and related services	41,170	19,340	60,520
Other retail trade (excluding cars, online shopping and personal care)	20,830	30,120	50,950
Hospitals	10,340	18,670	29,010
Legal, accounting, design, research and advertising services	12,640	16,170	28,820
Ambulatory health care services	13,760	14,870	28,630
Food services and drinking places	12,170	14,310	26,480
Wholesale trade	7,860	16,120	23,980
Personal, non-automotive repair and non-profit services	9,860	13,610	23,470
Elementary and secondary schools	6,540	16,100	22,650
Specialty trade contractors	3,050	16,980	20,030

Source: WorkBC, BC Labour Market Outlook: 2022–2032 Forecast, 2022 Edition.

For occupations where a degree is the typical educational background, the one with the most projected job openings in Mainland/Southwest from 2022–2032 is Registered nurses and registered psychiatric nurses, followed by Computer programmers and interactive media developers, Information systems analysts and consultants, Financial auditors and accountants, and Software engineers and designers. Notably, Software engineers and designers have joined the top five list compared to the 2021 edition, while Elementary school and kindergarten teachers are now absent.

For jobs where an apprenticeship certificate is the typical education background, the one with the most projected job openings in Mainland/Southwest from 2022–2032 is Cooks, followed by Automotive service technicians, truck and bus mechanics and mechanical repairers; Hairstylists and barbers; Carpenters; and Contractors and supervisors, other construction trades, installers, repairers and servicers. A new addition to this top five list from the 2021 edition is Contractors and supervisors, other construction trades, installers, repairers, and servicers, while Electricians (except industrial and power system) are no longer included.

For jobs where a diploma/certificate excluding apprenticeship is the typical educational background, the one with the most projected job openings in Mainland/Southwest from 2022–2032 is Retail and wholesale trade managers, followed by Administrative officers, Nurse aides, orderlies and patient service associates, General office support workers, and Sales and account representatives—wholesale trade (non-technical). This top five list remains unchanged from the 2021 edition to the 2022 edition.

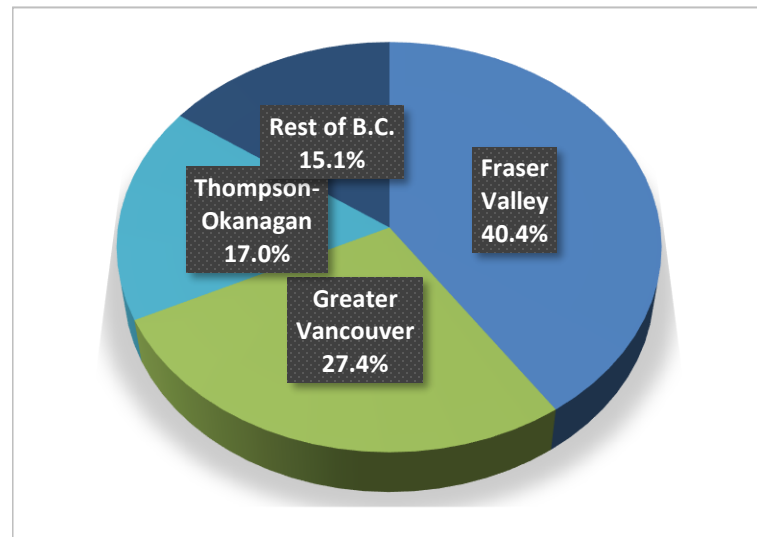
Fraser Valley Agriculture

Agriculture forms a significant component of Fraser Valley's economy. According to Census of Agriculture in 2021, there were 2,358 farms in the Fraser Valley⁸, with a total farm capital of \$12,958.7 million⁹. These farms employed more than 8,000 people¹⁰.

Fraser Valley had 14.9% of farms in British Columbia based on the 2021 Census of Agriculture¹¹, a little higher than 14.7% in 2016¹².

Figure 5 illustrates the Fraser Valley's importance to provincial agriculture. The Fraser Valley Regional District contributes 40.4% of sales value of provincial farms, which is almost as much as the next two largest regions—Greater Vancouver and Thompson-Okanagan combined.

Figure 5: Value of Sales of BC Farms, Share by Region, 2021



Source: Census of Agriculture, British Columbia Government Website. Farms classified by economic class and total value of sales, by region and regional districts, 2021.

⁸ Source: Census of Agriculture, British Columbia Government Website. *Farms classified by capital value, by region and regional districts, 2021.* <https://www2.gov.bc.ca/gov/content/industry/agriculture-seafood/statistics/census-of-agriculture>. Accessed on March 27, 2023.

⁹ Source: Census of Agriculture, British Columbia Government Website. *Farms capital value, by region and regional districts, 2021.* Website see Footnote 4. Accessed on March 27, 2023.

¹⁰ Source: Census of Agriculture, British Columbia Government Website. *Farms classified by total number of employees by region and regional districts, 2021.* Website see Footnote 4. Accessed on March 27, 2023.

¹¹ Source: Census of Agriculture, British Columbia Government Website. *Farms classified by economic class and total value of sales, by region and regional districts, 2021.* Website see Footnote 4. Accessed on March 27, 2023.

¹² Source: "Agriculture in Brief," British Columbia Government Website. https://www2.gov.bc.ca/assets/gov/farming-natural-resources-and-industry/agriculture-and-seafood/statistics/census/census-2016/aginbrief_2016_fraser_valley.pdf. Accessed on March 27, 2023.

Commuting Data

Commuting data from the 2021 Census (Figure 6) provides insight into Fraser Valley residents commuting to, and accessing, the job market in Vancouver. The data captures the employed labor force aged 15 years and over who have a usual place of work in private households, and it is based on a 25% sample. This means that the commuting patterns and job market connections presented in the data provide a representative picture for a quarter of the total population in this category. According to the census, over 18,000 residents of the Abbotsford-Mission census metropolitan area commute into Vancouver for work, comprising almost 30% of the working commuters. Another 3,540 people commute into Vancouver from their residence in Chilliwack (10.6%). In addition, significantly more residents of Chilliwack travel west to Abbotsford-Mission for work (3,540) than vice versa (2,495).

Figure 6: Fraser Valley Commuting Statistics

Place of Residence	Place of Work	Number of Commuters	Proportion of All Commuters
Abbotsford-Mission	Chilliwack	2,495	4.0%
Abbotsford-Mission	Vancouver	18,300	29.4%
Chilliwack	Abbotsford-Mission	4,720	14.1%
Chilliwack	Vancouver	3,540	10.6%

Source: Statistics Canada. Table 98-10-0460-01 Commuting flow from geography of residence to geography of work by main mode of commuting, commuting duration and gender: Census metropolitan areas and census agglomerations. Note: Population group- Employed labour force aged 15 years and over having a usual place of work, in private households, 2021 Census—25% Sample data.

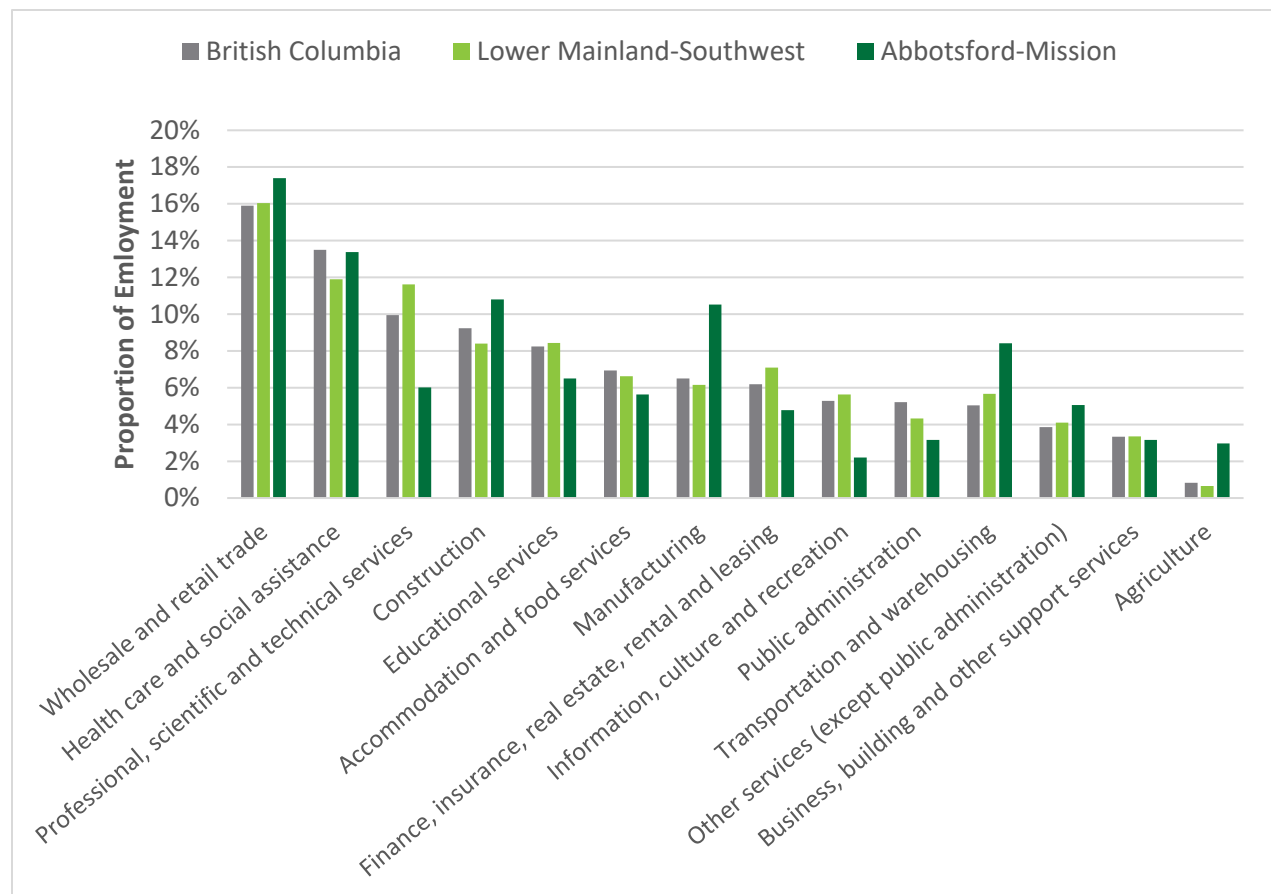
Abbotsford-Mission

Figure 7 shows that industries such as Wholesale and retail trade, Construction, Manufacturing, and Transportation and warehousing, and especially Agriculture (as also shown above) make up larger shares of employment in the Abbotsford-Mission area compared to Lower Mainland-Southwest and British Columbia overall. Similarly, both the Professional, scientific and technical services; Educational Services; and Information, culture and recreation, are comparatively smaller in Abbotsford-Mission, relative to Lower Mainland-Southwest and British Columbia overall.



UFV Chancellor’s Dinner, 2023

Figure 7: Proportion of Employment by Industry, Three-Month Moving Average, February 2023



Source: B.C. and Mainland/Southwest data from Statistics Canada. Table 14-10-0388-01 Employment by industry, three-month moving average, unadjusted for seasonality. Abbotsford-Mission data from Statistics Canada. Table 14-10-0379-01 Employment by industry, three-month moving average, unadjusted for seasonality. Note: Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed for Abbotsford-Mission to meet the confidentiality requirements of the Statistics Act.

This breakdown of employment by industry in Abbotsford-Mission has seen significant changes in certain industries in the most recent three years, during pandemic, post-pandemic, and now facing the risk of tipping into recession. Figure 8 shows these changes.

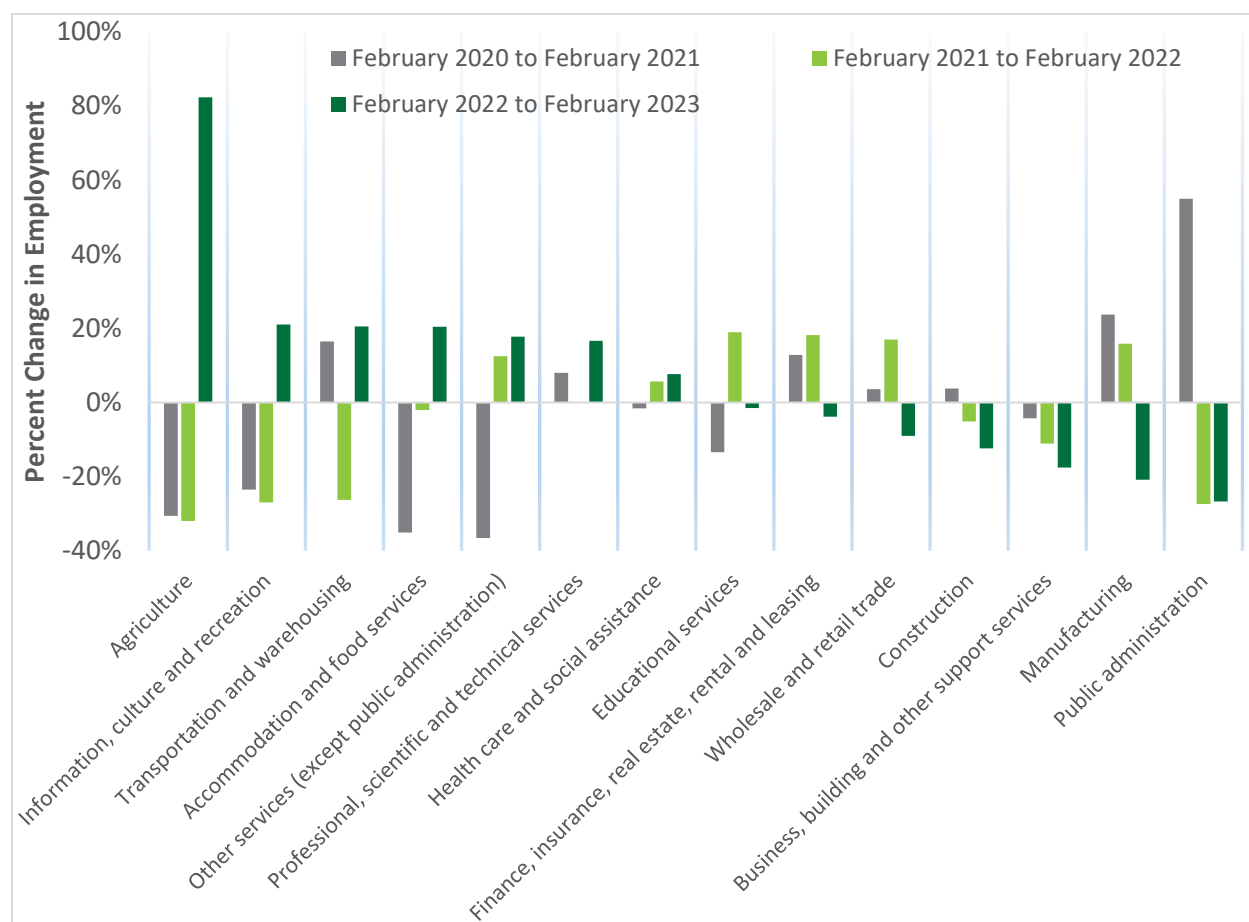
The industry that experienced the most dramatic changes was Agriculture, with a 31% drop in 2020, followed by another 32% decline the following year, but then a significant rebound of 82% in 2022. Similarly, the Information, culture, and recreation sector saw declines of 24% and 27% in 2020 and 2021, but experienced a 21% increase in 2022.

In addition, the Public Administration industry saw impressive growth in 2020 with a 55% increase during the pandemic, but experienced declines of 27% in both 2021 and 2022. The Manufacturing industry, conversely, experienced an increase of 24% in 2020 and continued to grow by 16% in 2021, but faced a 21% decline in employment in 2022.

Furthermore, the Other services (except public administration) industry, which suffered the most loss of employment during the pandemic in 2020 with a decline of 37%, rebounded with an increase of 13% in 2021 and another 18% in 2022. Similarly, the Accommodation and food services industry, which had the second-highest loss of employment in 2020 with a decline of 35%, only decreased by 2% in 2021 and saw a 20% increase in 2022.

These drastic differences across industries showcase the varying effects that the pandemic and the recent social-economic context have had upon various industries.

Figure 8: Employment Trends by Industry, Abbotsford-Mission (Comparison of Employment, Three-Month Moving Averages)



Source: Statistics Canada. Table 14-10-0379-01 Employment by industry, three-month moving average, unadjusted for seasonality. Note: Both the Utilities and Forestry, fishing, mining, quarrying, oil and gas Industries are excluded because this data has been suppressed to meet the confidentiality requirements of the Statistics Act.



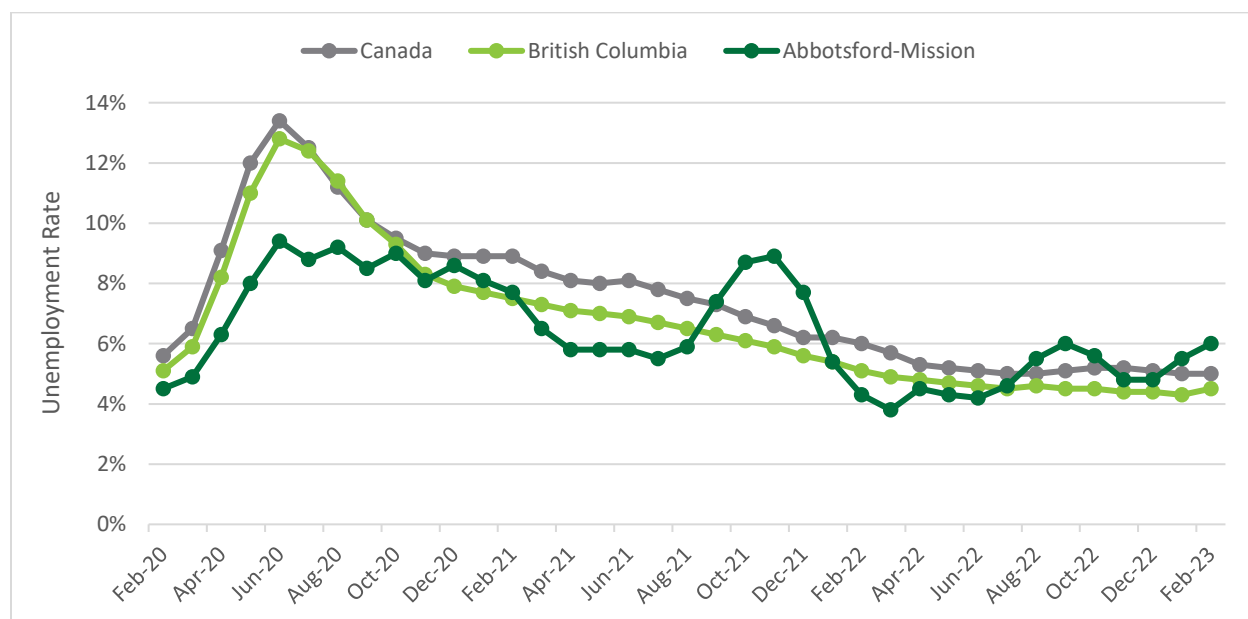
UFV Alumni Annual General Meeting, 2023

To illustrate how Abbotsford-Mission compares to B.C. and Canada in the recent three years, Figures 9 and 10 show the unemployment and participation rates from February 2020 to February 2022.

The unemployment rate in Canada increased from 5.6% in February 2020 to a high of 13.4% in June 2020, largely due to the impact of the COVID-19 pandemic. However, it has since decreased to 5% in February 2023. Similarly, the unemployment rate in British Columbia and Abbotsford-Mission also experienced an increase in June 2020, with a high of 12.8% and 9.4%, respectively. However, both regions have also experienced a decline in unemployment rate since then, with British

Columbia's rate at 4.5% in February 2023 and Abbotsford-Mission's at 6.0% in the same month. Overall, Abbotsford-Mission's unemployment rate trend followed a similar downward pattern to both British Columbia and Canada, although there were some variations in unemployment rates over the areas.

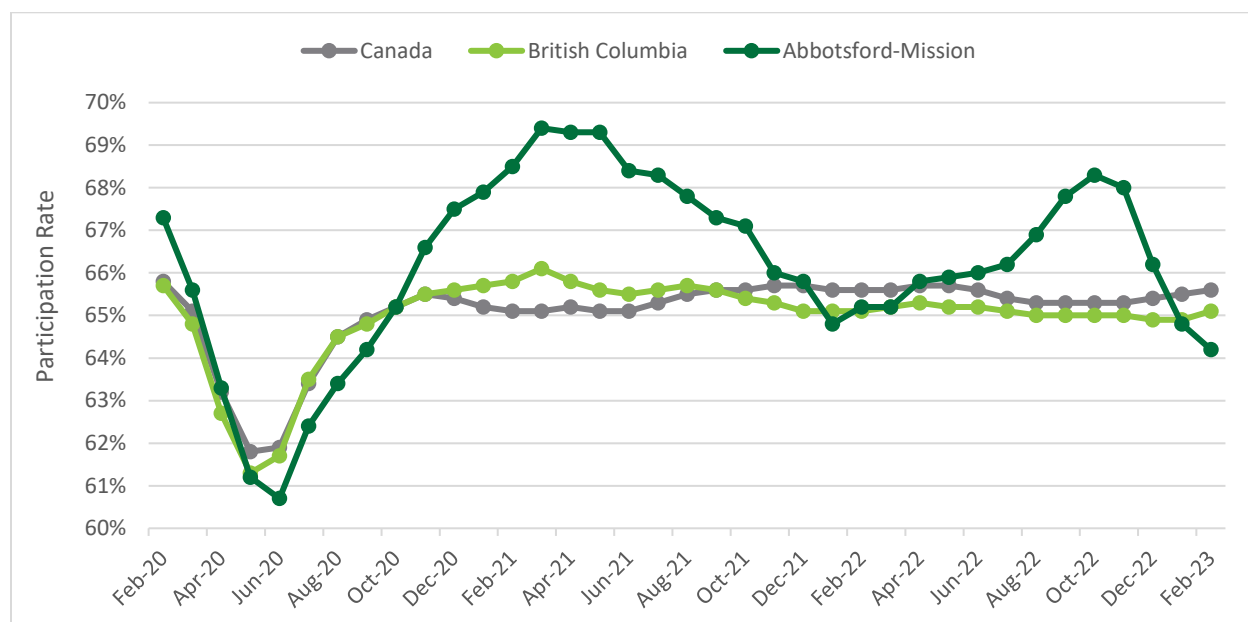
Figure 9: Unemployment Rate, Three-Month Moving Average, Seasonally Adjusted



Source: Statistics Canada. Table 14-10-0380-01 Labour force characteristics, three-month moving average, seasonally adjusted.

The participation rate is a measure of the percentage of the population that is either employed or actively seeking employment. As shown in Figure 10, the participation rate in Abbotsford-Mission is generally higher than in both British Columbia and Canada. While British Columbia's participation rate is slightly lower than Canada's, Abbotsford-Mission's participation rate is typically higher than either the provincial or national rate.

Figure 10: Participation Rate, Three-Month Moving Average, Seasonally Adjusted



Source: Statistics Canada. Table 14-10-0380-01 Labour force characteristics, three-month moving average, seasonally adjusted.

1.2.3 Demographics

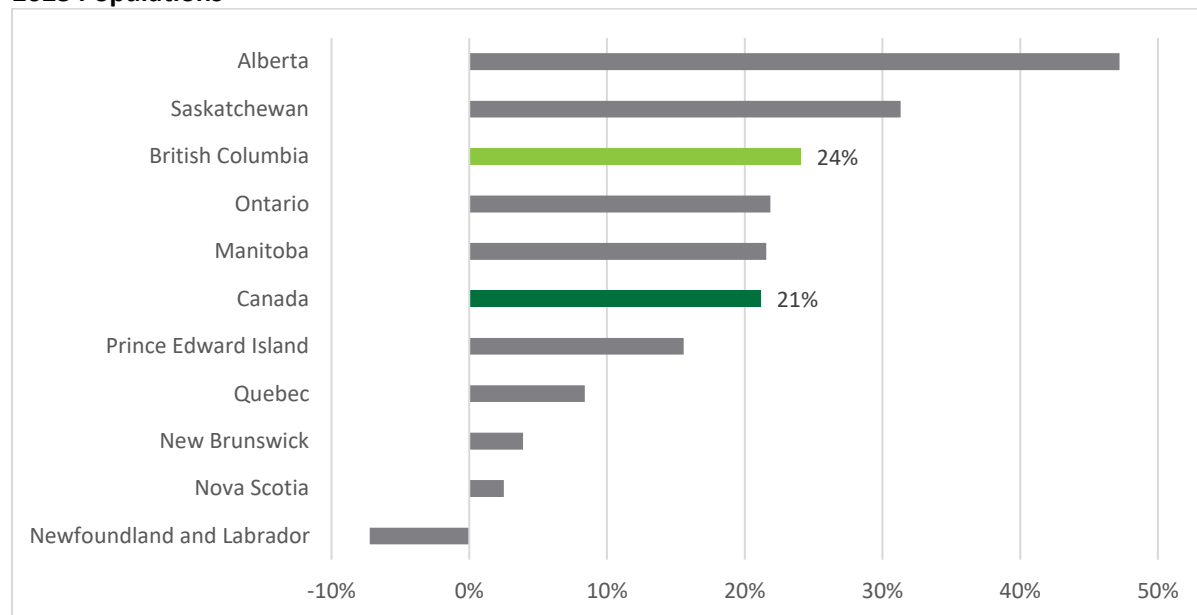
1.2.3.1 National and Provincial Trends

According to projection scenario M3: medium-growth from Statistics Canada, Canada's population is expected to continue growing from 2023 to 2043 in all provinces, with the exception of Newfoundland and Labrador. The projected growth rates vary across provinces, with the highest rates forecasted for Alberta and Saskatchewan at 47% and 31%, respectively. As illustrated in Figure 11, the projected population growth rate for British Columbia from 2023 to 2043 is estimated to be 24%, slightly higher than Ontario and Manitoba, 22%, and the national rate of 21%.



UFV Convocation Ceremony, 2023

Figure 11: Projected Change in Provincial and National Populations, 2023–2043, as a Percentage of 2023 Populations



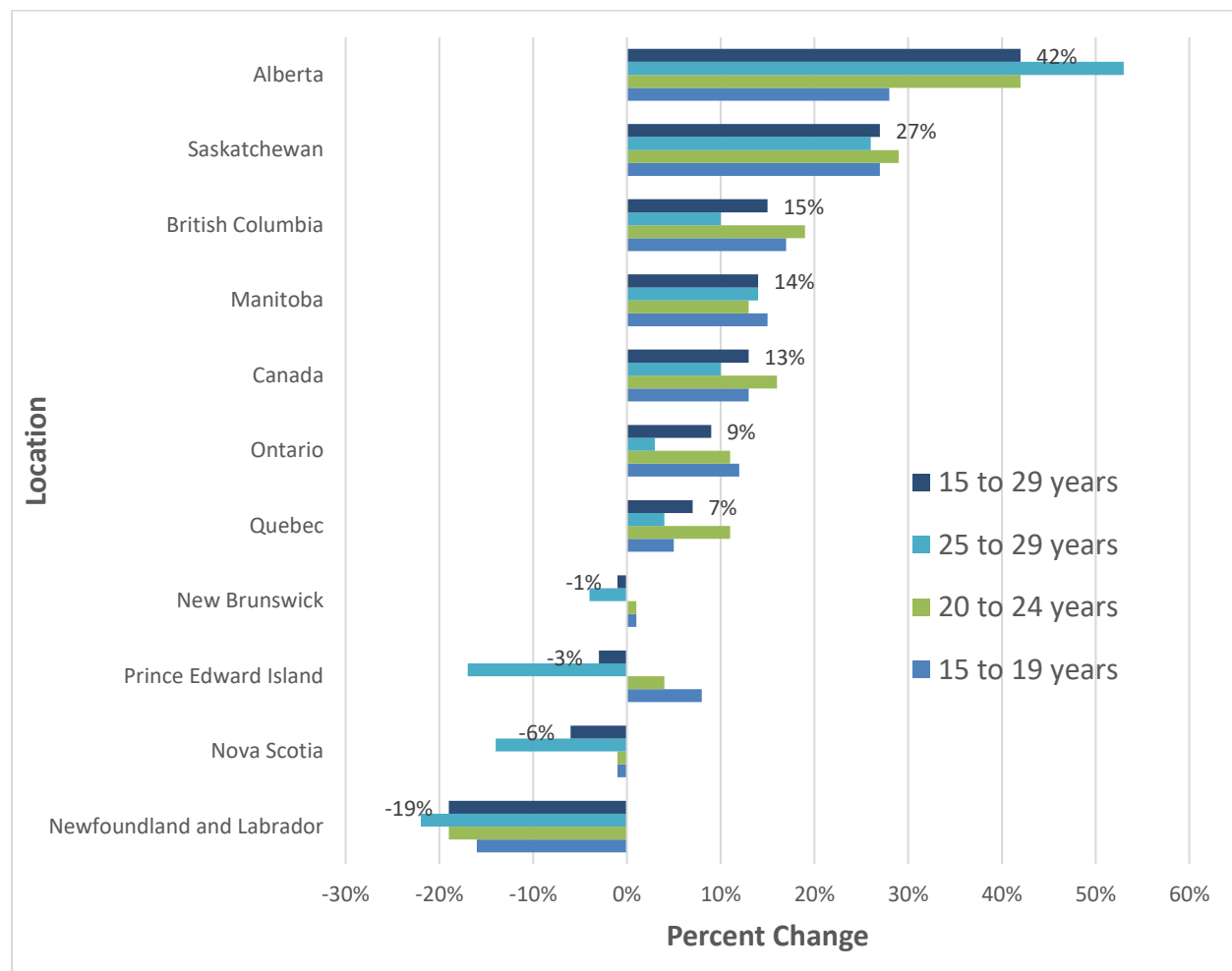
Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M3: medium-growth, age and sex, as of July 1 (x 1,000), accessed on March 28, 2023.

Figure 12 presents the projected changes in Canada's university-aged population from 2023 to 2043, broken down by age group (15–19, 20–24, and 25–29), province, and nationally. The overall trend is a 13% growth in the university-aged population across the country. The 20–24 age group is projected to experience the largest population growth at 16%, while the 25–29 age category is projected to see the least amount of growth at 10%.

Four provinces, namely Newfoundland and Labrador, Nova Scotia, Prince Edward Island, and New Brunswick, are projected to experience a decrease in one or more of the age groups during this period. However, the rest of the provinces are expected to have growth in all university-aged groupings. Alberta is projected to have the largest growth in all three age categories, with a 28% increase in the 15–19 age group, a 42% increase in the 20–24 age group, and a 53% increase in the 25–29 age group from 2023 to 2043. Saskatchewan is expected to have the second-largest growth in all three age categories, with a 27% increase in the 15–19 age group, a 29% increase in the 20–24 age group, and a 26% increase in the 25–29 age group from 2023 to 2043.

B.C. is expected to have the third-highest provincial population growth (15%) among 15–29 year-olds in Canada during the same period. This growth is slightly higher than the national average (13%) and lower than Alberta (42%) and Saskatchewan (27%). Specifically, British Columbia is projected to experience a 17% increase in its 15–19 year-old population, a 19% increase in its 20–24 year-old population, and a 10% increase in its 25–29 year-old population.

Figure 12: Projected Change in Population by Selected Age Groupings (15–19, 20–24, and 25–29), 2023–2043, as a percentage of 2023 Populations



Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario M3: medium-growth, age and sex, as of July 1 (x 1,000), Accessed on March 27, 2023.

70% of UFV students by headcount are aged 24 or younger and the proportion of FTEs these students generate is 78.5%. Smaller teaching universities such as UFV tend to have a slightly older population than the Canadian university population overall. Even with the long-term growth predicted in these population forecasts, we will continue to see competition for students from other Canadian universities.

1.2.3.2 Separating Short-Term and Long-Term Changes within College Regions

Population projections from BC Stats Population Estimates Application updated November 2022, forecast that B.C. will see a 13.7% growth in its college-aged population from 2023 to 2043, projecting 1,130,431 British Columbians ages 15 to 29 in 2043, compared to 994,073 in 2023.

This projection is similar to the 14.9% growth in the 15–29 age group projected by Statistics Canada modeling. While the percentage increases for the 15–19 and 25–29 age groups are similar in both projections, the forecasted changes for the 20–24 age group from 2023 to 2043 differ significantly

between the two models, with a 13.3% growth projected by BC Stats and an 18.5% growth projected by Statistics Canada.

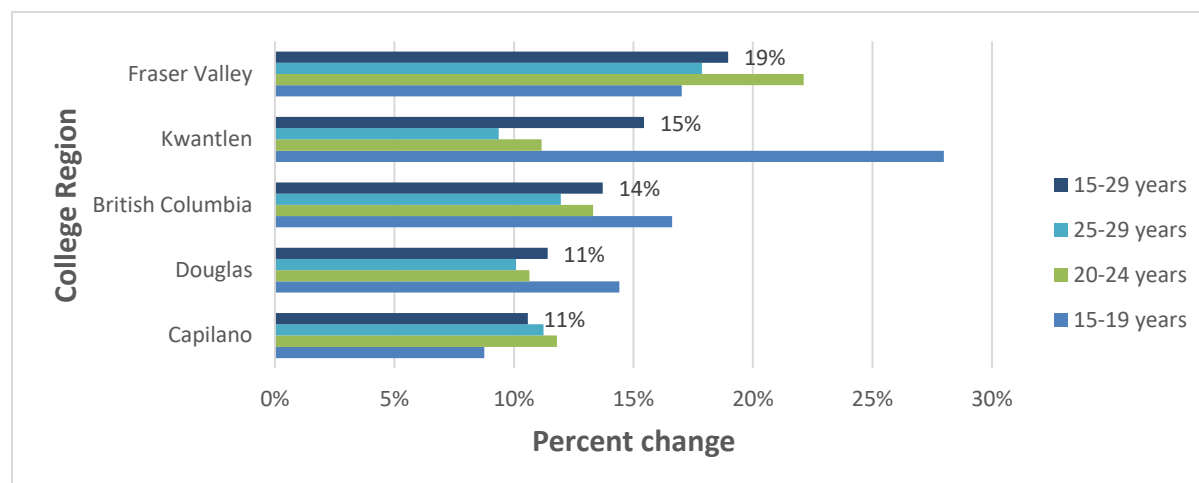
Figure 13: Difference of Projected Change in B.C. Population 2023–2043, as a Percentage of 2023 Populations, Statistics Canada vs B.C. Stats Population Estimates Application

Projection Source	Age Group			
	15–19	20–24	25–29	15–29
B.C. Stats Population Estimates Application	16.6%	13.3%	12.0%	13.7%
Statistics Canada	16.7%	18.5%	10.4%	14.9%

Source: Statistics Canada. Table 17-10-0057-01 Projected population, by projection scenario, age and sex, as of July 1 (x 1,000), Accessed on March 27, 2023; Source: B.C. Stats Population Estimate Application November 2022 update, accessed on March 27, 2023.

In Figure 14, B.C. Stats provides projections for college-aged populations across select College Regions, including Fraser Valley, Capilano, Kwantlen, Douglas, and the province of British Columbia as a whole. The figure shows the projected population changes for selected age groups of 15–19, 20–24, and 25–29. The Fraser Valley is anticipated to experience the highest total growth in 15–29 year-olds from 2023 to 2043, with an expected increase of 19%, surpassing other college regions (Kwantlen; 15%, Douglas; 11%, and Capilano; 11%), as well as the province of British Columbia as a whole (14%).

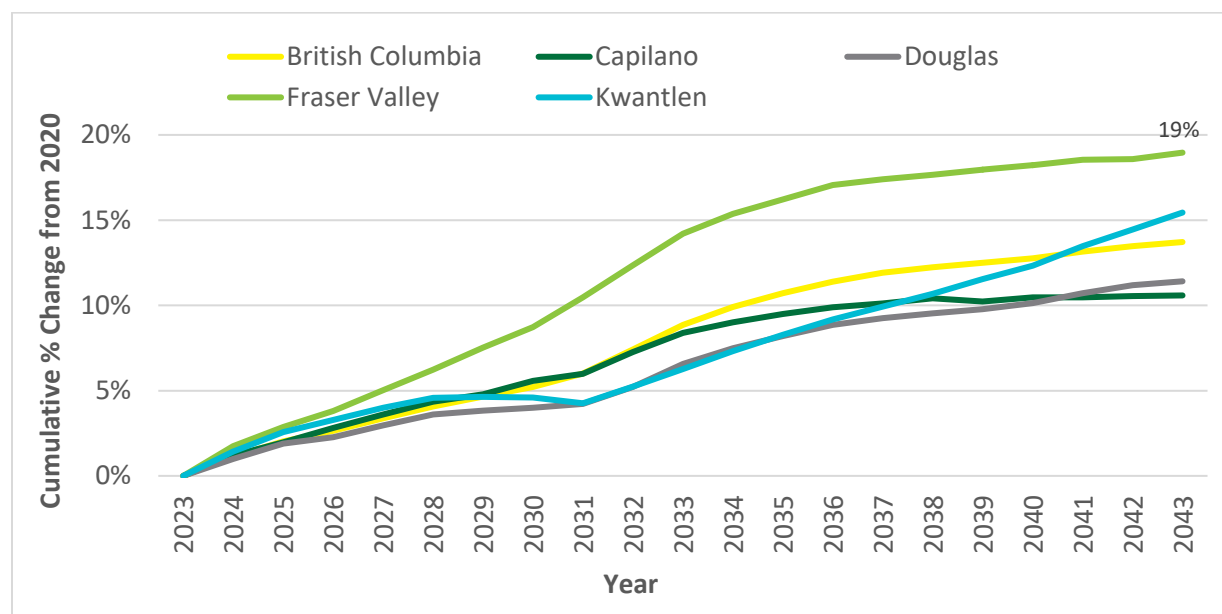
Figure 14: Projected Change in Population in Select College Regions and B.C., by Selected Age Groupings (15–19, 20–24, 25–29, and 15–29), 2023–2043, as a Percentage of 2023 Populations



Source: B.C. Stats Population Estimates Application November 2022 update by selected college regions, accessed on March 27, 2023.

Figure 15 shows the cumulative projected changes in the population aged 15–29 for selected College Regions and B.C. from 2023 to 2043. Fraser Valley has the highest cumulative growth at 19%.

Figure 15: Cumulative Projected Change in Population, Ages 15–29 in Selected College Regions and B.C., 2023–2043, as a Percentage of 2023 Population



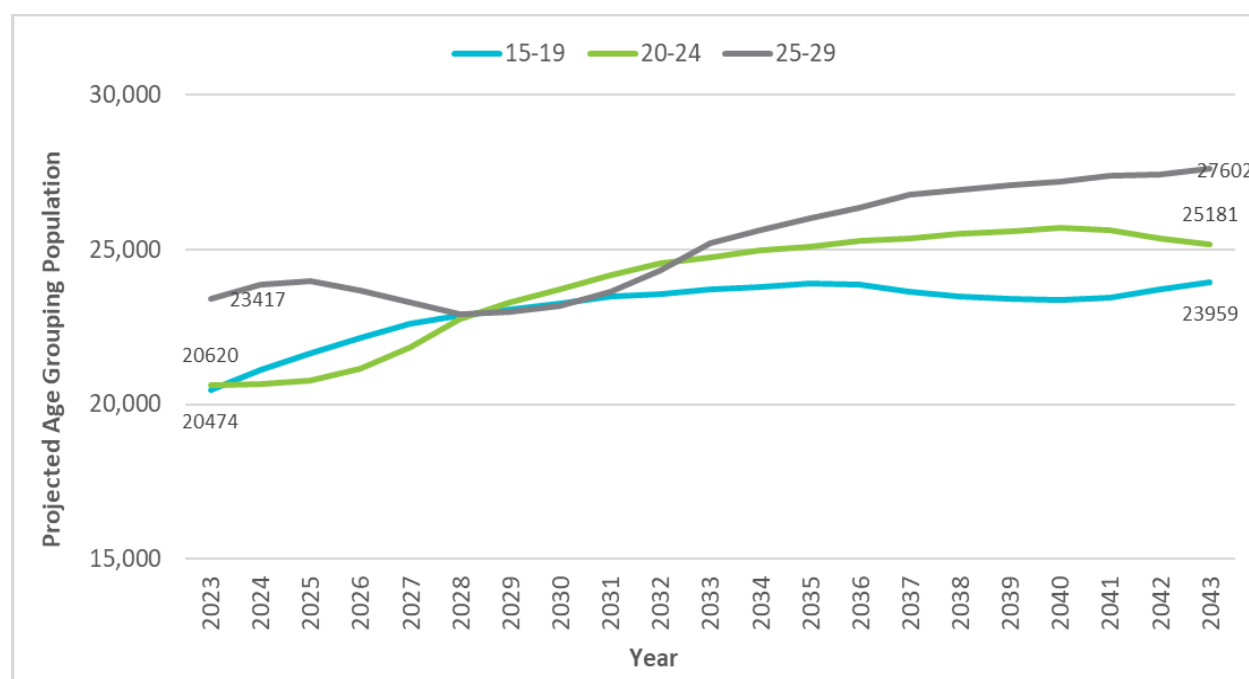
Source: B.C. Stats Population Estimate Application November 2022 update by selected college regions, accessed on March 27, 2023



UFV Convocation Ceremony, 2023

Projected population figures for the Fraser Valley College Regions by age groupings of 15–19, 20–24, and 25–29 from 2023 to 2043 are illustrated in Figure 16. Over this period, all three age groups are projected to experience an increase in population, with the largest change expected in the 20–24-year-old grouping (22%), followed by those aged 25–29 (18%) and 15–19 (17%). Despite the overall growth trend, these age groups are also projected to experience periods of both growth and decline in population.

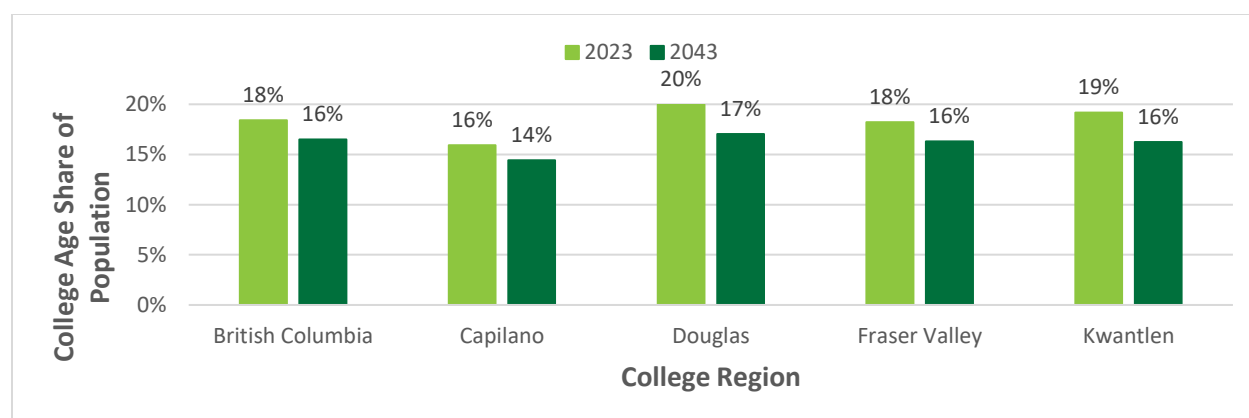
Figure 16: Projected Population for the Fraser Valley College Region, by Selected Age Groupings (15–19, 20–24, and 25–29), 2023–2043



Source: B.C. Stats Population Estimate Application November 2022 update by selected college regions, accessed March 27, 2023

Figure 17 illustrates the projected college-aged (15–19) population in the total population for B.C. and selected college regions in 2023 compared to 2043. While the B.C. college-aged population is projected to grow from 2023 to 2043, its share of the B.C. total population is projected to decline slightly from 18% in 2023 to 16% in 2043. This decline in share holds for the four individual College Regions including Fraser Valley.

Figure 17: Projected Share of College-Aged (15–29) Population in Total Population, 2023 compared to 2043, by B.C. and Selected College Region



Source: B.C. Stats Population Estimate Application November 2022 update by selected college regions, accessed March 27, 2023

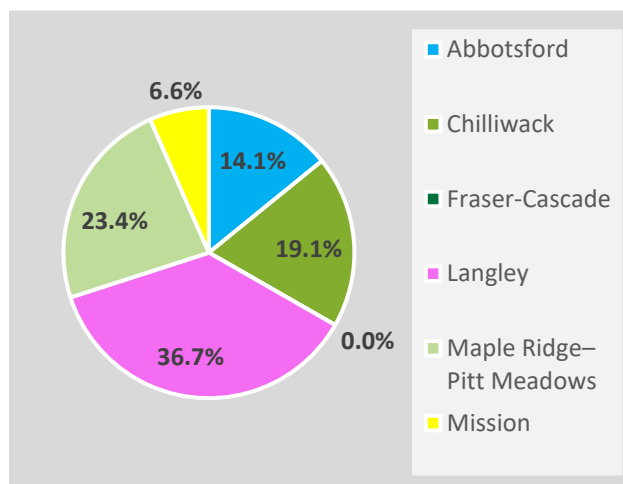
UFV is well situated compared to many of its peer universities, with the college-aged population in its region projected to experience growth every year for the next 20 years, including larger growth than most other regions in the province. Regardless, there will likely be increased competition for Fraser Valley College Region students from institutions in B.C. and across Canada over the next several years.

1.2.3.3 Campus Demands, Short-Term and Long-Term

Local high school grade 12 enrolment projections¹³ inform the university about future educational demands within each campus area. They provide important information that UFV uses to ensure the optimal delivery of services to students in the Fraser Valley.

From 2022 to 2031, grade 12 enrolments in public schools in UFV's local school districts (including Abbotsford, Chilliwack, Fraser-Cascade, Langley, Maple Ridge–Pitt Meadows, and Mission) are projected to increase on aggregate by 17.6%: from a low of 7,405 grade 12 enrolments in 2022 to a high of 8,706 in 2031, an increase of 1,301 students. The Langley school district accounts for the largest share of growth during this time period (36.7%), followed by Maple Ridge–Pitt Meadows (23.4%), Chilliwack (19.1%), Abbotsford (14.1%), Mission (6.6%), and Fraser-Cascade (0.0%). Figure 18 shows selected local school districts' share of grade 12 enrolment growth from 2022 to 2031 in public schools.

Figure 18: Selected Local School Districts' Share of Projected Grade 12 Enrolment Growth, Public Schools, 2022–2031

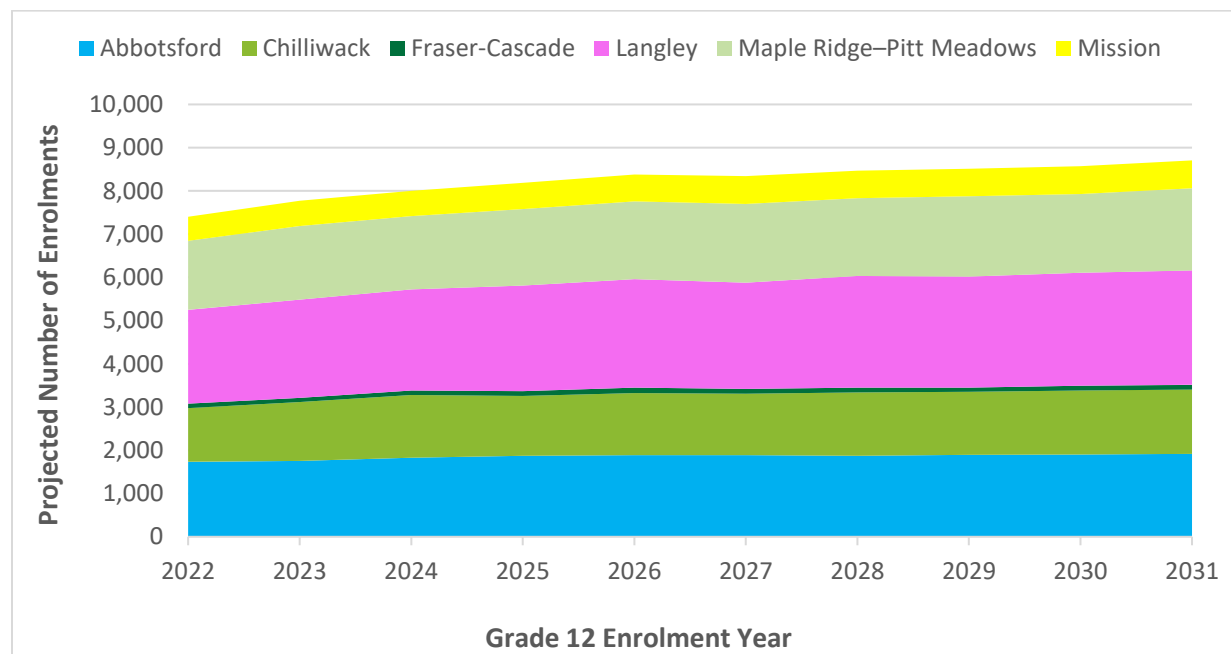


UFV Honorary Doctor of Letters—Mike Retasket, 2023

As shown in Figure 19, all of UFV's nearby school districts except for Fraser-Cascade are projected to experience an increase in grade 12 enrolments in public schools from 2022 to 2031, with Langley school district having the largest projected increase (478 students, 22.0% growth), followed by Maple Ridge–Pitt Meadows school district (304 students, 19.1% growth), Chilliwack school district (249 students, 20.1% growth), Abbotsford school district (184 students, 10.6% growth), Mission school district (86 students, 15.4%), and Fraser-Cascade school district flat (with 0.0% growth).

¹³ B.C. K-12 Enrolment Headcount Forecast data provided by the B.C. Ministry of Education on April 26, 2022.

Figure 19: Selected Local School Districts' Grade 12 Enrolment Projections, Public Schools, 2022-2031



The school district projections provide an indication of future student demand across UFV campuses. The main determinant of a student's choice of campus is program and course availability. Programs can be moved between campuses, and the optimal location for a program is an important aspect of UFV's long-term planning.

The 2022 Canadian University Survey Consortium (CUSC) survey of first-year students asked participants to rate the importance of factors in their decision to attend their chosen university. UFV's 2022 first-year respondents were most likely to say that UFV had the program they wanted to take (79%), with 71% of respondents indicating the city/town UFV is located in was at least important in their decision. A large share (72%) of UFV 2022 first-year respondents also indicated that wanting to live close to home was at least important in their decision to attend UFV; this percentage is high compared to other universities.

While the majority of student activity occurs on the main Abbotsford campus, UFV is committed to providing a broad array of programming and service to students throughout the Fraser Valley. The university recognizes the value of giving students the option of studying in their home community. Programs based primarily at the Chilliwack campus include Health Sciences (Nursing, Dental, Health Care Assistant, and Kinesiology), Trades and Technical offerings, and Agriculture. Revitalizing our campus in Mission is a top priority in UFV'S Capital Plan. This campus is currently being redesigned to house a Centre of Excellence for Children, Youth, and Families.

One obstacle for students is affordable accommodation in Abbotsford and the surrounding Fraser Valley communities. The 2022 Canada Mortgage and Housing Corporation (CMHC) Rental Market Survey Data Tables¹⁴ for the Abbotsford-Mission Census Metropolitan Area (CMA) state the apartment vacancy rate

¹⁴ Source: Canada Mortgage and Housing Corporation (CMHC), Rental Market Survey Data Tables, January 26, 2023.

as 2.1% in October 2022; up 0.5 percent from 1.6% in 2021. The cost of renting an apartment in the Abbotsford-Mission CMA continues to increase; the average rent of a two-bedroom apartment increased 5.0% between October 2021 and October 2022. The low vacancy rate and increased rent in the Abbotsford-Mission CMA indicate the need for affordable rental supply in these areas.

Results from the 2021 Canadian University Survey Consortium Survey (CUSC) of graduating students revealed that very few UFV respondents reported living in on-campus housing, while 31% rented off campus housing. For CUSC 2022 first-year student respondents, the results are slightly different, with 6% of UFV first-year respondents reporting that they lived in on-campus housing and 4% renting off campus housing. Where we see very similar results between the two UFV survey cohorts (CUSC 2021 graduating students and CUSC 2022 first-year students) is regarding the share of respondents not currently living in on-campus housing that would have preferred to do so if they could. This share is 18% for graduating students and 19% for first-year students. UFV and the Ministry are working together to address this need with the construction of new student housing that will triple the number of beds available and expand dining facilities.

1.2.3.4 Population Diversity

Data from the 2021 Census¹⁵ shows that 35% of people in the Abbotsford-Mission Census Metropolitan Area (CMA) are a visible minority, compared to 27% of all Canadians, and 34% of British Columbians. Abbotsford-Mission CMA has the second highest proportion of visible minority population in B.C., with the highest proportion found in the Vancouver CMA (54%). Of all Canadian CMAs and Census Agglomerations (CAs), Abbotsford-Mission has the fifth highest proportion of visible minority population in Canada, after Toronto (57%), Vancouver (54%), Brooks (Alberta, 49%), and Calgary (39%). The majority of the 35% visible minority population in the Abbotsford-Mission CMA is of South Asian origin (73%), and accounts for 26% of the Abbotsford-Mission population, which is almost double the Vancouver CMA proportion (of 14%). The diversity measure increases when we consider other attributes including immigration status, Indigenous identity, and religion.

UFV's diverse domestic student population reflects its community. The university's diversity is enriched with the attendance of international students from around the world. In 2022/23, the university hosted over 1,963 international students. UFV's relationship with the Fraser Valley India campus in Chandigarh, India is another example of its global outreach. UFV strives to extend a warm welcome to everyone and create an atmosphere in which everyone feels at home. The university is committed to integrating equity, diversity, and inclusion (EDI) into all aspects of its institutional culture; providing a learning environment that shows consideration and respect for diverse experiences and ideas, and that is welcoming and engaging for all.

This information is reproduced and distributed on an "as is" basis with the permission of CMHC.

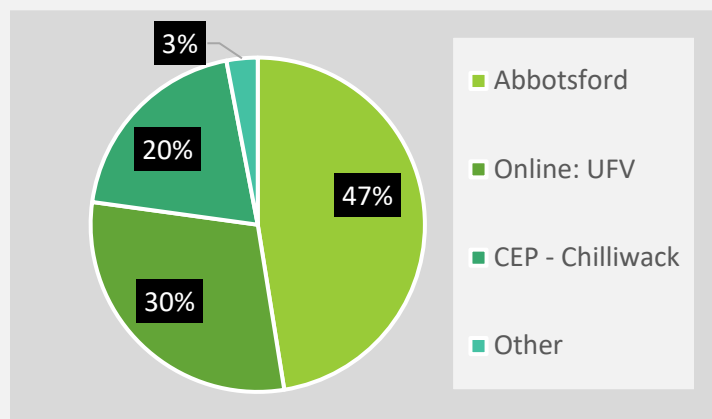
<https://www.cmhc-schl.gc.ca/en/data-and-research/data-tables/rental-market-report-data-tables>

¹⁵ Source: Statistics Canada. 2023. *Census Profile*. 2021 Census of Population. Statistics Canada Catalogue no. 98-316-X2021001. Ottawa. Released March 29, 2023. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E> (accessed June 2, 2023).

1.2.3.5 Facing the Challenges of Being a Multi-Campus University

UFV has campuses in Abbotsford, Chilliwack, and Mission, as well as a centre in Hope. In 2022/23 the largest share of FTEs (47%) was attributed to the Abbotsford campus, followed by activity online (30%), the Canada Education Park (CEP) Chilliwack campus (20%), and the remaining 3% of activity was attributed to other locations. Figure 20 shows the 2022/23 FTE distribution by campus; the category of Other includes activity from Clearbrook Centre (0.8%), Aerospace Training Centre (0.7%), Challenge and Prior Learning Assessment activity (0.1%), and Off-campus location activity (1.4%). Domestic students accounted for 83% of the 2022/23 FTE activity, and international students made up the remaining 17%.

Figure 20: 2022/23 FTE Distribution by Campus (Central Data Warehouse, CDW)



UFV Convocation Ceremony, 2023

Online activity has proven to be popular with UFV students and remains a larger share of total FTEs than before the pandemic began (30% in 2022/23 compared to 9% in 2018/19). The university is working to ease the space crunch in Abbotsford with projects identified in its Capital Plan and by continuing to develop flexible delivery options. Students state that online activity provides flexibility and efficiency in scheduling and, is budget friendly at a time of significant inflation.

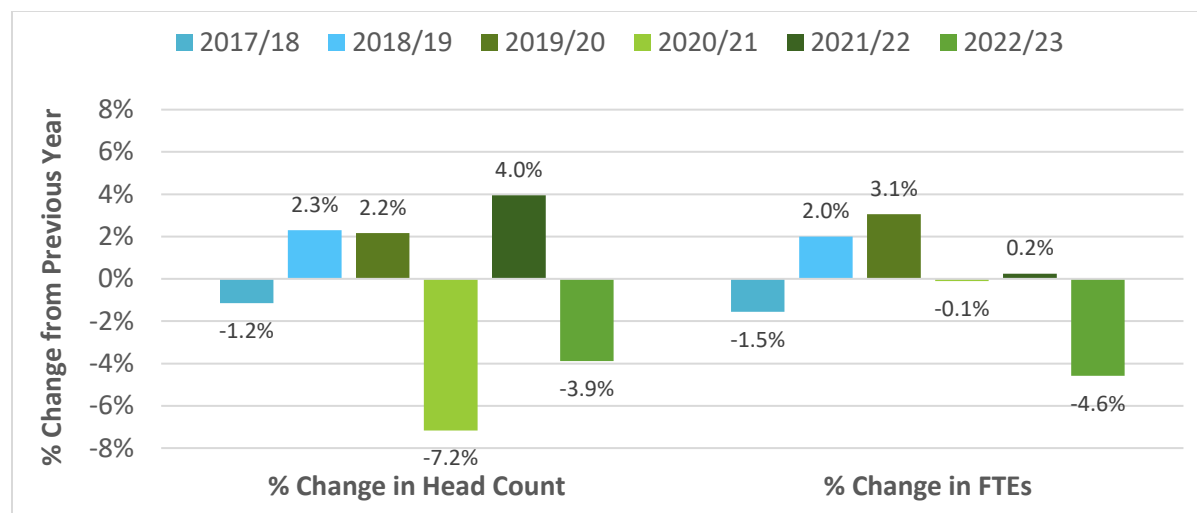
1.2.4 Students

This year, 14,345¹⁶ students enrolled at UFV. This includes over twelve thousand domestic students, almost two thousand international students, and 24 UFV legacy students at UFV India Global Education in Chandigarh. The majority of data in this report is by fiscal year which runs from April 1 to March 31. One exception is for graduates, listed in Figure 32, which are by academic year, that runs from September 1 to August 31. This allows us to capture graduates from June 2022. Unless otherwise specified, this report only counts domestic and international students enrolled and generating FTEs at one of UFV's Canadian campuses.

1.2.4.1 Student Headcount and FTEs

The university produced 8,495 FTEs, made up of 7,046 domestic and 1,449 international FTEs. Domestic FTEs have declined by 338 FTEs, or -4.6% over 2021/22. In 2020/21, at the height of the pandemic, we saw an increase in the number of credits per term taken by domestic students. We believe this was due to students not being able to take part in other face-to-face activities, such as work, so they went to university instead. These higher per student enrolments in 2020/21 resulted in an increase in FTEs in 2020/21, but also to an increased number of graduates, and thus fewer returning students and lower FTEs in 2021/22, and lower again in 2022/23. We also saw a slight decline in new domestic students during the pandemic. Figure 21 shows the year-to-year percent change in historical domestic student headcounts and FTEs for the past six years.

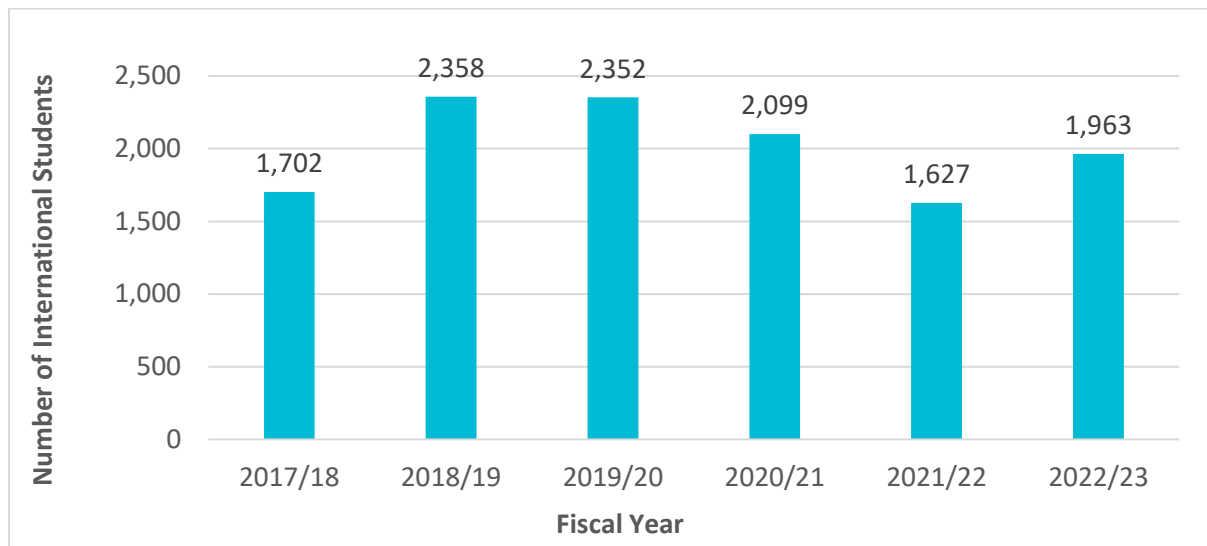
Figure 21: Annual Percent Change in Domestic Student Headcounts, 2017/18 to 2022/23 (Central Data Warehouse, CDW)



UFV saw a marked increase in international enrolments from 2017/18 to 2018/19, followed by declines during the pandemic. International headcounts have increased 20.7% over last year and we continue to see strong international student application numbers.

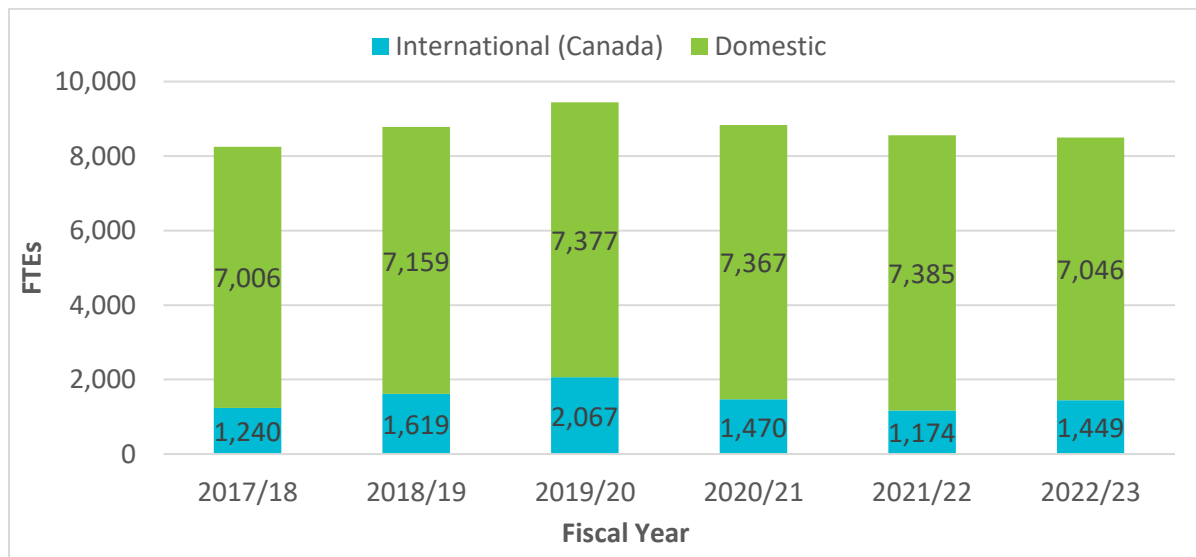
¹⁶ This is the headcount (from CDW) that includes only UFV students that generated FTEs. Examples of activity that does not generate FTEs include Tours and Exchanges; these students are included in the CDW submission to the Ministry.

Figure 22: International (Canada) Student Headcount Comparison, 2017/18 to 2022/23 (CDW)



International FTEs saw a large increase this year compared to 2021/22, increasing by 275 FTEs, or 23.4%. Figure 23 illustrates total domestic and international FTEs over the last five years.

Figure 23: Total Domestic and International (Canada) FTEs, 2017/18 to 2022/23 (CDW)



New for 2022/23 Ministry reporting, four gender identity categories are now included in our CDW data submission to the Ministry: Female, Male, Non-Binary, and Unknown. From 2021/22 to 2022/23, there were very subtle changes in the student gender ratio: the share of females decreased from 56.4% to 55.7%, the share of males increased from 40.4% to 41.8%, the share of non-Binary increased from 0.2% to 0.3%, and the share of unknown decreased from 3.1% to 2.2%.

Students aged 18 to 24 make up the largest percentage of the student body at 65.4%; 30.0% of students are 25 and older, and 4.6% of students are less than 18 years of age¹⁷.



UFV CEP Chilliwack Library, 2023

Grouping by credential type, Bachelor's degree students make up the largest share of headcount at UFV in 2022/23 (49.0%), followed by diploma students (27.7%). These two credential types account for 76.6% of UFV's total headcount in 2022/23, compared to 70.8% in 2017/18—an increase of 5.8 percentage points over the last five years; over the same time, Developmental credentials have seen a decline of 4.8 percentage points.

This year, the distribution of student headcount by credential type has little change from 2021/22. Figures 24 and 25

illustrate the student headcount share, and student headcount number, by credential type for the last six years.

Figure 24: Student Headcount Share by Credential Type, 2017/18 to 2022/23 (CDW)

Credential Type	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Master's Degree	0.3%	0.5%	0.7%	0.6%	0.5%	0.2%
Graduate Diploma	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduate Certificate	0.0%	0.1%	0.4%	0.5%	0.4%	0.3%
Post-degree Certificate	0.2%	0.1%	0.3%	0.2%	0.1%	0.1%
Baccalaureate Degree	41.7%	40.4%	41.2%	47.6%	48.8%	49.0%
Associate Degree	1.1%	0.9%	1.3%	1.5%	1.0%	1.3%
Diploma	29.1%	31.8%	31.7%	31.9%	27.2%	27.7%
Apprenticeship	2.6%	2.5%	2.5%	2.0%	2.8%	2.9%
Advanced Certificate	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%
Certificate	7.4%	7.1%	6.5%	6.4%	6.9%	6.5%
Short Certificate	0.2%	0.5%	0.4%	0.2%	0.2%	0.2%
Developmental Credential	7.6%	6.1%	5.2%	4.4%	3.0%	2.8%
None	14.1%	14.6%	14.2%	9.4%	12.7%	12.7%

¹⁷ Age as of September 30th.

Figure 25: Student Headcount by Credential Type, 2017/18 to 2022/23 (CDW)



This year the share (52.3%) of headcount by full-time¹⁸ students increased slightly, reaching the highest share in the last six years, as shown in Figure 26.

Figure 26: Headcount by Full-time or Part-time Status, 2017/18 to 2022/23 (CDW)

Student Type	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Full-time	48.7%	47.4%	51.5%	52.9%	51.5%	52.3%
Part-time	51.3%	52.6%	48.5%	47.1%	48.5%	47.7%

Fall and winter are the most popular semesters, accounting for 79.5% of FTE activity in 2022/23. Figures 27 and 28 show the total FTEs and distribution of instructional activity across semesters for the last six years. Trades FTEs remained constant at 9.2% this year. (Trades students register at different times than

¹⁸ A student is defined as full-time if the student counts for at least 0.6 of an FTE in a fiscal year, otherwise they are part-time.

non-trades students), fall increased from 40.8% to 41.2%, winter increased from 36.8% to 38.3%, and the share of summer declined from 13.2% last year to 11.3% this year.

Figure 27: FTEs by Semester, 2017/18 to 2022/23 (CDW)

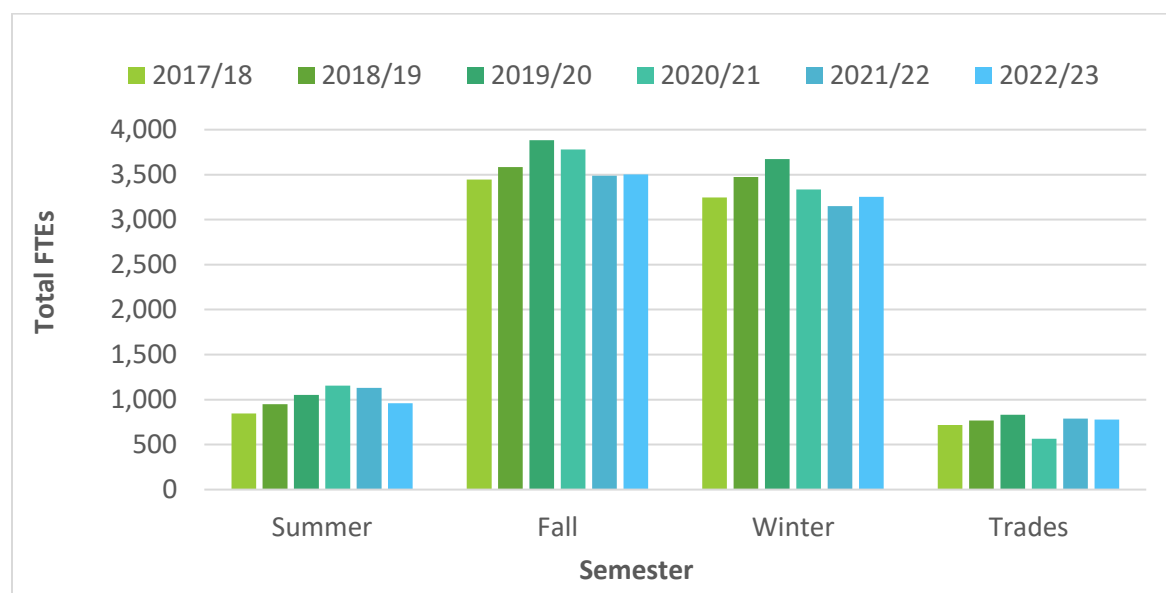


Figure 28: FTE Shares by Semester, 2017/18 to 2022/23 (CDW)

Semester	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Summer	10.3%	10.8%	11.2%	13.1%	13.2%	11.3%
Fall	41.7%	40.9%	41.1%	42.8%	40.8%	41.2%
Winter	39.3%	39.6%	38.9%	37.8%	36.8%	38.3%
Trades	8.7%	8.7%	8.8%	6.4%	9.2%	9.2%

1.2.4.2 New and Returning Students & City of Residence

This year the university saw 195 more New to UFV¹⁹ students over last year (3.7%), increasing from 5,256 in 2021/22 to 5,451 in 2022/23—still slightly less than pre-pandemic numbers, while the number of Returning to UFV²⁰ students decreased by 359 this year over last (-3.9%), from 9,229 to 8,870 (Figure 29).

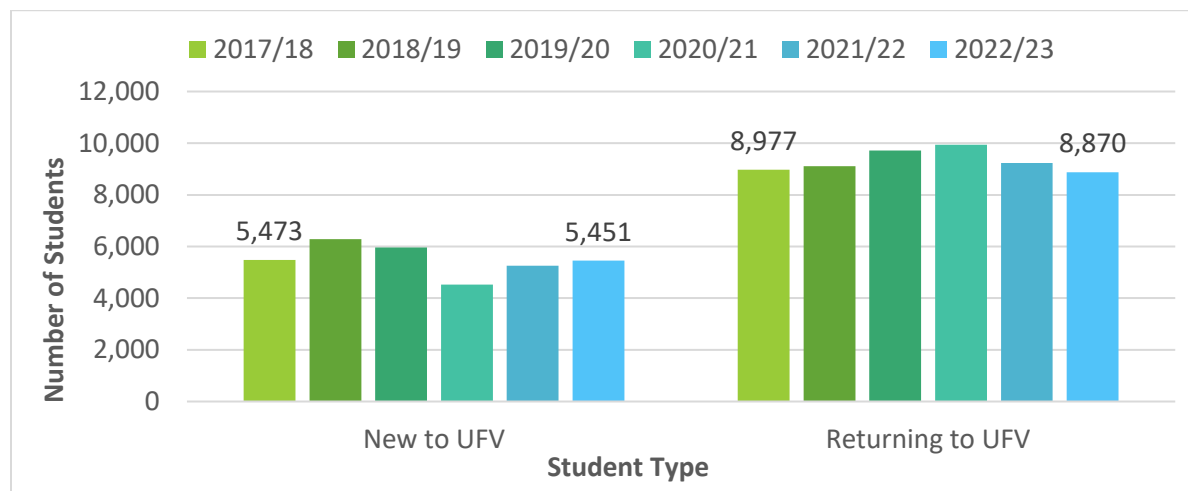
For domestic students, this year there was a decline in both New to UFV (-2.3%) and Returning to UFV (-4.8%) students compared to the previous year, and for international students, we saw an increase in both New to UFV (47.5%) and Returning to UFV (3.6%) students. In total, domestic students were down

¹⁹ A student is New to UFV when the student first generates a positive FTE at UFV in a non-Continuing Education (CE) term. New to UFV is set only once for each student.

²⁰ A student is Returning to UFV if the student has previously generated FTEs at UFV, in a non-CE term.

500 students (or -3.9%), and international students increased by 336 (or 20.7%). This results in a decline in total headcount of 164 students from 2021/22 (14,485) to 2022/23 (14,321).

Figure 29: New and Returning Student Headcount, 2017/18 to 2022/23 (UFV internal data)



In 2022/23 there have been minor changes in where UFV students reside compared to the previous year. This year, 62.7% of UFV students live in one of: Abbotsford (36.2%), Chilliwack (18.2%), Mission (6.3%), Agassiz (1.3%) or Hope (0.6%); this is 0.5 percentage points less than last year (63.2%) (Figure 34). In 2022/23, the proportion of students that lived in cities immediately to the west of Abbotsford (25.5%) such as Surrey (9.2%), Langley (8.2%), Maple Ridge (3.3%) and Aldergrove (1.8%), is 1.0 percentage point less than last year (26.5%).

Figure 30 shows that the number of students with Abbotsford as their city of residence continues to drop (-42) and also a decline in the number of students with Chilliwack as city of residence this year over last (-150). The number of students residing in Mission and Hope have had slight increases this year (10 and 7 respectively), and Agassiz has remained flat compared to last year.



Plant Tending, 2023

Figure 30: Students' City of Residence, Near a UFV Campus or Location, 2017/18 to 2022/23 (UFV internal data)

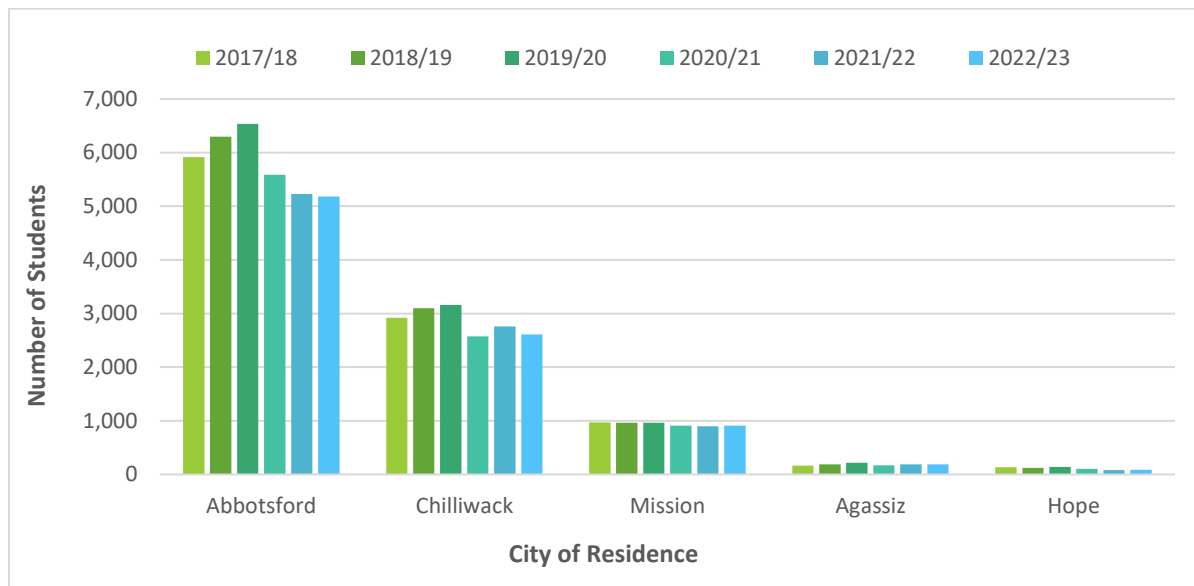
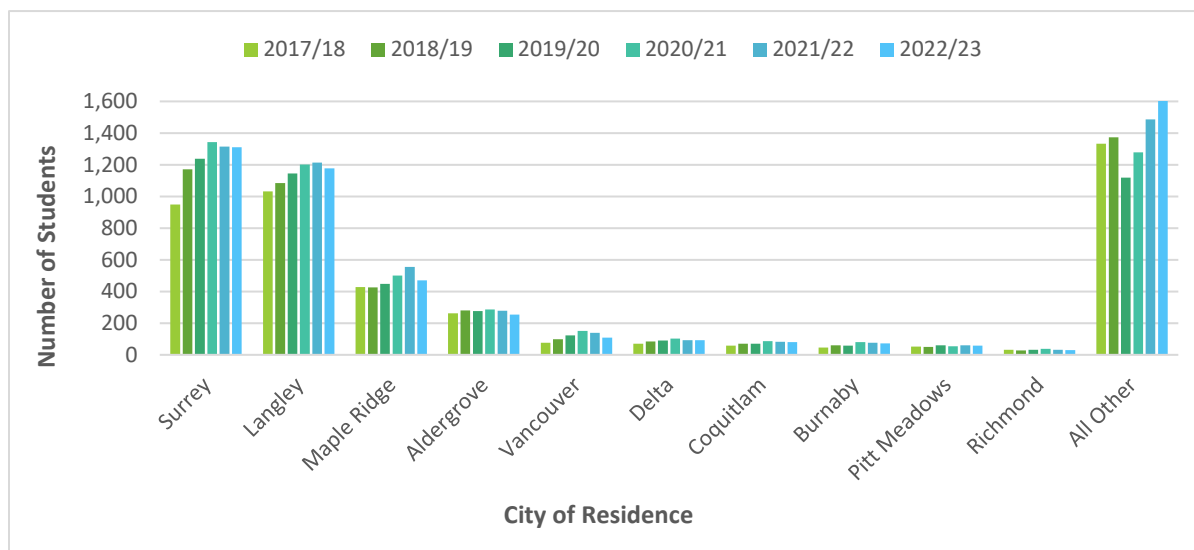


Figure 31 shows a decline in the number of students residing in the majority of the cities west of Abbotsford listed in the figure, with the largest decrease from Maple Ridge (-85), followed by Langley (-36), Vancouver (-30), and Aldergrove (-25), with an increase in the grouping of all other places (+200) over the previous year.

Figure 31: Students' City of Residence, West of Abbotsford and All Other Locations, 2017/18 to 2022/23 (UFV internal data)



1.2.4.3 Graduates

The number of credentials awarded at UFV decreased by 11.5% (-386) in 2021/2022 (the latest year for graduates), from 3,342 in 2020/21 to 2,956 in 2021/22. Nonetheless, 2020/21 saw the second largest number of credentials awarded in UFV history, second only to the year before.

Figure 32 shows credentials awarded by credential type for the last 6 years; during this time the total number of UFV credentials awarded has grown by 11.0%. The largest increase is in baccalaureate degree graduates (17.0%), which have increased by 168, followed by certificate graduates by 123 (16.8%), diploma graduates by 76 (15.9%), master's degree graduates at 13 (86.7%), developmental credential graduates by 8 (29.6%), advanced certificate graduates by 3 (30.0%), and associate degree graduates by 1 (1.8%). Also in 2022/23, we had 45 graduate certificate graduates—in 2016/17 we did not have any. Over the same time, the number of short certificate graduates has decreased by 125 (-37.2%), and post-degree certificate graduates by 20 (-83.3%). The numbers in this figure will not match the numbers in the Performance Measure 2 results (Section 3.2.1, Domestic Credentials Awarded), since the Performance Measure is (i) a version of a 3-year average, (ii) uses fiscal rather than academic year, and (iii) does not include credentials awarded to international students, as well as some credentials such as apprenticeship, short certificate and other.



UFV Convocation Ceremony, 2023

Figure 32: Graduates by Credential Type, by Academic Year, 2017/18 to 2021/22 (UFV internal data)



1.2.4.4 Unique Characteristics of UFV Students

UFV undergraduate baccalaureate students (based on year of study) are invited to participate in annual surveys from the Canadian University Survey Consortium (CUSC). Below we summarize some results from the CUSC 2022 First-Year Student Survey that speak to the unique qualities and characteristics of our students. We compare UFV results to Group 1, which consists of institutions, including UFV, that offer primarily undergraduate studies and have smaller student populations; and overall, which includes all participating Canadian universities.

From the CUSC 2022 First-Year Student Survey, we see that UFV survey respondents were **more likely** to:

Live with parents, guardians, or relatives	Almost nine out of ten (88%) UFV first-year respondents were living with parents, guardians, or relatives (compared to 44% in Group 1 and 49% overall).
Be a first-generation student	A larger proportion of UFV first-year respondents were first generation (21%) compared with Group 1 (14%) and all respondents (11%).
Consider cost of tuition when selecting a university	77% of UFV first-year respondents responded that the cost of tuition and fees was important or very important when selecting their university, compared to 57% for Group 1 and 53% overall. 19% of UFV first-year respondents chose “cost of tuition and fees” as the most important reason for selecting their university, compared to 9% in Group 1 and 7% overall.
Consider location when selecting a university	72% of UFV first-year respondents ranked living close to home as important when selecting their university, compared to 47% for Group 1 and 46% nationally. 31% of UFV first-year respondents chose “I wanted to live close to home” as the most important reason for selecting their university, compared to 11% in Group 1 and 12% overall.
Be employed	A much larger proportion of UFV first-year respondents (61%) were employed compared with those in Group 1 (45%) or overall (39%) with UFV respondents working an average of 18.8 hours per week (compared to 20.6 in Group 1 and 17.0 overall).
Use parking facilities and be satisfied with parking facilities	59% of UFV first-year respondents use parking facilities, compared to 32% for Group 1 and 27% overall. 71% of first-year UFV students reported being satisfied or very satisfied with parking, compared to 61% for Group 1 and 56% overall.

UFV first-year students are **less likely** to:

Become involved in campus activities	Only 25% of UFV first-year respondents responded that they had at least some success becoming involved in campus activities, compared to 39% in Group 1 and 40% overall.
Be 18 years old and under	31% of UFV first-year respondents reported being age 18 and under (as of September 1, 2021), compared to 62% for Group 1 and 67% overall.
Have credit cards and a higher unpaid credit card balance	70% of UFV first-year respondents reported having no credit cards, compared to 45% for Group 1 and 44% overall. For those who had at least one credit card, the average total credit card balance is \$114, compared to \$1,175 for Group 1 and \$602 overall.
Receive financial awards from UFV	18% of UFV first-year respondents reported they received financial award from their university, compared to 55% for Group 1 and 61% overall.

Be given the chance to evaluate the quality of teaching

Only 20% of UFV first-year respondents said they were given the chance to evaluate the quality of teaching in all courses in comparison to their peers in Group 1 (49%) and overall (42%).

Find suitable housing

35% of UFV first-year respondents found some or very much success in finding suitable housing, compared to 71% for Group 1 and 66% overall.

Chosen a major or discipline

Only 48% of UFV respondents said they had selected their major or discipline compared to 74% for Group 1 and 76% for all respondents at the time of the survey.

Complete degree at UFV

64% of UFV first-year respondents stated that they plan to complete their degree at their institution [UFV], compared to 77% for Group 1 and 82% overall.

As an institution committed to providing exceptional education and enriching experiences to our students, UFV places great value on gathering and analyzing student feedback and survey results. This information serves as a crucial guide for us to continuously improve the overall quality of our programs and services while also acknowledging our achievements.



UFV Student Wellness Center, 2023

1.2.5 Research

Research activities at UFV support the university's Integrated Strategic Plan and the implementation of education-related Truth and Reconciliation Commission's Calls to Action in actions that lead to reconciliation, the Indigenization of the academy, and decolonization of research. Over the past year, some of these activities supported specific research projects and engaged with First Nation community partners. Other activities are at an administrative level to decolonize the research enterprise and systems, such as in our Human Research Ethics Board processes and Animal Care protocols. Other activities are focused on teaching members of our region's communities and UFV stakeholders about our shared colonial past and the path towards reconciliation through community engagement activities comprised of public lectures, training programs, and workshops.

UFV has led some significant research projects that are supporting stronger partnerships with First Nation communities and the creation of knowledge that confirms Indigenous claims of maltreatment at Canada's residential schools and provides ways for remembrance of lost family members. Three specific projects include the *Tk'emlúps te Secwépemc Archaeological Geophysical Surveys* to identify landscape anomalies that are considered to be the unmarked graves of children at the Kamloops Residential School. A second significant project is the partnership with old Masset Village Council on Haida Gwaii to create the *iit'l gudaad*—the Haida Heritage Plaza through archival research and interviews with survivors. The third project to be highlighted is the partnership with the Stó:lō Research and Resource Management Centre that is using a multi-faceted science based approach for the land and water in and around Chilliwack Lake to support legal claims to historical lands and resources. All of these projects were conducted with UFV researchers under the leadership of a UFV research centre.



UFV Undergraduate Research Excellence Awards, 2023

In an effort to decolonize research at UFV, the Research Office has taken steps to provide research resources, revise standards of practice, and include Indigenous ways of knowing. In partnership with the Centre for Global Development, the Research Office held a one-day forum with researchers, not-for-profits, and community organizations to learn from each other and compile best practices and lessons learned on how to decolonize research. The Human Research Ethics Board has advanced a Standard of Practice for working with the Stó:lō Research and Resource Management Centre, and participated in an environmental scan with the BC Network Environment for Indigenous Health Research to create a report for enhancing cultural safety. The *Animal Care: Respect for animals in teaching and research Policy 51* was approved in July 2022 and includes wording that integrates the principles of both Indigenous and Western knowledge systems to ensure that animals are protected and preserved for future generations. The Research Office has also released a new five-year Strategic Research Plan 2023–2028 that prioritizes Indigenization and decolonization and a Research Data Management Strategy that ensures that Indigenous data is treated appropriately. Further details on these plans are provided in Section 1.1.3.



In the past year, UFV hosted 31 community engagement events and programs aimed at promoting and supporting education of our colonial history and pathways to genuine reconciliation. Most significantly the Peace and Reconciliation Centre has initiated the *Xwelítem Siyáya: Allyship and Reconciliation Building*. This program has more than 100 members from the region participating in one year of presentations, workshops, and hands-on, land-based learning opportunities where participants will be guided in developing the knowledge and empathy necessary for becoming effective and respectful allies to local Indigenous communities. This program is hosted in partnership with the Stó:lō Nation, the Stó:lō Tribal Council, the Stó:lō Research and Resource Management Centre, and the Stó:lō Grand Chief's Council. Other community engagement activities include public lectures, workshops for local school boards, and podcasts to name but a few approaches to furthering reconciliation through education and action.

2. Reporting on Mandate Priorities & Ministry Strategic Initiatives

2.1 Reporting on the 2021/22 Mandate Letter Priorities & 2022/23 Minister's Letter of Direction

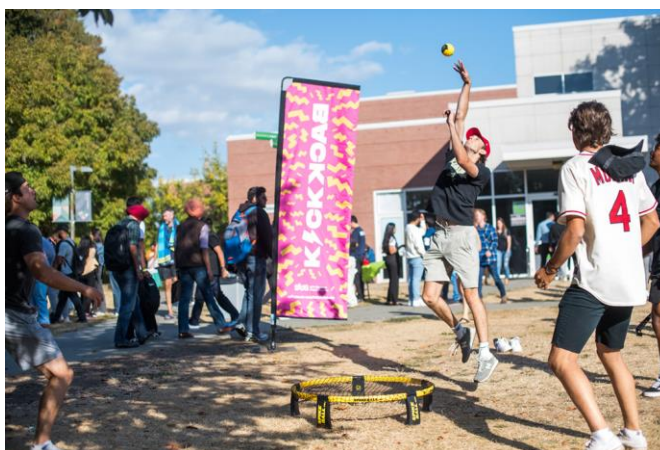
In Section 2.1, along with reporting on the three mandate letter priorities, we report on the six directives in the Ministry's Letter of Direction. In order, the first three directives, "Supporting the implementation of Skilled Trades Certification", "The Ministry's sexualized violence policy review", and "Further tech-relevant seat expansions" are in Section 2.1.2; the second three directives, "The funding formula review of provincial operating grants", "Working to align education and skills training to goals of the B.C. Economic Plan", and "Stronger BC: Future Ready Action Plan (formerly known as The Future Ready Skills for the Jobs of Tomorrow plan)" are in Section 2.1.3.

2.1.1 Mandate Letter Priority 1 & Relevant Indicators/Directives

Priority 1

Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the [COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector](#), and support your academic communities as you respond to COVID-19 impacts and recovery.

Fall 2022 saw a return to normalcy after two years of pandemic restrictions. UFV continues to maintain a [Return to Campus](#) (previously COVID-19 information) webpage that provides detailed information on all matters related to COVID-19, including services and guidelines for students and visitors, as well as for faculty and staff. UFV also continues to encourage everyone who is eligible to be up-to-date with BC's COVID-19 vaccination program, including the roll-out of the 2nd booster dose scheduled for the fall of 2022.



UFV's Fall kick-off KICKBACK, 2022

The 2022/23 academic year has been the first year since the onset of COVID-19 with no mandated restrictions for the offering of campus-based instruction and activities. In an effort to resume on-campus learning services, UFV Teaching and Learning conducted a university-wide faculty survey in Fall 2022 to re-assess the instructional needs of

faculty in providing multimodal course delivery. The survey revealed an ongoing demand for online and hybrid workshops focused on Indigenization, Internationalization, Assessment, and Blackboard Learn capabilities. Faculty also expressed a desire to engage in a Communities of Practice model to collaborate as colleagues around common teaching and learning interests and discuss challenges and opportunities through facilitated sessions. Micro-credentials or some formal recognition of faculty professional learning/development were also highlighted in the survey outcomes. The results provided clear direction for UFV to develop responsive programming and pointed to the shift to more face-to-face campus learning and professional activities.

Fall 2022 saw instructional activity 30% online, 13% hybrid, and 58% in-person, which was a significant shift from Fall 2021 with instructional activity 39% online, 23% hybrid, and 38% in-person.



UFV Convocation Ceremony, 2022

Like many events across the world, UFV's in-person convocation ceremonies were canceled in 2020 and 2021. Convocation was back with a bang at UFV in June 2022, as graduates celebrated their achievements with their families, friends, and faculty in four ceremonies at the Abbotsford Centre. A total of 2,617 students graduated this year, with 1,168 of them attending Convocation ceremonies and crossing the stage. Friends and family cheered, whooped, hollered, and even blew enthusiastically on kazoos to welcome the grads.

UFV keeps exploring opportunities to enhance the student experience on campus. With the construction of new student housing that will triple the number of beds available and expand dining facilities, more UFV students will be able to live on campus. In February 2023, the new student housing building on the Abbotsford campus took another step forward with the selection of the project's architect and builder.

UFV works to enhance student engagement on all campuses. Students were involved in a wide variety of activities including KICKBACK, Hubbub celebration of CityStudio experiential learning projects, the Enactus UFV club for business students, Student Research Day, and the end-of-year art exhibit. A record-breaking number of more than 2,000 students took part in the second year of UFV's Fall kick-off, KICKBACK.

The Fraser Valley Literary Festival, returned as an in-person event in November 2022. The festival, open to the public, offered workshops, discussions, and readings, giving readers and writers of all ages a chance to learn from, and engage with, literary experts. The festival was organized by UFV students, providing them with an opportunity to gain valuable experience in event planning and management. The festival's focus on literary education and its community involvement made it an ideal platform for lifelong learners looking to expand their knowledge and explore their passion for literature.

In October 2022, UFV had its first-ever Open House as a university—providing an opportunity for learners of all ages to explore various programs and courses offered by the university. Participants met faculty and current students, toured the campus, and participated in hands-on demonstrations and mini-lectures. More than 1,000 potential students were in attendance, and a number applied to UFV on

site. UFV is exploring ways to expand the open house to showcase Chilliwack and Mission campuses in the future.

The year 2023 marked the fourth annual Interpret festival, hosted by the UFV School of Creative Arts with Graphic + Digital Design on April 28. Everyone was welcome to join and explore art exhibitions by Visual Arts graduates, Film and Media arts screenings, live theatre performances by UFV Theatre's fourth-year devised class, and a Graphic + Digital Design showcase.

The Faculty of Science continues to offer Science Rocks! Camps every year in July and August. 2023 Summer Camp themes include Cryptography, Codes, and Crime Scenes; Energy, Engines, and Explosions; and Lasers, Light Sabers, and Lightening.

UFV hosted the 30th annual Fraser Valley Regional Science Fair on April 6th, 2023. 85 students from across the Fraser Valley participated. Students from K–12 competed for over 55 cash and prizes that were graciously donated by regional and provincial sponsors. Awards Day began with our 4th Annual Science Fair Open House. Everyone was invited to tour the UFV Science labs and take part in demonstrations hosted by some of our talented faculty and students.

Students from over 40 countries are currently housed in Lá:lem te Baker, and over half of the students in Lá:lem te Baker in 2022/23 were international.

UFV's women's basketball team enjoyed a strong start to their season in Fall 2022, ranking as high as third in Canada in the U SPORTS weekly national rankings.

UFV continued to offer a range of support for Indigenous students this year through the Indigenous Student Centres (ISC). Members of the ISC work to provide cultural and academic support, to help bridge the gap between the university and Indigenous peoples, and to help facilitate the Indigenization of our Academy. Virtual and face-to-face supports offered this year include meeting one-on-one with an Indigenous Student Transition Coordinator, online Live webinars and workshops, and resident Elder support.

The UFV community has been involved in reviewing and revising UFV's Institutional Learning Outcomes (ILOs). The existing ILOs were developed in 2012 and, ten years later, much has changed, warranting a review of the scope, language, and aims of student learning outcomes. An ILO review committee consisting of 40 representatives from across the institution, including faculty, staff, administrators, and students, are working in sub-groups to garner feedback from various committees and councils that they represent. This consultation is now complete and the ILOs are currently being rewritten.

UFV has developed several initiatives to engage with faculty, staff, and students across the institution. Workshops and events (in-person, online, hybrid) are offered to support faculty in using Blackboard tools, online technologies, apps, and a host of other technology and virtual tools to enhance student engagement.

In addition, the Learning Specialists each host Communities of Practice sessions for faculty and staff on technology integration, assessment and curriculum mapping, culturally responsive pedagogy, and weaving Indigenous Knowledge and Ways of Knowing into coursework. For new faculty, UFV Teaching and Learning offers the Launch program, consisting of 18 sessions over two semesters, designed to

support faculty in implementing high-impact teaching approaches, authentic assessment, and effective course designs. Regarding student engagement, the Supported Learning Groups (SLG) program involves third- and fourth-year students who are hired to support faculty in particularly challenging courses. The SLG Leaders re-teach difficult concepts through a peer-to-peer teaching model. These initiatives all serve to promote engagement from across the institution with the Teaching and Learning division.

UFV is implementing a new initiative called FLEx (Faculty Learning Exchange) with Learning Specialists from UFV Teaching and Learning. In Winter 2023, 12 instructors from the Arts, Science, and Health Science faculties invited Learning Specialists to observe classes and engage in a learning exchange about teaching, assessment, student engagement, and other related topics. There have been several positive outcomes of this project, including an increased awareness of the support that Learning Specialists can provide to faculty and greater value for engaging in dialogue about teaching and learning. The dual approach of mentoring and learning exchange has proven successful, with several faculty requesting ongoing FLEx opportunities for the 2023/24 academic year. There is also interest for faculty to set up their own FLEx networks within departments and schools. The overall impact of the FLEx initiative has been a heightened focus on collaboration and co-learning as foundations for professional growth.



Chef's Table by UFV Culinary Students, 2023

To address the need for decolonizing curriculum and pedagogy in post-secondary institutions, the Teaching and Learning division has committed to grounding our work in the “Five Rs” — respect, relevance, reciprocity, relationship, and responsibility. The Five Rs model informs the design of the Launch program for new faculty and is being used to shape the development of a Teaching and Learning strategic vision. As an institutional division committed to excellence in teaching and learning, we believe it is crucial to be role models on how to decolonize and Indigenize curriculum and

pedagogy. The impact of this approach is not yet apparent in terms of data, but informally, teaching new faculty in the Launch program about the Five Rs has proven transformative. The aim is that these guiding principles continue to inform how faculty engage with students, and in particular, students who identify as Indigenous.

2.1.2 Mandate Letter Priority 2 & Relevant Indicators/Directives

Priority 2

Work with the Ministry and your communities, employers, and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID - 19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

Micro-credentials

UFV piloted an innovative Digital Marketing micro-credential in the winter 2021 term. This program covers the important aspects of social media, public relations, search engine optimization, Google Ads & Analytics, social media ads, email marketing and automation, and growth marketing strategy, all taught by industry experts. Students can earn 11 industry-recognized micro-credentials, as well as the knowledge and tools they need to succeed in the fast-paced world of digital marketing. This program is delivered fully online and will run again in the Fall 2023 semester.

Co-op, Work Integrated Learning and Career Planning

Co-op

A total of 86 students participated in a co-op placement this past year, a decrease of nine students from 2021/22, but an increase of 29 students from 2020/21. These 86 students accounted for 116 co-op work term placements, with students in Computer Information Systems programs accounting for 39% of co-op placement activities, followed by Science at 29%, Business programs at 22%, and Arts at 10%.

The number of practicum course registrations at UFV this past year was 1,109, which decreased by 6% compared to 1,178 in 2021/22, but increased by 7% compared to 1,041 in 2020/21.

The Centre for Experiential and Career Education (CECE) received more than \$340,000 through Co-operative Education and Work-Integrated Learning Canada (CEWIL) to support two overarching community engagement projects under the umbrella of work-integrated learning.



Agriculture in the Laboratory, 2023

Box 4: CECE secures \$340k in funding to focus on UFV's 50th and Accessible Tourism



UFV's Centre for Experiential and Career Education (CECE) recently received more than \$340,000 through Co-operative Education and Work-Integrated Learning Canada (CEWIL) to support two overarching community engagement projects under the umbrella of work-integrated learning.

The first project—conducted in close collaboration with Tourism Abbotsford and the Abbotsford Downtown Business Association—aims to contribute to the local Accessible Tourism strategy.

The goal is to bring students from different disciplines together with community stakeholders and subject matter experts to assess existing tourist destinations through the lens of accessibility. From there, the group plans to propose sustainable strategies for Abbotsford to reach its full potential as an inclusive travel, recreation, and work destination.

CECE's Experiential Education office is seeking to engage 5–6 courses across the institution in summer 2023, and 7–8 courses in fall 2023 to reach student capacity each semester.

"The CEWIL funding will help promote innovation in experiential learning, highlighting the value of non-placement Work Integrated Learning, by offering the direct benefits to students while addressing community needs,"

says CECE experiential education coordinator Larissa Horne.

The second project: "History in the Making: Celebrating UFV's 50th Anniversary" explores the history and legacy of UFV as a vibrant hub of civil society and serves to cultivate a greater sense of belonging among students. Its multi-disciplinary framework examines the economic, social, and cultural impacts of UFV over time from a unique disciplinary perspective.

The project is conducted in partnership with the Community Engagement, UFV International, and Institutional Research and Planning offices, and in collaboration with community partners, including the City of Abbotsford.

CECE is inviting faculty to join a cohort of 7–8 courses in fall of 2023 to help celebrate UFV's upcoming anniversary through a variety of creative experiential learning projects whose deliverables are meant to contribute to UFV's marketing strategies for the upcoming milestone.

The funding formula behind both projects allocates the direct stipends for participation to domestic students. At the same time, the model delivers significant and meaningful non-monetary value to international students in the form of shared resources, guest speakers, site visits, and more.

"Being a part of these projects is a strategic move in elevating the real-life application of the work UFV students are doing in the classroom," says CECE director Candace Stewart-Smith.

"Due to the multi-disciplinary nature of these opportunities, I encourage faculty across all disciplines to reach out to discuss ways that your classes can be involved in this important work that has direct, immediate, and lifelong impacts on our on- and off-campus communities."

Work Integrated Learning

UFV continues to provide a [Student Experiences Fund](#) to fund students in experiential learning initiatives outside of the classroom that support personal and professional growth. 40 students received funding in the past year. Self-motivated students found experiential learning initiatives that were not directly a part of their coursework to enhance their personal and professional development. Some of the activities



Learning to Milk Dairy Cows, 2023

that were funded include nwHacks at the University of British Columbia, Kin Games, North America Model United Nations at the University of Toronto, and presentations of research findings at different conferences.

The Work-Study program continues to be a means by which students access Work-Integrated Learning (WIL) opportunities on campus. There were 123 work-study placements in 2022/23, with all spots being successfully filled.

Last year, CECE received \$89k to fund three projects to increase Work Integrated Learning opportunities for UFV students. The projects were:

- Science Studio: Sustainable Work-Integrated Learning Placements for Science Students Solving Local Environmental Challenges

One of the outcomes of this project was the provision of 162 micro-placements performed by instructors within classrooms to introduce students to purchased equipment and related techniques. Students were engaged in solving real-world challenges for local employers and organizations. Employers witnessed first-hand the valuable and transferrable skills that science students hold and envisioned science students as viable candidates for future employment in their organization. Other outcomes include sharing of career training/career resources with 155 students, and the development of two 4-month Co-op Research Students for Soil & Water Sampling, four 12-month field research assistants, three 8-month Field Research Assistants, and 14 students trained to work as research assistants in the field.

- Expanding Work-Integrated Learning and Reducing Barriers for Students in the Data Analysis Certificate (DAC) Program

A major outcome of this project was the creation of 20–30 WIL opportunities for DAC students. The project led to collaborations with employers and industry partners from the Fraser Valley that have not previously hired students for WIL placements, namely BC Cancer Agency Abbotsford, Translink, Statistics Canada, Abbotsford Regional Hospital, and the Chilliwack City Studio. More than 40 students were provided career training and personal and professional development seminars/resources to enhance students' on-going employability and employers' ability to recruit, mentor and retain students.

A Statistical Consulting course was developed as a formal curriculum model for collaborative research that includes community/industry partners.

- Science Rocks! And Super Science Club outreach

The intention of this project was to create at least 20 WIL positions for students from the Faculty of Science to work in science outreach, planning and delivering science programming to children in the Fraser Valley through our Science Rocks! The goal was exceeded through the development of 64 WIL placements throughout the year. The placements included Days events, community visits with local groups, summer camps, and Super Science club groups in 10 schools in the Fraser Valley. A relationship was developed with the District Principal of Indigenous Education.



Science Cafe, 2023

Overall, these projects expanded opportunities for students to enhance their technical training, gain interpersonal experience, receive career training/resources, and participate in hands-on work while engaging with the local community. The experiences students gained will play a role in shaping their future careers.

A total of 281 students were involved in CityStudio Abbotsford and Chilliwack projects in the past year, an increase of 28 students from 253 students in 2021/22.

In the Fall 2022 semester, a joint Hubbub between the Cities of Abbotsford and Chilliwack took place in Abbotsford City Hall. This was a Hubbub #10 for CityStudio Abbotsford which was launched in 2018, and Hubbub #4 for CityStudio Chilliwack which was launched in 2021. The student project showcase featured 34 projects based on 6 civic challenges.

- The NURS 403 students explored how to leverage culture in the City of Abbotsford to improve health and wellness and build community engagement and connection for systemically marginalized groups. The NURS 403 Chilliwack cohort examined the role that youth engagement plays in community health assessment in Chilliwack.
- The Graphic Design students in GD 157 were tasked with visualizing the hidden careers that run the City of Abbotsford and make it a beautiful place to live. Students captured the stories of civic employees to both celebrate them and encourage people to consider careers in local government.
- The first year Graphic Design students in GD 101 provided their personal reflection in a visual postcard format on one of the following questions: “What does a community filled with rich and diverse cultural experiences look and feel like?” or “What does a community of connected people

and neighbourhoods look and feel like?” This course focused on design fundamentals and visual communications practice and twelve projects from the class were selected for the HUBBUB showcase.

- The GEOG 252 class launched a new direction within CityStudio Chilliwack, “Chilliwack in Focus.” The project aimed to assess the ways that Chilliwack as a municipality, and as an individual neighbourhood, changed over time, and how this relates to livability, sustainability, and community growth.

In the Spring 2023 semester, CityStudio Abbotsford’s Hubbub #11 featured 13 student projects based on 4 civic challenges. The Hubbub also provided a preview of select projects from the upcoming first stand-alone CityStudio Chilliwack digital Hubbub.

- A Prescription for Culture project in NURS 403 continued to explore the issue of leveraging culture to improve health and wellness and build community engagement and connection for systemically marginalized groups.
- Energetic Abbotsford—Sustainable Transportation project in GEOG 300 looked at the transportation initiatives and "envisioned energetic Abbotsford using active transportation strategies" while examining pros, cons, and ideas for improvements.
- Citizen Satisfaction—The Vital Signs project in GEOG 252 continued the tradition of CityStudio courses examining community issues through an in-depth data analysis. “Why should I live in Abbotsford?” was the main question behind the challenge, in which the Abbotsford Community Foundation partnered up with CECE to provide a unique data set behind the Vital Signs Community Survey.
- A CityStudio inspired project named “Festival Rebranding Concepts” gave the GD 374 students a unique chance to design and pitch the brand identity for a festival in Abbotsford which supports the City's Culture Connect Strategy—Culture Recovery: “to be ready for recovery and to welcome the community back to culture and the activities, programs, facilities, festivals and events many have missed.” Students created a comprehensive brand identity system that involves design research and strategy, visual language, narrative, collateral, and presentation materials.

A subsequent CityStudio Chilliwack digital Hubbub launched in Spring 2023 featured 4 civic challenges addressed by classes in the Environmental Studies, Nursing, and Geography. Twelve student teams have been selected to display their posters for the digital Hubbub.

- The GEOG/CMNS 257 class Environment: Science and Communications explored the issue of waste management. The students examined the waste resulting from the use of herbicides and pesticides, assessed the waste management practices implemented by an apiary, and examined the issue of agriculture poultry waste management.
- The Special Topics in Geography 300W course aligned with the Environment: Science and Communications course and delved further into the issue of waste management. The students made recommendations on managing waterways, applying a circular economy principle to waste management, and establishing a new role within the civic government to oversee waste inspection.

- The Sustainable Fashion project in ENV 330 critically addressed the question of sustainable fashion through looking at the fast fashion issue. Students delivered a series of public-facing educational posters for UFV's March for Sustainability event named "Clothing the Loop: Reuse, Recycle, Restyle" which contained invaluable data on various fabrics used in fast fashion vis-à-vis biodegradable practices.



CityStudio, 2022

- As part of social innovation within CityStudio, Nursing students examined the problem of food security in Vedder, a community in Chilliwack. Research sub-topics included the post-Covid environment, rising inflation, full-time employment, and mental health issues.

UFV faculty presenters took the stage at the annual faculty micro lectures in February 2023 to speak about the findings and implications of their research. Audiences learned about over twenty topics in under an hour.

Skills Canada has a coordinated Pan-Canadian approach to promoting skilled careers in trades and technologies. In May 2022, two UFV students won medals at the Skills Canada National Competition.

Twenty-three UFV student athletes were recognized as Academic All-Canadians by U SPORTS Canada for achieving a 3.66 GPA or higher while playing on their university's varsity team.

Manjot Benning, Biology major, and Catherine Laflamme, Physics major, have been selected to represent UFV this summer, in person, at the 64th Annual London International Youth Science Forum. Manjot and Catherine will travel abroad this summer to join 500 other leading scientists from around the world where they will be immersed in a 2-week long program.

Four students majoring in human resources management from UFV's School of Business earned first place in two categories at the International Business Ethics and Sustainability Case Competition (IBESCC) held in Los Angeles in April 2023. They are Chad Charest, Monisha Kingra, Amandeep Rai, and Rebecca Whitmell who came out on top of their division's 10-minute and 90-second business case presentation events.

Experiential learning for students is the primary motivation for research at UFV. The one-on-one mentoring facilitated through research activities is a high impact teaching practice and often cited by students as a highlight of their undergraduate experience and is influential in supporting their applications for graduate school, professional school, or employment.

This past fiscal year researchers hired 371 undergraduate students to work alongside them on research projects. Researchers provided paid research employment for 30 Masters and Ph.D. students from other universities that received advanced training while conducting cutting edge research. In addition, UFV hired 7 postdoctoral fellows that conducted research under the supervision of our research chairs, externally funded researchers, and directors of research centres. These external graduate students and postdoctoral fellows provide significant mentorship and supervision of UFV undergraduates and expose them to new opportunities and networks of like-minded scholars.

More than 40 UFV student researchers, including 5 recipients of the prestigious Undergraduate Student Research Awards by the Natural Sciences and Engineering Research Council of Canada (NSERC), were honoured at the annual Undergraduate Research Excellence Awards.

UFV Campus Planning & Facilities Management teamed up with UFV students in the course *Community Arts Practice* in Winter 2023 and designed and painted two murals on a Chilliwack campus building.

UFV continues to host [Student Research Day](#). The event featured student micro-lectures which was followed by the student research poster competition. It showcased faculty-supervised student research with a diverse audience of UFV academics, students, family and friends, industry and community leaders, and other members of the community.

Career Planning

CECE participated in 25 events with a total of 2,078 students taking part. 15 of the events were for students and employers to engage in career conversations. CECE partnered with UFV International's Settlement, Transition, and Engagement (STEP) Café Program for their first inaugural event, *Resume Review & Mini Job Fair*. The event connected international students with community employers for an in-depth discussion on resume best practices. The discussion was followed by a rapid resume review and a mini job fair to support international students in the next career steps.

This year's Canada Career Month theme was Amplify. Highlights of UFV's Career Month events included: *Navigating your post-graduation transition with employers*, an alumni and employer panel for international students eligible for post-graduate work permit on transitioning from university to the workplace; *Negotiating Salary and Benefits Alumni Panel*, hosted virtually, bringing four UFV alumni together to discuss salary and benefits negotiation strategies across private, public, and non-profit sectors; *Let Your Disability Help Amplify Your Employment Success*, a keynote address by Alyson Seale, UFV Associate Professor and TASK Program Instructor, hosted virtually on strategies to amplify employment success by building confidence, asking for need during recruiting



UFV Student Research Day, April 2023

process and hiring process, and learning how to engage potential employers in conversation about disability, and how beneficial you and your disability will be to the organization.

UFV hosted their second (in Fall 2022) and third (in Winter 2023) Virtual Pacific Career Fair (VPCF) in partnership with Douglas College, Capilano University, and Vancouver Community College. Highlights included American Sign Language interpreters for virtual employer and student orientations and VPCF stage programming. The keynote address at the second VPCF invited Dr. Candy Ho, UFV Assistant Professor of Integrative Career & Capstone Learning, on *Relationship-focused Networking, One Conversation at a Time* for job seekers to value the importance of networking through relationship building in a professional capacity, and at the third VPCF invited Shannon Laing, Career Success Coach, *Best practices when networking with employers on LinkedIn* due to the prevalent industry use of LinkedIn as a networking and job candidate personal branding tool. In the third VPCF's employer orientation, participants were invited to share their job seeking experience including barriers and challenges. The student and alumni panel provided valuable insights to employers on how to better support job candidates during their recruitment and interview process. The second VPCF had a total of 82 employers and 806 students/alumni registered. The third VPCF had a total of 40 employers and 695 students/alumni registered.

Over the past year, employers listed 3,270 jobs on [CareerLink](#), CECE's online job database.

To research on meaningful and equitable career access for Students with Disabilities, CECE collaborated with the Centre for Accessibility Services (CAS) on a project—"Transitioning to a Successful Career Start: A 'Human Library' of CAS-registered Students' Lived Experiences." This project focused on understanding the lived experiences of CAS-registered UFV students, or students with disabilities, as they began transitioning into their careers. Storytelling was utilized in centering participant voices to help minimize stigma and isolation and to increase awareness of these and other challenges for UFV support units, potential employers, and allies. To this end, participant insights have been translated into recommendations for student, educator, and employer audiences, as well as content for workshops aimed at promoting community and equity across learning and workplace environments.

UFV continues to host Writers-in-Residence to inspire students, mentor aspiring writers, and provide practical advice on publishing. Rob Taylor, a well-established poet, is the Writer-in-Residence in 2023. He met with UFV students one-on-one, hosted poetry reading events, and organized a public writing workshop during his residency at UFV.

High-demand occupations

UFV continues to deliver programming that meets the labour market and economic needs of the Fraser Valley and of the province. The university added the Business Analytics Post-baccalaureate diploma program and the International Business Post-baccalaureate diploma program; both will begin in Fall 2023.

Enrolments in UFV's Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Sciences) degrees continue to grow, from 46 to 52 domestic FTEs over the last year.

School of Trades, Faculty of Applied and Technical Studies successfully requested funding from SkilledTradesBC to put on extra intakes of high demand skilled trades programs in the following areas:

- Welding Foundation
- Automotive Foundation including a partnership with Chilliwack School District (SD 33)
- Joinery Foundation
- Apprenticeship—Carpentry Levels 1 and 3
- Apprenticeship—Electrical Levels 2, 3, and 4

Applied and Technical Studies Industry Services worked in partnership with Stó:lō Aboriginal Skills & Employment Training (SASET) to deliver targeted foundational training in Building Service Worker and Youth in Trades (four week trades sampler):

- To provide skills & training to people in communities to support their communities
- To prepare students for transition to employment, apprenticeship or further post-secondary education

In 2022/23 UFV produced a total of 46 TECH Expansion FTEs through expansion funding related to the technology sector, on a target of 40. These TECH Expansion FTEs were offered through programming in high demand technology occupations, including the Applied Bioinformatics Certificate, the Coding Certificate, the Graphic and Digital Design Extended Minor and Minor, and the Bachelor of Media Arts.

The number of domestic students enrolled in UFV's Early Childhood Education Certificate program and the Early Childhood Education Diploma program increased this year, from 63 students in 2021/22 to 65 students this year.

UFV offers seven apprenticeship programs and two pre-apprenticeship programs, along with nine foundation trades programs, preparing those with no trades experience for entry into an apprentice program. All of these foundation programs are open to Fraser Valley high school students.

High school students are eligible to participate in UFV's Explore Trades Sampler program. This program allows participants to sample multiple trades to see which, if any, are suited to their goals and interests. Students explore trades including architectural drafting, electrical, heavy mechanical, automation and robotics, carpentry, welding, and plumbing and piping; acquiring basic skills using top-of-the-line equipment and tools at UFV's Trades and Technology Centre in Chilliwack. There are several other [trades courses](#) offered through UFV's Continuing Education department, including artisan trades, automotive & mechanical industry, electrical, bicycle technology, and woodworking.

In 2022/23, the university produced a total of 773 domestic FTEs in programs funded by SkilledTradesBC with the largest number of enrolments in the Electricity Apprenticeship program (192 FTEs), followed by Carpentry Apprenticeship (101 FTEs), and Automotive Apprenticeship (78 FTEs). UFV offers several trades programs that lead to occupations identified in the BC Labour Market Outlook: 2022 Edition's list of top 15 trades, including these three apprenticeship programs.

Health-seat expansion

There is high demand in the labour market for health occupations including registered nurses, practical nurses, and health care assistants. UFV Faculty of Health Science programs meeting this need include the Bachelor of Science in Nursing (BSN), Diploma in Practical Nursing, Licensed Practical Nurse (LPN) Access to BSN, Bachelor's degree and a minor in Kinesiology, the Health Care Assistant Certificate, and

Certified Dental Assistant Certificate, along with students in the 3-year Bachelor of Science in Nursing Fast-track program.

In 2022/23, an additional 17 FTEs were added to the 4-year Bachelor of Science in Nursing program target and the fall and winter first year intakes of this program were increased from 32 to 40 seats. A corresponding 17 FTEs were removed from the 3-year Bachelor of Science in Nursing Fast-track program. The 3-year Bachelor of Science in Nursing Fast-track program is in the process of being discontinued.

UFV produced an additional 16 FTEs in the Health Care Assistant program in 2022/23 compared to 2021/22. For 2022/23 the FTE target for the Health Care Assistant program has been distributed such that there is a target of 55 FTEs (increase of 48 FTEs compared to 2021/22) under the Nursing-HCA (NHCA) Ministry funding code, and 21 FTEs (a reduction of 27 FTEs) under the Health One-Time (HLOT) Ministry funding code for the Health Care Assistant Partnership Pathway program, resulting in a net target increase of 21 FTEs for the HCA programming.

The BSN program is currently working with the Ministry and the BC Cancer Agency to develop an Oncology Pathway for our BSN Preceptor students.

Initiatives to support Former Youth in Care and vulnerable and underrepresented groups

UFV is committed to work to improve and implement initiatives to increase participation and success of students, including Former Youth in Care (FYIC) and vulnerable and underrepresented groups.

Continue to increase the overall numbers of Former Youth in Care accessing the Provincial Tuition Waiver Program

In 2022/23 UFV saw 176 FYIC benefit from the BC Government's tuition waiver program, totaling \$320,658 distributed. The previous year there were 191 headcounts and \$330,596 distributed, representing declines of 8% in headcount and 3% in distributed funds. The decline in FYIC students and funds is associated with an overall decline in domestic FTEs at UFV experienced during the pandemic (some 9%), which, as research shows, impacted marginalized and vulnerable populations to a greater extent than others. With lower domestic enrolments during the pandemic, and continuing after it, we likely had fewer FYIC applicants which means fewer continuing FYIC students. We have observed that FYIC students prefer face-to-face services that are relationally driven. We hypothesize that COVID created a barrier to face-to-face services not only here but with their existing support networks, resulting in less guidance and support due to lower relational engagement. As UFV has opened back up, we are expecting to see an increase in enrollments of this population again.

UFV has increased staff devoted to supporting FYIC in our Financial Aids and Awards office from 0.6 to 1 FTE.

Participate in the Ministry-led Campus Navigator Community of Practice

UFV is part of various Ministry-led, provincial, and national communities of practice focused on ensuring the support of vulnerable and under-represented students. These include Student Aid BC, Canadian Mental Health Association, and Canadian Association of College and University Student Services. The

team in UFV's Student Services participates and acts as leaders in the Canadian College and University Student Services (CACUSS) Case Manager Community of Practice.

UFV has implemented the Campus Navigator Community of Practice through a cluster of Student Support Coordinators. The university has five FTEs of support in these positions who work directly with students to coordinate their supports both internal and external to UFV. Within these positions are Student Support Coordinators with International and Indigenous specializations. This creates an interdisciplinary support team that works with the full student population. The specializations in International and Indigenous were created in response to the overrepresentation of these populations in the FYIC case numbers.

UFV has worked with groups such as Archway, Chilliwack Community Services, Foundry, school district counsellors, and Ministry of Children and Family Development staff to transition and support students. The supports and services needed vary based on the unique intersectional identity of the student. Resultingly, we adapt supports and services for students depending on where they are at in their learning journey (currently engaged, aged out, historic).

Coordinate and augment wrap-around supports on campus and linked to community supports for vulnerable and under-represented students

UFV's [Student Support Team](#) is a central hub for support of all students. Our Student Support Coordinators act as case managers and system navigators, ensuring holistic, integrated, and wrap around support for students. They connect students to a range of campus and community supports to best meet student needs, emphasizing student choice, empowerment, and agency.

Students have access to a range of supports and services, which they can access directly or through a Student Support Coordinator, on campus including:

- [UFV-SUS Food Bank](#), which provides food hampers to students and their dependents who are facing food insecurity
- [Freezer meals](#), offered for sale in our cafeteria via a vending machine, at a low cost to support food security
- [Student Emergency Fund](#), which provides emergency grants to students facing unexpected financial needs and includes a dedicated fund for Indigenous students
- [Coast Capital and Peer Resource Centre](#), which provides peer-based wellness supports in a safe, welcoming, and inclusive space, while also providing information on, and referrals to, campus and community supports and resources
- [Financial Aid and Awards](#), which provides advice and support in identifying the ways students on funding their education
- [Counselling](#), which provides free personal and urgent counselling for all students and maintains connection with community supports and services, such as drug treatment, counseling services, and health services, to refer students
- [Accessibility Services](#), which ensures academic accommodation for students with disabilities
- [The Indigenous Student Centre](#), which provides community, cultural support and engagement, and overarching support for self-identified Indigenous students

- The [Academic Success Centre](#), which provides free tutoring and academic workshops for all students
- And more!

The wrap-around support that UFV provides to FYIC and vulnerable and under-represented students on UFV campuses and within the community covers financial assistance, mental health support, specialized support for trades students and Indigenous students, supportive and engaging faculty, supportive disability services, gender parity and equity support, and support for students with diverse backgrounds, with more details below.

Financial Support

UFV Financial Aid and Awards has a [webpage](#) with detailed information about the Former B.C. Youth in Care funding and are available to assist students with questions and in the application process.

Financial Aid and Awards routinely meets with PTW Program recipients to check in on their workload and program fit, and makes appropriate referrals for Academic Advising, Career or Personal Counselling, the Indigenous Student Centre, the Centre for Accessibilities as well as liaising with students and their support workers to assist with their applications, transfers, and appeals. In addition to the PTW Program, Financial Aid and Awards support current or former youth in care with a range of student services and funding opportunities that include:

- Youth Education Assistance Fund
- Youth Futures Education Fund held at Vancouver Foundation
- The Federation of BC Youth in Care Network (FBCYICN) Dream Fund
- The Federation of Community Social Services of BC
- The Howard Legacy Youth Fund (HLYF)
- Other need based funding sources, such as student loans, UFV bursaries, and UFV emergency student funding
- UFV scholarship and leadership awards and external award opportunities

This year, along with the PTW disbursements, UFV distributed \$371k in scholarships, \$468k in bursaries, \$189k for the Athletic Scholarships and the B.C. Athletics Assistance Program, \$213k in entrance scholarships, \$145k in B.C. emergency grants, \$76k for Youth Future Education Assistance Fund, and \$139k for Donor Funded Emergency Grants—a total of \$1,920k in student awards. UFV also distributed private and external awards valued at \$197k.

Mental Health Support

UFV is in the process of hiring a Counsellor, Intake and Navigation. As demands for mental health supports grow, we are adopting a quick appointment and triage system. Under this model, students can be seen quickly by an Intake Counsellor that can provide some immediate support and then refer into other services. The Counsellor, Intake and Navigation, will also develop community connections. The individual will build and maintain relationships with key groups in the Fraser Valley, including Fraser Health, Foundry, the Chilliwack Youth Health Centre, and others so as to inform students of community-based services, refer students to service, build external community understanding about the nature (and limitations) of mental health services at UFV, identify opportunities for collaboration and partnership, and deepen care structures within and beyond UFV.

UFV Wellness Centre offers one-on-one support sessions, health & wellness programming, and help to students in a safe, welcoming, and inclusive space by identifying available resources and providing referrals.

Specialized Support for Trades Students

UFV has hired for the new position of Navigator, Student Support and Engagement, funded by Coast Capital, to support the successful recruitment, transition, and retention of students in Foundation and Apprenticeship programs in the skilled trades, with a focus on supporting students from under-represented groups in trades occupations including women, Indigenous people, people of colour, 2SLGBTQA+, newcomers, and people with disabilities.

UFV Faculty of Applied and Technical Studies received funding from Coast Capital to support two key initiatives. The first is targeted funding to support students in the Skilled Trades (both Foundation students and apprentices are eligible) who are requiring financial assistance to complete their studies.

UFV offered 4 intakes of Explore Trades to youth and adults. This 12-week program includes Workplace Skills training as well as technical training in Culinary Arts, Automotive, Welding, Carpentry and Electrical.

- Our 2023 Winter cohort was offered to female identifying students to provide a comfortable and safe learning environment.
- One cohort was offered to Indigenous participants in partnership with Seabird Island Community School (February–April 2023).
- Another cohort was offered in partnership with Kw'yeqel Alternative Secondary School, Chilliwack School District—SD 33 (February–April 2023).
- As a result of the Spring 2022 Explore Trades two students entered Electrical Foundations and one into Welding foundations in Fall 2022—all from underrepresented populations.

UFV is offering Woman of Steel in partnership with the Canadian Welding Bureau Welding Foundation and the BC Centre for Women in the Trades. This is a 16-week pre-apprenticeship program designed to give female identifying students the opportunity to gain skills and training required to gain an apprenticeship in the Welding industry (June–September 2023). The program includes wrap around supports and mentoring of participants.

Faculty and academic leadership of Applied and Technical Studies participated in the Supporting Women in the Trades (SWiT) conference, held in St. John's NL. SWiT brings together Canada's tradeswomen and their allies including employers, labour representatives, government, educators, community partners and experts in diversity, equity and inclusion. Delegates shared experiences, learned strategies, gained skills and connected with resources to bring back to UFV.

Specialized Support for Indigenous Students

UFV has one Indigenous Student Transition and Engagement coordinator, six resident Elders, and one knowledge keeper, all working with the Indigenous Student Centre (ISC), to ensure ongoing one-on-one support for all incoming Indigenous students. Additionally, the ISC hires a range of community members to participate in particular projects and activities, drawing on the resources, expertise, and wisdom of the communities it serves. Elders provide cultural, social, and emotional support to our students. They

also promote an understanding and respect for Indigenous perspectives, culture, and values that support Indigenization at UFV. Each Elder has a special gift and lived experiences and we are very grateful to have this diversity and wealth of knowledge for our students, staff, and faculty. Students may request to meet one-on-one with an Elder for support.

The [Indigenous Peer Mentor program](#) helps Indigenous students make a successful transition to university life and academic studies. The focus of this program is to support first-year self-identified Indigenous students through one-on-one, personalized weekly meetings at which the mentor shares experiences and encourages their mentees to find and utilize applicable campus resources. Mentorship from an Indigenous perspective focuses on self-awareness, leadership, self-care, personal values, and empowerment. Peer mentors are 3rd and 4th year Indigenous students, who have been trained to work with the mentee to develop stronger and more effective skills in time management, goal setting, and study techniques. Mentors also help mentees with navigating myUFV, Blackboard, registration processes, and understanding waitlists. In addition, the Indigenous Student Centre provides free, drop-in tutoring for students in collaboration with the Academic Success Centre.

Supportive and Engaging Faculty

UFV's Teaching and Learning Centre (TLC) has resources to provide faculty with strategies and tips for being more inclusive in their instructional practices and to make the classroom experience more accessible to students. In addition to the online course of Building Strengths, they offer the Teaching and Learning Tool Kit with resources on how to assist learning for students with disabilities, online workshops on Basics of Universal Design and Blackboard Ally, and one-on-one consultations with a learning designer or teaching & learning specialist. Blackboard Ally is an accessibility application that works with Blackboard to help ensure that the digital course content is accessible to learners. Ally provides course content in accessible formats, including electronic braille and audio files. TLC, partnering with Centre for Accessibility Services (CAS), hosts an annual accessibility awareness event to promote and raise awareness of accessibility. It features keynote presenters, workshops, and other relevant sessions to showcase and learn about accessibility and coincides with National Accessibility Week.

Support for Students with Disabilities

UFV offers students with disabilities an 8-month Workplace Training in the Attitudes, Skills, and Knowledge certificate program at the Chilliwack campus, taking place over two semesters. The program aims to help students gain self-management and employment skills and develop career objectives in their chosen field.

The Centre for Accessibility Services at UFV held the second annual Transitions and Information Event in June 2022. This event was open to students, parents, and service providers who were hoping to learn more about the services available to students with disabilities once they transition into post-secondary. The Centre for Accessibility Services supports students who experience accessibility barriers related to disabilities such as learning disabilities, autism, mental health, physical disabilities, and more.

UFV launched the Accessible BC Act Steering Committee to lead UFV's response to new provincial legislation. Led by Dr. Alisa Webb, VP Students and acting Vice-Provost Academic, and Audrey Ackah, General Counsel, the group is developing the foundation necessary to build on existing plans and approaches to ensure UFV is a fully accessible institution. Informing this work, Larissa Horne,

Experiential Learning Coordinator, and Maureen Wideman, former AVP Teaching and Learning, have undertaken research projects focused on the experience of individuals with disabilities at UFV.

Gender Parity and Equity Support

UFV supports gender parity and equity in numerous ways:

- Supporting gender diversity by allowing for multiple identifiers on official documents and self-serve options to ensure students can use their preferred names
- Ensuring non-discriminatory access to washrooms based on gender identification
- Providing free access to feminine hygiene products in female, unisex, and private washrooms
- Ensuring access to leave time for victims of domestic violence
- Providing emergency housing for students in unsafe living situations, the majority of whom identify as female
- Providing access to financial supports and services, such as bursaries which promote gender equity, as well as our Food Bank and other services
- In Winter 2023, the Explore Trades program at UFV was offered to a cohort of female identifying students, providing a unique opportunity for participants to explore a variety of trades including automotive, aviation, electrical, plumbing, welding, and heavy mechanical
- Celebrating important days related to gender parity and equity
 - International Women’s Day (IWD) every year on March 8th to recognize the importance of gender equality and to acknowledge and address historical and enduring inequalities. For International Women’s Day 2023, UFV shone a light on the extremist hate experienced by women in the public sphere by screening the documentary *Backlash: Misogyny in the Digital Age*, which was followed by a short Q&A with Sundeep Hans, UFV Director of Equity, Diversity and Inclusion, and Dr. Allyson Jule, Dean of UFV Faculty of Education, Community, and Human Development
 - International Transgender Day of Visibility on March 31 to celebrate Trans individuals and communities and their contributions to culture and society
 - Annual Transgender Awareness Week: the week of November 13–19
- New relevant course—PHIL 308: Philosophy of Gender and Sexuality
- Sharing relevant resources through newsletters; HR Employee and Family Assistance Program Life Lines newsletter, for example, Issue #3 in 2023—[Women’s Mental Health Concerns, Barriers, and Support](#)
- Exhibit; for example, an exhibit at the S’eliyemetaxwtexw Art Gallery in Fall 2022, featuring the photos that represent newcomer women’s experiences of “belonging” and “exclusion” as they settle



International Women’s Day at UFV, 2023

in Canada, which is a Photovoice research project with researchers in the UFV Adult Education and Social Work & Human Services departments

- Conduct a review of employee recruitment and retention tools and methods with an EDI lens; to make sure to use inclusive, unbiased language focused on qualifications and skills necessary for the job

Evidence of UFV's accessibility and relevance is found in the 2022 survey of UFV first-year students conducted by CUSC: 97% students reported that professors treat students the same regardless of gender.

Support for Students with Diverse Backgrounds

The year 2022 was the seventh consecutive year UFV has partnered with the Ann Davis Transition Society to hold a vigil in memory of the 1989 Montréal Massacre at l'École Polytechnique on the National Day of Remembrance and Action on Violence Against Women. UFV also sponsored the Coldest Night of the Year in Chilliwack in February 2023, supporting local charities helping people in need.



Coloring UFV Campuses with Pride, 2023

UFV Student Union Society maintains a [Black History Month](#) webpage to invite the UFV community to engage in Black History Month activities and resources that honour the legacy of Black Canadians and their communities.

Evidence of UFV's accessibility and relevance is found in the 2022 survey of UFV first-year students conducted by CUSC: 99% of students reported that professors

treat students the same regardless of race.

At UFV we build programs that educate our students to be ethical and engaged global citizens who redress historical injustices. The School of Social Justice and Global Stewardship, SoJust, has been formed to bring together the major and minor program areas of Global Development Studies, Indigenous Studies, Peace and Conflict Studies, the Latin American Studies extended minor, and certificate programs in Indo-Canadian Studies, and Migration and Citizenship. This alignment embodies the university's commitment to impactful social development and justice, both locally and globally.

Box 5: School of Social Justice and Global Stewardship hosted community launch—March 31 and April 1



UFV alumnus Paul Brammer returned to work here as the coordinator for the new School of Social Justice

One of UFV's newest academic alignments embodies the university's commitment to impactful social development and justice, both locally and globally.

The university has offered courses in global stewardship and social justice before, but now the College of Arts has amalgamated these disciplines into one school that will embody the spirit of engagement, transformation, and activism.

The School of Social Justice and Global Stewardship, known as SoJust, has been formed to bring together the major and minor program areas of Global Development Studies, Indigenous Studies, Peace and Conflict Studies, the Latin American Studies extended minor, and certificate programs in Indo-Canadian Studies, and Migration and Citizenship.

"The idea that birthed SoJust was bringing together these small program areas that have like-minded interests," says Paul Brammer, the school coordinator for SoJust. "Whether it's research and teaching interest or areas of expertise, we want to bring them together to create an interdisciplinary school with an interdisciplinary student body."

"The spirit of SoJust is all about breaking down the walls between our disciplines, creating an interdisciplinary space that is more of a shared vision, a shared community."

Bringing these global-impact-related disciplines together will help them to grow and thrive.

In addition to housing robust degree programs, the School of SoJust also aims to bring practical experience to campus, to help bring perspective to students.

"We're planning to have our inaugural Activist-in-Residence for SoJust, similar to the Writer-in-Residence that the English department has," notes Brammer. "The activist will be tasked with a combination of working with students, working with faculty, and bringing in their own expertise from their own communities, from wherever they're working or wherever they're active."

The school is in the process of hiring its inaugural Activist-in-Residence, who will begin their work in the new academic year, along with the launch of courses under the SoJust label.

The first SoJust-specific course, SJGS 100, will be offered for the first time in the fall. This interdisciplinary offering features expertise from a variety of faculties involved in the SoJust. This is only the first step. More interdisciplinary courses are being planned.

The launch, which celebrated the beginning of this school's journey, was a two-day affair, running from March 31 to April 1.

March 31 involved a more traditional academic launch, with a morning of research presentations by current upper-level SoJust students and recent graduates from SoJust programs. In the afternoon SoJust faculty hosted a keynote conversation with Sarah Kamal.

"Sarah is currently project lead in Lytton with Kanaka Bar Indian Band," says Brammer. "The project is called Wow-um: Calling all People. It is about community engagement and land recovery. Lytton was hit badly by fires a couple years ago and hit badly by droughts last year."

Sarah is working with the Indigenous community on land revitalization and community engagement.”

On April 1, the launch headed outdoors. Community members were invited to participate in the planting of a “pocket forest” in the Miyawaki tradition on the territory of the The’wá:li Nation. The event featured performances, talks, and food.

“The idea of a pocket forest comes from this Japanese school of thought where you can grow a 200-year-old forest in 30 years,” says Brammer. “You can fast-grow an old-growth forest, which is amazing.”

“We’re inviting people to come out, bring their boots, bring their gloves, bring their kids,” says Brammer. “I’ll be bringing my two sons.”

In partnership with Archway Community Services, Continuing Education secured funding from BC Teachers of English as an Additional Language to develop first aid instructional materials.

Our UFV alumni network offers career guidance, mentorship, and job opportunities to students from diverse backgrounds, helping them to overcome potential barriers in their professional journeys.

UFV International created regional online campaigns that lead prospective students to UFV’s International Viewbook. Prospective students are given an opportunity to schedule an online meeting with a recruiter. UFV International has received nearly 14,000 of these form submissions from 117 countries.

UFV International has added a team member in Chandigarh to provide individual and group information sessions to students on the ground, as they make final preparations for their transition to living and studying in Canada. UFV International twice participated in these sessions in India in 2023.

Student Safety and Well-being

UFV is committed to providing a safe and welcoming environment that is respectful of everyone’s rights, responsibilities, well-being, and dignity. UFV continues to work to improve student safety and overall well-being.

An important part of this work is the prevention of sexual violence and misconduct (SVM). Increased awareness, particularly for students, of what constitutes inappropriate behavior as well as the resources and supports available, aids in preventing SVM and helps to mitigate its harm to victims.

UFV participated in the Ministry’s Sexual Violence and Misconduct Climate survey during Winter 2022.

After significant research, design, and consultation, UFV launched its Sexualized Violence Prevention (SVP) program, entitled “In This Together” in 2018. The SVP program resulted in three training modules and informed the eventual launch of the UFV Campus Sexualized Violence Campus Climate Survey in 2019, which has informed much of our work over the past three years. UFV plans to repeat this Campus Climate Survey in 2024.

The three training modules developed for the “In This Together” program focus on consent, receiving and responding to disclosures, and bystander intervention. These modules are delivered primarily by peer educators in small group settings. In 2022 the “In This Together” program employed nine students as peer educators who provided in-person education to 367 students. Workshops are offered as part of student orientation, student residence move-in and orientation days, peer support program training, varsity athletics orientation, and more, as well as on-demand for any group seeking training. UFV modules have been used to inform provincial approaches to educating on sexualized violence prevention and response, with team leads invited to deliver these workshops at other institutions.

An online training module version was developed in 2020 and offered as part of Student Orientation for the past two years. In 2022, 380 students accessed this online training as part of their student orientation experience.

UFV continues to update our [online sexualized violence reporting tool](#) to ensure language which is student-friendly, accessible, and clear. The tool allows for disclosures (anonymous or identified), reports, and third-party reports. This reporting mechanism aligns with ADVOCATE, our case management tool, to facilitate support for survivors, support for those responding to an allegation of sexualized violence, and facilitation of investigations.

Individuals disclosing or reporting sexualized violence are assigned a [Student Support Coordinator](#) who assists them in identifying and connecting with supports and understanding the process should they wish to proceed with a report. As a case manager, they ensure a holistic, coordinated approach to supporting the student, which can include counselling, connection to community resources and police, academic supports and accommodations, access to emergency housing or emergency funds, and more.

UFV also ensures supports for those responding to allegations of sexualized violence. A [Student Support Coordinator](#) (not attached to the complainant) will help them to understand the allegations against them, the investigation process, and the related policies. If under interim measures barring them from campus, they will also help to coordinate academic accommodations while an investigation is conducted.



Women Exploring Trades at UFV, 2023

Faculty of Applied and Technical Studies partnered with BC Centre for Women in the Trades to host the Be More Than a Bystander train the trainer course in March 2023. This training program focuses on the responsibility men have to prevent gender-based bullying, harassment and violence in the workplace.

UFV's contribution to Ministry engagement on upcoming initiatives

Supporting the implementation of Skilled Trades Certification

UFV demonstrated our commitment to supporting the implementation of Skilled Trades Certification in core offerings, Skilled Trades Certification funded programs, Explore Trades, supporting uncertified skilled trades workers, and other training.

Core Offerings—In 2022/23 UFV offered Foundation and Apprenticeship Levels in the following programs which are part of the 10 trades that were selected to become certified:

Program	Level	# Intakes
Autobody and Collision Technician—Foundation		1
Automotive Service Technician—Foundation		1
Automotive—Apprenticeship	1	1
Automotive—Apprenticeship	2	1
Automotive—Apprenticeship	3	2
Automotive—Apprenticeship	4	1
Electrician (Construction) —Foundation		3
Electrical—Apprenticeship	1	1
Electrical—Apprenticeship	2	3
Electrical—Apprenticeship	3	2
Electrical—Apprenticeship	4	2
Heavy Mechanical—Foundation		2
Heavy Mechanical—Apprenticeship	1	1
Heavy Mechanical—Apprenticeship	2	1
Heavy Mechanical—Apprenticeship	3	1
Heavy Mechanical—Apprenticeship	4	2

Skilled Trades Certification Funded Programs—In order to meet demand, UFV requested and received funding for extra intakes in 2022/23 in the following:

Program	Level	# Intakes
Automotive Service Technician—Foundation		1
Automotive Service Technician—Foundation (SD Partnership)		1
Electrical—Apprenticeship	2	1
Electrical—Apprenticeship	3	1
Electrical—Apprenticeship	4	2

Explore Trades—UFV offered 4 intakes of Explore Trades to youth and adults. This includes exposure to the Electrical and Automotive Trades, both of which are part of the Skilled Trades Certification initiative.

Supporting Uncertified Skilled Trades Workers—UFV Electrical instructors developed an Interprovincial Exam Refresher course. UFV successfully applied to SkilledTradesBC for funds to reduce tuition for program participants.

Other Training—Two cohorts of the Powerline Technician pre-apprenticeship program were offered in collaboration with Electrical Industry Training Institute (EITI).

The Ministry's sexualized violence policy review

In 2017, the BC Provincial Government brought the Sexual Violence and Misconduct Policy Act into force. This policy required creation of a policy at the public post-secondary institutions of British Columbia, and the subsequent review and re-adoption of the policy every three years. The initial UFV policy, Prevention, Education and Response to Sexualized Violence (Policy 236), [adopted May 18, 2017] (the “2017 Policy”), served our community well but would benefit from updating in order to incorporate new research and understandings.

The current draft policy (the “Draft Policy”) represents the work of a committee that engaged in research, review and learning to advance and improve upon the 2017 Policy. While there is always room to improve, we feel that this has been a comprehensive process and we are excited to bring the Draft Policy to the full community for final consultation.

The full community consultation now planned is not the first consultative action for the Draft Policy. Below please find information about the consultation that has already taken place regarding the Draft Policy:

- The Policy 236 Review Committee was comprised of 27 individuals from across the campus community selected for their representative identities and positions.
- Specific campus partner groups were consulted about an early draft. These groups included the Senior Administration, the UFV Faculty-Staff Association, the UFV Student Union Society, and the UFV Human Resources department.
- Following this, specific groups who experience disproportionate amounts of sexualized violence were consulted. These included: The Centre for Accessibility Services, UFV PRIDE, UFV International, the Indigenous Student Centre, Varsity Athletics, and Campus Living.
- The academic Deans were consulted.
- Public Open Houses were held on September 20 & 21, 2022 at Abbotsford Campus, on September 28, 2022, at Chilliwack, and on October 6th, 2022, online.
- Additionally, a consultation and policy development webpage has been available at <https://ufv.ca/sexualized-violence-prevention/policy-review/> since September of 2020. This webpage has been shared on social media, through the VP Students Newsletter, and via UFV Today at various times throughout the past two years. This webpage also serves as a repository of committee meeting minutes, various resources that the committee used during policy development, and several documents that were generated as content development guidance. Visitors can not only see the work that was done, but why it was done and what informed it.



Ann Davis Society Dec. 6 Memorial Vigil, 2022

The Draft Policy has been posted for campus wide consultation with the wider university community. The policy revision team is now awaiting further direction regarding newly-proposed legislation: the *Intimate Images Protection Act*. We want to ensure that our finalized policy includes definitions that align with this forthcoming legislation before finalizing our policy process at UFV.

Further tech-relevant seat expansions

UFV has applied for additional FTEs under Tech Expansion funding. The application is for several programs: the Agriculture Technology Diploma, the Bachelor of Computer Information Systems, and the Bachelor of Science in Computer Science Major and Minor.

2.1.3 Mandate Letter Priority 3 & Relevant Indicators/Directives

Priority 3

Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Cross-government and stakeholder collaboration

UFV has been developing meaningful community partnerships and action-oriented projects that support broader government commitments including climate action, anti-racism, and Indigenization.

UFV's commitment to principles that align with United Nations goals and mandates has earned the university membership in the United Nations Academic Impact Initiative in 2022. UFV joins approximately 1,500 institutions in 147 countries that are working with the United Nations to promote global priorities, including peace, human rights, and sustainable development.



Planting the Pollinator Garden, 2023

UFV continues to make progress on sustainability, including hiring the inaugural Director of Energy and Sustainability, completing climate change mitigation strategy, starting a pollinator garden, creating an

environmental checklist for event organizers, installation and promotion of new EV charging stations on Abbotsford & Chilliwack campuses, and reducing food waste. UFV launched various initiatives such as Plastic Free July, Sustainable Events Certification, March for Sustainability, Professional Clothing Drive, and Mask Recycling.

Through participation in Feed BC, UFV demonstrates a commitment to our sustainability goals and student interests in local food. UFV sourced locally 72% Protein, 43% Dairy, 34% in total food inventory, while Feed BC's target for post-secondary institutions this year was 30%.

UFV sponsors and supports a number of community initiatives throughout the Fraser Valley, demonstrating a strong commitment to building community. UFV marked one year since the Fraser Valley flood in November with a special reception recognizing donors to the Abbotsford Disaster Relief Fund, a partnership effort of the university, the Abbotsford Foundation, and the Abbotsford Chamber of Commerce that raised \$4.44 million for local flood relief.

The Procurement department applies social procurement principles and criteria to 100% of Requests for Proposals where applicable. UFV is committed to assessing social outcomes and community benefits prior to any final procurement decision; sourcing of environmentally responsible products and equipment; and respect for the values of diversity, equality, and fair labour practices.

UFV has actively engaged in the Association for the Advancement of Sustainability in Higher Education [STARS \(Sustainability Tracking, Assessment, and Rating System\) framework](#) and been awarded a Silver rating. The utilization of the STARS reporting mechanism provides students and the wider UFV community with a transparent demonstration of our commitment to fostering a sustainable learning environment. Beyond the aspect of recording our ecological footprint and upholding our responsibilities, this framework serves as an invaluable tool to identify areas of potential improvement.

Since 2021, UFV has created an annual EDI wall calendar. The recurrent themes of the art and initiatives highlighted inside the [2023 edition](#) are of belonging, welcoming, and access. The calendar highlights secular and religious public and statutory holidays, as well as cultural and creed-based observances and holidays including a brief commentary for each date.



The Laramie Project, 2023

In 2022/23, the Inclusivity Community Fund funded various initiatives including *The Laramie Project* art competition and a Social Work class group project which saw students partnering with self-advocates at BC Peoples First Chilliwack to help raise awareness on the low rates of Person's with Disabilities payments that individuals received.

In 2022, Co-Chairs of the Faculty of Health Science Council Standing Committee on EDI, Jason Brandenburg and Cindy Schultz, met with the Coalition of African, Caribbean and Black Nurses in BC to discuss EDI issues facing Nursing and other Allied Health professions and academic programs.

The Pride flag was raised at UFV in May 2023 in honour of the International Day against Homophobia, Biphobia, and Transphobia. In his message to UFV community members, Dr. James Mandigo, Acting President and Vice-Chancellor, wrote, “As members of the UFV family, it is imperative each of us lives up to our institutional core value of inclusivity by welcoming everyone and showing consideration and respect for all experiences. I urge all members of our community to reaffirm their commitment to human rights and to creating a House of Transformation that celebrates the 2SLGBTQIA+ community.”



UFV Raising the Pride Flag, 2023

In November 2022, Sundeep Hans, Director of EDI, joined the CFO/VPA Division Leaders to teach a session called Actioning our Commitment to EDI: Collaboration is Key. Sundeep has been vital in delivering learning opportunities for many departments and groups, including Athletics and Campus Recreation, Admin Council, Provost’s Cabinet, and the Living Learning Community in Lá:lem te Baker.

UFV included in the memo templates for new courses and for course changes the following questions to encourage Indigenous knowing and being and reflecting EDI in courses:

- In what ways does this course contribute to Indigenizing Our Academy? Provide explicit examples of assignment design, topic selection, curriculum delivery, or other methods, which can be in response to one or more of the following: UFV Integrated Strategic Plan, Fulfilling Our Commitment to Aboriginal Peoples policy (BRP-200.05), the TRC Calls to Action, and/or the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).
- How does the course reflect principles of equity, diversity, and inclusion, through assignment design, topic selection, curriculum delivery, or other methods?

For example, for a new course, Government & Business in Public Policy, Dr. Edward Akuffo, Political Science Department Head noted in the memo,

- The curriculum focuses on the theories of power, such as structural and discursive power, and how power has been used by elites (like business elites) to marginalize certain groups of people throughout history. This knowledge empowers diverse groups of students to fight back against oppressive power structures.
- The assessment design is created to be inclusive by focusing on multiple methods of assessment that engage different types of learners while also promoting student autonomy and choice. For example, students have opportunities to write briefing notes on topics in the course that interest them.

- Curriculum delivery promotes active learning by adopting the flipped-classroom approach. Lecture is combined with group and individual activities that promote student interaction with the material and active learning. For example, during the Week 3 on the ideologies of business, students engage in a mock election debate, representing different ideologies.
- Readings draw from the experiences of diverse authors and perspectives.

UFV has a Key Performance Indicator (KPI)—% of total Indigenous students, faculty, and staff, and our target is to increase the share of each group on an annual basis. We increased the share of Indigenous permanent faculty or staff from 1.93% in 2021/22 to 2.61% in 2022/23 and the share of Indigenous student FTEs from 8.06% in 2021/22 to 9.01% in 2022/23.

In Fall 2022, a new graduate certificate is being offered at UFV with a cohort of students already enrolled who hope to revitalize the endangered Indigenous language of upriver Halq'eméylem, originally spoken by members of the Stò:lo nation. The Halq'eméylem graduate certificate will help to improve students' proficiency in the language and prepare them for their future careers and roles as language revivalists, teachers, and specialists.

UFV delivered a major in Communications Fall 2022. The program exemplifies the Communications department's commitment to meeting the needs of Indigenous communities. Survey results from May 2020 show 223 of the students currently taking Communications courses intend to work for self-governing Indigenous communities.



UFV Indigenous Grad Lunch, 2022

UFV is committed to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples. Throughout this report, and particularly in Appendix B—Mandate #3 Progress Report, Progress on Truth and Reconciliation, further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are presented.

UFV's vision and value in Indigenization and Reconciliation can be seen at various touchpoints of learning which are reflected in its curriculum, co-curriculum, and extracurricular activities. Examples of this commitment include the renaming of its student residence from "Baker House" to "Lá:lem te Baker," and featuring Indigenous designs on Employee Campus Cards. Indigenization is part of the core principles for the new student housing project at UFV. The Indigenization Specialist in the Teaching and Learning Centre at UFV is available to work one-on-one or with groups to assist and support faculty and staff by building relationships while supporting Indigenization and reconciliation efforts in academia from an Indigenous perspective.

The UFV Peace and Reconciliation Centre is collaborating with a group of Stó:lō agencies to offer a part-time, non-credit educational program named *Xwelitem Siyáya: Allyship and Reconciliation Building*, which aims to help participants enhance their capacity for reconciliation building. It is open to the public

and designed for non-Indigenous Canadians who want to learn how to become allies to local Indigenous communities and build reconciliation.

The first Indigenous Film course was offered at UFV in Fall 2022, co-taught by two Indigenous faculty members from different academic backgrounds and Indigenous origins.

UFV paused to remember the victims of residential schools on National Truth and Reconciliation Day. UFV community members attended ceremonies in Abbotsford and Mission to hear firsthand from survivors of residential schools located in the Fraser Valley about the atrocities of the genocide committed against Indigenous peoples. The event *Rise Up, Wake Up*, held at the Gathering Place in Chilliwack, highlighted the critical importance of education to ensure the truths are known, the reclamation of the Halq'eméylem language, and the ongoing work for reconciliation. The songs of the Good Medicine Songs project honored the spirit of children lost to residential schools, survivors, and families.

As part of the President's Leadership Lecture Series, UFV welcomed guest speaker Dr. Dwayne Donald, Canada Research Chair in Reimagining Teacher Education, to campus in October 2022. His lecture focused on unlearning colonialism and renewing kinship relations.

UFV Chief Financial Officer and Vice President Administration Division (CFO/VPA) leaders took part in a tour and learning session at St. Mary's former Residential School in June 2022.

UFV works hard to reduce the barriers for Indigenous students to higher education. Dedicated financial supports for Indigenous students are growing, with ongoing fundraising to increase the range of bursaries and awards for Indigenous students including several bursaries available for Indigenous students who demonstrate financial need; an Indigenous Student Emergency Fund, made up of Ministry and donor funds; an endowed leadership award for students studying Halq'eméylem; and the Faculty of Science Annual Entrance Scholarship for Indigenous students established by Dean Dr. Lucy Lee.

UFV works to build relationships with Indigenous communities to collaboratively advance the goals of Indigenous peoples. President Dr. MacLean attended an Honouring Feast at the Stó:lō Long House in Chilliwack to celebrate a number of Indigenous Knowledge Keepers who are documenting traditional and contemporary ways of knowing. Staff from the Indigenous Student Centre and UFV International participated in a Community Connections trip to Northern Arizona University Native American Cultural Centre in 2022 in preparation for the Indigenous Global Learning Collective initiative.

UFV offered a panel discussion, *Fostering Connections That Last: Conversations in Civic and Indigenous Relationship Building*, to strengthen civic-Indigenous relationships. Featured panelists included local First Nations and municipal leaders who shared their perspective on the roots and evolution of municipal relationships with Indigenous governments. The event was moderated by Dr. Keith Carlson, Canada Research Chair, Indigenous and Community Engaged History, and was co-presented by UFV Continuing Education's Civic Governance and Innovation Certificate program and Esposito Family Centre for Innovation & Entrepreneurship.

In May 2022, the University Librarian, Camille Callison co-chaired the National Indigenous Knowledge and Language Alliance (NIKLA-ANCLA) national event—*Respectful Terminology: Creating a National Framework* which over 500 participants attended. It centered on identifying the next steps to develop a

framework for respectful terminology and aimed at bringing communities together to walk the path of creating a national Indigenous-led framework for respectful terminology.

In 2022, UFV recognized Dr. Joanne Archibald, Q'um Q'um Xiiem OC, with an Honorary Degree for her work as a visionary and an agent of change. Dr. Archibald is recognized nationally for her tireless efforts in creating culturally relevant teacher education and graduate programs for Indigenous students. UFV also recognized Shirley Turcotte with an Honorary Degree for her career as a pioneering activist working with survivors of trauma, both directly as a therapist and as a trainer of other therapists on how to work with trauma survivors. Most of her work is with Indigenous communities and organizations throughout Canada.

UFV built a Teaching Yurt on the Abbotsford campus in September 2022. This yurt is a bookable venue for mindfulness classes, yoga sessions, and more.

A blood drive was held in October 2022 at the Canada Education Park campus. The blood drive was a success, reaching the target of 112%. A total of 74 donors came and 64 donations were collected. A total of 192 lifesaving blood components has been processed.

To raise awareness about workplace injury and illness prevention, UFV participated in North American Occupational Safety & Health (NAOSH) week in May 2023. The goal during NAOSH week was to focus the attention of employers, employees, partners, and the public on the importance of preventing injury and illness in the workplace, at home, and in the community.

In support of Mental Health Awareness Month, UFV Human Resources shared a free upcoming webinar on *Depression & Anxiety: Similarities and Differences* hosted by Teladoc Health Canada in May 2023.

UFV takes a holistic approach to employee relations, providing a variety of programs that support physical and mental wellness. Various workshops and events are available to meet the needs of faculty and staff for personal and professional growth. In the 2022 UFV PD Day, *Pathways to Action*, we asked: how do we move beyond learning about discrimination and injustice to acting for change? What can each of us do to leverage our power, experience, and learning? What tools, strategies, and stories can our community use to navigate our pathway to change?



UFV New Employee Orientation, 2022

UFV also provides funds and leaves including professional development fund, service improvement training fund, training and development allowance, tuition waiver, tuition assistance, faculty sabbatical leaves, staff educational leave, and teaching faculty research and scholarly activity options.

UFV employees have access to an on-campus fitness centre and gym, Strive to Thrive (an employee wellness support group), and *Not Myself Today*, an initiative of the Canadian Mental Health Association

that seeks to build a greater awareness and understanding of mental health, reduce stigma, and foster a safe and supportive work culture.

The pilot remote-work project is now in its second year, and UFV is continuing to establish procedures for working from home that are in line with other post-secondary institutions and market demand.

For new faculty, Teaching and Learning offers the Launch program, to support faculty in implementing high-impact teaching approaches, authentic assessment, and effective course designs. Faculty Connection Group, a grassroots organization, was formed in the spring of 2022 to offer faculty, especially new hires, a place to share ideas, socialize, and build connections.

Michelle Johnson has been a UFV employee since 2008, when she took a student job cleaning off tables in the print media studio. She then moved her way through several positions in the student residence, campus card office, and auxiliary pool. She was delighted to land a permanent job as an educational developer in Teaching and Learning Centre, where she remains today. Johnson completed her Bachelor of Arts degree from UFV while working at the university, and subsequently completed a Master of Arts in Learning and Technology from Royal Roads University.

"I am a lifelong learner and love being able to take advantage of tuition exemption for my kids, who are both UFV students, and tuition assistance for myself to help with my fees for my master's degree program ... I really value being a member of the Teaching and Learning Centre team and was very honored to be a two-time co-recipient of the UFV Teamwork award, once for my work planning a professional development day, and once for our team's support of faculty during the pandemic. I also recommend the Strive to Thrive employee wellness program, which motivates me to stay healthy."

UFV celebrated more than 100 long-time employees—including one 35-year employee, eight 30-year employees, and twelve 25-year employees in May of 2023.



Visit of UFV Welding's Prototype Compactor from Community Leaders, 2023

UFV researchers engaged in 97 community engaged projects this year, collaborating with 66 different local entities—45 ongoing partners and 21 new ones. Partners include the cities of Abbotsford, Chilliwack and Mission, school districts, private businesses, the Abbotsford Police Department, First Nations communities, industry associations, and service organizations.

The fact that many partnerships remain active over multiple years or that partners come back for advice on difficult problems indicates the value that applied research provides to our region's prosperity, sustainability, and well-

being. Many of these partnerships included funding that came into the university to support students and associated research activities.

UFV members undertake projects that support social innovation, economic development, and environmental sustainability. For example, Dr. Karun Karki, with the \$72,000 Insight Development Grant by the Social Sciences and Humanities Research Council of Canada (SHRCC), will explore the employment experiences of skilled, racialized immigrants in the Canadian labour market. Another UFV faculty, Dr. Sumin Fang, has received a \$75,000 Insight Development Grant from SHRCC, for her research project titled *Best Practices for Disaster Evacuation in Canada: A Mixed Model Approach to Governmental Evacuation Communication in the Abbotsford Flood Emergency*. Dr. Justin Lee was the recipient of the prestigious Discovery grant for 5 years plus an Early Career supplement from NSERC, which brings \$145,000 to UFV for student research and training.

UFV's South Asian Studies Institute (SASI) director, Dr. Satwinder Bains, played a key role in a film titled *Unarchived*, a documentary backed by the National Film Board of Canada that explores the histories of communities that are often overlooked and excluded by official records in British Columbia. As well, Dr. Sarah Beaulieu, whose efforts in supporting the work of the Tk'emlúps te Secwépemc First Nation sparked international attention on Canada's residential school system, was honoured to speak at the National Gathering on Unmarked Burials in Edmonton in September 2022. The event brought together over 300 people from across the country and was available via public livestream.

The UFV Enactus team earned a semi-finalist trophy in the 2023 Enactus Canada National Exposition, securing a place amongst the top 20 Enactus teams representing universities from across Canada. The team showcased three of their ongoing projects through a 12-minute video presentation highlighting their accomplishments since the launch and over the past year. The projects included the Big Brain Literacy program, which covers financial literacy, [Fraser Valley AgroConnect](#), and [Oak & Earth](#), their social enterprise, all of which aim to make a positive impact on the community. "As the faculty advisor, I am immensely proud of the Enactus UFV team's outstanding performance at the 2023 Enactus Canada National Exposition," said Dr. Saeed Rahman. "Earning a semi-finalist trophy at the national level for the first time in our history showcases our unwavering commitment to creating sustainable solutions and making a positive impact in our community. It further reinforces the significance of Enactus UFV as a remarkable platform for our students to channel their passion for social entrepreneurship, sustainability and sustainable development goals."



UFV Enactus Team, 2023

UFV Women in Engineering, Science & Technology and Dr. Carin Bondar hosted an interactive evening on Science Communication to promote the importance of communicating science effectively.

UFV continues to host the Global Lounge, which is a welcoming and comfortable space for conversation. It is a centre of diversity, cross-cultural exchange, and respectful debate of ideas and views. It is a great place to study, hang out with friends, attend an event, or simply drop in for a break. Fall 2022 Global Lounge programs included Games Night on Thursdays, Friends Without Borders, and STEP Café.

Donors and partners continued their generous support of UFV. The commemorative paving stones area between Buildings A and B in Abbotsford allows donors to honour loved ones and support UFV students.

Royal Bank of Canada (RBC), a long-time partner of UFV, launched RBC On Campus, an educational centre for students staffed by advisors providing free one-on-one advice, seminars, and workshops on topics ranging from student finances, financial literacy, and financial planning to career advice and wellness promotion.

UFV welcomed community supporters to its Abbotsford campus in November 2022 for Town & Gown, a celebration demonstrating the transformational power of a UFV education. The event raised \$210,690 in support of students. In April 2023, UFV Giving Day welcomed \$69,150 in generous gifts for the causes of Student Awards, Student Emergency Funds, and the UFV-SUS Food Bank.



Town and Gown, 6th Annual Celebration of Community and Alumni Achievement in Support of UFV Students. November 2022

Alumni of UFV continue to have an impact locally and globally. Nurse and educator, Matt Douma, and energy sector professional, Kara Chan, were chosen as Distinguished Alumni and Young Distinguished Alumni recipients for 2022. Science alumnus, Chris Pascoe, is conducting innovative research on causes of asthma at his research lab at the University of Manitoba.

UFV International hosted the Ghana Scholarship Secretariat in an MOU signing ceremony. This agreement puts UFV on a list of just four universities in Canada considered to be top-tier institutions able to accept Ghana government-sponsored students. This will be very helpful in advancing UFV's visibility in the African continent and furthering diversity on our campuses.

UFV developed the following new courses in various areas to support global development:

- Decolonizing Aid and Development
- Fundamentals of Global Health and Development
- Equity-Based Dialogue and Engagement
- Introduction to Mediating Conflict
- Religion, Violence, and Peacebuilding

In November 2022, UFV hosted the Holocaust Remembrance Event—A Conversation with A Holocaust Survivor, to witness a personal and powerful story of survival and courage while learning and reflecting on how we can engage in meaningful ways to build a better world.

UFV faculty from a variety of disciplines and research backgrounds shared their insights on the first year since Russia's shocking invasion of Ukraine in March 2023. Faculty discussed a wide variety of issues including strategic considerations, human rights, intelligence, nuclear weapons, geopolitics, and international diplomacy.

Box 6: “Literally a miracle”: Escaping a war, two students from Ukraine start over at UFV



Ukrainian students Andrii Zolkin (left) and Daria Tsynda (right) are the recipients of the UFV International Emergency Fund, which supports international students affected by recent crises and catastrophes.

In early March 2022, Daria Tsynda stood at the border of Ukraine and Romania without a plan and with a single bag in tow.

A future that looked so certain and promising only weeks before, one that involved attending university in the Ukraine capital of Kyiv to study business after her upcoming high school graduation, was now one focused on day-to-day survival. With the unlawful and vicious Russian invasion of her home country, Tsynda and her mother were among the estimated 520,000 civilians attempting to flee Ukraine.

For nearly a week, mother and daughter inched their way to the border and freedom. Tsynda’s father drove them through towns and cities in Ukraine—many of which were already decimated by the invasion. They took cover in bomb shelters, where air sirens would blare up to a dozen times a day.

“So, when the air siren goes off and you are driving, you don’t really have anywhere to hide because you are on the road and you just keep going and basically just pray that nothing hits your car,” says Tsynda, now 17 years old. “It was definitely very, very scary.”

Because of potential military service requirements, men in Ukraine are not allowed to leave. At the border, her father would have to turn around and head back to their hometown of Cherkasy, where Tsynda’s dog and aging grandmother waited.

“I did not want to leave them like this when there is a war in my country,” she says. “I don’t know when I will see them again.”

Crossing into Romania marked the end of a once innocent and vibrant life now shattered. However, it also allowed the possibility of a better future.

Eight months later, Tsynda is 8,600 km away from Ukraine. She is now a first-year student at UFV, studying business and living in the Lá:lem te Baker student residence on the Abbotsford campus.

Tsynda and Andrii Zolkin are the two students selected for UFV’s International Emergency Fund, which supports international students affected by recent crises and catastrophes. UFV International had been discussing and designing this program for years. A series of global events including the pandemic accelerated the urgency.

“We had been looking at creating a fund as a source of support for those impacted by disasters and geopolitical events around the world—not just in Ukraine—although the invasion and then the war in that region ignited a massive displacement of people and young students,” says David McGuire, Associate Vice President, UFV International.

The International Emergency Fund covers the students’ tuition, housing, a meal plan, and modest relocation allowances. UFV International also assists with the application process, transition to Canada, and settlement.

“Our goal is to provide a level of support that will set students up for success,” McGuire says. “And I think the International Emergency Fund is structured to do just that.”

For Zolkin, 19, the financial assistance has been welcomed. In 2015, his family relocated to B.C. to escape the tumult occurring with the Ukraine revolution, which sparked the overthrow of the government. He integrated well with Canadian culture and attended R.E. Mountain Secondary in Langley. But without permanent residence status, his family was unable to afford the international university tuition, so he returned to Kyiv in 2021 to explore university options there.

“Here’s a guy who went to high school in our catchment area—someone who would have sat in an auditorium or gymnasium and heard UFV recruiters present,” adds McGuire. “But, in retrospect, he picked a horribly unlucky time to return to Ukraine.”

As of October 2022, Zolkin is back in Canada and attending UFV full-time, studying programming in the School of Computing. He is trying to rebuild his life. A lot has changed in a year.

Zolkin joined his UFV classes in person over a month after the fall semester started. Information technology (IT) is his passion; he

has been programming computers since he was a toddler living in block housing. He is already mapping out his future.

“I want to get an internship at an IT company for maybe a mobile developer position or a web developer position,” he says.

Tsynda often takes the long route to her classes just to admire the natural beauty and serenity of her new surroundings.

“I’m looking around and I see mountains, and I love mountains!” Tsynda says gleefully. “I’m living in such a beautiful place. And a lot of people say it’s always raining here. But I love it, I feel inspired.”

Finding motivation has never been a problem for Tsynda. She is manifesting the vision she had in Ukraine before the war derailed her plans. At UFV, she is taking five courses, mostly business classes. She plans on majoring in either international business or marketing.

“I have a big goal of starting my own company,” says Tsynda. Fittingly, it would be an online platform that would help teenagers choose their future careers.

“It’s literally a miracle just to be able to study and live here, and just be safe,” Zolkin says. “I will not waste this opportunity.”

Funding Review

UFV actively participated in the Funding Review process by submitting a comprehensive response to the Funding Formula Review in June 2022. The document outlines funding review priorities for UFV including meeting increased regional demand for domestic seats, becoming a Student Ready University, meeting community needs and expectations, supporting lifelong learning, and faculty recruitment and retention. Separately, Dr. Vladimir Dvoracek, Associate Vice President of Institutional Research & Integrated Planning, made an unsolicited submission to the funding review team detailing how the current method of calculating FTEs could be changed to better align institutional objectives with

Ministry goals. UFV senior administration is keen to work with and support the Ministry in funding review by having UFV members participate in related committees and working groups.

Tuition Policy

UFV continues to submit annual tuition and mandatory fees data to the Ministry.

Digital Services

Adopt the EducationPlannerBC application and transcript exchange service

UFV is a full participant, and early adopter, of the EducationPlannerBC Common Application system. The university's registrar, David Johnston, is a member of the EducationPlannerBC Steering Committee, the Executive Committee, and Functional Advisory Committee, and has supported system enhancements and troubleshooting. The university accepts e-transcripts (XML exchange) from B.C. partner institutions (UBC, SFU, KPU, Capilano University, Douglas College, Thompson Rivers University, and Langara College) and from secure exchange services (Parchment.com, eScrip-Safe.com, National Student Clearinghouse.org).

Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid

UFV supports digital literacy and access to technology, to provide equity of opportunity in learning.

The university enhances system innovation through participation in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives. UFV takes advantage of the BCNET shared systems and technology services program to offer digital tools that meet institutional requirements.

UFV was successful in receiving a BCcampus Open Education Foundation grant for use in 2021/22. This grant, and matching funds from the Provost, funded the Open Education Faculty Fellows program, run by the Library and Teaching & Learning. This program supported three short-term faculty projects involving the development and modification of open education resources to be used in UFV courses over 2022/23, as well as similar courses taught at other institutions. An Open Education Resource Student Assistants program complements each of these projects. The Library and Teaching & Learning are collaborated on another open education project, the Open Education Micro Grants Program, which utilised a Strategic Initiative Fund grant in support of an additional faculty open education project, again involving student support positions. This program continued to support the growth of a vibrant and robust open education culture at UFV.



Learning in Virtual Reality Held by UFV Communications Department, 2023

UFV consistently advocates for effective teaching, whether, online, hybrid, hyflex, or face-to-face. With the gradual return to on-campus learning, the focus is on creating engaging face-to-face and hybrid teaching experiences for learners. However, as COVID-19 shed light on previously hidden inequities experienced by underrepresented, historically marginalized, and excluded groups, the “choice” to return to campus is a privilege. To continue to support students in such communities, particularly Indigenous learners, Teaching and Learning supports and advocates for effective hybrid, hyflex, and online options to be available for learners. Even with the trend towards on-campus learning, Teaching and Learning has continued to focus on providing instructional support for excellence in asynchronous and synchronous online teaching. To support this vision, Teaching and Learning is developing an initiative to be launched in the 2023–24 academic year focused on online asynchronous and synchronous teaching and learning. The Humanizing Online Teaching (HOT) strategy will target fully online courses and engage with faculty who teach those courses to maximize student learning and success. The HOT strategy aims to ensure that students unable to attend on-campus learning opportunities are still receiving excellent, high-quality instruction through online modes of delivery.



UFV Campus in Spring, 2023

The Library participates in transformative publishing agreements negotiated by the Canadian Research Knowledge Network. These include: the American Chemical Society, Cambridge University Press, Canadian Science Publishing, Elsevier ScienceDirect, the Royal Society of Publishing, Sage, and Taylor and Francis. Under these “read and publish” agreements, UFV authors are eligible for a range of article processing fee discounts or waivers to make their publications open access.

Canadian Research Knowledge Network and the Canadian Association of Research Libraries (CARL) continue to facilitate Canadian support of international open infrastructure through the Global Sustainability Coalition for Open Science Services (SCOSS). Under this initiative, Canadian institutions can opt to contribute toward the sustainability of selected key international services in the open scholarship

ecosystem. In its current phase III, SCOSS is raising funds for: arXiv, DSpace, and Redalyc/AmeliCA. The Library is contributing to arXiv in this phase and its phase II commitments through 2023 include: the Public Knowledge Project (PKP), the Directory of Open Access Books (DOAB), and Open Access Publishing in European Networks (OAPEN). UFV also signed on to support the Respectful Terminology Platform Project being developed by the National Indigenous Knowledge and Language Alliance (NIKLA-ANCLA).

The UFV Library has been promoting the use of tools that connect users to collections of open access articles. These tools include [Unpaywall](#) and [Open Access Button](#), as well as an Open Access App in the Library's Find It discovery service. The Library has also made thousands of open access journals and ebooks discoverable by activating this content in its journal holdings information. UFV supports the publication of reputable open access journals through financial support to publishers. One Canadian example is Coalition [Publica](#).

The UFV Library continues to purchase or license digital materials that support teaching, learning and research. Some recent additions include: ACM Digital Library, Can-Core Streaming Media, ProQuest Open Theses (PQDT), Sage Research Methods and Sage Video Nursing Collection.

An ongoing digitization project is making UFV's [Newman Western Canadian Cookbook Collection](#) (NWCCC) freely available to students and researchers. This is a unique collection of community cookbooks published in B.C., Alberta, Saskatchewan, and Manitoba. The Library received an Irving K. Barber Learning Centre digitization grant in 2022 that will fund a project focusing on digitizing NWCCC holdings with British Columbia significance.

UFV IT Services department completed an upgrade of our Eduroam wireless network access that now allows students to connect to any university or college campus with Eduroam using their UFV email address.

UFV Bookstore continued digital transformation by transitioning course materials to online or digital format, which constitute a third of course material sales.

UFV Continuing Education offers a series of courses on computer skills for the Office and Keyboarding, including Word Basics for the Office, Excel Basics for the Office, and MS Office Fast Track.

Enhance cybersecurity measures at UFV

UFV's IT Services department continues to partner with BCNET, CUCCIO and CANARIE on provincial and federal cybersecurity initiatives as well as undertaking several institutional cybersecurity projects. A few key projects include:

- Single Sign On (SSO) is configured and enabled for over 40 applications. This provides a seamless login and user-friendly experience and integrates with Multifactor authentication to harden the attack surface.
- Local Administrator rights have been removed from all UFV constituents. This significantly reduces the potential for attackers to leverage compromised credentials.

- Documented Cyber Incident Response Framework. This details the steps to take in the event of an incident, including who is involved, external assistance, communications strategy, remediation, and resources.
- Participation in the National Cybersecurity Assessment through BCNET provides an assessment of UFV external systems and services against the National Institute of Standards and Technology (NIST) framework.

The Director, Information Security participates in the information sharing conference calls provided by provincial Office of the Chief Information Officer through the External Security Services.

UFV's commitment to collaborating on new and priority initiatives

Working to align education and skills training to goals of the B.C. Economic Plan

B.C.'s Economic Plan lays out two goals: inclusive growth and clean growth. UFV is committed to aligning its education and skills training to these two goals. One mission of inclusive growth is advancing true, lasting and meaningful reconciliation with Indigenous Peoples. UFV has embraced the responsibility of implementing the recommendations of the Truth and Reconciliation Commission (TRC). We highly regard Indigenous knowledge at every level of education and strive to dismantle settler colonialism by placing Stó:lō ways of knowing and being at the core of the university. Our unwavering commitment is to achieve the Calls to Action outlined in both the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).



UFV Open House, 2022

UFV anticipates that based on population growth, domestic enrolments will need to increase by 17% by 2030/31 with international enrolments comprising some 25% of UFV's overall student population. In order to manage this increase, UFV has created a Strategic Enrolment Management (SEM) Framework to guide our planning (see Section 1.1.3.2).

The KPI of Annual Greenhouse Gas Emissions (tCO₂e) at UFV tracks our progress of the target to reduce tCO₂e by 1/3 (33%) of 2009 levels by

2026: 2,122.

As part of our commitment to support clean growth, UFV signed the United Nations Sustainable Development Goals Accord (SDG Accord) in the spring of 2023.

Box 7: UFV signs the United Nations Sustainable Development Goals Accord



The University of Fraser Valley has committed to the United Nations Sustainable Development Goals Accord (the SDG Accord).

Launched in 2017, the SDG Accord is a global initiative encouraging universities and other post-secondary institutions to pursue the United Nations Sustainable Development Goals (SDGs)—17 interconnected goals addressing a range of economic, social, and environmental challenges.

The SDG Accord provides a framework for universities to commit to and celebrate the integration of the SDGs into teaching, research, leadership, operations, administration, and outreach to the community.

“Signing the SDG Accord is a critical acknowledgement of the university’s commitment to the wellbeing of our students, staff, and community,” noted Dr. James Mandigo, Acting President, UFV. “By signing this

accord, UFV is acknowledging our responsibility in taking action toward a more just, equitable, and harmonious world.”

In 2023, UFV’s Office of Sustainability will formally launch a process to create a UFV Sustainability Plan to guide the continued integration of the SDGs into UFV’s activities, and to actively align efforts taking place across campuses.

“UFV’s Office of Sustainability is supporting students, faculty, and staff in integrating the UN SDGs into all aspects of our operation, decision-making, and education,” says Doran Hoge, Director of Energy and Sustainability. “This commitment illustrates that UFV is not only aware of the pressing global challenges we face but is willing to take action to be part of the solution.”

UFV joins more than 1,600 institutions from around the world who have signed the SDG Accord.

Stronger BC: Future Ready Action Plan (formerly known as The Future Ready Skills for the Jobs of Tomorrow plan)

UFV is committed to develop student skills in line with the *Future Ready: Skills for the Jobs of Tomorrow* plan. UFV is planning on expanding the number of seats in high opportunity sectors such as health care and high-tech. As reported earlier, UFV has applied for additional FTEs of the Tech Expansion funding in March 2023. In addition, the BSN program is currently working with the Ministry and the BC Cancer Agency to develop an Oncology Pathway for our BSN Preceptor students.

UFV has a longstanding partnership with Stó:lō Aboriginal Skills & Employment Training to provide exposure to skilled trades to Indigenous Youth. This was offered in the summer of 2022 with another offering planned for summer 2023.

UFV offers Explore Trades to youth, adults, and high school students. This is part of our partnerships with Fraser Valley School Districts and a partnership with Seabird Island Community School (a First Nations school).

UFV Applied and Technical Studies is an active participant with the School Districts in the Fraser Valley in delivering dual credit programs in the skilled trades and technology. This includes cohort programs and reserving seats for high school students in a range of trade Foundation programs including Automotive Service Technician, Auto Collision and Repair, Carpentry, Electrical, Heavy Mechanics, Professional Cook and Welding as well as Architectural Drafting and Electronics.

UFV is an active participant in BC Trades Training (BCTT) and the BC Association of Trades and Technical Administrators (BCATTA), attending conferences and meetings, serving on committees, contributing to proposals and submissions, and sharing expertise as leaders in trades and technology education. In this way UFV is collaborating with other post-secondary institutions, SkilledTradesBC and the Ministry, supporting a system-wide approach to the implementation of Skilled Trades Certification in BC and other initiatives.

The funding formula review of provincial operating grants

UFV is engaged in the Provincial Funding Formula Review. We presented an introduction of what we have been working on in the section of Funding Review.

2.2 Reporting on Ministry Strategic Initiatives

Progress on the Truth and Reconciliation Calls to Action and UNDRIP

UFV is committed to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples. Throughout this report, and particularly in Appendix B—Mandate #3 Progress Report, Progress on Truth and Reconciliation, further examples of UFV's participation in the Call to Action from the Truth and Reconciliation Commission are presented.

Sexual Violence and Misconduct prevention and response

Sexual violence and misconduct awareness and prevention activities are presented in the section of student safety and well-being in Mandate Priority #2.

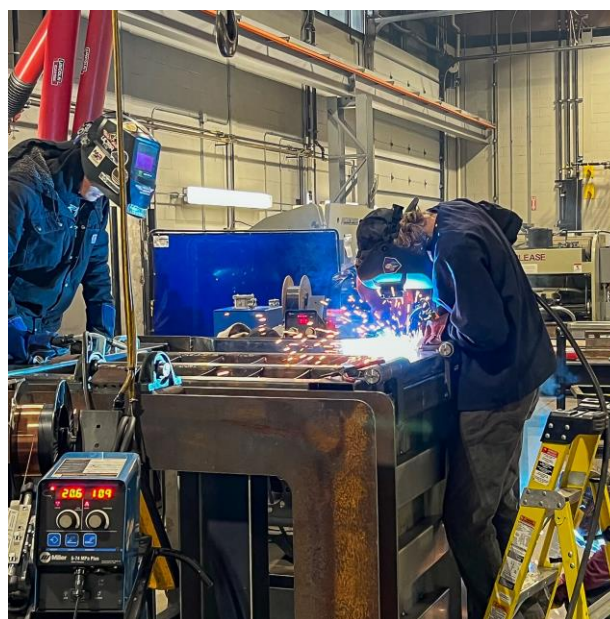
Former Youth in Care—Supports for students who are former youth in care, including participation in the provincial tuition waiver program

Participation information and data, the support services UFV provides to FYIC, vulnerable, and under-represented students, and participation in the Campus Navigator Community of Practice are presented in the section of initiatives to support vulnerable and underrepresented groups in Mandate Priority #2 on page 73.

K–12 Transitions and Dual Credit Programming

UFV works with the local school boards across the Fraser Valley to provide Dual Credit opportunities in vocational and academic programs. In 2022/23, a total of 119 students from the Chilliwack (SD33), Abbotsford (SD34), Langley (SD35), and Fraser Cascade (SD78) school districts, as well as Riverside College participated in Dual Credit opportunities through both Regional Career Programming and cohort programs at UFV in areas such as skilled trades, early childhood education, health, and agriculture. Just over three-quarters of this year's dual credits students were enrolled in a Foundations level trades program at UFV.

These 119 students participated in 12 dual credit programs, including the Construction Electrician certificate (29 students), Automotive Service Technician certificate (27 students), Welding Foundation certificate (22 students), Early Childhood Education certificate (16 students), Heavy Mechanical Foundation certificate (5 students), Architectural Drafting certificate (4 students), Carpentry certificate (3 students), Auto Collision and Repair certificate (2 students), Professional Cook certificate (1 student), Horticulture Crop Production and Protection certificate (1 student) and the Plumbing and Piping certificate (1 student). Also included were eight dual credit students in the Concurrent Studies program, where secondary students are allowed to complete their UFV program through a concurrent studies model during their Grade 12 year, that were enrolled in UFV's Contemporary Health Issues course (KIN-160).



UFV Welding Prototype Testing, 2023

3. Performance Plan and Report

3.1 Goals and Objectives

3.1.1 Planning at UFV

UFV's 2021-2026 Integrated Strategic Plan provides us with an exciting path towards our Vision, and is firmly rooted in our Mission of Engaging Learners, Transforming Lives, and Building Community, as well as our institutional Values of Community, Inclusivity, Excellence, and Integrity.

The Ministry's regular planning documents—including the 2021/22 fiscal year Ministry Mandate Letter, the [Ministry Service Plan](#), the [Ministry Service Plan Report](#), and the System Strategic Objectives detailed in the Accountability Framework Standards and Guidelines Manual—provide direction for UFV's activities and planning. The university also reviews and incorporates direction from specific initiatives including the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, B.C.'s International Education Strategy, and the Administrative Services Collaborative, as well as the BC Labour Market Outlook.

3.1.2 Alignment of UFV Goals and Objectives with Ministry Goals and System Objectives

The goals and strategic imperatives in UFV's Integrated Strategic Plan align with the Government priorities as set out in the annual Mandate Letter (detailed in Section 2: Mandate Priority Reporting) and with the five system objectives laid out in the Accountability Framework. The university's goals and activities also support the objectives identified in the Ministry Service Plan.

We provide the Ministry's Service Plan Goals and the B.C. Public Post-Secondary System Strategic Objectives for reference.

Service Plan Goals:
<p>Goal 1: British Columbia's workforce has access to post-secondary education and training to respond to the urgent need for more and new skills</p> <p>Goal 2: British Columbia's workforce is built for change with responsive and innovative post-secondary education and training</p> <p>Goal 3: Advance reconciliation and self-determination with First Nations, Métis and Inuit in B.C. through post-secondary education and skills training</p>

B.C. Public Post-Secondary System Strategic Objectives:

CAPACITY: The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.

ACCESS: The B.C. public post-secondary system provides equitable and affordable access for residents.

QUALITY: The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.

RELEVANCE: The B.C. public post-secondary system is relevant, having the breadth and depth of programming to meet the evolving economic needs of the province.

EFFICIENCY: The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

Below we display the positioning of UFV's goals with the Ministry Mandate Letter, the Ministry's Service Plan goals and specific system objectives. While there exists some overlap between the categories and performance measures, the mapping provides an overview of the alignment between the university's goals and those of the provincial government.

Alignment of UFV Goals and the Ministry Mandate Letters, Service Plan Goals, and System Objectives	2021/22 Mandate Priority Item(s)	Service Plan Goal 1	Service Plan Goal 2	Service Plan Goal 3	System Objectives
UFV Goal Provide inclusive learning environments for everyone	#1 #2 #3	✓	✓	✓	Access Capacity Efficiency Relevance Quality
UFV Goal Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others	#1 #2 #3	✓	✓	✓	Access Efficiency Relevance Quality
UFV Goal Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond	#1 #2 #3	✓	✓	✓	Access Capacity Relevance Quality

In what follows, we identify the relevant Key Performance Indicators (KPIs) used by UFV, as well as Institutional Measures set by the Ministry for each UFV goal.

Engaging Learners

Goal: Provide inclusive learning environments for everyone

Performance Measures

UFV Key Performance Indicators

- % of total Indigenous students, faculty and staff
- Annual retention rate
- % of students engaged in High Impact Practices
- % of students by credential type
- % of students from local communities
- Participation rates in pathway opportunities

Ministry Performance Measures

Institutional Measures:

- Indigenous student spaces
- Credentials awarded
- Student assessment of skill development
- Student assessment of the quality of instruction
- Student assessment of the usefulness of knowledge and skills in performing job
- Student spaces
- Student satisfaction with education
- Unemployment rate

System Measures:

- Credentials awarded to Indigenous students
- First year retention rate
- Loan repayment as a percent of income
- Participation rate
- Time to completion
- Transition rate of high school students to public post-secondary education
- Undergraduate tuition and fees as a % of median household income

Transforming Lives

Goal: Provide opportunities for people to discover, develop, and share their gifts while also recognizing and celebrating the gifts of others

Performance Measures

UFV Key Performance Indicators

The number of action item goals from the EDI Action Plan that have been implemented
% of UFV programs that can ladder into another program
Graduation rates
Number of faculty and staff engaged in professional development activities
Teaching excellence

Ministry Performance Measures

Institutional Measures:

Indigenous student spaces
Student assessment of skill development
Student assessment of the quality of instruction
Student assessment of the usefulness of knowledge and skills in performing job
Student satisfaction with education
Unemployment rate

System Measures:

Credentials awarded to Indigenous students
First year retention rate
Loan repayment as a percent of income
Participation rate
Time to completion
Transition rate of high school students to public post-secondary education
Undergraduate tuition and fees as a % of median household income

Building Community

Goal: Collaborate and partner in pursuits that enrich the lives of all people on our campuses, in our local communities, and beyond

Performance Measures

UFV Key Performance Indicators

Status of implementations addressing the TRC Calls to Action and Articles 14, 15 & 21 of UNDRIP related to education

of countries with more than 10 students represented by international students

Annual Greenhouse Gas Emissions (tCO₂e)

Employability skills

of community engaged projects

Total external research dollars

Total fundraising dollars

Ministry Performance Measures

Institutional Measures:

Indigenous student spaces

Credentials awarded

Student assessment of the quality of instruction

Student assessment of skill development

Student assessment of the usefulness of knowledge and skills in performing job

Student satisfaction with education

Student spaces

Unemployment rate

System Measures:

Credentials awarded to Indigenous students

Loan repayment as a percent of income

Participation rate

Transition rate of high school students to public post-secondary education

Undergraduate tuition and fees as a % of median household income

3.1.3 Alignment of UFV Strategic Imperatives with Mandate Priorities

Below we display the positioning of UFV’s goals and relevant strategic imperatives with the Ministry Mandate Priority Item(s). The three tables below detail how

- UFV Strategic Imperatives for Engaging Learners, Transforming Lives, and Building Community (Column 1) align with
- Mandate Letter Priorities/Directives; Mandate Letter Indicators; Minister’s Letter of Direction Indicators/Directives; and Ministry Strategic Initiatives (Column 2).

A full accounting of the Strategic Imperatives is in Section 2, with additional information on Indigenization in Appendix B.

Engaging Learners

UFV Strategic Imperatives to Engage Learners	Mandate Priority Item(s) & Indicators/Directives Ministry Strategic Initiative
Honour Indigenous knowledge at all touchpoints of learning	Mandate Priority 1—demonstration of how institutions have worked with Indigenous communities and learners impacted Mandate Priority 3—Cross-government and stakeholder collaboration
Identify and remove access barriers for individuals from marginalized and underrepresented groups	Mandate Priority 2—Initiatives to support vulnerable and underrepresented groups
Enhance deep listening, dialogue, and democratic civil engagement	Mandate Priority 3—Cross-government and stakeholder collaboration
Foster interdisciplinary and integrated forms of engagement	Mandate Priority 2—Co-op, Work Integrated Learning and Career Planning
Emphasize active and experiential forms of learning	Mandate Priority 2—Co-op, Work Integrated Learning and Career Planning
Provide opportunities for students to participate in experiential learning, scholarly activities and/or research initiatives with faculty members	Mandate Priority 2—Co-op, Work Integrated Learning and Career Planning
Enhance digital literacy and access to technology	Mandate Priority 3—Digital Services
Provide accessible and flexible opportunities to support personalized, lifelong learning	Mandate Priority 2—Micro-credentials Mandate Priority 3—Digital Services Ministry Strategic Initiative—K–12 Transitions and Dual Credit Programming

Transforming Lives

UFV Strategic Imperatives to Transform Lives	Mandate Priority Item(s) & Indicators/Directives Ministry Strategic Initiative
Dismantle settler colonialism by centering Stó:lō ways of knowing and being in the university	Mandate Priority 1—demonstration of how institutions have worked with Indigenous communities and learners impacted Mandate Priority 3—Cross-government and stakeholder collaboration
Prioritize the health and well-being of our community members and our ecosystems	Mandate Priority 3—Cross-government and stakeholder collaboration
Integrate equity, diversity, and inclusion (EDI) into all aspects of our institutional culture	Mandate Priority 2—Initiatives to support vulnerable and underrepresented groups
Support various pathways that lead to the attainment and recognition of students' educational goals	Mandate Priority 2—Micro-credentials Ministry Strategic Initiative—K–12 Transitions and Dual Credit Programming
Develop institution-wide experiential learning opportunities	Mandate Priority 2—Co-op, Work Integrated Learning and Career Planning
Support targeted personal and professional development for faculty and staff	Mandate Priority 3—Cross-government and stakeholder collaboration
Foster meaningful collaboration and engagement opportunities with members of our community	Mandate Priority 3—Cross-government and stakeholder collaboration
Share and celebrate the accomplishments of our UFV community and alumni with others	Mandate Priority 3—Cross-government and stakeholder collaboration



Building Community

UFV Strategic Imperatives to Build Community	Mandate Priority Item(s) & Indicators/Directives
Commit to achieving the Calls to Action from the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples	Mandate Priority 1—demonstration of how institutions have worked with Indigenous communities and learners impacted Mandate Priority #3—Cross-government and stakeholder collaboration
Offer programs and conduct scholarly activities that enrich the lives of those in the Fraser Valley	Mandate Priority 3—Cross-government and stakeholder collaboration
Improve community access to UFV's programs	Mandate Priority 2—Micro-credentials; High-demand occupations; Health-seat expansion; Supporting the implementation of Skilled Trades Certification; Further tech-relevant seat expansions Mandate Priority 3—Cross-government and stakeholder collaboration
Build programs that educate our students to act as ethical and engaged global citizens who redress historical injustices	Mandate Priority 3—Cross-government and stakeholder collaboration
Develop a vibrant and diverse culture on each of our campuses	Mandate Priority 2—Initiatives to support vulnerable and underrepresented groups Mandate Priority 3—Cross-government and stakeholder collaboration
Develop meaningful community partnerships and action-oriented projects that support social innovation, economic development, and environmental sustainability	Mandate Priority 3—Cross-government and stakeholder collaboration
Create opportunities for the world to positively interact with the Fraser Valley and for the Fraser Valley to positively interact with the world	Mandate Priority 3—Cross-government and stakeholder collaboration

Box 8: Rare feat—Two UFV accounting alumni score in top one percent of national CPA exam



UFV BBA classmates Caleb Steegstra (left) and Warren Rossing (right) achieved the impressive feat of scoring among the top 16 in a challenging three-day, Canada-wide, 2,000-person CPA final exam. Both finished in the top one percent nationally, with Rossing earning the top mark in all of B.C.

UFV alumni Warren Rossing and Caleb Steegstra were each summoned into their respective bosses' offices in early August. For aspiring Chartered Professional Accountants (CPAs) who make the prestigious honour roll, this is how Common Final Examination (CFE) test results are typically delivered.

Steegstra (BBA '20), a project accountant at Westbow Construction in Chilliwack, had been preparing for more than a year for the May 2022 exam. Rossing, also a BBA '20 graduate, just four years removed from being a prison guard, had the simple goal of just passing.

Neither knew what to expect—the CFE is an intense three-day exam required to become a CPA. It's offered only twice a year, with more than 26 percent of participants failing.

"The exam is so challenging, and you don't really know exactly what they're assessing and how they're assessing it," says Rossing, a finance officer at the Government of Canada.

While debriefing with his boss about the CFE results, Rossing not only learned he passed, but that he scored in the top one percent nationally. He also received the highest mark in

all of B.C., making him the class valedictorian. Meanwhile, Steegstra was informed by his boss and mentor, Jason Tiessen, CFO at Westbow, that he also made the national honour roll, finishing in the elite one percent as well.

That meant two UFV BBA accounting program alumni placed among the top 16 in a competitive field of more than 2,000 CFE writers across Canada. Only one other writer from B.C. made the 16-person honour roll list.

"This accomplishment is very rare," says Keith Lownie, associate professor, UFV School of Business, who also coached Steegstra in soccer as a youth. Lownie has taught CPA exam prep courses since 2003, and he estimates out of the 5,000 students he has helped prepare, only three or four have scored in the top 16. "CPA exams are hard. They require you to be both technically proficient in accounting but also have enabling competencies like critical thinking, decision-making, and strong communication skills."

Steegstra said sharing the top one percent with Rossing made the achievement even sweeter.

"It was super cool to share this honour with Warren, we took a number of classes together at UFV and we were kind of just buds," he says. "Our accounting journeys are very similar. We were both working and going to school."

Steegstra started the UFV accounting program in 2015 to build on his overall business operations skills while working first at HUB International, then Westbow. He credits the smaller classes, personal attention, and wide perspectives he received at UFV for his accounting foundation and preparation.

"There's a number of really great professors at UFV that helped me think differently and apply concepts in more meaningful ways," says Steegstra, who names Lownie, Lorne Mackenzie, and Mark Breedveld as his most

influential business professors. “The business program itself set me up for success in both my career and CPA training.”

Rossing’s path to CFE excellence was not as linear. Speak with the gregarious Rossing for five minutes and it’s clear he has an entrepreneurial spirit. He started off in finance, working as a business analyst for powerhouse banks like JP Morgan Chase before pivoting to entrepreneurship, and then making a complete 180 to an unlikely line of work.

“I was getting a little bit bored with the business and the finance side, so I ended up starting as a correctional officer and spent four years as a prison guard,” Rossing says. “So, that was a bit of a turn, but I really enjoyed the flexibility and freedom of the schedule as well as working in government.”

In 2016, a job posting at the Government of Canada for a financial officer became available. Ready to move on from being a prison guard, Rossing had relevant skills from his days in

finance but needed a stronger footing in accounting. He got the position and started the accounting program at UFV not long after.

“UFV does a really good job giving accounting students the tools that will translate when we decide to pursue being a CPA,” says Rossing. “The way that they teach us is always moving towards the bigger picture.”

Over two years, the pair individually plugged away at the preparation. They studied on nights and weekends, sacrificing hobbies and time with friends and family—which was especially difficult as both became first-time parents in 2020.

They are proud of their friendship and their UFV roots. But, most of all, they are relieved the exam is finally behind them.

“On a personal standpoint, I’m looking forward to more family time, more hobbies, more outdoors and more fun,” Steegstra says.

“Because now I have more time for that.”



UFV Convocation Ceremony, 2023

3.2 Performance Measures, Targets, and Results

3.2.1 System Measures

This section includes results and commentary on the 2022/23 Accountability Framework performance measures and results provided by the Ministry. Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved. For further details about the performance measure data and results, the 2022/23 Accountability Framework Performance Measure Results Notes are provided at the end of Section 3.2.

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially achieved	90% < 100% of the target
Not achieved	< 90% of the target

Measure 1: Student Spaces (total, health, and developmental):

System Objective: Capacity

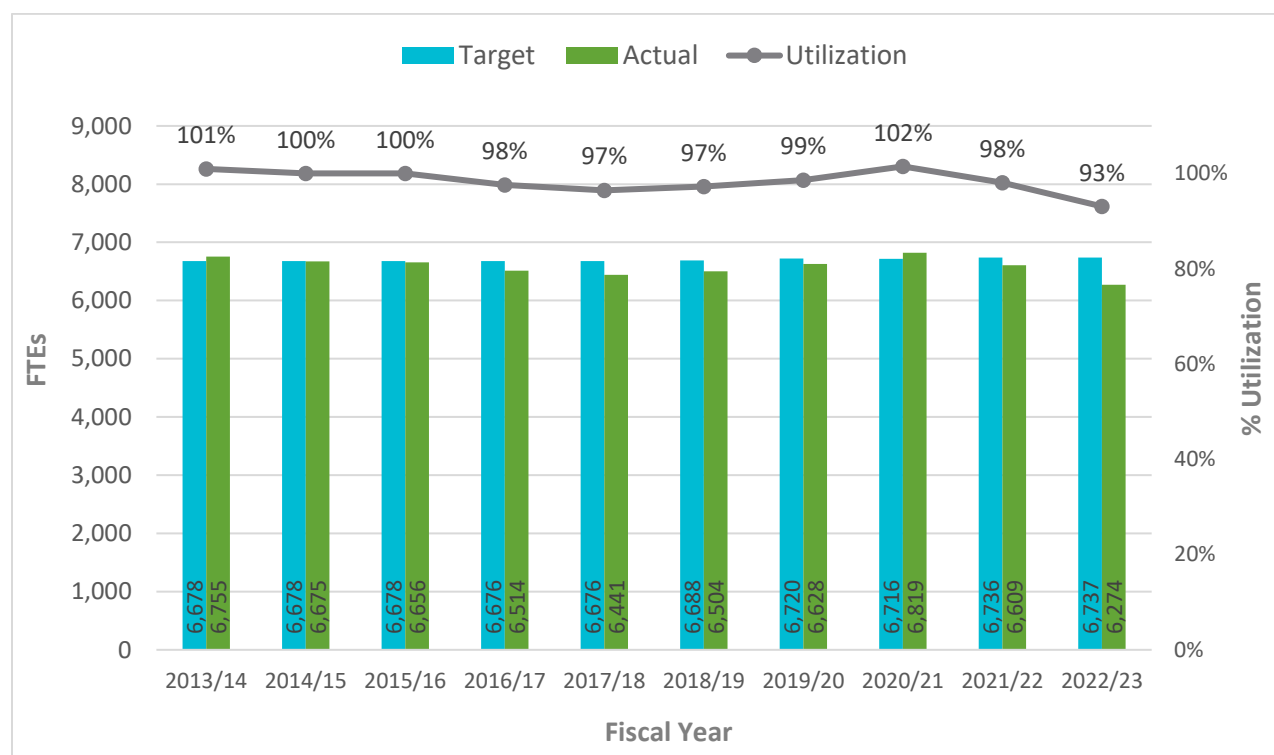
Measure	Actual		Target	Assessment
	2021/22	2022/23	2022/23	2022/23
Total student spaces	6,609	6,274	6,737	Substantially Achieved
Nursing and other allied health programs	518	488	496	Substantially Achieved
Developmental programs	222	217	282	Not achieved

In 2022/23, UFV's overall utilization rate for the Ministry funded student full-time equivalent (FTE) target was 93.1%, 463 FTEs below target. The rate is calculated by dividing actual FTEs (6,274) by target FTEs (6,737). This is the second year of decline in domestic Ministry FTEs following three consecutive years of increases. We have seen a decrease of 336 Ministry FTEs over last year.

Figure 33 illustrates the last ten years of FTE targets, actuals, and associated utilization rates. Since 2013/14, the funding target has been largely stable, remaining between 6,678 and 6,737 FTEs. Following three years of consecutive increases in actual FTEs, 2021/22 marked a change in trend, with a decline in the number of domestic FTEs, that has continued in 2022/23. In 2020/21, at the height of the pandemic, we saw an increase in the number of credits per term taken by domestic students. We believe this was due to students not being able to take part in other face-to-face activities, such as work or travel, so they studied at university instead. These higher per student enrolments in 2020/21 resulted in an increase in FTEs in 2020/21, but also to an increased number of graduates, and thus fewer returning students and lower FTEs in 2021/22, and lower again in 2022/23. Further, while returning domestic students increased during the pandemic, we saw a slight decline in new domestic students. In Summer 2022, we had fewer new and returning domestic students, however, for the Fall 2022 and Winter 2023

terms we have seen a slight change in trend, with a small increase in new domestic students and lessening decline in returning domestic students. We are optimistic that this trend will continue as Summer 2023 enrolments are on the rise for both new and returning domestic students, compared to the previous Summer 2022 term.

Figure 33: Actual vs Target FTEs and Total Utilization Rates, 2013/14 to 2022/23 (CDW)



UFV's total Ministry target increased by a net of 1 FTE, from 6,736 in 2021/22 to 6,737 in 2022/23. The majority of the program target changes were in the Health funding category with the total Health target increasing by 1 FTE over 2021/22 (from 495 in 2021/22 to 496 in 2022/23). Several Health programs had changes to their targets. The Bachelor of Science in Nursing (4-year) target increased by 17 FTEs while the Bachelor of Science in Nursing (3-year) target decreased by 17 FTEs, as the 3-year Bachelor of Science in Nursing Fast-track program will no longer be offered. This program was discontinued and there will be no new intakes. In 2021/22, there were an additional 20 FTEs in the Bachelor of Integrated Studies (Chemical Addictions Degree NVIT Partnership) through Health One-Time (HLOT) funding as part of the Ministry's Economic Recovery Plan that were not funded again in 2022/23, resulting in a reduction of 20 FTEs. The FTE target for Health Care Assistant has been distributed such that there is a target of 55 FTEs (increase of 48 FTEs) under the Nursing-HCA (NHCA) Ministry Code and 21 FTEs (reduction of 27 FTEs) under the Health One-Time (HLOT) Ministry Code, for the Health Care Assistant Partnership Pathway program resulting in a net increase of 21 FTEs for the HCA programs.

UFV is below the 100% utilization target for Developmental-Tuition policy eligible activity (FTEs are counted at the course level). UFV has seen similar domestic enrolments in developmental courses compared to the previous year (217 FTEs in 2022/23 compared to 222 FTEs in 2021/22). Developmental programming has an overall utilization rate of 77% which is higher than last year by 8.8 percentage points due to the decrease of 43 FTEs in the total developmental target.

University Upgrading and Preparation is an access department within the university. The department has a significant number of students who are upgrading for program prerequisites in the Adult Basic Education, or Qualifying Studies programs in order to meet prerequisites for their chosen programs of study. The plurality of Adult Basic Education students in Abbotsford who identify themselves are split between upgrading to meet prerequisites for other programs and pursuing their Adult Dogwood for personal or industry needs. Prerequisite upgrading students are usually new high school graduates and Adult Dogwood students are typically adults in their mid to late twenties. For students taking upgrading to meet program prerequisites, University Upgrading and Preparation has significant numbers of applicants specifically interested in upgrading for the Licenced Practical Nurse or Registered Nurse programs at UFV or, failing that, applying for Nursing programs at other institutions. We have a small number of students from industry who are upgrading to meet employment requirements, but they are in the minority.

UFV well recognizes that its Developmental FTEs are below target, that they have declined for two years straight, and, more generally, are down significantly from a decade ago. This decline is not from a lack of commitment to Developmental programming at UFV; the university is fully committed to offering this programming. Reasons for the long-term decline in Developmental activity at UFV likely include:

- An increase in the cost of living in the Fraser Valley. This disproportionately affects students taking developmental courses.
- An increase in the high school completion rates in the Fraser Valley. In 2021/22, the [Ministry website](#) reports the percent of non-completers from high school was 7% in Abbotsford and 12% in Chilliwack, the two primary communities served by UFV. Stepping back fourteen years to 2007/08, the percentages were 18% and 32% respectively—some 2.5 times greater. The improved educational attainment of high school students in the Fraser Valley has resulted in a decline in the demand for developmental programming at UFV.
- Developmental type programming is now more widely offered elsewhere, including online, than it was in the past.

The table below displays the four programs that generate the most Developmental FTEs at UFV—a full 84% of the total in FY 2022/23. The share of Developmental FTEs coming from Qualifying Studies has increased by 31% over the last three years. UFV is currently reviewing the Qualifying Studies program and part of this review focuses on how this program can better serve students that are seeking to gain the prerequisites required to enter their desired program. Our goal is to have this program better support students as they seek to achieve their goals, and one result should be increased Developmental enrolments.

Domestic Developmental Programs by FTE

Program	Fiscal Year				3 Year
	2019/20	2020/21	2021/22	2022/23	% Change
Adult Basic Education	121	133	80	71	-42%
Qualifying Studies	59	62	53	57	-4%
Adult Basic Ed University Prep	39	42	34	33	-15%
Certificate in English as a Second Language	37	25	12	22	-43%
All Other Programs	40	40	42	35	-13%
TOTAL	297	301	222	217	-27%
Share of Qualifying Studies	0.20	0.21	0.24	0.26	31%

Measure 2: Domestic Credentials Awarded:

System Objective: Capacity

Measure	Actual		Target	Assessment
	2021/22	2022/23	2022/23	2022/23
Number	1,957	1,988	≥1,967	Achieved

UFV has achieved its target for credentials awarded for 2022/23.

Measure 3: Indigenous Student Spaces:

System Objective: Access

Measure	Actual		Target	Assessment
	2021/22	2022/23	2022/23	2022/23
Total Indigenous student spaces	595	635	533	Achieved
Ministry (PSFS)	542	547		
SkilledTradesBC (STBC)	53	88		

The Indigenous²¹ student space target is (internally) set with the goal of having the proportion of Indigenous students at UFV equal the proportion of the Indigenous population in the Fraser Valley.

Using data from the 2021 Canadian Census²², we obtain the proportion of Indigenous people in the Fraser Valley Regional District (FVRD). The 2021 population total in the Fraser Valley was 317,765, while the Indigenous population was 24,010, making the Indigenous proportion 7.6%. In 2022/23, UFV produced a total of 7,046 domestic FTEs comprised of 6,274 in Ministry funded programs and 773 in SkilledTradesBC funded programs; the product of the proportion and the FTEs yields the Indigenous FTE target of 533 for 2022/23. In 2022/23 UFV achieved this target by producing 635 Indigenous student FTEs.

According to the 2021 Census, the Indigenous population in the FVRD increased by 1,805, from 22,205 (2016 Census) to 24,010 (2021 Census). At the same time, the share of the Indigenous population in the Fraser Valley declined very slightly from 7.7% in 2016 to 7.6% in 2021.

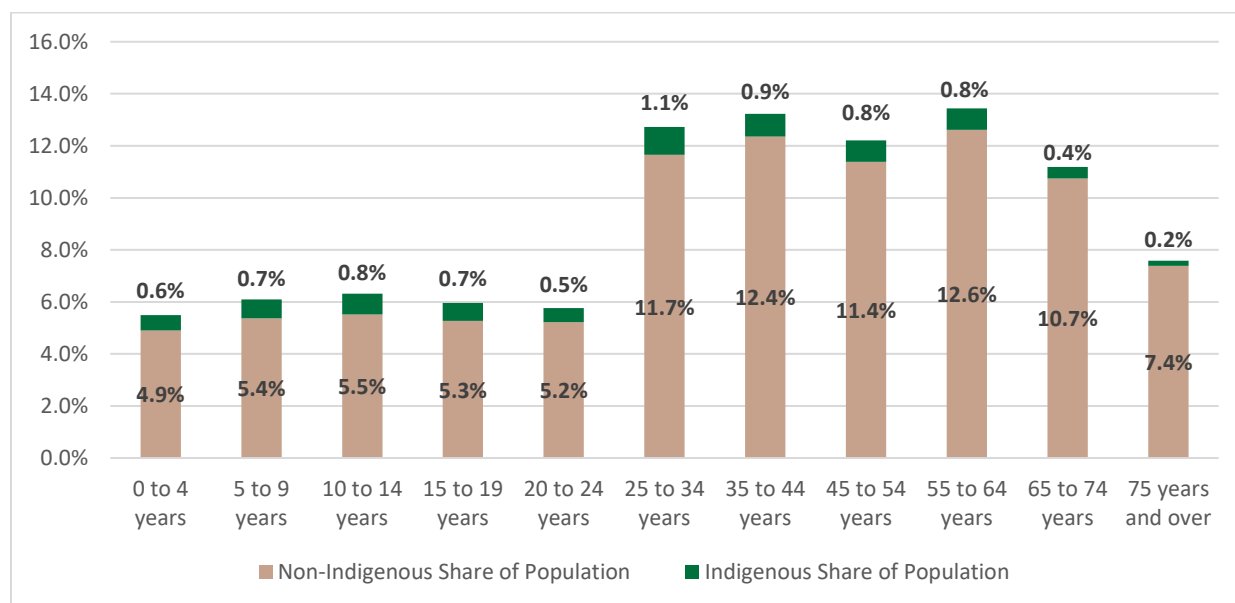
From the 2021 Census, we see that the Indigenous population in the FVRD is much younger than the non-Indigenous population, with an average age of 32.3 years compared to 41.7, respectively. The number of Indigenous 0 to 24 year olds in the FVRD accounts for 44.3% of the total Indigenous population (10,635/24,010), compared to 28.4% of the non-Indigenous population (83,515/293,655).

²¹ The term Indigenous is used as an inclusive reference to First Nations, Inuit, and Metis people.

²² Statistics Canada. Table 98-10-0266-01 Indigenous identity by Registered or Treaty Indian status: Canada, provinces and territories, census divisions and census subdivisions.

UFV recognizes the growth in the Indigenous youth population in the Fraser Valley and is committed to increasing the number of Indigenous learners. Figure 34 shows the share of Indigenous and non-Indigenous Population in the Fraser Valley Regional District by selected age groupings with data from the 2021 Census.

Figure 34: Share of Indigenous and non-Indigenous Population in the Fraser Valley Regional District by Selected Age Groupings, 2021 Census Data



Indigenous Grad Celebration at UFV, 2023

students. All university-wide projects, such as the new Integrated Strategic Plan, as well as smaller projects such as new programs under development, make use of student outcomes data. Individual departments and faculties examine these results as part of their regular review process designed to refine and improve their programs.

UFV carefully evaluates results of the province-wide student outcomes surveys: the Diploma, Associate Degree, Certificate, Trades Foundation, and Trades-Related Vocational Student Outcomes Survey (DACTRDSO); the Apprenticeship Graduate Survey (APPSO); and the Baccalaureate Graduates Survey (BGS). These survey results are disseminated throughout the university, to academic departments and faculties, and to senior management. These efforts help provide staff, faculty, and senior administration with the necessary information and insight to make better informed decisions that lead to improved performance outcomes for our

Measure 4: Student Satisfaction with Education:

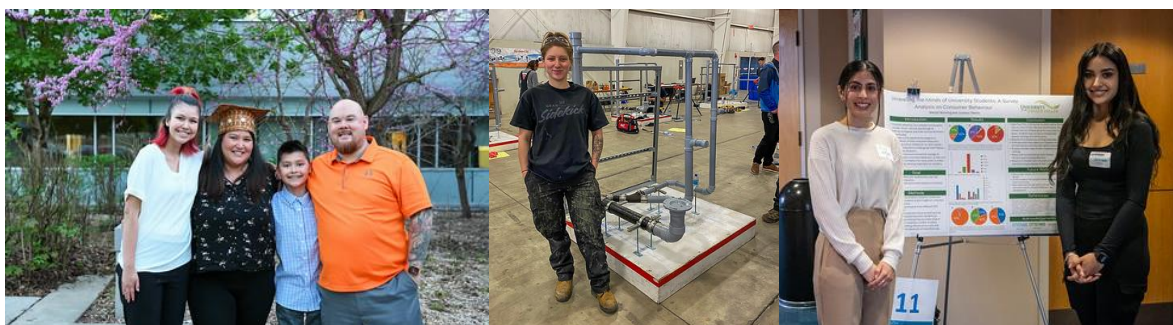
System Objective: Quality

	Actual		Target 2022/23	Assessment 2022/23
	2021/22	2022/23		
Former diploma, associate degree and certificate students	89.3% +/- 2.0%	88.8% +/- 1.8%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	97.8% +/- 3.4%	82.5% +/- 9.7%		Achieved
Former apprenticeship students	100.0% +/- 0.0%	91.7% +/- 6.0%		Achieved
Bachelor degree graduates	94.2% +/- 1.7%	91.6% +/- 2.2%		Achieved

Measure 5: Student Assessment with the Quality of Instruction:

System Objective: Quality

	Actual		Target 2022/23	Assessment 2022/23
	2021/22	2022/23		
Former diploma, associate degree and certificate students	96.3% +/- 1.2%	93.6% +/- 1.4%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	97.9% +/- 3.2%	90.0% +/- 7.7%		Achieved
Former apprenticeship students	98.0% +/- 2.9%	89.6% +/- 6.6%		Achieved
Bachelor degree graduates	95.0% +/- 1.6%	94.3% +/- 1.9%		Achieved



Measures 6: Student Assessment of Skill Development:

System Objective: Quality

	Actual		Target	Assessment
	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree and certificate students	84.9% +/- 2.0%	84.2% +/- 1.7%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	90.3% +/- 5.9%	82.9% +/- 8.7%		Achieved
Former apprenticeship students	94.5% +/- 3.2%	78.2% +/- 7.9%		Achieved
Bachelor degree graduates	87.9% +/- 1.9%	88.1% +/- 2.1%		Achieved

UFV achieved the 2022/23 targets on Measure 4 (student satisfaction with education), Measure 5 (student assessment of the quality of instruction) and Measure 6 (student assessment of skill development). The survey results show a smaller proportion of all survey respondents have given positive assessments in all three of these measures (4, 5, and 6) in 2022/23 compared to 2021/22 with the exceptions of Bachelor degree graduates' student assessment of skill development (Measure 6). We suspect that these less positive results in 2022/23 are a delayed effect of the pandemic and perhaps a result of the changes to learning environments and delivery methods that took place during the return to campus and the transition back to face-to-face instruction.



City Studio HUBBUB at UFV, 2023

The 2022/23 targets for Measure 7 (student assessment of usefulness of knowledge and skills in performing job) have been achieved for trades foundation and trades-related vocational graduates, former apprenticeship students, and Bachelor degree graduates, and have been substantially achieved for former diploma, associate degree and certificate students. The former diploma, associate degree and certificate students include non-grad leavers and so have historically had lower results. Regardless, UFV is committed to skill and career development for all of its students.

Measure 7: Student Assessment of the Usefulness of Knowledge and Skills in Performing Job:

System Objective: Relevance

	Actual		Target	Assessment
	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree and certificate students	80.9% +/- 5.7%	80.2% +/- 3.8%	≥90%	Substantially Achieved
Trades foundation and trades-related vocational graduates	90.2% +/- 7.4%	90.6% +/- 8.7%		Achieved
Former apprenticeship students	96.0% +/- 4.2%	92.9% +/- 6.2%		Achieved
Bachelor degree graduates	85.4% +/- 2.9%	87.5% +/- 2.9%		Achieved

Measure 8 Unemployment Rate:

System Objective: Relevance

	Actual		Target	Assessment
	2021/22	2022/23	2022/23	2022/23
Former diploma, associate degree and certificate students	10.1% +/- 4.0%	5.3% +/- 2.0%	≤ 8.1%	Achieved
Trades foundation and trades-related vocational graduates	4.5% +/- 4.9%	3.0% +/- 5.0%		Achieved
Former apprenticeship students	2.0% +/- 2.9%	2.3% +/- 3.5%		Achieved
Bachelor degree graduates	4.9% +/- 1.7%	4.2% +/- 1.7%		Achieved

UFV graduates have achieved Ministry unemployment rate targets (Measure 8) for 2022/23 in all categories. For the last thirteen years, UFV performance as assessed through APPSO, DACTRSO, and BGS surveys has achieved the target: the actual unemployment rate has been lower than the target for each year. These results indicate that UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills.

2022/23 Accountability Framework Performance Measure Results Notes

Please consult the 2022/23 Standards Manual at https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf for a current description of each measure.

Institutional Accountability Plans and Reports, which report on and provide context on these performance measures, are also published at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework>

Student Spaces

Results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year; results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year. Only Ministry funded Full-Time Equivalents are included.

Indigenous Student Spaces

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

Credentials Awarded

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2022/23 reporting year are a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

Student Outcomes Measures

Results from the 2022/23 reporting year are based on 2022 survey data; results from the 2021/22 reporting year are based on 2021 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 margin of error is greater than 10%.

Credentials Awarded to Indigenous Students

The target for this measure is currently under review. Assessment will show as "Increased" or "Decreased" over the previous year.

3.2.2 Progress of UFV KPIs

UFV KPIs were set to be relevant to all or most units across the campus; they require collaboration and coordination across multiple units/areas to achieve the targets. The baseline year for KPIs is 2020/21 and targets are set 5 years out. Most KPIs have annual updates but some are updated every three years due to the cycle for external surveys.

3.2.2.1 Progress of KPIs Relevant to Engaging Learners

KPI: % of total Indigenous students, faculty, and staff

Target: Increase % of each group on an annual basis

Year	Permanent Faculty or Staff			Student FTEs		
	Self-declared Indigenous	Total	% Indigenous	Self-declared Indigenous	Total	% Indigenous
2020/21	17	1,024	1.66%	616	7,367	8.36%
2021/22	19	985	1.93%	595	7,385	8.06%
2022/23	26	997	2.61%	635	7,046	9.01%

Note: Student FTE numbers for 2022/23 are draft numbers until we get the performance measure results from the Ministry.

KPI: Annual retention rate

Target: Increase retention rates by 5 percentage points in degree programs by 2026 (Yr 1 to 2 / Yr 2 to 3)

Cohort Year	Cohort Size	Retained in Year 2	Retained in Year 3	Year 1 to 2 Retained %	Year 2 to 3 Retained %
2018	465	387	324	83.2%	83.7%
2019	499	424	341	85.0%	80.4%
2020	517	421	338	81.4%	80.3%
2021	529	435	NA	82.2%	NA

KPI: % of students engaged in High Impact Practices

Target: Increase senior student participation in each category of High Impact Practices on the NSSE survey by 2026; the next NSSE survey results will be available for the 2024 update

NSSE Survey Year	High Impact Practice	NSSE Senior Student Results (%)
2019	Service Learning	63%
2019	Learning Community	21%
2019	Research with a Faculty Member	26%
2019	Internship or Field Experience	43%
2019	Study Abroad	7%
2019	Culminating Senior Experience	25%

KPI: # of students by credential type

Target: Ensure that the strategic balance in the % of credentials is consistent with UFV's access mandate

Unduplicated Headcount Credential Type	Fiscal Year					
	2020/21	2020/21 %	2021/22	2021/22 %	2022/23	2022/23 %
Advanced Certificate	19	0.1%	19	0.1%	17	0.1%
Apprenticeship	277	1.9%	385	2.7%	416	2.9%
Associate Degree	190	1.3%	133	0.9%	174	1.2%
Baccalaureate Degree	6,831	47.2%	7,016	48.4%	6,953	48.6%
Certificate	893	6.2%	959	6.6%	898	6.3%
Developmental Credential	554	3.8%	400	2.8%	377	2.6%
Diploma	4,251	29.4%	3,639	25.1%	3,657	25.5%
Graduate Certificate	68	0.5%	64	0.4%	46	0.3%
Graduate Diploma		0.0%		0.0%	1	0.0%
Masters Degree	80	0.6%	73	0.5%	31	0.2%
Program Only	1,252	8.6%	1,764	12.2%	1,705	11.9%
Post-degree Certificate	23	0.2%	18	0.1%	21	0.1%
Short Certificate	36	0.2%	29	0.2%	25	0.2%
Grand Total	14,474	100.0%	14,499	100.0%	14,321	100.0%

KPI: % of students entering UFV from local communities

Target: Increase the share of students that attend UFV out of the total graduating secondary students in Fraser Valley regional school districts that immediately transition to a PSI in B.C.

High School Graduating Year	PSI School Year	Total Fraser Valley College Region Immediate Transitions to BC PSI	Fraser Valley College Region Immediate Transitions to UFV	Proportion
2018/19	2019/20	1,500	1,005	67.0%
2019/20	2020/21	1,384	906	65.5%
2020/21	2021/22	1,457	907	62.3%



KPI: Participation rates in pathway opportunities

Target: Increase participation rates annually of students who participate in PLAR, developmental credits, dual/ concurrent credits, and transfers from other PSIs (domestic and international)

Area	Fiscal 2020/21		Fiscal 2021/22		Fiscal 2022/23	
	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate	Students/ Total Headcount	Part'n Rate
PLAR	12/14,474	0.08%	9/14,499	0.06%	14/14,321	0.10%
Developmental Credits	1,362/14,474	9.41%	1,123/14,499	7.75%	1,108/14,321	7.74%
Dual Credit Programs	97/14,474	0.67%	118/14,499	0.81%	119/14,321	0.83%
Concurrent credits	88/14,474	0.61%	87/14,499	0.60%	79/14,321	0.55%
Transfers from other PSI's	1,023/14,474	7.07%	1,068/14,499	7.37%	1,069/14,321	7.46%

3.2.2.2 Progress of KPIs Relevant to Transforming Lives

KPI: The number of Action Item Goals from the EDI Action Plan that have been implemented

Target: Progress can be demonstrated on all action items on an annual basis

Stage	Fiscal 2020/21		Fiscal 2021/22		Fiscal 2022/23	
	# of Items	%	# of Items	%	# of Items	%
Planning	10	25%	1	3%	1	3%
Ideation	8	20%	13	33%	12	30%
In Progress	14	35%	18	45%	18	45%
Complete	8	20%	8	20%	9	23%
Total	40	100%	40	100%	40	100%

KPI: % of UFV programs that can ladder into another program

Target: 100% of UFV programs (excluding professional graduate level programs) will be eligible to ladder into another credential by 2026

Year	% of UFV programs that can ladder into another program
2020/21	89%
2021/22	90%
2022/23	91%

KPI: Graduation Rates

Target: a) Increase graduation rates for degree students by 5 percentage points by 2026

Cohort Year	Cohort Size	Grad within 6 Years	Grad within 6 Years%
2014	415	173	41.7%
2015	388	161	41.5%
2016	384	177	46.1%

Target: b) Decrease the CUSC score of students reporting barriers to graduation to a comparable or lower rate relative to the average for peer Canadian institutions by 2026; the next CUSC Graduating Student Survey results will be available for the 2025 update

CUSC Survey Year	Measure	UFV	Group 1
2021	Share of graduating respondents that indicated delay	56%	43%

Note: Group 1 consists of universities that offer primarily undergraduate studies and that have smaller student populations.

KPI: Number of faculty and staff engaged in professional development activities

Target: Increase % of faculty and staff who participate in professional development activities on an annual basis

Fiscal Year	Used PD funds for Non-Remote Work Resources	Total	% Participation in PD
2020/21	285	1,024	27.8%
2021/22	293	985	29.7%
2022/23	469	997	47.0%

KPI: Teaching Excellence

Target: a) Exceed B.C. average for quality of instruction

Measure	BC Student Outcomes (BCSO) Survey Group	2019		2020		2021	
		BCSO	UFV	BCSO	UFV	BCSO	UFV
Quality of instruction rated very good, good, or adequate	Diploma, Associate Degree, and Certificate Students	95.1%	95.5%	95.0%	94.4%	95.1%	96.3%
	Trades-related vocational and Trades foundation	94.6%	100.0%	94.9%	98.0%	94.2%	97.9%
	Apprenticeship	94.5%	97.8%	94.7%	96.1%	94.0%	98.0%
	Baccalaureate Graduates	94.1%	97.3%	93.6%	93.5%	92.2%	95.0%
	Overall average	94.8%	96.4%	94.7%	94.4%	94.0%	95.9%

Note for this table, the next, and the KPI Employability skills table, BCSO refers to BC Average for CDW institutions including Research Universities in 2021 survey year; in 2019 and 2020 survey year, Research Universities are not included.

Target: b) Exceed B.C. average for satisfaction with education

Measure	BC Student Outcomes (BCSO) Survey Group	2019		2020		2021	
		BCSO	UFV	BCSO	UFV	BCSO	UFV
Very satisfied or satisfied with education	Diploma, Associate Degree, and Certificate Students	91.3%	89.9%	91.7%	88.8%	91.6%	89.3%
	Trades-related vocational and Trades foundation	92.8%	95.7%	93.5%	93.6%	90.8%	97.8%
	Apprenticeship	92.1%	97.8%	92.8%	100.0%	91.3%	100.0%
	Baccalaureate Graduates	93.7%	96.9%	92.5%	90.8%	91.6%	94.2%
	Overall average	91.9%	92.9%	92.2%	90.1%	91.5%	92.0%

3.2.2.3 Progress of KPIs Relevant to Building Community

KPI: Status of implementations addressing the TRC Calls to Action and Articles 14, 15 & 21 of UNDRIP related to education

Target: All current initiatives to be implemented by 2024. Any new initiatives to be implemented by 2026. Initiatives are classified across two measures: (i) by column, Implemented or Not Implemented, and (ii) by row, the Ministry defined Initiative Status.

Initiative Status	2020/21			2021/22			2022/23		
	Impl.	Not Impl.	Total	Impl.	Not Impl.	Total	Impl.	Not Impl.	Total
Planned		4	4		4	4		4	4
In Progress	5	14	19		5	5		3	3
New	9	1	10		1	1		1	1
New & Ongoing	1	3	4						
Ongoing	4	33	37	33	12	45	33	12	45
Implemented	11		11	16		16	16		16
Complete	6		6	20		20	22		22
Grand Total	36	55	91	69	22	91	71	20	91

KPI: # of countries with more than 10 students represented by international students

Target: Increase # of countries that meet this criterion on an annual basis

Year	# of countries with more than 10 students represented by international students
2020/21	6
2021/22	9
2022/23	12

KPI: Annual Greenhouse Gas Emissions (tCO₂e)

Target: Reduce tCO₂e by 1/3 (33%) of 2009 levels by 2026: 2,122

Year	UFV Total CO ₂ Emissions	% Change from Base Year	Year	UFV Total CO ₂ Emissions	% Change from Base Year
2009	3,167	-	2016	2,338	-26%
2010	3,062	-3%	2017	2,701	-15%
2011	3,235	2%	2018	2,380	-25%
2012	3,277	3%	2019	2,230	-30%
2013	2,566	-19%	2020	2,163	-32%
2014	2,432	-23%	2021	2,210	-30%
2015	2,235	-29%	2022	2,474	-22%

KPI: Employability skills

Target: Exceed B.C. average for % of students who report knowledge and skills gained in program were useful in performing their job

Measure	BC Student Outcomes (BCSO) Survey Group	2019		2020		2021	
		BCSO	UFV	BCSO	UFV	BCSO	UFV
Knowledge and skills gained very or somewhat useful in performing job	DAC	86.5%	87.2%	87.5%	86.5%	84.9%	80.9%
	Trades-related vocational and Trades foundation	89.5%	87.8%	89.1%	86.4%	87.4%	90.2%
	Apprenticeship	93.3%	97.7%	93.6%	100.0%	92.7%	96.0%
	BGS	90.5%	89.6%	91.7%	90.6%	86.7%	85.4%
	Overall average	88.2%	88.5%	88.9%	88.3%	86.2%	83.6%

KPI: # of community engaged projects

Target: Increase annually the number of research and scholarly activity projects within the communities UFV serves

Year	Total # of Community Engaged Projects	Partnerships
2020/21	62	39
2021/22	70	57
2022/23	97	66

KPI: Total external research dollars

Target: Increase annually the amount of external research dollars (grants and contracts) generated on an annual basis

Fiscal Year	Annual external research funding (in CAD)
2020/21	3,552,573
2021/22	3,475,739
2022/23	3,359,193

KPI: Total fundraising dollars

Target: Increase total fundraising dollars generated by 10% on an annual basis up to 2026

Fiscal Year	Fundraising Total Amount CAD	% increase from previous year
2020/21	1,132,267	Baseline
2021/22	2,085,673	84%
2022/23	1,518,062	-27%



UFV Giving Day Cash Booth, 2023

3.2.3 External Surveys

UFV participates in a number of external surveys, including the B.C. Student Outcomes Surveys, the Canadian University Survey Consortium (CUSC), the National Survey of Student Engagement (NSSE), and the Faculty Survey of Student Engagement (FSSE). Results from these surveys help inform the university of its students' educational experiences and perceptions, and aid in future planning. Selected results from these surveys have been included throughout this report. Below we provide some additional results from the CUSC 2022, and the NSSE and FSSE 2019 surveys.

3.2.3.1 Canadian University Survey Consortium

The CUSC survey measures student characteristics—such as employment, marital status, debt, parental level of education—as well as students' academic goals and student life. The survey provides a measure of student involvement with university activities and their level of satisfaction with various aspects of their university experience. The survey rotates each year through one of three cohorts; the 2022 survey discussed here involves first-year students.

Participating universities are organized by CUSC into three groups based on the size of student population and academic activity. Group 1, which includes UFV, consists of universities that offer primarily undergraduate studies and that have smaller student populations; Group 2 are medium-sized universities offering both undergraduate and graduate programming; Group 3 consists of larger, research-based universities, with most having professional schools as well. This allows a comparison of UFV's results both nationally and to similar-sized universities. In 2022, CUSC surveyed over 15,000 first-year students at 45 universities across Canada.

UFV first-year respondents are significantly younger on average (18.8) than first-year students in Group 1 (21.2) and nationally (19.4), and somewhere in between other first-year students when it comes to the split in gender; 67% of UFV first-year respondents were female compared to Group 1 (71%) or nationally (65%). UFV first-year respondents are slightly more likely to be in a relationship than their peers (23%) compared to Group 1 (19%) or nationally (18%) but less likely to be married or common-law (1%) compared to Group 1 (11%) or overall (4%).



First Day in Fall 2022 at UFV

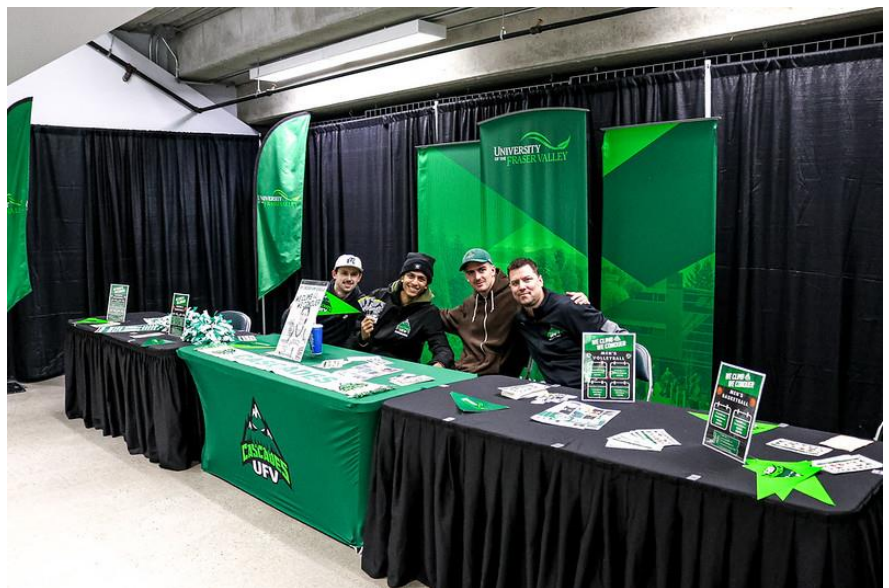
A larger proportion of UFV first-year respondents are first generation university students (21%) compared with Group 1 (14%) and nationally (11%); the share of UFV first-year students whose parents'

highest level of education is some college or university and below is considerably larger (37%) compared to Group 1 (24%) or nationally (20%).

A similar share of UFV first-year respondents (89%) felt that an important motivation for attending university was that they were more likely to get a job with a degree, compared to Group 1 (86%) and overall (89%); a significantly smaller proportion of UFV first-year students felt that an important motivation for attending university was the satisfaction of doing challenging academic work (40%) compared to Group 1 (54%) and nationally (52%).

Almost three quarters (72%) of UFV first-year respondents agreed that they had the financial resources to complete their degrees, similar to Group 1 (71%) and nationally (74%). Only 48% of UFV respondents said they had selected their major or discipline compared to 74% for Group 1 and 76% for all first-year student respondents.

Students indicated their use and satisfaction with several different facilities and services, with facilities for university-based social activities and parking typically being areas of least satisfaction. There is always room for improvement and there were some areas where UFV received a low rating, or was low compared to other universities. Areas where UFV scored significantly lower include facilities for university-based social activities (69% compared to 90% for Group 1 and nationally) and facilities for student associations at 82% relative to 94% for Group 1 and 92% nationally.



University Night at the Abbotsford Canucks, 2023

Overall, UFV's results were largely positive: A total of 87% of UFV respondents agreed that they were generally satisfied with the quality of teaching they received, similar to Group 1 (87%) and higher than the national rate of (82%). When asked about their satisfaction with their decision to attend UFV, 90% of respondents were satisfied or very satisfied with their decision, compared to 90% for Group 1 and 89% overall. However, a slightly lower share of UFV first-year respondents (62%) were satisfied or very satisfied with the concern shown by the university for them as an individual, compared to Group 1 (70%) or nationally (65%).

Box 9: Sociology and Nursing students work together to examine social determinants of health



UFV sociology and nursing students explored structural competency during a recent workshop on the Chilliwack campus.

When it comes to health issues, a person's postal code can have as much or more influence than their genetic code.

Inequities, including lack of access to resources, and discrimination based on race, gender, and economic status all affect how a person interacts with the health-care system.

A recent interdisciplinary project at UFV saw upper-level sociology students lead first-year nursing students through a workshop that allowed them to explore and develop structural competency, defined as the ability of health care providers and trainees to appreciate how symptoms, clinical problems, and attitudes toward patients and health systems are influenced by "upstream" social determinants of health.

"When certain patients are referred to as 'frequent flyers' in the emergency ward we need to ask why," notes Dr. Michael Corman, an associate professor of sociology at UFV with a research interest in medical sociology. "Society is structured in such a way that certain types of people seek health care more frequently than others."

Students discuss social determinants of health in Chilliwack's renovated library.

Corman taught a special topics sociology class this semester that involved having his students learn about structural competency, health professional education, and the social determinants of health, and then work together in groups to teach the concepts to first-year nursing students during a special crossover session.

Social determinants of health are defined as social and economic factors that influence differences in health status. They include health-promoting factors, such as decent living and working conditions, or the lack of the same.

"The social determinants of health have a significant impact on nursing practice and outcomes," said one of the sociology students during the introduction to the workshop. "Access to healthy food, financial security, and housing, as well as economic status, environmental factors, education, age, gender, race, and the state of the health-care system are all factors. Inequality can be worse for your health than smoking."

Each team of sociology students developed case studies of clinical encounters for discussion and reflection and time was allocated for the groups of nursing students to discuss approaches to taking care of their own mental health.

Catherine Liao, associate professor in the Nursing program, agreed to have her class cooperate with the sociology students, said it was a good opportunity for her students to examine their approach to practice from a wider perspective.

"Rather than tell patients that they should eat healthy food, they will learn to ask, 'what can we do to help you eat in a healthier way?' And instead of thinking, 'Oh, you again' when a



Students discuss social determinants of health in Chilliwack's renovated library.

repeat patient shows up in the ER, they'll ask 'What can I do to help you, so you won't need to come back?'"

Sociology student Lisa Halliday appreciated the opportunity to take a deep dive into the concepts of structural competency and social determinants of health, and of thinking of ways, including using memes as teaching aides, to help the nursing students absorb the concepts.

"With our professor's enthusiasm and passion, and our understanding that the system isn't always as good as it could be, we were able to create material to teach others," she said.

Catherine Fahim and Dawn Nansumba are nursing students who took part in the exercise.

"It helped encourage us to think about health care situations within a broader context," said

Fahim. "There are many factors that can influence how someone is feeling in addition to biology. And other people's biases have an impact on health outcomes."

Nansumba concurred.

"We should be thinking about 'upstream' issues and discuss them more often in the healthcare setting. This really reinforced what we have been learning in class."

At the conclusion of the session, sociology student Isaac Gregson encouraged the nursing students to remain committed to their chosen field.

"I hope nothing we've discussed today will discourage you from becoming a nurse. Now more than ever we need people who approach it with passion and do it well. After today, when we've shared ways to approach solutions to structural problems, you have a sociological toolkit to bring with you into your nursing career."

In addition to Corman and Liao collaborating across disciplines by having their sociology and nursing students work together, the project also had input from Claire Hay, a specialist with the Teaching and Learning Centre at UFV.

"Without the expert support from Claire Hay the innovative design of the course that culminated in this workshop would not have been possible," said Corman. "So, this workshop was truly a collaborative and interdisciplinary endeavour."

3.2.3.2 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) is an international survey that UFV participates in every three years. NSSE collects information at hundreds of universities about student participation in programs and activities and the results provide an estimate of how undergraduates spend their time and what they gain from attending university. The NSSE survey groups include first-year and senior (fourth-year) degree-seeking students (including undergraduate diploma, associate degrees, and

degrees). UFV most recently participated in the NSSE survey (and associated FSSE survey, discussed below) in 2019.

Both of the NSSE 2019 survey groups, first-year and senior students, rated the educational experience at UFV highly, with 79% of first-year and 86% of senior-year students rating their experience as good or excellent. Both groups of students also rated UFV highly in regard to the quality of their interactions with various groups on campus, including other students, faculty, and support staff. When UFV students were asked if they could start over again, if they would go to UFV, 82% of first-year students and 84% of senior students said definitely or probably. Both senior and first-year students, however, were less likely than students at a comparable set of Canadian universities to agree that UFV encouraged students to attend campus activities or provide opportunities for social involvement. UFV senior and first-year students are more likely than students at a comparable set of Canadian universities to report the highest level of education completed by their parents (or those that raised them) as graduated from high school or less.

Results from the NSSE 2019 First-Year and Senior Student Survey identified that:

- 61% of UFV first-year and 65% of senior UFV respondents said they planned to, were in progress, or had participated in an internship, co-op, field experience, student teaching, or clinical placement.
- 26% of UFV first-year and 38% of senior UFV respondents said they planned to, were in progress, or had done work with a faculty member on a research project.
- 79% of first-year and 86% of senior UFV respondents rated their overall experience as “excellent” or “good.”
- 82% of first-year and 84% of senior UFV respondents said that if they could start over again, they would “definitely” or “probably” go to UFV.

From the results of the NSSE 2019 Survey, UFV rated highly in the following three areas: Effective Teaching Practices, Quality of Interactions, and Discussions with Diverse Others.

3.2.3.3 Faculty Survey of Student Engagement

The Faculty Survey of Student Engagement (FSSE) is a North American survey of post-secondary institutions designed to complement the related NSSE survey, and is conducted at the same time. The FSSE survey measures faculty perceptions of how often students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty-student interactions, and how faculty members organize their time. The FSSE 2019 survey queried faculty, which are categorized based on teaching a particular course, either lower or upper-division.

A comparison between similar questions on the most recent NSSE and FSSE surveys revealed some interesting results. For example, UFV students rate the quality of their interactions with faculty much higher than faculty perceive. UFV students also reported that they had “at least often” had discussions with diverse others at a higher proportion compared to the share of faculty that reported that they have provided opportunities in their selected course sections for this to occur, “at least quite a bit.” This likely indicates that students are (also) engaging in discussions with diverse others outside of UFV classrooms.

Regarding high-impact practices, a high proportion (79%) of UFV faculty believe that it is important for UFV undergraduate students to complete an internship or field experience before they graduate, with 38% of faculty responding that they supervise undergraduate internships or other field experiences in a typical 7-day week. Only 6% of UFV first-year students have participated in an internship or field experience, compared to 43% of UFV senior respondents. We also see that the majority (52%) of UFV faculty respondents believe that it is important for UFV students to work with a faculty member on a research project; 43% indicated that in a typical week, they work with undergraduates on research. About one quarter (26%) of UFV senior respondents reported that they have done work with a faculty member on a research project, or are in progress; only 2% of first-year UFV respondents reported the same. These high-impact practices are examples of strategic imperatives outlined in UFV's Integrated Strategic Plan, and the university seeks to increase the number of students involved in these type of practices.

When comparing questions about faculty course goals and student-perceived gains, faculty and students generally agreed in their responses; 91% of lower-division and 93% of upper-division faculty believe that they structure their course sections so that students learn and develop thinking critically and analytically skills, compared to 77% of first-year and 87% of senior students that believe their experience at UFV has done the same.

The survey responses also revealed that UFV faculty are aware of the unique characteristics of UFV students, in regards to how they spend their time in an average week. For example, 42% of UFV lower-division faculty respondents perceived that the typical UFV student worked for pay off campus for 16 or more hours in a week, compared to 43% (high for a Canadian university) of first-year respondents who reported doing so (52% for upper-division faculty vs 47% of senior respondents).



UFV Service Excellence Dinner, 2023

UFV faculty are also aware of the time UFV students spend providing care for dependents (children, parents, etc.); 9% of first-year students and 16% of senior students reported spending 16 hours or more per week caring for dependents, with lower-division faculty perception at 10% and upper-division faculty perception at 17%.

Results from the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) 2019 revealed that a high percentage of both UFV faculty and student respondents agree that UFV contributes to students' development of thinking critically and analytically; over 90% of faculty believe that they structure their course sections to develop these skills, while 77% of first-year and 87% of senior students believe that their experience at UFV has done the same.

4. Financial Information

4.1 Financial Results

Achieving strategic objectives, strengthening the confidence of stakeholders, keeping education affordable for students, and maintaining a position of long-term financial sustainability are all results of UFV's consistent efforts of good financial management. UFV continues to have positive financial results despite the on-going impacts of the COVID-19 pandemic and the resulting financial uncertainty. The financial outcome for 2022/23 is a result of evolving and adapting to the new normal that impacts teaching, learning, and the delivery of services, which include flexibility in offering face-to-face, online, and hybrid options. UFV continued to use mitigation strategies employed in 2021/22, grounded in approved budget principles, including contingency measures, strategic hiring, and controlled discretionary spending.

Comprehensive financial results for the university can be viewed on the UFV website at: <http://www.ufv.ca/finance/reporting/annual-financial-reports/>

While the budget development framework is like prior years, the residual impacts of COVID-19 continued to influence the planning environment and shape budget assumptions and conversations. The 2023/24 Budget continues to support the changes in increased flexibility and choice for students in instructional delivery and support services, and the corresponding change in work mode, which requires a significant investment in digital licensing and technical support services. UFV's Strategic Enrolment Management (SEM) Plan 2023-2030 (discussed in Section 1.1.3.1) provides guidance and actions to address student enrolment uncertainty. Funding to move on actions to achieve the SEM Plan is a priority for the 2023/24 Budget, focusing on enhancing student recruitment and retention, and on building meaningful community partnerships that benefit our students and communities.

The 2023/24 Budget was developed with strategic intention, aligning resources to university priorities while being mindful of the impact on individuals, programs, and the institutions financial sustainability. The SEM Plan aligns with the Strategic Imperatives of the university's Integrated Strategic Plan and focuses on the educational journey of the student from recruitment through graduation, to active engagement as an alumnus. The 2023/24 investments are categorized and framed within the context of the university's overarching ISP priorities:

- Indigenization and Reconciliation
- Equity, Diversity, and Inclusion (EDI)
- Student Success
- Applied Research
- Lifelong Learning
- Personal and Professional Development
- Engagement with Community
- Sustainability
- Accountability & Quality Assurance

Along with the strategic investments in the operating budget, the 2023/24 Budget includes a Comprehensive Financial Plan for university restricted resources. The Comprehensive Financial Plan

includes the Program Equipment Renewal Plan, Technology Plan, Capital Plan, and Strategic Investment Fund Plan; coordinating all funds reduces risk and works to achieve the strategic priorities of the university.

It is through the combined efforts and continued commitment of our faculty, staff, and students that UFV has continued to be resilient and financially stable.

The comprehensive budget can be viewed on the UFV website at:
<https://www.ufv.ca/budgets/consolidated-budget-plan/>

4.2 Risk and Uncertainties

UFV operates in an increasingly complex environment and must assume certain risks to meet its objectives and realize its strategic goals. The intent of risk management is to support opportunities and focus on what is important to the organization, and to identify and prepare for changing environments and what could go wrong. UFV continues to mature an enterprise-wide approach to risk management, recognizing the inter-relationships of risk and opportunity across university functions.

From a financial perspective, global political and economic uncertainty and tensions are resulting in inflationary pressures and supply chain disruptions, which impact university budgets. The impact of COVID-19 on student expectations of post-secondary education continues to emerge.

The most significant risk to achieving the 2023/24 Operating Budget is tuition dependency, the reliance on student tuition to sustain operations. Recruiting and retaining students is a multi-faceted and complex effort. External factors such as global events, economic circumstances, and shifting values, impact decisions to participate in post-secondary education. Factors such as reputation, programs, flexibility, barriers, instructional delivery, and student experience all influence student decisions to choose UFV and complete their program at UFV. UFV's SEM Plan is a proactive and longer-term approach to increasing student recruitment, admissions, and retention.

The university will be vigilant in monitoring results to budget and will implement mitigation strategies if it becomes apparent that revenues will not achieve targets. The university has a sufficient capital reserve for ancillary assets for 2023/24.



National Philanthropy Day Donor Breakfast, 2022

Box 10: Two women with UFV connections nominated for 2023 YWCA Women of Distinction awards



[left] Dr. Lenore Newman—nominated in Environmental Sustainability category

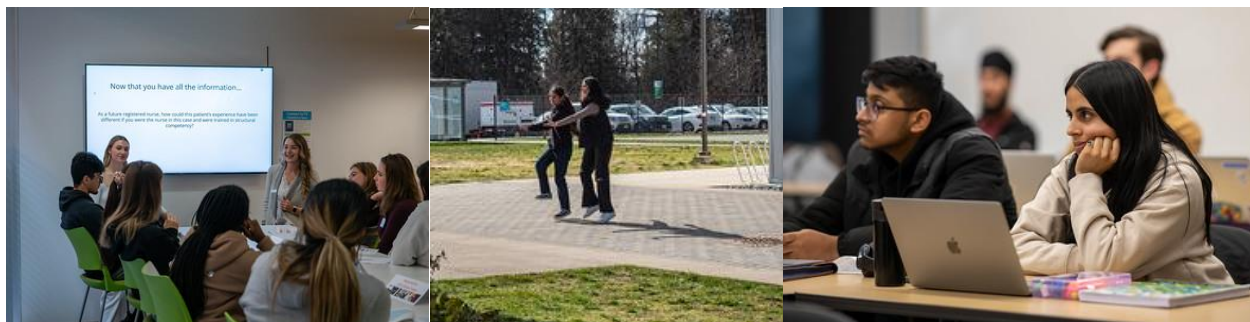
[right] Rhianna Millman—nominated in Reconciliation in Action category

Two women with UFV connections have been nominated for 2023 YWCA Women of Distinction awards. Recognized nationally, the YWCA Women of Distinction Awards is the organization's primary fundraising event, honouring extraordinary women leaders and businesses.

Dr. Lenore Newman is Founder and Director of the Food and Agriculture Institute at the University of the Fraser Valley, where she leads a research program focusing on sustainable food systems and agricultural technologies. Dr. Newman also works to influence food policy and land use planning in B.C., serving on the Premier's Food Security Task Force and the Minister of Agriculture's Task Force on

Revitalizing the ALR. Lenore has conducted extensive research into agricultural land preservation and is considered one of the foremost experts on the subject. Lenore is dedicated to training new researchers and mentoring emerging scholars, creating opportunities for students to gain hands-on experience. Lenore's research and policy activism impact our food security in environmentally sustainable, socially responsible, and economically sound ways.

Rhianna (Human Resources Management certificate '15) is a citizen of Métis Nation British Columbia with ancestry from the Red River Valley in what is today called Manitoba. Rhianna is the Indigenous Cultural Safety & Humility Consultant at BC College of Nurses and Midwives, where she leads the organization toward a culturally safe and anti-discriminatory healthcare system. She is the family advocate for Keegan Combes and co-author of "Remembering Keegan: a B.C. First Nations Case Study Reflection" developed in partnership with First Nations Health Authority. "Remembering Keegan" is a first of its kind report in the province and was gifted in ceremony by Keegan's family and community to the B.C. health-care system as a learning tool. Rhianna is helping shape the cultural safety and quality of care for all Indigenous people in B.C. and across the country.



5. Final Comments

After two years where campus life was heavily impacted first by the global pandemic and later by flooding in the Fraser Valley, 2022/23 marked a return to more familiar days at the University of the Fraser Valley. There were in-person Convocation ceremonies in June 2022, and most courses and programs were again offered in a face-to-face on-campus setting starting in the Fall 2022 semester.

And there was a lot to celebrate. UFV marked the milestone of 30 years of bachelor's degree programming in Fall 2022 and will celebrate its 50th anniversary since its establishment as Fraser Valley College in 2024. This year UFV awarded 2,956 credentials; we delivered 635 total Indigenous student spaces, 102 more than the target of 533. UFV graduates are well trained to meet the requirements of the job market and are contributing to B.C.'s economy with their skills: the unemployment rate of UFV Bachelor's degree graduates is 4.2%, much lower than the Ministry unemployment rate target of 8.1%.



Indigenous Grad Celebration at UFV, 2023

UFV President Joanne MacLean told this year's graduates that they had persevered through stressful experiences while pursuing their education. Not only did they have to complete part of their education remotely because of the pandemic, they also coped with major flooding in the Fraser Valley that disrupted classes in November 2021.

"You will be remembered for your resolve, your commitment, and the determination you have shown to complete your credentials in the midst of the worst global health crisis in living memory. ... In addition to the pandemic, you have lived through recent catastrophic flooding in our communities. You have managed layers of adversity and it has not been easy. It has taken determination, your hard work and the support of your professors and friends and family, and it has taken dedication to embracing change and challenge and finding a way forward. And you have done it!"

Along with UFV students, the UFV community persists and stays strong, adaptable, and compassionate—demonstrating our values in community, excellence, inclusivity, and integrity.

Looking into the future, UFV recognizes that the population in the Fraser Valley will continue to increase and UFV aims to accommodate this growth by increasing domestic enrolments significantly within the next decade, while planning for international enrolments to make up one-quarter of the total student population. Through this approach, UFV seeks to enrich the lives of learners, promote community building, and respond to the evolving educational needs and demands of the Fraser Valley, while also creating opportunities to welcome international students from around the world.

Appendix B—Reporting on Implementation of Truth and Reconciliation Commission’s Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

Progress on Implementation of Truth and Reconciliation Commission’s (TRC) Calls to Action and articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples at Public Post-Secondary Institutions in B.C.

TRC CALL TO ACTION ²³ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> • New²⁴ • Planned / In Progress / Implemented or Ongoing • If there is no relevant program/initiative show as N/A 	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how UFV’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
Response: Honouring Indigenous worldviews provides social workers with the opportunity to develop insights into how Indigenous communities and families contribute to the process of child welfare and healing. These insights will guide future social workers to practice differently and will contribute to the reduction in the number of Indigenous children in care.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing Action: The Social Service Worker diploma , Indigenous Focus includes Indigenous pedagogical practices, perspectives, and content. Honouring Indigenous pedagogies, assessment techniques include storytelling/story listening, personal journals, and story-focused narratives. Indigenous cultural knowledges are experienced through land-	New Action: In September 2023, the Social Service Worker diploma, Indigenous Focus will increase elective choices from the four previous First Nations Studies (FNST) courses to a much broader range of Indigenous courses offered by departments across the university. Action: Dr. Robert Harding, Professor, and the School of Social Work and Human Services (SSWHS) were honoured

²³ "..." represents omitted text not related to post-secondary education from the original Call to Action.

²⁴ New initiatives start in the current reporting year and have not been previously reported on.

<p>based teachings with Elders and Indigenous Knowledge Keepers.</p> <p>Action: All Social Service Worker diploma students complete HSER 140: Introduction to Indigenous-Centred Human Services in their first semester of studies.</p> <p>Action: The Bachelor of Social Work (BSW) degree requires all applicants to complete an Indigenous content university-level course before applying for admission.</p> <p>Action: SOWK 392: Indigenous Social Work is a required course in the program that allows students to examine allyship between Indigenous Peoples (First Nation, Métis, and Inuit) and social work practitioners. Topics include: Indigenous peoples and their relationship with social work in Canada, including historical and current issues of race, racialization, racism, colonization, and imperialism. Examining and honouring Indigenous lenses, worldviews, values, knowledge, and wisdom is central to this course.</p> <p>Action: The Master of Social Work (MSW) Committee continues to provide academic and financial supports to remaining Indigenous graduate students as part of a MSW cohort in partnership with Nicola Valley Institute of Technology in Merritt. These students are now in their 5th and final year to complete the MSW degree.</p> <p>Action: The MSW, BSW, Human Services, and Field Education Committees undertake ongoing reviews of all official course outlines with a goal of further Indigenizing and decolonizing curriculum, including field education.</p> <p>Action: The SSWHS collaborates with Indigenous social service organizations and First Nations to place practicum students. These agencies include: Aboriginal Child and Youth Mental Health, Aboriginal Health Strategic Initiatives, Aboriginal Mother Centre, Cheam First Nation, Federation of Aboriginal Foster Parents, First Nations Health Authority, Fraser Region Aboriginal Friendship</p>	<p>for their Indigenization work that spanned more than 20 years at a ceremony held at Shxwhá:y Community Hall.</p> <p>Action: Faculty and staff continue their personal decolonization and Indigenization professional development journeys. These are reciprocal in nature, for example, staff member Karen Derksen attended a Land Acknowledgement workshop and shared with colleagues what she learned.</p> <p>Action: Faculty and staff have participated in the Blanket Exercise; Dr. Brianna Strumm trained to become a facilitator of the Exercise with the goal of offering this experience to future students.</p> <p>Action: Tim Dueck is a participant in academic research titled <i>Decolonizing Practices in Vocational Education</i> conducted by Dr. Özlem Sensoy, Professor, Faculty of Education, Simon Fraser University. This study is to learn from instructors about their efforts to decolonize their teaching, including their knowledge about decolonization and settler-colonialism.</p> <p>Action: Dr. Evan Taylor recently participated in a land-based scholarly activity in Canada's North.</p> <p>Action: In January 2023, the BSW and MSW degrees were re-accredited by the Canadian Association for Social Work Education (CASWE) for a period of eight years without conditions. In their final report, the CASWE site visitors wrote: "We were impressed by the integration of decolonizing and Indigenizing perspectives across the curriculum."</p> <p>Implemented</p> <p>Action: SOWK 491: Indigenous Perspectives on Child and Family Welfare was offered in its new form in Fall 2022. The course comprehensively addresses child welfare with Indigenous communities from an Indigenous perspective. Topic selection includes learning about and examining Indigenous peoples' problematic relationship with child welfare systems in Canada, including historical and current issues of race, racialization, racism, and colonization within the child welfare system. Honouring Indigenous lenses, worldviews, values, knowledge, and wisdom is central to this course. This course is required by BSW Child Welfare Specialization students.</p>
---	--

<p>Centre Association, Fraser River Indigenous Society, Fraser Valley Aboriginal Child and Family Services (Xyólheméylh), Indigenous Resources and Solutions Society, Kamloops Aboriginal Friendship Society, Lower Fraser Valley Aboriginal Society, Lower Nicola Indian Band, NLHA'7KAPMX Child and Family Services, Métis Nation BC, Mission Friendship Centre Society, Qwí:qwelstóm (Stó:lō Nation Justice), Scw'exmx Child and Family Services, Seabird Island First Nation, St'át'imc Outreach Health, Stó:lō Service Agency, Tsawwassen First Nation, Vancouver Aboriginal Child and Family Services Society, Vancouver Aboriginal Health Society, and Yale First Nation.</p>	
<p>Success Stories: Evan Taylor, a faculty member from SSWHS, recently returned from a professional development trip near Yellowknife, Northwest Territories at the Dechinta Centre for Research and Learning—an Indigenous land-based education, research, and community initiative that is rooted in Dene and Inuvialuit cultures and communities. The week-long course was based around learning the Dene Laws while participating in cultural activities on Dene land. Every day, while out on the land, participants learned from Indigenous Elders about traditions of hunting, trapping, fishing, shelter-building, cooking, art, music, and dance. Evan writes: “Having the opportunity to truly embed myself in land-based learning in a harsh climate gave me a new understanding and worldview that has invigorated my teaching and expanded my capacity for Indigenizing my professional practice and personal awareness.”</p>	
<h2>12: EARLY CHILDHOOD EDUCATION</h2>	
<p>We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	
<p>Response: Culturally appropriate Early Childhood Education (ECE) programs will spring from ECE workers educated to recognize and support Indigenous cultural teachings including child rearing practices and who have embraced the tenets of cultural safety in their educational practice.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Ongoing Action: Course content is being revised throughout the program area to center Indigenous content. E.g.: Canada’s Food Guide for First Nations, Inuit, and Métis; Indigenous stories and oral storytelling; working from within a Trauma-Informed practice.</p>	<p>Ongoing Action: A:Imélháwtxw Early Education Centre (Chilliwack) located in the Stó:lō Service Agency Center invited all students in the ECE diploma program to attend training focused on land-based learning and building healthy relationships with Indigenous families.</p>
<h2>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</h2>	
<p>We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.</p>	

<p>Response: Halq'eméylem, the language of the Stó:lō people, is supported and promoted at UFV where you find institutional Vision, Mission, Values, and strategic plans using this endangered language. With only one fluent native speaker of this language in the world today the university acknowledges that the ability to deliver courses and programs in the Stó:lō people's language is somewhere in the future. However, the institutional support for the preservation of Halq'eméylem is strong. UFV relies heavily on its partnerships with the Halq'eméylem Language Authority, Elders, linguists and language carriers combined with their decades of work honouring the local Indigenous language, to ensure it is both preserved and rejuvenated.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing Action: Halq'eméylem Language proficiency certificate programs are currently offered in two local communities: Seabird Island and Kwantlen First Nation. This is in addition to the on-campus offerings of the Halq'eméylem courses.</p>	<p>New Action: With the increased enrolment for UFV's Upriver Halq'eméylem courses, the new Halq'eméylem Graduate Certificate courses and the First Nation community based Halq'eméylem cohorts, three sessional instructors have been hired within the UFV Modern Language Department.</p> <p>Implemented Action: A first cohort of Indigenous learners started the Graduate Certificate in Halq'eméylem and a Graduate Diploma in Halq'eméylem, in Fall 2022.</p> <p>Action: The <i>advanced</i> proficiency certificate in Halq'eméylem was delivered at UFV Chilliwack Canada Education Park campus. This certificate is a prerequisite for the upcoming graduate program in Halq'eméylem. In 2023, the second group of students (11) have successfully completed the HALQ 301 and 302 courses to qualify for the UFV Halq'eméylem Advanced Proficiency Certificate.</p>
<p>Success Stories: UFV supports the community based Halq'eméylem Translation Contest which brings together Halq'eméylem learners in the three school districts to compete with their Halq'eméylem language knowledge.</p> <p>Success Stories: To support and encourage the use of the Halq'eméylem language on campus Halq'eméylem lunch hour workshops are offered to faculty and staff.</p>	
23: HEALTH-CARE PROFESSIONALS	
<p>We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.</p>	
<p>Response: UFV is working to increase the number of Indigenous students and graduates in health care programs in several ways: Indigenizing the curriculum, allocating seats in programs for Indigenous applicants, and supporting Indigenous students during their studies.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

<p>Ongoing</p> <p>Action: The BSN and LPNA Programs are currently reviewing and making recommendations on entrance requirement with the aim of decolonizing and Indigenizing our processes and language. There has been consultation with UFV's Teaching and Learning Indigenization Specialist and recommendations implemented. We are in the process of connecting with the Indigenous Student Centre to gather student feedback from their team on experiences in our programs in Health Sciences.</p> <p>Action: Counsellors each completed San'Yas Indigenous Cultural Safety Training for health care professionals through First Nations Health Authority. Counsellors are each participating in an upcoming conference—Making Connections: Ways of Knowing, Being, and Healing. The conference focus is on Truth and Reconciliation and incorporating the learning into therapeutic practice.</p>	<p>New</p> <p>Action: The School of Kinesiology formed a working group to define allocated seats for Indigenous applicants. We have met monthly since January and are working with the Office of the Registrar and the Indigenous Student Centre.</p>
--	---

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Response: UFV and its faculty continue to work on incorporating Indigenous content into UFV Nursing programs.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Action: Currently, we do not have a dedicated course related to Aboriginal Health issues; however, KIN350 (Stress and Chronic Disease) weaves the impact of residential schools and intergenerational trauma throughout the course.</p> <p>Action: Currently faculty are working on implementation of strategies to address the BCCNM Indigenous Cultural Safety, Cultural Humility, and Anti-racism practice Standard. BSN Program examples are incorporated across the BSN Program:</p> <ul style="list-style-type: none"> Students learn about the First People's Principles of Learning, and an Elder speaks 	<p>New</p> <p>Action: The School of Health Studies is embarking on the revitalization of the BSN and LPNA Programs with the intent of ensuring this content is woven throughout the programs.</p> <p>Action: A review was completed in response to the BCCNM Practice Standard, Indigenous Cultural Safety, Cultural Humility and Anti-racism Practice Standard.</p> <p>Action: The Certified Dental Assistant Program is providing the following learning opportunities for our students about the history and legacy of residential</p>

<p>about aging in cultural contexts within local Indigenous communities.</p> <ul style="list-style-type: none"> • Students learn about culture and spirituality practices of older adults in Indigenous Communities. Students look at the connection between trauma and mental health within Indigenous Communities and the concept and effects of intergenerational trauma. • Jordan's Principle: Faculty engage students in looking at the Tripartite Health Care Agreements within Indigenous Communities in BC and Indigenous Doula's are guest speakers on cultural birth practices. • There is a class on healthcare in rural and remote Indigenous Communities. 	<p>schools and teaches about cultural humility and EDI in our program.</p> <p>For example:</p> <ul style="list-style-type: none"> • Students participate in KAIROS Blanket Exercise. • Students participate in self-reflection activities answering guided questions about their own cultural humility/awareness and how it relates to their practice as a CDA healthcare professional. • Faculty teach cross-cultural consideration and cultural humility in the professionalism course: assigned readings on the "timeline of the history of Indigenous peoples in BC, an activity called "Settler's Positionality" and guided discussions. • Indigenous speaker(s) provide insight into how best to work with Indigenous communities, prior to students visiting Chehalis K-12 community school to provide oral health presentations. • Faculty have created EDI curriculum/training for students, providing education on exploring the topics of equity, diversity, and inclusion through guided class activities.
--	---

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N / A	

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Response: UFV prepares many graduates to take on the role of public servants. UFV ensures that program graduates have developed the necessary skills, through both the program curriculum and in extracurricular activities, to be successful in public service.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

<p>Ongoing</p> <p>Action: UFV's library collection focuses on acquiring Indigenous materials and on the creation of dedicated funds for Indigenous Studies materials. The Library has created an Indigenous materials list to ensure that Indigenous knowledge is available throughout all subject delivery areas.</p>	<p>Implemented</p> <p>Action: On September 30, 2022, UFV recognized and took part in Orange Shirt Day—National Day for Truth & Reconciliation. UFV encouraged everyone to wear orange to raise awareness of the very tragic legacy of residential schools, and to honour the thousands of Survivors.</p>
<p>62: TEACHER EDUCATION</p>	
<p>We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p>	
<p>Response: The Teacher Education department (TED) is committed to Indigenizing the Bachelor of Education (BEd) and Master of Education in Educational Leadership and Mentorship (MEd) programs. Faculty members are actively engaging in decolonizing work, both personally and professionally to ensure they are able to educate teacher candidates to integrate Indigenous Knowledge and Indigenous pedagogy into their future classrooms. Additionally, TED supports this learning amongst teachers in schools in surrounding areas.</p>	
<p>PROGRESS</p>	<p>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</p>
<p>Ongoing</p> <p>Action: BEd Candidates are purposefully exposed to a number of Indigenous and decolonizing learning experiences in their 10-month post degree program. These include:</p> <ul style="list-style-type: none"> • Visit to St. Mary's Indian Residential School • Visit to the former Coqualeetza Residential School Site • Circle Works workshop with Lorna Andrews • Stó:lō Governance Workshop with Peggy Janicki • "The Gladys we never knew" Blanket Exercise • Evaluating and teaching with culturally inclusive resources • Indigenous Film Festival Day (*new this year) <p>Faculty continue their own decolonizing journeys through books, webinars, podcasts, and presentations.</p>	<p>New</p> <p>Action: Completed the Máthxwi Project: Worked with Brenda Strong, Lisa Wolgram, Michael Blackburn, Carlin Swift (BEd grad) and the Máthxwi First Nation to create a series of lesson plans to support Máthxwi specific stories. These were then delivered as workshops to teachers in the Abbotsford School District. Led by Dr. Vandy Britton.</p> <p>Action: Hired Carolyn Roberts (Salish heritage from the N'Quatqua First Nation - St'át'imc and Ch'iyaqtel First Nation - Stó:lō) as a new faculty member.</p> <p>Action: Led by Dr. Joanne Robertson, started a Working Group on <i>Decolonizing L2 Teaching Practices and integrating Indigenous knowledges</i> as a part of the Canadian Association of Second Language Teaching with TLC specialist, Lorna Andrews.</p> <p>Action: Community of Inquiry project looking at Decolonizing Possibilities in Educational Psychology (SSHRC funded) with UBC colleagues, Dr. Nikki Yee, Dr. Sheryl MacMath, and Lorna Andrews.</p> <p>Action: Partnering with the Canadian Assessment for Learning Network to host a speaker series: Decolonizing Assessment. Speakers included: Laura Tait (Coast Salish), Dr. Dwayne Donald (Blackfoot), and Dominic Beaudry (Anishnaabe).</p>

	<p>Action:</p> <ul style="list-style-type: none"> • Paper Presentation for Canadian Association of Educational Psychologists: Yee, N., Ilten-Gee, R., Goodwill, A., Roberts, C. (2022). <i>Exploring the decolonizing potential of introductory educational psychology courses: A survey of existing practices.</i> • Completed chapter: Yee, Wainwright, L., Galla, C. K. (in press). It's About Damn Time: Decolonizing and Indigenizing Possibilities in Teacher Education. In <i>Unsettling Education: Decolonizing and Indigenizing the Land.</i> • Dr. Nikki Yee presented on: <i>Opening decolonizing possibilities through inclusive education practices</i> to the Central Okanagan Teachers' Association Pro-D.
86: JOURNALISM AND MEDIA SCHOOLS	
<p>We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.</p>	
<p>Response: Journalism and media communications is of significant interest to UFV Communications students. Meeting the needs of Indigenous communities and preparing students to be respectful to and know and understand Indigenous protocols is part of the preparation needed for these career choices.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Action: Indigenous communication protocols and ways of knowing are incorporated into related programs and embedded in many courses, such as Public Speaking, Intercultural Communication, and Team and Small Group Communication for the Workplace.</p>	<p>New</p> <p>Action: UFV's new major in Communications welcomed its inaugural class in the Fall 2022. The program content and delivery exemplify the Communication department's commitment to meeting the needs of Indigenous communities.</p>
92: BUSINESS SCHOOLS	
<p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti- racism.</p>	
<p>Response: To equip the Faculty of Business and Computing (SoB) faculty and staff to responsibly educate business graduates, both professional development and curricular changes are needed. Unlearning and relearning the landscape as well as building partnerships with Indigenous business owners and experts is imperative in achieving these changes.</p>	

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Action: The School of Business Lucerne seminar for executive training includes sessions on conflict resolution and First Nations; it has been offered since 2012. This international event also includes a visit of Indigenous sites close to Whistler.</p> <p>Action: Led by a faculty member with the Stó:lō Research and Resource Management Centre (SRRMC) in Chilliwack, BC, began a research project around managing revitalization of Indigenous languages in British Columbia.</p> <p>Action: A new Negotiation course is being developed as part of the HR major program, in which the Indigenous methods/ways of negotiation will be an essential focus.</p> <p>Action: The school is in discussion with the CAFM (Certified Aboriginal Financial Manager) for designation—this is the only designation specifically established for Indigenous finance and management positions in Canada.</p> <p>Action: Dr. Chris Schinckus is involved as Director at large of the Business Schools Association of Canada (BSAC) where one of his responsibilities is Indigenousization of Business Schools. Schinckus is also chairing a working group to create a national source of funding to support Indigenous PhD students in business-related disciplines.</p> <p>Action: Dr. Chris Schinckus is currently enrolled in the Certificate in Decolonizing Education at Wilfried Laurier. This education and experience brings ideas for potential professional development related to decolonization in the Faculty of Business and Computing.</p> <p>Action: Faculty members and TLAC Specialist (Indigenizer) are working on a research project on “Promoting Positive Experiences for Indigenous Students at UFV”. The research initiative has been approved by the ethics board at UFV and they have started with interviews. They intend to submit their report by early 2024.</p>	<p>Continuing:</p> <p>Action: SoB are working with Stó:lō Community Futures to develop a Certificate specifically designed to meet the needs of Indigenous entrepreneurs.</p> <p>Implemented:</p> <p>Action: Attendance at the Territorial Acknowledgment Workshop organized by Teaching and Learning Centre (TLAC).</p> <p>Action: Indigenous business leaders speaking and sharing in various courses including BUS 314, BUS 325, BUS 444.</p> <p>Action: Dr. Jon Thomas, Dr. Saeed Rahman and Dr. Chris Schinckus gave a workshop for the Seabird Island Youth Community.</p> <p>Action: Indigenous Advisory Board for the SoB: The Indigenous Board is now composed of 12 Indigenous leaders who meet twice a year (February and October). The role and objectives of this new Indigenous Advisory Board have been described in the new Terms of Reference.</p> <p>Action: Faculty & staff attended a 2 full-day Summer Retreat to lay the foundations for initiatives enhancing a meaningful Indigenousization of the School of Business. The event was dedicated to the notion of “relationality” that is at the heart of Indigenous epistemology: Relationality with Ideas; Relationality with Land; Relationality with People; and a final discussion about how the school can move forward with its “Relational Accountability”.</p> <p>Action: Each faculty and staff member were gifted a book on Indigenization and Decolonization in Canada at the beginning of the academic year. This is the first of 5 Indigenizing books within 5 years.</p> <p>Action: Hosted a conversation with 2 Indigenous educators to discuss the challenging dimensions of Indigenizing business-related topics.</p> <p>Action: Redesign of course (BUS444) to be taught in relation to Indigenous community needs. An Indigenous leader shared his own challenges with students who then</p>

	<p>have to come with a solution and share their views with an Indigenous audience.</p> <p>Action: Dr. Saeed Rahman is leading Enactus UFV, a student-led organization which has been partnering with Maple Ridge, B.C. based Fraser River Indigenous Society (FRIS) since 2020 to create social change through its Oak & Earth social enterprise. Enactus students work closely with the UFV School of Business faculty, business leaders, and the community to develop business projects that address social initiative issues in our community, using entrepreneurial mindsets to make a positive economic, ecological, and social impact. The team collaborates with FRIS to design packaging and labels and shares 50% of its profits to support FRIS.</p> <p>Action: Enactus UFV has been collaborating with FRIS on its Big Brain Literacy Program (BBLP)—a financial literacy workshop program. This partnership has allowed us to gain insight into how best we can support local Indigenous peoples. Further, the partnership has enabled us to address some of the pressing social challenges facing the Indigenous community and others. By being involved with Enactus UFV, our students learn how to run real-world business ventures sustainably while making a positive, significant social impact.</p>
--	--

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

ARTICLE 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

ARTICLE 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories, and aspirations which shall be appropriately reflected in education and public information.

ARTICLE 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Response: UFV welcomes the responsibility of moving the recommendations of the Truth and Reconciliation Commission (TRC) forward. We honour Indigenous knowledge at all touchpoints of learning and dismantle settler colonialism by centering Stó:lō ways of knowing and being in the University. We are committed to achieving the Calls to Action from the TRC and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Response: We are elevating awareness of everyone who works at UFV to have knowledge and understanding of the work of Indigenous peoples in putting forward UNDRIP. This affirms the principles and instils the values to undertake implementation. We work to educate and support the commitment of the federal and provincial governments to the rights of Indigenous peoples to “autonomy or self-government” and “ways and means” for funding these (Article 4), and the right to their own “distinct” institutions as well as their “right to participate fully” in those “of the State” (Article 5). Having widespread institutional understanding of Article 4 and 5 allows attention to Articles 14, 15 and 21.

Note: Senate—UFV’s governing body—approved *Lálém ye mestiyexw* (“House of the Peoples”), an Indigenous strategic vision and framework that will allow UFV to fully embrace our commitment to Reconciliation, Indigenizing our Academy, and improving our ability to be both responsive and responsible to Indigenous peoples’ goals for self-determination and well-being.

As steps towards the implementation of *Lálém ye Mestiyexw* this section will identify each initiative as aligning with one of the four posts of the *Lálém* that connect to the Indigenization model at UFV:

- Students
- Relationships, Partnerships & Governance
- Academic Curriculum & Programs

Students

Response (Article 14.2): Supporting Indigenous Students Access and Success. In addition to direct student supports the university ensures Indigenous students feel reflected and included in all aspects of the university, including the aesthetics of place and the instructors they learn from.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Action: Dedicated financial supports for Indigenous students with ongoing fundraising to increase the range of bursaries and awards for Indigenous students including:</p> <ul style="list-style-type: none"> • Bursaries available for Indigenous students for financial need. • An Indigenous Student Emergency Fund, funded by donors and MAVEd. • An endowed leadership award for Halq'eméylem learners. <p>Action: The Indigenous Peer Mentor program prepares Indigenous students to make a successful transition to university life and academic expectations.</p>	<p>New</p> <p>Action: The Centre for Experiential and Career Education (CECE) provides resources, services, and supports for Indigenous students:</p> <ul style="list-style-type: none"> • For the Student Experiences Fund, eligible experiences include cultural experiences. • Experiential Learning Student profile encourages students to document their cultural experiences, language, and Indigenous teachings. • Ongoing partnership with TD Indigenous Talent Partner Joshua Cayer who works with CECE to coach Indigenous students on many career-related topics. • CECE is an active contributor to the CPABC Resource Hub for the Indigenous Gathering on Pathways in Business.

Action: The [Indigenous Student Centre](#) (ISC) provides free, drop-in tutoring for students in collaboration with the [Academic Success Centre](#).

Action: The ISC hosts an [Indigenous Graduation Celebration](#) to honour the academic achievements of Indigenous students in a culturally relevant and community inclusive manner.

Action: The Academic Advising Centre works with Indigenous peoples to implement the UNDRIIP. Providing resources, supports, and services targeting Indigenous students:

Academic Advising for Indigenous Students:

- Place Based Advising
 - Coordinated the promotion and delivery of academic advising for Indigenous students with the [ISC](#). Offer advising services in a space that is dedicated to Indigenous learner, in the ISC.
- Indigenous Student Centre
 - Collaborate with the ISC to support the Indigenous student population.

Professional Development on Indigenization:

- Guest speakers at professional development days or team meetings to share with us their expertise on Indigenization and how we can incorporate it into our daily work.
- Each Academic Advisor and administrator in the Advising Centre have identified enhancing their knowledge on and around Indigenization and EDI in their annual growth plans. They engage in Pro-D, attending workshops or other cultural events.

Action: The [Academic Success Centre](#) provides support to UFV's Indigenous students and actively seeks ways to further our connection to the Indigenous community by:

- Hiring students who identify as Indigenous to work as peer tutors in the ISC, cohort classrooms, and the ASC workspaces;
- Display resource material such as *Truth & Reconciliation: Call to Action*, *United Nations Declaration on the Rights of Indigenous Peoples*, and *Indigenous Peoples Atlas of Canada* for use by all students;
- Incorporate Indigenous authors in our Citation Style Guide resources;
- Engage a Medicine Wheel approach to planning a tutoring session into our tutor training, after consultation with staff at the ISC and an Elder; and
- Speaking our acknowledgement of territory in the Halq'eméylem language.

Relationships, Partnerships & Governance	
<p>Response (Article 21): Indigenous leaders, educators and Elders are integral to the governance of post-secondary education guiding the decisions that lead to the education of Indigenous learners and for education for reconciliation amongst all post-secondary learners.</p>	
<p>Response (Article 14.1 & Article 21): Partnerships with Indigenous communities' support community need for programs and services that directly benefit Indigenous people's goals of self-determination and well-being.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Action: UFV's Faculty of Applied and Technical Studies (FATS) offers a Pre-Trades Culinary program in partnership with Stó:lō Aboriginal Skills & Employment Training (SASET) to Indigenous students. This was delivered to two cohorts: in Fall 2022 and Winter 2023. With a multi-year agreement in place this will be offered again in Fall 2023 and Winter 2024.</p> <p>Action: FATS partners with SASET to deliver a range of targeted employment-related programs. These programs provide entry-level skills and tool safety for employment for Indigenous learners. The following programs were delivered or are planned:</p> <ul style="list-style-type: none"> • Building Service Worker (March–April 2023) • Intro to Automotive (October 2023) <p>Action: Delivered two 90-hour Landscape training cohorts, one at Pacific Institute and one at Fraser Valley Regional.</p> <p>Action: Explore Trades: 50% Indigenous students in partnership with Kw'iyeqel Secondary School (SD 33).</p> <p>Action: Partnership with Seabird Island Community School to deliver a 12 week Explore Trades program.</p> <p>Action: SASET Youth in Trades 4-week trades sampler Program was successfully delivered in summer 2022 and planning is underway to deliver again in Summer 2023.</p> <p>Action: FATS faculty and staff participated in Stó:lō cultural place name tours in June and September</p>	<p>New</p> <p>Action: Development of a 6-week Culinary program for high school students at Kw'iyeqel Secondary School, the Alternate Education Secondary School for the Chilliwack School District (SD 33). This will be delivered May-June 2023 (target of 60% Indigenous students).</p>

2022. These professional development activities provide an experiential learning opportunity on the traditions, history, culture, language, and stories of the Stó:lō People.	
Response (Article 15): Promoting and supporting the wider community in embracing the tenets of UNDRIP.	
Academic Curriculum & Programs	
Response (Article 14.1): Indigenous peoples reclaiming Indigenous knowledge and ways of knowing is critical to rebuilding nationhood.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<i>Ongoing Action:</i>	<i>Implemented</i> Action: <u>Remembering the Coqualeetza Occupation</u> : this event, hosted by Indigenous Studies faculty and staff brought together community members who had participated in the occupation in 1991 to share their experiences and what was termed as the beginning of the Resurgence in Stó:lō Téméxw (Land).
Response (Article 15): Reflecting and including Indigenous knowledge and ways of knowing to be recognized and celebrated throughout the campus.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<i>Ongoing Action:</i>	<i>Implemented</i> Action: <u>Beckoning Home: Honouring the Lost Children</u> . This art installation was curated by faculty teaching the Indian Residential Schools course in partnership with the students in the course. The gravity and solemnity of the installation was felt across the campus.
Faculty, Staff & Administrators	
Response (Article 15): Decolonizing and Indigenizing are integral aspects to all practice at UFV. All staff, administrators and faculty are supported and encouraged to embrace these aspects in all we do at UFV.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	<i>Implemented</i>

	<p>Action: <u>Honouring and thanking the Stó:lō community—Honouring ceremony for Indigenous programs.</u> For nearly 50 years local Indigenous leaders and educators have been creating and advising the university on Indigenizing, and the development of Indigenous Studies. In ceremony, the College of Arts, under the leadership of Dean Murray thanked many of the Stó:lō, Métis, and urban Indigenous peoples who have contributed significantly to the UFV academic program development across disciplines and faculties.</p>
--	---